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Preparing future educational psychologists to support schoolchildren's cognitive activity through project-based learning

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Abstract. This article examines the problems and prospects regarding the readiness of future educational psychologists to support the cognitive activity of schoolchildren through project-based activities. The study was conducted to determine the effectiveness of the process of preparing future educational psychologists to support the cognitive activity of schoolchildren through project-based activities. The main ideas of the study are: to determine the main theoretical characteristics of the readiness of educational psychologists to support the cognitive activity of schoolchildren through project activities, and to establish the possibility of increasing the readiness of future educational psychologists to support the cognitive activity of schoolchildren through project activities. The scientific and practical significance of the study lies in the expansion of theoretical knowledge and the development of scientifically based recommendations. The proposed model and development program are confirmed by the results of the study: the level of readiness of future educational psychologists in the experimental group to support the cognitive activity of schoolchildren through project activities has significantly increased, while the control group, which did not receive such training, showed minimal growth indicators; the school experiment also confirmed that project activities accompanied by future educational psychologists who have undergone additional training significantly increases the level of cognitive activity of schoolchildren. Recommendations have been developed for the implementation of the proposed model in pedagogical practice in order to increase the level of readiness of educational psychologists to support the cognitive activity of schoolchildren through project activities and to develop the cognitive activity of schoolchildren.

Key words: project activities, cognitive activity, support, future educational psychologists, schoolchildren.

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Introduction

The relevance of the study is based on the fact that the modern education system in Kazakhstan is in dire need of highly qualified teacher-psychologists who are able to effectively support the cognitive activity of schoolchildren, using project-based activities. Current conditions require modern educational psychologists not only to know modern psychological and pedagogical technologies, but also to be ready to apply them in their professional activities. Therefore, preparing future educational psychologists to support the cognitive activity of schoolchildren through project activities is becoming an extremely important task.

The research problem is based on the fact that although the theoretical foundations of project activities for cognitive activity of schoolchildren have long been known and recognized in pedagogy, in psychological and pedagogical practice, many educational psychologists experience difficulties in applying these technologies in their work. The main problem lies in the insufficient readiness of novice educational psychologists to organize and manage the cognitive activity of schoolchildren through project activities. This problem is most often manifested in their lack of practical knowledge and skills in supporting the cognitive activity of schoolchildren in this format. Such circumstances reduce the effectiveness of psychological support for schoolchildren and, as a result, do not allow them to maintain the required level of cognitive activity.

The aim of the study is to investigate the effectiveness of the process of preparing future educational psychologists to support the cognitive activity of schoolchildren through project-based activities.

The object of the study is future educational psychologists who are in the process of professional training.

The subject of the study is supporting the cognitive activity of schoolchildren through project activities.

The degree of study of the identified problem is low. At the same time, many aspects of project activities and supporting the cognitive activity of schoolchildren have long been considered in the works of well-known educators and psychologists. There are many works on the training of future teachers and on issues related to supporting the cognitive activity of schoolchildren (Kurmanbekova, 2023; Wong, 2023). However, the problem of preparing educational psychologists to use project activities in their practice remains insufficiently studied and requires special attention.

Research objectives

1. Analyze the main theoretical characteristics of the readiness of teacher-psychologists to support the cognitive activity of schoolchildren through project activities.

2. Determine the initial level of readiness of future teacher-psychologists to support the cognitive activity of schoolchildren through project activities.

3. Develop and justify a model for forming the readiness of future educational psychologists to support the cognitive activity of schoolchildren through project activities.

4. Conduct experimental research at a university and at a school aimed at confirming the effectiveness of the developed model.

5. Prepare recommendations for the implementation of the research results in the educational process of training educational psychologists.

Research hypothesis: if systematic training and purposefully organized practice are conducted, it is possible to significantly increase the readiness of future educational psychologists to support the cognitive activity of schoolchildren through project activities.

Research methods. Literary analysis of the research problem; empirical methods (observation, questioning, testing, pedagogical experiment); qualitative analytical data analysis, and quantitative statistical methods.

The significance of the research lies in the fact that the results obtained make it possible to improve the quality of training for educational psychologists, while increasing their readiness to effectively support the cognitive activity of schoolchildren through project activities. The research also shows that the readiness of future educational psychologists will lead to an increase in the level of cognitive activity and an improvement in the quality of the educational process as a whole.

Literary review

At the first stage, a literature analysis was conducted, as a result of which 28 sources were reviewed. The main theoretical characteristics of the readiness of educational psychologists to support the cognitive activity of schoolchildren through project activities were considered. The project activity of an educational psychologist at school is a process that includes a set of measures aimed at achieving the goals of the study and helping to resolve psychological and pedagogical problems for the development of other participants in the project. Other authors include the following among the main characteristics of the readiness of educational psychologists to support the cognitive activity of schoolchildren through projects:

G. Wong (2023), professional experience, on which such indicators as the ability to obtain and process the necessary information for the project, as well as to plan and implement project activities, depend;

M. Garaigordobil (2023): A) the cognitive and creative abilities of the teacher, which are necessary for conducting a comprehensive study of the projected situations, as well as for a systematic view of the whole complex of problems; B) the volume of specific knowledge, skills, and abilities to solve various tasks in the field of design; C) knowledge in the field of project activity, its content, and the nature of student motivation; competence in identifying current problems that arise in the learning process, finding and implementing ways to effectively solve them;

A. Korcz (2024): A) characteristics of the behavior and interpersonal relationships of the teacher-psychologist. For example, such as a developed level of empathy, which usually allows the teacher-psychologist to navigate the current communicative situation and effectively build good relationships with children; B) Focus on the development of their psychological and pedagogical activities and the improvement of the educational activities of the school community.

The readiness of educational psychologists for their work in supporting project activities at school should be understood primarily in terms of the following characteristics: a desire to participate in innovative processes; possession of information about current standards for secondary education outcomes, new methodologies, and educational practices; qualifications in the field of pedagogical innovations and possession of the necessary knowledge and methods for solving relevant tasks for schoolchildren in project activities (Vasilopoulos, 2023).

Future educational psychologists should be aware of the importance of students' cognitive activity. In the context of educational psychology, students' cognitive activity can be considered according to two scientific approaches:

• a special type of educational (in relation to schoolchildren) or professional (in relation to teachers) activity, which contains a set of individual moments for the formation of knowledge, its implementation, development, and change, provided that they are determined by the person themselves (Mavilidi, 2022);

• a certain qualitative expression characteristic of a person's level of education, provided that it enables a person (student, teacher) to describe their active "Self" using a special system of relationships that are oriented toward projected semantic and other forms of education (Ruhland, 2021).

When defining project activity as an indicator of the readiness of a teacher-psychologist for their work in school, one can refer to the opinion of J. Dewey, who pointed out that project activity is necessary for students to learn to solve real-world problems, which gives them the opportunity to develop an interest in learning through the development of critical thinking and other practical skills. Kazakhstani authors (Muratbayeva, 2021; Alzhanova, 2023) share this opinion. Based on this, educational psychologists must also possess knowledge and skills in this area to assist students in implementing projects.

Future educational psychologists must also be familiar with the specifics of using project-based learning in schools. Foreign sources have identified five specific features of the use of project-based learning in schools: challenge-based learning:

– project-based learning that focuses on current social issues (Latino, 2023);
– problem-based learning – problem-oriented project-based learning (Morales, 2023);
– place-based learning – place-based project-based learning (Martinez, 2022);
– activity-based learning – practice-based project-based learning (Petrash, 2022);
– design-based learning – project-based learning through design work (Romanova, 2023).

It should be noted that all these teaching methods are currently being used more and more actively in schools in Kazakhstan. In this regard, reference should be made first and foremost to the methodological recommendations on the introduction of the project approach into the teaching process, developed in 2023 by the Y. Altynsarin National Academy of Sciences (2023). New project-based learning methods are being used, including project-based learning for practical experience and skills development, as it really helps to improve the quality of education in Kazakhstani schools.

When determining the support of project activities in school education, it is also necessary to refer to the opinions of many foreign authors. The main provisions for supporting project activities in school education include: the goals and objectives of these activities; the role of the teacher, not as a source of knowledge, but as a consultant, coordinator, and mentor; the structure of the project; and the development of cognitive activity. The latter is implemented through the voluntary involvement of students in the learning process by developing their interest in a particular subject and the learning process as a whole (Brown, 2020; Ukah, 2023; Donegan-Ritter, 2022). At the same time, it should be noted that Kazakhstani authors quite often consider the role of the teacher in project activities at school, describing this type of pedagogical activity as a factor in improving the professional skills of teachers (Khamzin, 2020), and also note that project-based learning should be used as an important educational tool, as it helps both teachers

and students to acquire certain important skills (Batycheva, 2022). It is also worth noting the latest research by Kazakhstani scientists. The results of a study by A. Omiruzakkyzy (2023) on the effectiveness of organizing project activities for schoolchildren through the preparation of STEM educational startups for schoolchildren. S. Bakhishova (2022) notes that project activities for students should be considered one of the methods of developmental learning, as it allows students to develop cognitive interest in the subject being studied. It also combines the knowledge gained during training and helps develop students' independent research skills, creative abilities, logical thinking skills, and introduces them to issues that are vital.

Methods

The research materials included official publications and other scientific works on the topic of preparing future educational psychologists, supporting the cognitive activity of schoolchildren, and project activities in the work of educational psychologists.

The research methods used to achieve the set goals and test the hypothesis were: literature analysis, testing, pedagogical experiments, statistical and analytical analysis.

In the second stage, future teacher-psychologists were tested for their readiness to support the cognitive activity of schoolchildren through project activities. Forty-seven second-year students of the Eurasian National University, EP "Pedagogy and Psychology," took part in the survey. The students were divided into two groups in advance: an experimental group of 24 people and a control group of 23 people. The division was made to organize additional training for the students in the experimental group after testing, based on a program that included measures to develop their readiness to provide psychological and pedagogical support for schoolchildren's projects.

The author's test task was compiled, taking into account that psychological and pedagogical support for projects is implemented in schools by a teacher-psychologist in three designated stages:

– planning project activities;

– living the project theme;

– reflecting on the project theme (Machanova, 2024).

The completion of tasks in this area is used to determine the readiness of future educational psychologists, and the test questions should be based on this. The test is conducted in written form, with students answering closed questions by selecting one of the suggested answers. Each question is accompanied by a five-point scale, where: 1 – not ready at all; 2 – poorly prepared; 3 – moderately prepared; 4 – well prepared; 5 – completely ready.

Test results are evaluated based on the sum of average scores, which are used to determine students' readiness levels: high level ≥ 4.0 points; average level: 3.0 to 3.9 points; low level: ≤ 2.9 points.

The test questions are divided into three groups:

1. Project planning stage:

Are you able to organize the start of the project and motivate students to participate?

Can you help students develop and present a project implementation plan?

2. Project implementation stage:

Are you able to maintain student motivation throughout the project?

Are you able to stimulate student interest and initiative during the project?

Are you able to adjust the student project depending on circumstances and progress?

3. Project reflection stage:

Are you able to help project participants draw conclusions and reflect on their experience?

Are you able to analyze the progress of the project and make adjustments to subsequent projects?

Can you assess how effective the students' project activities were?

Thus, the questions in this test are designed to assess the level of readiness of future educational psychologists to support students' cognitive activity through project activities, as well as to identify areas that require further development in the university learning process.

The next stage involved a study conducted at Secondary School No. 33 in Astana during English lessons among 7th-grade students to assess the support of students' cognitive activity through project activities by students in the experimental group who had completed the additional training course. Forty-eight people (7th-grade students) participated in the experiment, of which 24 were assigned to the experimental group (EG) and 24 to the control group (CG).

A preliminary assessment of the cognitive function of schoolchildren was carried out during project activities in both groups. Then, English lessons using project activities were organized in the experimental group. During these lessons, they were accompanied at all stages by future teacher-psychologists. The control group had regular English lessons, during which the children also worked on their projects, but without supervision. At the end of the experiment, a control assessment of the cognitive activity level of schoolchildren was conducted during project activities.

The assessment of the level of cognitive activity in 7th-grade students was carried out using an improved version of the well-known questionnaire by C.D. Spielberger, adapted to study the level of cognitive activity, anxiety, and other relevant states characteristic of project activities and the personality traits of students. This version has been supplemented with new questions and a new processing method and is called the “Assessment of the level of cognitive activity during project activities” methodology.

The level of cognitive activity was determined in schoolchildren on a five-point scale by calculating the arithmetic mean of all responses.

High level of cognitive activity: 4.0 to 5 points (the student actively shows interest in learning, easily concentrates on the material, actively seeks additional information, and is genuinely interested in project activities).

Average level of cognitive activity: 3.0 to 3.9 points (the student shows moderate interest but does not demonstrate consistent activity and independence in searching for information).

Low level of cognitive activity: 2.5 to 2.9 points (the student tends to treat project activities formally, avoids seeking additional information, and shows low activity and initiative).

Results and discussion

The results of the initial diagnosis of the level of readiness of future psychological educators to support the cognitive activity of schoolchildren through project activities are shown in Table 1.

Table 1. Results of the initial diagnosis of the readiness level of future psychological educators in the experimental and control groups, in average scores, by group

Group	The planning stage	Implementation stage	The reflection stage	General level
The experimental group	3,0	2,8	2,8	2,9
The control group	3,0	2,8	2,8	2,9
Note: compiled according to the research materials				

Based on the results of the initial assessment of the readiness level of future educational psychologists in the experimental and control groups, the following conclusions can be drawn.

Both groups demonstrated virtually the same level of readiness at all stages of project activity, as the average score in the experimental group was 2.9, and the control group students received a similar score.

The average level of readiness at all stages ranges from 2.8 (at the implementation and reflection stages) as a low level to 3.0 (planning stage). Summing up these indicators and determining the average value shows that students in both groups are at an average (lower) level of readiness to support the cognitive activity of schoolchildren through project activities. Such indicators point to the need for additional training and preparation to increase students' readiness for the indicator under study.

The obtained indicators indicate that students are not sufficiently prepared for the practical support of project activities, which is probably due to a lack of relevant experience and insufficient theoretical and practical knowledge in the field of project activities when supporting the cognitive activity of schoolchildren.

The conditions outlined in the research objectives and hypothesis became the prospects for further development of students' readiness, as it is planned that the experimental group will receive additional training, which is expected to increase the level of readiness in this group.

The results of the initial diagnosis became the starting point for the subsequent development of a model for preparing future teacher-psychologists to support the cognitive activity of schoolchildren through project activities, within the framework of which it is planned to conduct a course of additional training for future teacher-psychologists aimed at developing their skills in supporting the cognitive activity of schoolchildren through project activities, as indicators of their readiness for this type of activity.

The model for developing readiness was developed for the organization of an additional training course for future teacher-psychologists aimed at developing their skills in supporting the cognitive activity of schoolchildren through project activities. The developed model includes the following components, as shown in Figure 1.

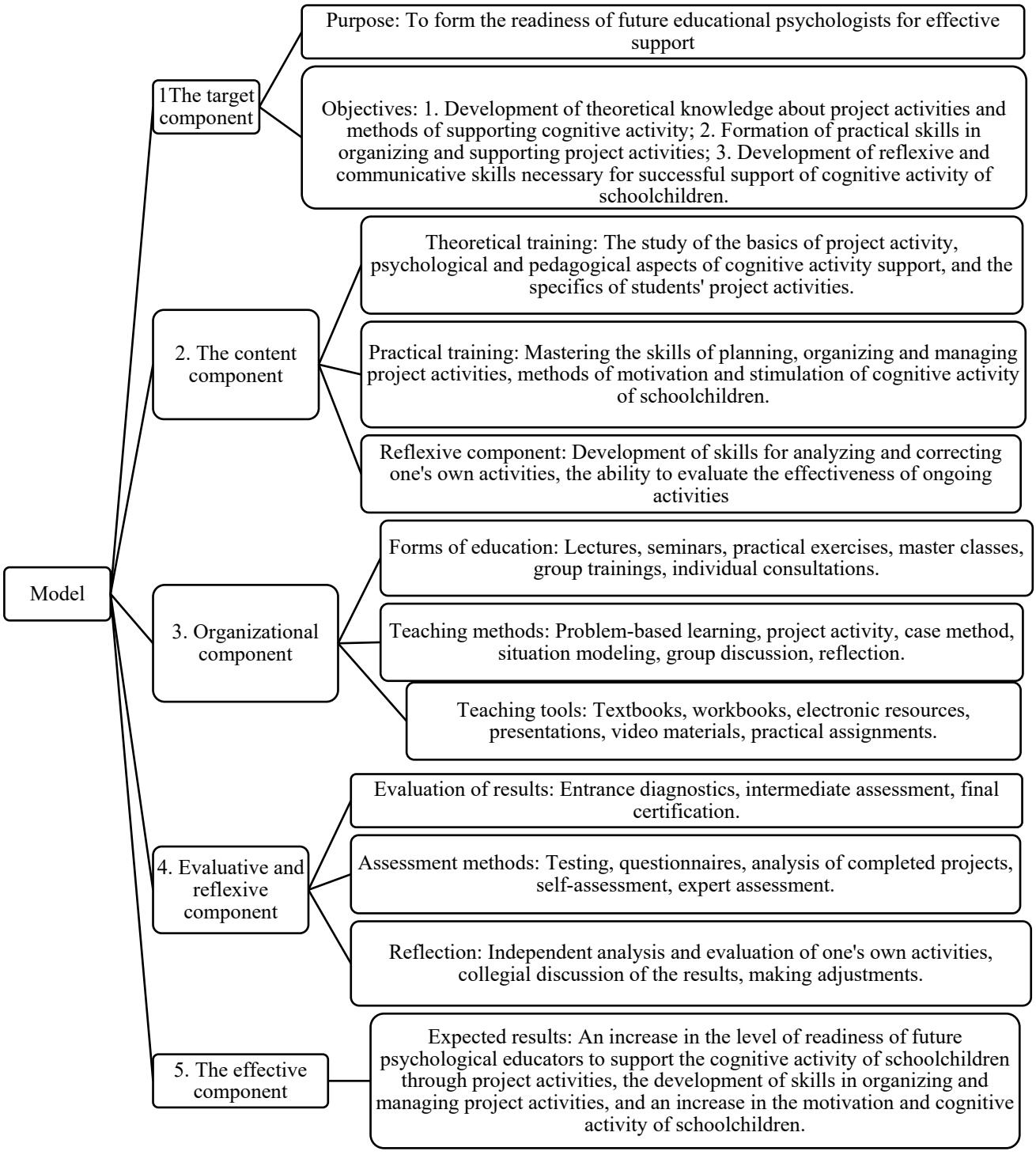

Figure 1. A model of the formation of the readiness of future educational psychologists to support the cognitive activity of schoolchildren through project activities

Justification of the model. The proposed model includes a target component, a content component, an organizational component, an evaluative-reflective component, and a results

component. It is based on the principles of systematicity and integrity, which makes it possible to consistently develop in future educational psychologists the necessary knowledge, skills, and abilities to support the cognitive activity of schoolchildren through project-based activities.

Within the framework of this model, an additional course program has been developed for future educational psychologists entitled "Preparing future educational psychologists to support the cognitive activity of schoolchildren through project-based activities."

The course aims to prepare future educational psychologists to effectively support the cognitive activity of schoolchildren through project-based activities.

The objectives of the course are:

1. To develop students' theoretical knowledge of project activities and methods of supporting the cognitive activity of schoolchildren;
2. To develop students' practical skills in organizing and supporting project activities at school;
3. To develop students' reflective and communication skills necessary for the successful support of schoolchildren's cognitive activity;
4. To familiarize students with modern technologies and methods of working with schoolchildren's cognitive activity in project activities.

The content of the developed course program is shown in Table 2.

Table 2. The program of the additional course "Formation of the readiness of future educational psychologists to support the cognitive activity of schoolchildren through project activities"

№	Module	Number of hours	Forms of implementation	Planned results
1	• The main stages of planning. • Goal setting and task setting. • Organizing the start of the project. • Methods of motivating schoolchildren at the start of the project.	12 hours	Seminars, practical exercises, master classes	Master the methods of planning and organizing the start of a project, be able to motivate students at the first stage.
2	• Support the cognitive activity of schoolchildren. • Organization of group work. • Methods of stimulating the interest and initiative of schoolchildren. • Project adjustment during the implementation process.	12 hours	Practical exercises, group trainings, project activities	Be able to support the cognitive activity of schoolchildren, stimulate interest and initiative, adjust the project in the process of its implementation.
3	• Methods for analyzing project results. • Conducting reflection with the project participants. • Adjustment of subsequent projects based on the analysis of the previous one.	12 hours	Practical classes, seminars, project activities	Be able to analyze the results of the project, develop the skills of reflection and correction of subsequent project activities.

	• Development of project documentation and reporting skills.			

The general planned outcomes are defined as follows:

•future teacher-psychologists will acquire theoretical knowledge about project activities and methods of supporting the cognitive activity of schoolchildren;

•they will acquire skills in organizing and supporting project activities for schoolchildren;

•developing students' ability to stimulate the cognitive activity of schoolchildren in project activities;

• developing future educational psychologists' reflective and communication skills, which enable them to effectively support the cognitive activity of schoolchildren.

During the implementation of the program, the results should be evaluated: initial diagnosis of the readiness of future educational psychologists; interim assessment of each module and final certification. Certification is best conducted in the form of defending an individual project and receiving feedback.

The results of the control diagnosis are shown in Table 3.

Table 3. The results of the final diagnosis of the level of readiness of future educational psychologists of the experimental and control groups, in average scores, by group

Group	The planning stage	Implementation stage	The reflection stage	General level
The experimental group	4,3	4,2	4,1	4,2
The control group	3,2	3,1	3,0	3,1
Note: compiled according to the research materials				

Based on the results obtained during the final diagnosis of the level of readiness of future psychology teachers, it was found that in the experimental group, the average level of readiness was 4.2 points, which is significantly higher than in the control group. A high level of readiness is shown for all stages of development, especially at the planning stage - 4.3 points. Such indicators indicate the correctness of the proposed model and the high effectiveness of the developed training program. While in the control group, the indicators changed slightly: the average readiness level was 3.1 points, which is significantly lower than the level of the experimental group.

The comparison of the group indicators is shown in Table 4.

Table 4. Results of the comparative analysis

Group	Planning stage (beginning/end)	Implementation stage	The reflection stage	General level
The experimental group	3,0 / 4,3 - +1,3	2,8/4,2 - +1,4	2,8 / 4,1 - +1,3	2,9 / 4,2 - +1,3
The control group	3,0 / 3,2 - +0,2	2,8/3,1 - +1,3	2,8/3,0 - +0,2	2,9/ 3,1 - +1.2
Note: compiled according to the research materials				

In the experimental group, the overall level of readiness increased by 1.3 points, with the largest increase in the development stage of project activities, which is a good result and indicates the effectiveness of the training conducted with students.

To confirm the increase in the level of readiness of future educational psychologists, experimental work was carried out at the school on the basis of Secondary School No. 33 in Astana, in English lessons among 7th-grade students.

The results of the pedagogical experiment are shown in Table 5.

Table 5. The results of the experiment to determine the level of cognitive activity in project activities in the experimental and control groups, in points

Group	The initial level of cognitive activity	The final level of cognitive activity
The experimental group	3.1 points	4.3 points
The control group	3.1 points	3.2 points
Note: compiled according to the research materials		

In the experimental group, it was found that as a result of project-based activities, the level of students' cognitive activity increased from 3.1 points (medium level) to 4.3 points (high level). These results demonstrate the high effectiveness of project-based learning when supported during English lessons by future educational psychologists who had completed a supplementary training course.

In contrast, in the control group, the level of cognitive activity showed almost no significant change, rising only slightly from 3.1 (medium level) to 3.2 (still medium level). These findings indicate that the traditional approach is less effective in enhancing schoolchildren's cognitive activity through project-based learning.

Recommendations for implementing the research results into the educational process of training educational psychologists to support students' cognitive activity through project-based learning:

1. Introduce a minor or elective course on the organization and psychological support of project-based learning, including the study of theoretical foundations, methodologies, and technologies for organizing school projects.

2. Include practical classes and workshops in the training programs to help future educational psychologists develop skills for supporting students' cognitive activity.

3. Use game-based learning technologies, group work methods, and other modern educational tools to develop these skills in future psychologists.

4. Apply interactive teaching technologies that promote active engagement of schoolchildren in the learning process.

5. Establish practical training platforms within universities where students can apply their knowledge and skills in simulated or real environments (e.g., in partner schools).

6. Encourage self-education and continuous professional development, such as reading professional literature, attending webinars, and participating in conferences.

7. Develop new training programs aimed at forming professional competencies in educational psychologists, including the ability to organize and support project-based learning, analyze results, and adjust educational strategies.

8. Conduct regular monitoring of the preparedness level of educational psychologists in supporting students' cognitive activity.

9. Establish long-term partnerships with schools for practical training sessions and/or internships.

10. Invite experienced educational psychologists and experts to deliver training sessions and conduct masterclasses on supporting students during project-based learning.

11. Disseminate best practices and methodologies for supporting students' cognitive activity through project-based learning.

Conclusion

The study established that future educational psychologists must understand the importance of students' cognitive activity and possess both knowledge and practical skills in organizing project-based learning to support students more effectively during their project activities.

Initial diagnostic assessments highlighted the relevance and necessity of developing a special training model, as the readiness levels of future educational psychologists to support students in project-based work were found to be insufficient. In response, the model includes a supplementary training course aimed at developing the skills necessary to support students' cognitive activity through project-based learning–serving as an indicator of their preparedness for this type of work.

The model for developing future educational psychologists' readiness to support students' cognitive activity through project-based learning includes the following components:

- Target component
- Content component
- Organizational component
- Evaluative-reflective component
- Result component

This model enables the systematic formation of essential knowledge, abilities, and skills required to guide and enhance students' cognitive activity within project work.

The training program is designed to increase the level of readiness among future educational psychologists to support schoolchildren's cognitive activity through project-based learning. This contributes to the development of professional competencies and ensures higher quality in educational services. The course is organized using a comprehensive approach, which includes theoretical instruction, practical application, and reflection, thus ensuring deep and holistic learning. Incorporating diverse methods and formats into the training process fosters independent thinking, creativity, and responsibility among students–essential traits for professional success.

The experiment revealed that the supplementary training program was highly effective, as the experimental group demonstrated a significant increase in their readiness to support students' cognitive activity through project-based learning. In contrast, the control group, which did not receive such training, showed only minimal progress–further confirming the relevance and necessity of the program.

The school-based experiment also confirmed that project-based learning guided by future educational psychologists who had completed the training course led to a notable increase in

students' cognitive activity. These results also indicate the broader need to integrate project-based learning into the educational process as a means to improve both learning quality and students' cognitive engagement.

Implementing the proposed recommendations is expected to enhance the readiness of educational psychologists to support students' cognitive activity through project-based learning and will positively impact the quality of the educational process and the development of both university students and schoolchildren.

Contribution of the authors:

A. Zhuparkhan – conceptualized the study, developed the research design, and led the theoretical analysis of cognitive activity in the context of project-based learning. She also supervised the overall structure of the manuscript and finalized the conclusions.

S. Gündüz – was responsible for the methodological framework, including the selection and adaptation of tools used in the empirical part of the study. She contributed significantly to the data collection process and performed the initial data interpretation.

G.M. Zhalelova – participated in the critical literature review, analyzing local and international sources on project-based learning and psychological support practices in schools. She was also involved in drafting the introduction and discussion sections of the article.

L.M. Mussatila – provided expertise in the pedagogical aspects of training future psychologists, reviewed the academic content for consistency, and contributed to editing the manuscript in accordance with academic standards. He also coordinated the integration of practical examples from training programs.

All authors reviewed and approved the final version of the manuscript. Each made a substantial intellectual contribution to the work and accepts responsibility for its content.

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Болашақ педагог-психологтарды оқушылардың танымдық белсенділігін жобалық қызмет арқылы сүйемелдеуге дайындау

Аңдатпа. Мақалада болашақ педагог-психологтардың оқушылардың танымдық белсенділігін жобалық қызмет арқылы сүйемелдеуге дайындығының өзектілігі мен болашағы қарастырылады. Зерттеудің мақсаты – болашақ педагог-психологтардың оқушылардың танымдық белсенділігін жобалық қызмет арқылы сүйемелдеу үдерісін ұйымдастырудың тиімділігін анықтау. Зерттеудің негізгі идеялары: педагог-психологтардың жобалық қызмет арқылы оқушылардың танымдық белсенділігін сүйемелдеуге дайындығының теориялық сипаттамаларын айқындау және бұл дайындық деңгейін арттыру мүмкіндіктерін көрсету. Зерттеудің ғылыми және практикалық

маңыздылығы – теориялық білімді кеңейтіп, ғылыми негізделген ұсыныстарды әзірлеуде көрінеді. Ұсынылған модель мен даму бағдарламасының тиімділігі зерттеу нәтижелерімен дәлелденді: қосымша дайындықтан өткен болашақ педагог-психологтар қатысқан эксперименттік топта оқушылардың танымдық белсенділігін сүйемелдеуге дайындық деңгейі айтарлықтай артты, ал мұндай дайындықтан өтпеген бақылау тобында өсім көрсеткіштері мардымсыз болды. Мектептегі эксперимент те қосымша дайындықтан өткен болашақ мамандар сүйемелдеген жобалық қызметтің оқушылардың танымдық белсенділігін едәуір арттыратынын растады. Болашақ педагог-психологтардың дайындық деңгейін арттыру және оқушылардың танымдық белсенділігін дамыту мақсатында аталған модельді педагогикалық тәжірибеге енгізуге арналған ұсыныстар әзірленді.

Түйін сөздер: жобалық қызмет, танымдық белсенділік, сүйемелдеу, болашақ педагог-психологтар, оқушылар.

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Подготовка будущих педагогов-психологов к сопровождению познавательной активности школьников через проектную деятельность

Аннотация. В статье рассматриваются проблемы и перспективы готовности будущих педагогов-психологов к сопровождению познавательной активности школьников через проектную деятельность. Целью исследования было определение эффективности процесса подготовки будущих педагогов-психологов к сопровождению познавательной активности школьников в рамках проектной деятельности. Основные идеи исследования: определить ключевые теоретические характеристики готовности педагогов-психологов к сопровождению познавательной активности школьников через проектную деятельность и установить возможность повышения уровня готовности будущих специалистов в данной сфере. Научная и практическая значимость исследования заключается в расширении теоретических знаний и разработке научно обоснованных рекомендаций. Представленные модель и программа развития подтверждаются результатами исследования: уровень готовности будущих педагогов-психологов в экспериментальной группе значительно повысился, тогда как в контрольной группе, не прошедшей подобной подготовки, наблюдался лишь незначительный прирост. Школьный эксперимент также показал, что проектная деятельность, сопровождаемая будущими педагогами-психологами, прошедшими дополнительное обучение, значительно повышает уровень познавательной активности школьников. Разработаны рекомендации по внедрению предложенной модели в педагогическую практику с целью повышения уровня готовности педагогов-психологов к сопровождению познавательной активности школьников в рамках проектной деятельности и развития этой активности у самих школьников.

Ключевые слова: проектная деятельность, познавательная активность, сопровождение, будущие педагоги-психологи, школьники.

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