

**ПЕДАГОГИКА ЖӘНЕ ПСИХОЛОГИЯ**  
**ПЕДАГОГИКА И ПСИХОЛОГИЯ**  
**PEDAGOGY AND PSYCHOLOGY**

**IRSTI 14.07.03**

**PORTFOLIO METHOD AS A WAY OF PROFESSIONAL AND PERSONAL SELF-  
DEVELOPMENT OF THE FUTURE PEDAGOGUE-PSYCHOLOGIST**

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**Abstract.** The research is aimed at studying the professional and personal self-development of future pedagogue-psychologists. In the article, the authors describe in detail and analyze the essence of the concept of professional self-development. The structural components of the process of professional self-development of pedagogue-psychologist, such as motivational-target, content-operational and reflexive, are presented, analyzed, and the corresponding criteria of the process of professional self-development are determined for them. The method of professional development "portfolio" is considered as a set of materials demonstrating the ability of students to solve problems of professional activity, choose a strategy and tactics of professional behavior and designed to assess the level of professionalism. The authors present the developed elective course "Pedagogical Acmeology", which contributed to arming future pedagogue-psychologists with theory and technologies that provide the possibility of successful professional and personal self-realization. Classes within the framework of the elective course were held in the form of lectures, seminars, discussion of reports on the problems of pedagogical reflection, conducting acmeological training sessions. A summary of the experimental study is presented, where reflective attitudes to the system of one's actions, the ability to create personal portfolios of professional, personal self-development and the further development of reflective abilities were observed.

**Key words:** personality development, self-development, professional self-development, the "portfolio" method, acmeological culture, acmeological environment.

### **Introduction**

In the context of global socio-cultural transformations taking place all over the world, the study of the main factors determining the functioning and development of personality becomes an urgent problem. The concept of "personality development" is interpreted as the process of personality formation as a social quality of an individual as a result of his socialization and

upbringing. The abilities and functions formed during this process reproduce human qualities in the personality. Personality development is carried out in an activity controlled by a system of motives inherent in this personality. At the same time, as a sign of development, there are changes that cover various spheres of personality, for each individual, these changes are individual both in the nature of their course and in the range of activity.

The modern educational process promotes creative development, creates favorable conditions for personal self-development and provides a wide opportunity to meet the needs for self-realization, self-expression and self-affirmation. The problem of self-development in modern education causes the relevance and importance of a comprehensive study of self-development as a pedagogical category and the need to solve the problem of self-development in the system of modern education. And in connection with this, our research is aimed at studying the effectiveness of the portfolio method in the process of personal and professional self-development of a future pedagogue-psychologist.

### **Main part**

On the problem of professional self-development of pedagogue-psychologists, the following provisions are important: professional self-development of a pedagogue-psychologist occurs throughout his life; a pedagogue-psychologist must have a certain set of professionally significant personal qualities; for professional self-development, personal acceptance of the future field of activity is necessary. By professional self-development, we understand a multicomponent personally and professionally significant process of human activity, contributing to the formation of an individual style of professional activity, helping to comprehend best practices and their own independent activities, as well as being a means of self-knowledge and self-improvement [1, 2].

By professional self-development, we mean a multi-component personally and professionally significant process of human activity that contributes to the formation of an individual style of professional activity, helps to comprehend best practices and one's own independent activity, and is also a means of self-knowledge and self-improvement [3].

In their studies, E.A. Klimov, G.M. Kodzhaspirova single out the following structural components of the process of professional self-development of a teacher-psychologist: motivational-targeted, content-operational and reflexive [4, 5].

The motivational-target component is a set of conditions that determine the direction and magnitude of the efforts made to achieve the goals of self-development; prepares the purposefulness of professional behavior.

The content-operational component reflects the scope of what future teachers-psychologists master in the process of preparation, what should be formed and developed, for which they should be prepared as specialists. This component is a system of scientific knowledge, skills, attitudes and experience of creative activity, the mastery of which ensures the versatile development of personality. The reflexive component presupposes an objective assessment of one's actions in the process of purposeful professional self-development. An active reflexive position is a necessary condition for the self-development of a future teacher-psychologist, and its absence almost completely excludes the possibility of his personal and professional self-development.

Based on the above structural components, it is possible to determine the criteria for professional self-development of a future teacher-psychologist: professional orientation; ability to implement professional self-development; development of reflexive skills.

At the same time, the criterion of a person's professional orientation is determined by the following indicators: high internal motivation, readiness for professional self-development and the need for it. The criterion of the ability to implement professional self-development is determined by the amount of knowledge and skills in the field of professional self-development, the need for professional knowledge, skills and abilities and the ability to design and implement their own professional self-development. The criterion of the development of reflexive skills is determined by the presence of an objective assessment of their actions in the process of purposeful professional self-development and correction of the results obtained [6].

One of the most modern methods of professional development is the "portfolio" method. It is intended to systematize the accumulated experience, specifically determine the directions of development, facilitate counseling by more qualified psychologists and administration, as well as make a more objective assessment of the professional level [7, 8, 9, 10].

The portfolio consists of:

- a set of documents documenting professional development (diplomas, certificates, certificates, certificates, conclusions of attestation commissions, characteristics, recommendations, etc.);
- methodical "portfolio" – descriptions of the methods of work used with an analysis of their effectiveness;
- description of the process and results of work under the guidance of a mentor (expected work goals, plans, programs, results);
- results and estimates.

As studies in the field of professional education of teachers-psychologists (I.B. Kotova, T.D. Skudnova, V.A. Slastenin, E.N. Shiyanov, N.B. Shmeleva, R.V. Ovcharova, etc.) show, in the practice of university training, a significant place is occupied by the development and implementation of elective courses of acmeological orientation in the educational process. A special role in them is played by anthropotechnologies, acmetechnologies and reflexive management technologies aimed at the development of professionally significant qualities and the ability to self-study and self-development [11].

One of the tasks of the elective course "Pedagogical Acmeology", developed by D.Ramazanova, is to equip students with theory and technologies that provide the opportunity for successful professional and personal self-realization. The result of the implementation of such methods and acme technologies should be the readiness of graduates for independent creative solution of professional and social tasks based on the development of professionally significant qualities: sociability, tolerance, empathy, etc., and what is especially important for teachers-psychologists - pedagogical reflection.

The construction of elective course programs was based on the following psychological and pedagogical principles:

- the principle of activity and responsibility of participants for the learning process and result;
- the principle of communication and mutual cooperation;
- the principle of recognizing the individuality, uniqueness of each participant, non-evaluative communication;
- the principle of confidentiality of personal information.

The main purpose of the elective course is to form a system of psychological and pedagogical knowledge among students about the role and functions of empathy, pedagogical reflection, the basics of pedagogical communication, professional and personal culture, acmeology, the subjective position and humanistic orientation of the personality of a teacher-psychologist.

The main objectives of elective courses:

- to expand the range of psychological and pedagogical knowledge on the problems of self-awareness and pedagogical reflection;
- to activate the process of self-knowledge and understanding of other people;
- create an opportunity for a better understanding of others and yourself;
- to equip participants with ways and strategies of self-development, technologies of effective communication, self-understanding and understanding of other people;

- consolidate the acquired skills and abilities based on the creation of personal portfolios.

An emotionally positive, value-based attitude to self-development is provided as a result of the creation of an acmeological environment and an individualized approach to learning. The acmeological environment is a developing environment organized in accordance with the basic principles of a person-centered approach, taking into account psychophysiological, individual psychological, personal and subjective students in order to optimize their development and self-development [12]. Classes within the framework of the special course are held in the form of lectures, seminars, round tables, group discussions, discussion of reports on the problems of pedagogical reflection and its significance for psychological and pedagogical activity, conducting acmeological training sessions. Training sessions are implemented in the form of psycho-gymnastic exercises, business and role-playing games, group discussions. For example, the elective course program "Pedagogical Acmeology" contains various groups of training sessions. In each group of classes there are various types of active learning methods: psychohymnastic exercises, business and role-playing games, group discussions, discussion of situations, etc. [13].

The following techniques contribute to the development of students' reflexive abilities, such as cognitive interpretation – this is an explanation of what the interlocutor is trying to express, but cannot yet make it clear enough. He is not yet fully aware of his feelings and condition. The use of this technique is most justified when a good psychological contact has been established. The main goal is to help the interlocutor see connections or some aspects of the situation that he is not fully aware of.

Summarizing is a technique similar to interpretation; only in this case the main ideas and feelings of the interlocutor expressed openly in a particular fragment of the conversation are summed up. Here, the listener's point of view is more present in the understanding of the participant of the dialogue than in a simple paraphrase. Summarizing reactions help to connect fragments of the conversation into a semantic unity. They give confidence in the accuracy of the perception of the interlocutor's message and help the student to understand how well he managed to convey his thought.

Self-disclosure is an illustration on a concrete example of how other people have processes similar to those experienced by a future teacher-psychologist. Similarity should consist not in the similarity of external circumstances, situations, but in the deep identity of meanings and feelings. Specific illustrations should be non-evaluative, i.e. they should not have the character of moral assessments and teachings. The data provided should be sufficiently detailed and accurate so that the student has the opportunity to independently draw a conclusion.

The development of reflection is facilitated by a technique called "motive substitution". The essence of this technique is as follows: the conscious substitution of the real motive of the act by another, the implementation of which failed for some reason. Students learn to consciously apply the method of motive substitution. Its purpose is to increase the student's self-esteem and develop his reflection skills. The substitution of a motive radically changes the vector of behavior, and the content of the act is transformed from negative to positive.

A technique that contributes to the formation of a reflexive culture of a future teacher-psychologist is a positive reinforcement. These are all kinds of influences that cause students to be satisfied with what has happened or what has been done. The ultimate goal of positive reinforcement is the formation of attitudes towards social and cultural values and the consolidation of psychological neoplasms. The "Alone with yourself" technique is its essence in not discussing the situation and not giving an assessment of what has been done, but giving the student the opportunity to understand the situation himself. There are several variants of this technique: written ("Try to put on paper everything you think about this ..."); delayed ("I have no time now, and tomorrow we will try to figure out the situation ..."); time-limited ("I offer you 15 minutes to think ..."). Given emotionally-intellectual reception encourages students to analyze, think about the situation, and do it individually, then expressing their point of view.

Acmeological reflexive training, built as a complex of diagnostic, psychotechnical procedures, special exercises and business games aimed at developing reflection as one of the most important foundations of professional and personal development of a teacher-psychologist, the conscious formation of the "I-concept", its refinement and correction, contributes to the development of reflection in students. In these classes, students not only realize the requirements for professional pedagogical activity imposed on the personality of a teacher-psychologist, but also develop the reflexive abilities necessary for a professional. Such training allows to create prerequisites for further professional self-development of young specialists, encourages future teachers-psychologists to search for individual ways of interacting with clients, reveals resources to overcome difficulties arising at the beginning of independent practical activity [14].

The course and content of the experimental study were determined by the goal: to identify changes in the level of pedagogical reflection among future teachers-psychologists before and after studying the elective course "Pedagogical Acmeology". 55 students of the Faculty of Pedagogy of Aktobe Regional University named after K. Zhubanov took part in the study. The methodology was applied: O.V. Kalashnikova "Determination of the level of formation of pedagogical reflection".

The study was conducted according to the following experimental plan:

- conducting diagnostics of the level of pedagogical reflection before students study the elective course;
- repeated diagnostics of the level of pedagogical reflection in students after studying the elective course "Pedagogical acmeology";
- comparison of diagnostic results of pedagogical reflection before and after the experiment.

At the first stage of diagnostics of the level of pedagogical reflection in 3rd year students, it was revealed: low level – 5%; average level – 52%; high level – 45%.

The second diagnostic stage was carried out after studying the elective course in the 4th year, it was revealed: low level – 0%; average level – 42%; high level – 58%.

The low level of development of pedagogical reflection is characterized by: unstable attitude and lack of personal interest in the implementation of reflexive activity. There is no need for systematic self-education and self-education, as well as reflection in the field of self-awareness, comprehension of oneself through others. There is a low intrapersonal self-realization. There is no activity in acquiring new professional and pedagogical knowledge, the scope of professional skills is limited, there are no reflexive skills aimed at understanding their activities. There is no desire to replenish their knowledge through self-education, there is no system of self-development. Self-esteem is characterized by inadequacy, instability, lack of criticality. Lack of reflexive competence and professional reflection.

The average level of development of pedagogical reflection: unstable positive attitude to the implementation of reflexive activity, low personal interest in it. There is a situational need to improve one's reflection in the field of self-awareness. There is a need to comprehend oneself through others. There is a situational, conscious need for systematic self-education, self-education, and there is also a need for the implementation of intrapersonal self-realization. There is a situational need to acquire new knowledge, as well as knowledge aimed at interpersonal cognition, there are skills for self-knowledge, situational self-regulation. Self-esteem is characterized by situational adequacy, instability, episodic criticality.

The high level of development of pedagogical reflection: personal interest and a stable positive attitude to the implementation of reflexive activity. The need to improve one's reflection in the field of self-consciousness is characteristic. The need to comprehend oneself through others. There is a non-situational, conscious need for systematic self-education, self-education, the desire for self-knowledge, that is, the mastery of special self-assessment knowledge, methods and forms. High intrapersonal self-realization. The ability to carry out reflexive management of activities. There is subject-functional knowledge, perceptual-reflexive, professional self-awareness is formed.

Self-esteem is characterized by adequacy, stability, and criticality. There are reflexive attitudes to the system of their actions, to the system of interpersonal relationships, to their professionally significant qualities and, in general, to themselves as a person.

### **Conclusion**

The analysis of the results of the diagnosis of pedagogical reflection in students showed that after studying the elective course, the level of pedagogical reflection increased, this was expressed in the ability to understand other people and oneself, analyze one's professional readiness, the ability to make acmeograms, programs for further self-development and self-improvement. Based on the creation of personal portfolios, the processes of professional and personal self-development of future teachers-psychologists and the further development of reflexive abilities were optimized.

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## **ПОРТФОЛИО ӘДІСІ БОЛАШАҚ ПЕДАГОГ-ПСИХОЛОГТЫҢ КӘСІБИ-ТҮЛҒАЛЫҚ ӨЗІН-ӨЗІ ДАМЫТУ ТӘСІЛІ РЕТІНДЕ**

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**Андатпа.** Зерттеу болашақ педагог-психологтардың кәсіби және жеке өзін-өзі дамытуын зерттеуге бағытталған. Мақалада авторлар кәсіби өзін-өзі дамыту тұжырымдамасының мәнін егжей-тегжейлі сипаттап, талдау жасаған. Педагог-психологтың мотивациялық-мақсатты, мазмұнды-операциялық және рефлексивті сияқты кәсіби өзін-өзі дамыту процесінің құрылымдық компоненттері талданып, ұсынылған және олардың кәсіби өзін-өзі дамыту процесінің тиісті критерийлері анықталған. «Портфолио» әдісі студенттердің кәсіби іс-әрекет мәселелерін шешу, кәсіби мінез-құлық стратегиясы мен тактикасын таңдау қабілетін көрсететін және кәсіби шеберлік деңгейін бағалауға арналған материалдар жиынтығы ретінде қарастырылады. Авторлар болашақ педагог-психологтарды табысты кәсіби және тұлғалық өзін-өзі жүзеге асыру мүмкіндігін қамтамасыз ететін теориямен және технологиялармен қаруландыруға ықпал еткен арнайы әзірленген «Педагогикалық акмеология» элективті курсын ұсынған. Элективті курс аясындағы сабақтар дәрістер, семинарлар, дөңгелек үстелдер, топтық талқылаулар, педагогикалық рефлексия мәселелері және оның психологиялық-педагогикалық іс-әрекеттегі маңызы туралы баяндамаларды талқылау, акмеологиялық тренинг сабақтарын өткізу түрінде өткізілді. Сонымен қатар адамның өз іс-әрекеті жүйесіне, тұлғааралық қарым-қатынас жүйесіне, өзінің кәсіби маңызды қасиеттеріне және тұтастай алғанда, тұлға ретінде өзіне деген рефлексиялық қатынасы, кәсіби портфолиосын құру мүмкіндігі қарастырылып және жеке тұлғаның өзін-өзі дамытуы мен рефлексиялық қабілеттерінің одан әрі даму деңгейі бақылған эксперименттік зерттеудің қысқаша мазмұны баяндалған.

**Түйін сөздер:** тұлғалық даму, өзін-өзі дамыту, кәсіби өзін-өзі дамыту, портфолио әдісі, акмеологиялық мәдениет, акмеологиялық орта.

## МЕТОД ПОРТФОЛИО КАК СПОСОБ ПРОФЕССИОНАЛЬНО-ЛИЧНОСТНОГО САМОРАЗВИТИЯ БУДУЩЕГО ПЕДАГОГА-ПСИХОЛОГА

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**Аннотация.** Исследование направлено на изучение профессионально-личностное саморазвитие будущих педагогов-психологов. В статье авторы подробно описывают и анализируют сущность понятия профессионального саморазвития. Представлены и проанализированы структурные компоненты процесса профессионального саморазвития педагога-психолога, такие как мотивационно-целевой, содержательно-операционный и рефлексивный и к ним определены соответствующие критерии процесса профессионального саморазвития. Рассмотрен метод профессионального развития «портфолио», как набор материалов, демонстрирующий умение обучающихся решать задачи профессиональной деятельности, выбирать стратегию и тактику профессионального поведения и предназначенный для оценки уровня профессионализма. Авторами представлен разработанный элективный курс «Педагогическая акмеология», который способствовал вооружению будущих педагогов-психологов теорией и технологиями, обеспечивающими возможность

успешной профессионально-личностной самореализации. Занятия в рамках элективного курса проводились в форме лекций, семинаров, круглых столов, групповых дискуссий, обсуждения докладов по проблемам педагогической рефлексии и проведение акмеологических тренинговых занятий. Представлено краткое содержание экспериментального исследования, где наблюдались рефлексивные отношения к системе своих действий, к системе межличностных взаимоотношений, к своим профессионально значимым качествам и в целом к себе как к личности, умение создания персональных портфолио профессионально-личностного саморазвития и дальнейшее развитие рефлексивных способностей.

**Ключевые слова:** развитие личности, саморазвитие, профессиональное саморазвитие, метод «портфолио», акмеологическая культура, акмеологическая среда.