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## Priorities of professional development preparation of future social educators

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**Abstract.** In modern conditions, when highly qualified specialists are required to solve social and economic problems, the problem of training personnel for the social and economic sphere is of particular importance. The fact that society not only understands the problems that need to be solved, but also needs professional qualified specialists who are able to put into practice non-standard ways of solving it, is currently in special demand, social educators occupy a special place among them. At the same time, the professionalism of a social pedagogue is important. Socio-pedagogical professionalism participates in the system of global movements aimed at improving the well-being of people and the formation of their new quality.

The purpose of the article is to determine the priorities of future social teachers for professional development.

The article was carried out within the framework of the grant project "Zhas Galym" AP14971204 "Scientific and methodological foundations of training future social educators for professional activity" of the Committee of Science of the Ministry of Science and Higher Education of the Republic of Kazakhstan for 2022-2024.

Theoretical and comparative methodological analysis of philosophical, psychological, pedagogical scientific literature on the research problem.

**Keywords:** professional development, professionalism, professional development of future social educators.

## **Introduction**

In modern times, known as the age of education, educational organizations face a complex and rapidly changing environment day by day, as changes have become part of today's world. In other words, it is the only fixed part of the "changes" [1]. The professional development of social educators is one of the most necessary topics for teachers and students [2], therefore, teachers are considered the most important factors that need to change in order to improve the education system. In schools, one of the most important conditions necessary for academic achievement of students and educational reforms is the professional development of social educators.

The professional development of teachers has been recognized as an important component of the policy of improving the quality of teaching and learning. In this regard, there is an increasing interest in research that determines the features of the effectiveness of professional training.

In his State-of-the-Nation Address to the people "Just state. United Nation. Blessed society" the head of state said: "Professionalism and hard work should occupy the highest place in our society. In our country, a hardworking person, a professional should be the most respected person. Such citizens develop our state. We must pay tribute to the simple workers. Whatever business you do, it is important to do it with quality. Young people should strive to learn the basics of a particular profession. There will always be a demand for a master in his field. The younger generation should be competitive not only in Kazakhstan, but also in other countries" [3], – he stressed.

Minister of Science and Higher education of the Republic of Kazakhstan Sayasat Nurbek noted that "any person must first of all develop evolutionary skills, that is, be ready for changes. Secondly, it should be digitally competent. Thirdly, it is necessary to adhere to the habit of constant learning, that is, to constantly improve knowledge" he concludes. Now it is important to keep up with the times in any field. Now the education sector is not keeping up with the development of the labor market, as professions and requirements are rapidly changing. At the same time, the topic of our research is relevant, there is an increasing need for the professionalism of social educators who are fully mature, highly qualified, high-quality, able to solve social problems and tasks, actively work in a variety of spheres of state and public life, science and art, culture in accordance with the needs of society.

In the context of the rapid development of the process of digital transformation in social and fundamental thinking, there is an increasing need to form the readiness of future social educators for the process of professional development in higher education. If we increased the level of formation of training of future social educators in higher educational institutions, the professional development of future social educators would allow us to effectively implement the state social policy.

## **Purpose and objectives**

The purpose of the article is to determine the priorities of future social teachers for professional development.

## History

There are many definitions of the concept of "Professional development". Scientists who replenished the ranks of researchers who considered the possibilities and consequences of professional development of teachers using the model of a structural equation (Garet M.S., Porter A.C., Desimone L., Birman B.F., & Yoon K.S.) identified three main characteristics of professional development activities (increasing knowledge, improving skills, changing learning practices) [4].

The desire of a future specialist for constant self-development and self-improvement is one of the defining aspects of mastering the profession. "The strategy of social education today is the development and self – development of the personality of a specialist who can freely navigate in complex socio-cultural conditions, act responsibly and professionally in a reformed society" - considers V. A. Slastenin [5].

In the study of achievements in personality development, one of the psychologists is focused on the study of professional formation (V. A. Bodrova, E. F. Zeera, E. A. Klimova, T. V. Kudryavtseva, Yu.P. Povarenkova), others on the process of professionalism (N. S. Glukhanyuk, N. V. Kuzmina, L. M. Mitina, A. R. Fonarev), others paid great attention on personal and professional development (L.I. Antsiferova, A.A. Derkach, V.G. Zazykin).

Despite the complexity of the problem of classifying factors affecting the professional level of specialists, D. M. Ivantsevich, A. A. Lobanov, S. V. Shekshnya, A. Ya. Kibanov, L. Romanov, A. I. Turchinov, A. S. Guseva, E. A. Mogilevsky, A. A. Trushcheva, X. Bijer and others have studied this issue in detail and closely.

Studies that allow us to reveal the features of the professional development of a future specialist in social and pedagogical activity are reflected in the works of N. V. Kuzmina, R. V. Ovcharova, I. Protasova, T. N. Chernyaeva.

Domestic scientists K. B. Zharykbayev, S. Kaliev, A. R. Ermentaeva, G. Zh. Menlibekova, who considered the theoretical and methodological foundations of the system of preparation of future teachers for social and pedagogical work, T. B. Imasheva in the professional self-development of the future social teacher, D. Ertargynovna and others studied the problems of forming the professional ideal of the future social teacher.

## Research methods

Theoretical and comparative methodological analysis of philosophical, psychological, pedagogical scientific literature on the research problem.

## Results

Professional development- (from Lat. I inform you that profiteor is my profession) the process of socialization in the world of work, which involves the development of individual aspects of individual professional roles, professional motivation, professional knowledge and skills.

The main driving force of professional development is the desire of a person to integrate into the social context on the basis of identification with social groups and institutions.

Professional development is a process that allows a person to maintain the level and quality of their professional skills and abilities throughout life.

Professional development is a change in the psychic setup in the process of mastering and performing professional knowledge, labor and professional activities.

Professional development is a dynamic process of both mastering and modernizing professional experience, which provides for continuous self-improvement and development, in turn due to the accumulation of professional experience and the development of personal professional qualities.

Within the framework of the direction based on the theory of development (E.Ginzberg, W. Jade, D.E.Super, E.Spranger et al.) professional development is characterized as a sequence of qualitatively special stages, which are a delimited criterion of the content and form of the transition of individual impulses to professional desires [6].

In accordance with the direction based on the theory of development (E.Ginsberg, V. Jade, D.E.Super, E. Spranger, etc.) professional development is presented in the form of a sequence of qualitative special stages, which are a highlighted criterion for the content and form of the transition of personal impulses to professional desires.

- during life, the conditions of development change, and this leads to professional diversity and opportunities for choosing a profession;
- there are stages and phases of professional development;
- stages of professional development are managed;
- the possibilities and abilities of a person to realize his interests determine his satisfaction with activities /activities [7].

In his theory, Ginzberg said that choosing a profession is a developing process. Professional choice is a long-term process that involves interrelated decisions and is irreversible, because early decisions limit further possibilities, and it ends with an understanding between external (conjuncture, reputation) and internal (personal characteristics, etc.) factors.

E.Ginzberg admits that the choice of career does not end with the choice of the first profession, and people can switch the type of profession throughout the entire work activity.

In addition, a special place in the theories of professional development is occupied by J. Holland (1966). The process of professional development is limited, first of all, by the self-determination of the individual, secondly, by the choice of the appropriate type of professional field of activity, and, thirdly, by the choice of one of the four qualification levels of this professional field, which is determined by the development of self-esteem and intelligence.

According to A. A. Derkach and V. G. Zazykin, personal and professional development should have a progressive character, which is expressed in:

- when universal values begin to manifest themselves stronger than before in a change in the motivational sphere of the individual;
- improve the ability to plan at the level of intelligence and put it into practice actions that correspond to the spirit of these values;
- develop the ability to mobilize to overcome difficulties of an objective nature that hinder the expression of autonomy and the performance of actions in accordance with these values;
- a more objective assessment of your strengths and weaknesses and readiness for new, more complex and responsible actions [8,6].

R. Heiswighurst, who paid the main attention to the orientation and labor skills of a person in the full performance of his duties, suitability for professional activities at the stages of professional determination, pointed out that the stages of professional development are: optant (choice, intention), adept, adaptant, interval, master, authority, teacher [9]. The professional training of future social teachers begins with the formation of a person's professional intentions, that is, at the stage of optationism. This is due to the fact that a social teacher loses all motivation for the profession of a specialist, having no intention of his future profession. In this case, the risk of training a weak specialist will prevail.

The lack and stagnation of professional development often turn out to be a consequence of the personal life position of a specialist, manifested in cases of lack of dependence between attitude to one's future, unrealized aspirations, professional and personal prospects, activity and readiness at the moment to commit any actions.

The effectiveness of professional development is measured by the ability to realize personal achievement potential. This is the freedom to define a profession, commitment to one's professional and life path, responsibility for one's career, accounting as an indicator of professional development of personal standards of quality of life and psychological subjective comfort.

The fundamental category of personal and professional development is professionalism. Professionalism is a professional value and acts as an ideology in the global digital space. Professionalism is manifested in the institutionalization of experience in people and is realized as the basis for human motivation and professional self-improvement in the system of work activity [10].

At the same time, the professionalism of the social teacher is important. Socio-pedagogical professionalism participates in the system of global movements aimed at improving the well-being of people and the formation of their new quality. The scale of global social changes in society, which attracts the attention of social pedagogy, is complex. This contributes to the understanding of the importance of the profession of "social educator" in the digital world [10].

Considering the ways to achieve the peak of professionalism, M. A. Galaguzova notes that "the unity of theoretical and practical readiness of a specialist to carry out socio-pedagogical activities that characterize professionalism" [11].

It is known that, since a social pedagogue is a subject of professionalization, this process is facilitated by psychological readiness for professional activity, the level of formation of professional self-awareness, autopsychological competence that encourages self-development, crises of professional formation, since professional social pedagogical activity is holistic and psychological realism develops and as a mechanism of professionalization, self-realization should be perceived as designing in the being of a specialist who becomes the owner of the profession.

The domestic scientist G. Zh. Menlibekova, studying the world experience of professional training of social teachers, notes that the development of self-consciousness cannot be separated from the process of personality development as an active subject of cognition and activity. According to the scientist, this conclusion is especially important for understanding the essence of professional self-consciousness, since self-consciousness is a part (vector) of the

formation of the professionalism of a specialist in the process of training a social teacher at a university [12].

As a result of the analysis of various concepts of professional self-development, the young Kazakh scientist T. Imasheva considered the substantive characteristics of professional self-development as: professional self-knowledge, perception of oneself as a professional; constant self-determination; self-development of professional abilities; self-design, self-formation of a strategy for official growth, formation, implementation of professional activity, etc [13].

Continuous professional development has become a key issue in the social work of the XXI century. What do social workers think and what do they want from continuous professional development? Looking for answers to these questions, the Irish scientist M. Anderberg explains that continuous professional development in a broad sense is the improvement of professional education after completing formal training. But this is where all the difficulties begin, the author writes. As can be seen from the author's work, it is based on the idea that professionals must update and improve their knowledge, skills and competencies in their professional life. Continuing professional development includes formal learning events such as courses, conferences, workshops, as well as informal learning through observation, reading, reflection and peer support. It is located at the junction of professional experience and continuous professional development. In conclusion, it comes to the idea that social work in the XXI century will face great difficulties. Continuing professional education provides an opportunity to discuss and reflect on these challenges that determine social work in the new time [14].

For a student studying at a university, each stage provides an opportunity to receive a full higher professional education. Professional development is an integral phenomenon from professional knowledge, considering it as the activity of a professional specialist aimed at acquiring new knowledge about his professional experience. However, participation in activities aimed at professional development may or may not lead to the acquisition of professional knowledge (Knapp, 2003).

Ruohotie (2002) describes professional education as a continuous process that develops in a person's professional career. As Webster-Wright (2010) notes, as a result: "professional knowledge cannot be commanded, coerced, or controlled, but it can be supported, facilitated, and shaped" [15].

In the study of the social teacher at school Anderberg, M. it is argued that continuous self-improvement is able to improve students' skills and competencies, allowing them to meet different needs and reveal the essence of the learning environment.

According to the scientist, a social educator can develop professionally through various ways and methods, including:

1. Education and professional development
2. Practical experience
3. Self-discipline
4. Participation in research
5. International experience
6. Professional community
7. Coaching and mentoring

Connecting the effectiveness of the professional activity of a social teacher with the ability to empathize with other people, understanding their current emotional states and the ability to influence them, U. Zh.Tuyakova noted that “A social teacher successfully carries out his professional activity only in the case of a well-developed emotional intelligence. The success of the professional activity of the future specialist is associated with the management of his emotions, general emotional state” [16].

A number of factors influence the professional development of the future social teacher. In quantitative and qualitative terms, these factors are very numerous, diverse and multi-vector, and their combinations are also different. This determines the wide range of complexity of their classification.

Due to the identification of factors and conditions that affect the successful formation of a future specialist, there is practically no clearly defined job. However, in this regard, each scientist expresses his opinion according to his vision. After all, the ordering and grouping of all the factors that affect the professional development of future specialists, their measured classification has not yet been precisely established. The above-mentioned authors consider various conditions and factors of professional development of specialists. In her research, A.A. Trusheva identifies a factor that affects the development of professionalism of students who have chosen a social direction, which she considers in 2 types:

1. An individual set of motivational and personal characteristics that ensure the psychological and intellectual development of a specialist.

2. The organization of professional and educational activities, which is the most important condition for managing and stimulating the internal process of professional growth of students [17].

According to A.A. Trusheva, in professional and general growth, the factors that influence the formation of a specialist's willingness to engage in professional activity can be grouped as follows, namely:

1. Personality factors:

- value orientations – attitude to the profession, knowledge, knowledge of the content of the profession, students' life plans, attitude to the reputation of the profession, understanding about the future of the profession;

- motivation – an interest in social issues. Personal interests. Interest in the chosen field of profession and the possibility of its development, skills in providing psychological support, the ability to help solve the problems of others, the willingness to be needed by people, to be motivated enough to engage in this activity;

- activity – the needs in the educational direction, the attractiveness of the social pedagogue's sphere in terms of its content, work experience in the socio-pedagogical direction, full job security, the possibility of using acquired knowledge in practice.

2. Environmental factors:

- socio-economic – the demand for a profession in the labor market, the opportunity to study for free, the competitiveness of the chosen profession, working conditions and maintenance, the cost of remuneration, satisfaction with the level of prestige of the profession;

- socio-pedagogical

– the list of disciplines offered, the characteristics of qualifications, the requirements for personal qualities, and the prospects for the development of the chosen industry satisfy. The professionalism of the teachers, the quality of the knowledge transferred, the logistical support of the educational process, the possibility of mastering work experience during the academic period fully satisfy the student.

The process of professional formation of a person, which are the main forms of professional development, consists of mechanisms for the development of self-actualization, self-determination, self-realization of personal and professional potential.

## **Conclusion**

Recently, due to changes in social, cultural, political and economic conditions, a new educational paradigm has become more active, requirements for professional activity are rapidly changing in all areas, and therefore there is a need to change the focus of attention in professional training of a specialist on the internal formation of an individual as a result of exposure from outside. Unfortunately, until recently, this issue was considered only as a separate stage of professional formation, linking and choosing young people to the field of professional activity. Professional development gives people flexibility and adaptability to thrive in today's changing circumstances. This process helps the professional to perceive changes with confidence and competence.

In this context, a social teacher must not only understand the problems that require solutions in society, but also be able and professionally qualified to put into practice non-standard ways to solve them. The ability to set and solve various tasks of a professional nature, put forward alternative solutions and develop technologies for effective work is one of the main indicators of the professional development of future social teachers. To solve these large-scale tasks, a social educator must constantly improve his knowledge in accordance with the needs of society, which requires adaptation to various changes in his professional activities.

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### **Болашақ әлеуметтік педагогтердің кәсіби дамуға даярлығының басымдықтары**

**Андатпа.** Әлеуметтік экономикалық мәселелерді шешу үшін жоғары білікті мамандар талап етілетін қазіргі жағдайда әлеуметтік-педагогикалық сала үшін кадрларды даярлау мәселесі ерекше маңызға ие. Қоғамдағы шешімін табуды талап ететін мәселелерді түсініп қана қоймай, оны шешудің стандартты емес жолдарын тәжірибеге енгізуге қабілетті және кәсіби білікті мамандар қажет екендігі қазіргі заманда айырықша сұранысқа ие, соның ішінде әлеуметтік педагог мамандарының орны ерекше. Осы ретте әлеуметтік педагогтің кәсібилігі маңызды. Әлеуметтік-педагогикалық кәсібилік адамдардың әл-ауқатын жақсартуға және олардың жаңа сапасын қалыптастыруға бағытталған жаһандық қозғалыстар жүйесіне қатысады.

Мақаланың мақсаты – болашақ әлеуметтік педагогтардың кәсіби дамуға басымдықтарын айқындау.

Зерттеудің практикалық маңыздылығы Қазақстан Республикасының Білім және ғылым министрлігінің 2022-2024 жылдарға арналған «Жас ғалым» жобаларын гранттық қаржыландыру негізіндегі № АР14971204 «Болашақ әлеуметтік педагогтарды кәсіби іс-әрекетке даярлаудың ғылыми-әдістемелік негіздері» атты ғылыми жобасы шеңберінде орындалды.

Зерттеу мәселесі бойынша философиялық, психологиялық, педагогикалық ғылыми әдебиеттерге теориялық және салыстырмалы әдіснамалық талдау жасалды.

**Түйін сөздер:** кәсіби даму, кәсібилік, болашақ әлеуметтік педагогтердің кәсіби дамуы.

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### **Приоритеты подготовки будущих социальных педагогов к профессиональному развитию**

**Аннотация.** В современных условиях, когда для решения социально-экономических проблем требуются высококвалифицированные специалисты, проблема подготовки кадров для социально-педагогической сферы имеет особое значение. Тот факт, что общество не только понимает проблемы, требующие решения, но и нуждается в профессиональных квалифицированных специалистах, способных внедрять в практику нестандартные пути ее решения, в настоящее время пользуется особым спросом, в их числе особое место занимают социальные педагоги. При этом важен профессионализм социального педагога. Социально-педагогический профессионализм участвует в системе глобальных движений, направленных на улучшение благосостояния людей и формирование их нового качества.

Цель исследования – определение приоритетов для профессионального развития будущих социальных педагогов.

Работа выполнена в рамках грантового проекта «Жас ғалым» АР14971204 «Научно-методические основы подготовки будущих социальных педагогов к профессиональной деятельности»

Комитета науки Министерства науки и высшего образования Республики Казахстан на 2022-2024 гг.

По проблеме исследования проведен теоретический и сравнительный методологический анализ философской, психологической, педагогической научной литературы.

**Ключевые слова:** профессиональное развитие, профессионализм, профессиональное развитие социальных педагогов.

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