COMPETENCE MODEL OF PERSONALITY OF THE GRADUATE OF THE MASTER'S PROGRAM IN THE DIRECTION 44.04.02 - PSYCHOLOGICAL AND PEDAGOGICAL EDUCATION

MODELO DE COMPETÊNCIA DA PERSONALIDADE DO GRADUADO DO PROGRAMA DE MESTRADO NA DIREÇÃO 44.04.02 - EDUCAÇÃO PSICOLÓGICA E PEDAGÓGICA

MODELO COMPETENCIAL DE PERSONALIDAD DEL GRADUADO DEL MÁSTER EN LA DIRECCIÓN 44.04.02 - EDUCACIÓN PSICOLÓGICA Y PEDAGÓGICA

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ABSTRACT: The article is devoted to the actual problem of the formation and development of the personality of a master student studying in the direction 44.04.02 - psychological and pedagogical education. With the introduction of new standards into educational practice, an urgent need arose to build a graduate model, according to competencies. The authors place particular emphasis on the methodological analysis of the foundations for the development of professionalism, on the patterns of formation of the labor functions of the teacher-psychologist. In their search for truth, researchers used only theoretical tools of knowledge, such as the axiomatic method, modeling, analysis, synthesis, idealization. Thanks to which the authors prescribe the content characteristics of the components of the competence model of a graduate of a pedagogical university in the direction of training "Psychological and pedagogical education". This model consists of professional, motivational, value and personal components.

KEYWORDS: Competence. Psychological safety. Professional standard teacher-psychologist. Personality. Education. Counseling.

RESUMO: *O artigo se dedica ao problema atual da formação e do desenvolvimento da personalidade de um aluno de mestrado que estuda na direção 44.04.02 - educação psicológica e pedagógica. Com a introdução de novos padrões na prática educacional, surgiu a necessidade urgente de construir um modelo de pós-graduação, por competências. Os autores colocam particular ênfase na análise metodológica dos fundamentos para o desenvolvimento do profissionalismo, nos padrões de formação das funções laborais do psicólogo-professor. Em sua busca pela verdade, os pesquisadores utilizaram apenas ferramentas teóricas do conhecimento, como o método axiomático, modelagem, análise, síntese, idealização. Os autores prescrevem as características de conteúdo dos componentes do modelo de competência de um graduado de uma universidade pedagógica na direção da formação "Educação psicológica e pedagógica". Este modelo é composto por componentes profissionais, motivacionais, de valor e pessoais.*

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PALAVRAS-CHAVE: *Competência. Segurança psicológica. Psicólogo-professor padrão profissional. Personalidade. Educação. Aconselhamento.*

RESUMEN: *El artículo está dedicado al problema real de la formación y desarrollo de la personalidad de un estudiante de maestría que estudia en la dirección 44.04.02: educación psicológica y pedagógica. Con la introducción de nuevos estándares en la práctica educativa, surgió la urgente necesidad de construir un modelo de posgrado, acorde a las competencias. Los autores ponen especial énfasis en el análisis metodológico de las bases para el desarrollo de la profesionalidad, en los patrones de formación de las funciones laborales del docente-psicólogo. En su búsqueda de la verdad, los investigadores utilizaron solo herramientas teóricas del conocimiento, como el método axiomático, el modelado, el análisis, la síntesis, la idealización. Gracias a lo cual los autores prescriben las características de contenido de los componentes del modelo competencial de un egresado de una universidad pedagógica en la dirección de la formación "Educación psicológica y pedagógica". Este modelo consta de componentes profesionales, motivacionales, de valor y personales.*

PALABRAS CLAVE: *Competencia. Seguridad psicológica. Docente-psicólogo profesional estándar. Personalidad. Educación. Asesoramiento.*

Introduction

The practice of modern education in higher education, having received the prescribed tasks in the Professional and Educational Standards, today does not have a coherent methodological basis for their implementation. Virtually every developer of the Basic Professional Educational Program must develop a passport for each competence laid down in the Federal State Educational Standard and introduce copyright universal competencies. The education standard makes it possible to individually expand the capabilities of the graduate's competence model (BASHARINA, 2019; KROPOTOVA; LEGKOVA, 2020; SHEKHMIRZOVA; GRIBINA, 2019). Institutions for the training of professionals-future psychologists in education are trying to independently develop a model of their graduate and take as a basis different components from enhanced training of the skill of professional reflection (KALININA, 2019) to the formation of innovativeness as an integral personality trait of a graduate (ALEKSEEVA, 2020).

The search for ways and forms of implementation of such a model led to the idea of introducing a school-university partnership as a condition for improving the quality of training of a teacher-psychologist, the formation of the professional orientation of the teacher's personality (POPOVA, 2019). The competency model of a graduate as a target component of the educational program of a university is considered by a number of scientists (SHEKHMIRZOVA, 2019), it is believed that this model can be used as a means of assessing

the quality of education (SHAFOROSTOVA; VALOVA, 2019), but all emphasize the need to take into account the employer's request (SHAFOROSTOVA; VALOVA, 2019). From the analysis of the opinions of Russian teachers and psychologists and our own reasoning, we can conclude that the competence model of a graduate is a projection of the system of components of the professional function of a teacher-psychologist onto the personal resource of the subject of training, adjusting it to the requirements of the profession. That is, it is not a knowledge platform for development, but a personal one, which includes all the resources and forms of individual development.

Literature Review

Currently, all those who seek development and reform start from education all over the world, and approaches from the new age of communication and technology in education, including the effective view based on self-learning and how to learn (metacognition). Process-oriented and independent learning The effect of gradual movement in redefining the basic concepts of education. Science, teaching, teacher, student, elementary school and school are coming up with new definitions. Globalization has largely disappeared and needs to be redefined in areas such as traditional areas of education and technology. For example, the blurring of boundaries between national governments and the world community, between national culture and the culture of culture created by its providers, between school and local community, home and school, education and work, between the world of work and learning institutions. Between formal and non-formal education, between pre-arranged curricula and the choice of individuals, student, and teacher, between parents and their children, man and machine, and even between different disciplines, the main challenges in education have been created (YADGAROVNA; HUSENOVICH, 2020). To deal with them and adapt. With the changes that have taken place, educational planners and educators must take immediate and daring steps to reconsider education in all aspects of sexuality and development, and it is clear that doing so is in the interest of the global construction and the responsible stream. From studying the current situation in our country's education, we know that there has been no successful success in identifying these challenges and dealing with them during the past years. If something has been done and it is not complete, the country's education system is still traditional (IVANOVA; YURCHENKO, 2020).

New topics and approaches arise from new scientific developments and technologies, especially IT and ITC. In fact, these developments pave the way for the emergence of new

perspectives and raise them beyond the national borders in a global context. In addition, they take them out of the elites and thinkers of society and present them as a social approach and put new responsibilities and challenges beyond the national education systems (POPOVA, 2019).

The second event was the meeting of the US National Commission for the Promotion of Education in 1981, which led to a shocking report published in 1983 entitled "A Nation at Risk". After investigating and announcing the signs of danger, the report warned the country's education officials and instructed them to find solutions to the shortcomings.

Education has expanded unprecedentedly since the 1960s, with the number of students in the world increasing by more than 70 percent, the number of teachers by more than 100 percent, and the number of adults who could read and write by more than 30 percent over 15 years.

At the beginning of the last quarter of the twentieth century, the world realized that education could not and should not stray from the realities of life. This became the language of the languages, and eventually, a new educational system emerged and placed the teacher at its foundation. Since then, in the context of changes in the content of educational programs and innovations, the role of the teacher has been the main issue that attracted the most attention. Following this issue, in November 1980, an international group of scientific, educational, and cultural figures from 20 countries, including Denmark, China, Hungary, the former Soviet Union, Mexico, Thailand, France, Yugoslavia, India, Brazil, the United States, etc., served as advisers to the Secretariat. UNESCO met in Paris to discuss key educational issues. The Second International Conference on the Future of Education was held in Paris in December 1981, summarizing the results of the efforts. The main results were (BASHARINA, 2019):

•   Emphasizing the role of the teacher and prolonging the period of internship and retraining of teacher training;

•   Quantitative and qualitative expansion of teacher training commensurate with the growth and expansion of education;

•   Evolution in educational programs, the content of textbooks and the addition of sources of knowledge and information such as newspapers, libraries, museums, films, radio and television programs, theater, computers, and microelectronics, etc.

The mass media and mass media also addressed education issues and gradually served economic and social growth; In fact, there was a kind of non-school education.

However, developments in each of these areas were not without flaws. Developments were so rapid that they created unaccounted for problems. The troubles, each of which required other comprehensive measures to save life on Earth from great and misleading dangers on the

one hand and to preserve the cultural identities of nations and societies on the other. All of these challenges and problems are referred to as global issues (SCHOFER *et al.*, 2021).

Known in 1991 as the Year of Thoughts, Theorizing, and Encouragement, three influential books were published that profoundly impacted global education developments. This year, Alexander King (the first president of the Club of Rome) and Bertrand Schneider (Secretary-General of the Club of Rome and a member of the World Academy of Arts and Sciences) compiled and published a book entitled "The First World Revolution" in two parts. The problems of human society in the present age and the second part is the expression of the solutions that have been brought to solve these problems. The authors believe that "the world is badly governed and countries are worse off". They cite several reasons to prove this mismanagement, including (ABDURASULOVICH *et al.*, 2020):

Governments resist change and avoid creativity. Whereas without change, innovation and creativity, current crises cannot be overcome;

Most governments are concerned with issues that belong to the present, not the future; As a result, they neglect to address the fundamental problems;

The requirements of today's world require that people with the following qualities be at the forefront: the ability to innovate and adapt to innovation, the ethical and equitable treatment of issues, and the ability to learn.

They then see the enhancement of government capability as a combination of three other factors that act as levers and make things possible:

- Education in its modern meaning;

- Utilization of new sciences and technologies;

- Proper use of mass media.

The education system faces three problems that we must address: information overload, regression, and disproportion.

Unlike in the past, education today and in the future means a constant process of learning by every human being and every society. One of the new goals of education is learning to change. Acquiring knowledge, cultivating intelligence, talent, self-knowledge, and awareness of one's gifts and talents, using creative and imaginative mental powers, overcoming undesirable and destructive motives, playing a responsible role, etc. are among the goals of modern education (SHARIPOV, 2020).

Globalization also affects the organization of work and the way work is done worldwide, and the most important part of this effect is related to the production of goods with higher skills.

On the other hand, information technology has gradually become part of the curricula of educational institutions. This action is done to expand the quality of education at lower and distance costs and offer superior educational quality using the Internet. This type of policy allows students around the world to connect more and more with each other. In this regard, the quality of educational systems is increasingly compared worldwide. These comparisons place great emphasis on science and math, English, and communication skills curricula. Examinations and setting educational standards are a large part of the efforts that have been made to improve the level of responsibility and accountability of the education system to society. By measuring the knowledge produced, staff and training managers are also evaluated. But the method of exams is strongly influenced by the political environment and the goals of the educational system. Therefore, to develop effective policies to improve the educational system, the political-ideological tendencies of the exams should be separated from the framework and content of the management of educational systems (KRYVYLOVA *et al.*, 2021).

Materials and Methods

The construction of a competency-based model of a graduate of a master's program in the direction 44.04.02 - Psychological and pedagogical education is based on theoretical methods of cognition of the nature of education, upbringing and human development in the applied tasks of the profession of a teacher-psychologist. We used the axiomatic method as a study of the available set of methodological foundations that do not require an empirical evidence base, since they are axioms. A system of inferences built on the basis of axioms, further analysis combining into a single system all the results of the analysis carried out as a detailing of systems, splitting them into parts for a scrupulous study, and synthesis as a fusion of different parts and details in order to generate new ideas. These methods allowed us to apply idealization as a method of transcendental formation of concepts about the object of research, followed by modeling and structuring of our inferences. The main method of our research was modeling. Ideal modeling was aimed at creating a competence-based model of a graduate's personality, consisting of professional, motivational, value and personal components.

Results Discussion

In the logical mainstream of the graduate's competence model, we built a professiogram, consisting of the following components:

1. Professional functions of a teacher-psychologist and the presence of a correlation between ZUN

2. Motivation of professional activity

3. Professional values

4. Professionally important personality traits.

Schematically, in the target and content aspect, it is possible to depict the cognitive weights of the formation of the work functions of a psychologist in the corresponding professional competence and, in accordance with the professiogram of the Master of Psychological and Pedagogical Education, fill the content of the professional competence "PC-2: organizations "with the following components and prescribed content characteristics:

Table 1 – PC-2: organizations

Component		Content characteristic
Professional		Professional functions of a teacher-psychologist
Tools	Knowledge	Principles for the design of psychological monitoring and analysis of the effectiveness of the use of educational methods and tools. Psychological examination of educational organization development programs in order to determine the degree of safety and comfort of the educational environment. Procedures and methods of interpretation and presentation of psychological and pedagogical examination results Psychological methods for assessing the parameters of the educational environment, including comfort and psychological safety of the educational environment
	Abilities	use the method of expert assessments, identify the degree of comfort and safety of the educational environment of educational organizations
	Proficiency	tools of psychological examination (assessment) of comfort and safety of educational environment of educational organizations; a program of comprehensive psychological and pedagogical examination of the professional activities of a specialist of educational institutions, educational programs and projects, educational and methodological manuals, conducted at the initiative of education management bodies and any educational institutions
Motivational		striving to carry out a qualitative and timely psychological examination (assessment) of the comfort and safety of the educational environment of educational organizations, focusing on specific achievements and success in assessing the comfort and safety of the educational environment of educational organizations
Value		professional ethics, life satisfaction, respect and value for the safety and comfort of the individual and the entire educational environment, responsibility for the results of work

	Knowledge	Procedure for collection, analysis and interpretation of expert assessments, methods, instrumental measurement of comfort and safety of the educational environment, laws to neutralize psychological threats
	Abilities	Use different methods and approaches of threat and risk assessment to create comfort and security of the educational environment, use data collection and analysis methods, compile an algorithm for studying the comfort and safety of the educational environment, integrate various empirical methods in research, ability to organize collection and primary processing of information, results of measurements of comfort and safety of educational environment.
	Skills	analytical, organizational, project and scientific research activities, skills in developing programs for assessing the comfort and safety of the educational environment of educational organizations
	Owns	methodological means of psychological examination (assessment) of comfort and safety of educational environment of educational organizations
Personal		Cognitive processes: High level of social attention; recreational and creative imagination; professional memory; analytical, systemic, logical, critical thinking; speech and communication skills, rich vocabulary and correct diction
		Strong-willed: resilience, the ability to mobilize one's energy potential (knowledge, motives, values, skills, abilities, professionally important qualities) and to realize competence, to show it in professional activity and independence
		Moral: honesty, conscientiousness, adherence to principles, responsibility to participants in the educational process
		PVK (professionally important qualities of a psychologist's personality): resilience, emotional stability, empathy, respect for the client, the ability to solve problems of the safety of the educational environment and the individual, tolerance, criticality, self-confidence, optimism, sociability, internality, egocentricity, meaningfulness, objectivity and subjectivity; as well as gnostic emotional orientation, emotional awareness, social creativity. Such PVCs as authenticity, striving for self-understanding and self-knowledge, creativity are beginning to form.
		Abilities: evaluative, predictive, for psychological safety, communication and for one's own psychological stability.

Source: Devised by the authors

Of course, focusing on the competence model of the graduate of the magistracy, the curriculum included educational disciplines aimed at mastering the knowledge, skills and abilities of psychological, pedagogical and methodological support for the implementation of basic and additional educational programs, correctional and developmental work with children and students, including work for recovery and rehabilitation. Psychological diagnostics of children and students, psychological education of subjects of the educational process, psychoprophylaxis (professional activities aimed at preserving and strengthening the psychological health of students in the process of training and education in educational institutions).

As the main tasks, educational tasks were included in the Basic Professional Education Program (OBEP):

1) Creation of favorable conditions for the development of intellectual, moral and anatomical and physiological safety of the student's personality;

2) The formation of humanitarian-oriented professional values and critical thinking;

3) Ensuring self-determination and self-development of a master's student, as well as conditions for self-realization.

The need to consider the ethnopsychological, socio-cultural, political aspect of the professional community of the DGPU forces the entire process of psychological safety to be considered from the perspective:

- Spiritual and moral as determined by the authority and value attitude towards a person as a representative of all mankind.

- Psychosomatic, based on the development of psychophysical health; prevention, implementation and promotion of a healthy lifestyle. Expansion of knowledge, natural science foundations of the formation of self-awareness, awareness of one's own personality as the custodian of the diversity of the gene pool of the peoples of Dagestan;

- National-cultural as an awareness of the unique way of life, folklore, linguistic consciousness, original creativity of the peoples of Dagestan;

- Intellectual as a stimulating mechanism for development and self-development, the ability to quickly solve, act creatively, think creatively.

Such an approach is hardly effective in the modern conditions of the integration of universal human values. After all, universities should train qualified personnel not only for work in their national schools, but also possibly in other regions of Russia. It is necessary to ensure the adaptation of DSPU graduates to global trends in the world educational community. Sooner or later, but we will come to the idea of cooperation with world university centers that train teachers. We will invite leading experts to work in Dagestan.

Work on the adaptation of educational subjects has become at the DSPU the most important condition for ensuring the psychological safety of the educational environment of the university. By adaptation of a master's student, we mean not passive adaptation or adaptation (that is, the process and the result), but active inclusion in the educational process, when not only a demonstration of the adaptive or normative behavior of a person takes place, but also specific patterns of personal consciousness are developed, included in the constructs of a person's worldview.

Conclusion

The need to expand competencies is reasonable to introduce this practice into the network interaction of the association of Russian universities. To collect and generalize data on problems and exchange experience gained during the implementation of programs for the psychological safety of the educational environment of the university, the creation of training sites and advanced training programs. When organizing network interaction on expertise and security issues, it is possible to ensure mobility of consultations, which will help to painlessly adapt to the profession.

In order to avoid disruptions in the harmonization of innovation processes in the university, the professional community should:

- To create a system of certification of the Ministry of Labor and the Ministry of Education and Science of the Republic of Dagestan of psychologists and teachers, the educational institution itself, for the psychological safety of the educational environment;

- Monitor the needs of educational subjects for the request of psychological support, improve the skills of the administrative staff of an educational institution;

- To organize regional methodological support and implementation of the program for the development of pedagogical collectives, in part, psychological safety;

- Develop a program for a flexible multi-level and multichannel process of training psychological and pedagogical personnel, including research, production and educational practices (FSES 3 ++) in order to ensure individual and group psychological safety,

- To create a network of systems of inter organizational interaction of teachers of various degrees of qualification and different levels of training (preschool educational institutions - schools - pedagogical colleges - DSPU - centers of advanced training);

- To organize the institute of tutoring in the community of psychologists and teachers;

- To approve the model of qualification tests in terms of professional suitability (level of emotional stability, burnout, emotional-volitional self-regulation, prospects for self-development, etc.) for all candidates for work in the field of general, secondary, higher, additional, postgraduate education.

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