

THE FORMATION OF PROFESSIONAL-PERSONAL SELF-DEVELOPMENT IN THE CONTEXT OF COMPETENCE APPROACH

Madina ZHILGILDINOVA^{1*}, Aizhana ABIBULAYEVA², Aidana AITUAROVA³

¹Doctoral student of social pedagogy and self-cognition department, L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan

²Professor of social pedagogy and self-cognition department, L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan

³Senior Lecturer of Pedagogy Department, Shakarim State University, Semey, Kazakhstan.

***Corresponding Author:**

Email: Mrwaleed.Abdulkaim @ gmail.com

ABSTRACT

This article discusses the main aspects of professional-personal self-development in the context of the competence approach. In today's rapidly developing time, the requirements for the training of pedagogical specialists in higher educational institutions are increasing, where intensive and purposeful conditions are created for the formation of a student's readiness for professional and personal self-development. This program identifies the need to form the ability and readiness in the personality of the future teachers, not only to apply their knowledge, skills, and expertise in constantly changing conditions but also to be capable to understand the truth of their professional activities, accept professional values, and be prepared for permanent professional self-development. The results obtained during this study revealed the main components of the competence of self-development, which is a very important lever in the promotion of professional and personal self-development of the future teachers.

Keywords: self-development, professional-personal self-development, competency, competence, self-development competencies.

INTRODUCTION

Actual issues of professional and personal self-development of future teachers in modern psychological and pedagogical theories are addressed in several directions. The analysis of psychological and pedagogical literature on the problem of the research allows us to conclude that the process of professional and personal self-development of future teachers is an actual problem of pedagogical science. While various aspects of its content, form, and methods of implementation are studied, in the content of higher pedagogical education, the problem of training future teachers to professional-personal self-development as the process of preparing for the integration of external vocational training and internal movement, the personal development of a person is not sufficiently represented.

Studying the extent of elaboration of this problem revealed that there was a contradiction in the need to prepare future teachers for professional and personal self-development between

the requirements of modern society and the actual level of this training. Hence, it means that the problem of our research lies in the scientifically grounded assessments of the content of the theoretical and practical training of future teachers for professional-personal self-development in the context of the competence approach.

The purpose of the research was a theoretical-methodological study of aspects of professional-personal self-development in the context of the competence approach. The theoretical and practical significance of the presented research is in a detailed theoretical-methodological study, a selection of diagnostic tools, and the development of recommendations.

METHODS

The diagnostic study was conducted on the basis of the L.N. Gumilyov Eurasian National University in Astana, and the Shakarim State University in Semey. The respondents were students of 1-4 pedagogical courses. The sample included 104 respondents. The following methods and techniques were selected for the diagnostic study:

- Questionnaire of G.M. Kodjaspirova "Self-assessment map to self-education activities";
- Selftest "Willingness for self-development" of T.A. Ratanova, N.F. Shlyakhta;
- Mathematical method of statistical data processing: Pearson correlation analysis and SPSS. A correlation was found between the components of professional-personal self-development and the level of self-development.

G.M. Kocaspira questionnaire aimed at identifying the level of the predominant components of competence that form the basis of the self-development of students of pedagogical specialties. The questionnaire consisted of 58 statements, grouped into 7 scales, which characterized the essential content of the components of professional-pedagogical self-development. The respondent must respond to the proposed statements on a 9-point scale.

Methodology: self-test "Readiness for self-development" T.A. Ratanova, NF Shlyakhta is 14 statements and one positive or negative expected answer. The purpose of the technique is to diagnose the level of readiness for self-development in professional-pedagogical activity. The selected answers can determine the level of readiness for self-development, self-esteem of their qualities that contributes to self-development, assessment of the possibilities of self-realization in professional activities.

The methodology of the test of "Reflection on self-development" by L.N. Berezhnova, constitutes 18 questions and three supposed answers to each. The purpose of the method is to diagnose the level of self-development and professional-pedagogical activity. The selected answers can determine the level of desire for self-development, self-esteem of their qualities that promote self-development, assessment of the possibilities of self-realization in professional activities.

The mathematical method of statistical data processing included Pearson correlation analysis and SPSS. With the help of this mathematical processing, a correlation dependence was revealed between the components of professional-personal self-development and the level of readiness for professional-personal self-development. Thus, as a result of processing these methods, it became possible to identify the components of professional and personal competence of self-development; to carry out their ranking based on a comparison of the



average statistical values; determine the relationship between the components of professional-personal competence and the level of readiness and formation of professional-personal self-development.

After analyzing the positions of various researchers regarding the concept of “self-development”, we considered it necessary to determine the intrinsic characteristics of this phenomenon, by the identification of its main features and characteristics (Table 1).

Table 1. Interpretation of the concept of "self-development"

No.	Author	The core concept of "self-development"	Keywords
1	Gubsky E. F.	Self-development is a development that occurs through the force of internal causes, regardless of external factors; self-movement based on internal contradiction	Development, self-movement based on internal contradiction
2	Vlasova E.A.	Self-development is a socio-cultural process of creative, rational self-education (self-education, self-training, self-determination), and spontaneous nature-conditioned process of the individual self-realization.	The process of self-education, versatile individual self-realization process
3	Kuznetsov S. A.	Self-development is a development by their own efforts, without the influence of any external forces.	Intrapersonal development
4	Psychological dictionary	Self-development is a development, caused by the internal activity of the individual; it is a feature of the inner ability of an individual to work on himself, for growth and development.	Human internal activity
5	Rapatsevich E.S.	Self-development of an individual is the process of enrichment of the effective abilities of a person with other human personality traits, during various types of its expedient activity, which the basis of that is the disobjectification (assignment) of social experience and cultural achievements embodied in the realities involved in the process of a particular activity.	The process of enrichment of human effective abilities under the influence of the environment
6	Antsyferova L.I.	Self-development is a property of the highest level of personal development, when a person becomes the subject of the life path, which is determined by the extent of individuality and personal freedom - the freedom to discover and experience, and by their own actions to resolve the urgent contradictions, by changing the level of personal organization as a system, to change its mode of functioning.	The feature of the highest level of personal development
7	Anufrieva D.Yu.	Self-development is due to the activity of internal factors (potential opportunities of the person) and it will become more manageable if its mechanism makes the conscious regulation of one's own potential in the pedagogical activity.	The activity of internal factors



8	Selevko G.K.	Self-development is a spiritual need of such knowledge as self-affirmation, self-expression, security, self-determination, and self-actualization.	the spiritual need of knowledge
9	Maralov V.G	Self-development is a continuous process of life activity directed at its goal-setting in the activities and behavior of a person; Self-development is an individual's activity; Self-development is the level of development of self-awareness, the ability to self-knowledge.	Individual's activity
10	Tsukerman G.A.	Self-development is a conscious change, as well as a conscious desire to preserve my I-self unchanged.	Conscious change while maintaining individuality

After analyzing the positions of various scientific concepts regarding the concept of “self-development”, we consider it necessary to determine the essence of the phenomenon of “professional-personal-self-development”, identifying the main features of such concepts as: “professional self-development” and “personal self-development”.

To reveal the essence of these concepts, using the method of direct citation, we present some definitions presented in Table 2.

Table 2. Interpretation of the concept of "professional - personal self-development"

No.	Author of definition	The core concept of "professional - personal self-development"	Keywords
1	Nemov R.S.	Professional self-development is a source of business self-improvement related to the development of a complex of professionally necessary qualities in a person, including abilities and skills that are important for successful work in their chosen specialty.	The development of a complex professionally needed qualities for a person
2	Slastenin V.A.	Professional self-development is the process of integration of external professional training and internal movement, personal growth of a person	Integration of external training and internal movement
3	Klimov, EA	Professional self-development is the process of integration of external professional training and internal movement, personal growth of a person.	Integration of external training and internal movement
4	Yakusheva S.D.	Professional self-development of a person is a certain systemic organization of his psyche	Systemic organization of the psyche of a person
5	Druzhilov S.A.	Professional self-development is a systemic trait of personality (system is defined as a certain way of organizing components)	Systemic traits of personality
6	A.K. Markova	The content aspect of professional self-development is value orientation, motivational-volitional components, goal	The development of value orientations, motivational-



		setting, and self-esteem.	volitional components, goal-setting, and self-esteem.
7	L.I. Antsiferova, A.A. Derkach, V.G. Zazykin, E.F. Zeer, M.I. Kryakhtunov, L.M. Mitina, N.V. Samoukina, V.A. Slastenin	Professional self-development is an active, target-oriented activity to expand the boundaries of their professional competence under the influence of personal-significant professional aspirations and external requirements.	Expanding the boundaries of their professional competence

Having reviewed and analyzed the concepts of “professional self-development” and “personal self-development”, we concluded that these concepts are interrelated and interdependent in the professional development of the future teachers and form an integral part of their preparation.

As part of our work to clarify the essence of professional-personal self-development, we defined the concepts of personal and professional self-development, identified the main components and determined their relationship (Table 3).

Table 3 The relationship between personal and professional self-development

Components	Personal self-development	Professional self-development
Target	Self-actualization in the space of life	Self-actualization in professional activity
Tasks	The development of the cognitive sphere as the ability to understand yourself in the world. Accumulation and awareness of personal experience. Self acceptance, and based on that, emotional value-driven self-attitude.	Formation of professionally important qualities. Acquisition and improvement of professional abilities, skills, and ways of working. Ready for self-reflection in professional activities
Values	Based on a system of universal moral and ethical principles.	Based on moral and ethical principles, determining a professional activity Spiritual self-reinforcement
Motives	Achieving satisfaction with the quality of one's own life, by him/her self	Attainment of satisfaction with the level of professional skill, role, status, etc.
Self-concept	Based on an adequate and holistic view of yourself. It is positive.	Based on adequate professional self-esteem

Thus, we can talk about professional-personal development, which is the process of personality formation, aimed at the mastery of professionalism and carried out in the course of self-development of personality, professional activity, and professional interactions (16).

Pedagogical competence, as defined by N. Nikitin, is an integral professional-personal characteristic of a teacher, which is determined by his willingness and ability to perform professional-pedagogical functions in accordance with currently accepted norms and standards in society.

In the studies of professional competence conducted by A.K. Markova, S.A. Druzhilov, E.F. Zeer, O.S. Shakhmatova, V.V. Abashina, and others, the following structural components of competence are distinguished as an integrative quality of a person: cognitive, activity-oriented, operational - technological, personal, reflective, motivational (17).

The analysis of the theoretical and methodological viewpoints of scientists on the essence of the competence-based approach allowed us to define the concepts of "competence" and "competency", "professional-pedagogical competence" from the perspective of professional-personal self-development, and reveal the essential characteristics of the competency of self-development. "Competency" is a combination of professional and personal qualities, determined by the requirements of the qualifications specified in the State Compulsory Standard of Higher Education. "Competence" is acquired by an individual in the course of a certain activity and is a set of individually inherent professional qualities. "Professional-pedagogical competence" is a set of acquired professional-personal qualities, corresponding to the graduate who has gotten the specialty of "teacher".

Considering the competencies of self-development in the context of the practice-oriented approach, N.V. Polikarpova identified the following components of the competence of self-development:

1. Motivational and value-driven component. Awareness of the importance of the continuous personal development of each human, the need for their own self-development, formation of positive set of values, in response to the need to know what is self-development competence and how to work on it, the desire for self-knowledge and self-education, the ability to set goals for themselves, actualization of accountable and careful work on their inner world, systematic development of their natural abilities, self-discipline in learning, positive motivation (external and internal factors of motivation), self-criticism, self-control, and self-correction.
2. Cognitive component. Knowledge of the concepts of "competency", "self-development", "competency of self-development", the content structure of the competency of self-development (its main components are motivational-value-driven, cognitive, and activity-related), methods of diagnostics and assessment of the level of development of this competency, stages of work on self-development in the process of educational activity, and prospects for further self-mastery of the competency of self-development.
3. Activity component. Practical work on the formation of self-development competency of future teachers in the process of learning activities. These include lectures, seminars, talks, debates, preparation for a presentation at scientific conferences, training, group interviews, poster training, independent work, development, implementation of educational projects, etc.

According to the author, the presence of the mentioned types of competencies self-development is a must for any teacher, but the extent of their development depends on the



awareness of the importance of their presence in the personality, i.e., as we said earlier the process of self-development depends on the awareness of individual values and an active sense of self-search.

Thus, having considered and analyzed the concepts of "self-development" and "competence", we put forward the following definition of the desired concept. Competence of self-development is the awareness of the value and meaning in the manifestations of purposeful independent activity aimed at the acquisition of individual inherent professional qualities in the process of certain activities. According to the authors, the presence of these types of competency of self-development is mandatory for any teacher, however, the degree of their development depends largely on the awareness of the importance of their presence in the individual, i.e. as we said earlier, the process of self-development depends on the awareness of the individual values and the meaning of active independent search. Thus, having considered and analyzed the concepts of "self-development" and "competence," we put forward the following definition of the desired concept. Competencies of self-development is an awareness of value and meaning in the expressing of purposeful self-directed activity, aimed at the acquisition of individually inherent professional qualities by an individual, in the course of a certain activity.

RESULTS:

As a result of data processing, the components of self-development competence that are predominant for this group of respondents were identified. For the group of components of professional-pedagogical self-development, the following results were obtained (Diagram 1).

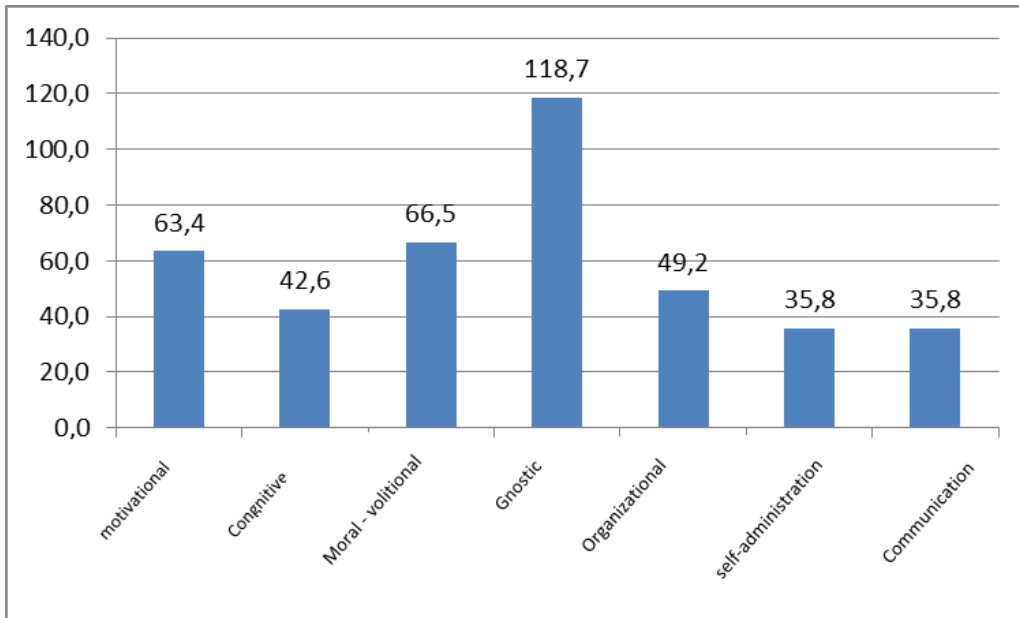


Diagram 1. Indicators of expressed components of professional-personal self-development.

According to the data of the diagnostic study, the most predominant components of the competence of professional-personal self-development are such components as:

- The Gnostic component (118,7). The highest rates on this scale are the evidence-based reason for the approval of the fact that the desire for knowledge is the predominant component for this group of respondents. Students tend to set and solve cognitive tasks; flexibility and efficiency of thinking; observation. (Diagram 2).

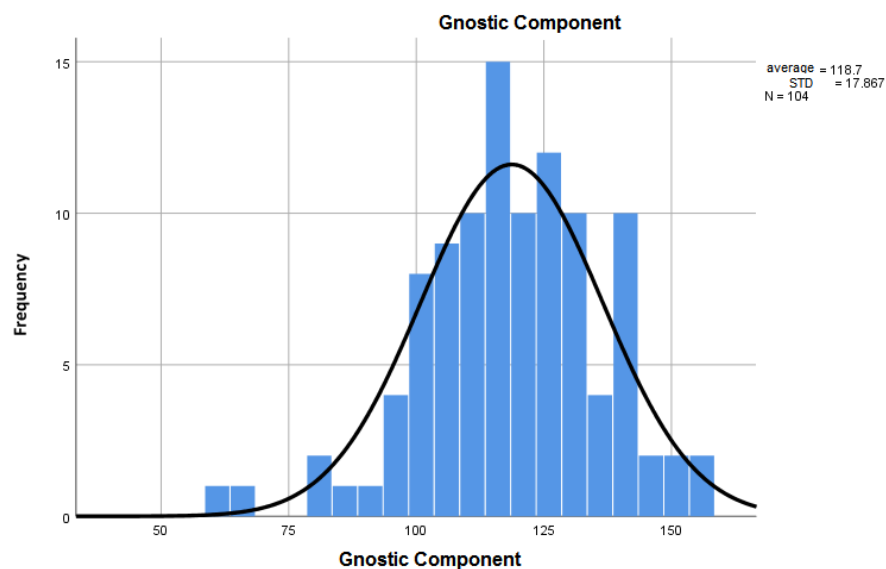


Diagram 2. The level of formation of the gnostic component

- Moral-volitional component (66.45). For this component, positive relation to the learning process was revealed; criticality; independence; purposefulness; working ability; finishing the assignments; courage, self-criticism (Diagram 3).

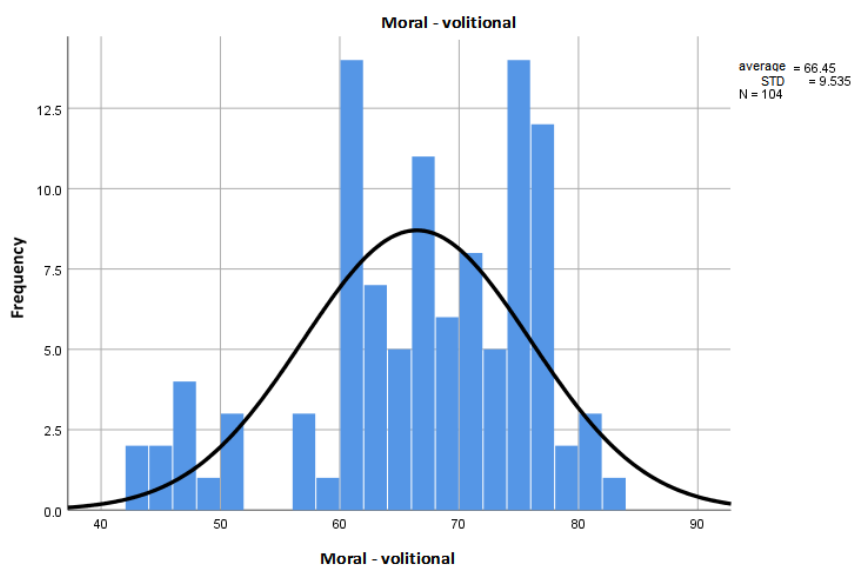


Diagram 3. The level of formation of the moral-volitional component.



- Motivational component (63,41). Awareness of the personal and social significance of continuing education in future educational activities; the presence of persistent cognitive interests in the field of pedagogy and psychology; sense of duty and responsibility; curiosity; the desire to get a high rating of their self-education activities; need for psychological and pedagogical self-education (Diagram 4).

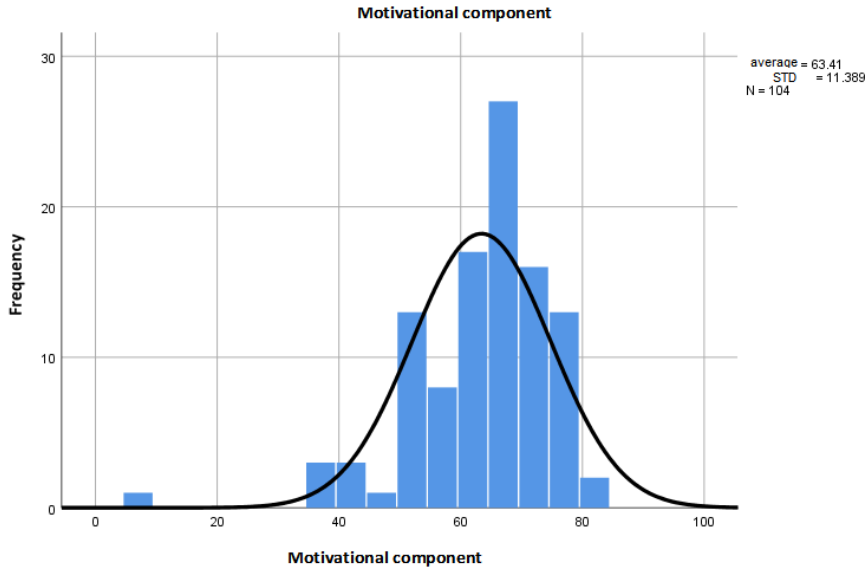


Diagram 4. Level of formation of the motivational component.

- Organizational component (49.2). Respondents tend to have the ability to plan time; ability to plan their work; the ability to rebuild the system of activity; ability to work in libraries; the ability to navigate the classification of sources; the ability to use office equipment and a bank of computer information; ability to master various techniques (Diagram 5).

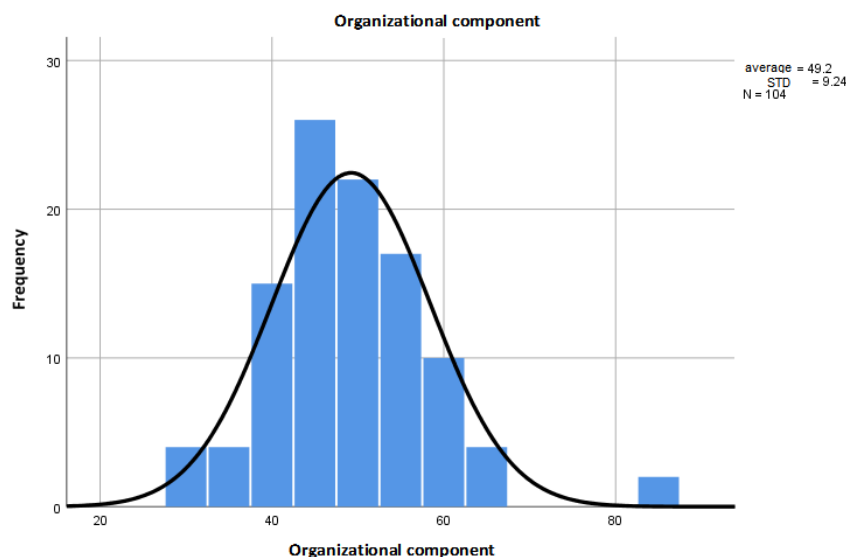


Diagram 5. Level of formation of the organizational component.

- Cognitive component (42,6). The content characteristics of this component are the following constitutes: level of general educational knowledge; level of general educational skills; level of pedagogical knowledge and skills; level of psychological knowledge and skills; level of methodological knowledge and skills; level of special knowledge (Diagram 6).

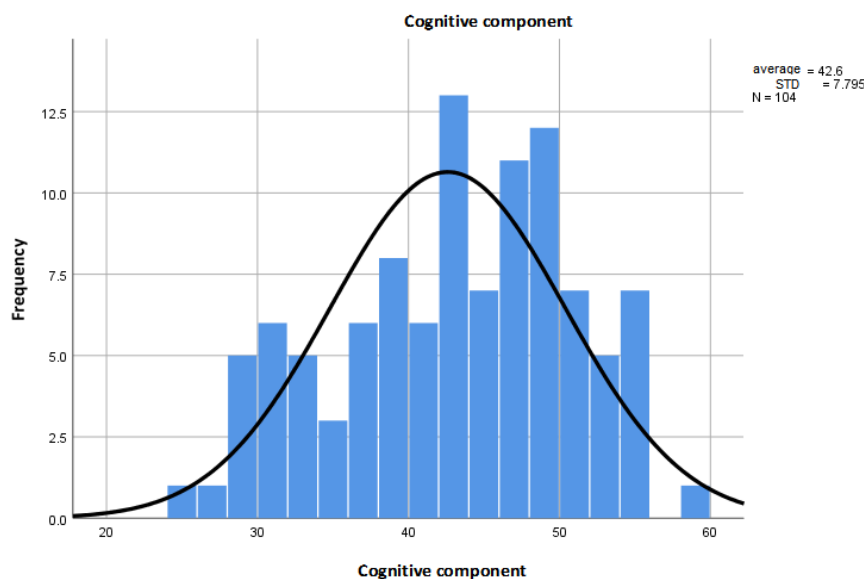


Diagram 6. Level of formation of the cognitive component.

Ability to self-administration (35,79). This component includes the Self-esteem of independence in its own activity; the ability to self-analysis and reflection; the ability to self-

organize and mobilization. Self-monitoring is important; diligence and hardworking (Diagram 7).

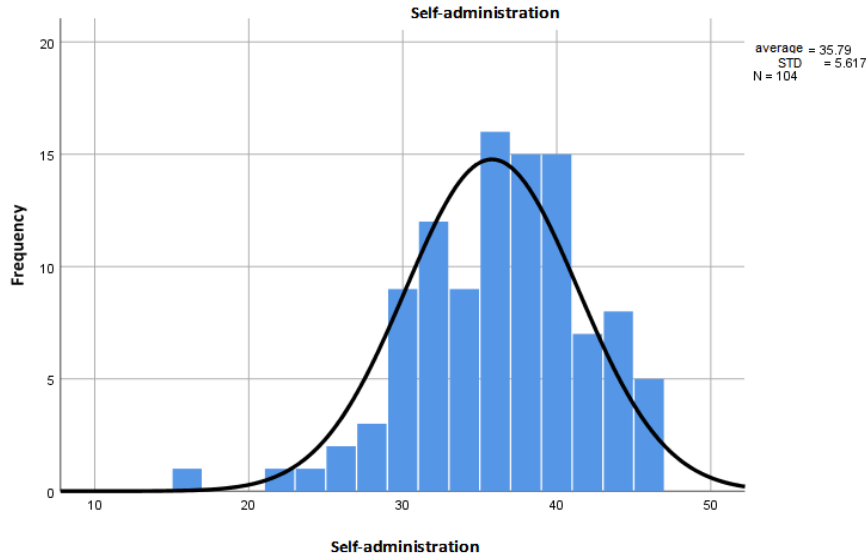


Diagram 7. Level of formation of the component self-administration ability.

- Communication skills (35,75). An important and predominant component of the competence of self-development along with the above components is the communicative component. The respondents have the ability to accumulate and use the experience of self-education activities of colleagues; the ability to cooperate and mutual assistance in professional-pedagogical self-education; ability to organize self-education activities of others; the ability to defend their point of view and convince others in the process of discussion; ability to avoid conflicts in the process of joint activity (Diagram 8).

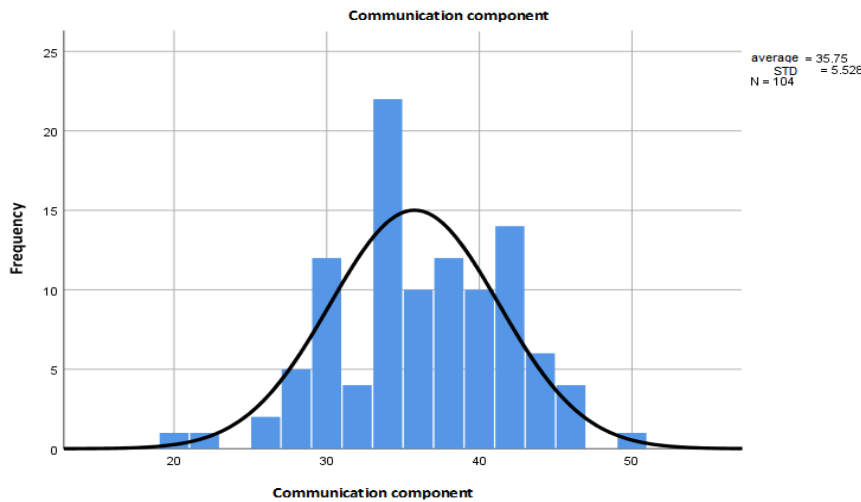


Diagram 8. The level of formation of the component of communication skills.

The second stage of the diagnostic study consisted of solving such tasks as:

- identifying the correlation dependence between the constituent components of the professional-personal self-development;
- determining the interdependence of these components and the level of professional-personal self-development;

According to the results of the mathematical processing of statistical data, the following relationships were obtained:

The motivational component (0.01) interconnected with such components as cognitive, moral-volitional, gnostic, communicative abilities;

The cognitive component (0.01) interconnected with the motivational, moral-volitional, gnostic, and communicative abilities component.

The gnostic component (0.01) is interconnected with organizational skills and communication skills. The interrelation of all components was presented. It means the presence of a motivational, cognitive, communicative abilities, organizational, self-government component, moral-volitional component are the main constituent elements of this component.

The next task of the research was to determine the interdependence and intersectionality of these components with readiness for the process of self-development and its formation. The respondents with an average level of readiness for professional-personal self-development have such main features as:

- lack of self-development skills;
- the desire to know more about themselves;
- a desire for self-improvement;
- low level of readiness for professional and personal self-development- 5.7% (6 respondents);
- lack of desire for knowledge;
- lack of self-development skills;
- low level of aspiration for self-improvement (Diagram 9).



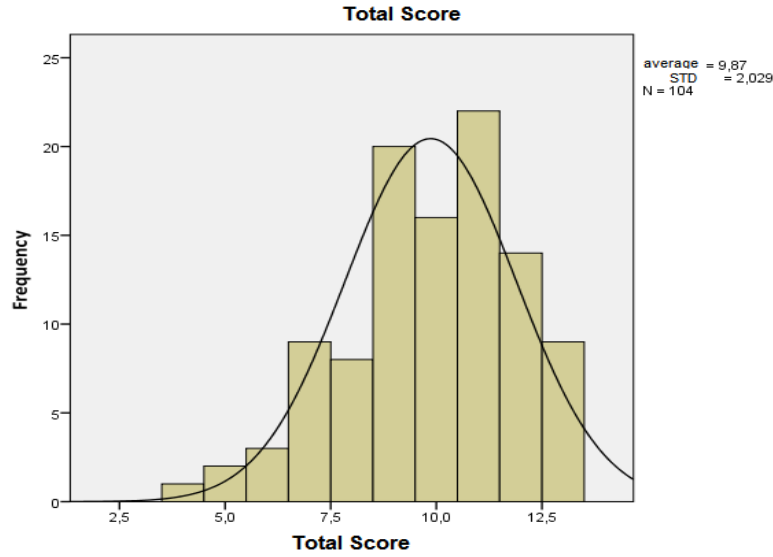


Diagram 9. The level of readiness and the formedness of professional-personal self-development.



As a result of the obtained diagnostic data with the help of the method of L.N. Berezhnova's test of "Reflection on self-development", levels of professional-personal self-development were revealed:

A high rate by this technique was received ~ 27 respondents (25.9% of the total);

The average level was observed in 51 respondents (49% of the total);

A low level was observed in 22 respondents (25.1% of the total).

As a consequence of this study, the following results were revealed:

- cognitive component, the component self-government, and the communicative component received a high dependence correlation indicator (0.01) between the level of professional -personal self-development and the components of the self-development competence.

In turn, we can affirm the followings:

- The component of the ability to self-administration is interconnected with organizational skills and communication skills. Therefore, the influence of these components can also indirectly influence the process of professional-personal self-development.
- The cognitive component is interconnected with the motivational, moral-volitional, gnostic and communicative abilities components. Therefore, the influence of these components can also indirectly influence the process of professional-personal self-development.

DISCUSSION

The study of the process of formation of professional-personal self development in the obtained results, leads to conclusions about the mechanism of the phenomenon under the study and to

the development of criteria that form the basis of the competency of self-development, which in turn can serve as a basis for further analytical and methodological work within the framework of this article, and in the course of further research work on this direction. Therein lies an important aspect of this research work.

As a result of our work, we have identified the direct relationship and interdependence of the components of the competence approach and professional-personal self-development. This aspect helped us to determine the components of the competence of self-development, hereby revealing effective corrective ways aimed at the formation of the process of professional-personal self-development. The results of the study will contribute to the cumulative knowledge in this field of study.

CONCLUSION

The data obtained in the course of the study prove the existence of the problem we are addressing and the correctness of the hypothesis. The characteristic of such a complex phenomenon, which is the formation of professional and personal self-development of a future teacher, could be given only under the condition of a comprehensive and in-depth analysis of the readiness process, as a phenomenon and process studied in interdependence and intersectionality with the components of the competency approach at its different levels. The article reveals the essence of professional-personal self-development and defines the structural components of the competency of professional-personal self-development. The results of the ascertaining experiment showed that there is no full readiness of future teachers to the process of professional-personal self-development, which makes it difficult for the full formation of professional-personal self-development.

On the basis of the correlation interdependence and intersectionality of the components of the competence approach at the level of readiness for professional-personal self-development identified by us, special conditions can be created that contribute to professional-personal self-development by defining their main directions for providing psychological and pedagogical support in the higher educational institution. Thus, the identified components of the competency of professional-personal self-development could be at the heart of it and be the main criterion in determining the level of its formation.

References

- The State Program for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019, 2018.
- Message to the people of Kazakhstan "Kazakhstan's way -2050" by the President of the Republic of Kazakhstan N.A. Nazarbayev, 2014.
- Government Decree of the Republic of Kazakhstan on the approval of the State Compulsory Standard of Higher Education dated May 13, 2016 No. 292.



Government Decree of the Republic of Kazakhstan dated July 24, 2018 No. 460 approved the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2016-2019.

Filatov, L.O. (2005). Competence-based approach to the content composition of education as a factor in the development of continuity in school and university education. Additional education. 7, 9-11.

Kuzmina N.V. (2001). Acmeological theory of improving the quality of training specialists in education / N.V. Kuzmina. – M.

Khutorskoy A. (2003). Key competencies: design technology / A.V.Khutorskoy // Public Education. 5, 55 - 61.

Maralov V.G. (2002). Fundamentals of self-knowledge and self-development: Textbook. For students of middle teacher training institutes –M.: Akademiya Publishing Center, 256.

Shiyanov E.N. (2007). Pedagogy: general theory of education: a manual for students of pedagogical educational institutions. ~ Stavropol: Iz- ACTION SKSI, p.636.

Bermus A.G. Problems and prospects for the implementation of the competence approach in education. ~ <http://www.eidos.ru/journal/2005/0910-12.htm>.

Choshanov M.A. (1996). Flexible technology of problem-modular training: Methodical manual - Moscow: National Education, P. 160.

Shadrikov V.D. Basic competencies of pedagogical activity Electronic resource. - Access mode: <http://www.nipkipro>.

Sharipova Sh. S. (2017). Professional pedagogical competence of the teacher // Young Scientist. 11, 511-514.

Abakumova V.A. (2012). Pedagogical support of the process of forming the competence of self-development among students of Secondary special educational institutions. dissertation of Candidate of Pedagogical Sciences; Department supervisor of the doctoral group of sciences, Professor Valeev A.A. P.41.

Polikarpova N.V. (2014). Actualization of the formation of the competence of students' self-development in the educational space of the university // Art and artistic education in the context of intercultural interaction: Materials of the III International Scientific and Practical Conference. Kazan, November 19, S. 257

Zhilgildinova M.Zh., Kariyev A.D., Selkebayeva A.T., Alikhankyzy G., & Turganbayeva B. Sh. (2018). The study of value-semantic orientation problem in the context of professional



and personal self-development of future teachers. *International Journal of Engineering & Technology*.

- Ramazan, B.R., Kabdulina, K.T., Kazieva, N.N., Rakisheva, G.K., & Kabulova, P.M. (2014). Improvement of students professional training quality (on materials of philosophical, legal, sociological, historical disciplines. *Life Science Journal*.
- Kariiev A.D., Selkebayeva A.T., Besbaeva G.K., Baigundinova B.I., & Kabdualieva A.G. Espacios. (2018). A Study of teacher's readiness for teaching students by methods of interactive learning as a condition for developing students'creative abilities.

