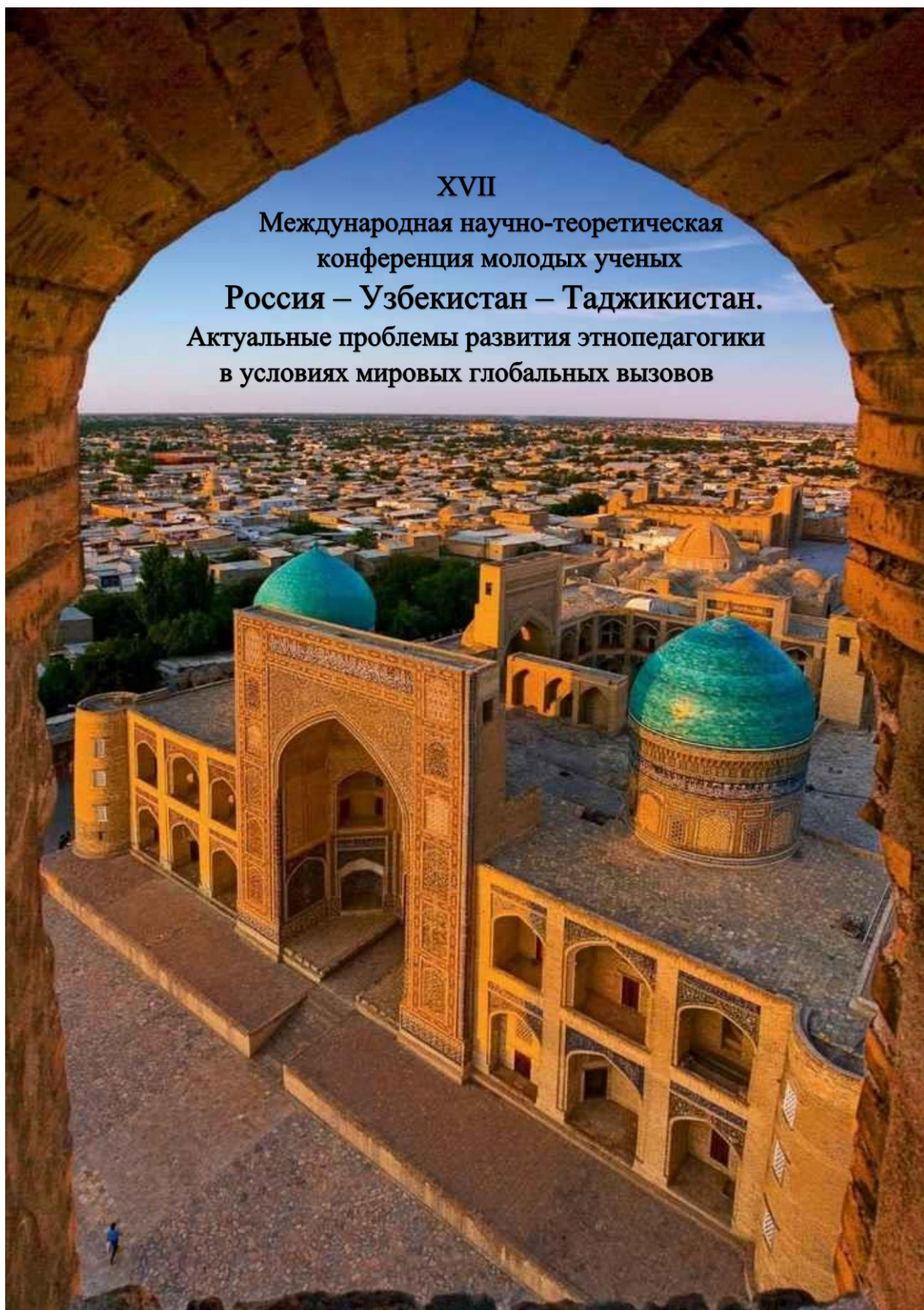XVII
Международная научно-теоретическая
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Россия – Узбекистан – Таджикистан.
Актуальные проблемы развития этнопедагогики
в условиях мировых глобальных вызовов

Челябинский государственный институт культуры
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имеет возможность, желание, потребность непрерывного образовательного, а, следовательно, профессионального, роста, уровня его собственных «субъектных» цифровых компетенций, в качестве базы для реализации отмеченной задачи – не вызывает никаких сомнений.

Результаты же оценки теоретических и эмпирических показателей, характеризующих такой уровень, в целом, демонстрируют его низкую степень сформированности, что и определяет проблему, решение которой становится одним из приоритетов современной системы открытого образования.

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PSYCHOLOGICAL BASIS OF DETERMINING COMMUNICATIVE COMPETENCE OF FUTURE PSYCHOLOGISTS

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Аннотация. В данной статье показана неизбежность экспериментального исследования факторов коммуникативной компетентности, а для этого, прежде всего, необходимо исследование корреляции и корреляции между типами личности и личностными качествами практикующих психологов. При этом также представлена теоретическая информация, предоставленная зарубежными и восточными компетентными учеными.

Ключевые слова: коммуникативная компетентность, методология, профессиональная компетентность, категория, высшая компетентность, мотивированные способности, квалиметрические, семантические, специализированные навыки.

Abstract. This article shows the inevitability of experimental research of the factors of communicative competence, and for this, first of all, it is necessary to research the correlation and correlation between personality types and personality traits of practicing psychologists. At the same time, the theoretical information given by foreign and eastern scientists of competence is also presented.

Keywords: communicative competence, methodology, professional competence, category, higher competence, motivated abilities, qualimetric, semantic, specialized skills.

Enter. While studying the scientific researches devoted to studying the problem of communicative competence of practicing psychologists in modern psychology, we tried to theoretically explain some psychological features related to the methodology of communicative competence in them. According to the analysis of scientific literature, researchers have different approaches to determining

communicative competence.

The use of various psychological methods for the analysis of a person and his comprehensive development in the psychological training centers of the world and our republic is becoming more and more intense. After all, in the scientific works of our ancient encyclopedists, you can find some ideas about the development of the student as a person. For example, in the works of Plato, Aristotle, Quintilian and other scientists of antiquity, the main quality of a student is the formation of eloquence, the art of reasoning, persuasion, and proof. First of all, the ability of a teacher to develop his oratory skills and then to teach this skill to students determines his success in life.

In recent years, the problem of competence has appeared in new interpretations. Many scientists thought not only about competence, but also about professional competence as a manifestation of the specialist's compliance with the requirements of communicative work.

The use of various psychological methods for the analysis of a person and his comprehensive development in the psychological training centers of the world and our republic is becoming more and more intense. After all, in the scientific works of our ancient encyclopedists, you can find some ideas about the development of the student as a person. For example, in the works of Plato, Aristotle, Quintilian and other scientists of antiquity, the main quality of a student is the formation of eloquence, the art of reasoning, persuasion, and proof. The fact that a teacher first develops his oratory skills and then teaches these skills to his students will determine their success in life.

Literature analysis. As noted by the famous psychologist V.I. Baydenko, recently the term "competence" serves to express the integrative features of the quality of teaching and serves as the result of the educational process category. It is used in Western education (pedagogical) and qualitative scientific-theoretical and practical developments. A new type of competency goal setting is the design of educational systems. In essence, this marks a shift from solely (or primarily) academic norms of assessment to an external assessment of graduates' social

readiness that focuses on market value.

Also, according to the well-known scientist M.A. Kholodnaya, "competence" is a special knowledge that allows to make effective decisions in a certain field of activity.

Dj.Raven gives a general definition of the term "competence" in his research. According to his definition, competence is a specific ability necessary to effectively perform a certain action in a certain field, and it involves highly specialized skills. Specialized skills are ways of thinking, as well as a sense of responsibility for one's actions. In addition, Dj.Raven (younger) comments on "High Competence". According to him, "High competence" regardless of the field in which it is manifested, means that a person has a high level of initiative, organization, and the ability to evaluate and analyze the social consequences of his actions in order to achieve his goals. .

All types of "higher competence" can be divided into the following groups.

1. Initiative

2. Ability to organize and manage

3. Cooperation and communication

Dj. Raven emphasizes the existence of several components of competence. Its components are relatively independent from each other and have the characteristics of mutual exchange of competencies. The term "types of competence" in a certain sense means nothing more than "motivated abilities", that is, the cognitive, affective and volitional components of motivated behavior correspond to the term "initiative".

The famous Russian pedagogue-psychologist O.A. Kozyreva in her scientific research compared the stages of communicative growth and the development of communicative competence. According to his interpretation, there are 3 levels of communicative maturity, each of which shows communicative competence in the form of "unconscious incompetence ® conscious incompetence ® conscious competence". According to N. B. Moskvina, "competence" has a fundamental character, and he associates it with the mastery of new discoveries related to content, human knowledge and practice.

N. B. Moskvina mentions three aspects of "Competence" in his research:

- semantic, including adequacy of understanding, ability to evaluate cultural forms of understanding social relations;

- practical - to be able to adequately evaluate social relations of various forms, to form and positively implement goals, tasks, and norms at the appropriate level under certain conditions.

I.A. Zimnyaya cites 3 groups of "Competence":

- looking at oneself as a person and as a subject of life activity;

- a person's relationship with other people;

- manifestation of competencies related to human activity in all its types and forms. In our opinion, the works of I.A. Zimnaya are considered very important in the process of organizing communicative training of practicing psychologists.

Competence can be broadly related to ability, skill, skill, etc. A competent person is a person with sufficient qualifications, knowledge and capabilities.

According to the interpretation of T.V. Zamorskaya, "communicative competence of practicing psychologists" is a complex psychological education that is the basis of effective activity, and a set of qualities that includes the system of knowledge, skills, and personal qualities.

V.A. Yadov noted that competence in sociology functions as an attribute of communicative skill and that his work is described as the most thorough knowledge of its essence, complex connections, relationships, possible means and methods of achieving the intended goals. emphasizes.

In this regard, E.F. Zeer emphasizes that competence is determined not only by the presence of knowledge and skills, but also by timely performance of this activity and the ability to make maximum use of it in one's professional activity.

From the point of view of a systematic approach, scientists T.G.Braje, S.G.Molshanov and others studied professional competence. Thus, T. G. Braje mentions that not only knowledge and skills determine the competence of a person, but also the motives of a specialist's work, the style of his relations with people, general culture, the ability to develop his creative potential, important personal

qualities are also of particular importance.

According to V. N. Karandasheva, the professional competence of practicing psychologists includes experience, skills and qualifications learned during their work. Professional skills are actions that allow a psychologist to perform his work easily and confidently.

In their research, famous scientists N.S.Pryajnikov and E.Yu.Pryajnikova express 7 levels of formation of mathematical and professional competence of practicing psychologists:

enthusiasm;

trust;

be able to analyze the relevant information based on the skills in their work;independent elimination of some psychological problems;

a creative approach to overcoming obstacles;

to have theoretical psychological knowledge.

Also, L.A. Petrovskaya developed a special concept of communication competence, which is important in joint and management activities, as well as in the implementation of various types of communication. M.I. Lukyanova defines the concept of psychological-pedagogical competence of a teacher as part of communicative competence, that is, it means a set of certain qualities (characteristics) of a person, taking into account the level of communicative preparation for pedagogical activity and effective cooperation with students in the educational process.[2]

Analysis and results In order to study the communicative competence of practicing psychologists, the statistical data obtained through the following factors were analyzed.

Analysis of data obtained on the diagnostic of communicative social competence

Factors		3rd year		5rd year	
		N=40		N=50	
		N	%	n	%
Factor "A".	Communicate	15	46,4	28	52,9

	Has difficulty communicating	25	53,6	32	47,1
	Total	40	100,0	50	100,0
Factor "V".	Logical thinker	18	42,9	35	55,9
	Weak-minded	22	57,1	15	44,1
	Total	40	100,0	50	100,0
Factor "S".	Stable	15	46,4	30	52,9
	Unstable	25	53,6	20	47,1
	Total	40	100,0	50	100,0
Factor "D".	Optimizm	25	57,1	22	44,1
	Pessimizm	15	42,9	28	50,0
	Total	40	100,0	50	94,1
Factor "K".	Creative thinking is developed	14	31,4	28	42,9
	Realist	24	68,6	22	39,4
	Total	40	100,0	50	82,4
Factor "H".	He can control himself	23	55,7	26	40,0
	Has difficulty in control	17	44,3	24	54,1
	Total	40	100,0	50	94,1
Factor "M".	Self-directed	13	30,7	26	57,6
	Directed to others	27	69,3	24	42,4
	Total	40	100,0	50	100,0
	Total	40	100	50	100

According to the analysis of the results obtained from the methodology of "Communicative Social Competence Diagnostics", the "communicativeness" of factor "A" was 52.9% before 5 years compared to 3 years. It can be seen that adaptation to the process of communicative dialogue requires a little more time than

a year. The factor "difficulty to communicate on your own" was 53.6% before 3 years. According to the "B" factor, the level of "logical thinking" was 55.9% in 5 years compared to 3 years, and the level of "weak thinking" was 57.1% in psychologists with 3 years of work experience. It was found that the ability of "logical thinking" was formed in psychologists over the years. The role of direct intellectual process is incomparable to this. Both "stability" and "instability" factors were 52.9% after 5 years, and instability was 53.6% after 3 years. It is known that stable social relations are formed in more time than 3 years. The next criterion, that is, the factor of "optimism" and "pessimism" was 57.1% after 3 years, and "pessimism" was 50.0% among psychologists with 5 years of work experience. Optimism, that is, entering into a relationship with others in a high mood, is more common among psychologists with 3 years of work experience, while pessimism, that is, changes in mood, personal pragmatic disagreements, and interruptions in the communication process, is more common among psychologists with 5 years of work experience. it was found that it occupies a high place in psychologists.

Summary. Practical study of the importance of using mathematical methods in the development of communicative competence of practicing psychologists, research of scientific-theoretical sources aimed at studying it as a social psychological problem, and more detailed observations about the factors that serve the communicative competence of practicing psychologists. This opportunity creates a basis for deeper research into the personality of practicing psychologists and their communicative competence.

There are various controversial opinions regarding professional competence in history and today, and these views have been polished for centuries in the works of Eastern and Western thinkers, in the scientific works of advanced psychologists.

This indicates the urgency of the problem of using new technologies in the field of modern psychology. When the views of many representatives of psychology in the world on the professional maturity of practicing psychologists were studied, it was once again confirmed that this process of socialization and formation of the individual is an important research.

The analysis of the studied scientific literature showed the inevitability of experimental research of the factors of communicative competence, which are important today. And for this, first of all, it is required to study correlation and correlation between personality types and personality traits in practicing psychologists. At the same time, every demonstration that is researched and published in the scientific press serves to increase the prospects of the science of social psychology.

There is a need for practicing psychologists to learn the problem of communicative competence and its place in personal activity. Analyzing this problem in different cultural environments and the level of communicative development helps to provide new scientific information.

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РОЛЬ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБУЧЕНИИ ПРОГРАММИРОВАНИЮ В ВУЗАХ

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Аннотация. В статье исследуется роль искусственного интеллекта (ИИ) в учебном процессе по программированию в вузах. Она описывает, как ИИ предоставляет персонализированные ресурсы, автоматизирует оценивание заданий, индивидуализирует обучение, обеспечивает моделирование программных систем и анализ данных. Внедрение ИИ в образование открывает новые возможности для улучшения обучения и подготовки будущих программистов.

Ключевые слова: искусственный интеллект, обучение программированию, вузы, персонализированное обучение, автоматизация оценивания, индивидуализация обучения, моделирование программных систем, анализ данных.

Annotation. The article examines the role of artificial intelligence (AI) in the educational process of programming in universities. She describes how AI provides personalized resources, automates assignment grading, personalizes learning, and enables software system modeling and data analysis. The introduction of AI in education opens up new opportunities to improve the education and training of future programmers.

Key words: artificial intelligence, programming training, universities, personalized learning, assessment automation, individualization of learning, modeling of software systems, data analysis.

Введение. В современном мире программирование играет ключевую роль в различных отраслях, а значительное внимание уделяется его обучению