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Integrating Professional and Personal Growth through the Competence-Based Approach

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Abstract

This article examines key aspects of personal and professional development within the framework of the competence-based approach. As the pace of change accelerates, the demand for well-trained pedagogical professionals in higher education continues to rise. Educational institutions are increasingly creating focused, and structured environments that enhance students' readiness for both professional and personal self-growth. This program emphasizes the importance of equipping future educators not only with the ability to apply the skills, knowledge, and expertise in dynamic conditions but also with the capacity to reflect on the values of their profession, embrace its core principles, and commit to continuous self-improvement. The study's findings identify key components of self-development competencies, which are crucial in fostering the professional and personal growth of future educators.

Keywords: Professional-Personal Self-Development, Self-Development, Competence, Self-Development Competencies.

Introduction

The personal and professional self-development of future educators is a key topic in contemporary pedagogical and psychological theories, addressed from various perspectives. A review of existing literature reveals that the process of personal and professional self-development for future teachers is an ongoing concern in pedagogical science. While numerous studies focus on different aspects of its nature, form, and application methods, the integration of external professional training with personal growth in the preparation of future teachers remains underexplored in higher educational programs [1-4].

The research highlights a significant gap: the need to prepare future teachers for personal and professional self-development in alignment with the evolving demands of society, contrasted with the current state of training [5, 6]. This underscores the central issue of our study, which is to provide a scientifically grounded assessment of the practical and theoretical training content required for fostering professional-personal self-development within the framework of the competence approach [7-11].

This study aims to explore the theoretical and methodological aspects of professional-personal self-development through the lens of the competence approach. The importance of this research lies in the development of a comprehensive theoretical

framework, the selection of appropriate diagnostic tools, and the formulation of recommendations for enhancing the self-development competencies of future teachers.

Methods

The research was conducted at L.N. Gumilyov Eurasian National University in Astana and Shakarim State University in Semey, with participants comprising 104 students from first to fourth-year pedagogical courses. The following diagnostic tools were used:

G.M. Kodjaspirova's "Self-Assessment Map for Self-Education Activities" Questionnaire

T.A. Ratanova and N.F. Shlyakhta's "Willingness for Self-Development" Self-Test

Statistical Analysis Using Pearson's Correlation and SPSS: To analyze the relationship between components of personal and professional self-development and the level of self-development readiness.

The G.M. Kodjaspirova questionnaire was designed to assess key competence components that contribute to self-development in pedagogy students. It consisted of 58 statements divided into 7 categories, each reflecting crucial elements of professional-pedagogical self-development. Students rated these on a 9-point scale.

The "Readiness for Self-Development" self-test, developed by T.A. Ratanova and N.F. Shlyakhta includes 14 statements with binary responses (positive or negative). This test evaluates the student's readiness for self-development in their professional pedagogical practice, focusing on self-assessment and self-realization in professional activities.

The "Reflection on Self-Development" Test by L.N. Berezhnova consists of 18 questions, with three possible answers for each. This tool is used to measure the students' willingness for self-development and their evaluation of the potential for professional self-realization.

The data collected was processed using Pearson's correlation analysis and SPSS. This allowed for the identification of key components of professional-personal self-development, the ranking of these components based on statistical averages, and an exploration of the relationship between the components and the overall level of readiness for self-development.

The study also reviewed various researchers' definitions of "self-development" and established the essential characteristics and features of this phenomenon (see **Table 1**).

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

No.	Author	The core concept of "self-development"	Keywords
1	Gubsky E. F.	Self-development is the process driven by internal forces, independent of external influences; it involves self-movement that arises from internal contradictions.	Development, self-movement, internal contradiction
2	Vlasova E.A.	Self-development is a socio-cultural, creative process of self-education, self-training, and self-determination, influenced by spontaneous, nature-driven personal growth.	Self-education, individual self-realization
3	Kuznetsov S. A.	Self-development refers to growth achieved through personal effort, without external influence.	Intrapersonal growth
4	Psychological Dictionary	Self-development is driven by internal personal activity; it reflects an individual's ability to work on themselves for personal growth and progress.	Internal activity, personal growth
5	Rapatsevich E.S.	Self-development is the process where an individual enhances their abilities by integrating social and cultural experiences through various purposeful activities.	Enrichment of abilities, social experience
6	Antsyferova L.I.	Self-development represents the highest level of personal growth, where an individual takes control of their life path, resolving contradictions and transforming personal organization.	Highest level of development, personal freedom
7	Anufrieva D.Yu.	Self-development arises from internal factors (personal potential), becoming more manageable through conscious regulation of one's potential in pedagogical activities.	Internal factors, self-regulation in pedagogy
8	Selevko G.K.	Self-development is the spiritual need for self-affirmation, self-expression, security, self-determination, and self-actualization.	Spiritual need, self-affirmation
9	Maralov V.G.	Self-development is a continuous, purposeful activity directed toward goal-setting, self-awareness, and self-knowledge.	Individual activity, self-awareness, self-knowledge
10	Tsukerman G.A.	Self-development involves conscious change, alongside a conscious desire to maintain one's core identity.	Conscious change, maintaining individuality

After examining various scientific perspectives on the concept of "self-development," we find it essential to define the core nature of the phenomenon of "professional-personal self-development" by identifying key characteristics of related concepts such as "professional self-development" and "personal self-development." To clarify these concepts, we present several definitions in **Table 2** through direct citation.

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 the process of enhancing business skills through the development of a set of essential professional qualities, including abilities and skills crucial for success in one's chosen field.	Development of essential professional qualities
2	Slastenin V.A.	Professional self-development involves integrating external professional training with internal personal growth.	Integration of external training and internal growth
3	Klimov E.A.	Professional self-development is a process that combines external professional training with internal personal growth.	Integration of external training and internal growth
4	Yakusheva S.D.	Professional self-development refers to the systematic organization of a person's psyche.	Systematic organization of the psyche
5	Druzhilov S.A.	Professional self-development is a systemic trait of personality, where the system refers to the organized structure of various components.	Systemic traits of personality
6	A.K. Markova	The content of professional self-development includes value orientation, motivation, goal-setting, and self-esteem.	Value orientation, motivation, goal-setting, self-esteem
7	Antsiferova L.I., Derkach A.A., Zazykin V.G., Zeer E.F., Kryakhtunov M.I., Mitina L.M., Samoukina N.V., Slastenin V.A.	Professional self-development is an active, goal-directed effort to expand professional competence, influenced by significant personal professional aspirations and external demands.	Expanding professional competence

After examining and analyzing the concepts of "professional self-development" and "personal self-development," we know that the concepts are interconnected and mutually influential in the professional growth of future teachers, forming an essential part of their overall preparation.

In our study, to further understand the essence of personal-professional self-development, we have defined the concepts of professional and personal self-development, identified their key components, and established the relationship between them (see **Table 3**).

Table 3. The relationship between personal and professional self-development

Components	Personal self-development	Professional self-development
Target	Self-actualization in life's broader context	Self-actualization within the scope of professional activity
Tasks	Developing the cognitive sphere to understand oneself in the world, accumulating and reflecting on personal experiences, self-acceptance, and emotional self-regard.	Developing essential professional traits, acquiring and refining professional skills, and readiness for self-reflection in professional work.
Values	Grounded in universal moral and ethical principles.	Grounded in moral and ethical principles that shape professional actions.
Motives	Gaining satisfaction from the quality of one's personal life.	Achieving satisfaction with professional abilities, role, and status.
Self-concept	Based on an accurate and integrated self-view, with a positive outlook.	Based on a realistic and positive professional self-assessment.

Professional-personal development refers to the process of forming one's personality with the aim of mastering professional skills. This development occurs through the process of self-growth, professional activity, and professional interactions [16]. Pedagogical competence, as outlined by N. Nikitin, is a comprehensive professional and personal characteristic of a teacher. It reflects their readiness and ability to perform pedagogical tasks according to the norms and standards accepted in society.

Research on professional competence has identified various structural components of competence, which are seen as an integrative quality of an individual. These components include cognitive, activity-oriented, operational-technological, personal, reflective, and motivational traits [12-18].

By analyzing different theoretical and methodological perspectives on the competence-based approach, we were able to define the terms "competence," "competency," and "professional-pedagogical competence" in the context of professional-personal self-development. The concept of competency refers to a combination of personal and professional traits shaped by the qualification requirements in the State Compulsory Standard of Higher Education. "Competence" refers to skills acquired by an individual through experience and activities, representing a set of professional qualities inherent to that person. Meanwhile, "professional-pedagogical competence" refers to a set of acquired professional and personal qualities specific to a graduate of a teacher training program.

N.V. Polikarpova, in the context of the practice-oriented approach, outlined several key components of self-development competence:

Motivational and value-driven component: This includes understanding the significance of ongoing personal development, the necessity for self-improvement, forming positive values, recognizing the concept of self-development competence, and developing a desire for self-knowledge and self-education. It also involves goal setting, personal growth, systematic development of abilities, and maintaining self-discipline and positive motivation, both internal and external.

Cognitive component: This entails an understanding of core concepts such as "competency," "self-development," and "self-development competency." It also includes knowledge of the structure of self-development competency, which consists of motivational-value-driven, cognitive, and activity-related components. This component emphasizes methods for diagnosing and assessing self-development levels, the stages of personal growth within educational settings, and the potential for further development.

Activity component: This involves practical efforts to develop self-development competencies in future educators through their academic activities. These can include lectures, seminars, discussions, conference preparations, group projects, and independent work.

According to Polikarpova, the presence of these competencies is critical for any teacher. However, the degree of their development depends largely on an individual's awareness of their importance, as the process of self-development is directly linked to one's awareness of personal values and the active pursuit of personal growth.

After examining and analyzing the concepts of "competence self-development," we propose the following definition of the concept. The competence of self-development refers to the recognition of the value and significance of purposeful, independent actions aimed at acquiring professional qualities inherent to the individual during specific activities. According to the authors, possessing these self-development competencies is essential for every teacher. Even though the degree to which these competencies are developed largely depends on the individual's awareness of their importance. As mentioned earlier, the self-development process is influenced by the individual's understanding of their values and the purpose of actively seeking growth.

Results

Through the analysis of the data, the predominant components of self-development competence for this group of respondents were identified. For the professional-pedagogical self-development components, the following results were obtained (**Figure 1**).
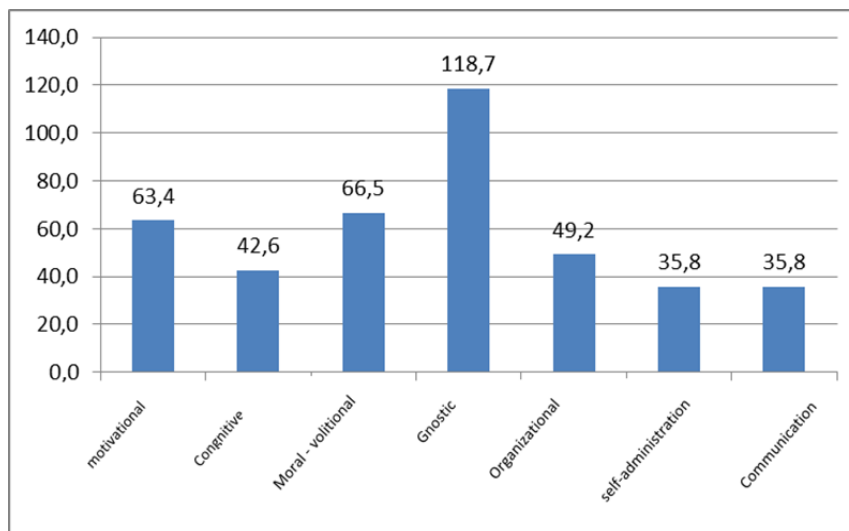

Figure 1. Indicators of expressed components of professional-personal self-development.

According to the diagnostic study, the most prominent components of professional-personal self-development competence are as follows:

• The gnostic component (118.7): The high scores on this scale highlight that the drive to acquire knowledge is the most significant factor for this group. The respondents exhibit a strong tendency to set and solve intellectual challenges, demonstrate adaptability and quick thinking, and exhibit keen observational skills (**Figure 2**).
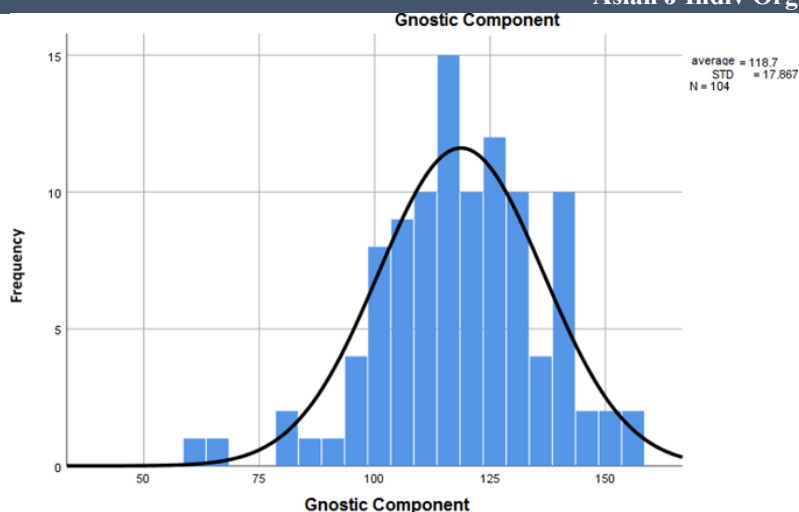
Figure 2. The level of formation of the gnostic component

• Moral-volitional component (66.45): This component shows a positive attitude toward the learning process, along with traits such as critical thinking, independence, goal orientation, work ethic, completion of tasks, courage, and self-reflection (**Figure 3**).
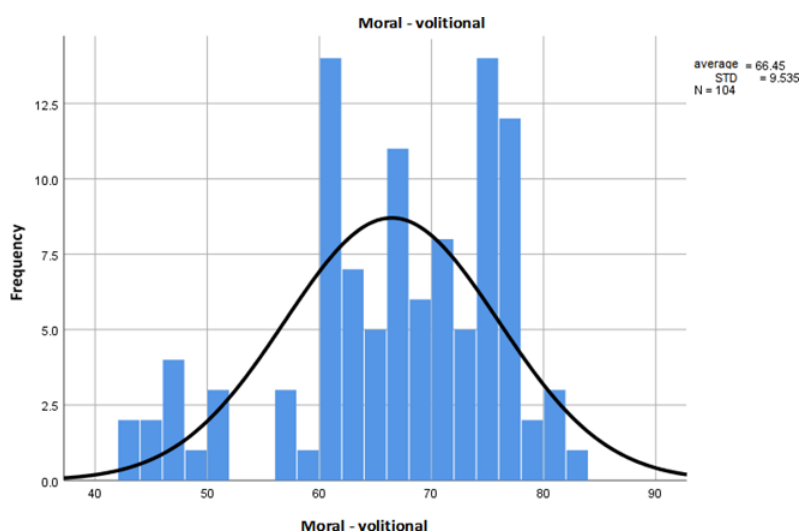

Figure 3. The level of formation of the moral-volitional component.

• Motivational component (63.41): This component reflects the recognition of the personal and societal importance of lifelong learning in future educational careers. It includes a strong interest in pedagogy and psychology, a sense of responsibility and duty, curiosity, the desire for high evaluation of self-education efforts, and the need for psychological and pedagogical self-improvement (**Figure 4**).
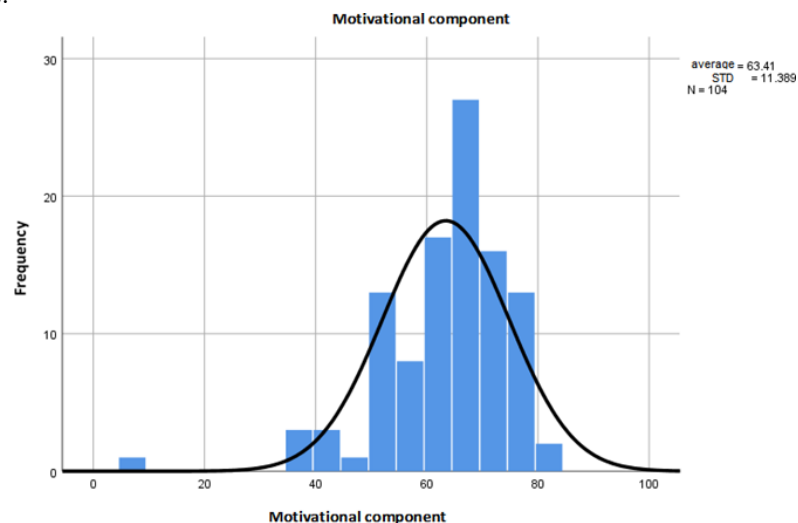

Figure 4. Level of formation of the motivational component.

• Organizational component (49.2): This component highlights the respondents' ability to manage their time effectively, plan their work, reorganize their activities, use library resources, navigate source classification systems, operate office equipment and computer databases, and master various techniques (**Figure 5**).
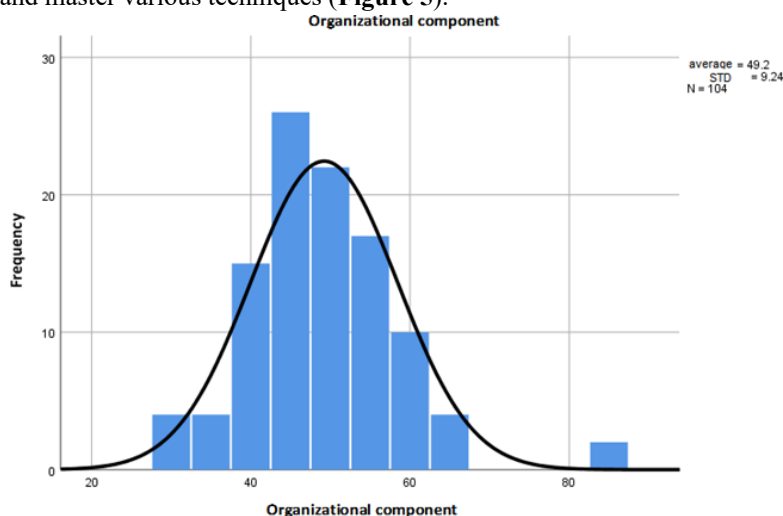

Figure 5. Level of formation of the organizational component.

• Cognitive component (42.6): This component includes several key characteristics, such as the overall level of general education knowledge, general educational skills, pedagogical knowledge and skills, psychological knowledge and skills, methodological knowledge and skills, and specialized knowledge (**Figure 6**).
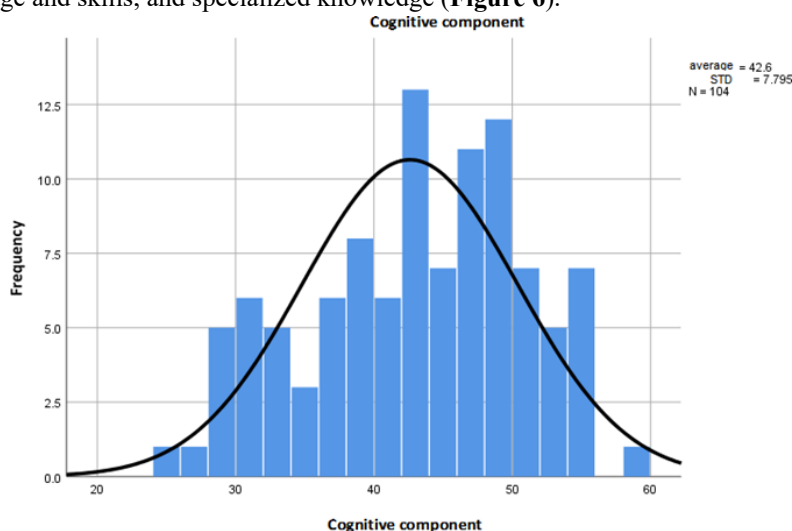

Figure 6. Level of formation of the cognitive component.

• Self-administration ability (35.79): This component includes self-assessment of independence in one's activities, the capacity for self-analysis and reflection, self-organization and mobilization, as well as the importance of self-monitoring, diligence, and hard work (**Figure 7**).
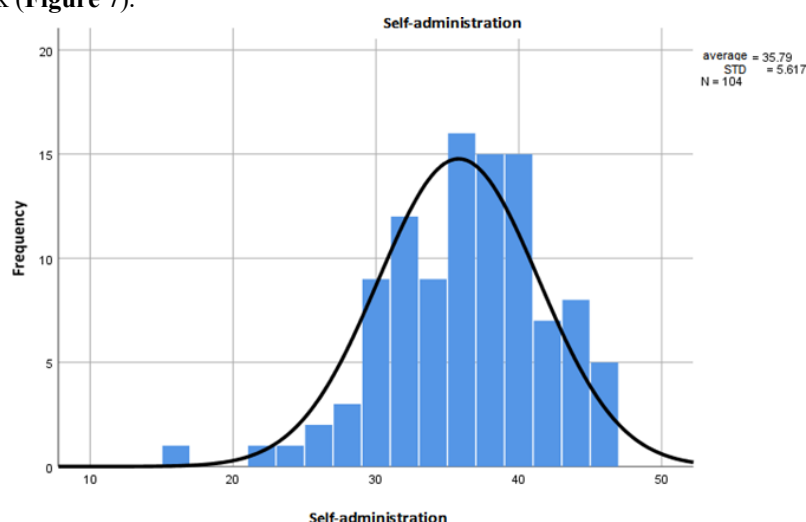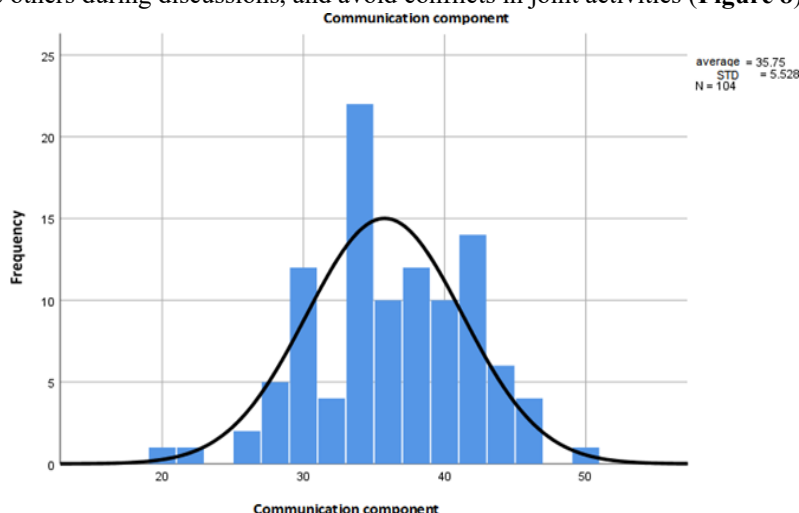
Figure 7. Level of formation of the component self-administration ability.

• Communication skills (35.75): An essential and dominant component of self-development competence is the communicative aspect. The respondents demonstrate the ability to gather and apply the self-education experiences of colleagues, collaborate and assist one another in professional-pedagogical self-education, organize self-education activities for others, defend their viewpoints and persuade others during discussions, and avoid conflicts in joint activities (**Figure 8**).

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

The second phase of the diagnostic study focused on several objectives, including analyzing the correlation between the different components of professional-personal self-development and determining how these components interact with the overall level of self-development. Through statistical analysis, several key relationships were uncovered. For instance, the motivational component showed a significant correlation with cognitive, moral-volitional, gnostic, and communication-related abilities. Similarly, the cognitive component was found to be interconnected with the motivational, moral-volitional, gnostic, and communication components as well. The gnostic component, in turn, demonstrated a connection with both organizational skills and communication abilities. These findings suggest that the various components of self-development—motivational, cognitive, communicative, organizational, self-regulation, and moral-volitional—are deeply interrelated and work together to shape professional-personal self-development.

Another important aspect of the study was to assess how these components influenced participants' readiness for self-development and their overall development process. The results revealed that respondents with an average level of readiness for professional-personal self-development typically displayed several traits. These included a lack of developed self-development skills and an interest in gaining a deeper understanding of themselves. Additionally, these individuals showed a desire for self-improvement but exhibited a low overall level of readiness for both professional and personal growth. Specifically, 5.7% of the respondents (6 individuals) fell into this category, showing minimal interest in acquiring new knowledge and lacking self-development skills. Moreover, their motivation for personal growth was noticeably low, indicating a need for greater awareness and a desire for knowledge and improvement in this area (**Figure 9**).
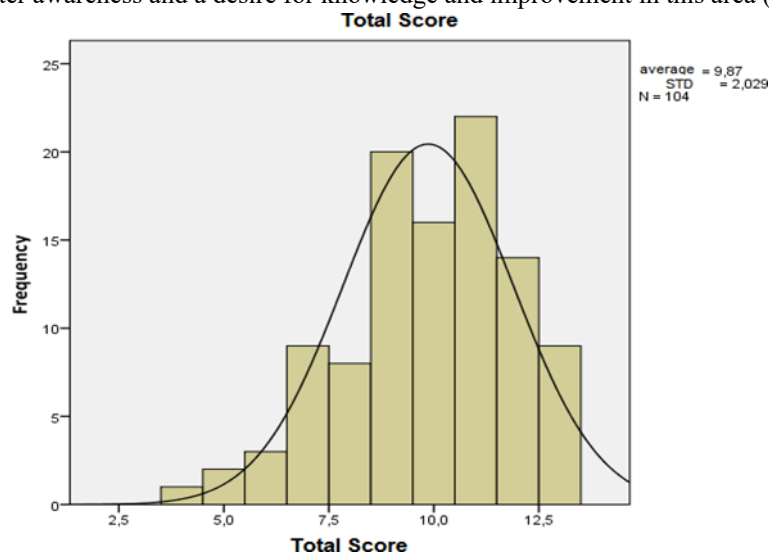
Figure 9. The level of readiness and the formedness of professional-personal self-development.

In the course of the diagnostic study, the levels of professional-personal self-development were assessed using L.N. Berezhnova's "Reflection on Self-Development" test. The results revealed the following distribution among the respondents: 27 individuals (25.9% of the total sample) achieved a high level of self-development, 51 individuals (49%) exhibited an average level, and 22 individuals (25.1%) showed a low level. From the findings, it became clear that the cognitive component, self-regulation, and communicative skills exhibited significant correlation coefficients of 0.01. This suggests that these components are deeply intertwined with the overall process of professional-personal self-development.

Additionally, the study found that the self-regulation component was linked to organizational and communicative skills, indicating that these factors indirectly contribute to the development of professional-personal self-development. Similarly, the cognitive component correlated with motivation, moral-volitional traits, gnostic abilities, and communication skills, highlighting the mutual influence of these components on self-development.

Discussion

The investigation of professional-personal self-development and the components influencing it has led to significant insights into the mechanisms behind this process. These findings form the basis for further analytical work and the development of methodologies to support self-development. A crucial conclusion drawn from the study is the identification of the interrelationship between various components of the competence approach and professional-personal self-development. Understanding this relationship allows for the formulation of corrective strategies aimed at enhancing the process of self-development among future educators. The study's results significantly contribute to the expanding knowledge in this area, which is vital for improving teacher education.

Conclusion

The results obtained through this study validate both the existence of the problem and the accuracy of the initial hypothesis. To fully understand the formation of professional-personal self-development in future teachers, a thorough analysis of their readiness to engage in this process is required. This involves studying how readiness interacts with various components of the competency approach at different levels. The article clarifies the essence of professional-personal self-development and identifies the key structural components of self-development competence.

The findings from the diagnostic experiment indicate that future teachers are not entirely ready for professional-personal self-development, which hampers their ability to fully engage in this process. By analyzing the correlation and interdependence between components of the competence approach, specific conditions can be created to foster professional-personal self-development. These conditions will guide psychological and pedagogical support in higher education institutions. Ultimately, the identified components of the competency of professional-personal self-development can serve as essential criteria for evaluating the level of readiness for this process.

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