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DIGITAL COMPETENCE AS AN IMPORTANT ELEMENT OF PROFESSIONAL TRAINING OF EDUCATIONAL PSYCHOLOGISTS IN KAZAKHSTAN

Abstract

This article investigates the problems and prospects of formation of digital competence in the professional training of educational psychologists in Kazakhstan. Modern conditions of digitalization require from teacher-psychologists not only traditional knowledge and skills, but also effective use of digital technologies. It is established that the level of digital competence of students of the educational program "Pedagogy and Psychology" differs from the level of acting school psychologists, which is due to differences in the conditions of training and professional practice. Particular attention is paid to the need to develop specialized educational programs that take into account the peculiarities of the use of digital technologies in the diagnosis and correction of student behavior. The study revealed the main problems, including the insufficient level of digital training, limited use of modern technologies, and the lack of a unified approach to assessing the digital competence of educational psychologists. Based on the results of questionnaires and interviews with students, school psychologists and experts, recommendations for improving educational standards and programs were proposed. The key result of the work was the development of a model for the development of digital competence, which includes stages from the diagnosis of skills to their practical implementation. The presented recommendations are aimed at improving the quality of professional training of educational psychologists, their competitiveness and ability to adapt to the requirements of the digital era. The importance of creating a sustainable support system is emphasized, including mentoring programs, professional communities and access to innovative educational resources. The educational practice and improves the quality of educational services.

Keywords: digitalization; digital competence, professional training, educational psychologists, school psychologists.

Introduction. Universal digitalization of all sectors of social society has led to fact that in the education system, there is a need to develop digital competence, which also includes students of the educational program (here in after EP) "Pedagogy and Psychology", as most of them will go to work after graduation as school psychologists. This is due to the fact that in modern conditions, digital competence becomes an important indicator of professional training of future teachers. The Republic of Kazakhstan, in the process of active entry into the global information space, faces the fact that it is necessary to adapt existing educational standards to new digital conditions. Since in the era of digitalization, teacher-psychologists are required not only to have traditional competencies (knowledge and skills), but also the ability to effectively use digital tools. As they need them both for their own development, to obtain the required information, and for the work they do with students and their parents,

as well as to share their experience with their colleagues.

The relevance of the topic of the study is determined by the fact that in modern conditions of digitalization of the education system of the Republic of Kazakhstan, required from teacher-psychologists to apply new approaches, using digital technologies. Since in the course of their professional activities it is modern technologies that provide opportunities to provide more qualitative services of a teacher-psychologist. Modern digital technologies can be used to conduct distance learning, to create innovative educational platforms and to use more effective interactive methods of diagnostics and behavior correction of schoolchildren. However, the level of digital literacy among individual educational psychologists in the Republic of Kazakhstan remains low, which leads to some problems when introducing new digital technologies into the teaching process.

The main issues that need to be addressed in the area of digital competence as an element of professional training are

− limited use of modern information technologies in the work of schools and universities in Kazakhstan

− insufficient level of digital training of future educational psychologists, with a focus on the application of digital technologies in teaching practice

− Lack of a unified methodological approach to the assessment of digital competence, taking into account the peculiarities of the work of pedagogical psychologists.

The scientific significance of the study consists in expanding the theoretical basis for the research topic and developing proposals for the formation of a high level of digital competence in future teacher-psychologists. Since the improvement of the quality of digital training of teacher-psychologists contributes to the improvement of their professional qualities and competitiveness in the education market.

The purpose of the study is to consider the state and prospects of development of digital competence of pedagogical psychologists in Kazakhstan, and to develop recommendations for its formation in the process of professional pedagogical education.

Objectives of the study:

− Analysis of existing scientific and legislative approaches to the definition of the concepts of "digital competence" and "professional preparedness" and their application to educational psychologists;

− Evaluate the level of digital competence in the training of educational psychologists

− To determine the need for the development of digital competence in students of educational psychologists;

− To offer recommendations for improving the professional training of educational psychologists taking into account the requirements of modern digitalization.

The following research methods were used to solve the identified problems: literature analysis of literature and normative documents; survey of students of EP "Pedagogy and psychology", school psychologists and interviews with experts in the field of digital education; statistical, analytical and modeling methods.

Materials and Methods. Digitalization is usually understood as the replacement of the previous physical (analog) systems of information collection and processing with new systems in technological terms, which generate, transmit and process information through digital signals and report on these processes at all stages of their activities (Fernández-Batanero et al., 2020). It should be noted at once that in the country this concept has not yet been officially defined by law, only provided for in the state program "Digital Kazakhstan" (2017) as a target benchmark. This target benchmark states that digitalization includes projects on technological re-equipment of all sectors of the economy and government agencies. All this tells us that digitalization should be implemented in the education system.

I. Reisoglu, understands digital competence as understanding or possessing the methods of searching for information using the global Internet and digital technologies, as well as structuring, systematizing, and critically evaluating it. Provided that such information

is used to solve educational, practical, and professional tasks of different formats (Reisoglu, 2021). This definition is considered incomplete, as it does not include the condition of self-safety, which is required when using digital technologies or when introducing human competencies into the digital space. Another interesting position, taking into account the axiological approach, is that of E. Garzón-Artacho, according to which special attention is paid to personal subjectivity, manifested during the formation of digital competences (Garzón-Artacho, 2021). This definition of digital competence is also recognized by M. Montenegro-Rueda, because of the necessity to form conditions that correspond to the formation of a modern personality, which has the ability to perform its activities in the digital space, without violating legal and moral norms and rules (Montenegro-Rueda, 2022).

E. Artacho defines digital competence more fully, referring to the research conducted jointly with T. Martínez, J. Martín. They define digital competence as a person's ability to actively implement digital technologies and use them in order to produce new digital products on their basis (Artacho et al., 2020). It is also possible to take into account the opinions of B. Anthony, A. Kamaludin, A. Romli et al. who believe that digital competence expresses the level of effective application of digital technologies in practice. Their rationality will allow us to take into account the following criteria characterizing digital competence: the speed of digital functionality; fruitfulness and efficiency of information retrieval; unrestricted use of functionality by digital devices; financial and other operations on global markets. Provided they are carried out with the help of digital technologies (Anthony, 2022).

The level of digital competence of an individual depends on his/her experience in the use of digital information technologies, as well as on his/her profession and level of education. M. Peters, A. Ejjaberi, J. Martínez, S. Fàbregues propose to consider digital competence according to the following structure: informational digital; communicative digital competence; technical digital competence; media digital competence; consumer digital competence (Peters et al., 2022).

Professional preparedness or readiness of an individual specialist for his/her activity in the profession is also defined in scientific literature in different ways. In general, two common meanings can be distinguished in pedagogical and psychological literature

− The orientation, positive attitude or consent of a person to perform a certain activity (Antwi-Boampong, 2022);

− A complex state that assists the individual in the rational performance of occupational activities (Revuelta-Domínguez, 2022).

The formation of professional readiness occurs in several stages:

− vocational aptitude determination;

− development of professional preparedness (Romero-García, 2020).

Students of EP "Pedagogy and Psychology", as specialists in the field of education, should have certain skills that are required to perform the functions arising from their profession and the main thing is that they should be able to present them to other people (students and their parents, school staff). The main criteria of professional competence are (Cukurbasi et al., 2018): qualification in the profession and practical experience; personal motivation for this professional activity; demotivating components; professional vocation; personality qualities expressed in talent in relation to this profession; professional orientation of personality; operational component expressed in the ability to organize educational and training process; psychological preparation for professional activity(Skantz-Åberg et al., 2022). The same opinion is held in the course of the study of the peculiarities of high school students' opinions regarding the use of inverted classroom techniques and LEG practices by teachers by (Anthony, 2021).

G.K. Sholpankulova and M. Ermekova writes about the relationship between digital competence and professional preparation of future teacher-psychologists, revealing the structure and content of their digital competence. In this case, the authors point out that in the conditions of modernization of the Kazakhstani

education system, resulting from actively changing information educational environment, one of the main elements is the digital competence of future teachers. The importance of the unity of theoretical and practical training of teacher-psychologists for the realization of professional activity in new conditions is noted. The authors point out that the structure of digital competence of pedagogical psychologists includes the following components: cognitive; activity; personal-motivational; reflexive-evaluative (Sholpankulova, 2023).

D. Marín-Suelves believe that the formation of digital competence is a necessary condition in the modern training of future teachers. And they propose to form a model of formation of diagnostic competence for future teachers-psychologists, which follows from the peculiarities of this profession (Marín-Suelves, 2020).

The analysis of the legal and regulatory framework of the RK has shown that the strategic task of increasing digital literacy and developing digital competence at all levels of education was for the first time in the program "Digital Kazakhstan" (2017). Within the framework of the State Educational Standards of the Republic of Kazakhstan (2022) and especially the Concept of modernization of teacher education of the Republic of Kazakhstan (2022). It identifies the main problems and the main directions of development of digital and professional competencies in Kazakhstani teachers, focusing on foreign experience. N. Stukalenko notes the role and place of ongoing projects aimed at improving the system of teacher education in the new reality of Kazakhstan. Such projects are usually financed by the Ministry of Education and Science of the Republic of Kazakhstan. example, in 2021-2023, measures on formation of digital competencies of future teachers were realized (Stukalenko, 2021). They are aimed at the development of technological and methodological issues of formation of digital competencies of future teachers in the conditions of distance education. Within its framework, the following innovative works were carried out in the RK: smart-pedagog.kz (educational pedagogical portal) was opened; the online department "smart-pedagog" was created; a mobile application of online testing "Smart-future "was created; an international online competition "My first online lesson" was held for future teachers; a scientific conference was organized; an online course for future teachers, 72 hours on the topic "Distance learning technologies" was organized; an international congress "Distance education" was organized; a scientific-practical seminar was held. The author points out that it is necessary and important to train future teachers in Kazakhstan who will have high digital competencies, be creative and competitive, both at the national and international level. A. Turlankyzy, point out the development of digital competencies of a teacher within the framework of digital universities, indicating the importance of their development in Kazakhstan (Turlankyzy, 2021).

Overall, the literature and normative analysis points to the need to develop digital competence in educational psychologists using different forms of professional preparedness.

It is based on a comprehensive analysis, using several research methods and organized in stages.

Literature analysis of sources, consisting in a review of: scientific literature of scientific articles, monographs and other sources on the topic of the study; legislative and normative acts on the issues of training of educational psychologists and digital competence. Literature analysis made it possible to establish the existing approaches to the research questions we described above and identify the existing problems.

The review of legislative acts and normative documents (laws, State compulsory standard of higher education, programs of professional training of pedagogical psychologists) made it possible to establish problematic issues of digital competence in pedagogical universities and in particular at the EP "Pedagogy and psychology".

The pedagogical experiment was based on the method of survey in the form of questionnaires, which was conducted among students of EP "Pedagogy and psychology" (42 people) and school psychologists (28 people). The questionnaires included questions to assess

the level of knowledge of digital technologies, attitudes towards digital technologies in the education system, as well as the needs for the development of digital competence.

Survey in the form of an interview. The survey was conducted with experts in the field of digital education (6 university teachers). The in-depth survey provides an opportunity to obtain more qualitative data on how digital technologies are implemented in the process of teaching future educational psychologists and on the problems that exist in this direction.

Statistical and analytical methods are used to process the data obtained from the survey results. Microsoft Excel computer program is used for quantitative analysis and data processing. With its help, the levels of digital competence among students of Pedagogy and Psychology, school psychologists and experts were established.

The modeling method was used to develop recommendations in the form of a model for the development of digital competence in educational psychologists, taking into account the specifics of professional training in the Republic of Kazakhstan.

The study was conducted in several stages: preparatory; diagnostic; data processing and analysis; development of proposals; discussion of results and conclusion.

Results. The results of the questionnaire survey of future educational psychologists on the level of digital technology proficiency (low to high), types, frequency of use, attitudes (low to high) and needs are reflected in Table 1.

Table 1. *Results of the survey of future pedagogical psychologists (42 persons)*

Question	Answer options	Quantity	Share in %
Level of digital proficiency	Low	5	11,9
	Medium	15	35,7
	Above average	17	40,5
	Tall	5	11,9
Frequently used digital tools	Email	25	59,5
	Social media	38	90,3
	Educational platforms	35	83,3
	Online courses	12	28,6
	Presentations	30	71,4
	Specialized programs	7	16,7
	Others	3	7,1
The importance of using digital technologies in learning	Low	0	
	Medium	10	23,8
	Above average	22	52,4
	Tall	10	23,8
Do digital technologies help to improve the quality of the educational process?	Yes	32	73.2
	No	2	4,8
	I can't answer that	8	19
Willingness to take additional courses	Yes	27	64,3
	No	5	11,9
	Perhaps	10	23,8
Skills you would like to develop	Use of specialized programs	18	42,9
	Working with educational platforms	20	47,6
	Creation of multimedia materials	23	54,8
	Conducting remote consultations	16	38,1
	Organization of online courses	11	26,2
	Others	2	4.8

More than half of the students of Pedagogy and Psychology (52.4%) assess their level of digital skills as average or above average, which indicates a sufficient level of training. However, about 12% of students still have difficulties and rate their skills as low.

The highest preference of students is given to social networks (90.3%) and e-mail (83.3%), which reflects the usual ways of communication for young people. Educational platforms (59.5%) and presentation creation (71.4%) are also highly popular, which is related to the educational process. Specialized programs are still used by only a small proportion of students (16.7%).

The vast majority of students (76.2%) recognize the high importance of using digital technologies in learning, which demonstrates an understanding of the importance of digital skills in today's world.

The majority of students (73.2%) are confident that digital technologies improve the quality of the educational process, which confirms their positive attitude towards the introduction of innovations.

Almost two-thirds of students (64.3%) are interested in taking additional courses in digital learning, indicating a high level of motivation for self-improvement in this area.

Most of all students are interested in skills of creating multimedia materials (54.8%) and working with educational platforms (47.6%), which corresponds to modern trends in education and labor market requirements.

The results of the questionnaire survey of school psychologists on digital proficiency (low to high), types, frequency of use, attitudes (low to high) and needs are reflected in Table 2.

Table 2. *Results of the survey of school psychologists (28 persons)*

Question	Answer options	Quantity	Share in %
Level of digital proficiency	Low	3	10,7
	Medium	14	50
	Above average	9	32,1
	Tall	2	7,1
Frequently used digital tools	Email	24	85,7
	Social media	19	67,9
	Educational platforms	13	46,4
	Online courses	7	25
	Presentations	21	75
	Specialized programs	5	17,9
	Others	2	7,1
The importance of using digital technologies in learning	Low	2	7,1
	Medium	12	42,9
	Above average	11	39,3
	Tall	3	10,7
Do digital technologies help to improve the quality of the educational process?	Yes	20	71,4
	No	4	14,3
	I can't answer that	4	14,3
Willingness to take additional courses	Yes	15	53,6
	No	7	25
	Perhaps	6	21,4
Skills you would like to develop	Use of specialized programs	10	35,7
	Working with educational platforms	12	
	Creation of multimedia materials	14	
	Conducting remote consultations	9	
	Organization of online courses	7	
	Others	1	

The majority of school psychologists (82.1%) rate their digital skills as average or above average, indicating a good foundation. However, almost every tenth psychologist (10.7%) considers their skills to be low, which may indicate the need for additional training.

Just like students, psychologists most often use email (85.7%) and social media (67.9%).

They also actively create presentations (75%) and work with educational platforms (46.4%). Specialized programs are not yet widespread (17.9%).

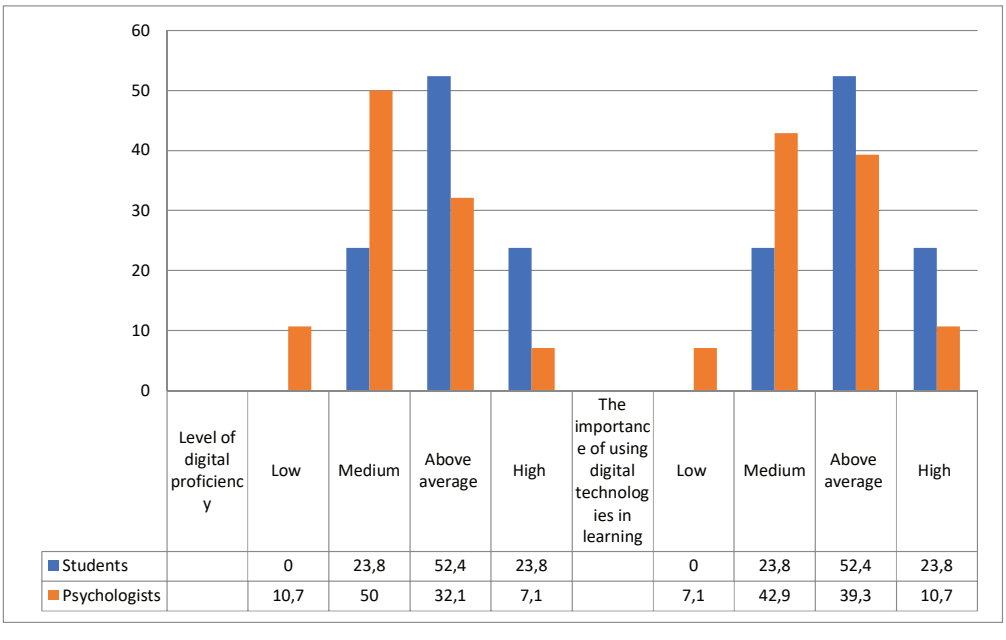
A smaller percentage of psychologists (51.8%) rate the importance of digital technology as high or above average compared to students, which may suggest some conservatism or lack of awareness of the possibilities of digital technology.

Psychologists are less optimistic than students about the impact of digital technologies on the quality of the educational process. Only 71.4% believe that they really improve the process, which leaves room for doubt for the rest.

About half of psychologists (53.6%) are willing to take additional courses on digital learning, indicating a willingness to update their knowledge, but less enthusiasm compared to students.

Skills they would like to develop: similar to students, psychologists show the greatest interest in creating multimedia materials (50%) and working with educational platforms (42.9%), emphasizing the universal need for these skills regardless of status (student and/or current professional).

The results of the comparative analysis by individual indicators are shown according to Figure 1.



	Level of digital proficiency	Low	Medium	Above average	High	The importance of using digital technologies in learning	Low	Medium	Above average	High
Students		0	23,8	52,4	23,8		0	23,8	52,4	23,8
Psychologists		10,7	50	32,1	7,1		7,1	42,9	39,3	10,7

Figure 1: Results of comparative analysis of students and psychologists

A comparison of the results obtained from students and psychologists showed that students' digital skills are on average above average (52.4%), about a quarter (23.8%) consider them high, and no student rated their skills as low. Such indicators suggest a good level of digitalization development among young people. Psychologists, have a more uneven distribution: a significant proportion of psychologists (50%) rate their skills as average, and almost one in ten (10.7%) consider their skills as low. This indicates that there is a need for additional training for some school psychologists.

Comparison of the importance of using digital technology in learning. Students in general attach great importance to the use of digital technology in learning: more than half (52.4%) rate the importance as high or above average, indicating a deep understanding of the benefits of digital technology. Psychologists show less confidence in the importance of digital technology: a large proportion (42.9%) rate the importance as medium, and only a small proportion (10.7%) see high benefits. This may mean that psychologists either underestimate the potential of digital technologies or find it difficult to apply them.

Discussion. Results of experts' answers to the interview questions: Your general impressions about the introduction of digital technologies in the training of students of Pedagogy and psychology? What specific digital tools and platforms do you find most useful for the training of pedagogical psychologists? What problems arise when implementing digital technologies in the learning process? How can the level of digital competence of students of the EP "Pedagogy and psychology" be improved? Are there differences between digital competence requirements for students and school psychologists? What international trends in digital education do you observe and how do they affect the training of pedagogical psychologists in Kazakhstan? What role do digital technologies play in the practical training of educational psychologists? What, in your opinion, needs to be changed in the system of training educational psychologists to better meet the requirements of the digital age? How teachers and educational leaders can contribute to the development of digital competence of their students? Your vision of the future of digital education in Kazakhstan, in the context of training pedagogical psychologists?

Results of a survey-interview of experts in the field of digital education.

To the first question: general impressions about the introduction of digital technologies in the university. Received generally positive impression, but noted at the same time: a number of problems, mainly such as insufficient equipment.

To the second question regarding useful digital tools. The experts identified the most useful ones as: educational platforms (AI, Moodle, Google Classroom), online courses and presentation creation programs.

To the third question, what are the main problems in implementing digital technologies, the following answers were received from experts: technical barriers; some resistance from students; lack of funding for additional training of school psychologists.

On the fourth question, how can the level of digital competence be increased. Experts suggested: including special courses; changing the teaching methodology; increasing the motivation of school psychologists.

Regarding the differences in the requirements for digital competence, experts note that school psychologists, in comparison to students, are more in need of practice-oriented skills.

On the transfer of experience from abroad, it is indicated that it is necessary and possible, but it necessarily requires their adaptation to local conditions.

On the role of digital technologies in the practical training of school psychologists, experts point out the possibilities for simulations and virtual environments, as well as improved interaction with students and their parents, as well as with the school staff.

New educational standards, curricula, increased resources and support programs are considered necessary changes in the training system by experts.

The contribution of teachers and supervisors, according to them, is to support the active use of technology, which motivates self-development.

Visions for the future of digital education: the growing importance of digital technologies and the need to keep knowledge and skills up-to-date.

The specifics of using digital technologies in the work of school psychologists should be manifested in the need to develop specialized programs and special technologies for diagnosing and correcting student behavior.

The model of developing digital competence in educational psychologists in the Republic of Kazakhstan is schematically presented below and includes five main stages (Fig. 2).

The model of developing digital competence of educational psychologists in Kazakhstan includes five key stages that provide a systematic approach to improving their professional readiness in the conditions of digitalization. Each of the stages is aimed at step-by-step formation, strengthening and application of digital skills necessary for effective professional activity.

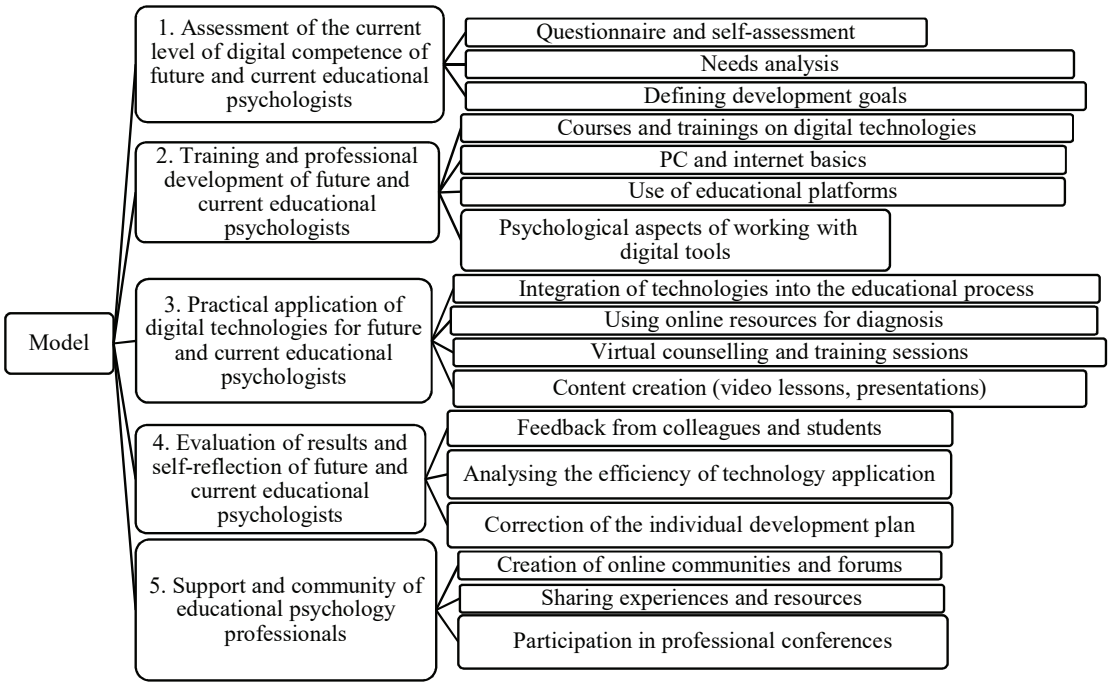


Figure 2: Model of digital competence development in future and current educational psychologists in the Republic of Kazakhstan

The first stage involves diagnosing the existing digital knowledge and skills of educational psychologists. This stage includes the use of various methods such as self-assessment, questionnaires and testing. The main goal is to identify strengths and weaknesses, as well as to identify areas that require development. This process helps to form individual educational trajectories and develop suitable training programs.

At the second stage, active training of educational psychologists is carried out, which is aimed at eliminating the identified gaps. For this purpose, specialized educational courses and trainings aimed at mastering the following skills are developed and implemented:

− Working with educational platforms and digital tools (Moodle, Google Classroom and others).

− Creating multimedia materials (presentations, video lectures).

− Use of specialized programs to diagnose and correct student behavior.

− Digital security and work ethics. The training format can be both face-to-face and distance learning, which allows for the individual needs of educators to be taken into account.

The third stage is focused on the integration of the acquired knowledge and skills into real professional activity. At this stage pedagogical psychologists:

− Introduce digital tools in the process of diagnosis, counseling and training.

− Utilize online resources for class and counseling sessions.

− Create and adapt digital materials for individual and group work with students. The main goal of this stage is to make the use of digital technologies an integral part of the daily practice of educational psychologists.

At the stage of evaluation of results and self-analysis, the effectiveness of the use of digital technologies in professional activities is analyzed. Methods such as collecting feedback from students, parents and colleagues, analyzing the data and self-evaluation of teachers are used. This process identifies achievements, identifies areas for further improvement and adjusts approaches to the use of digital tools. The results of the analysis help to adapt training and technology implementation to the real needs of the educational environment.

The last stage aims to create a sustainable system of support and professional interaction

among educational psychologists. Within the framework of this stage:

− Professional communities are being formed where educators can share experiences, best practices and receive advice.

− Master classes, webinars and conferences are organized to enhance knowledge and master new technologies.

− Regular updating of educational programs and technical equipment is carried out.

− Mentorship programs are being established where experienced professionals help newcomers to master digital technologies.

This support allows educational psychologists to stay up-to-date with the latest innovations, develop their skills, and strengthen professional relationships

As part of the discussion of the results of the questionnaire survey, a comparative analysis of all the results obtained was carried out. The comparison showed that future pedagogical psychologists demonstrate a slightly higher level of digital proficiency than current psychologists, which is natural given their age and access to modern technologies. It is important to note, however, that both groups require further growth in digital proficiency as they are constantly evolving

Both students and psychologists actively use digital tools such as social media and making them the primary means of communication and information sharing. But educators are less likely to engage with modern educational platforms and online courses, perhaps due to a lack of proper support and access to these resources

Students are more appreciative of the importance of digital technology in learning and support the idea of extensive use of digital technology in learning, which may be related to their greater openness to innovation. Psychologists are likely to recognize the importance but may not always find the opportunity to put this into practice

The usefulness of digital technologies for the process is mostly noted by the students of Pedagogy and Psychology. According to the survey, they are overwhelmingly convinced of the benefits of digital technologies, unlike psychologists. Since there are ambiguous opinions among the latter, which may indicate the need to raise awareness of psychologists about the benefits of digital technologies and their practical experience

Students, future psychologists, show more interest in taking additional courses on digital learning, which indicates a greater desire for constant self-actualization and adaptation to change, which is characteristic of the new generation. While school psychologists are also, interested, but not all psychologists have the desire to learn independently digital technologies

Both students and psychologists identify the following priorities in skills development: the importance of creating multimedia materials and working with educational platforms, which reflects the current needs of the modern education system. The identified priorities indicate it is necessary to include special educational courses and training programs for both students and retraining of school psychologists.

The findings are supported by the survey data, as students show a more confident level of mastery of digital technologies and attach more importance to their use in learning, which indicates their readiness for new challenges and technologies. Psychologists, although they have an average level of digital skills, do not always fully realize the potential of digital technologies and their impact on their workflow. All this allows us to say that it is important to improve the qualifications of psychologists.

It is worth outlining the main reasons why students assess their level of digital technology proficiency higher than psychologists. Modern students, including students of OP “pedagogy and psychology”, tend to interact actively from an early age with modern digital technologies. Students often feel more confident in using digital technologies than psychologists who began their careers at a time when digital technologies did not play such an important role in their lives. On this basis, young people have higher levels of digital competence, as they are able to quickly learn new digital devices and educational digital applications, they are willing and able to learn independently and will, be able

to use them in their profession. While among current psychologists, there are members of the older generation, they are used to traditional methods of work and many consider such methods more personal and individualized, which explains their tendency to underestimate the potential of digital technologies.

According to the results of interviews given by experts in the field of digitalization of education, it should be noted that in the future the importance of digital technologies is expected to grow, which will require constant updating of knowledge and skills, including in the work of school psychologists. All experts (100%) agree that the importance of digital technologies is expected to grow in the future, which will require constant updating of knowledge and skills.

Let us note the main factors that hinder the widespread introduction of digital technologies in the practice of educational psychologists: lack of knowledge and skills of individual psychologists in the field of digital technologies, which reduces their willingness to use these tools in their work; some school psychologists have psychological barriers to new technologies, expressed in the fear of losing control over the processes of personal communication with students and parents; there is a lack of qualified specialists in schools for technical support of digital education; the lack of qualified specialists in schools for technical support of digital education; the lack of qualified specialists in the field of digital education; the lack of qualified specialists in schools for technical support of digital education; the lack of qualified specialists in the field of digital education; the lack of qualified specialists in the field of digital education.

When discussing the model, it is important for each educational psychologist to conduct a self-assessment of their digital skills and knowledge at the first stage. It is also necessary to constantly undergo various types of training and professional development to master new technologies and methods of their application in the educational process. At the same time, it is necessary to take into account the specific features of the field before introducing digital tools into the practice of the school psychologist. During the practical application of digital technologies for diagnostics, using online resources, it is necessary to create adapted training materials, conduct preliminary virtual consultations, which will improve the quality of interaction with students. After the practical application of digital technologies, it is important to evaluate their effectiveness using feedback. This will provoke to adapt approaches to the use of digital tools in the practice of future educational psychologists. And, of course, an important element in the development of digital competence should be the support of specialists, participation in professional development courses, sharing best practices, and so on.

More detailed recommendations for improving the digital competence of educational psychologists in the Republic of Kazakhstan, as a whole, have also been developed:

1. Update educational standards, curricula and curricula of pedagogical psychologists. Within their framework, provide for the integration of modular digital components into specialized psychological courses.

2. Study of international experience in the course of interaction with international partners and its adaptation in the national education system.

Based on the peculiarities of the training of educational psychologist, it is suggested to necessarily ensure a balance between traditional and digital components, follows:

1. Avoid imbalances in training:

- preservation of personal meetings and live communication of the educational psychologist, especially in situations requiring personal contact;

- combining traditional methods with digital technologies, for example, combining face-to-face meetings with remote meetings, thus maintaining the personal touch while taking advantage of digital technologies;

- monitoring and timely evaluation of the quality of the results obtained to ensure that the use of digital technologies does not lead to a decrease in the quality of the educational process.

2. Competitively for educational psychologists is offered:

- Provide regular refresher courses where they can gain skills in the latest digital technologies in education and psychology;

- Form professional communities that include school psychologists in which psychologists can discuss their own and others' experiences, successes and failures, and receive advice on digital technologies;

- integrate digital technologies into daily practice and show successful examples of their use to other educators;

- organize consultations and workshops where they can get advice and support on how to use digital technologies;

- provide access to specialized software for diagnosis and behavioral interventions that will facilitate the transition to digital technologies in daily practice;

- maintain constant updating of software and provide opportunities to take courses to master new versions of programs;

- offer to participate in webinars and online courses that allow you to learn new skills without having to leave the workplace;

- broaden the outlook by attending international conferences and seminars and participating in international projects.

3. For future educational psychologists, it is recommended:

- integrating digital technologies into the: using digital tools to create multimedia materials; for behavioral diagnostics and distance consultations;

- practical training and internships: in schools and kindergartens, where students will be able to apply their knowledge in practice, working with children and teenagers using digital technologies;

- include laboratory sessions where students can learn how to work with various digital tools and platforms necessary for future professional activities;

- support and mentoring: mentors or supervisors help students learn specialized digital pedagogical technologies in education;

- create student communities of exchange, utilizing digital technologies in education;

- provide students with access to good educational resources and, and encourage students to explore them independently and actively apply them in their academic.

The proposed recommendations are aimed at the following most important digital technologies for the successful professional activity of future educational psychologists:

- skills in working with digital educational platforms, expressed in more effective use of e-learning document management systems, distance learning, and interaction of teacher-psychologist with students and their parents;

- use of multimedia materials that help to compile presentations, video consultations and other content aimed at improving the quality of services of the pedagogical psychologist;

- use of specialized programs for diagnostics and correction of students' behavior, which help to conduct special psychodiagnostic tests;

- organization of online counseling work and provision of psychological assistance via the Internet for certain categories of students and under certain conditions when students are remote from the educational psychologist.

- mastering specialized digital programs developed for educational psychologists that make it easier, for example, to prepare reports and maintain documentation, to perform their other tasks that are usually considered routine.

Conclusion. The analysis of existing scientific and legislative approaches to the definition of basic concepts regarding their application to educational psychologists has shown that digital competence is understood as digital literacy, which is expressed in a set of digital skills and abilities, showing the readiness of a person to use digital technologies and devices more effectively. Digital competence helps to solve different kinds of both professional and everyday activities in which they work with information, while ensuring their safety. The objective of professional training is to prepare future educational psychologists in Kazakhstan who will have high digital competencies, be creative and competitive, both nationally and internationally. Assessment of the level of digital competence in the process of teacher-psychologist training showed higher indicators for students and lower indicators for teachers, which can be explained by the peculiarities of

their development in different conditions and different understanding of the specifics of the profession of teacher-psychologist. The need for the development of digital competence in the students of the Pedagogy and Psychology program has been determined. The opinions of students and school psychologists agree in understanding the importance of digital technologies, but their perception of the degree of influence of these technologies on the educational process and readiness for additional training differs. Many experts emphasize the specifics of using digital technologies in the work of educational psychologists and point to the need to develop specialized programs and tools that include a focus on diagnosing and correcting student behavior. Recommendations for improving the professional training of future teacher-psychologists and school psychologists taking into account the requirements of modern digitalization are proposed. The model of development of digital competence of teacher-psychologists in the Republic of Kazakhstan is developed**,** which is aimed at forming a comprehensive approach to the development of digital competence of teacher-psychologists, while it is important to take into account the specifics of their professional training and the needs of the educational system of Kazakhstan. The scientific significance of the research consists in expanding the theoretical basis for the research topic and developing proposals for the formation of a higher level of digital competence in students of the EP "Pedagogy and psychology". Since improving the quality of digital training of pedagogical psychologists contributes to the improvement of their professional qualities and competitiveness in the labor market. The main directions of further research in this area may include: assessing the impact of digital competencies on the career development of educational psychologists; studying the effectiveness of the introduction of new methods of training to improve the level of digital competence of future educational psychologists and school psychologists**;** developing standards and criteria for assessing digital competence, taking into account the specifics of the activities of educational psychologists.

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