

DOI 10.54596/2958-0048-2025-2-83-92

UDK 378

IRSTI 14.07.07

**MONITORING THE COMPETENCIES OF THE CONTINUOUS PROFESSIONAL
DEVELOPMENT OF FUTURE TEACHERS:
MOTIVATIONAL AND TARGET COMPONENT**

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Abstract

The content of the article is devoted to the issues of determining the level of formation of one of the competencies of the continuous professional development of future teachers – readiness and ability to understand internal resources. The relevance of the research is determined by the need to analyze the professional development of a teacher at different levels of his formation, including the period of professional training in a university, based on monitoring. The novelty of the study is to present the results of changes in the trajectory of the future teacher's development of competencies for continuous professional development of the motivational and target component during the training period. The theoretical significance of the results is based on the analysis of previous research results, the development of criteria for the selection of monitoring tools, and the presentation of content for monitoring the motivational and target component of the competencies for the continuous professional development of future teachers. The practical significance is aimed at substantiating the choice of diagnostic tools and monitoring results of the required competence. In conclusion, the article presents the results of the research work on determining the dynamics of changes in the formation of the competence of continuous professional development «Readiness and ability to know internal resources».

Keywords: higher education institution, future teacher, continuous professional development competencies, monitoring.

**БОЛАШАҚ ПЕДАГОГТЕРДІҢ ҮЗДІКСІЗ КӘСІБИ ДАМУ ҚҰЗЫРЕТТІЛІГІНІҢ
МОНИТОРИНГІ: МОТИВАЦИЯЛЫҚ-МАҚСАТТЫ КОМПОНЕНТ**

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Аңдатпа

Мақаланың мазмұны болашақ мұғалімдердің үздіксіз кәсіби даму құзыреттілігінің бірі – ішкі ресурстарды білуге дайындық пен қабілеттіліктің қалыптасу деңгейін анықтау мәселелеріне арналған. Зерттеудің өзектілігі мониторинг негізінде ЖОО жағдайында кәсіптік даярлау кезеңін қоса алғанда, педагогтың қалыптасуының әртүрлі деңгейлерінде оның кәсіби дамуына талдау жүргізу қажеттілігімен анықталады. Зерттеудің жаңалығы болашақ мұғалімнің оқу кезеңінде мотивациялық-мақсатты компонентті үздіксіз кәсіби дамыту құзыреттілігін дамыту траекториясының өзгеру нәтижелерін ұсынудан тұрады. Нәтижелердің теориялық маңыздылығы зерттеудің алдыңғы қорытындыларын талдауға, мониторинг құралдарын таңдау критерийлерін әзірлеуге және болашақ мұғалімдердің үздіксіз кәсіби дамуы құзыреттерінің мотивациялық-мақсатты компонентінің мониторинг мазмұнын ұсынуға негізделген. Практикалық маңыздылығы диагностикалық құралдарды таңдауды және қажетті құзыреттіліктің мониторинг нәтижелерін негіздеуге бағытталған. Мақаланың қорытындысында «Ішкі ресурстарды тануға дайындық және қабілеттілік» үздіксіз кәсіби даму құзыреттілігінің қалыптасуындағы өзгерістер динамикасын анықтау бойынша зерттеу жұмысының қорытындылары келтірілген.

Кілт сөздер: жоғары оқу орны, болашақ педагог, үздіксіз кәсіби даму құзыреттілігі, мониторинг.

**МОНИТОРИНГ КОМПЕТЕНЦИЙ НЕПРЕРЫВНОГО
ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ БУДУЩИХ ПЕДАГОГОВ:
МОТИВАЦИОННО-ЦЕЛЕВОЙ КОМПОНЕНТ**

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Аннотация

Содержание статьи посвящено вопросам определения уровня сформированности одной из компетенции непрерывного профессионального развития будущих педагогов – готовности и способности к познанию внутренних ресурсов. Актуальность исследования определяется необходимостью проведения анализа профессионального развития педагога на разных уровнях его становления, включая период профессиональной подготовки в условиях вуза, на основе мониторинга. Новизна исследования заключается в представлении результатов изменения траектории развития у будущего педагога компетенций непрерывно-профессионального развития мотивационно-целевого компонента в период обучения. Теоретическая значимость результатов основана на анализе предшествующих итогов исследования, разработке критериев отбора инструментов мониторинга и представлении контента мониторинга мотивационно-целевого компонента компетенций непрерывного профессионального развития будущих педагогов. Практическая значимость направлена на обоснование выбора диагностического инструментария и результатов мониторинга искомой компетенции. В заключении статьи представлены итоги исследовательской работы по определению динамики изменений сформированности компетенции непрерывного профессионального развития «Готовность и способность к познанию внутренних ресурсов».

Ключевые слова: высшее учебное заведение, будущий педагог, компетенции непрерывного профессионального развития, мониторинг.

Introduction

The concept of «monitoring» is firmly embedded in the educational environment as a systematic observation, analysis, assessment and forecast of the state and dynamics of changes in all aspects of the educational process, including its subjects [1]. The functional approach to understanding monitoring, which consisted in collecting, processing, storing and distributing educational data for scientific research or management control, in modern conditions does not meet the requirements for an expert assessment of educational processes. It is important, in the process of analyzing the trajectory of a teacher's professional development during the training period, to effectively track the dynamics of the formation of their competencies and timely identify deviations from specified requirements, it is possible to build a systematic approach that includes such key elements as the development of a system of indicators and evaluation criteria; multilevel diagnostics of competencies; digital tracking of progress; personalized feedback, correction, analytics and report. Without an integrated approach, including long-term and systematic observation, it is difficult to make an informed decision on the need for pedagogical correction of the learning process, development and upbringing of students - future teachers. Innovative processes in the education system, as well as the constant search for effective ways to improve the quality of higher pedagogical education, actualize the need to review approaches to understanding, organizing and implementing monitoring.

As previously mentioned, monitoring is carried out in relation to the subjects of the educational process, its effectiveness ensures the determination of the quality of their main activities, including the process of professional development of teachers. The professional development of a teacher, passing through several stages of development, becomes a

continuous process. And in this case, the role of monitoring is important, which allows not only to summarize certain growth results, but also to build a strategy for the upcoming stage of professional development.

Within the framework of this article, we will consider the trajectory of continuous professional development of future teachers, determine the levels of formation of their competencies during higher education based on monitoring. The goal we have defined will be realized in the course of solving the following tasks:

- defining the foundations of previous research results;
- development of criteria for the selection of monitoring tools;
- justification of the choice of diagnostic tools;
- presentation of the research results.

The monitoring functions are interpreted by us in accordance with the definition of the level of professional development of future teachers, their continuous professional development:

- the information and evaluation function is to obtain data on the level of professional development of future teachers, as well as to formulate a reasonable conclusion about the results of their activities.;

- the gnostic function is a function related to the accumulation, analysis and generalization of data on the professional development of future teachers.;

- the managerial and correctional functions of monitoring are the adoption of managerial decisions based on the identification of factors that contribute to or hinder the functioning and development of the monitoring facility. These functions also include timely adjustments, partial changes, or corrections to the professional development process of future educators.;

- the predictive function is to formulate, based on the analysis of the data obtained, reasonable conclusions and forecasts regarding the further professional development of future teachers. This function allows you to anticipate possible changes, identify promising areas of development, and take preventive measures to improve the effectiveness of the professional development process for future teachers.

Monitoring the competencies of the continuous professional development of future teachers is one of the tasks subordinated to the purpose of the study – the development of a methodology for the professional training of future teachers based on the integration of subject, pedagogical and continuous professional development competencies, the creation of an educational environment for the management of students and graduates of the direction «Pedagogical Sciences» professionally-oriented development. The goal takes into account the research hypothesis: if the development of subject and pedagogical competencies, students and graduates of higher education institutions is focused around the idea, principles, mechanisms and tools of continuous professional development, then the professional training of future teachers will be more targeted and functional, since the educational content of development motivates the teaching and educating content.

Research methods

In order to effectively monitor the competencies of continuous professional development, we analyzed the previous research results:

1. The framework of competencies of continuous professional development, which includes three interrelated components – motivational-targeted, information-operational, reflexive-evaluative [2], the logic of which is explained by the sequence of competence formation in the system of continuous professional development.

2. The competence framework of continuous professional development, which provides a structured description of the competencies of continuous professional development, taking

into account the criteria and indicators of their manifestation in the professional activity of a future teacher [3].

3. Portrait of a graduate of the direction of «Pedagogical Sciences», acting in the format of a model of the expected result of professional training of future teachers in the educational environment of the university, meeting the requirements of the State Mandatory Standard of Higher Education of the Republic of Kazakhstan [2]. Methodological foundations of the integration of subject, pedagogical and continuous professional development competencies into the general structure of professional competence of a future teacher [4].

4. Updated educational programs in the field of «Pedagogical Sciences», developed taking into account the methodology of integration of subject, pedagogical and continuous professional development competencies [5].

5. An ecosystem of continuous professional development of a future teacher, providing resources for continuous professional development and career and educational growth in cooperation between internal and external stakeholders [6].

This served as the basis for the development of criteria for the selection of monitoring tools for the competencies of continuous professional development of future teachers:

- the compliance of the monitoring tools used with the initial hypothesis and research objectives.;
- ensuring the reliability and validity of measurement techniques;
- availability of the technical capability of automated organization of monitoring and processing of the received data, in particular google-forms;
- comprehensive measurement of both academic and extracurricular achievements of students;
- availability of conditions for the level interpretation of monitoring results (on a scale – low, medium, high).

The presented criteria served as guidelines for substantiating the content of monitoring the competencies of continuous professional development of future teachers for motivational-targeted, information-operational and reflexive-evaluative components. Within the framework of the problem of this article, we will present the rationale for choosing diagnostic tools and the results of monitoring the motivational and target component in the competence format «Readiness and ability to learn internal resources».

The monitoring of the competence «Readiness and ability to know internal resources» of the motivational-target component was carried out in two stages. At the first stage (September 2023), the task was set to determine the initial level of formation of the designated competence. At the second stage (March 2024), the final level of competence formation «Readiness and ability to understand internal resources» and an assessment of changes in the motivational and target component of the competence system for continuous professional development were determined.

The research base was: Karaganda University named after academician E.A. Buketov. The study involved 70 graduate students studying in the field of Pedagogical Sciences in the educational programs «6B01101-Pedagogy and Psychology», «6B01902-Special pedagogy». The rationale for the content and the results of monitoring the competence «Readiness and ability to know internal resources» of the motivational-target component will be presented further.

The results of the study

The continuity of the future teacher's self-development, starting from the period of professional training in a university setting, is an ongoing process that requires monitoring changes in the development of the competence of continuous professional development in

general and the motivational and target component in particular, which is determined by the purpose of our research presented in the article. Monitoring of the required competence of the motivational-target component was carried out using two diagnostic techniques:

1. Diagnostics of the future teacher's ability to self-development (Maralov V.G.), which revealed the future teacher's awareness of the importance and necessity of self-development, which, of course, is an integral act of continuous professional development.

The methodology included 15 statements. Diagnostic statements were aimed at identifying the ability of future teachers to self-develop, identify priority factors for continuous professional development, and identify internal and external motivational components of continuous professional development. The answers were coded with scores from one to five, corresponding to the degree of the respondent's agreement with the proposed statements. The points received were summed up. The results of 75-55 points corresponded to a high level of self-development and, accordingly, active continuous professional development; 54-36 points – the average level, which is characterized by the respondent's lack of a well-established system of self-development, orientation of the ability to professional self-development to external conditions; 35-15 points – low level, stagnation in professional development. The quantitative monitoring results according to the diagnostic method of V.G. Maralov are presented in Table 1 and Figure 1.

Table 1. The level of formation of competencies for continuous professional development «Readiness and ability to know internal resources» of the motivational and target component (input, output monitoring)

Competence	Low level		The average level		High level	
	Types of monitoring					
	Entrance	Weekend	Entrance	Weekend	Entrance	Weekend
	people (%)	people (%)	people (%)	people (%)	people (%)	people (%)
Readiness and ability to know internal resources	21 (30)	10 (14,3)	28 (40,00)	33 (47,14)	21 (30)	27 (38,60)

For greater visualization, we present the data obtained in the form of a diagram (Figure 1).

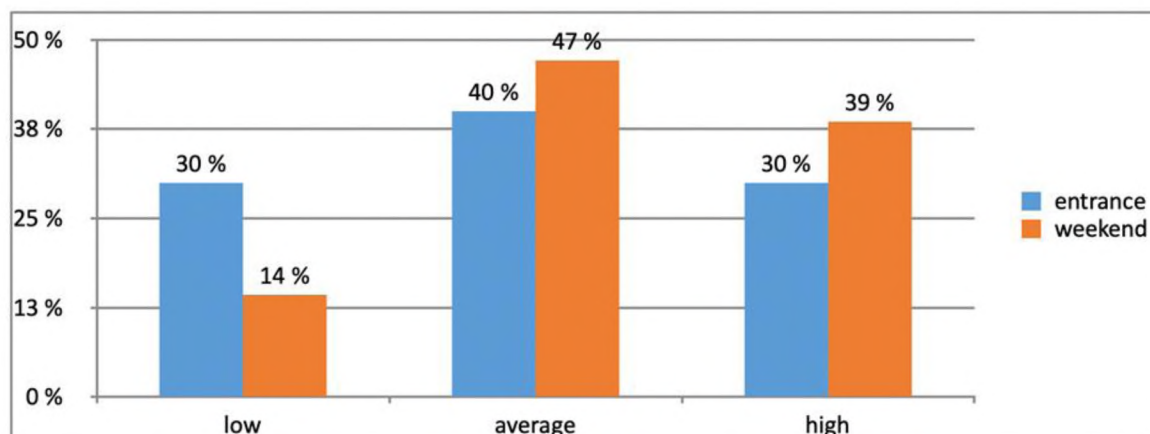


Figure 1. Dynamics of the levels of manifestation of the future teacher's ability to self-development

2. The test «Assessment of the need for professional development» (Stankin M.I.) – this test made it possible to identify the level of need for professional self-development, to trace the dynamics of the growth of the need for professional development among students at different stages of professional training. The practical implementation of the test consists in analyzing the students' choice of professional development tools, which makes it possible to determine the degree of students' desire for professional activity.

3. In accordance with the instructions, students were asked to rate their abilities in the following activities with scores from 1 to 10:

- 1) I want to work as a teacher, I can't imagine any other profession for myself.
- 2) I have the ideal of a «self-image» of a professional teacher and strive for it.
- 3) I constantly set and achieve goals for professional self-development.
- 4) They perform self-assessment of personal and professional qualities (sociability, emotional intelligence, social activity, etc.).
- 5) I attend classes of professional teachers with interest during my teaching practice.
- 6) I read psychological and pedagogical literature with interest.

4. The scores received corresponded to the following levels:

- high: 48-60 points;
- Average: 30-47 points;
- low: less than 30 points.

5. The comparative results of the initial (input) and final (output) monitoring of the competence «Readiness and ability to know internal resources» of the motivational-target component are presented in Table 2 and Figure 2.

Table 2. The level of formation of competencies for continuous professional development «Readiness and ability to know internal resources» of the motivational and target component (input, output monitoring)

Competence	Low level		The average level		High level	
	Types of monitoring					
	Entrance	Weekend	Entrance	Weekend	Entrance	Weekend

	people (%)	people (%)	people (%)	people (%)	people (%)	people (%)
Readiness and ability to know internal resources	24 (34,29)	11 (15,71)	28 (40,00)	34 (48,58)	18 (25,71)	25 (35,71)

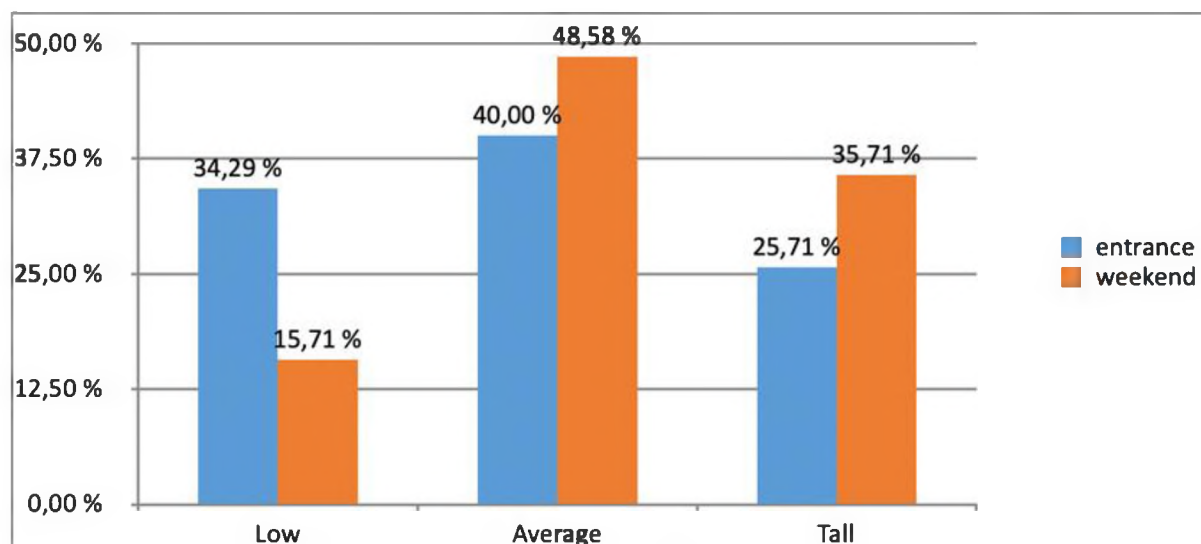


Figure 2. Dynamics of the level of formation of the competence of continuous professional development «Willingness and ability to learn about internal resources»

The conclusions

A comparative analysis of the data obtained during monitoring using two methods shows that their values are close, which confirms the positive growth dynamics of medium and high levels of continuous professional development competence «Readiness and ability to understand internal resources». The share of students with a low level of studied competence decreased by 17,15%, the share of students with an average and high level increased by 7,86% and 9,29%, respectively. In general, the level of readiness and ability to learn about internal resources increased by an average of 11,43%, which confirms the hypothesis of the study. However, at the stage of an early career in professional activity, the motivation for the continuous professional development of novice teachers may tend to decrease [7].

So, the formed competence «Readiness and ability to know internal resources» of the motivational-target component is determinative in the continuous professional development of a future teacher and creates prerequisites for the education of a «self-governing» and «self-developing» student [8], and in fact for the realization of the highest human needs in self-esteem and self-actualization [9].

The main condition for the formation of motivation for future teachers to explore internal resources and their own continuous professional development is to empower them to be a real subject of the educational process of the university, to express their «voice» and personal choice in collaboration with the teacher and other students. This is implemented through:

1. At the level of designing the educational program: integration of the basic values of higher education in the content of the educational program, orientation to the Dublin level descriptors, fixation of the pedagogical goals of the educational process according to B. Bloom's taxonomy, the evolutionary and advanced process of developing competencies, including

competencies of continuous professional development, as expected results of professional training of future teachers.

2. At the level of course design: the use of a technological approach in the design of training courses [10], the selection of course content based on the «spiral» principle [11].

3. At the level of organization and implementation of the educational process at the university: transition to a student-centered educational paradigm, conscious choice of students at all stages of the educational process (choice of disciplines and teachers, ways and tools to solve educational problems).

4. This will allow the student to:

- 1) position yourself as a future professional;
- 2) be aware of the personal meaning of professional self-development;
- 3) be independent in the selection and use of internal resources;
- 4) perform self-assessment of personal and professional qualities (sociability, emotional intelligence, social activity, etc.);
- 5) plan the building of a «self-image»;
- 6) design ways to apply knowledge for personal improvement.

In the future, the analysis of the results of monitoring the competence «Readiness and ability to know internal resources» of the motivational-target component will become the basis for clarifying the mechanisms of motivation for the continuous professional development of early career teachers.

Conclusion

The conducted study of the competence «Readiness and ability to cognize internal resources» made it possible to identify the availability of internal resources for future teachers through the prism of their need to focus on continuous professional development. The use of V.G. Maralov's methodology to diagnose the ability to self-develop made it possible to assess the level of internal motivation of teachers for professional and personal growth, as well as their degree of readiness for reflection, self-improvement and self-organization. At the same time, the test «Assessment of the need for professional development» (M.I. Stankin) allowed us to characterize in more detail the orientation and severity of teachers' motivation to acquire new professional knowledge, skills and abilities.

Further research will be aimed at diagnosing the competencies of continuous professional development of information-operational and reflexive-evaluative components.

Thanks

The article was prepared within the framework of the scientific project IRN AR19678852 «Formation of competencies for continuous professional development among students and graduates of the field of Pedagogical sciences in the context of academic independence of the university» (2023-2025).

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