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Formation of the psychological culture of psychology and pedagogy students in the conditions of higher education studies

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Abstract

Relevance. The relevance of this study is due to the necessity to develop certain competencies in students of different faculties based on the specifics of professional activity. In the sphere of “human-human” work competencies focus on the development of empathy, self-reflexivity, self-regulation, awareness skills, stress resistance, and others.

Purpose. The aim of this paper is the peculiarities of psychological culture formation of pedagogy and psychology students in the course of higher education studies. The object of the research is the phenomenon of psychological culture itself, and the subject of the research is the formation of a psychological culture of pedagogy and psychology students in the course of higher education studies.

Methodology. The analysis of materials was carried out by means of theoretical (analysis, synthesis, comparison, classification) and practical methods (psychodiagnostic methods). The empirical research was based on the following methods: cognitive component (“Intellectual lability” test), affective – “Aggressiveness questionnaire” by Buss-Durkee, behavioural – method “Level of subjective control” by J. Rotter, reflexive and perceptual – “Express-diagnostics of empathy” by I. Yusupov, motivational – “Motives of learning activity” by A. Rean, V. A. Yakunin.

Results. During the analysis of the theoretical foundations of this problem, the structure of psychological culture, its stages, and the main principles of formation of students were highlighted. In the course of the study, it was found that at the moment the level of formation of psychological culture among students is within the low indicators, which may

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negatively affect their professional activities in the future. In the process of education, these criteria of psychological culture can be developed to the necessary level through corrective programs and activities.

Conclusions. The obtained results will be useful for specialists in “helping” professions, such as psychologists, social pedagogues, educators, and heads of educational institutions.

Keywords: students; higher education institution; educators; psychologists; psychological culture; professional activity.

Introduction

By “psychological culture” the culture of thinking, the values, and moral development of an individual are meant. The development of psychological culture makes it possible not only to interact constructively at the interpersonal and social levels but also to show one's activity and initiative in a socially significant framework. In scientific circles, it is believed that the core of psychological culture consists of a set of actively pursuing aspirations and skills [1]. In general, psychological culture is a complex integrative formation, a certain process, condition, and specific phenomenon in the structure of general culture [2]. It is designed, in particular, to organise harmonious intercultural interaction in the conditions of modern civilization [3].

The aim of this study is the peculiarities of psychological culture formation of psychology and pedagogy students in the course of higher education studies. The object of the study is psychological culture as a mechanism of successful professional activity of future specialists in pedagogy and psychology. The subject of the study is determined by the formation of a psychological culture of psychology and pedagogy students in the course of higher education studies. In order to achieve the goal of the study several tasks were set, in particular, to analyse the theoretical basis of psychological culture formation in the course of the studying process in a higher educational institution; to select a range of practical methods for an empirical study of psychological culture formation level of students; to conduct empirical research among student selection; to analyse the obtained results; to form recommendations and conclusions according to research results.

The relevance of the research topic is caused by the fact that professions in the field of “human-human” (psychologists, pedagogues, social pedagogues) imply the implementation of their activities in difficult and sometimes non-standard situations. For example, social pedagogues work with difficult children, help families with children's upbringing, and psychologists deal with deviant behaviour within their activity. The work within these professions is constantly associated with high emotional strain and stress, which, in turn, affects the mental, psychological, and physical health of the individual [4; 5]. Specialists of such “helping” professions should have a set of knowledge and skills in the field of psychology and pedagogy since each profession has developed its own set of psychological and social and pedagogical knowledge, which develops the psychological competence of future specialists [6]. Thus, psychological culture as a complex, multi-component education, reflects individual and personal characteristics that include cognitive, affective, behavioural, reflexive and perceptive, and motivational components [7].

Development of psychological culture includes such fundamental components as the development of self-knowledge, development of adequate self-esteem, strengthening of individual position concerning oneself and the world, development of empathy skills, formation of personal value structure that reflects the nature of the future professional activity, ability to goal setting and responsibility, training and practising the skill of conscious self-regulation, self-control. These criteria are designed to ensure the effectiveness of self-management of the personality of future psychologists and educators [8]. Psychological culture, as an important construct in the process of training specialists, implies a sufficiently high level of spiritual and moral development, and self-awareness; a special level of sensitivity; responsible and non-judgmental perception in the attitude of a person towards the world around him/her and himself/herself; responsibility and empathy; harmonious unity between the personal and the social, between psychological knowledge and skills [9]. Within the framework of this study, it is important to understand that psychological culture in the process of carrying out professional activities should be considered through its organisational, informational, communicative, and intellectual components [10]. When considering psychological culture as a part of professional competence, it is important to analyse the foundations. The foundations refer to the concept of “meta-competencies”, which determines the psychological basis of professional competencies, and psychological culture is only a part of this global mechanism. Metacompetences are based on reflection, which, in turn, ensures better self-regulation, management of resources, and own potential; it also manages and directs the processes of self-development and self-improvement [11].

Materials and methods

The study used methods of theoretical and practical application. Among the theoretical methods of research, the main ones include analysis, synthesis, generalisation, comparison, and classification. Analysis and synthesis are two interrelated logical methods of scientific research, which are the processes of mental or factual decomposition of the whole into constituent parts and combining the disparate parts into a single whole. The method of analysis is valuable in that the dismemberment of a complex phenomenon into simpler elements makes it possible to separate the essential from the inessential and to reduce the complex to the simple. The method of synthesis, on the other hand, allows composing the parts and learning the phenomenon under study as a whole. Comparison is characterised by comparing the object or phenomena of reality in order to establish similarities or differences between them, as well as find common factors. The method of comparison is always an important prerequisite for generalisation, which highlights characteristic features of

subjects and makes it possible to group objects into types, groups, and other features (classification).

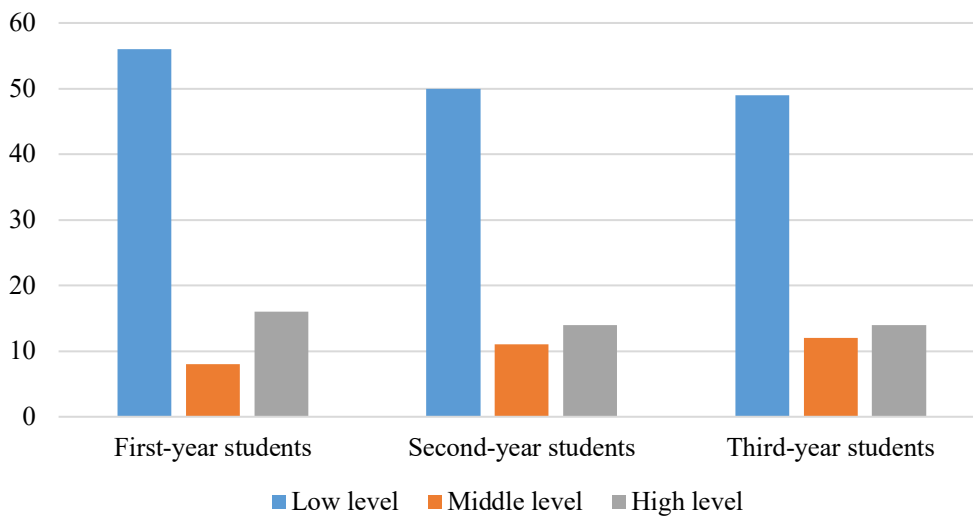
The empirical research was conducted based on the Alikhan Bokeikhan University and Semei Shakarim State University. The study sample consisted of a student from the first year to the fourth year, majoring in 5B010300 "Pedagogy and Psychology" speciality. The sample consisted of students from 18 to 24 years old, the total number of test subjects included 300 people: 80 students in the first year of studies (26% of the total sample), 75 students in the second year of studies (25% of the total sample), 75 students of the third year of studies (25% of the total sample) and 70 students of the fourth year of studies (23% of the total sample).

The following practical methods formed the basis of the diagnostic material. "Intellectual Lability" is the test, that aims to diagnose the cognitive component of psychological culture. Buss and Durkee's "Aggressiveness level questionnaire" [12], focuses on studying the affective component. The technique involves the examination of forms of aggressive reactions, including physical aggression, verbal aggression, indirect aggression, negativism, feelings of suspicion, resentment, feelings of guilt, tendency to annoy, and others. The method "Diagnostics of the Level of Subjective Control" by J. Rotter [13] is aimed to examine the behavioural component. The technique makes it possible to determine the orientation of responsibility for the outcome of one's activities – external (external locus of control, i.e., when a person believes that the events surrounding him/her are the

result of external forces, cases, circumstances, and other people) and internal (internal locus of control, when a person interprets significant events as a result of his/her own efforts). The method entitled "Study of Motives of Learning Activity" by A. Rean, V. A. Yakunin [14] is aimed at studying the motivational component of psychological culture. The test helps identify dominant motives in the learning process, in particular, to become a highly qualified specialist, to obtain a diploma, to study successfully, and others. I. Yusupov's [15] "Express-Diagnostics of Empathy" test aimed at studying the reflexive and perceptual components and the method "Self-actualisation test" SAT, which is designed to diagnose all components of students' psychological culture. The test includes several scales: "Perception of human nature", "Cognitive needs" – cognitive; "Acceptance of aggression", "Spontaneity", "Self-esteem", "Self-acceptance" – affective; "Support" – motivational; "Interconnection", "Flexibility of behaviour" – behavioural; "Sensitivity", "Synergy".

Results

The study of psychological culture development comprises diagnostics of the cognitive, affective, behavioural, reflexive and perceptive, and motivational components. The cognitive component was investigated using the "Intellectual lability" method. The findings are presented graphically (Figure 1).



Having analysed the data obtained, it is important to note that a low index of intellectual lability predominates in the sample. The low values indicate the presence of difficulties in the cognitive sphere of the tested students. This, in turn, makes it difficult to use the acquired knowledge, skills, and abilities during educational activities. [16]. For a more complete picture of the cognitive component, the "Self-Actualisation Test" (SAT) was used, in particular, the scales of "Perception of Human Nature" and "Cognitive Needs". Hence, these two scales

are dominated by low scores among the study participants. The results allow concluding that students are characterised by a negative attitude towards themselves and others. They do not accept themselves as individuals and are unable to manage and design their lives [17].

The results of the "Aggressiveness Level Test" by Buss and Durkee [12] (affective component) show the following results, in particular, that the overall level of aggression in the sample of students is predominantly high (Figure 2).

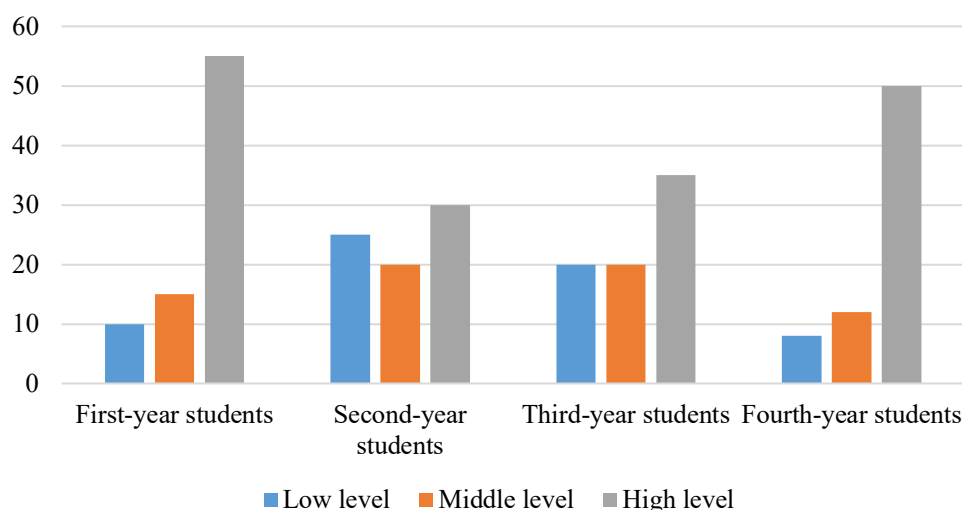


Figure 2. Results of the study using the “Aggressiveness Level Test” technique by Buss and Durkee

Students with high levels of aggression are characterised by certain self-destructive tendencies, which are manifested in negative evaluations of themselves and their activities, and those around them [18; 19]. On the contrary, students with a low level of aggressiveness are

characterised by optimism, evaluation of themselves in a positive way, and positive evaluations of their educational and professional activity. In this methodology, the study of the forms of aggression is an important element. The data are presented in Table 1 [16].

Name the form of aggressive response according to the Bass and Durkee methodology	First-year students		Second-year students		Third-year students		Fourth-year students	
	value	%	value	%	value	%	value	%
Physical	6	8	5	7	3	4	2	3
Verbal	30	37	8	11	7	9	4	6
Indirect	5	6	8	11	15	20	25	36
Negativity	8	10	10	13	11	15	10	14
A tendency to irritation	15	19	15	20	8	11	3	4
Suspicion	9	11	9	12	10	13	7	10
Resentment	3	4	10	13	12	16	9	13
Guilt	4	5	10	13	9	12	10	14

When analysing the forms of aggression, it is important to note that first-year students are dominated by verbal aggression (37%), irritation (19%), suspicion (11%), and negativity (10%). Second-year students – irritation (20%), negativity (13%), resentment (13%), and guilt (13%). Third-year students – indirect aggression (25%), negativity (10%), guilt (10%), and resentment (9%). For fourth-year students – indirect aggression (36%), negativity (14%), guilt (14%), and resentment (13%). In other words, students from 1th to 4th year of studies exhibit the highest degree of verbal aggression, indirect aggression, irritation,

negativism, resentment, and suspicion. For a more detailed analysis of the affective component, scales from the SAT technique were used, in particular, “Acceptance of aggression”, “Spontaneity”, “Self-esteem”, and “Self-acceptance”. During the analysis, it became known that students with low scores on these scales are not able to spontaneously express their feelings, and are not able to accept their anger and irritation.

The results of the study using J. Rotter’s “Level of subjective control” [13] (the behavioural component) shows the following results (Figure 3).

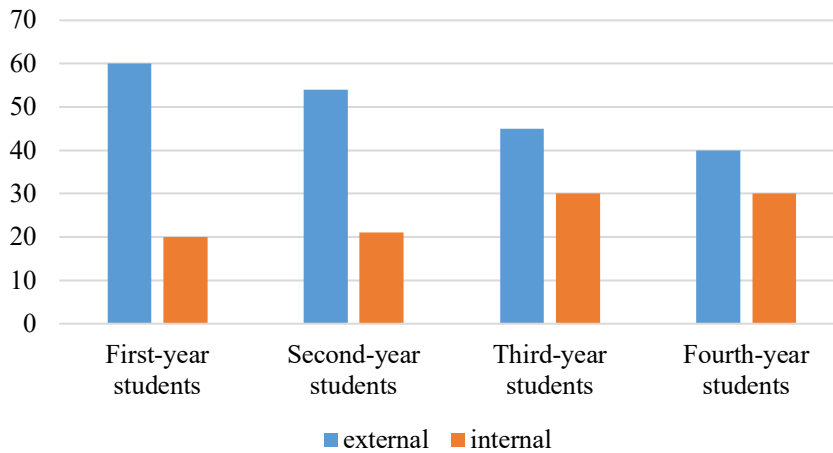


Figure 3. Results investigated using J. Rotter's "Level of Subjective Control" methodology

As we can see from the data on the graph, students are dominated by the external type of subjective control, which is expressed in the fact that the responsibility for what happens both in life and in professional activity is assigned to external events. The external type plays a negative role in the development of psychological culture. But it is important to note that externality is now declining from year to year, while internality, which is considered an indicator of psychological readiness for professional activity, on the contrary, is increasing – this is a favourable outcome for the formation of students' psychological culture. For a more detailed study of this component, the scales from the SAT methodology were used, in particular,

the "Interconnection" and the "Flexibility of Behaviour". The stated scales have low scores, which are characterised by the lack of skills to quickly establish deep and emotionally rich contacts with others. The students are characterised by the belief that they are not able to influence what is happening in their personal lives [16].

The results of I. Yusupov's [15] "Express-Diagnostics of Empathy" (reflexive and perceptual components) are presented in Figure 4. The level of empathy development is expressed in the ability to accept another's point of view, benevolent attitude towards others, respect, and understanding.

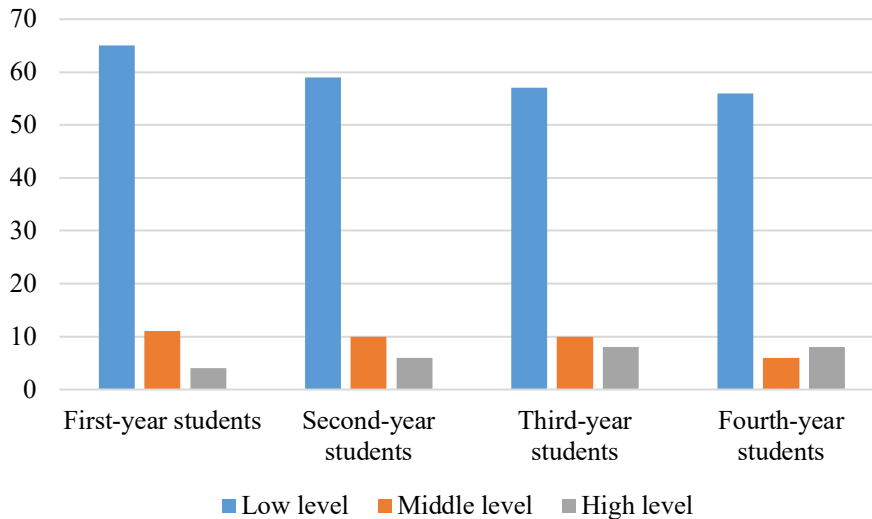


Figure 4. Results of the study using I. Yusupov's [15] "Express-Diagnostics of Empathy" methodology

As can be seen in the graph, an overwhelming number of students have low levels of empathy. These students tend to be unkind and disrespectful of others. They are also less sensitive and caring than students with higher levels of empathy and lack interest in life. Empathy is very important in the question of psychological culture and subsequent psychological work. It plays a key role in establishing a psychotherapeutic alliance, in shaping the level of trust in the professional, and in developing emotional intelligence, which is important in social interaction. Low empathy parameters require corrective work aimed at the development of this criterion. For a more

complete picture, the scales of the SAT technique were used, in particular, "Sensitivity" and "Synergy". The results show that the majority of students have low scores on these scales. That is, it is characterised by a lack of sensitivity to their needs and an inability to perceive the world as a whole. The students are not able to reflect on their feelings [16].

The results using A. Rean's, V. A. Yakunin's "Motives of Learning Activity" method [14] (motivational component) were distributed as follows. For more effective diagnostics the sample was divided into two groups based on the results of academic performance analysis: "strong"

(those students with “excellent” and “good” grades) and “weak” (with “satisfactory” and “unsatisfactory” grades predominating). Among the “strong” students the following motives prevailed: “To acquire deep and solid knowledge”, “To gain intellectual satisfaction”, “To ensure the success of future professional activity”, and “To become a qualified specialist”. Among the group of “weak” students the following motives prevailed: “To get

a permanent scholarship”, “To get a diploma”, “To avoid condemnation and punishment for a bad grade”, “To achieve the approval of parents and others”.

Having investigated all the main components of students' psychological culture, it is possible to derive an overall indicator of students' environment culture formation in higher education institutions. The data is presented in Table 2 and in graphical form (Figure 5).

Table 2. General view of the results of the formation of psychological culture among students

Component of psychological culture	High level	Middle level	Low level
Cognitive	48	75	177
Affective	75	90	135
Motivational	69	60	171
Behavioural	57	72	171
Reflexive and perceptive	60	66	174
Total	63	78	159

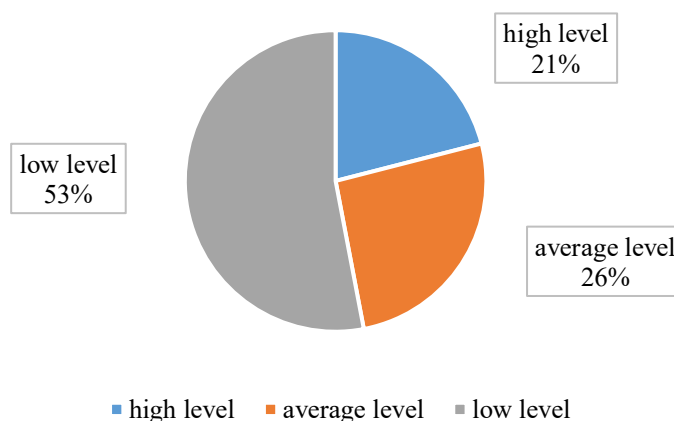


Figure 5. The percentage ratio of psychological culture development level among students

According to the data in the table the following conclusions can be made: the general indicator of psychological culture development among students is low. This indicates that future teachers lack humanistic values, and positive personal, spiritual and moral attitudes. In addition, a low level of ability to effectively organise their activities has been detected. [16] The obtained low indicators can be corrected at the stage of higher education through a remedial programme aimed at the development of key components of psychological culture.

Discussion

The empirical study shows that the level of psychological culture among students is within the low range. Now it is necessary to understand what is included in the concept of “psychological culture” and how exactly it can be developed. The issue of psychological culture is often combined with the global concept of “mental health”. That is, psychological culture includes a set of knowledge, ideas of an individual about the factors and laws of inner world development, and methods of self-regulation, which underlie the mental health of an individual [1].

This issue becomes particularly important during the period of higher education, i.e., the student period. Adolescence is characterised by significant changes in all spheres of development. Emotional and volitional, behavioural, motivational, and value-meaning spheres are

actively developing. The key neoformations of student age are conscious self-regulation of actions, and the ability to perceive feelings and interests of other people [20; 21]. The value component includes a variety of motives, values, beliefs, and goals. The life of students is filled with contradictions and drama since they are faced with the issue of professional and personal self-determination and this is during the period which is full of acquiring professional competencies. The emotional sphere becomes more sensitive to criticism. Emotional development is closely related to the individually typological features of the individual, in particular, his/her self-awareness and self-esteem [22-24]. The intellectual and emotional features are the mainstay in the formation of the reflexive and perceptual components. But the most important transformation of this age is the development of volitional character traits, and the increase in individual differences between individuals [25; 26]. Students can already consciously set a learning or creative task and complete it. But also, in this period imitative tendencies and adaptability are prevalent. This indicates that support for the student's choices, freedom of action and trust in him/her by significant adults (parents, teachers, mentors, friends, relatives) are very important [27].

In the process of shaping the psychological culture of future professionals, it is important to rely on a certain set of consciously developed special aspirations such as

tendencies, orientations, and needs. These aspirations are inherent to a person and provide the realisation of natural abilities. The main behavioural manifestations of a

developed psychological culture are self-knowledge, constructive communication, self-regulation, etc. A detailed description is provided in Table 3 [28].

Table 3. Features of behavioural manifestation in psychological culture

Name of behavioural manifestation	Description
Self-knowledge	An important process of self-reflection on personal and behavioural characteristics. As a result of such analysis, one becomes aware of his/her purpose in life, and a constructive self-concept and self-esteem are formed and maintained.
Constructive communication	This type of communication takes the form of interaction with people both close to one and people one knows. In the process of communication, personal, business, and social tasks are resolved productively.
Self-regulation skills	Self-regulation of emotions, actions, and thoughts. It is important to learn to develop aspirations and skills to maintain a positive emotional tone, remain calm in stressful situations, and maintain and develop positive personal attitudes. Self-regulation is also about maintaining common sense and wisdom in conflict with people; being flexible in thinking about complex tasks; and maintaining a harmonious and varied lifestyle.
Creativity	This category includes having a creative business, which is most often done playfully with a moderate investment of time and effort.
Constructive case management	Case management is characterised by realistic planning, usually to bring unfinished business to completion, abandon an unrealistic goal and formulate a new, more achievable ones.
Harmonising self-development, an existing goal	This includes self-education of personal attitudes and behaviour harmonising desires, emotions, thoughts as well as perceptions of people and the world around them.

To better understand the phenomenon of psychological culture as an integral element of the formation of a professional, it is necessary to consider the functionality of psychological culture and its detailed structure. The importance of psychological culture in a person's life and professional activities is explored through its functions. The translational function is one of the key functions, which works through the preservation and transmission of something new through traditions, perceptions, values, ideas, and ways of doing things. The next important function is adaptive, which is expressed in a systemic, full-fledged adaptation of a person to the social environment [29-32]. The developmental function is expressed in the activation of self-education, self-realisation, and self-development processes. An important harmonising preventive function of psychological culture plays a key role in the process of harmonising the inner world of a person, forming an integral structure of the "I-concept", which does not have any contradictory properties. Due to this function, a state of stable internal balance and full-fledged existence of a personality is ensured by improving the quality of life and the level of satisfaction with the life process [33; 34]. It is also an important productive function that ensures the overall progress of human existence in various spheres. It is a kind of modern renewal of individual and social consciousness. The mentioned functions clearly outline the main tasks in the regulation of individual life activities [16; 35].

Regarding the structure of psychological culture itself, it is worth noting that at the present stage of development of this issue there is still no unambiguous classification. Consider several basic structures that are distinguished in scientific sources. The structure of psychological culture

according to V. V. Semikin, S. B. Pashkin [9] includes the following components: reflexive and perceptive, which are expressed through mutual perception and reflection; cognitive, which is associated with the products of thinking (thoughts, attitudes, beliefs); affective component, which includes the involvement of emotions and feelings in the context of social and cultural life of people; volitional component consists of the action mechanisms of self-regulation and self-determination in social interaction; communicative – the ability to use means and ways of communication, ensuring the effectiveness of information in the society, and the ability to use the means of communication. There is another classification, which consists of the following components: cognitive, valuesemantic, reflexive (self-awareness processes), creative (especially creative thinking), behavioural (positional interaction) [36-38].

Some researchers are inclined to the idea to add to the structure of psychological culture such components as psychological literacy (that is, the process of acquiring psychological knowledge, skills, behaviours, mental activity); psychological competence – certain knowledge that allows acting effectively; valuesemantic (a certain system of views, aspirations, positions, ideals, and beliefs); reflection (skills to form and analyse the goals of the process and results of their activities, and the ability to perceive and evaluate internal changes); cultural content. Further in the process of studying this issue, the motivational component was added, which examines a set of key personal motives [16; 39; 40]. Consider the structure reviewed in more detail psychological culture by V. V. Semikin and S. B. Pashkin describe its components in detail (Table 4) [11].

Table 4. Structure of psychological culture

Name of the structural component	Description of the component	Conditions of formation
Cognitive component	It consists mainly of mastering a set of knowledge, which includes psychological knowledge, a set of skills and abilities, and the ability to use them in activities. The cognitive component plays a positive role in the process of recognising the mental state of a person, and the character traits of another person.	Effectively shaped by meetings with employers, opportunities for occupational diagnosis, and identification of professional interests and inclinations.
Affective component	It is based on psychological stability, which at a high level of development significantly reduces the tension during the reproduction of the educator's activity, which in turn, will preserve the resources for the self-development of the educator. Also, the substructure of this component includes psychological lability, which is carried out through expressiveness of movements, gestures, speech, facial expressions, and allows for analysing not only the components of the specialist's character, but also the features of his/her thinking, values, and attitude towards others. The combination of psychological stability and lability leads to harmonisation of the general emotional state, adaptation, and minimisation of stress.	Shaped through various training sessions aimed at minimising aggression, normalising and harmonising the emotional background of the individual.
Motivational component	This component is characterised by a formed system of values and the student's professional orientation.	The motivational component is developed if students are aware of their personal and professional interests and inclinations; organisation of meetings and events with professionals in specific fields of work; training work on "Work as a value", "Self-motivation"
Behavioural component	It is based on the communicative component, which is understood as a system of communicative properties and mental mechanisms that ensure an effective and safe information process. The behavioural component mainly manifests itself in a certain behavioural pattern.	Best shaped by working on effective negotiation skills, developing time management skills
Reflexive and perceptive components	This component includes developed observation skills, and its main importance is in social interaction. Three key traits stand out in this component: The first trait is revealed in the inner mental state of the individual through the specificity of external behaviour. The second trait is mainly related to the differentiation of traits, through which a person positions himself/herself in society. The third trait is an interest in the individual as an object of perception and observation.	It is shaped by training aimed at minimising frustration, developing emotional self-regulation, stress reduction, and coping skills. Work with self-control and organisation (personal effectiveness management) is also necessary.
Valuesemantic component	This component is woven from values, attitudes, and personal beliefs, i.e. the set of certain phenomena that determine a person's attitude towards other people. It is important to remember that personal values play a key role in the personality structure, as they act as internal carriers of a certain social regulation.	Shaped through awareness of one's own value system.
Creative component	This component forms the features of thinking pedagogical activity, its special style, which is conditioned by the significance of the results and the need for the synthesis of all mental spheres (cognitive, volitional, motivational, and emotional). The creative component is also manifested in the creative process in the relationship between the educators and students, educators with each other. The ability to organise the educational process as a creative dialogue is also an important criterion.	Shaped through an awareness of personal worth and significance. Through awareness of the field of interest, development of the ability to perceive something new, development of atypical and original thinking. It is also important to practise the skills of forming unconventional and useful ideas.

Thus, having analysed the important components of the question of psychological culture among students of higher education institutions, it was determined that at the moment there is no single generally accepted structure of psychological culture and unambiguous interpretation of this concept. Psychological culture is defined as a supporting factor of the profession, around which the formation of the professional position of a future specialist occurs. The structure of psychological culture distinguishes such basic components as cognitive, motivational, behavioural, value, affective, reflective and perceptive, and creative. To perform a full-fledged, effective activity, it is necessary to harmoniously develop these structural components in oneself, since their underdevelopment will lead to an imbalance in professional interaction and the results of one's activity will be distorted. Structural components are developed employing corrective and developmental work in the form of training, seminars, and workshops. In the course of the training, necessary skills are practised and significant competencies in the structure of psychological culture are developed.

Conclusions

Thus, the study analysed the theoretical framework on the issue of psychological culture development for psychology and pedagogy students in the course of higher education studies. Psychological culture is defined as a culture of thinking, values and moral development of a personality, which consists of the following components: cognitive (thinking, cognition), communicative (speech constructs in professional activity), value (values, goals), behavioural (personal behaviour patterns), reflexive and perceptive (self-regulation, reflection), motivational (motives and needs). A list of the main functions performed by psychological culture has been identified, in particular, a translational function (transferring something new), an adaptational function (adapting to the social environment), a developmental function (self-education, self-development), a harmonising preventive function (harmonising the inner world), and a productive function (responsible for the overall progress of human existence in different spheres of life activities).

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The diagnostic tools were used to conduct an empirical study aimed at studying the level of development of the above components in the subjects. The processing of the obtained results showed that the students had underdeveloped key structural components of psychological culture. This indicates disharmony in professional activity and distorted performance. It is also important to note that the obtained low indicators for the key categories can be further developed through the use of corrective and developmental work in the form of practical seminars, training, etc. For example, high indices on the scale of aggressive manifestations are mitigated by training aimed at harmonisation of the general emotional background of a personality, and an increase in the level of the reflexive and perceptive component by training to minimise frustration, develop emotional self-regulation, and reduce the level of stress in students.

The conducted research is of particular importance as the phenomenon of psychological culture occupies one of the key positions both in the structure of personality in general and in the professional activity of a pedagogical psychologist, in particular. The results of the study will be useful for specialists working in the social sphere (educators, psychologists, social pedagogues). The obtained low indicators on the components of psychological culture open up opportunities for a further in-depth study of this issue. Especially it concerns the restructuring of the educational process in high schools, since the fundamental disciplines, which are directly connected with the development of the psychological culture of students are rarely included in the basic education of the future specialists. To summarise the above, it is important to emphasise that psychological and pedagogical culture develops in stages and is the highest manifestation in the process of forming an individual style of professional's activity.

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Conflict of Interest

None.

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Формування психологічної культури студентів психолого-педагогічних спеціальностей в умовах навчання у вищому навчальному закладі

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Анотація

Актуальність. Актуальність даного дослідження обумовлена необхідністю розвитку певних компетенцій у студентів різних факультетів, виходячи зі специфіки професійної діяльності. У сфері праці "людина-людина" компетенції фокусуються на розвитку емпатії, саморефлексії, саморегуляції, навичок усвідомлення, стресостійкості та інших.

Мета. Метою цієї статті є дослідження особливостей формування психологічної культури студентів педагогічних та психологічних спеціальностей у процесі навчання у вищому навчальному закладі. Об'єктом дослідження є сам феномен психологічної культури, а предметом дослідження - формування психологічної культури студентів педагогічних та психологічних спеціальностей у процесі навчання у вищому навчальному закладі.

Методологія. Аналіз матеріалів здійснювався за допомогою теоретичних (аналіз, синтез, порівняння, класифікація) та практичних методів (психодіагностичні методики). Емпіричне дослідження базувалося на таких методиках: когнітивний компонент (тест "Інтелектуальна лабільність"), афективний - "Опитувальник агресивності" Бусса-Дарки, поведінковий - методика "Рівень суб'єктивного контролю" Дж. Роттера, рефлексивно-перцептивний - "Експрес-діагностика емпатії" І. Юсупова, мотиваційний - "Мотиви навчальної діяльності" А. Реана, В. А. Якуніна.

Результати. Під час аналізу теоретичних засад зазначеної проблеми було виокремлено структуру психологічної культури, її етапи та основні принципи формування у студентів. У ході дослідження було виявлено, що на даний момент рівень сформованості психологічної культури у студентів знаходиться в межах низьких показників, що може негативно вплинути на їх професійну діяльність у майбутньому. У процесі навчання ці критерії психологічної культури можна розвинути до необхідного рівня за допомогою корекційних програм та заходів.

Висновки. Отримані результати будуть корисними для фахівців "допомагаючих" професій, таких як психологи, соціальні педагоги, вихователі, керівники навчальних закладів.

Ключові слова: студенти; вищий навчальний заклад; педагоги; психологи; психологічна культура; професійна діяльність.