



Importance of Developing Soft Skills of Future Teacher-Psychologist in The Organization of Psychodiagnostic Activities

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ABSTRACT

Purpose: To explore the importance of developing soft skills among future teacher-psychologists for effective organization of psycho diagnostic activities.

Methodology: The study utilizes theoretical analysis and practical assessments, including surveys and psycho diagnostic methods, to evaluate the readiness of future teacher-psychologists to implement soft skills in their professional practice. Participants were selected through purposive sampling from two universities, ensuring a representative sample of teacher-psychology students. Quantitative data were analyzed using descriptive and inferential statistics, while thematic analysis was employed for qualitative data. **Findings:** The results demonstrate that integrating theoretical knowledge with practical skills significantly enhances soft skills development, contributing to better psycho diagnostic practices.

Implications for Research and Practice: The findings suggest the need for innovative educational

approaches to foster soft skills, emphasizing their role in professional success and adaptation. Educators are encouraged to adopt strategies that combine theoretical grounding with hands-on training. Future studies should investigate diverse educational contexts and methodologies for soft skills development. Limitations include the study's focus on a specific demographic and lack of longitudinal data.

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Introduction

In any educational system, a student is a learner characterized by active engagement and personal growth. However, the current educational landscape requires a re-evaluation of how future specialists, especially teacher-psychologists, are prepared to meet the demands of professional environments (Ramazanova et al., 2023; Rybakova, 2024). The rapid technological and societal changes necessitate not only hard skills but also a strong foundation in soft skills, such as critical thinking, communication, and emotional intelligence.

Soft skills apply to all areas of life. They help to communicate (for example, with parents, at school, with friends), to connect with strangers in any situation (for example, in the sports department, in a new company), to overcome difficulties and to look at changes easily. The better the skills are pumped, the easier it is to adapt to difficult and non-standard situations. Soft skills are given special attention during employment. In the interview, the employer determines how successfully the future employee can join the team and effectively perform the assigned tasks. Any company wants to be sure to hire a conflict-free professional who gets along well with others and helps improve the team. Most recruiters in the 21st century look for highly qualified candidates without significant professional skills. In work organizations, employees need to communicate with colleagues, managers, clients, partners, third-party organizations. They need to negotiate, convey their position and prove it, in order to work comfortably and effectively, regardless of the field of work, job situation and age. For this purpose, workers need skills specific to their field specialization; to increase their personal productivity; to manage time planning; to work effectively in any team; to optimize work process; to overcome stress and for overall career advancement.

These skills require a structural program that would include a system of monitoring and self-organization based on the actualization of two components of this phenomenon: the identity of the student and the educational space of the university. The preparation of teacher-psychologists is critical for ensuring the psychological well-being and adaptability of students in educational settings. While previous studies have explored the technical competencies of teacher-psychologists, few have addressed the systematic development of soft skills, particularly in psycho-diagnostic contexts (Aizhanova, 2022). There is also a dearth of studies addressing the integration of soft skills into professional training of future teacher-psychologists. This study aims to fill this gap by focusing on practical methods for integrating soft skills into the training of future professionals. Hence, the current study aimed to fill this research gap by framing the following objectives: (1) to analyze the role of soft skills in psycho-diagnostic activities; (2) to identify effective methodologies for their development in higher education.

Literature Review

Need for Soft Skills in Psycho-diagnostic activities are emphasized in studies showing how soft skills enhance professional efficacy (Robles, 2024; Wilson & Gerber, 2008). In addition, there are studies on emotional intelligence, critical thinking, and adaptability, which are crucial for psycho-diagnostic tasks, enabling teacher-psychologists to interpret

data effectively and address diverse client needs (Kumar & Jain, 2022). In the global context, studies have highlighted the importance of integrating soft skills into higher education curricula to meet professional demands (Berikkhanova et al., 2023). This aligns with findings from Panchenko (2023), who underscores the role of adaptability and emotional resilience in professional settings. In any educational system, a student is a learner, which is emphasized by the learner himself who is an active subject of the educational process and is characterized by all subjective qualities and facets. At the same time, all students at a certain stage of the educational system are characterized by initial, general and unique features and aspects. This is explained by the fact that each stage of education is usually equated with a certain stage of a person's life.

Pedagogical and psychological activity in the educational system is considered in three aspects: scientific, applied and practical. The scientific aspect is the study of the problems of psychological activity in education, theoretical and methodological justification, psychodiagnostics, the development of types and methods of applying psychological knowledge in accordance with the actual situation of school education, directly related to the work in the regional system of pedagogical and psychological activity in education, and psychological corrections. The applied side is the creation of psychological bases of teaching and education, didactic and methodical materials of textbooks, educational programs and psychological support of all processes, including its analysis. Finally, the practical part is designed as a unified direct structure in the educational space of the country, such as the psychological activity of psychologists in educational institutions in kindergartens, schools, gymnasiums and boarding schools. Each of them should know how to work together on relevant issues, guaranteeing the effectiveness of pedagogical and psychological activities in education.

A future specialist must acquire a certain level of professional competence along with professional business skills while receiving professional education at a higher educational institution. Only then, the personnel system will be filled with a new wave of specialists who fully meet the requirements of the professionalism of today's specialists, who are capable of competition, who start their work with confidence and responsibility, who have achieved certain achievements in their professional path, and who are constantly searching and improving their qualifications. Professional development of a specialist in professional activities is often determined by the specialist's own knowledge, skills, business skills, and then the soft skills of implementing professional experience. The basis for the implementation of this platform is, first of all, the research activity in the professional activity of a teacher-psychologist (Nikolenko & Zheldochenko, 2022; Yermontayeva & Duisekeeva, 2021). The activity of a teacher-psychologist acts as a social-institutional way of accompanying subjects, aimed at optimizing their social activities and solving psychological-pedagogical problems. Based on this, the goal of the activity of a teacher-psychologist is to maintain psychological health and develop personal potential (increasing their personal identity, communication skills, ability to set goals, manage their time and destiny).

Preparing a future teacher-psychologist for the organization of psycho diagnostic activities is a complex and multifaceted process that requires the use of various methodological approaches (Abilmazhinova et al., 2024; Mazhenova, 2024). In the first

stage of training, it is necessary to understand not only the importance of psycho diagnostic activity in the professional practice of a teacher-psychologist, but also the main theoretical and practical aspects of this method (Duissekeyeva & Ermentaeva, 2022; Sapargaliyeva et al., 2023). It is important to master the principles and definitions adopted there. Next, you should familiarize yourself with various psycho diagnostic methods and tools that will help you conduct quality diagnostics. An in-depth study of the theory and methodological aspects of psychodiagnostics will allow a future teacher-psychologist to choose the most effective means of data collection and analysis in a given situation (Manashova et al., 2021). Also, an important aspect is to learn to critically evaluate the results of the conducted diagnostics and correctly interpret the obtained data. Finally, the formation of the future teacher-psychologist's readiness to organize psycho diagnostic activities requires the development of systematic and targeted soft skills based on the acquisition of relevant theoretical knowledge and practical skills.

Methodology

Research Design:

The study employed a mixed-method approach, integrating quantitative assessments of soft skills with qualitative evaluations of psycho diagnostic readiness.

Sampling and Population:

The study involved 150 participants, divided into control (n=75) and experimental (n=75) groups, from two universities in Kazakhstan. Participants were selected based on their enrollment in teacher psychology programs and their willingness to participate in the study. Participants were selected from higher education institutions specializing in teacher psychology programs. Criteria included enrollment in psycho-diagnostic courses and willingness to participate in experimental assessments.

Instruments and Procedures:

Data were collected using validated psycho diagnostic tools, such as Lazukin's self-actualization scales adapted by Kalin. Training sessions incorporated practical exercises, reflective practices, and project-based learning. The methodology emphasized active engagement through workshops, role-playing scenarios, and collaborative projects to enhance soft skills.

Data Analysis:

Quantitative data were analyzed using descriptive statistics, including mean and standard deviation, and inferential statistics, such as t-tests, to compare control and experimental groups. Qualitative data were assessed through thematic analysis to identify trends and recurring themes in participant feedback.

Results

Based on the analyzed works on the process of adapting students to professional activity, we had the opportunity to analyze several functions of adapting to professional activity. Among them, diagnostic, forecasting, training, development, evaluation, corrective, balancing and scientific-methodological services can be considered. The description of these functions of adaptation to professional activity can be seen in [Table 1](#).

Table 1

Description of the functions of adaptation to professional activity

№	Adaptation functions for professional activity	Description of functions of adaptation to professional activity
1	Diagnostic	Diagnostic study of the personality of the student of subjects who control the process of adaptation
2	Predictor	Implementation of initial and comprehensive forecasting of the student's adaptation to the professional educational institution, differentiation of problems during the adaptation period
3	Teaching	Successful adaptation to future professional activities and conditions at a higher educational institution and provision of methods of teacher work leading this process
4	Developer	Creative development of the pedagogical environment and the adaptive subject, which implements the systematic management of the adaptation process. The main criterion here is the development of the student and teacher
5	Valuation	The ability of teachers to assess the general laws of activities at the higher educational institution, the ability of students to adapt, methods, individual features of adaptation
6	Corrector	Correction of individual aspects of students according to primary and comprehensive forecasts. Adaptable subjects should actively and consciously participate in this work
7	Balance	Show the developed personal qualities of students that determine successful adaptation to a higher professional educational institution, use methods that alleviate crises during the adaptation period.
8	Scientific and methodological	Creation of a scientific-methodical structure, carrying out a set of activities of this nature

According to A.K. Markova, there is a need for personal characteristics to perform professional activities. [Table 2](#) depicts these personal characteristics for each professional activity.

Table 2

Personal characteristics necessary for professional activity (Source: Markova)

Adaptation functions for professional activity	Personal characteristics
Diagnostic	Motive, goal, tasks, need, interest, relationship, human value orientation, psychological position;
Predictor	Professional requirements, professional self-esteem, self-consciousness as a specialist; implementation and design of professional promotion plan;
Teaching Developer	A person's satisfaction with work progress and results; Emotion, mental state, emotional appearance;
Valuation	Psychological knowledge and attitude about work
Corrector	Psychological activity, ability, approach, business, technique, psychotechnology (its effect on yourself and others)
Balance	Professional abilities, professional education, readiness for professional promotion;
Scientific and methodological	Professional thinking, creative thinking, possibility to broaden experience in the profession;

Markova et al. (2003) considers different stages of professionalism in her works. As shown in Table 2, personal characteristics of an individual include professional orientation, motives and goals in action, needs in creativity, types of thinking, professional abilities and knowledge, broadening experience in the profession, professional development, implementation of a professional promotion plan, and like. Markova et al. (2003) also touches on the issue of professionalism and highlights its two sides. The first is the motivational side of a person's professional activity, and the second is the operational side. The first includes answers to questions such as what motives motivate a person, what value orientation is considered the main one, what place professional activity takes in his life, what goals he is motivated to achieve, how satisfied he is with his work, etc. And the second considers the issues surrounding the questions of what methods, what technologies and innovations he uses, what knowledge, business, skills he uses, what thinking operations and abilities he uses, etc (Markova et al., 2003).

The importance of the development of soft skills of the future teacher-psychologist in the organization of psychodiagnostic activity was carried out by A. V. Lazukin, adapted by N. F. Kalin (Chkhaidze & Samkova, 2019). The purpose of this experiment was to determine the levels of self-actualization (high, medium, low) and its indicators according to the levels, which are interpreted as students' desire to fully discover and realize their potential.

Table 3 shows significant differences in both groups from the characteristics mentioned. If we note, in both groups, we can see that the value scale is high compared to other scales, we can notice that students with average scores on this scale have self-activating personality values. Students with these values show a desire to build friendships. At the same time, we can see that both groups have a low level of flexibility in communication.

These scales are determined by the presence or absence of a person's ability to communicate easily, the ability to create a close and friendly relationship with the environment, and the ability to express oneself depending on the social situation in the relationship. Low scores on these scales are characteristic of people who feel rigid, doubt their own attractiveness, appear uninterested in their partner, and feel that being in a relationship does not bring any satisfaction (Kariev & Vasilieva, 2024).

Table 3

A.V. Lazukin's N.F. Indicators on the scales of the methodology «Diagnostics of personality self-activation» adapted by Kalin (Chkhaidze & Samkova, 2019).

Name of scales	Control group (n=75)	Experience Group (n=75)
Time orientation scale	7.43	7.33
Scale of values	8.27	8.07
Scale of positive or negative attitudes towards nature	6.93	6.96
Need for cognition scale	6.77	6.53
Creativity, desire for creativity	7.63	7.60
Autonomy scale	7.07	7.13
Spontaneity scale	7.57	7.43
Self-concept scale	7.23	7.10
Self-sympathy scale	6.53	5.97
Attachment scale	5.57	5.43
Relationship flexibility scale	5.53	5.93

Additionally, in both groups, the number of students with high marks on the scale of creativity, striving for creativity prevails, this scale reflects the confidence that students in our case have a high desire to fully discover and realize their potential. High performance is based on constant development of real and consistent soft skills. That is, the priority of the students' sincerity and attitude towards education is evident. This is a very positive situation for us, because the desire for creativity and the formation of indicators of soft skills development in students who are oriented towards creativity will not be a problem. Indicators on other scales show an average level in both groups. Within the framework of the methodology, the percentage indicators on the scales mentioned above are presented in Figure 1.

Figure 1 is also evident of the process how self-activation begins; how self-knowledge defines one's capabilities; what abilities are required to satisfy the needs; and how to find methods of self-activation. The results are stated in notions like work satisfaction, family relationships, travel and the like. The main thing is to understand that this action is unique. During self-activation, choice is the main priority, the main choice of a person is the desire for self-activation and conscious avoidance of it. During self-improvement, creative activity takes a person out of a positive environment, when such actions as breaking external rigid positions, overcoming difficulties, and changing one's own opinion take place. However, if a person is on the path of self-activation, then self-confidence, a sense of self-victory, an increase in the level of stress resistance, and the formation of new abilities

and skills take place. The main thing to be taken into account is that students do all their activities voluntarily, that is, it is the main quality that is given by parents from childhood. The ability to make a choice is closely related to self-confidence and self-responsibility, responsibility for the results of one's actions. Responsibility is the main indicator of adulthood.

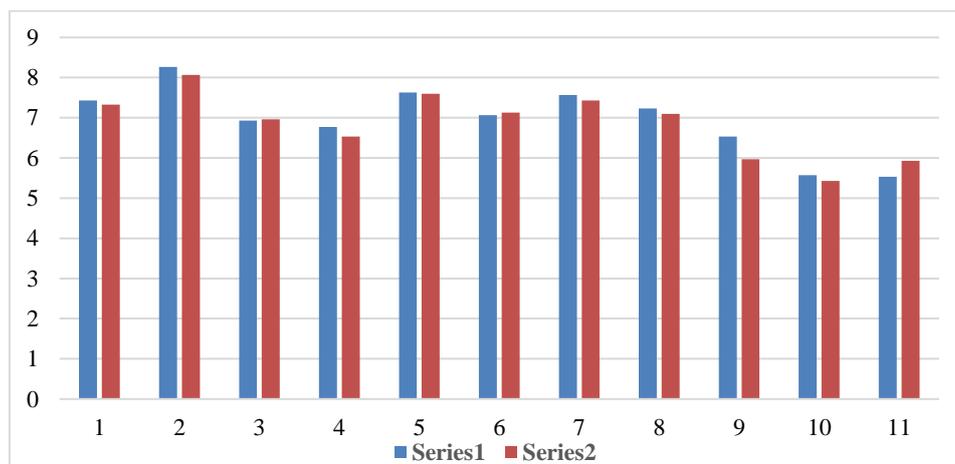


Figure 1: 1- Time orientation scale, 2- Values scale, 3- Positive or negative attitude towards nature scale, 4- Need for knowledge scale, 5- Creativity, striving for creativity, 6- Autonomy scale, 7- Spontaneity scale, 8- Self-understanding scale, 9- Scale of self-sympathy, 10- Scale of attachment, 11- Scale of flexibility in relationships

In our case, the choice of this profession on a conscious basis, the love for it and the level of self-activation and improvement as a future specialist are reflected in the fact that he can evaluate the result achieved through his activity in the development of andragogic subjectivity as a new structure, reflecting on himself as a subject of a realized work. self-reconstruction is evident in finding a solution to the contradictions formed in the educational activity from the increase of culture (Kolumbayeva & Kosshygulova, 2023). In addition, we are developing and offering a program for preparing future psychologists-psychodiagnostic activities, that is, for forming the necessary competencies.

Lectures, which include students' study and discussion of texts (scientific, pedagogical), reflective practices, psychological-pedagogical situations, and theoretical materials, play a key role in education. These lectures also involve filling in the portfolio of psychodiagnostic competence of the future teacher-psychologist, which considers not only the diagnostic tools but also practical lessons as leading forms. This is consistent with Golovina and Feofanov (2021) who suggest the use of NE Verax technologies, to resolve education problems related to lectures, discussion lectures, seminars as well as training sessions, business game seminars, which are readily available on Verax's positioning technologies. These new technologies can help teacher-psychologist to choose the methodology of conducting psychodiagnostic research in order to determine the psychological climate of the class team, or a statement about what kind of diagnostics can

be carried out to determine family anxiety, the results obtained in the diagnosis are given by the teacher-psychologist to parents as «child's anxiety» or «child's anxiety». In his report on «anxiety», what methods can be used in the study of talent, tendency to suicide, and determination of professional direction.

During the experiment in the current study, the control group students worked in groups and responded to diagnostic methods meant for a teacher-psychologist, as per from the diagnostic minimum according to age characteristics and research topic. In this case, the teacher acts as an expert. Many seminars were held in the form of training sessions that included exercises and games. For example, in the methodological fair, each student group was divided into two groups, one group - buyers of the method, the other - sellers. The sales team talked about their methodology, and sold it, and the buying team focused on content and advertising. The teacher gave the buyers chips (tokens) from 1 to 10 points. Buyers would come to sellers and buy the equipment by offering a token. At the end, a reflection is made on who was able to advertise and sell the product well, and who was able to choose and buy the best equipment. Thus, the given exercise organizes knowledge about psychodiagnostic tools and their use, which contributes to formation. psychodiagnostic competence. The group goes to one student, talking about the methods and applications of practical activities.

Another tool adopted was diagnostic riddles. Pieces of drawings or puzzles were assembled. Each group was required to create and collect an image of individual elements that can be used for diagnostic methods, for each topic, such as diagnosis of giftedness in children. Before building a puzzle, students asked to familiarize themselves with various diagnostic methods on the subject, and only then carry out the diagnostic method. This method was simplified by conducting light materials. In case of difficulty, psychodiagnostic methods were combined with other topics, and the student's task was to choose methods for this topic. The student's task was to collect drawings, explaining why these psychodiagnostic methods were chosen. The advantage of this method is that it can be conducted individually, in pairs, in temporary subgroups and groups as a competition. Whoever collects the puzzle faster, he wins. If a student is having trouble putting together a puzzle, he can be given an explanatory note that will help him understand why this diagnostic method is used. Accordingly, one should not forget the recommended literature for a more accurate acquaintance with the psychodiagnostic tools of a teacher-psychologist (Teshaboev, 2024).

Training sessions were also organized on topics like organizational culture; I am a successful diagnostician; personal growth of a professional psychologist; and diagnostic conversation (Mytnyk et al., 2023). During the training sessions, the method of humanistic targeted influence was actively used. At the same time, the content of the training was focused not only on the formation of psychodiagnostic competencies, but also on general professional and personal development. The main tools were verbal and non-verbal games and exercises, design drawings, role-plays, group conflicts that promote character development. These sessions formed the next stage of the training future teacher-psychologists for psychodiagnostic activities was to independently perform practical tasks. In addition, it was also emphasized that practical exercises are closely related to theoretical knowledge. Before starting work on the organization of direct psycho diagnostic activity,

the student should understand the essence of psycho diagnostic activity and understand the process of implementation of psychological-pedagogical diagnosis (Repkina et al., 2021).

During the practical-pedagogical work (Kusainov, 2024), the following practical tasks were offered: (1) Write a test classification from literature sources. Read the text presented below and think about the recommendations for practical testing in educational organizations. (2) Study the classification of design techniques and do one type of experiment. Based on the results of the work, the group discusses the features of the work. (3) Use the memo on types of project methodology. Design techniques on subjects like constitutional structuring, formation of motivation, their presentation (for example, Rorschach test); (4) Create a constructively designed semantic whole (for example, the World test) or game activities in the context of a special organization (for example, psychodrama) or express volition or drawing on a given topic (for example, drawing, projective tests); or think of benefits of motivating others (Luscher test); (5) Choose a number of diagnostic methods that allow studying the biography of an individual. How do you drive machinery? (stories, interviews, design techniques) write a biography of a person. (6) Study the requirements for the selection of children in the 1st grade. Choose diagnostic methods and provide evidence for the correct choice of these methods to determine the child's readiness to learn (Nurakenova & Nagymzhanova, 2024).

This study on design-diagnostic research ended with the final task of systematizing the acquired knowledge of students and writing the design of psychodiagnostic research (Ivanitska, 2024). For example, determining the level of intelligence, or psychodiagnosis of creativity, psychodiagnosis of suicide, etc. Thus, through the proposed program, preparation of future teacher-psychologists for psychodiagnostic activity, that is, formation of necessary competencies, development of soft skills was considered.

Discussion

This study was based on the premise that the formation of a healthy lifestyle and educational setup is an important obligation of modern society. The mental work of a student consists of mastering the educational material, that is, accumulating knowledge and developing the intellectual-emotional sphere. Health and education are closely related. The healthier the student is, the more effective the learning will be, otherwise the goal of learning will lose its true meaning and value. It can be said that the student's becoming a professionally qualified specialist directly depends on his health and physiological development. Therefore, it is important to consider the physiological aspect of students' adaptation to professional activities. Prevention of psychosomatic and stressful situations in higher education provides opportunities for training of professionally qualified specialists, ensuring optimal adaptation of future specialists to professional activities (Astapenko & Shmurygina, 2022). It can be said that the theoretical and methodological bases of preparing future pedagogues-psychologists for the organization of psycho diagnostic activities play an important role in the formation of qualified specialists (Gulbaram et al., 2021). It is necessary to pay special attention to the development of the theoretical base of psychodiagnostics and methodological approaches to its application. In addition, it is necessary to introduce innovative teaching methods, to actively use practical

lessons and internships that allow students to acquire not only theoretical knowledge, but also practical skills. By developing the soft skills of future psychologists, it helps to create quality training of educational psychologists who can organize psycho diagnostic activity at a high level and achieve the necessary results in working with clients (Gazizov et al., 2023).

Soft skills include critical thinking, problem solving, argumentation; research skills and methods; creativity, interest, imagination, innovation; stability, self-management, planning; oral and written communication, public speaking and presentation, listening; leadership, teamwork, cooperation; information and communication technologies (ICT), media and Internet literacy, data interpretation and analysis, programming. This study raised the question: when and how to develop soft skills? Soft skills can be given to a person from birth, for example: persistence, good memory, curiosity. It starts from early childhood and continues to develop throughout life. These skills are not specifically taught at school, but various ways of developing them are offered: Sections and clubs for children develop all kinds of competences. Sports develop voluntary competence, and team sports teach teamwork. Music and drawing develop creativity and give impetus to the development of all intellectual competences. Logical thinking develops while playing chess. Project work at school provides an opportunity to develop social, leadership and intellectual skills.

Soft skills cannot be learned from scratch at university or on courses. The formation of personal qualities takes place in childhood, and then they only develop and adjust. A person's professional success is undoubtedly related to knowledge, skills, erudition and general thinking ability, that is, the level of general intelligence. However, in most cases, a high level of general intelligence is not enough. The idea of emotional intelligence was a consequence of the development of ideas about social intelligence, the main reason for which is the frequent inconsistency of the level of general intelligence as an independent ability or trait and the success of a person in interaction with the social environment. These findings are consistent with Panchenko (2023) who applied these principles on the professional activities of young professionals. Their study showed adapting to work and the professional knowledge of professionals. These results also align with prior studies emphasizing the role of soft skills in professional success. For example, Markova et al. (2003)'s professionalism framework validate the necessity of integrating soft skills in teacher-psychologist training. However, the current findings extend this understanding by demonstrating practical methodologies for their development.

Conclusion, Recommendations, and Implications

The study underscores the critical role of soft skills in the professional development of teacher-psychologists, emphasizing their importance in psycho-diagnostic activities. By integrating theoretical knowledge with practical training, students can achieve a balanced skillset, enhancing their professional efficacy. Therefore, it is important to consider the development of soft skills in the process of adapting students to professional activities. Prevention of psychosomatic and stressful situations in higher education provides opportunities for training of professionally qualified specialists, ensuring optimal adaptation of future specialists to professional activities.

Summarizing the article, it can be said that the development of soft skills with the theoretical and methodological foundations of preparing future teacher-psychologists for the organization of psycho diagnostic activities plays an important role in the formation of qualified specialists. It is necessary to pay special attention to the development of the theoretical basis of psychodiagnostics and methodological approaches to its application. In addition, it is necessary to introduce innovative teaching methods, to actively use practical lessons and internships that allow students to acquire not only theoretical knowledge, but also practical skills while developing soft skills. It is important to form a professional ethical code of future psychologists and a conscious approach to their work. All this helps to create quality training of educational psychologists who can organize psycho diagnostic activities at a high level and achieve the necessary results in working with clients.

The study was carried out under certain limitations. First, it only focused on a specific demographic which may have limited its generalizability. Future research should explore diverse populations and longitudinal impacts. The study also makes other recommendations. First, to implement project-based learning to foster creativity and critical thinking; second, to encourage reflective practices to enhance self-awareness and adaptability; third, to develop collaborative training programs to strengthen teamwork and communication skills; and finally, to introduce longitudinal studies to evaluate the sustained impact of soft skills development. The study thus highlights the need for universities to adopt innovative teaching methods, such as experiential learning and reflective practices, to foster soft skills effectively. Additionally, the integration of psychodiagnostic tools with soft skills training enhances the overall readiness of future professionals. Educational institutions should prioritize the systematic development of soft skills alongside technical competencies to prepare teacher-psychologists for the dynamic demands of modern education systems.

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