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TECHNOLOGICAL APPROACH IN TRAINING PRACTICAL PSYCHOLOGISTS TO MANAGE THE DEVELOPMENT OF A PROFESSIONAL TEAM BASED ON TEAM BUILDING

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ТЕХНОЛОГИЧЕСКИЙ ПОДХОД В ПОДГОТОВКЕ ПРАКТИЧЕСКИХ ПСИХОЛОГОВ К УПРАВЛЕНИЮ РАЗВИТИЕМ ПРОФЕССИОНАЛЬНОЙ ГРУППЫ НА ОСНОВЕ ТИМБИЛДИНГА

Abstract. The article theoretically substantiates and substantively presents the technology of forming the readiness of future practical psychologists to manage the development of a professional group based on team building. Based on an analysis of a number of scientific papers, conclusions are drawn about the interactive nature of this technology. The attention is focused on the usefulness of team building techniques in the professional activities of a practical psychologist who is engaged in the development of a professional group. The technology of forming the readiness of future practical psychologists to manage the development of a professional group on the basis of team building is defined as a specially organized interaction of participants in the pedagogical process, which provides cognitive improvement of future psychologists in the field of developing a professional group and their competence in applying team building techniques in the professional activity. The optimal efficiency of the technology implementation at three stages is theoretically proved: propaedeutic-predicted, informative-activity, and control-resultive.

Аннотация. В статье теоретически обоснована и содержательно представлена технология формирования готовности будущих практических психологов к управлению развитием профессиональной группы на основе тимбилдинга. На основе анализа ряда научных работ сделан выводы об интерактивном характере данной технологии. Актуализировано внимание на полезности применения тимбилдинговых техник в профессиональной деятельности практического психолога, который занимается развитием профессиональной группы. Технология формирования готовности будущих практических психологов к управлению развитием профессиональной группы на основе тимбилдинга определена как специально организованное интерактивное взаимодействие участников педагогического процесса, которое обеспечивает когнитивное совершенствование будущих психологов в области развития профессиональной группы и их компетентность в применении в профессиональной деятельности тимбилдинговых техник. Теоретически доказано оптимальную эффективность реализации данной технологии на трех этапах: пропедевтически-прогнозируемом, содержательно-деятельностном и контрольно-результативном.

Key words: professional group, practical psychologists, technology, group development, team building, interactivity.

Ключевые слова: профессиональная группа, практические психологи, технология, развитие группы, тимбилдинг, интерактивность.

Formulation of the problem. The processes of changing professional profiles of specialists in modern society invariably determine the need to improve scientific approaches in the field of professional training. Classical forms, methods, means and techniques used in the institutions of higher education are not always relevant in terms of changes in both the requirements for a modern professional as well as on the part of stakeholders and the personality of a modern student. Therefore, the profession of practical psychologist that is now popular has undergone quite serious changes both in the content and in the value-logical aspects. The manager is more likely to give priority to a psychologist who not only knows how to talk to a subordinate, help him/her understand the direction of professional development, but can also organize a professional team for joint activities, correctly and efficiently distributing role positions. Thus, we consider it necessary to theoretically substantiate the technology of training of practical psychologists, which will become effective for the formation of their competence in the development of a professional group, and will also help to master the skills of applying team building methods of working with a team.

Analysis of recent research and publications.

Technology is modeling and projecting [3], orderliness and predictability of the result [5], feasibility and reproducibility [6].

The concepts of "teaching technologies" and "pedagogical technologies" are used in the scientific circulation. Learning technology, in Kramarenko's definition, is a way of realizing the content of the training provided by the educational programs, which is a system of forms, methods and means of training and ensures the most effective achievement of the stated goal [4]. N. Volkova points out the importance of orienting educational technology to the goals defined by the educational standards, curricula [2, p. 8]. However, in order to form a specific formation important for a particular professional activity of a specialist, we must pay attention to the pedagogical technology, which in addition to the above mentioned features, is characterized by resource-intensiveness, social orientation, orderly pedagogical interaction, etc. The analysis of the scientific approaches to defining the concept of "pedagogical technology" made it possible to focus attention on the two most meaningful ones. Thus, V. Bespalko characterizes pedagogical technology using the following features: a clear, consistent, pedagogical, didactic development of the goals of education and upbringing; structuring, ordering, compaction of information required for digesting; a comprehensive application of didactic, technical, computer training and control tools; strengthening of diagnostic functions of training and upbringing; guarantee of a sufficiently high level of quality of training [1, p. 73]. In the understanding of V. Evdokimov pedagogical technology is the process of creation and implementation of a scientifically proved set of pedagogical actions, operations and procedures, adequate to the needs and opportunities of the individual and society, which, due to the orderly professional actions of the teacher, optimization of the resources and efforts of all participants in the pedagogical process provides an effective implementation of the predicted result, aimed at socialization, personal and professional development and self-development of a person [5, p. 343].

Highlighting previously unresolved parts of a common problem.

As we can see, the implementation of the pedagogical technology influences the qualitatively new socially important result of the professional training. However, the process of pedagogical technology developing cannot be separated from the classical educational environment, which should become the basis for its implementation, since every pedagogical technology that is designed for a socially significant purpose can be implemented within specific content-oriented disciplines or through creation and realization of a special thematic course, etc..

In the research of Kramarenko, the technological nature of training a professional in merchandising and commercial activity for preventing conflicts is presented as a set of processes of theoretical and practical activities of university teachers aimed at the formation and development of a student's personality as a professional in the merchandising and commercial activities, as well as a system of goals, content, forms, means, methods and techniques of training, types of control and correction, which are gradually introduced into the educational process of higher education institutions and guarantee the achievement of the final result [4].

However, it seems important to note that the technology of development of any formation of future professionals should be implemented taking into account the external orientations of the professional environment, so the resources of the university environment become inadequate to achieve this goal.

The **purpose** of the article is to theoretically substantiate and substantively present the technology of forming the readiness of future practical psychologists to manage the development of a professional group based on team building.

Representation of the main material. In the study, the technology of forming the readiness of future practical psychologists to manage the development of a professional group on the basis of team building is understood as a specially organized interaction of participants of the pedagogical process, which provides cognitive improvement of future psychologists in the field of professional group development and competence in using team building techniques in the professional activity.

The technology of forming the readiness of practical psychologists to manage the development of a professional group on the basis of team building is attributed to the type of interactive technologies, since the profession of a psychologist belongs to the type of professions "person - person", and its basis is communication with clients. Therefore, choosing interactive methods of teaching allows using the most

effective way to achieve the goal of professional training of psychologists, i.e. to teach an effective communication.

According to N. Volkova, interactivity implies a dialogue; coverage and analysis of each problem from a different angle; rejection of stereotypes and patterns (multiple logic); the presence of "incompleteness" as a natural property of cognition; changing the traditional activity of the teacher for the activity of the students; directing students to an independent search of information (openness to transformations, additions), exchange of knowledge, actions, formation of skills in working with the literature; interaction of microgroups; virtual partners [2, p. 13]. In terms of our research topic, the relevance of the interactive technology is proved by the opportunities it can provide: maximizing the use of each student's personal experience (together with the experience of seeking information, forming their own opinions, responsibility, etc.); continuous interaction of all participants of the educational process, the reflection of which leads to a qualitative change of the model of the behavior based on its correction; freedom to choose own decisions.

Emphasizing on the openness that is caused by the interactivity, it is important to use the results of the interactions of the subjects of communication. In modern realities, this is primarily connected with the interaction of the students with the potential stakeholders, the communication which allows to understand the real requirements to modern professional and feel themselves in the conditions as close as possible to the future professional activities. At the same time, these forms of interaction can be provided by various practical trainings organized by the university, as well as individual arrangements between the student and the stakeholder to perform specific tasks. The connection of the subjectivity-objectivity of the communicants is worth noting here. In the first case, the university that organizes the practical training is the initiator of the professional communication of a particular student and a stakeholder. The second option can be considered more effective for the professional communication experience of the future professional, since he/she, rather than the mediator, initiates the interaction. Thus, the desire to please a particular stakeholder is a motive for the student's zeal, his/her efforts to perform the work in the best possible way, a conscious focus on self-improvement as for the requirements of the professional activity and corporate values of the organization.

In developing the technology of forming the readiness of practical psychologists to manage the development of a professional group on the basis of team building, we are guided by the opinions of the scientists, which are important for the professional training of psychologists focused on their activities in the organization. Thus, the problem of professional communication of the head of the organization with the psychologist on the tasks of finding reasons for the reduction of the personnel (or dismissal of troubled members of the personnel) is considered topical. Such communication, according to M. Sheinis, contains

professional and ethical dilemmas for a psychologist [7], and, thus, his/her activity will in any case be manipulative: either in relation to employees for whom the conclusions of the psychologist will be the basis for professional troubles, or in relation to the interaction with a manager who will try to shift the responsibility for the personnel decisions on the psychologist. Therefore, at the level of psychologists' training for the activity in the organization, we should apply the principle of assertive competence, which will help students to develop the skills of clear and reasonable marking the boundaries of professional tasks in order to avoid the manipulation of the manager.

In terms of the task of motivating employees to develop, assigned to the organizational psychologist, it is important to identify the idea of "permissible shotcomings" introduced by M. Belbin [8], which refers to tolerance in the manager's approaches of eliminating the employee's shortcomings without damaging the strengths of his/her personality. In solving this problem, a psychologist should be able to shift the emphasis from the analysis of the "collective" to the "subjective" aspect (put the emphasis on the features of interaction which make a person realize himself/herself as a subject of the team activity). Therefore, training of psychologists to develop a professional group through the development of each member of the team becomes relevant. In this case, the most effective and modern means of team building determine team building activities. Based on the abovementioned fact, we determine the need to take into account *the principle of value of the individual in the professional group* when developing the technology of forming the readiness of practical psychologists to manage the development of a professional group on the basis of team building.

Thus, in designing the technology of forming the readiness of practical psychologists to manage the development of a professional team on the basis of team building, we must focus on two important tasks: taking into account the tasks of the professional activity of organizational psychologist and preparing him/her for using modern technologies of team building.

An important element of the target component of the technology is a preliminary diagnosis of the formation of the readiness of future practical psychologists to manage the development of a professional group, which can be identified as an ascertaining part of the pedagogical experiment. Diagnosis does not only examines the learning outcomes, but also studies the ways to achieve them, the causes that contribute to or impede the achievement of the goal of the educational process.

The second component – informative-activity – involves the construction of a holistic pedagogical process, which ensures the formation of the readiness of practical psychologists to manage the development of a professional group. Emphasis is put on both the specific features of the psychologist's training for the activity in the organization and the formation of his/her competence in the application of team-building technologies in working with a professional group. In

fact, the task is a cognitive development of the students in their ability to process substantially new information on identified problems and developments of the competencies of self-expression of future practical psychologists in order to increase the level of development of the readiness under study.

In designing the technology of forming the readiness of practical psychologists to manage the development of a professional team on the basis of team building, we should focus on the stages of its implementation, which in general should reflect the three classic aspects of scientific experiment: objective, content-activity and resultive.

In the content of the first stage, which is called the propaedeutic-predictive, attention was paid to three tasks. Firstly, the overall purpose of the study was identified; secondly, on the basis of the analysis of the academic disciplines of the educational program for the professional training of practical psychologists, it was found necessary to supplement the content of some of the disciplines with the information on team building;

thirdly, the necessity of conducting a pilot study on the topic of the dissertation was emphasized, as well as a diagnostics (with a selection of methods) of the initial readiness of the students for the development of a professional group.

The purpose of the second stage of the technology was to prepare future psychologists for the development of a professional group using team building techniques in their professional activities. Predictably, this goal was to be achieved by improving students' cognitive abilities and their competence in using team building (through quasi-professional and extracurricular activities).

The third stage was devoted to the diagnosis, analysis and reflection of the experiment conducted to prepare future psychologists for the development of the professional team skills on the basis of using team building techniques.

In general terms, the identified technology is presented in the table.

Technology of training practical psychologists to manage the development of a professional team on the basis of team building

Stages	Content	Forms of realization
Propaedeutic-predicted	1. Purpose definition: training psychologists to develop a professional group 2. Determination of the content training curriculum and implementation of the team building techniques 3. Diagnosis of the students' level of readiness for professional group development	Diagnosis Scientific analytics Communication with the teachers (coordination of supplementing the topics in the disciplines with the content on the problem of team building)
Informative-activity	1. Implementation of the content part of the problem by introducing appropriate content to the disciplines 2. Implementation of the activity part through the quasi-professional training of future psychologists for using team building techniques 3. Implementation of the activity part through practical trainings / extracurricular activities of the students on the problems of group development (using team building techniques)	Cognitive-type classes (providing information) Interactive classes (skills formation) professional activity (students' activity)
Control-resultive	Organization of reflective and evaluative activities of the teachers and students to identify changes in the levels of formation of readiness for the development of professional team on the basis of team building	Diagnosis Analysis Reflection

Conclusions and proposals. The presented technology for the formation of the readiness of future practical psychologists to manage the development of a professional group based on team building belongs to the category of interactive ones, since its effectiveness as a whole depends on the ability of the subjects of the pedagogical process to interact. At the same time, using team building techniques in the professional training of future psychologists, which allows training to work with a professional group at a quasi-professional level, forms a multi-level competence in using interactivity both in the interaction with an individual person and with a whole group of professionals.

The implementation of the presented technology involves a three-stage process of preparing practical psychologists for managing the development of the group. Notably, at the propaedetic-predicted stage, it is

planned to supplement the content of the disciplines on the topic of group development, as well as carry out diagnostics of the students' readiness for the professional activity in the aspect of group development. At the second stage (informative-activity), future psychologists should gain new knowledge on the stated topic and develop the skills of using team building. The purpose of the control-resultive stage is determined by the diagnosis of the final results of the experiment.

A logical prospect for further research on the given topic is the application of the technology for the formation of the readiness of future practical psychologists to manage the development of a professional group based on team building techniques with the students of the Bachelor degree level of Alfred Nobel University.

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WAYS TO DEMONSTRATE THE GROWTH DYNAMICS OF TEACHING AND LEARNING MATHEMATICS THROUGH "LESSON STUDY"

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«LESSON STUDY» АРҚЫЛЫ МАТЕМАТИКАНЫ ОҚЫТУ МЕН ОҚУДЫҢ ӨСУ ДИНАМИКАСЫН КӨРСЕТУ ТӘСІЛДЕРІ

Summary. The article is devoted to the methods of learning lessons through Lesson Study, which have been used in Kazakhstan's schools in recent years. The pack has a wide range of features and features of the Lesson Study approach. In addition, the authors offer their own way to demonstrate the dynamics of improving students ' learning and increasing the professional skills of teachers in the study of lessons through Lesson Study.

Аннотация. Статья соңғы жылдары Қазақстандық мектептерде қолданыла бастаған Lesson Study арқылы сабақты зерттеу тәсілдеріне арналған. Стаьяда Lesson Study тәсілінің мүмкіндіктері мен ерекшеліктері кең қатылған. Сонымен қатар авторлар сабақты Lesson Study арқылы зерттеуде оқушылардың оқуының жақсаруы мен мұғалімнің кәсіби шеберлігінің өсу динамикасын көрсетудің өзіндік жолын ұсынады.

Key words: Lesson study, lesson study, teaching mathematics, using Lesson study, reflection