International Journal of Engineering & Technology, 7 (4.38) (2018) 607-612

International Journal of Engineering & Technology

Website: www.sciencepubco.com/index.php/IJET

Research paper

Characteristics of Monitoring of Practice-Oriented Competences of Future Educational Psychologist in Russian University

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Abstract

Introduction. The paper rationalizes the urgency of creating a modern university monitoring model which analyses the development of practice-oriented competences of a future educational psychologist. The construction of practice-oriented competences on an interdisciplinary competence basis is fast becoming a key instrument in education. Of much importance is the strategy when the integrated organization of comprehensive monitoring procedures emerges from scientific and methodological resources. The review of modern ideas plays a pivotal role in our research. We describe the modern university monitoring model as a system of assessment and control procedures ensuring the psychic professional and personal developments of future educational psychologist. Practice-oriented competences play a critical role in future effective professional activity. The purpose of the paper is to characterize the structure and content of the practice-oriented competences of future educational psychologist, to justify and reveal the model of monitoring competences' development with the help of the example of a Russian university.
Materials and methods. Data were collected using the monitoring models that function in modern practices of Russian universities. The study began with the qualitative review of specific scientific literature devoted to the problem of practice-oriented competences of educational psychologist. The main method is analytical description. We rated various experiences of assessing the competences' development describing the design of their structure and content, as well as justifying the model of their monitoring in Russian universities.
Results. In our research we provide much suggestive evidence to substantiate the list of practice-oriented competences of future educational psychologist. Our interesting findings are the structure and the content of the competences under analysis. The most meaningful finding is a modern theoretical monitoring model which is critical for an insightful analysis of practice-oriented competences, as well as the scientific and methodological resources of its implementation in Russian universities. One of the most significant achievements to emerge from the study is the set of evaluation tools and monitoring procedures which ensures its successful approbation in one of Russian universities.
Discussion. Multiple analysis revealed that the adequacy of assessing practice-oriented competences of the future educational psychologist emerges from a set of sufficient evaluation tools. The present study identified that the monitoring procedures allow to describe step-by-step the state of the competencies under analysis, as well as their dynamics. Overall, the study strengthens the idea of improving the monitoring system of practice-oriented competences' development in Russian universities. The study also outlines the prospects of the monitoring system's implementation.
Conclusion. The following conclusions can be drawn from the present study. To prepare skilled educational psychologist with high professional qualification it is critical to develop the set of tasks to identify the list of practice-oriented competences. The structure and content of the tasks, as well as the development of assessment tools play a crucial role in a stage-by-stage application of monitoring procedures in Russian universities. The findings will be of interest for professionals who are open to innovation and development.

Keywords: *Assessment tool; Competence; Monitoring; Monitoring model; Subject of education; Subject of social interactions; Task.*

1. Introduction

Positive changes typical of modern educational organizations of Russian Federation largely relate to the task of developing the intellectual and personal potential of younger generations. The task stems from the new Law on Education and from modern educational standards of Russian Federation. The need for a quality solution leads to a higher requirement of professionals who provide psychological and instructional support for individual student's personality and the socialization of students in conditions of modern society. There is much evidence that educational professionals of today are responsible for the preservation and strengthening of children's mental health, considering their diverse needs and opportunities.

In accordance with these career needs, in modern Russian universities it is necessary to organize a qualitative and practical practice of students who master their professional competencies to become intended educational psychologists. It is necessary for them to effectively perform labor functions in their future professional activity. As preliminary analysis shows, many ideas in the field are available in the world. These ideas are committed to solve this priority task. Let us consider them in greater detail.

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Describing the essence of competencies, in 2013 I.A. Zimnyaya noted that "a competence is a life-forming, ethno-sociocultural activity which emerges in interaction with other people. It stems from knowledge, it is intellectually and personally conditioned by the integrative individual quality of a person. It develops during the educational process and, consequently, becomes its result" [1, p. 25]. In the research we discuss from different angles the competences of professional educational psychologists. Analyzing the topics that are of research interest for international organizational consulting, R. L. Lowman outlines the following problem, "Are there international metacompetencies that consulting psychologists must know?" [2, p. 338]. In her work Y.V. Vardanyan stresses the idea that from the first student's days in a university it is necessary to direct the process of formation of his professional competences "to the final result, i.e., to the training of a professional who is ready theoretically and practically to solve professional tasks, who is able to create, to apply and correct the system of his professional activity" [3, p. 14].

Of primary importance for this study are the research projects in which there are the approaches which focus on the assessment of developed competencies in general and describe the competences of educational psychologists. Focusing on the generic nature, incoherency and the ambiguity of the term "competences", leading to the subjectivity of its interpretation, B. I. Bortnik and his colleagues come to the conclusion that there is no possibility to measure competencies and note that "one can only raise the question of their assessment with the help of a small number of rank indicators, the boundaries between which are very diffused" [4, p. 160]. In the joint work by M.G. Minin, E.A. Muratova and N.S. Mikhailova much attention receives "the role of scoring scales that allow us to evaluate a complex set of actions" [5, p. 117]. This idea is further specified in the works of many researchers. According to E.D. Kolegova, describing the general structure of competencies, it is necessary to achieve a clear combination of the disciplines' content. Content ensures the development of the relevant competence. Of much importance is to keep in mind the coordination of "competence elements with qualification descriptors, the levels of development and scoring assessment scales" [6, p. 98]. While studying the specifics of managers' training, M. Higgins outlined the importance of effectiveness evaluation. To measure effectiveness, he and his partners developed appropriate scales "that assess key dimensions of organizational learning ...: psychological safety, experimentation, and leadership that reinforces learning" [7, p. 67].

In her research T.I. Shukshina tries to build a connection between instructional conditions for the practice-oriented training of intended teachers doing master's educational programmers and the challenges of evaluation invariance. She and her partners emphasize that, "the evaluation procedure is a level-based model of assessing the formation of professional competencies and labor activities" [8, p. 105]. Evidence suggests that while applying this model employers participate as independent experts alongside with the teaching staff. S.N. Belova singled out several structural components contributing to the improvement of university-level education quality, i.e., the quality of management, conditions, resources, process, and the results of the evaluated process. The researcher believes that "they are objects of assessment. External and internal factors-determinants significantly influence them" [9, p. 164]. In 2011, I. Trumbull and F. C. Rothstein indicate that "the motivation for success is an important factor in student achievement" [10].

Now we proceed to the consideration of ideas that are important for solving the problems of assessing the dynamics of competences under the influence of a variety of educational factors. Highlighting the impact of instruction and teaching on the development of competencies, E. Elbers emphasizes that "an adequate theory of competence development should explain the relationship between the spontaneous construction of knowledge by the child and the transfer of knowledge to the child" [11, p. 137]. M. Kunter with his colleagues examined "the effect of teachers' professional competence on the results of student learning" [12, p. 805]. He revealed that such aspects of teachers' professional competence as the knowledge of educational material, professional beliefs, the motivation for professional development and self-regulation had the greatest effect. M. Nandan and M. London advocate the idea of creating professional bachelor's and master's programs that help graduates become "well prepared to participate in local, national and global social change strategies [13, p. 815]. The programs are to ensure the students' qualified preparation for complex professional realities. Regarding studying students' perceptions of one of the multicampus systems of assessing the quality of services provided, J. Gallifa and P. Batallé, developed a methodology for the perception of the quality of higher education that was proposed for application in other educational institutions that solved the same problem [14]. Based on the results of the generalization of the experience of the activity of one of the research laboratories of the university, Y. V. Vardanyan and E.N. Ruskina "tested various ways of creation of competence and subjective basis for the development of psychological safety" [15, p. 967].

Regarding the questions of evaluation management and competencies' development in institutions of higher education, T.A. Naumova and N.V. Riabova emphasize that it is necessary to create control and assessment materials of different content and purpose. Such materials make it possible to implement "propaedeutic (input), intermediate (boundary), final (finishing) and current stages of control" [16, p. 45]. Each stage has a different goal. Systematizing the methodological conditions for assessing the development of competences, S.A. Vdovin and I.M. Kungurov justify the need for regularity, consistency, multistage control procedures because of which there is a "possibility of comparing the identified results of the assessment of all students" [17, p. 109]. Y. V. Vardanyan and A. V. Dergunova identified varieties of competence assignments. While designing such assignments, educators should focus on meaningful motivational, cognitive, semantic, and developmental goals. The achievement of these goals will result in "personal or professional ways of doing things that integrate into functions performed by the developing competencies" [18, p. 592].

As far as the theoretical model of university competencies' monitoring is concerned, it is important to compare the models of instructional competences created by authors from different countries. V.S. Karapetian and L.V. Kovalenko state that these models "reflect the different aspects of teaching operations including instructional and educational processes in the conditions of joint activities of students, teachers and parents" [19, p. 44]. Therefore, they are characterized by a large variety of aspects. E.E. Bukhteeva and O.I. Kravets stated that "... a monitoring model included two stages: preparatory and procedural" [20, p. 79].

G. Schra and J. Nietfeld [21], G. Schraw and his colleagues [22] and a number of other researchers targeted the nature of monitoring and the skills necessary for its realization. M.P. Mironova and O.V. Burliaeva recognize the high importance of timely monitoring of the educational outcomes of students, as it "allows to build an educational trajectory taking into account the individual characteristics of students, to prevent negative consequences in the course of mastering them, as well as to make managerial decisions regarding the cobuilding of conditions (methodological, material, technical, personnel) for effective teaching" [23, p. 102].

At the end of the literature review, it should be noted that the traditional practice of assessing the formation of competencies while mastering university disciplines, the traditional types of work practice and the state final certification have basically outlived themselves and need modernization. Of much difficulty is the monitoring of practice-oriented competencies since they are not separately identified in existing Russian Federal State Educational Standards. Educational experts assess and monitor them in a fragmented and unsystematic manner in the context of monitoring general cultural and professional competences. This conclusion is fully justified regarding the unresolved problem of monitoring the development of the practice-oriented competences of the intended educational psychologists. This is the main reason for the urgency

of the cobuilding of a modern model. It is important to base the model on an interdisciplinary competence approach and to equip it with scientific and methodological resources necessary for a step-by-step organization of a systematic solution of this problem at a university level.

Considering the existing understanding of monitoring students' practice-oriented competencies, we believe that it stems from specific instruments, analytical and diagnostic means, and assessment criteria which are very useful for the students of educational psychologists' department. The educational program should provide the correlation of types of students' knowledge (methodological, theoretical, practical) with the targets of higher education (providing the development of professional knowledge, skills, methodologies of activities, creative activities, emotional and value relations). The educational program should describe the developmental levels of labor skills that ensure their successful implementation in educational and cognitive, simulating, and real-life conditions of the future professional activity.

2. Materials and Methods

One of the most well-known tools for assessing competences is the study of educational standards. We analyzed educational standards that provide training in Russian universities for the students of psychological and teachers' training departments. The educational standards are intended for the undergraduates who study for the bachelor's degree [24] and master's degree [25]. We also studied the professional standard regulating the labor functions of educational psychologists [26] from the theoretical angle and validated the list of practice-oriented competences of the future educational psychologist. We used the methods of theoretical analysis of sources and modeling to rationalize a theoretical model for monitoring practice-oriented competencies of the future educational psychologists and the distribution of scientific and methodological resources necessary for its application in a modern Russian university.

3. Results

As discussed above we analyzed modern educational standards of training teachers-psychologists at the level of bachelor's programs [24] and master's programs [25] in Russian state universities. The analysis shows that because of the development of a level-approach program, they focus on the achievement of the development of general cultural, instructional, and professional competences. However, in the professional standard [26], in accordance with which the graduates of a university are to build their professional activity, the focus targets the readiness to implement certain labor functions.

To overcome the resulting discrepancy, it is necessary to single out the list of practice-oriented competences of the future educational psychologist and to organize the process of their development, so that the acquirement of competences would allow him to implement qualitatively the future labor functions after graduating from a university. In the process of the research, we identified and rationalized the list of these competencies.

At the bachelor's level of the core program "Psychology in Education and the Social Sphere" this list includes the readiness and the ability to perform the following labor functions:

– the psychological diagnosis of the individuals of the educational process and social interactions;

– the corrective and developing work with the individuals of the educational process and social interactions;

– the psychological counseling of the individuals of the educational process and social interactions;

– the psychological education of the individuals of the educational process and social interactions;

– psycho-preventive activities aimed at creating favorable conditions for maintaining and strengthening the mental health of the individuals of the educational process and social interactions.

At the master's level, we have expanded and supplemented the list of practice-oriented competences of the future educational psychologist so that the direction and profile of the received bachelor's level training could correlate with the requirements of the professional standard. Therefore, the master's core training program "Practical Psychology" – planned as an option for continuous education based on the bachelor's program of psychological and teacher's training orientation – offers the possibility of parallel work in two aspects which are as follows:

– the organization of the process of transferring practice-oriented competences mastered at the bachelor's level for their application with a broader range of clients receiving psychological care and services. The clients are not limited to the individuals of the educational process and social interactions;

– mastering the readiness and ability to practice the labor function of examining and developing the psychological safety of people receiving psychological care and services.

Regarding the development of practice-oriented competences, we introduced an integrative content-thematic line to the existing educational process of teaching bachelor's level students and master's level students. The content-thematic line ensures the development of general occupational and professional competences. The purpose of this thematic line was to impart practice-oriented features necessary for the successful fulfillment of the future labor functions by the graduates.

We determined the effectiveness of practice-oriented competences of the future educational psychologists with the help of a special monitoring system. The system represents monitoring procedures that start during the entrance testing (if a university provides such tests), spread during the educational process (within intrasubject input control, monitoring, interim certification, thematic control, inter-disciplinary control), and finish during the final state attestation procedure. The attestation procedure may include the presentation of a final qualifying work or the defense of master's thesis and the presentation of its synopsis during state exams, in case they are included in final graduation exams. Monitoring procedures provide the identification of psychological professional and personal developments of the future educational psychologists related to the readiness and the ability to carry out the corresponding labor functions in accordance with the requirements of the forthcoming professional activity.

For the monitoring, we created a set of evaluation tools, regarding the specifics of each period of monitoring procedures' application. The assessment tool set stems from a specific task. The study by Y.V. Vardanyan and S.V. Sergunina has proved that competence-oriented tasks that contribute to the integration, modeling, and performing of labor functions are the most productive, since "they ensure the relevance of structural elements of the mastered competence (they make students "know", "know how", and "acquire") and they integrate with interdisciplinary and major subjects of psychology and teacher training course material" [27, p. 17]. At a bachelor's level, such a material is the solution of a professional problem based on the main aspects of historical and modern psychological and teacher's training diagnostics, correction, development, counseling, education, and the prevention of psychological problems of the individuals of the educational process and social interactions. For the level of the master's degree the material is even more diverse, as the groups of subjects and labor functions expand. They include a specific professional task, i.e., the task that covers individuals receiving psychological care and services, therefore, the task emerges from the function of examination and development of their psychological safety.

In case of modern Russian universities, there are no specific entrance examinations to the bachelor's level education programs of psychological and teachers' training departments. To enter a university, students take State Unified Exams and submit their results

to the university entrance board. Therefore, we consider examples of evaluation tools used during the period of studying at the university. Consequently, to assess the readiness and the ability to implement development work with the individuals of the educational process during the intermediate certification, the following types of comprehensive tasks are useful:

1) Study the summary of the proposed stage of a lesson. Formulate a list of universal learning activities (UALs), which can be formed at the appropriate stage of the lesson.

2) Complete the section "Generated UALs" according to the lessons' technological map, regarding the steps of the lesson.

3) Choose one of the types of generated UALs from the proposed summary. In the fragment of the lesson outline, try to detail games or exercises that will allow you to create the selected activity.

Evaluation of the same competence during the final state certification procedure emerges from the assessment of several other practice-oriented competences and acquires an integrated form. Notable examples of final state certification evaluation tasks are as follows.

1) Study the following case. The teacher offered the children of one of the preschool groups to solve the following problem, "Katya invited several of her friends to her birthday party. Her mother gave Katya 5 pies and offered to lay out a pie on each plate. How many plates did Katya need?" Many children experienced difficulties in solving the mathematical problem. Consequently, the teacher, using the method of visual modeling, distributed small circles (pies) and large circles (plates) among the children and again offered to solve the problem. The children coped successfully with the solution of the problem.

2) Determine what induced the teacher to use the method of visual modeling. What are the thinking specifics of children in this situation? Define the concept of "thinking". Describe the main types, forms, operations, individual features of thinking.

3) Given the solution characteristics of the problem, determine the age of children. Name the leading type of cognitive activities, indicate the social situation of children's improvement, and provide the main central children's developments of the specified age period.

4) Describe the diagnostic complex (offer, at least, three methods) for the study of thinking and speech. Represent one of the methods of designing and performing diagnostic work.

5) Provide recommendations for the development of thinking and speech. Explain the possibility of using the data obtained in the activities in practical work of a teacher and an educational psychologist.

6) Propose the theme of a workshop for parents and its detailed plan. Describe how to use this plan to teach parents to stimulate the developing potential of everyday situations to promote children's thinking and speech.

There is much evidence that there is a possibility to provide such tasks during the entrance examinations to master's educational program.

Now we proceed to the evaluation tools used at the level of master's educational program. The following example can serve as a task for assessing readiness and ability to carry out assessment and development of psychological safety of persons receiving psychological care and services:

1) Make a ranked list of 10 personal qualities of a manager. Choose the qualities which are most likely to reduce the psychological safety of subordinates (the corresponding business sphere is to your option). Justify the inclusion of properties in the list.

2) Select one of the properties. Make methodical recommendations for the leader how to work individually to minimize its destructive influence on subordinates.

During the final stage of state certification, the evaluation of this competence integrates with the evaluation of several other practice-oriented competencies. This is exemplified from the task for this monitoring period which is as follows.

1) Study the following case. According to the data of the World Health Organization, by 2020 suicide will have become a global problem, as suicide will be the second largest mortality reason. It will come second only to cardiovascular diseases and it will outcompete cancer. Regarding the reasons for suicide, the most critical ones are family crises, internal conflicts, interpersonal relationships' crises, and other reasons which cause suicidal behavior. In the past few years, the press reported information featuring the cases which were as follows. A 16-year-old schoolgirl threw herself out of the window of a high-rising building because of a quarrel with her young boyfriend. A 14-year-old schoolgirl threw herself out of the window of a multistoried building, and on the eve of the jump she wrote on a page in the social network that her feelings for the boy were so strong that she could no longer live if they parted. A 17-year-old young man in his suicide note reported that the reason for his departure from life was parting with his girlfriend.

2) What are the signs of suicidal behavior?

3) Identify diagnostic techniques for the early detection of prerequisites to suicidal behavior.

4) Expand the foundations of resilience as a means of psychological suicide-preventive activity, instilled in students by an educational psychologist.

5) In the context of psychological counseling, determine the stages of the psychologist's conversations with a client who decided on suicide.

6) Describe the main directions of anti-suicidal psycho-educational activities, performed by an educational psychologist. Highlight the content of his speeches at parents' meetings, activities of teaching councils, individual work with teachers, parents, and teenagers.

4. Discussion

One of the most significant findings to emerge from this study is that there are many scientific and methodical resources for a constructive solution of the problem which are as follows.

1) This study has shown that it is possible to substantiate the list of practice-oriented competences of intended educational psychologists. At the bachelor's level of education this list includes readiness to realize the following activities, e.g. psychological diagnostics of the individuals of the educational process and social interactions; corrective and developing work with them; psychological counseling and education; psycho-preventive activities targeting the creation of favorable conditions for maintaining and strengthening the psychological health of children and adolescents. At the master's educational level, we find it critical to analyze the composition of individuals' groups, including the persons receiving psychological assistance and services. Practical-oriented competencies emerge from the work with such groups. Another finding is that it is possible to make a more complete list of competencies which stem from the willingness and ability to conduct the examination and development of psychological security of the persons receiving psychological assistance and services.

2) The results of our research show that we managed to build a theoretical model for monitoring the development of the practice-oriented competences of the future educational psychologist in the institutions of higher education. It is a system of evaluation and monitoring assessment procedures that ensures the identification of psychological professional and personal development of the future educational psychologists. The system results in an effective implementation of future professional activities. The developed model includes three monitoring procedures featuring an entrance placement testing stage, the interim intrasubject educational testing stage, and the final state certification testing stage.

3) The set of evaluation tools and procedures emerges from the possibility of assessing the quality of the gradual integration of a specific competence into a more generalized and universal practice-oriented form. The form is suitable for the implementation of the relevant labor function. The developed evaluation tools allow to gradually identify the state of the practice-oriented competences

of the future educational psychologist. This knowledge is critical for the systematic information analysis of competences' dynamics and timely correction of their development process.
The importance of the research results stems from the possibility of using them to improve the monitoring process targeting systematic information about the quality of practical training of bachelor's level students and undergraduates at the departments of psychological and teachers' training education. The competences form a stable ground for the development of the practice-oriented new type of teacher.

5. Conclusion

This study has identified that the problem of monitoring the practice-oriented competences' development of future educational psychologists is of much importance. Modern Russian universities offer a new trend in the training of educational psychologists, i.e., instead of academic theory-based education it is more meaningful to introduce students to real-life labor functions with a practical approach.
The research has also shown that the quality of monitoring the practice-oriented competencies of future educational psychologists depends to a large extent on the creation and application of scientific and methodological resources. The most important of these resources are as follows:
– the list of practice-oriented competences of future educational psychologists. We rationalized it in our research. It emerges from the idea of supplementing general professional and qualification competences with those types of features that directly follow from the requirements of the professional standard for the forthcoming labor functions. The graduates of bachelor's level and master's level educational programs are to acquire the competences while receiving teachers' training and psychological education;
– the theoretical model of monitoring the formation of the practice-oriented competences of future educational psychologists and the procedure for its implementation. We built practice-oriented competences into the university model and made it an integral part of the model. The model targets the obtaining of systematic information on the quality of the phased development of specified competencies and the dynamics of their integration;
– the set of evaluation tools and monitoring procedures for their application, which includes collections of tasks, the implementation of which contributes to the actualization of the elements, entitled "know", "know how", and "acquire". The elements are an integral part of the assessed competence. The elements are subject to replenishment and integration in the process of decision-making of a professional task. The process emerges from a monitoring procedure and allows to judge the quality of the formation of the relevant practice-oriented competences of future educational psychologists.
The scientifically-methodical resources described in this study will be in demand by teaching staffs, scientific-methodical and monitoring services of Russian universities because they target the improvement of the management process quality while training practice-oriented educational psychologists' personnel.

Acknowledgement

The research was carried out within the framework of a project grant for research in high-priority areas of scientific activity for partner universities in network interaction (the partner universities are: the Chuvash State Pedagogical University named after I. Ya. Yakovlev and the Mordovian State Pedagogical Institute named after M. E. Evsevyev). The research topic was "The study of the university monitoring model of practice-oriented competencies' development of future educational psychologist".

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