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THE INTERCONNECTION BETWEEN SELF-DEVELOPMENT AND PROFESSIONAL VALUES IN FUTURE EDUCATIONAL PSYCHOLOGISTS

Annotation. This article discusses the issues of self-development as a factor in achieving psychological values for future educational psychologists. The research methods used include literature analysis, questionnaires, testing, and statistical and analytical data analysis. The study was conducted among students of the Pedagogical Faculty in the educational program (hereinafter referred to as EP) “Pedagogy and Psychology”. It was found that most students consciously chose their future profession and consider self-development an important aspect of their professional activity, and they would like to further improve their qualifications. The degree of maturity of professional and value orientations in many future educational psychologists requires corresponding corrective work. A significant number of students show interest in their personal development. Statistical analysis confirmed the existence of a moderate correlation between the readiness of future educational psychologists for self-development and the structure of their professional-value orientations. Practical recommendations are proposed for forming a solid connection between professional values and self-development for future educational psychologists.

Keywords: self-development, professional values, future educational psychologists, diagnostics, recommendations.

Introduction

Self-development and professional values play an important role in the process of forming the professional competence of future educational psychologists. These qualities are particularly significant given the specific nature of their future profession. Today, society and the education system place high demands on the level of training of specialists in the field of educational psychologists. In this regard, it is necessary to pay special attention to studying the relationship between personal growth, the desire for self-improvement, and the formation of professional development, which should be based on key pedagogical values.

The scientific significance of the study lies in identifying the patterns that determine the importance of self-development of values that future educational psychologists choose, master, and will implement in their professional activities, and in creating a theoretical and methodological basis that expands the educational environment on this topic.

The purpose of the study is to examine the problems and prospects of the interconnection between self-development and professional values among future educational psychologists.

The research problem lies in the insufficient development of issues related to the relationship between self-development and professional values in psychological and education science, the lack of a unified approach to defining the concepts of “self-development” and “professional values,” as well as the limited empirical research on this topic. The object of the study is students of the Faculty of Education. The subject of the study is the relationship between self-development and professional values.

Materials and methods

To achieve the set goal, the following research methods are used: literature analysis; questionnaire survey; testing; statistical and analytical data analysis.

During the literature review, scientific literature related to the research topic was reviewed. A total of 20 sources, both Kazakhstani and foreign, were analyzed. The main materials were publications in scientific journals, both in the international peer-reviewed databases Scopus & Web of Science and those recommended by the Science and Higher Education Quality Assurance Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan, as well as monographs and dissertations.

Empirical research methods included a questionnaire survey, testing, and statistical and analytical analysis of the data obtained.

The questionnaire survey was conducted among students of the Faculty of Education, EP “Pedagogy and Psychology” of Alikhan Bokeikhan University.

The study involved 75 students from different years of study: 18 first-year students (24%), 21 second-year students (28%), 20 third-year students (27%), and 16 fourth-year students (21%). This coverage made it possible to examine how indicators change across different stages of training – from those who are just entering the profession to those who have already accumulated substantial practical and theoretical experience.

A comparison of results by year of study revealed a quite predictable pattern: the more advanced the year, the higher the readiness for self-development. Among third-year students, a high level of this indicator was recorded in 31% of respondents, among fourth-year students – in 38%, whereas among first-year students only 11% demonstrated this level. This is entirely understandable: professional values do not form overnight; they develop gradually through study, practice, and reflection on one’s own experience.

Regarding the type of value orientations, a mixed type was found across all years of study; however, the proportion of students with a clearly defined, “pure” type grew noticeably from year to year – from 22% among first-year students to 50% among fourth-year students. Apparently, the longer a person is immersed in a professional environment,

the more distinctly their priorities take shape and the more confidently they understand what truly matters to them.

The purpose of the survey is to determine students' opinions on the role of self-development in the formation of their professional values and ideas about the future professional work of educational psychologists. During the survey, students (75 people) answered questions from the author's questionnaire, which consisted of 4 functional parts and 12 questions.

1. Personal attitudes and motives for choosing a profession: 1) Why did you decide to study the "Pedagogy and Psychology" program?; 2) What personal qualities do you think are necessary for an educational psychologist?; 3) What is most important to you in your future professional activity?

2. Self-assessment of the level of self-development and striving for it: 4) How much time do you devote to your self-development every day (reading literature, attending courses, sports)?; 5) What forms of self-development do you prefer?; 6) Do you believe that continuous self-development is important for a successful educational psychologist?

3. Perception of professional values and their connection to self-development: 7) Which professional values are most important to you personally?; 8) Do you agree with the statement that developed professional values help to successfully cope with the duties of an educational psychologist? 9) Do you think that your personal self-development has a direct impact on the formation of professional values?

4. Practical component of self-development: 10) Would you like to acquire additional knowledge and skills beyond the compulsory curriculum? 11) In your opinion, should compulsory classes on the development of professional values be included in the curriculum? 12) How do you see your future in the profession of educational psychologist?

The test was also conducted among students:

– diagnosis of professional and value orientations of the individual (author N.A. Samoylik);

– diagnosis of readiness for self-development (according to the methodology of T.A. Ratanov & N.F. Shlyakht).

The methodology for assessing professional and value orientations is used to conduct a comprehensive analysis of the orientations obtained and allows establishing the type of value priorities that students have and how they are related to their choice of profession, the specifics of their work, and their attitude toward their future place of work. Based on the results of the assessment, three main types of professional and value orientations are identified: pure type, indicating a pronounced focus of students on specific professional values; mixed type, indicating the presence of several competing types of values that make it difficult to establish a leading focus; diffuse type, characterized by uncertainty

and amorphousness regarding professional preferences, as well as insufficient awareness of one's own professional values.

A total of 75 students participated in the testing in both areas in order to determine the relationship between self-development and professional values among future educational psychologists.

Statistical data processing was carried out to identify a possible relationship between students' readiness for self-development and the type of their professional and value orientations. For this purpose, correlation analysis methods are used, based on two characteristics:

X – type of professional value orientations (Pure = 1, Mixed = 2, Diffuse = 3);

Y – level of readiness for self-development (High = 1, Medium = 2, Low = 3).

Spearman's (ρ) correlation coefficient and Pearson's (r) correlation coefficient are used to test the hypothesis of a relationship between two variables.

The results shown in Tables 2 and 3 were used as the source data for the analysis.

Analytical data analysis allowed conclusions to be drawn based on the results of all the studies conducted.

Results and discussion

When analyzing literary sources related to the topic of this study, the main concepts, theoretical concepts, and previous empirical studies were considered.

The concept of "self-development" is defined differently by many authors. In relation to educational psychologists, the following definition can be used: a purposeful, active, and meaningful process of working to improve one's professional qualifications, aimed at achieving full self-realization in the profession and improving the quality of psychological and educational services provided to participants in the educational process [1; 2]. J. Gao notes that it is necessary to take into account that professional self-development achieves the desired results provided that it is inseparable from personal development. At the same time, it should be understood that it is not the competencies laid down by the university that will be decisive, but the ability of the individual to self-improvement, expressed in the ability to work on oneself [3].

The concept of "professional values," as R. Klassen writes, can be defined as key directions and means that serve as a support for a person in choosing, mastering, and carrying out professional activities. At the same time, they are presented as means that guarantee a person the achievement of results that are significant for themselves and for society in any professional field. The structure of professional values consists of the following elements: a general attitude toward the profession; value-based career orientations common to all; value orientations related to the narrow specifics of a particular professional activity [4].

The main aspects of professional values, as noted by J. Noonan, are: awareness of the importance of work and its contribution to the public good; a personal attitude to the performance of professional duties; motivation and internal attitudes; narrow professional value orientations associated with the specifics of professional activity [5]. E. Gumus indicates that the level of professionalism of an educational psychologist is determined primarily by their ethical competence [6].

P. Benevene revealing the hierarchy of values of a professional school psychologist, points out that during their training at a higher educational institution, future educational psychologists acquire a special perception of other people as the most important goal of their professional activity. In the process of training, qualities are formed and improved that reflect the importance of relationships with others not only for the effectiveness of professional activity, but also for the personal growth of the student themselves. Moreover, it is this attitude that develops attentiveness and the ability to easily establish contact with different people, which allows future specialists to deeply perceive the richness of human relationships and the unique character traits of the students and their parents around them [7]. K. Ainash points out the importance of developing self-development skills among educational psychologists in Kazakhstan, identifying self-development as a condition for personal and professional growth [8].

The paper presents the main theoretical approaches and concepts explaining how the process of personal self-development and the formation of professional values are interrelated. Researchers G. De Albeniz-Garrote and Y. Pi identify the following approaches: systemic, axiological (value-based), acmeological (focused on achieving professional and personal growth), synergistic, and subjective [9; 10]. These approaches provide a deeper understanding of how a person develops in the professional sphere and what values become priorities for them. For example, the systemic approach is based on the idea that professional self-development is defined as a complex system that takes into account the connection between socio-professional conditions, requirements, and individual capabilities, as well as the characteristics of their joint implementation [11; 12]. The axiological approach considers professional self-development as a category in which the main mechanisms are values, reflection, attitudes, and self-esteem. The synergistic approach defines professional self-development as the level of development of the ability to self-organize and self-manage, and the assessment of the professional and educational space. Meanwhile, the subjective approach considers a person as a subject of professional activity who is capable of creative development, striving for self-development, and constantly improving themselves in their professional activity [13; 14].

Studies examining the relationship between the process of self-development and the system of professional values in future educational psychologists are also considered. Among them, it is worth noting the work of M. Vermeulen [15], which reveals the self-

development of teachers based on materials from other psychological and pedagogical studies, and the empirical study by A. Kariiev on the formation of professionally significant values in students of a pedagogical university in the process of practice-oriented training. The areas of practice-oriented training necessary for the development of professionally significant values in students have been identified, taking into account the study of the value and meaning orientations of students at a pedagogical university [16].

A.Zh. Sapargalieva, who considers the improvement of the professional training of educational psychologists as specialists in the helping professions, points out that self-realization is a complex task with a large number of possible solutions and has a variety of opportunities and a large number of professional alternatives in modern society [17].

G. Nurkenova, in her research, emphasizes the importance of developing the professional position of future educational psychologists. She notes that although modern education, aimed at practical training and the development of students' creative potential, has so far shown poor results, it can still effectively contribute to the formation and strengthening of the professional position of future specialists [18].

Thus, it can be said that the issues addressed in the research topic have already been considered in the works of both domestic and foreign scientists [19; 20]. However, most of these works are devoted to general issues of self-development, professional formation, and value orientations of teachers. They pay relatively little attention to future educational psychologists. The existing materials provide a general overview of the topic, but they need to be clarified, systematized, and further developed.

The results of a questionnaire survey among 75 students of the Faculty of Education (EP "Pedagogy and Psychology") to determine the role of self-development in the formation of professional values of future educational psychologists are shown in Table 1.

Personal attitudes and motives for choosing a profession. The main motivation for choosing a profession is the desire to help people (52%). The remaining motives are evenly distributed, demonstrating the diversity of reasons for choosing a profession. When assessing personal qualities, empathy, responsibility, and communication skills are emphasized as important. Almost half of the students note the importance of continuous learning and the desire to learn new things. The most important aspect of future professional activity is considered to be the opportunity to influence the lives of students (56%), which is consistent with the dominant motive of helping others.

Self-assessment of the level of self-development and the desire for it. Only a small proportion of students spend enough time on their own development (about a quarter of those surveyed spend about an hour a day on it, and even fewer spend more than an hour). However, many strive for self-development despite the lack of time. The main method of self-development is reading specialized literature (60%), while slightly less than half (48%) attend webinars and master classes. Only a small proportion prefer exclusively

physical activity or volunteering. The overwhelming majority (76%) are confident in the importance of self-development for successful professional activity.

Table 1 – Results of a questionnaire survey of future educational psychologists (n = 75)

Question	Answer option	%	Question	Answer option	%
1	2	3	4	5	6
1. Personal attitudes and motives for choosing a profession			2. Self-assessment of the level of self-development and striving for it		
1	I want to help people	52	4	Less than an hour	36
	I'm interested in the profession	36		About an hour	28
	I wanted to try something new	8		A few hours	20
	I was inspired by my family	3		I try to do it regularly, but I don't have much time	16
	Other	1	5	Read literature	60
2	Empathy	68		Attend webinars and workshops	48
	Responsibility	72		Communication with colleagues	40
	Communication skills	76		Sports and health	32
	Creative thinking	48		Volunteering	24
	Self-reflection	56		New technologies	36
	Readiness for continuous learning	84		I prefer a combination of all the options	48
	Emotion control	64	6	Yes, I consider it important	76
	Everyone is equally important	24		Rather yes	16
3	The opportunity to influence the fate of students	56		I doubt	6
	Confession	16		I'm not completely sure	2
	Professional growth	44			
	Wages	8			
	Interesting job	32			
	Freedom of creativity	24			
3. Perception of professional values and their relation to self-development			4. The practical component of self-development		
7	Taking care of children	72	10	Really want to	64
	A comfortable relationship	56		Sometimes I want to, but I don't have much time	24
	Authority and respect	40		There is enough university base	8

Continuation of Table 1

1	2	3	4	5	6
	Creativity	36		Self-development is an unnecessary activity	4
	Ethical principles	64	11	Be sure to include	52
	Following the instructions	24		It is advisable to enter	36
	Responsibility to society	60		No matter	8
	Permanent profession development	76		Against the introduction	4
8	I absolutely agree	68	12	I plan to dedicate myself to the profession	56
	Partially agree	24		Try it for a while	24
	I find it difficult to answer	6		I haven't decided yet	16
	I disagree	2		I don't plan to work	4
9	Has a strong influence	56			
	Complements my beliefs	32			
	It has almost no effect	8			
	I've never thought about it	4			

Perception of professional values and their connection to self-development. The high frequency of responses such as “caring for children” (72%) and “ethical principles” (64%) emphasizes the humanistic vector of students’ views. At the same time, considerable attention is paid to the authority and respect of colleagues (40%) and constant professional changes (76%). The majority of students (68%) strongly agree that professionally developed values help them to successfully cope with their work responsibilities. More than half of the students (56%) see a close connection between personal self-development and the formation of professional values, while the rest (32%) perceive this as a supplement.

The practical component of self-development. Most students (64%) want to continue their self-development, even if they sometimes experience a lack of time (24%). Only a small percentage (8%) believe that university training will be sufficient. Many (52%) support the idea of mandatory measures to develop professional values, while just over a third (36%) are open to this possibility. More than half of students (56%) plan to pursue a career as an educational psychologist, but about a third are still unsure about their choice (24% plan to try it temporarily, 16% have not made a final decision).

Table 2 shows the results of the assessment of professional and value orientations among future educational psychologists.

Based on the data obtained, it was found that a mixed type of professional and value orientations prevails among students (42.7%), and that the majority of future educational psychologists have difficulties in forming clear professional guidelines. It is important

to note that a significant part of the respondents (37.3%) demonstrate a pure type, which means a clear commitment to their chosen professional values. The diffuse type turned out to be less common (20%), which indicates that such students have a poorly expressed professional identity and have difficulties realizing their place in their chosen profession – an educational psychologist.

Table 2 – The results of the distribution of professional and value orientations among students (n=75)

The type of professional and value orientations	Number of respondents	Percentage (% of total population)
Pure type	28	37,3
Mixed type	32	42,7
Diffuse type	15	20

The results of the diagnosis of students' readiness for self-development are shown in Table 3.

Table 3 – Results of diagnostics of the readiness of future educational psychologists for self-development (n=75)

The level of readiness for self-development	Number of students	Percentage of the total
High	18	24%
Medium	42	56%
Low	15	20%

The data obtained show that about a quarter (24%) of the students surveyed have a high level of readiness for self-development, which indicates that they have clear goals and consciously approach this process and make active efforts to improve themselves. More than half of the students (56%) have an average level of readiness, as they have individual manifestations of aspirations for self-development, but there is no stable motivation and systematic actions regarding their independent development. The remaining part or 20% of students have a low level of readiness for self-development. Such students are usually characterized by passivity and lack of interest in their own professional and personal development.

To calculate the correlation coefficient, we use Spearman's formula (pp):

$$\rho = 1 - (6\sum d_i^2) / n(n^2 - 1)$$

where d_i^2 is the rank difference between pairs of features X and Y, and n is the number of observations.

The Pearson correlation coefficient is calculated as follows:

$$\frac{\sum[(x_i - \bar{x})(y_i - \bar{y})]}{\sqrt{[\sum(x_i - \bar{x})^2 \times \sum(y_i - \bar{y})^2]}}$$

Calculated values of correlation coefficients:

$$\rho = -0.42$$

$$r = -0.38$$

The coefficients indicate a moderate negative correlation between the characteristics. The negative correlation suggests that students (future educational psychologists) with a clear type of professional-value orientation demonstrate a high level of readiness for self-development, while those with a diffuse type of professional-value orientation are more often characterized by a low level of readiness for self-development.

The result obtained is important for understanding what features of psychological and pedagogical support for students should be used in relation to supporting and forming a conscious attitude towards self-development and strengthening professional value orientations. Based on these conditions, practical recommendations have been developed regarding the prospects for the relationship between self-development and professional values among future educational psychologists.

Several studies emphasize the critical role of self-development in the formation of professional values and overall competence. For instance, Ainash found that self-development activities, including continuous learning and participation in professional development, are central to the growth of future psychologists and educators [8, p. 120-129]. This finding aligns with our study, where a significant portion of students (76%) emphasized the importance of self-development for professional success. Furthermore, the integration of self-reflection and continuous education as a core component of professional growth, as indicated by Klassen, is similarly reflected in our results, where 84% of students acknowledged the importance of lifelong learning for their future career [4, p. 259-300].

Our research found a strong connection between professional values, such as responsibility, ethics, and the desire to help others, and students' self-development efforts. These results resonate with Benevene et al. who also highlighted the role of professional values in fostering self-efficacy and motivation among teachers. The alignment between values and self-development strategies strengthens the argument that the growth of professional values directly impacts the readiness for self-development, a point also supported by Noonan, who emphasizes the intrinsic link between professional values and personal growth in educational settings [5, p. 526-537].

One of the key findings in our study is the prevalence of mixed professional and value orientations (42.7%), where students display competing or unclear value priorities. This contrasts with some findings in the literature, such as those of Gumus and Bellibas, who reported a more uniform alignment between professional values and career

aspirations among teachers in different countries [6, p. 67-94]. Our study highlights the complexity of professional identity development among educational psychologists, which may be attributed to the evolving nature of their field and the broader educational system's demands.

The correlation analysis in our study confirms the moderate inverse relationship between self-development readiness and the type of professional-value orientations. This empirical validation contributes new insights into how self-development influences professional identity in educational psychologists, providing a foundation for future interventions aimed at strengthening the professional values of students in this field.

Practical recommendations for strengthening the relationship between self-development and professional values include activities and planned results.

1. Seminars and lectures to which experts from among well-known educational psychologists and representatives of the scientific educational and psychological community are invited. They are aimed at explaining the role of self-development and continuous efforts in improving the professional qualifications of educational psychologists. It is planned to hold at least one thematic seminar every two weeks. Planned result: increasing students' awareness of the benefits of self-development and the need to develop an understanding of professional values by 20-30%.

2. Creation of a student club for self-development and professional values. Within its framework, club meetings should be held regularly, at which participants can share both successes and difficulties related to student self-development. It is recommended to hold meetings monthly and accompany them with presentations of effective individual and joint projects. Planned results: a greater number of students will turn to self-development practices in the professional field (an increase in those willing to do so by +15-20%).

3. Development of individual professional growth plans, according to which students, together with their supervisor, determine short-term and long-term goals for professional growth. A scheduled review of the implementation of the individual plan should be conducted once every six months. The result is determined by: regular adherence to self-development plans and strengthening the sense of responsibility for their professional development in more than 50% of students.

4. Use a comprehensive system at the university level to monitor self-development and assess the professional values of students who are future educational psychologists. Within this framework, an annual procedure should be carried out for both self-assessment and external expert control using tests and scales specially designed for this purpose. The monitoring system will also allow for feedback to be set up, which will enable a quick and precise response to emerging problems and the timely elimination of any imbalance between students' needs and the possibilities for satisfying them. The result will be an

increase in the accuracy of diagnosis and the timeliness of correction of the processes of forming professionally valuable qualities and needs for further self-development.

5. Organizing training sessions on developing emotional intelligence and managing one's own emotions, teaching future students to understand and support each other. Expected result: future educational psychologists will be able to cope more effectively with stressful situations and maintain a positive attitude in their future professional activities.

6. Organizing work on self-esteem and self-confidence in order to help students realize their strengths and virtues and believe in their strengths and capabilities. Expected result: improved confidence and internal motivation for self-development and professional growth.

7. Conducting interactive games and case studies based on business games and analysis of situations close to real professional activities to develop practical skills and strengthen confidence in decision-making. Expected outcome: students will understand the areas in which they need to develop and the skills they need to improve, especially goal setting and the rational allocation of energy and resources.

8. Training employees and teachers of pedagogical universities to promote the development of the relationship between self-development and professional values in students. Specialists and teachers of universities involved in the education of future pedagogical psychologists must be proficient in the use of the latest techniques and methods that support the realization of students' potential. At the university level, it is also necessary to move toward regular monitoring of the professional development of teaching staff, which will ensure an adequate response to the changing demands of society and the educational sphere. The result defines the conditions under which teaching staff must be effectively prepared to create an optimal balance between formal education and independent student growth.

According to the survey, most of the students picked their future career on purpose, driven by their desire to help others and their interest in the job itself. They really value qualities like responsibility, willingness to learn, and emotional self-control. The vast majority of students consider self-development to be an important aspect of their professional activity and would like to further improve their qualifications beyond the compulsory university subjects. Most future educational psychologists noted that there is a significant connection between personal development and the formation of professional values.

During the diagnosis of professional value orientations among students, it was found that the degree of maturity of professional value orientations in many future educational psychologists requires appropriate corrective work, which should be aimed at

strengthening the positive aspects of students' perception of the profession of educational psychologist.

The results of the self-development assessment show that although a significant proportion of students (24%) are interested in their own development, the majority (56%) need support and guidance in the form of additional training, consultations, and projects that contribute to the formation of a conscious attitude toward self-development among future educational psychologists.

Statistical analysis confirmed the existence of a moderate inverse relationship between the readiness of future educational psychologists for self-development and the structure of their professional and value orientations.

Consequently, the assumption about the interconnection of the two characteristics under study was confirmed.

It should be noted that the implementation of the proposed recommendations is expected to have the following overall effect:

- graduates of higher education institutions in pedagogy and psychology will gain a clear understanding of the relationship between self-development and professional values and learn to harmoniously integrate both components into their daily lives and professional activities;

- the knowledge and skills acquired will enable future educational psychologists to adapt more quickly to the working environment, achieve greater recognition, and ensure high-quality performance of their duties, which will reduce the risks of professional deformation and increase job satisfaction.

After the completion of this study, the following areas for further research are proposed: a detailed study of the mechanisms of the relationship between self-development and professional values; conducting a diagnosis of the sustainable development of professional values among students; conducting a regional or international comparison of the relationship between self-development and professional values; evaluate the effectiveness of existing training and self-development programs for future educational psychologists. Thus, the recommended areas will expand scientific knowledge and provide a deeper understanding of the nature of the relationship between self-development and professional values, and develop effective mechanisms to support future educational psychologists.

Conclusion

During the study devoted to the interrelationship between self-development and professional values of future educational psychologists, the set goals were achieved and the planned tasks were completed.

According to the survey data, most students chose their profession consciously, guided by a desire to help others and an interest in the profession. The main personal qualities they named were responsibility, willingness to learn, and emotional self-control.

Most students associate the importance of self-development with the successful performance of professional functions and strive for additional opportunities for professional development. The data obtained confirmed the existence of a significant connection between personal development and the formation of professional values in future educational psychologists.

The results of the assessment showed that the structure of professional value orientations in a number of students requires additional work on the formation and strengthening of professional values.

There is a moderate inverse relationship between readiness for self-development and the structure of professional value orientations, which confirms the previously put forward hypothesis.

For further study, we recommend: a detailed study of the mechanisms of the relationship between self-development and professional values; an assessment of the effectiveness of current training programs for educational psychologists; and an international and regional comparison of the relationship between self-development and professional values.

Contribution of the authors:

A.T. Zholdybekova – the first author acted as the lead researcher of the project, conceptualizing the research and developing its methodological framework. She defined the research problem, formulated the goal, objectives, and hypothesis of the work, and justified the relevance and scientific significance of the topic. A.T. Zholdybekova conducted an in-depth analysis of the scientific literature. As part of her literature review, she examined the main concepts of self-development and professional values and analyzed theoretical approaches to the study of this issue, including systemic, axiological, acmeological, synergistic, and subject-oriented approaches. A.T. Zholdybekova developed an author's questionnaire consisting of four functional blocks and 12 questions aimed at identifying students' personal attitudes, their motivation for choosing a profession, self-assessment of their level of self-development, and perception of professional values. She organized and coordinated the procedure for collecting empirical data among 75 students of the Faculty of Education of the educational program "Pedagogy and Psychology." A.T. Zholdybekova performed statistical processing of the data obtained using Spearman's and Pearson's correlation analysis methods, which revealed a moderately strong inverse relationship between the readiness for self-development and the type of professional value orientations of future specialists. In addition, she interpreted the results of the correlation analysis and formulated the main conclusions of the study.

G.T. Ayupova – the second author provided scientific guidance and methodological support for the study at all stages. She carried out an expert assessment of the theoretical basis of the study, including a critical analysis of the main approaches to the study of professional self-development and value orientations in psychological and pedagogical science. G.T. Ayupova participated in the development of research tools, ensuring the validity and reliability of the methods used. She

interpreted the results of the empirical study from the perspective of modern psychological and pedagogical theories and concepts of professional competence formation. G.T. Ayupova made a significant contribution to the section "Discussion of Results," comparing the data obtained with the results of international studies. G.T. Ayupova developed the theoretical basis for practical recommendations on strengthening the relationship between professional values and the self-development of future specialists, ensuring their compliance with the modern requirements of pedagogical science and practice.

A.E. Mauenova – the third author carried out the practical implementation of research procedures and analytical processing of the data obtained. She organized the logistics of the empirical study, including coordinating interaction with respondents, ensuring conditions for conducting questionnaires and testing, and systematizing primary data. A.E. Mauenova conducted a detailed analysis of the questionnaire results presented in tabular form, identifying key trends in students' personal attitudes, their motivation for choosing a profession, self-assessment of their level of self-development, and perception of professional values. A.E. Mauenova actively participated in the development of a set of practical recommendations to strengthen the relationship between professional values and the self-development of future teacher-psychologists. In particular, she worked out in detail eight areas of practical activities, including the organization of seminars and lectures with invited experts, the creation of a student club for self-development and professional values, the development of individual professional growth plans, the introduction of a comprehensive monitoring system at the university level, the conduct of training sessions on the development of emotional intelligence, the organization of work on self-assessment and self-confidence, the conduct of interactive games and case studies, as well as the training of teachers at pedagogical universities. For each area, A.E. Mauenova defined the planned results and expected effects, which ensured the practical significance of the research. In addition, she structured and formatted the research materials in accordance with the requirements for scientific publications, including the preparation of tables, systematization of the list of references, and formatting of abstracts in three languages.

List of used literature

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Болашақ педагог-психологтерінің өзін-өзі дамыту мен кәсіби құндылықтар арасындағы байланыс

Аннотация. Бұл мақала болашақ педагог-психологтер үшін психологиялық құндылықтарға жету факторы ретінде өзін-өзі дамыту мәселелерін талқылайды. Зерттеу әдістеріне әдеби шолу, сауалнамалар, тестілеу және статистикалық-аналитикалық деректерді талдау кіреді, бұл алынған нәтижелердің ғылыми негізділігі мен сенімділігін қамтамасыз етеді.

Зерттеу педагогикалық факультеттің «Педагогика және психология» білім беру бағдарламасының (әрі қарай – ББ) студенттері арасында жүргізілді. Зерттеу нәтижесінде студенттердің көпшілігі болашақ мамандықтарын саналы түрде таңдап, өзін-өзі дамытуды кәсіби қызметінің маңызды аспектісі деп есептейтіні және біліктілігін одан әрі арттырғысы келетіні анықталды. Сонымен қатар кәсіби өзіндік сананың қалыптасу деңгейінде бірқатар қайшылықтардың бар екені байқалды.

Көптеген болашақ педагог-психологтерінің кәсіби және құндылық бағдарларының жетілгендік деңгейі тиісті түзету жұмыстарын қажет етеді. Студенттердің едәуір бөлігі өздерінің

жеке дамуына қызығушылық танытады. Статистикалық талдау болашақ педагог-психологтерінің өзін-өзі дамытуға дайындығы мен олардың кәсіби-құндылық бағдарларының құрылымы арасындағы орташа деңгейдегі мықты корреляцияның бар екенін растады. Болашақ педагог-психологтері үшін кәсіби құндылықтар мен өзін-өзі дамыту арасындағы берік байланысты қалыптастыруға бағытталған практикалық ұсыныстар мен педагогикалық шарттар ұсынылады.

Кілтті сөздер: өзін-өзі дамыту, кәсіби құндылықта, болашақ педагог-психологтер, диагностика, ұсыныстар.

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Взаимосвязь между саморазвитием и профессиональными ценностями у будущих педагогов-психологов

Аннотация. В статье рассматриваются проблемы саморазвития будущих педагогов-психологов как значимого фактора достижения психологических ценностей и профессиональной самореализации. В качестве методов исследования использованы анализ и обобщение научной литературы, анкетирование, психодиагностическое тестирование, а также статистико-аналитическая обработка эмпирических данных, что обеспечивает достоверность и научную обоснованность полученных результатов.

Эмпирическое исследование проведено среди студентов педагогического факультета, обучающихся по образовательной программе «Педагогика и психология» (далее – ОП). Установлено, что большинство респондентов осознанно выбирают будущую профессию, рассматривают саморазвитие как неотъемлемую составляющую профессиональной деятельности и проявляют устойчивую мотивацию к дальнейшему повышению уровня своей квалификации. Вместе с тем выявлены определённые противоречия в степени сформированности профессионального самосознания.

Результаты исследования свидетельствуют о том, что уровень зрелости профессионально-ценностных ориентаций значительной части будущих педагогов-психологов требует целенаправленной коррекционно-развивающей работы. Существенная доля студентов демонстрирует выраженный интерес к личностному росту и профессиональному совершенствованию. Статистический анализ подтвердил наличие выраженной корреляционной связи среднего уровня между готовностью к саморазвитию и структурой профессионально-ценностных ориентаций будущих педагогов-психологов. В статье представлены практические рекомендации и педагогические условия, направленные на формирование устойчивой взаимосвязи между профессиональными ценностями и процессами саморазвития.

Ключевые слова: саморазвитие, профессиональные ценности, будущие психологи-педагоги, диагностика, рекомендации.

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