

ISSN (Print) 2616-6895
ISSN (Online) 2663-2497

ВЕСТНИК
ЕВРАЗИЙСКОГО
НАЦИОНАЛЬНОГО
УНИВЕРСИТЕТА
ИМ. Л.Н. ГУМИЛЕВА

BULLETIN
of
L.N. GUMILYOV
EURASIAN NATIONAL
UNIVERSITY

Л.Н. ГУМИЛЕВ АТЫНДАҒЫ
ЕУАЗИЯ ҰЛТТЫҚ
УНИВЕРСИТЕТІНІҢ
ХАБАРШЫСЫ

ПЕДАГОГИКА. ПСИХОЛОГИЯ. ӘЛЕУМЕТТАНУ сериясы
PEDAGOGY. PSYCHOLOGY. SOCIOLOGY Series
Серия ПЕДАГОГИКА. ПСИХОЛОГИЯ. СОЦИОЛОГИЯ

№ 2 (131)/2020

1995 жылдан бастап шығады
Founded in 1995
Издается с 1995 года

Жылына 4 рет шығады
Published 4 times a year
Выходит 4 раза в год

Нұр-Сұлтан, 2020
Nur-Sultan, 2020
Нур-Султан, 2020

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Қазақстан Республикасының Ақпарат және коммуникациялар министрлігінде тіркелген. 27.03.18 ж. № 17001-
Ж -тіркеу куәлігімен тіркелген.

Мерзімділігі: жылына 4 рет.

Тиражы: 30 дана

Типографияның мекенжайы: 010008, Қазақстан, Нұр-Сұлтан қ., Қажымұқан к-сі, 13/1, тел.: +7(7172)709-500
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Bulletin of L.N.Gumilyov Eurasian National University PEDAGOGY. PSYCHOLOGY. SOCIOLOGY Series
Owner: Republican State Enterprise in the capacity of economic conduct «L.N.Gumilyov Eurasian National University» Ministry of Education and Science of the Republic of Kazakhstan
Registered by Ministry of information and communication of Republic of Kazakhstan.
Registration certificate No. 17001-Ж from 27.03.18
Periodicity: 4 times a year
Circulation: 30 copies
Address of printing house: 13/1 Kazhimukan str., Nur-Sultan, Kazakhstan 010008; tel.: +7(7172) 709-500 (ext.31410)

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Серия: ПЕДАГОГИКА. ПСИХОЛОГИЯ. СОЦИОЛОГИЯ.

Собственник: РГП на ПХВ «Евразийский национальный университет имени Л.Н. Гумилева» МОН РК
Зарегистрирован Министерством информации и коммуникаций Республики Казахстан.
Регистрационное свидетельство № 17001-Ж от 27.03.18 г.

Периодичность: 4 раза в год

Тираж: 30 экземпляров

Адрес типографии: 010008, Казахстан, г. Нур-Султан, ул. Кажымукана, 13/1, тел.: +7(7172)709-500 (вн.31410)

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IRSTI 14.35.07

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**Comparative analysis of educational programs of Kazakhstan and Turkey
(The case of “Social pedagogy and self-cognition” and “Guidance and psychological counseling”)**

Abstract. Educational programs in the area of social pedagogical training are a matter of importance. The aim of this research is to compare the educational programs of “Social pedagogy and self-cognition” department of L.N. Gumilyov Eurasian National University and “Guidance and psychological counseling” department of Gazi University. On the basis of two educational programmers, qualification characteristics of graduates were analyzed, competencies as well as compulsory and elective disciplines conducted during the course was discussed. Since this study is a comparative research the qualitative methods were used. Data were collected through document analysis technique. The analyzed materials were based on two educational programs and other related resources.

The social pedagogy and self-knowledge specialists in Kazakhstan and the Guidance and Psychological Counseling Services in Turkey carry out training and social adaptation activities directly with people. They work in educational institutions, public and non-government institutions, health care organizations, social protection organizations and rehabilitation centers. Professional activities of both specialties aim at supporting social assistance.

Keywords: educational program, social-pedagogy and self-cognition, guidance and psychological counseling, comparative analysis.

DOI: <https://doi.org/10.32523/2616-6895-2020-131-2-21-33>

Received:30.01.20/ **Finalized:** 21.04.20/ **Accepted:** 23.04.20

Introduction. In March 2010, Kazakhstan officially became a member of the Bologna Process, the 47th member of the European Higher Education Area and the first Central Asian state recognized as a full member of the European educational space. Following the accession to the Bologna process, there have been significant changes in the higher education system of Kazakhstan:

1. Kazakhstani Universities joined the Great Charter of Universities, which is currently signed by more than 650 universities in the world, and which is believed to make the local education closer to the European standards.

2. Three-dimensional model of professional training based on the principles of the Bologna Declaration has been implemented: bachelor, master and PhD.

3. Advanced technologies and teaching systems have been introduced in the educational process of universities [1].

Rapid changes in the development of education system required the updating of the educational content, including social and pedagogical education. Preparation of social pedagogues in higher educational institutions is a new type of professional social pedagogical education. Social education in Kazakhstan is related to social change in society.

Social disturbances in society, crises in the economy, culture and education adversely affect a child’s behavior. As a result, there was a trend towards an increasing the number of crimes among children and adolescents, and teenage alcoholism, prostitution, drug addiction are a social problem and the number of young people with physical and mental development disorders are increasing. At the same time there is a need for training specialized social pedagogues to support children in need [2].

The training of social teachers at the university is one of the important pedagogical education, the result of which is the acquisition by future teachers of special knowledge and skills, the formation of social thinking, social consciousness, social behavior, allowing them to constructively carry out professional activities in accordance with the requirements for professional competences of a specialist. From a pedagogical point of view, a social teacher is a pedagogical specialty whose main purpose is to support a developing person in social development, as well as in solving various levels of social problems [3].

The Psychological Counseling and Guidance (PCG) as a Profession and Training of Counselor in Turkey. There has been an increase in the use of drugs, inclination towards vandalism, dropping out from school by children and youth in Turkey because of the fast social change. The need for the psychological counseling and guidance system has become unavoidable in the contemporary educational system. The decisions made at the 7th., 8th. and 9th. National Education Councils helped not only to the start of psychological counseling and guidance at schools but also to the solution of individual problems [4].

Although the concepts of counseling and guidance are used together, they are quite different areas. While the guidance focuses on helping a person to choose what he or she appreciates or wants, the counseling focuses on helping the individual to make the changes he or she wants. Psychological counseling and guidance are intensively provided in schools. School psychological counselors other than the provision of professional support; offers counseling services in areas such as suicidal thoughts, depression, substance abuse, violence, sexual and family problems [5].

As we have seen from the above, the scope of these two professions is related to the social problems that arise in society. The analysis of the educational programs of the Guidance and psychological counseling specialty in Turkey allows to define activity directions of social pedagogy and self-knowledge specialty in Kazakhstan.

Social pedagogy and self-cognition department in Kazakhstan

The preparation of social pedagogues has begun in Kazakhstan since 1991. In 2009, a new specialty of “Social Pedagogy and Self-Cognition” was introduced with the initiative of the «Bobek» Center and were suggested undergraduate, graduate and PhD classifications [6]. The specialty “Social Pedagogy and Self-Cognition” has begun its work at the L.N. Gumilyov Eurasian National University faculty of political sciences in 2010-2011 academic year.

The purpose of the L.N. Gumilyov Eurasian National University “Social pedagogy and self-knowledge” specialty educational program is to train a professional teacher and teacher of self-knowledge in the field of pedagogical and socio-pedagogical activity. The educational program is considered in the level of bachelor’s degree [7].

In the state general education standard of the Republic of Kazakhstan the social pedagogue has been described as a specialist in the development of full-fledged socialization and personal development of the younger generation in the state institutions, state-financed educational institutions and socially-oriented institutions dealing with personal development and upbringing [8].

A social teacher in Kazakhstan is a specialist who organizes educational work in various socio-cultural spheres, providing social pedagogical assistance in creation of a personality environment with a socially adaptive attitude to life.

Moreover, a social teacher determines psychological and pedagogical peculiarities, interests and needs, behavioral disorders, tension of a person and acts as a mediator between the individual and the educational institution, family, and the environment; creates a comfortable and secure environment for the realization of pupils’ rights and freedoms; helps them to protect their life and health, contributes to the achievement of universal education, and provokes to lead a healthy lifestyle; creates conditions for the development of children’s talents.

As we have seen, a social teacher is a professionally trained specialist, aimed at the goal of reducing and improving their social service skills for children, adolescents, and youth. Social pedagogue facilitates socio-pedagogical assistance and support for people. They protect rights

and interests of children, youth and family.

Guidance and psychological counseling» department in Turkey

After adopting the law of 2547 in higher education of the Turkish Republic at the faculty of Ankara University (Kuzgun, 1993) in the department «Psychological counseling», the program «Psychological Counseling and Guidance» was adopted in 1982 [4].

Trainings for Psychological Counseling and Guidance at Gazi University in Ankara began in 1982 – 1983 academic year.

The Guidance and Psychological Counseling program provides students with theoretical knowledge and practical training throughout their studies. The aim of the program is to produce psychological counselors who are prepared to address the academic, professional, personal, and social needs of individuals. This program aims to increase students' awareness of the nature of counseling relationship so that they can develop skills needed to foresee and prevent problems, to explore and enrich their potentials, and to cope with problems [9].

The Department of Guidance and Psychological Counseling prepares consultants for private and public schools in Turkey. These specialists carry out psychological preventive, educational, counseling, psycho-occupational, vocational guidance and professional counseling for individuals. They take part in taking care of mental health, creating a positive psychological environment) [9].

Educational Program “Guidance and Psychological Counseling” in Gazi University (Turkey) is aimed to psychological orientation and the program of “Social pedagogy and self-cognition” of the L.N. Gumilyov Eurasian National University is devoted to socio-pedagogical training.

However, the similarity of specialties that have been obtained in the process of comparing two programs is that they are working in socially-oriented institutions. Comparative study of educational programs - allows to use the benefits of education. It is a productive area for finding ways to improve pedagogical work in the country.

The aim of the research is to analyze the similarities and specificities the social pedagogical profession in Kazakhstan and the educational programs of psychological guidance and counseling in the Turkish Republic.

In line with this objective the answers to the following research questions were addressed:

- what are the differences between social pedagogue in Kazakhstan and psychological counselor in Turkey regarding their department characteristics?

-what are the differences between the specialty Social pedagogy in Kazakhstan and psychological counselor in Turkey regarding their competences obtained during the education process and disciplines.

- What are the differences between the specialty Social pedagogy in Kazakhstan and psychological counselor in Turkey regarding the disciplines in their programs?

Method

The design of research

Since the aim of this study was to compare two countries' programs, the comparative analysis method was used [11].

A comparative study of educational programs of social pedagogues, guidance and psychological counseling specialties will facilitate them to find ways to improve their pedagogical work. Modern society and living conditions set for the pedagogical community new requirements, where the teacher is a key figure in the education system, designed not only to act as a person - a translator of ready-made knowledge and skills, but also to contribute to the development of a creative, individual attitude of each student towards themselves and to own life. To achieve the level of a professional teacher, constant growth, both creative and personal, is necessary. The development of a creative non-standard teacher is feasible only under the condition of self-realization and self-realization of the teacher, achievement of the professionalism of pedagogical skill, creative

longevity, and if the teacher constantly strives for constant knowledge of innovations [12].

Data collection

Information was collected through document analysis technique. The analyzed materials were collected from two educational programs and other related resources.

Data analysis

Data were analyzed through document analysis technique. In order to analyze two educational programs of “Social pedagogy and self-cognition” department of L.N. Gumilyov Eurasian National University and “Guidance and psychological counseling” department of Gazi University were researched.

Results

I. According to the first research question “What are the differences between social pedagogue in Kazakhstan and psychological counselor in Turkey regarding their department characteristics?” when the programs of two countries were compared regarding their department characteristics the following results were found (table 1).

Table 1

**The comparison of social pedagogue in Kazakhstan
and psychological counselor in Turkey regarding their department characteristics**

Countries	Turkey	Kazakhstan
Specialty	Psychological Counseling and Guidance	Social Pedagogy and Self-Cognition
Degree	Bachelor of Guidance and Psychology	Bachelor of social pedagogy
area of specialization	psychologist-consultant;	social pedagogue in educational organizations
	school psychologist;	social pedagogue in social protection organizations
		Teacher of the subject ‘self-cognition’
	family and marriage counselor;	social pedagogue in health care organizations (institutions);
	vocational guidance counselor;	social pedagogue in organizations that are considering internal affairs committees
	rehabilitation expert	
Institutions	Ministry of national education;	government agencies;
	public and private institutions;	state and non-state educational institutions;
	rehabilitation centers;	social protection organizations (nursing home, social rehabilitation centers for children, teenagers, families and children with disabilities)
	psychiatric centers;	health care organizations (children’s polyclinics, sanatoriums)
	Family and marriage counseling centers;	organizations dealing with internal affairs committees (specialized vocational schools for children and adolescents, educational colonies, juvenile courts)
	university departments	

Functions of professional activity	Educating and upbringing; To provide with expert advice; Help in social adaptation;	- social and pedagogical; - educational and upbringing; - scientific research; - cultural-educational; - methodological-organizational;
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Data given above were obtained from educational programs of “Social pedagogy and self-cognition” department of L.N. Gumilyov Eurasian National University and “Guidance and psychological counseling” department of Gazi University [7], [9].

Comparative analysis of the qualifications characteristics of social pedagogy and self-knowledge in Kazakhstan and Psychological Counseling and Guidance in Turkey identified the following similarities:

The graduates of both specialties in Kazakhstan and Turkey are specialized in direct communication with people. A social pedagogue in Kazakhstan works to provide social support and assistance to children, adolescents, families, the elderly and children with disabilities. Psychological Counseling and Guidance in Turkey also provides psychological support and counseling services for children, adolescents, families, the elderly and children with disabilities.

1. Graduates who have been trained in two specialties are able to work in educational institutions; state and non-governmental organizations (educational organizations, university departments); social protection organizations and health care organizations (nursing home, social rehabilitation for children, adolescents, families and children with disabilities); and health care organizations (specialized polyclinics, sanatoriums).

2. Graduates who have been trained in two specialties are able to work in educational institutions; state and non-governmental organizations (educational organizations, university departments); social protection organizations and health care organizations (nursing home, social rehabilitation for children, adolescents, families and children with disabilities); and health care organizations (specialized polyclinics, sanatoriums). Professional activity of graduates, who are trained on two specialties, is related to education and social adaptation.

Analysis of two educational programs gave us an opportunity to identify similarities and peculiarities of these two majors.

Table – 2 presents the similarities and differences of specialties social pedagogy and self-knowledge and Psychological Counseling and Guidance.

The social pedagogy and self-knowledge specialist in Kazakhstan	Psychological Counseling and Guidance specialists in Turkey
Peculiarities of two specialists	
Social pedagogy and self-knowledge in Kazakhstan: a social teacher in educational institutions; teacher of self-knowledge; social educator in social protection organizations; social educator in health care organizations; serves as a social pedagogue in organizations dealing with internal affairs bodies.	Psychological Counseling and Guidance in Turkey: Not only psychological counselors in schools, but also family and marriage counselors in various working conditions; vocational guidance counselor; as a rehabilitation expert

<p>The social pedagogy and self-knowledge services community social protection organizations (nursing home, social rehabilitation centers for children, teenagers, families and children with disabilities); healthcare organizations (specialized polyclinics for children, sanatoria); organizations dealing with the internal affairs system (special offenses for children and adolescents, educational colonies, juvenile courts). Social and pedagogical professional activity; educational and educational; research and development; cultural-educational; methodological and organizational work</p>	<p>Facilities for psychological Counseling and Guidance: psychiatric centers; family and marriage counseling, vocational guidance centers. Professional activities: education - upbringing because people need advice, support and full use of their potential, as well as the need for extensive consultation and area support for effective habits; expert advice; social and adaptive work.</p> <p>Psychological Counseling and Guidance in Turkey: Ministry of National Education; public and private establishment; departments of universities psychiatric centers; Family and marriage counseling and vocational guidance centers.</p>
<p>Similarities of two specialties</p>	
<p>The social pedagogy and self-knowledge specialists in Kazakhstan and the Guidance and Psychological Counseling Services in Turkey conduct training and social adaptation activities directly with people. People’s self-developments explore their potential, as well as the need for a wide range of consultations and areas to make effective habits professional activities: education - upbringing; expert advice; social and adaptive work. They work in educational institutions, public and non-governmental establishments, health care and social protection organizations, and rehabilitation centers. Both the social teacher and the psychologist are dedicated to addressing the social crises that arise in society. Professional activities of both specialists are aimed at supporting social assistance.</p>	

II. According to the second question of the study, “What are the differences between the specialty Social Pedagogy in Kazakhstan and the Psychological counselor in Turkey, regarding their competences obtained during the education process?” when the competencies of the two specialties were compared, the following results were obtained (Table – 3).

Table 3

The areas of Competence of two specialties

Guidance and Psychological Counseling (Turkey)	Social Pedagogy and Self-Cognition(Kazakhstan)
<p>Competence</p> <p>knowledge of social and philosophical basic concepts, theories, principles and methods of psychological counseling; be able to provide psychological counseling to clients with different personal characteristics in different counseling centers (education, health care, industry, etc.); planning, preparation, orientation of individual and group meetings in different situations.</p>	<p>Universal competences</p> <p>use of communication tools and technologies, business organization, language development. Ability to analyze and testify in various situations. Formation of personality in the social environment and personal responsibility of the individual, promoting a healthy lifestyle.</p>

<p>Competence in education</p> <p>Studying literature, lifestyle stages, types of consultation and apply the knowledge in practice with different clients or in situations. To be able to use the test methods, psychological criteria, selection and consultation. Capability to use all gained skills in crises, behavioral disorders, adaptation, family and marriage counseling, school psychological counseling, orientation and perform it in daily and professional life.</p>	<p>General Professional Competences (GPC)</p> <p>application of international and domestic regulatory and legal documents and knowledge of subject area in social and pedagogical work. Ability to show value in social and pedagogical activity, ability to observe ethical standards of professional activity.</p>
<p>Communication and social competence</p> <p>Taking into account the social characteristics, national culture and values of the country, the importance of the Turkish language and Ataturk reforms in the historical development of the Turkish nation, the use of knowledge and business skills in daily and professional life. Developing communication skills and applying them in professional activities.e</p>	<p>Professional and pedagogical competence (PC)</p> <p>Preparation to carry out pedagogical activity in the field of social pedagogy and self-cognition, effective interaction of parents and pedagogical staff with pedagogue-psychologists in education organizations, including education, training and development of pupils.</p>
<p>Competency in working area</p> <p>Examine the knowledge and skills and apply them in the daily and professional life of people and to understand their importance in education and development. Consider the literature which relates to the speciality and produce life-long research, implementing them with counseling. To be able to apply the methods of testing individuals, to choose psychological criteria in the process of consultation. Capability to use all gained skills in crises, behavioral disorders, adaptation, family and marriage counseling, school psychological counseling, orientation and perform it in daily and professional life. Knowledge of ethical principles and standards and their application in daily and professional life.</p>	<p>Social and pedagogical competence (SPC)</p> <p>Arrangement to provide social and pedagogical support to the socially vulnerable category of society, the ability to act as a mediator between students and various social institutions. Acquisition of professional skills in the educational space, taking into account the needs and demands of social pedagogical activity.</p>

The competence of the Social Pedagogy and Self-knowledge Education Program specialty in Kazakhstan is presented in four areas:

- Universal competence;
- General professional competence;
- Professional competence;
- Socio-pedagogical competence.

The competence of the Guidance and Psychological Counseling educational program specialty in Turkey is also presented in four ways:

- Competence;
- Competence in education;
- Communication and social competence;
- Competence in the workplace.

The comparative analysis of the competences that generate learning outcomes in both programs has a similarity between the communication and social competence of the educational program in Turkey and its universal competence in the educational program in Kazakhstan. **Both competencies promote the use of communicative skills and their use in professional education.** It is related to the use of social, theoretical and professional pedagogical and psychological knowledge in the planning, preparation, support, orientation, which has the professional competence of both professions.

The competence of the Guidance and consultant in education is to be knowledgeable, communicate with people, and to use the knowledge gained in a variety of clients and different environments, and to use them. Psychological and consultative methods, the ability to apply their skills in daily and professional life. **The competence of this profession on the workplace** is the use of knowledge and skills, communication skills, ethical principles in daily and professional life in the relationships with people, and their importance in education and development. **The professional and pedagogical competence and social and pedagogical competence** of the Kazakhstani educational program are the readiness for realization of professional pedagogical activity, provision of social and pedagogical support, i.e. readiness to carry out professional activity. The competences offered in the two educational programs are directly related to the ability to apply knowledge in their professional activities.

III. According to the third question of the study, “what are the similarities and features between the specialities Social pedagogy in Kazakhstan and the psychological counselor in Turkey regarding the disciplines in their programs?” When the disciplines of two programs had been compared, the following results were obtained.

Comparative analysis of the disciplines studied on the educational programs of social pedagogy and self-knowledge in Kazakhstan and Guidance and psychological consultants in Turkey identified the following similarities:

1. Educational program of the specialty Guidance and Psychological Counseling in Turkey and Social Pedagogy and Self-knowledge in Kazakhstan are designed for eight semesters;
2. Both programs use the ECTS credit system to estimate the effectiveness of the program development (the required number of “credits” are 240);
3. Both major subjects have compulsory general education subjects, such as: Native language (for social pedagogues - Kazakh / Russian language, for psychology consultants - Turkish language); Foreign language (English); Professional English; Sociology; Philosophy.
4. Students of both specialties will be able to master the subjects of Health Psychology (Elective Subject), Social Psychology (Elective Subject), Social Psychology History (Elective Subject), Inclusive Education (Compulsory Subject) with Compulsory and Elective Disciplines in their Field;
5. In both educational programs, professional practice and training practices are offered to improve their professional skills.

Comparative analysis of the disciplines studied on the educational programs of social pedagogy and self-knowledge in Kazakhstan and Guidance and Psychological Counseling in Turkey has identified the following features:

1. Elective courses of the educational program of Guidance and Psychological Counseling are not conducted in the 1st and 2nd courses in Turkey. Elective courses are conducted only in the 3rd and 4th courses;
2. The number of credits for the Compulsory component of general education subjects in Turkey allocate 209 credits, and for elective component amount 31 credits.
3. The number of credits for compulsory component of general education subjects (105 credits) and elective component (103 credits) in Kazakhstani education program are equal.
4. General education subjects in Turkey’s education program - 49 (209 credits), optional disciplines - 8 (31 credits). Total number of credits – 240

The analysis of the disciplines of the social pedagogy and self-knowledge specialty in Kazakhstan and education programs of Guidance and Psychological Counseling in Turkey showed that the disciplines were chosen according to the training of specialists.

The program’s curriculum covers courses that are essential foundations for any psychology major such as developmental Psychology, Physiological Psychology, Physical Psychology, Psychology of Learning, Social Psychology, and Psychopathology. Students are also empowered with skills and knowledge concerning school-based guidance and psychological counseling, mental

health counseling, career counseling, and group counseling.

Introduction to Counseling and Guidance, Principles and techniques of counseling Vocational guidance and counseling, Preschool Advice and Guidance, Fieldwork in guidance and psychological Counseling, Consultation and management in elementary school, Consultation and guidance in secondary school Consultation of children, consultation of adults.

Turkish Program Curriculum: Physical Psychology, Development Psychology. It covers courses that are essential for any Psychology such as Developmental Psychology, Psychology of Education, Social Psychology. Students are involved in Psychological Counseling, Mental health counseling, Career Counseling, and Group Counseling, Introduction to Counseling and Guidance, Principles and Methods of Consultation, Professional training and consulting, Preschool Advice and Guidance, Consultation and Guidance at the Head School, Consultancy and Guidance at the Middle School, Consultation for children, advising on adult [9].

As a result of studying the disciplines in educational programmes of Guidance and Psychological Counseling, the following competences are formed:

Ability to work independently and take responsibility

- Knowing the basic philosophy of psychological counseling theories, basic concepts, personal motivation, psychological counseling process, principles and techniques of psychological counseling related with crisis and social sciences. Becoming skillful at planning and directing psychological counseling sessions.

- Applying the principles and techniques of psychological counseling on clients who have different individual characteristics in different counseling environments (education, health, industry etc...).

Having knowledge about individual-society relations and social psychology theories and analyzing the relationships between individuals and society in the light of these information Planning and applying psychological counseling and guidance services regarding the individuals who need special education

Learning Competence

- Becoming knowledgeable and skillful at human relations and communication and also be aware of individual-society relations and social psychology theories and analyzing the relationships between individuals and society in the light of these information.. Understandings the impacts of these communication skills on development, education and interpersonal relationships of individuals.

- Learning the basic concepts and commanding of literature related with Guidance and Psychological Counseling and using these knowledge and information technologies in professional life.

- Comprehending theoretical information about individual-social, educational and career counseling and applying these theoretical information in practice at guidance and psychological counseling services in schools.

- Knowing the basic philosophy of psychological counseling theories, basic concepts, personal motivation, psychological counseling process, principles and techniques of psychological counseling.

- Having knowledge related with the theories, principles, techniques and process of group counseling, developing basic group counseling skills and applying them in different group settings.

Having information about family and marriage counseling, choosing and applying appropriate intervention methods

Communication and Social Competence

- Coached members of profession know the societal characteristics of country and consider the national culture and values.

- Having the knowledge and capacity to use Turkish language in a correct and an effective

way and understanding the importance of Atatürk's principles and reforms in the historical process of Turkish nation.

- Becoming knowledgeable and skillful at human relations and communication and using these skills at professional and daily life. Understandings the impacts of these communication skills on development, education and interpersonal relationships of individuals.

- Having enough knowledge related with life-long development, also awareness about the individual-society relations and social psychology theories and following the current developments in counseling program.

- Becoming skillful at choosing or developing the appropriate psychological measurement instruments, applying them and assessing the findings

The curriculum of the social pedagogy and self-knowledge specialty in Kazakhstan includes: Self-cognition, Pedagogy of Self-cognition, Pedagogy of development, Pedagogy, Social pedagogy, Social-pedagogical diagnostics, Socio-pedagogical counseling, Methods of teaching self-knowledge, Social pedagogy and it includes courses that are essential for self-knowledge [7].

General Professional Competences:

- the ability to exercise professional functions in the process of inclusive education, taking into account the different educational needs of the subjects in the environment of the educational organization and the creation of conditions for its development and self-development;
- possess the skills of organizing social and pedagogical activities, taking into account the general, specific patterns and individual characteristics of mental and psychophysiological development, especially the regulation of behavior and human activity at different age levels;
- shows skills of application of international and domestic regulatory and legal documents and knowledge of the subject area in social and pedagogical work);
- Show value attitude to the future pedagogical and socio-educational activities, the ability to comply with the ethical norms of professional activity.

Professional and pedagogical competences:

- master the skills of organizing a holistic pedagogical process, diagnosing and forecasting the results of pedagogical activity;
- possess the skills to design a system of subject, psychological, pedagogical and methodological knowledge, the application of theoretical knowledge in professional activities
- Show skills in analyzing and processing pedagogical information using information and communication technologies.
- possess the skills to apply innovative technologies of education in educational institutions
- Demonstrate skills in the development and implementation of social and pedagogical projects for the organization of mediation between the subjects of social and pedagogical relations.

Social-pedagogical competences:

- the implementation of professional activities with the requests and requirements of consumers of psychological and pedagogical services in the educational space.
- Show the ability to introduce social and pedagogical knowledge in the system of educational institutions and the organization of social orientation.
- Possess the skills of social interaction for the implementation of a set of measures for the social protection of children and young people in difficult life situations.

Conclusion:

Comparative analysis of educational programs of two specialties allows making the following conclusions:

Specialists in the Psychological Counseling and Guidance Education Program in Turkey for rehabilitation, psychiatric care, vocational guidance, family and marriage counseling provide psychological, preventive, psychotherapeutic, educational, vocational guidance and counseling services. As a result of training of compulsory and optional disciplines given to the educational

program of this specialty, competence of specialists, competence in education, communication and social competence and competence in the work space are formed.

Guidance and psychological counseling in Turkey is a psychologist consultant, oriented, supportive person on issues of self-development and research in different working conditions, family and marriage, vocational guidance, rehabilitation issues. Identifies the psychological peculiarities, interests and needs of the individual, the behavioral disorders, tensions and provides timely assistance.

Specialists who have mastered the educational program of social pedagogy and self-knowledge in Kazakhstan conduct social pedagogical support to people, socially vulnerable categories of the population on education, social protection and health issues.

The scope of the service area of the specialist of social pedagogy and self-knowledge is broader than the management and psychological counseling specialist. It is explained by the multifaceted direction of preparation of the specialty. (Education, social protection and healthcare.)

Universal competence as a result of studying the subjects given under the program of social pedagogy and self-knowledge in Kazakhstan; Professional and general competence and social and pedagogical competence.

The social teacher in the Republic of Kazakhstan is a specialist of state structures, social institutions, educational institutions of state and non-state financing, institutions related to the problems of upbringing and development of the younger generation in the social environment, with full socialization and personal development of the younger generation.

The social pedagogy and self-knowledge specialists in Kazakhstan and the Guidance and Psychological Counseling Services in Turkey conduct training and social adaptation activities directly with people. They work in educational institutions, public and non-government institutions, health care organizations, social protection organizations and rehabilitation centers. Both the social teacher and the psychologist are dedicated to addressing the social crises that arise in society. Professional activities of both specialists are aimed at supporting social assistance.

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**Қазақстан мен Түркияның білім беру бағдарламаларын салыстырмалы талдау
(«Әлеуметтік педагогика және өзін-өзі тану» және «Басшылық және психологиялық кеңес беру» мысалында)**

Аннотация. Әлеуметтік-педагогикалық даярлық саласындағы білім беру бағдарламаларының маңызы зор. Бұл зерттеудің мақсаты - Л.Н. Гумилев атындағы Еуразия ұлттық университетінің «Әлеуметтік педагогика және өзін-өзі тану» мамандығы мен Гази университетінің «Басшылық және психологиялық кеңес беру» мамандығының білім бағдарламаларын салыстырмалы талдау. Бұл мамандықтардың білім беру бағдарламаларының негізінде бітірушілердің біліктілік сипаттамалары, құзыреттілігі, сондай-ақ, курс барысында оқытылатын міндетті және факультативтік пәндер талданды. Бұл зерттеу салыстырмалы болғандықтан, сапалы әдістер қолданылды. Ақпарат құжаттарды талдау әдісі арқылы жиналды. Талданатын материалдар екі білім беру бағдарламасына және басқа да қосымша ресурстарға негізделген.

Қазақстандағы әлеуметтік педагогика және өзін-өзі тану бойынша мамандары және Түркияда кеңес беру және психологиялық кеңес беру мамандары тікелей адамдармен оқыту және әлеуметтік бейімдеу қызметтерін жүзеге асыруда. Олар білім беру мекемелерінде, мемлекеттік және мемлекеттік емес мекемелерде, денсаулық сақтау, халықты әлеуметтік қорғау ұйымдарында және оналту орталықтарында жұмыс істейді. Екі мамандықтың да кәсіби қызметі әлеуметтік көмекті қолдауға бағытталған.

Түйін сөздер: білім беру бағдарламасы, Әлеуметтік педагогика және өзін-өзі тану, әдістемелік және психологиялық кеңес беру, салыстырмалы талдау.

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**Сравнительный анализ образовательных программ Казахстана и Турции
(на примере специальностей «Социальная педагогика и самопознания» и
«Руководство и психологическое консультирование»)**

Аннотация. Значение образовательных программ в области социально-педагогической подготовки огромное. Целью данного исследования является сравнение образовательных программ специальностей «Социальная педагогика и самопознание» Евразийского национального университета им. Л. Н. Гумилева и «Руководство и психологическое консультирование» Университета Гази. На основе образовательных программ двух специальностей были проанализированы квалификационные характеристики выпускников, компетенции, а также обязательные и факультативные дисциплины, изучаемые в ходе курса. Поскольку данное исследование является сравнительным, были использованы качественные методы. Информация собиралась с помощью метода анализа документов. Анализируемые материалы были основаны на двух образовательных программах и других сопутствующих ресурсах.

Специалисты по социальной педагогике и самопознанию в Казахстане и Службы консультирования и психологического консультирования в Турции осуществляют непосредственное обучение людей и способствуют их социальной адаптации. Они работают в образовательных учреждениях, государственных и негосударственных учреждениях, организациях здравоохранения, социальной защиты населения и реабилитационных центрах. Обе специальности направлены на социальную помощь.

Ключевые слова: образовательная программа, социальная педагогика и самопознание, методическое и психологическое консультирование, сравнительный анализ.

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