Formation of psychological and pedagogical competencies of social workers through professional development courses

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Abstract

This article considers one of the key problems of modern education of professional social work, which isthe formation of psychological and pedagogical competencies of social workers through professional development courses. The organization of professional development courses should be built on the emphasis of formation of competences. It is important to organize courses in such a way that the necessary competencies become the determining condition for the formation of professionalism of social workers as subjects of practical activities. The formation of psychological and pedagogical competences is connected with the mastering, consolidation, application of special knowledge, skills and abilities. The correct organization of professional development courses stimulates practicing social workers to the active search, conscious overcoming the psychological difficulties that stand in the way of solving the problems of people who find themselves in difficult life situations, and formation of the competences necessary in their professional activities.

Keywords: competences, psychological and pedagogical competences, social worker, professional development courses, competency-based approach;

1. Introduction

Social work, having emerged as a social phenomenon, and then turned into a social institution, becomes

the object of cognition, manifested at different levels - from ordinary to scientific to theoretical. Modern society is undergoing a process of transformation of previously unprecedented strength and speed, which has had an impact on all spheres of life (Ozdemir, 2020). All this creates excellent possibilities for social development. A new era of technology and communication with the increased level of complexity requires a high level of human capital training to ensure sustainable development, stability and even survival, both for individual citizens and for enterprises, communities, nations, and the whole society. Therefore, investments in knowledge takes equal priority with capital investments (Kozhamkulova, 2003; Eksi & Bahcecik, 2018).

The employer is interested in training the competent specialist, and the society is interested in the personality capable of conscious life-creativity (Moghadamizad, Mowlaie & Rahimi, 2020). Under these conditions, the degree of preparedness of the specialist becomes the dominant factor in the education system, determining not only the competitiveness of the personality, but also social adaptation. At the same time, competitiveness of the specialist is a set of goals - concrete requirements of the level of preparedness of the specialist, which are defined as competences (Pantyuk, 2011; Malone & Michael, 2018).

The main competitive advantage of the social sphere of the Republic of Kazakhstan is the availability of highly qualified labor resources. Personnel, being the main, most valuable, and important part of the resources of the social sphere, ultimately ensure the efficiency and effectiveness of the entire social policy of the Republic of Kazakhstan. Further progress in the branch will depend on the quality of the workforce to a great extent.

The Address of the Head of State Kassym-Zhomart Tokayev to the people of Kazakhstan "Constructive public dialogue - the basis of stability and prosperity of Kazakhstan" in the fourth section of the "New stage of social modernization" states: "The special attention in the social sphere should be paid to the improvement of quality of education. In Kazakhstan, the effective methodology of accounting for the balance of labor resources has not been developed yet. In fact, the domestic system of training of specialists is disconnected from the real labor market (Antikeyeva et al., 2020; Chae, 2021).

The social sphere is the only sphere of activity in Kazakhstan, where many specialists have no specialized education. Specialists with economic, legal, pedagogical, medical, and even psychological education work in the field of social protection of the population. About 20-30 years ago, this could be explained by the absence of the professional courses specially created for professional activity in social work. But how can it be explained now?

The problems of forming professionalism in social work have always been relevant. The analysis of literature had made it possible to identify scientists involved in studying the issues of training and advanced training of social workers. Among the foreign authors who made the contribution to the research of the problem of training of workers of the social sphere, we should mention such names as Richmond (1912), Slomon (1926), Adams (2014), Ramon (1996), Doel (1997), Chardlow (1997), Bernler (1992), Yunsson (1992), Sarri (1996), Khinduka (1996) and others.

Starting from the first steps of the Russian higher school in the field of training specialists in social work (1991), the works of teachers and diploma works of students began to be published, which offered scientific-methodological recommendations, which have practical utility for studying specific problems of quality of training of graduates of the faculty of social work. Among them: L.V. Topchiy (1997), Zimnyaya (1996), Kholostova (2007), Zhukov (2000), Bocharova (1999), Demidova (1993), Martynenko (1995), Nikitin (2006),

Antikeyeva, S.,	Snapkova, A., Xembayeva, S., Aubakirova, R. Z., & Sultanova, N., (2021). Formation of psychological and pedagogical competencies of social workers through professional development courses. *Cypriot Journal of Educational Science*. *16*(4), 1858-1877. https://doi.org/10.18844/cjes.v16i4.6054

Pavlenok (2012), Saraliyeva (2004), Firsov (1993), Fokin (2005).

Scientific research and investigations within the theme of training, formation, and development of professionalism of workers of the social sphere were conducted by several other Russian scientists in the field of social work: Tetersky (2002), Grigoriev (1994), Kozlov (2004), Shmelyova (2012) and others.

There are Kazakh scientists, engaged in research concerning problems of training of personnel of social sphere, namely Kozhamkulova (2003), Sudakova, Morozova (2012), Agafonov (2008), Burdina (2011), Kertayeva (2012), Zhunusova (2010), Xembayeva (2017), Mustafina (2017), Zhumankulova (2010), Tursynbekova (2017), Urazbayeva (2016), Sarbasova (2016).

Modern social work is multidisciplinary, interdepartmental in nature, entails not only the need to perform many different functions by social services and social workers, but also requires high professionalism of personnel and scientific statement of all social practice. And despite the theoretical developments in the field of training and advanced training of social workers, in reality, there is a contradiction between the needs of the social sphere and the situation with the professional personnel of social institutions of the Republic of Kazakhstan, when the position of the specialist in social work is occupied by people who do not have the education "Social work" and shows that psychological- pedagogical support for this problem is far from being fully realized.

1.1 The problem of the study

The problem of study was the search for ways to form psychological and pedagogical competences of practicing social workers through professional development courses. The aim of our research is to develop the system for the formation of psychological and pedagogical competences of practicing social workers through professional development courses.

2. Methodology

Having found out the conformity of the requirements of the social sphere with modern conditions and the needs of social institutions, at the next stage of work on the theme of our research, we decided to know, according to specialists, what is the situation on grounds. Specifically, to identify what problems arose in the work of specialists, whether they were satisfied with their professional activities, and whether they want ed to form any competences, and if it is so, which ones. For this purpose, we developed the questionnaire and interviewed 114 specialists of KSI "Center of Social Services of the Population" of the Department of Employment and Social Programs of Pavlodar, of Akimat of Pavlodar**.**

3. Findings

In everyday practice, the terms "competency" and "competence" are often used as synonyms. However, this is not the case for Woodruffe (1991) whonoted that the term competency should be used to indicate both the abilities to perform any work or part of it qualitatively and the totality of actions that an employee does for this. That is why he points to avoiding discrepancies and confusion, it is very important to distinguish between these two terms Woodruffe (1991).

Competency is the concept, referring to the person, which indicates the aspects of behavior which are behind the competent performance of the certain work (Tursynbekova, 2017) Or unity of knowledge,

professional experience, abilities to act and individual behavior skills, determined by the goal, situation, and position (Tursynbekova, 2017). Competence is the concept, related to work, which indicates the sphere of professional activity in which the person is competent (Tursynbekova, 2017; Urea, 2020). Or knowledge and skill in the certain sphere of human activity (Tursynbekova, 2017)

Aryn, Prokhorova, Pfeifer and Burdina (2005) in their manual "Theoretical aspects of professional training of the pedagogue of the XXI century" presented the variety of opinions and interpretations of the concepts of "competence" and "competency". We adopted the definition of "competence" in table 1 (Aryn et al., 2005).

Table 1. Field of opinions on the definition "competence"

o	Definition	The considered categories				Author
		Knowledge	Abilities (skills)	Experience	Quality of the personality	
	competence	+ The range of issues in which someone is knowledgeable				Explanatory dictionary of the Russian language / S.I. Ozhegov, N.Yu. Shvedova, 1977
	competence	+ Knowledge and experience in that or those activity		+		Soviet encyclopedic dictionary, 1980
	competence	+ Knowledge, experience in that or those field		+		Big encyclopedic dictionary - M., St. Petersburg, 1997
	competence	+ Knowledge, experience in that or those field		+		Dictionary of foreign words and expressions (new) - Moscow: Olymp, 1998

Training the social worker based on the competency-based approach contributes to the integration of theory and practice, enriching the methodology and methods of training and making it possible to consider the interests of students and teachers as participants in the educational process (Firsov et al., 2013).

The competency-based approach includes the development of the most important general and subject-specific competences relating to the subject area of social work as the profession. The competency-based approach in training is intended to "enrich students with scientific and professional knowledge and give them the opportunity to apply acquired knowledge in various difficult situations" (Sanche & Ruiz, 2008).

In the process of research of psychological and pedagogical competences for Bachelor of Social Work, we focus on the countries of the former Soviet Union, in particular Russia. The subject group in "The key guidelines for the development and implementation of educational programs in the subject area "Social work"" initially derived from the list of 35 professional competences recommended by the Federal State Educational Standard of higher vocational education. A lot of work was done on the development of the initial list of psychological and pedagogical competences: the literature on Tuning methodology was studied, there were conducted the consultations with experts from University of

Padua and with representatives of the academic community, as well as several discussions were held within the subject group. On this basis, partial changes were made to the initial list in relation to the classification of psychological and pedagogical competences into four groups according to the types of professional activity of social workers. Thus, it was carried out their "consolidation" and the new list of 16 competences was drawn up. All psychological and pedagogical competencies of the Bachelor of Social Work were briefly described since their indicators according to the Dublin descriptors and presented as follows:

- social-technological.

- research.

- organizational-managerial.

- social-project (Firsov et al., 2013)

The complete list of competences on groups and their description are presented in Table 2.

Table 2. Professional competences (PC) of social worker

Group of PC	Name of competences
PC 1. social-technological	PC 1.1. Readiness to realization of modern technologies of social protection, medical-social support for the weak segments of the population
	PC 1.2. Readiness to provide the social-living, social-psychological, social-economic, and social-legal services to individuals, social groups
	PC 1.3. Readiness to the mediation, social-preventive, and consulting activities on the problems of socialization, abilitation and rehabilitation
	PC 1.4. Ability to creation of the favorable social-psychological environment in social organizations and services
	PC 1.5. Readiness to the prevention of the professional "burnout"
	PC 1.6. Readiness to comply with professional-ethical requirements in the process of professional activity
	PC 1.7. Ability to the competent use of legislative and other normative acts of the federal and regional levels
PC 2. Research	PC 2.1. Ability to research the specifics of the social-cultural space, the infrastructure for ensuring social well-being of the representatives of various social groups
	PC 2.2. Ability to identify, formulate and solve problems in the field of psychosocial, structural, and complex-oriented social work, medical-social care
	PC 2.3. Ability to determine the scientific and practical value of research tasks in the process of ensuring social well-being
PC 3. PC organizational-managerial	PC 3.1. Ability to the organizational-managerial work in the departments of social institutions and services
	PC 3.2. Ability to the coordination of activities on identification of the persons in need of social protection, medical-social assistance
PC 4. PC Social project	PC 4.1. Readiness to the participation in social-engineering and social-project activities of the institutions of social sphere
	PC 4.2. Ability to create the social projects considering the specifics of the national-cultural space and the nature of vital activity of the various national, gender-age and

social-class groups

PC 4.3. Readiness to the development and realization of the pilot and innovative projects of the state and corporate social policy on the solution of difficult life situations of various population groups

PC 4.4. Ability to create the social projects to ensure the physical, mental, and social health of people with the involvement of additional financial resources (fundraising)

Admission of applicants for the specialty "Social work" in S. Toraighyrov Pavlodar State University began only in 2006, i.e., since 2009 the labor market of Pavlodar region has been receiving qualified specialists in the field of social work, however, even though there are enough social institutions in the region, graduates do not have the opportunity to find a job. In this regard, today we have two problems. The first: what to do with specialists who do not have special education. We cannot deprive such specialists of their workplace because they have the wealth of experience in their work. And the second: how to train future specialists in social work, so that they can find a job in the specialty.

Today, social employers face the serious problem of needing specialists with specialized education. We cannot lose all the personnel for lack of social education. It is also impossible to hire new specialists because these jobs are occupied by specialists who do not have the "Social work" education. And then, there is a need to develop professional development courses for practicing social workers who do not have the specialized education. The results of the survey of specialists in social work of Pavlodar region showed that specialists of social services themselves need knowledge of peculiarities of social work as the profession, as the practical activity, its history, psychological methods, and technologies of working with clients, as well as knowledge on prevention of emotional burnout syndrome, which will contribute to formation of psychological and pedagogical competences of social workers.

The pedagogical science of the higher school was accumulated research material on various aspects of improving the process of training specialists of social work in general, which currently makes it possible to raise the question of clarifying the formation of pedagogical support for the process of their preparation for independent activities. The most important task facing teachers is to find effective conditions for training the future specialist of social work for practical activities. The main task of vocational education is to train the qualified worker of the appropriate level and profile, competitive in the labour market, competent, responsible, fluent in his profession and oriented in related fields of activities, capable of effective work in the specialty at the level of world standards, ready for constant professional growth, social and professional mobility, meeting the needs of the personality in obtaining appropriate education (Pantyuk, 2011).

Research on the problems of professional training of specialists and in actual practical activities is more often based on personal-oriented, practical-oriented, and competency-based approaches (Pantyuk, 2011). Many researchers agree with Pantyuk (2011), but there is very few research, devoted to the formation of pedagogical and psychological competences of social workers who do not have the specialized education. We refer to lawyers, economists, teachers who trained themselves for completely different types of activities, but, due to certain circumstances, work with people who found themselves in the difficult life situation (who lost the roof over their heads, the breadwinner; become disabled persons, victims of domestic violence, etc.). In our opinion, the issue of advanced training of such workers on the formation of desired competences is not sufficiently

investigated. We understand that without them it will be very difficult for the practicing social worker to work, and sooner or later, such employee will either leave this sphere, or will burn emotionally and will not be able to work in full force, thus the quality of social assistance will be suffered. We also consider that it will be very effective to organize such courses through the higher school in connection with the abolition of the Institute of Advanced Training in the Ministry of Labour and Social Protection of the Republic of Kazakhstan. At the same time, it should be noted that the social services themselves cannot give the whole range of pedagogical and psychological knowledge, which is so lacking for specialists in social work. In addition, the current situation in Kazakhstan makes it necessary to improve the social sphere and the system of social protection of the population, and therefore to increase the efficiency of the training process for the personnel with the highest qualification, including social workers.

The processing respondents' answers showed the following results. 86% of specialists, namely 98 people are satisfied with their professional activity, and 14% (16 people) are not satisfied. 96 employees (84%) include qualification level as the difficulties in their work, 86 people (75%) - relations with clients, i.e., with recipients of pensions and benefits, 29 employees (25%) - work schedule, 13 specialists (11%) - salary, 8 people (7%) - working conditions and relations with colleagues, 6 specialists (5%) - relationship with management and 3 employees noted as the problem - relationship with subordinates. 98% employees (112 people) of the Center of Social Services of the Population of Pavlodar would like to raise the level of their qualification.

112 people want to form their communicative competencies and mediation skills, which is 98%, educational - 51 people (45%), organizational - 57 (50%) and competences to avoid emotional burnout syndrome - 91 employees (80%) and managerial - 18 (16%).

The results of the questionnaire can be clearly seen in Table 3.

Table 3. Questionnaire results

Answer to the question	Number of positive statements (%)
1	2
1. Are you satisfied with your professional activities?	
Yes	98 (86 %)
No	16 (14 %)
2. Which of the following factors do you attribute to the difficulties in your work?	
Profession	0
Position	0
relationship with the management	6 (5 %)
relationship with subordinates	3 (2 %)
relationship with colleagues	3 (7 %)
relationship with clients (i.e., with recipients of pensions and benefits)	**86 (75 %)**
level of the own qualification	**96 (84 %)**
working conditions	8 (7 %)
Salary	13 (11 %)
schedule of work	29 (25 %)
3. Would you like to improve your level of qualifications?	
yes	**112 (98 %)**
No	2 (2 %)
4. If it is - yes, then what competencies (skills and abilities) would you like to form?	

Educational	**51 (45 %)**
Managerial	7 (16 %)
Organizational	57 (50%)
Communicative	**112 (98%)**
skills of the mediator	**112 (98%)**
competences to avoid emotional burnout syndrome	91 (80%)
Others	0

As we can see from table 3, the main competencies that employees would like to develop are educational, communicative and skills of the mediator. The formation of educational competences is not the subject of our research; therefore, we will not dwell on their study. Social workers can form this type of competences in social institutions of the Ministry of Labour and Social Protection of the Republic of Kazakhstan. And as for the last two, we can help. Social workers asked to pay special attention to the emotional burnout syndrome as well. Because, coming home after the working day, social work specialists cannot switch morally to their personal life and to their family.

Based on the foregoing, we were developed the program of advanced training "Supervision in social work. The technology of professional consulting of specialists in the organizations of social services" which was tested in KSI "Center of Social Services of the Population" of Ekibastuz from May 28, 2018, to June 02, 2018.

To determine the effectiveness of the developed program, we determined the level of communicability, proneness to conflict and tactics of behavior in conflict since the following methods: assessment of the level of communicability of Ryakhovsky; assessment of the conflict level "Are you the conflict person?"; "Tactics of behavior in the conflict" of Thomas (as cited in Antikeyeva et al., 2020). Then, there were taken 2 groups: the control and experimental of ten people in each. The methods were carried out before and after testing the program.

The method of assessing the level of communicability of Ryakhovsky allowed to determine the level of communicability among specialists before and after testing of the program (Tables 4, 5, Figures 1, 2).

Table 4. Comparative analysis of diagnostics of specialists of the control group on the methods of assessment of the level of communicability by Ryakhovsky (as cited in Antikeyeva et al., 2020).

Specialist	Primary diagnostics	Secondary diagnostics
1	2	3
Aygul B.	19	18
Bakhyt S.	20	21
Zauresh A.	15	14
Azamat I.	13	13
Meyramgul S.	11	10
Gulnar T.	26	26

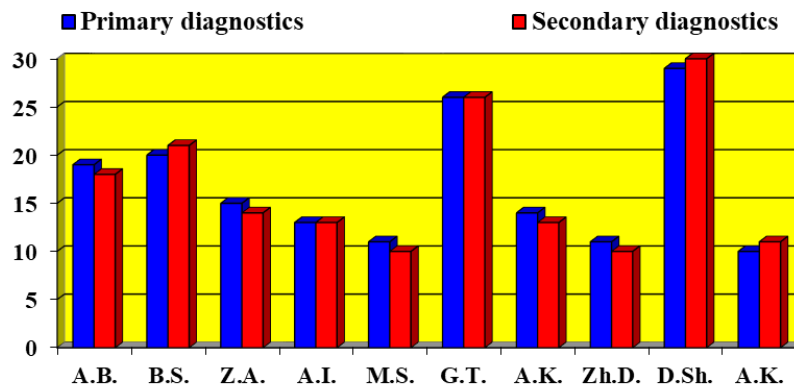|		
Araylym K.	14	13
Zhazira D.	11	10
Darkhan Sh.	29	30
Aziza K.	10	11

Figure 1. Dynamics of changes of the results of primary and secondary diagnostics of specialists in the control group on the methods of assessing the level of communicability by R.F. Ryakhovsky

As we can see in Figure 1, in the control group, where there was not carried out the test on the advanced training program, only minor changes in the larger and smaller side are observed.

Table 5. Comparative analysis of diagnostics of specialists of the experimental group on the methods of assessing the level of communicability by R.F. Ryakhovsky

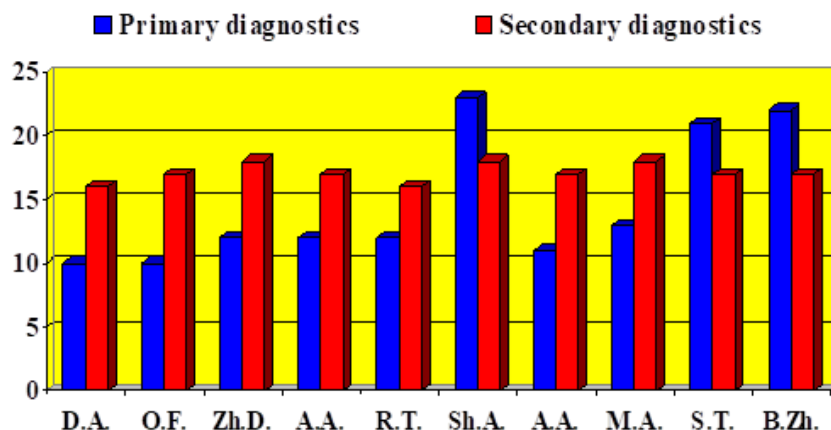| Specialist	Primary diagnostics	Secondary diagnostics
1	2	3
Dilara A.	10	16
Oksana F.	10	17
Zhanna D.	12	18
Asem A.	12	17
Ramziya T.	12	16
Shynar A.	23	18
Asel A.	11	17
Makhabbat A.	13	18
Saule T.	21	17
Bibigul Zh.	22	17

Figure 2. Dynamics of changes of the results of primary and secondary diagnostics of specialists in the experimental group on the methods of assessing the level of communicability by R.F. Ryakhovsky (as cited in Antikeyeva et al., 2020).

According to Figure 2, we can state with confidence the fact that thanks to the implementation of the advanced training program at the specialists, included in the experimental group, the level of communicability reached the norm, which according to the classifier of the Ryakhovsky methods is in the range from 14 to 18 points.

The methods of assessment of the conflict level (test - "Are you the conflict person?") showed the following results (Tables 6, 7, Figures 3, 4).

Table 6. Comparative analysis of diagnostics of specialists on the control group according to the methods of assessment of the conflict level (test - "Are you the conflict person?")

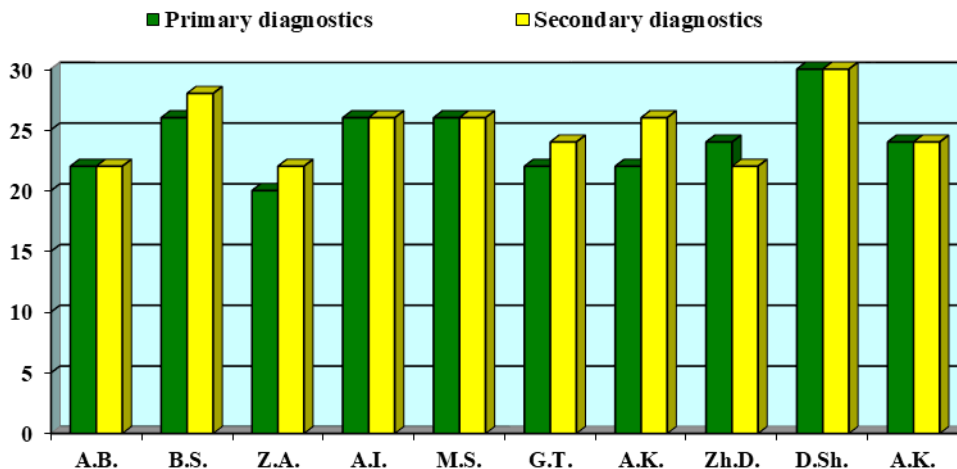| Specialist	Primary diagnostics	Secondary diagnostics
1	2	3
Aygul B.	22	22
Bakhyt S.	26	28
Zauresh A.	20	22
Azamat I.	26	26
Meyramgul S.	26	26
Gulnar T.	22	24
Araylym K.	22	26
Zhazira D.	24	22
Darkhan Sh.	30	30
Aziza K.	24	24

Figure 3. Dynamics of changes of the results of primary and secondary diagnostics of specialists in the control group according to the methods of assessment of the conflict level (test - "Are you the conflict person?")

As we can see in Figure 3, in the control group, where there was not carried out the test on the advanced training program, only minor changes in the larger and smaller side are observed.

Table 7. Comparative analysis of diagnostics of specialists on the experimental group according to the methods of assessment of the conflict level (test - "Are you the conflict person?")

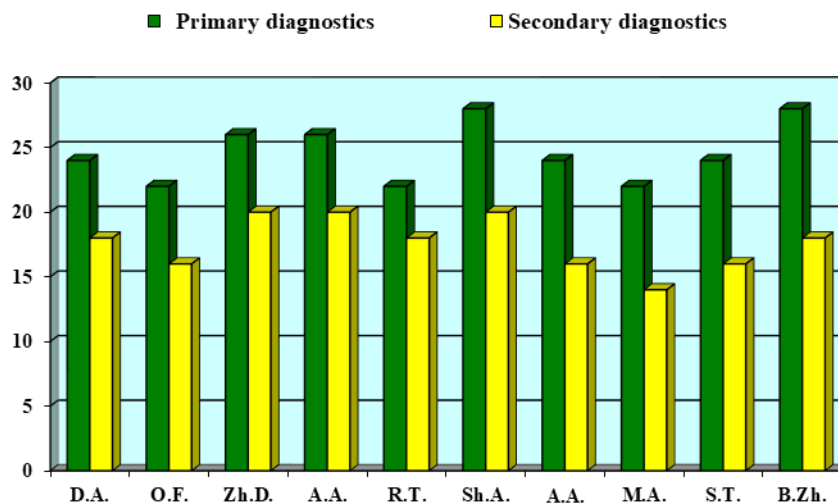| Specialist	Primary diagnostics	Secondary diagnostics
1	2	3
Dilara A.	24	18
Oksana F.	22	16
Zhanna D.	26	20
Asem A.	26	20
Ramziya T.	22	18
Shynar A.	28	20
Asel A.	24	16
Makhabbat A.	22	14
Saule T.	24	16
Bibigul Zh.	28	18

Figure 4. Dynamics of changes of the results of primary and secondary diagnostics of specialists in the experimental group according to the methods of assessment of the conflict level (test - "Are you the conflict person?")

As we can see from the diagram, the result of the testing of the advanced training program at specialists, the level of conflict decreased, which according to the methods is in the range from 12 to 20 points.

K.U. Thomas '"Tactics of behavior in the conflict" methodology allows us to determine the style of human behavior in the conflict situation. The results of this methodology are shown in Tables 8, 9 and Figures 5, 6, 7, 8.

Table 8. Comparative analysis of diagnostics of specialists on the control group according to the methods "Tactics of behavior in the conflict" by K.U. Thomas

Specialist	rivalry		cooperation		compromise		avoidance		adaptation	
	before	after	before	after	Before	after	Before	after	Before	after
1	2	3	4	5	6	7	8	9	10	11
Aygul B.	5	5	3	4	3	3	10	10	9	8
Bakhyt S.	9	4	5	4	4	3	4	10	8	9
Zauresh A.	3	3	4	4	4	3	8	9	11	11
Azamat I.	10	8	2	3	6	5	5	7	7	5
Meyramgul S.	7	7	4	4	3	4	9	8	7	7
Gulnar T.	6	6	3	3	3	3	11	10	7	8
Araylym K.	10	9	2	3	5	5	6	7	7	6
Zhazira D.	8	10	4	4	3	4	10	5	5	7
Darkhan Sh.	1	3	9	6	7	7	8	8	5	6
Aziza K.	3	2	7	6	3	5	7	8	10	9

Primary diagnostics

Figure 5. Primary diagnostics of specialists in the control group according to the methods "Tactics of behavior in the conflict" by K.U. Thomas (as cited in Antikeyeva et al., 2020).

Secondary diagnostics

Figure 6. Secondary diagnostics of specialists in the control group according to the methods "Tactics of behavior in the conflict" by K.U. Thomas

As we can see from Figures 8, 9 in the control group at the specialists in conflict situations predominate tactics of avoidance and rivalry.

Table 9. Comparative analysis of diagnostics of specialists in the experimental group according to the methods "Tactics of behavior in the conflict" by K.U. Thomas (as cited in Antikeyeva et al., 2020).

Specialist	rivalry		cooperation		compromise		avoidance		adaptation	
	before	after	before	after	before	after	before	after	Before	after
1	**2**	**3**	**4**	5	**6**	7	**8**	**9**	**10**	11
Dilara A.	2	**0**	7	**12**	7	**14**	9	**3**	5	**1**
Oksana F.	1	**0**	5	**14**	8	**11**	6	**2**	10	**3**
Zhanna D.	7	**2**	6	**13**	4	**12**	5	**1**	8	**2**
Asem A.	10	**3**	3	**10**	4	**13**	8	**3**	5	**1**
Ramziya T.	1	**0**	4	**12**	7	**10**	8	**4**	10	**4**
Shynar A.	3	**0**	6	**11**	4	**12**	9	**5**	8	**2**
Asel A.	10	**4**	1	9	5	**11**	6	**3**	8	**3**
Makhabbat A.	9	**2**	2	**11**	5	**13**	6	**2**	8	**2**

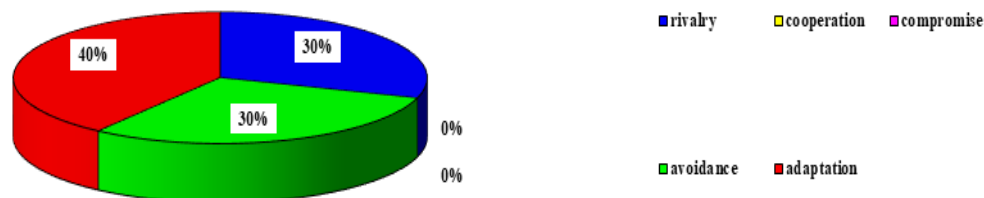| Name										
Saule T.	1	**0**	6	**15**	6	**10**	9	**3**	8	**2**
Bibigul Zh.	3	**0**	4	**12**	7	**10**	7	**4**	9	**4**

Figure 7. Primary diagnostics of specialists in the experimental group on the methods "Tactics of behavior in the conflict" by K.U. Thomas
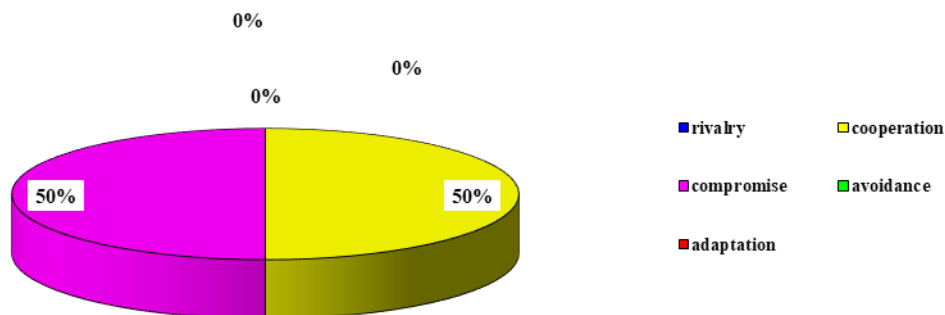

Figure 8. Secondary diagnostics of specialists in the experimental group on the methods "Tactics of behavior in the conflict" by K.U. Thomas (as cited in Antikeyeva et al., 2020).

According to the methods of Thomas '" Tactics of behavior in the conflict", the tactics of adaptation, as well as rivalry and avoidance dominated in specialists before testing the program in conflict situations. And after testing, the tactics of cooperation and compromise in equal shares became dominant.

4. Discussion

According to our research, we can clearly prove that the implementation of the program of advanced training of specialists of KSI "Center of Social Services of the Population" of Ekibastuz, who do not have education "Social work", allowed to reduce the level of conflict, increase the level of communicability. On this basis, we solved the tasks of the program, namely: it was made the assistance to the development of communication skills (Mohadesi, 2021; Donmez & Bozkurt, 2019), self-reflection; it was increased the level of resistance to stress; individual consulting on prevention of emotional burnout syndrome was conducted.

Thus, the developed program was successfully tested and highly appreciated by the listeners. And in June 2018, the program of advanced training "Supervision in social work; The technology of professional consulting of specialists of social service organizations" was introduced into the production process of KSI "Center of Social Services of the Population" of Ekibastuz. In May 2019 we held training on this theme with other employees.

The profession of specialist in social work is in increasing demand in the Republic of Kazakhstan. Its prestige increases with the development of territorial services, the formation of new social institutions. Having extensive knowledge in the social sphere and being at the forefront of the fight against social disadvantage in the country, the specialists in social work play the major role in the system of social protection of the population, the creation of the state-public institution of the revival of human dignity in the Republic of Kazakhstan (Karim & Gide, 2018; Abdelmajdid & Radzuan, 2019).

The task of modern social education is to form the specialist who knows the methodology and methods of analysis of social phenomena, the system of knowledge about society and social relations, the content, and directions of social policy, and, most importantly, the technologies for applying all this in practice. Therefore, it is so timely statement of the question of providing the education system with highly qualified personnel and improving their professional level (Kulichenko,2008; Bello, Idris & Bappayo, 2020).

5. Conclusion

The article considered the results of the research on the formation of psychological and pedagogical competences of social workers through professional development courses. The definitions of the concept's "competence" and "competency", psychological and pedagogical competences of social workers were described.

We revealed the need of the development of social workers' competencies such as: communicative, educational and mediator skills, as well as the competencies necessary to avoid emotional burnout syndrome in the professional activity.

As the result of testing the program, the negative social-psychological qualities personality traits of the employees were minimized; there was optimization of personal resources that promote self-realization and self-development of their personality; the social competences necessary for effective professional activity (namely, communicative competencies and competences in resolving conflicts) were formed; the risk of emotional burnout syndrome was reduced; collectively, the social institution became more organised. Pavlodar State University posted the course program on the government procurement website, and we were invited not only by social services, but also by parties, law enforcement agencies and other institutions. At the end of the course, we received words of gratitude from our listeners, because the competencies that we formed were necessary for all who

work with people.

We confidently can say that it is not the end of our research. This is only the part of our dissertation research, and we will continue to work on the implementation of all ideas on the formation of psychological and pedagogical competences of social workers.

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