

## ABSTRACT

**of the dissertation for the degree of Doctor of Philosophy (PhD) in the specialty «6D050300-Psychology» Sarbassova Gulzat Zhakeevna on the topic: «Psychological content and conditions for the development of emotional flexibility of future psychologists»**

**Relevance.** Recent significant changes in the higher education system have predetermined new tasks for the professional training of qualified graduates of psychological specialties. The modern world is characterized by high requirements for adaptation in rapidly changing conditions, for stressful situations and information overloads. The company makes new requirements for the development of not only professional knowledge and skills, but also flexible abilities of future specialists. At this stage, the labor market requires specialists with professional experience, astute, easily adaptable and mobile in their professional environment, flexibly responding to the requirements of the environment, capable of understanding themselves and another person, its feelings, experiences, intentions.

The professional activity of a modern psychologist is carried out in conditions of dynamic, unexpected, ambiguous and multifunctional situations, the psychologist faces problems associated with the contradiction between the need to think and act in a new way and the insufficient formation of certain personal structures. We are talking, first of all, about the development of emotional flexibility. Emotional flexibility becomes an important personal competence that allows a person to be cooperative, flexible, quite free in expressing its own opinion, able to determine priorities and choose the most effective ways to achieve the goal. Effective interaction in various situations is impossible without regulating own emotions and the ability to coordinate own behavior. Emotional flexibility helps the person to cope with these challenges, which makes its development relevant for specialists - psychologists.

**Object of the study:** emotional flexibility of future psychologists.

**Subject of the study:** content, conditions of development of emotional flexibility of future psychologists

**Purpose of the study:** theoretical substantiation and experimental verification of the development of emotional flexibility of future psychologists in higher education institutions.

In accordance with the purpose and hypothesis of the study, the following **tasks** were set:

1. To analyse the existing approaches in psychology to the study of emotional flexibility of future psychologists;
2. To reveal the essence, content, structure of emotional flexibility in future psychologists on the basis of the analysis of scientific and psychological literature;
3. To reveal conditions of development of emotional flexibility in future psychologists and to offer a structural and content model of its development;

4. To develop, approve and implement the structural-content model and complex programme of development of emotional flexibility in future psychologists in higher education;

5. To carry out experimental and experimental verification of the effectiveness of the developed structural and content model and complex programme for the development of emotional flexibility in future psychologists in higher education.

**Hypothesis** The development of emotional flexibility of future psychologists as an integrative personal formation, allowing the psychologist to adapt optimally to changing circumstances, becomes possible in the university if the model and programme of emotional flexibility development are implemented in the educational process, psychological and pedagogical conditions are defined and implemented.

**The leading idea of the study:** the preparation of future psychologists for professional activity is due to the formation of emotional flexibility on the basis of the developed structural-content model and a comprehensive program for its development in the context of university education.

**Research methods:** theoretical analysis of scientific psychological and pedagogical literature on the research problem; analysis of legislative and regulatory documents governing the educational process in higher education institutions; modelling; analysis and generalisation of psychological and pedagogical experience; experiment; diagnostic methods: observation, conversation, questionnaires, N. Hall's EQ test, Lucin D.V.'s Emina questionnaire, J. Gross's ERQ questionnaire, COPE questionnaire (Carver C.S., Scheier M.F., Weintraub J.K., questionnaire «Evaluation of the course «Emotional flexibility of a psychologist», the statistical software package «Statistical Package for the Social Science» in the version «SPSS 23.0» was used for statistical processing of the obtained results.

**Research base:** «Alikhan Bokeikhan University» EI, NCJSC Shakarim University of Semey. 192 students took part in the specialty 6V03115 – Psychology

**Scientific novelty** of the dissertation research consists in the following:

1. The formation and current state of the knowledge of emotional flexibility as a psychological phenomenon was analyzed, the directions of consideration as a behavioral characteristic, as well as manifestations of the characteristics of personal properties and states were identified;

2. The essence, content, structure of emotional flexibility in future psychologists were disclosed. The structure of emotional flexibility consists of cognitive, regulatory, behavioral components;

3. The conditions for the development of emotional flexibility among future psychologists were identified and a structural and meaningful model of its progress was developed. The most significant are the inclusion, interest, internal motivation of the student, the consistent, continuous and systematic approach of the student - psychologist to independent professional activity on the basis of the transformation of educational and cognitive activity into professional, reflection of the psycho - emotional state;

4. A structural model and a comprehensive program for the development of emotional flexibility among future psychologists at the university were developed and introduced. The program for the development of emotional flexibility includes

a special course «Emotional flexibility of psychologists» and the training «Development of emotional flexibility»;

5. The effectiveness of the structural-content model and the developed comprehensive program for the development of emotional flexibility in future psychologists at the university was tested and statistically proven through experimental testing.

**The theoretical significance** of the work lies in the expansion of the existing ideas about emotional flexibility in modern psychology. Emotional flexibility as an integrative personal formation of future psychologists was firstly the subject of experimental research as a holistic structural formation that allows to quickly adapt to new unexpected situations, successfully and effectively solve a wide range of life and professional problems. The content of the concepts of «emotional flexibility» is clarified and supplemented with a new idea of its structural components, the conditions and factors of development of emotional flexibility, conditioning the increase in the efficiency of work, are revealed.

**The practical significance of the study** consists in the fact that the obtained results allow to increase the level of emotional flexibility in future psychologists, as the structural and content model and complex programme aimed at the development of the studied property are implemented. The materials of the research can be used in planning and preparation of lecture and practical classes of educational disciplines: «Pedagogical psychology», «Introduction to the profession», «Social and psychological training», as well as in the preparation of training programmes aimed at the development of professional formation of future psychologists. The proposed special course «Emotional flexibility of a psychologist» and the programme of psychological training can be widely used in the process of professional training of psychologists in the field of education as an effective means of developing their emotional flexibility.

**The provisions to be defended.**

1. Theoretical and methodological analysis of researches allowed to come to the following conclusions: emotional flexibility corresponds to the integrative, holistic character of mental reflection. It is a set of emotional, communicative, regulatory personal properties and abilities, providing awareness, acceptance and regulation of states and feelings of other people and oneself, mediating the level of activity productivity, success of interpersonal interactions and personal development of a person. It is a form of acquired experience in the emotional and social sphere.

2. Psychological content of the concept of emotional flexibility as an integrative personal education developed in the educational process of higher education institution is a set of abilities of emotional self-regulation and emotional-behavioural regulation in stressful situations by understanding and managing their own emotions and emotions of others, allowing the future psychologist to optimally adapt to changing circumstances. Emotional flexibility includes cognitive, regulatory and behavioral components.

3. The process of developing emotional flexibility among students of psychologists is ensured by the implementation of a structural-content model and a comprehensive program in educational and professional activities is carried out

taking into account psychological and pedagogical conditions: inclusion, interest, internal motivation of the student, psychological and pedagogical support for students in the process of developing emotional flexibility, scientific and methodological support for the process of developing emotional flexibility, creating a favorable psychological climate, trust between all subjects of education; informing students within the framework of a special course; logical consistent implementation of a set of training exercises; consistent, continuous and systematic approach of a student-psychologist to independent professional activity on the basis of transformation of educational and cognitive activity into professional one; a reflection of the psycho-emotional state, needs, and perceptions of the emotional flexibility of psychology students.

4. A structurally meaningful model for the development of emotional flexibility of future psychologists includes a target block (development of emotional flexibility); theoretical and methodological block (methodological approaches and principles, psychological and pedagogical conditions for the development of emotional flexibility); organizational and structural block (stages and forms of activity for development of emotional flexibility); diagnostic and development unit, (tools, forms, methods, means); productive block (future psychologist with emotional flexibility). A comprehensive program for the development of emotional flexibility contains a special course «Emotional flexibility of psychologists» and a psychological training «Development of emotional flexibility».

5. A comprehensive program for the development of emotional flexibility of future psychologists in the university education system includes training in the special course «Emotional flexibility of a psychologist» and training «Development of emotional flexibility». The theoretical basis for developing the program is: at the methodological level - a systematic and holistic approach, at the theoretical level - a competent and reflexive approach, at the scientific and methodological level - a personality-activity one. The target settings of the program were determined by the identified structural components of emotional flexibility, indicators of its formation.

The effectiveness of the developed program and model has been proven by methods of mathematical statistics.

**The validity and reliability of the study results** is due to the initial methodological and theoretical positions; using a set of theoretical and empirical research methods adequate to the tasks set in the study; internal consistency and consistency of the study logic; processing of experimental results obtained by methods of mathematical statistics; confirmation of the study hypothesis by its results.

**Compliance of research work with state programs and legislation.** The study has a relationship with the main state programs and provisions, among which: the Law of the Republic of Kazakhstan «On Education», adopted on May 3, 2022, No. 118-VII (with amendments and additions as of 01.09.2022); State mandatory standard of higher education: Appendix 1 to the order of the Minister of Science and Higher Education of the Republic of Kazakhstan of July 20, 2022, No. 2 «On the approval of state mandatory standards of higher and postgraduate education»; Resolution of the Government of the Republic of Kazakhstan. State program for the

development of education and science of the Republic of Kazakhstan for 2020-2025: approved December 27, 2019, No. 988; Resolution of the Government of the Republic of Kazakhstan. On the approval of the national project «Quality Education» Educated Nation»: approved October 12, 2021, No. 726; Strategy «Kazakhstan- 2050»: a new political course of the state: a message to the people of Kazakhstan. President of the Republic of Kazakhstan Kassym-Jomart Tokayev. «A Fair State. One Nation. Prosperous Society»: a message to the people of Kazakhstan.

**Testing and publication of study results.** The dissertation was discussed at the Department of General and Applied Psychology of the Al-Farabi Kazakh National University (protocol No. 5 of 24.10.23) and recommended for defense. The main results of the dissertation research were presented to the attention of the scientific community as reports of the author at scientific seminars of Al-Farabi Kazakh National University, at the «Alikhan Bokeikhan University» EI, at international and regional scientific conferences, which received a positive assessment. 11 articles have been published on the topic of the study, including in journals recommended by the Committee for Quality Assurance in the Field of Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan - 4; in collections of international and republican scientific and practical conferences - 6; 1 article in foreign publications included in the international database of scientific journals Scopus. (CiteScore percentile 74).