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**PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR THE FORMATION  
OF COMPETENCE IN THE PROFESSIONAL COMMUNICATION OF STUDENTS  
OF PSYCHOLOGICAL FACULTIES OF UNIVERSITIES**

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**ПСИХОЛОГО – ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ФОРМИРОВАНИЯ  
КОМПЕТЕНТНОСТИ В ПРОФЕССИОНАЛЬНОМ ОБЩЕНИИ СТУДЕНТОВ  
ПСИХОЛОГИЧЕСКИХ ФАКУЛЬТЕТОВ ВУЗОВ**

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**ЖОО – НЫҢ ПСИХОЛОГИЯЛЫҚ ФАКУЛЬТЕТТЕРІНІҢ СТУДЕНТТЕРІНІҢ  
КӘСІБИ ҚАРЫМ-ҚАТЫНАСЫНДА ҚҰЗЫРЕТТІЛІКТІ  
ҚАЛЫПТАСТЫРУДЫҢ ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ  
ШАРТТАРЫ**

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**Annotation**

Every year requirements to high – quality training of specialists psychologists raise and the special importance is gained by a problem of identification of psychology and pedagogical conditions of formation of competence of professional communication of students of psychological faculties of higher education institutions. As showed the analysis of the researches conducted in domestic and foreign psychology, the competence of communication is one of the phenomena which are most studied by psychologists recently.

Communication is the most important category of psychological science. The perspective of communication takes an important place in the general psychology and in psychology of the personality. The pedagogical psychology can be considered through a communication prism as practically all parties of processes of education and training are mediated by communication. Communication is essentially the central concept of social psychology as it generates such phenomena as perception and understanding by people of each other; leadership and management; unity and conflictness, etc.

In our work we consider relevance of process of training of psychologists which is caused by mass character of this profession and its importance for modern society and also insufficiency of the psychology and pedagogical works devoted to a research of conditions of formation of competence of professional communication, the being psychologist, basic for professional activity. It is obvious that the significant part in professional formation of students' psychologists is assigned to formation of competence of professional communication today.

**Key words:** psychology and pedagogical conditions, perception, understanding, conflictness, unity, activity approach, self – knowledge, mutual understanding.

**Аннотация**

С каждым годом повышаются требования к качественной подготовке специалистов – психологов и особую значимость приобретает проблема выявления психолого – педагогических условий формирования компетентности в профессиональном общении студентов психологических факультетов вузов. Как показал анализ исследований, проведенных в отечественной и зарубежной психологии, компетентность в общении является одним из наиболее исследуемых психологами в последнее время феноменов.

Общение является важнейшей категорией психологической науки. Проблематика общения занимает значительное место в общей психологии и в психологии личности. Педагогическая психология может быть рассмотрена через призму общения, поскольку практически все стороны процессов воспитания и обучения опосредованы общением. Общение является по существу центральным понятием

в социальной психологии, поскольку именно оно порождает такие феномены, как восприятие и понимание людьми друг друга; лидерство и руководство; сплочённость и конфликтность и др.

В нашей работе мы рассматриваем актуальность процесса обучения психологов, которая обусловлена массовостью этой профессии и её значимостью для современного общества, а также недостаточностью психолого – педагогических трудов, посвящённых исследованию условий формирования компетентности в профессиональном общении, являющейся базисной для профессиональной деятельности психолога. Очевидно, что значимая роль в профессиональном становлении студентов – психологов отводится сегодня формированию компетентности в профессиональном общении.

**Ключевые слова:** психолого – педагогические условия, восприятие, понимание, конфликтность, сплочённость, деятельностный подход, самопознание, взаимопонимание.

#### Аңдатпа

Жыл сайын психолог – мамандардың сапалы дайындығына қойылатын талаптар артып келеді және жоғары оқу орындарының психологиялық факультеттерінің студенттерінің кәсіби қарым – қатынасында құзыреттілікті қалыптастырудың психологиялық – педагогикалық жағдайларын анықтау мәселесі ерекше маңызға ие болады. Отандық және шетелдік психологияда жүргізілген зерттеулердің талдауы көрсеткендей, қарым–қатынастағы құзыреттілік соңғы уақытта психологтар зерттеген феномендердің бірі болып табылады.

Қарым – қатынас психологиялық ғылымның маңызды санаты болып табылады. Қарым – қатынас мәселесі жалпы психология мен жеке тұлға психологиясында маңызды орын алады. Педагогикалық психология қарым – қатынас призмасы арқылы қаралуы мүмкін, өйткені тәрбиелеу мен оқыту процестерінің барлық жақтары қарым – қатынас арқылы жүзеге асырылады. Қарым – қатынас әлеуметтік психологиядағы орталық ұғым болып табылады, өйткені ол адамдардың бір – бірін қабылдауы мен түсінуі; көшбасшылық және басшылық; ұйымшылдық және жанжал және т.б. сияқты феномендерді тудырады.

Біздің жұмысымызда біз психологтарды оқыту процесінің өзектілігін қарастырамыз, ол осы мамандықтың жаппай болуына және оның қазіргі қоғам үшін маңыздылығына, сондай – ақ психологтың кәсіби қызметі үшін базистік болып табылатын кәсіби қарым – қатынаста құзыреттілікті қалыптастыру шарттарын зерттеуге арналған психологиялық – педагогикалық еңбектердің жеткіліксіздігіне негізделген. Студент – психологтардың кәсіби қалыптасуындағы маңызды рөл бүгінгі таңда кәсіби қарым – қатынаста құзыреттілікті қалыптастыруға бөлінетіні анық.

**Түйінді сөздер:** психологиялық – педагогикалық жағдайлар, қабылдау, түсіну, жанжал, ұйымшылдық, іскерліктік көзқарас, өзін – өзі тану, өзара түсіністік.

#### Introduction

Since every year the requirements for high – quality training of psychologists increase the problem of identifying the psychological and pedagogical conditions for the formation of competence in the professional communication of students of psychological faculties of universities is of particular importance. As the analysis of research conducted in domestic and foreign psychology has shown competence in communication is one of the most studied phenomena recently by psychologists.

Communication is the most important category of psychological science. The issue of communication occupies a significant place in general psychology and in the psychology of personality. Pedagogical psychology can be viewed through the prism of communication since almost all aspects of the processes of education and training are mediated by communication. Communication is essentially the central concept in social psychology since it is this that gives rise to such phenomena as people's perception and understanding of each other; leadership and leadership; cohesion and conflict, etc.

#### Experimental

The term “communication” is considered in Russian psychology primarily in the context of the activity approach. There are three sides of communication by G. Andreeva (Figure 1). Considered in unity the three sides of communication create an important condition for the optimization of joint activities of people and their relations.

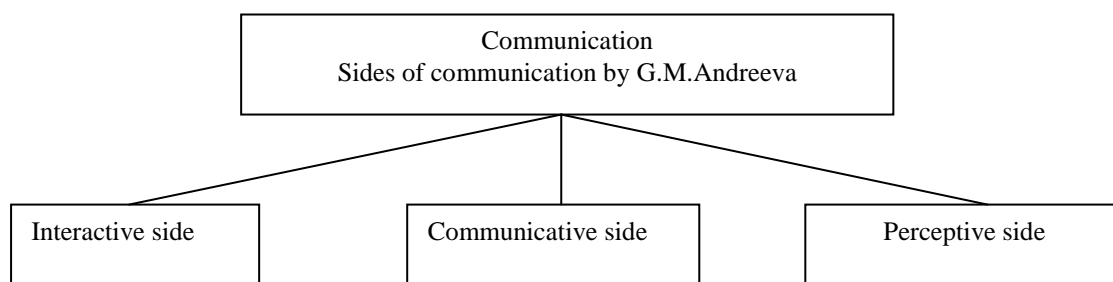


Figure 1 Sides of communication by G.M. Andreeva

The task of psychology is the development of means of adjusting communication improving communication skills, especially necessary for those categories of people whose professional competence is largely related to the effectiveness of their communication, that is, their level of communication competence. Competence in communication is actively investigated by many authors but the structure of competence in professional communication and professional activity has not been studied enough.

The essence of professional activity can be identified through the orientation of psychological research on the development of reference parameters of “future” activities. A comprehensive solution to the problem of disclosing the content of activities is possible on the basis of the activity approach to the development of the profession according to which activity is considered as the leading condition and the main mechanism for the formation and development of a specialist.

In the process of professional communication there is no hard set of knowledge: with the emergence of new conditions and tasks that require the deepening of existing knowledge and the acquisition of new ones, the psychologist must be in the process of constant development of his activity. The focus of teachers of psychological faculties should not be individual academic disciplines or their complexes but the activities of psychology students and the corresponding psychological and pedagogical conditions for fully managing the process of becoming a highly qualified specialist. It is necessary that the psychologist has such personal characteristics that would allow him to take care of creating the most favorable conditions for the development of self-awareness and the implementation of personal changes of his clients. That is why the competence in communication in the works of many domestic authors is considered as the basic competence of the psychologist (I.V. Vachkov, Yu.M. Zhukov, T.L. Khudyakova, etc.).

### Results and discussion

The nature of the relationship between the psychologist and the client is the most important moment in psychological practice which determines the effectiveness or inefficiency of professional activity. Correction of the client’s personal problems requires their awareness, actualization and therefore involves a process of specially constructed dialogical communication. Dialogue communication involves the provision of feedback. The concept of “parity” dialogue was advanced by Yu.N. Yemelyanov defined it as an equal conversation. V.N. Kunitsina distinguishes the following functions of trust communication:

- social-psychological (the formation of interpersonal relations, the establishment and preservation of psychological contact);
- psychological (emotional support, satisfaction of need for acceptance);
- psychotherapeutic (restoration and preservation of mental equilibrium).

Of particular importance for the formation of trust communication is the manifestation by the psychologist of a high level of tolerance and internality, the desire to achieve mutual understanding and coordination of different motives, attitudes, orientations, using the competence in communication to build a dialogue, clarification, cooperation. In studies of N.D. Tvorogova it is shown that a person can consciously control his communication, thanks to the fact that she or he controls the motives of his communication, sets himself or herself certain communication goals, contributes to the development of a positive or negative view of the communication situation, chooses and forms the technical communication which is particularly significant for a specialist psychologist.

Since the systematic formation of competence in professional communication requires its comprehensive diagnosis, it is necessary to determine the criteria for evaluating the main components of competence in the professional communication of psychology students. Analysis of the features of the professional activity of the psychologist allowed us to divide into the following levels (Figure 2).

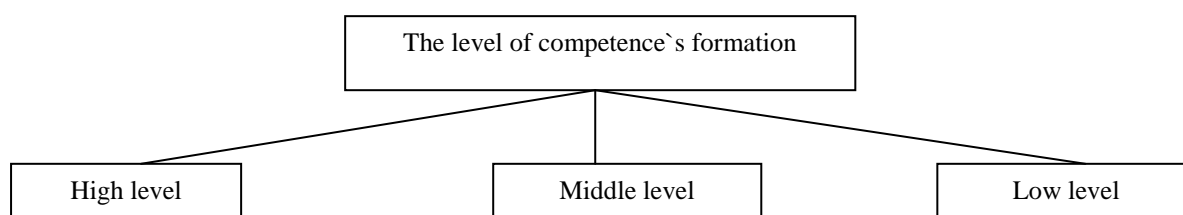


Figure 2 The levels of competence`s formation

Each of them is qualitatively different from the others according to the previously presented evaluation criteria.

### Conclusions

The relevance of considering the process of teaching psychologists is due to the mass character of this profession and its significance for modern society as well as the insufficiency of psychological and pedagogical works devoted to the study of the conditions for the formation of competence in professional communication which is basic for the professional activity of a psychologist. It is obvious that a significant role in the professional development of psychology students today is given to the formation of competence in professional communication.

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