



Development of Acmeological Competence in Rising Social Teachers

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In the modern educational process, it is important to constantly develop the personality studied in the context of acmeology. The relevance of this study is determined by the issue of the development of acmeological competence in rising social educators. The purpose of the study was to study the level of development of acmeological competence and its components in students. The methodology is based on the experimental method presented by the student survey. Fisher's exact test, Chi-squared distribution, Student's *t*-test were also used in the study. This study was conducted at Al-Farabi Kazakh National University and Abay Kazakh National Pedagogical University. The sample consisted of 253 students. The results show that 22.13% of first-year respondents had low motivation, 52.96% – medium, 24.90% – high; in the fourth-year, the level of motivation changed: 10.67% of respondents had low motivation, 46.25% – medium, 43.08% – high. The average level of motivation was 15.10 ± 2.37 and 17.00 ± 1.96 among the first- and fourth-year students, respectively, and had a tendency to increase. Thus, its average values grew toward the completion of studies. It was found that 3.56% of first-year respondents were too cautious, 51.38% were moderately cautious, and 48.62% were inclined to take risks; in the context of the fourth-year students, these indicators were 2.37, 69.96, and 30.04%, respectively. Research has shown that with age, knowledge, and experience, the willingness to take risks decreases. When conducting a correlation analysis, it was found that there is an average positive correlation between the level of motivation and the level of propensity to take risks. The results of this work indicate the need for further scientific research on the issue of acmeological competence not only of social teachers, but also of other educators in order to achieve heights in personal development and improve the learning process. In the future, it is planned to study the types of motivation and methods of its increase (self-motivation, affirmation, visualization).

Keywords: acmeological indicators, correlation, higher education, motivation for success and avoidance of failure, propensity to take risks

INTRODUCTION

A social teacher today is a specialist with a higher pedagogical education degree and a set of social competencies who constantly strives for personal and professional development (Korotun, 2014). A social teacher identifies students' problems, develops student adaptation programs, consults, and coordinates interactions between children, parents, teachers, and other professionals, deals with student problems, conducts training activities (Emelyanova, 2016), and ensures effective professional communication (Gluzman, 2017).

In the process of work, a social teacher is guided by international and national regulations and laws, not only in the field of education, but also in the field of protecting the rights of children and disabled people (Berebina, 2013). A social teacher in the process of work uses the norms of the Constitution of the Republic of Kazakhstan; Universal Declaration of Human Rights; International Covenant on Economic, Social and Cultural Rights; European Convention on Social Security; Convention on the Rights of the Child; Laws of the Republic of Kazakhstan on Education, on Marriage and Family, on Social and Medical Pedagogical Correctional Assistance for Children with Disabilities, on the Rights of the Child in the Republic of Kazakhstan, on Social Protection of Disabled People in the Republic of Kazakhstan, on Special Social Services and other legal acts on education, social policy, pedagogy, psychology, sanitary rules, and other regulatory documents (Educational and Methodological Center for the Development of Education of the Karaganda Region, 2017).

The presence of appropriate competencies and knowledge allows the social educator to have an integrated approach to the protection of children and people with disabilities in compliance with international and national requirements (Korotun, 2014).

The formation of social teacher competence is an integral continuous process, which includes both obtaining professional higher education and further self-education and self-improvement (Koldasbayeva et al., 2021).

The competence of self-realization of a specialist and a person is determined by acmeological knowledge and skills (Dereka, 2016). Acmeological skills form a progressively developing mature personality who can self-actualize in professional activities and reach the heights of professionalism (acme). At the same time, patterns, mechanisms, conditions, and factors that contribute to the formation of professional qualities aimed at high achievements, the development of skill or professionalism of the individual are used (Rudakova, 2019).

Today, acmeological research is carried out mainly in the Russian pedagogical and psychological direction as acmeological concepts and processes are slightly differently defined by European researchers. Western researchers consider acmeology as the maximum self-actualization in all its manifestations. According to their definition, acmeology includes moral development, the achievement of social recognition, a high level of emotional intelligence and physical development, preserved health and mental activity throughout life (Koldasbayeva et al., 2021). The

complexity of acmeological research also lies in the fact that there are no unified quantitative measurement methods, which significantly complicates research on this topic (Koldasbayeva et al., 2021).

In the scientific community, acmeology is a new concept, the integration of which is constantly faced with cultural difficulties: the interpenetration of cultures (diffusion, convergence, integration, alignment, assimilation, creative interaction), differences in spiritual values, the loss of individuality and specificity by different cultures (Izmailova, 2016).

But at the same time, scientific studies show the need for the introduction and application of acmeological principles in higher pedagogical education and, especially, in the context of training social teachers. Training of a professional who is ready and able to fully perform their functions to address practical problems is determined by the level of their integral preparedness that is based on the established professional pedagogical and acmeological principles (Dereka, 2017; Kondratska, 2017; Ivanii and Ivanii, 2020).

Acmeological competence provides for the achievement of high self-realization in the creative and professional aspects, as well as the achievement of maximum professional success (Dereka, 2018).

The constituent components of acmeological competence are as follows: (1) motivational and value (ensures personal and professional self-improvement, as well as the achievement of one's own acme in the professional activity; presupposes the presence of interest and obtaining effective professional skills); (2) cognitive (is based on knowledge that provides awareness of the need for professional and personal self-improvement of the individual and the formation of the ability to learn throughout life); (3) procedural (characterized by the development of continuous learning skills and professional pedagogical skills); and (4) personality reflective (assumes that the rising teacher has personal qualities and reflective skills contributing to the achievement of their own heights/acme) (Protsenko, 2019).

Personal development and personal achievements of teaching staff and social educators throughout life are of particular importance. The accumulated experience and life position today are the quantitative components of self-development (Beni et al., 2017).

The acmeological competence of a social teacher forms their ability for professional and personal growth (Lukyanova, 2014; Rudakova, 2019). The acmeological approach provides for the formation of the aspects of adaptation (professional formation of a personality at the beginning of labor activity), professionalization (formation of a sufficient number of competencies), and mastery (high level of professionalism) (Bicheva et al., 2018).

The development of acmeological competence is a multicomponent process that ensures the orientation of rising social educators toward professional self-development, the achievement of their own acme in the professional activity, the formation of the ability to learn throughout life, as well as the development of personal qualities and reflective skills contributing to the achievement of acme (Kapranova, 2015; Kozinets, 2015).

The leading hypothesis is determined by the influence of acmeological competence on the level of motivation and willingness to take risks.

Literature Review

The effective development of acmeological competence among social teachers today is a necessary component of modern specialized training and the formation of a highly qualified specialist.

American studies considered such aspects of training specialists, as practical skills, their application, experience, and a set of competencies required (American Psychological Association, 2020). The formation of modern standards for the acquisition of practical skills requires the development of competencies – self-development, self-control, learning, memory. These competencies have positive dynamics determined by the learning process and the perception of those developing them.

A study of the influence of motivation, goals, and abilities on self-regulation of human activity (health, education, practical skills, self-development) was conducted in England (Baird et al., 2021). The study findings show the central role of motivation and self-regulation processes for achieving high results.

Australian researchers studied the influence of competencies on self-regulation and development (Robson et al., 2020). Thus, the development of competencies requires the formation of social competence and self-regulation. The formation of competencies is positively affected by academic achievements (mathematics, literacy) while aggressive behavior, depressive symptoms, obesity, smoking, drug use, unemployment, and physical illness have a reverse effect. In general, formed competencies can predict progress, interpersonal behavior, mental health, healthy life, as well as professional and personal achievements.

Australian researchers studied motivation as a component of competence and the main factor of its development (Howard et al., 2017). Self-perception and self-determination are central to explaining human motivation. The possibilities of integrated regulation and the formation of intrinsic motivation (that is, motivation to learn, experience, stimulate, and achieve results) have also been shown.

The impact on academic performance and the formation of competencies was studied by English and Australian researchers (MacCann et al., 2020). The person's self-esteem and abilities affect the formation of professional skills. Ability is a stronger predictor of achievement in the humanities rather than in the natural sciences. The analysis of variance was carried out and the relationship between abilities, self-esteem, academic performance, competencies, and emotional intelligence was considered. The relationship between academic performance and the formation of important competencies is based on three mechanisms: regulation of academic emotions, building social relations, and academic content.

The importance of competence and self-efficacy in the academic performance of students was studied by German scientists. Pedagogical competence, self-efficacy, and professional skills depend on the quality of teaching, acquired skills, and student performance. The difficulty is the ambiguity regarding

the conceptualization and assessment of teachers in the context of their competence, as well as the lack of modern research on the links between competencies and the academic performance of students (Lauermaann and Ten Hagen, 2021).

American researchers studied cultural significance and motivation for achievement (Kumar et al., 2018). The development of motivation is facilitated by the comprehension of educational tasks and nurturing and autonomous learning environment. It is assumed that students could find it easier to learn if their teachers used substantive and complex practical tasks; actively involved them in decision-making; minimized social comparisons; used assessment methods based on criteria rather than norms; used four key principles of motivation: significance, competence, autonomy, and interconnection.

The transformation of social and emotional learning has been studied by American researchers (Jagers et al., 2019). The transformation of the process of teaching self-improvement to children, youth and adults makes it possible to instill the right concepts of culture, identity, freedom, belonging and form a set of basic competencies of academic, social and emotional learning, including one's own growth (acmeological competence). Cultivation of this competence ensures personal and professional development.

A team of researchers from China studied motivation and its correlation with other personal factors (Li et al., 2021). There is an influence of potential factors on the formation of competence, including various types of motivation, aspects of anxiety, stages of student development and cultural context. There is a moderate negative correlation between student motivation and anxiety. The correlation of student anxiety and competence was stronger than its correlation with value beliefs. The effect size was not affected by the aspects of anxiety, developmental stages of students, and cultural conditions.

The analysis of the impact of motivation on academic performance was described by Canadian researchers (McBreen and Savage, 2020). There is an effect of motivation on student achievement. In addition, motivation is associated with the magnitude of achievements, which depends on the intensity and quality of training.

Portuguese researchers were engaged in the study of motivation as a modern competence. In fact, girls were more motivated than boys. There is a positive relationship between motivation and performance; motivation depends on training methods and the ability to self-regulate. Modern digital tools have a positive effect on motivation and the formation of competencies. Motivation and its improvement methods, as well as proper goal-setting are important factors in the formation and development of competencies (Camacho et al., 2021).

The analysis of socio-psychological characteristics of students' motivation for educational activities was carried out by researchers from Kazakhstan. The results showed that students are generally satisfied with their lives; they have positive indicators of self-esteem and independence, control their lives, are self-consistent and highly motivated to succeed. Features of the formation of motivation depend on personal and professional aspects (Ospanova, 2018). Also, Kazakhstani researchers studied the psychological aspects of motivation. Thus, it was found

that motivation for success is a psychological element that depends on performance, and men are more motivated than women (Mombek et al., 2016). Motivation is the result of emotions, aspirations, interests, and needs. It is a driving force and an effective way to improve the learning process (Dzhugal and Ospanova, 2020).

Along with this, the acmeological competence development study complements and deepens the preliminary research on this problem.

Setting Objectives

The acmeological competence of social teachers in the processes of teaching and performing their functional duties allows them to develop in the personal and professional space.

The relevance of this study is determined by the issue of the development of acmeological competence in rising social educators. This study was designed to study the level of development of acmeological competence and its components in students. To study this issue, the following research objectives have been set: (1) on the basis of the analysis of the components of the acmeological competency to determine the level of motivation for success and avoidance of failures based on the method by T. Ehlers; (2) on the basis of the analysis of the components of the acmeological competency to determine the level of risk propensity according to the Schubert method; and (3) study the dynamics and relationship between the level of motivation for success and the level of the propensity to risk.

MATERIALS AND METHODS

Research Design and Sample

The methodology is based on the experimental method presented by the student survey. Fisher's exact test, Chi-squared distribution, Student's *t*-test were also used in the study. This study was conducted at Al-Farabi Kazakh National University and Abay Kazakh National Pedagogical University. The sample consisted of 253 students of the specialties of "Social pedagogy and self-cognition" and "Pedagogy and psychology." These students were selected for the study as these are the specialties that prepare rising social educators. Participants in the experiment were selected on the basis of established criteria, represented by specialty and course. The experiment was conducted in these educational institutions, because they have specialties in the context of which the subject of social work, pedagogy, and psychology is studied. The main factors for the selection of participants in the experiment were specialty and course. Aspects of gender and age were not taken into account. The average age of the respondents was 18.44 ± 0.26 and 21.88 ± 0.56 , respectively; there were 56% of girls and 44% of boys. The research consisted of two stages: stage 1 was conducted in the first year of study and stage 2 – in the fourth year of study (the same students). The research stages provided for the fact that in the learning process, students increased their acmeological knowledge and skills. At both stages of the experiment, the method of the experiment presented by the student survey was used. The method by T. Ehlers and the Schubert method

were used at the survey stage. Fisher's exact test, Chi-squared distribution, Student's *t*-test were used at the stage of calculating the obtained results.

Research Tools

The survey was conducted online with the help of Google Forms. The students were sent a link to the online questionnaire to be taken independently. The respondents could use any modern gadget (computer, tablet, and smartphone) to access the online questionnaire. The questionnaire was standardized (formalized) with precise wording of the questions, which were closed and required answers.

To study the level of personal motivation for success and avoidance of failures, the method by T. Ehlers was used. It was a written test. The questionnaire by T. Ehlers consisted of 41 yes/no questions (**Appendix 1**). The results were interpreted as follows: 1–10 points – low motivation for success; 11–16 – moderate motivation; 17–20 – moderately high motivation; more than 21 – too high motivation. This test was chosen for the experiment because it can be used to determine the level of motivation of students for success and avoidance of failures.

In order to determine the level of risk readiness, the Schubert method and the Schubert risk propensity questionnaire were used (**Appendix 2**). The willingness to take risks was assessed as follows: below –30 points – the respondents are too careful; from –10 to +10 points – average values; over +20 points – inclined to risk. This test was chosen for the experiment because it can be used to determine the level of risk readiness.

Statistical Data Analysis

The Microsoft Excel software (the Microsoft Office package) was used as a statistical data analysis tool.

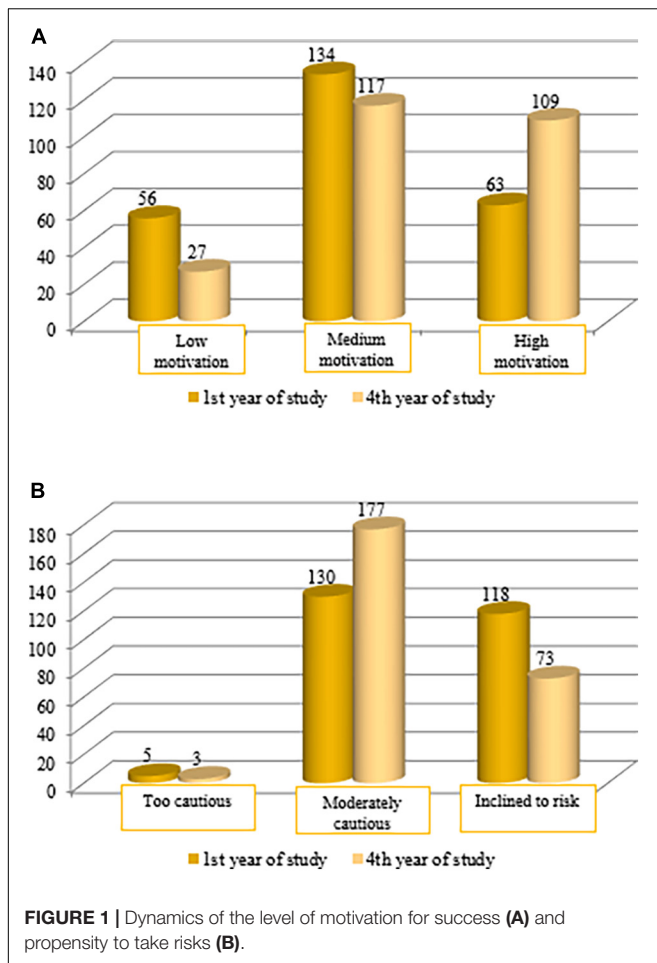
Fisher's exact test, Chi-squared distribution, Student's *t*-test were used in the calculations. The mean and its error were quantitative parameters of the study. The quantitative values were presented as $(x \pm m)$, where x is the arithmetic mean and m is the error of the mean. The comparison results were considered at the significance level of 0.05.

Research Limitations

The study did not involve students of the following faculties: tourism and history, preschool and technological education, natural sciences, Kazakh philology, foreign languages, physics and mathematics, arts. We analyzed 253 questionnaires out of 287 forms that were completed (the questionnaires with missing values were not studied).

Ethical Issues

The study was carried out in accordance with the provisions of the Declaration of Helsinki by the World Medical Association. Before the beginning of the study, informed consent of the respondents was collected, and complete anonymity of the participants was ensured. Participation in the study was voluntary; the respondent had the right to refuse to participate in the study at any time. There was no conflict of interest. The ethics committee of the university agreed to conduct this study in the 2019/2020 and 2021/2022 academic years.



RESULTS

When studying the level of motivation for success and avoidance of failures based on the method by T. Ehlers, it was found that in the first year of study, 22.13% of respondents (56 students) had a low level of motivation for success, 52.96% (134 students) had a medium level, and 24.90% (63 students) had a high level. In the fourth year of study, the level of motivation for success and avoidance of failure changed: 10.67% of respondents (27 students) had a low level of motivation, 46.25% (117 students) had a medium level, and 43.08% (109 students) had a high level (Figure 1A). Thus, the comparison of the level of motivation shows that the number of students with low motivation decreased by 51.78%, and the number of students with high motivation increased by 73.01%, the number of students with a medium level of motivation decreased by 12.67%.

As a result of studying the level of motivation for success and avoidance of failures based on the method by T. Ehlers, it was established that the average level was 15.10 ± 2.37 and 17.00 ± 1.96 among the first- and fourth-year students, respectively, and had a tendency to increase toward the completion of studies. The students who had a high level of motivation gave preference to medium risk. The marginal

values of the risk readiness indicators (high or low) were found among the students with a fear of failure. It was established that the higher the level of motivation, the lower the willingness to take risks.

When analyzing the level of risk readiness based on the Schubert method, it was found that 3.56% of first-year students (9 respondents) were too cautious, 51.38% (130 students) were moderately cautious, and 48.62% (123 students) were inclined to take risks; as for the fourth-year students, these indicators were 2.37% (6 students), 69.96% (177 students), and 30.04% (76 students), respectively. In the study period, the level of risk readiness changed; thus, the number of far too cautious students decreased by 33.42%, the number of moderately cautious respondents increased by 36.16%, and the number of students inclined to take risks decreased by 38.21%.

As a result of the study of the willingness to take risks according to the Schubert method, it was found that the level of risk readiness was 13.4 ± 0.76 and 11.40 ± 1.13 among the first- and fourth-year students, respectively, and had a tendency to decrease. The values decreased by the end of the studies (Figure 1B). It was revealed that students who are willing to take risks have a low level of motivation; but, acquiring knowledge and experience, the propensity to risk decreases.

The correlation analysis assessing the relationship of the motivation for success and the propensity to take risks revealed an average positive correlation (this is indicated by the Pearson correlation coefficient, $r_1 = 0.771$ and $r_2 = 0.839$ among the first- and fourth-year students, respectively).

Thus, it was found that there is a positive relationship between the level of motivation for success and the level of propensity to take risks both among the first- and fourth-year students.

As a result of the study, an inverse proportion was established – the higher the level of motivation, knowledge and experience, the lower the willingness to take risks.

DISCUSSION

The results show that 22.13% of first-year respondents had low motivation, 52.96% – medium, 24.90% – high; in the fourth-year, the level of motivation changed: 10.67% of respondents had low motivation, 46.25% – medium, 43.08% – high. The average level of motivation was 15.10 ± 2.37 and 17.00 ± 1.96 among the first- and fourth-year students, respectively, and had a tendency to increase. Thus, its average values grew toward the completion of studies. It was found that 3.56% of first-year respondents were too cautious, 51.38% were moderately cautious, and 48.62% were inclined to take risks; in the context of the fourth-year students, these indicators were 2.37, 69.96, and 30.04%, respectively.

Researchers from the Republic of Uzbekistan were engaged in the development of an acmeological platform in pedagogical education. The need to modernize the system of higher pedagogical education was shown in order to improve basic professional skills and ensure continuous self-improvement and self-development. The study examined the acmeological platform, which included the following components: knowledge and experience, emotions and value system, self-awareness and

the ability to draw conclusions, communication, and motivation. The element of motivation was also considered in our study. It was also shown that in the process of learning, the level of motivation increases, which is also in line with our findings (Azizkhodzhaeva, 2012).

The formation of acmeological competence in pedagogy was studied by Belarus researchers. They conducted an experiment that determined acmeological skills at two points based on questionnaires. This methodology was also used in our study. The experimental research shows that among the students, there was an increase in acmeological competence by 50% at the normative level and by 18.2% at the productive level. In our study, we also noted an increase in the components of acmeological competence (motivation) by an average of 12.58% (Koshman, 2017).

The study of the acmeological competence of a person as a factor of psychological readiness for risk, was carried out by researchers from Saratov State University, the Russian Federation. The empirical research results were obtained based on the use of the questionnaire developed by T. Ehlers and aimed at measuring motivation to achieve success. This methodology was also used in our study. As a result of the experiment, it was found that in the structure of acmeological competence, self-motivation and cognitive competence are the most significant components for teachers. At the same time, with the accumulation of life experience and knowledge, there was a tendency toward an increase in the achievement of the goals set (motivation). It was also revealed that the less the person's life experience and acmeological competence, the higher their propensity to take risks. When studying the levels of motivation for success and the propensity to take risks, we found the same tendency – the higher the level of motivation, knowledge, and experience, the lower the willingness of a person to take risks. Scientific research shows that acmeological competence is a quantitative parameter for measuring personal readiness to take risks, and with an increase in experience and knowledge, the tendency to take risks decreases, which is also shown in our study (Arendachuk, 2015).

The acmeological foundations of higher education have been described by researchers from the Kuban State University, the Russian Federation. In the formation of acmeological competence and in the process of personal and professional self-development of a teacher in an integrative educational environment, an important role is played by the motivational component, which ensures their readiness for conscious professional and personal changes, as well as the desire for continuous self-improvement.

The motivational component was studied by scientists from the University of Bristol (United Kingdom). They showed that the motivation for learning must be developed; there is a dependence of motivation on the final assessment; in the learning process, there is an increase in the motivational component. We have observed the same tendency in the present paper (Harlen and Crick, 2003).

The study of motivation for success based on the method by T. Ehlers was conducted at Vitebsk State University named after P. M. Masharov, the Republic of Belarus. As a result of the study, it was found that 47% of students have strong motivation

for success, 36% – medium, 18% – low (Goncharov, 2017). The indicators obtained in our study were as follows: 24.90% – high level of motivation, 52.96% – medium level, and 22.13% – low level.

The features of achievement motivation were studied by the researchers from Astrakhan State Medical University, the Russian Federation. Based on the use of the test by T. Ehlers, the motivational component was studied and it was found that participants with a high level of anxiety are characterized by a higher level of motivation while we showed an increase in motivation against the background of a decrease in willingness to take risks. The study also found that motivation for success stimulates learning and self-development (Sergeeva and Kubekova, 2020).

The analysis of the motivation for success based on the questionnaire developed by T. Ehlers and the personality traits of the students was carried out at the Orenburg State University, the Russian Federation. In the course of the study, it was found that the medium level of motivation prevails among freshmen, it was noted in 53% of respondents (in our study, it was 52.96%); a high level of motivation was 40% (in our study – 24.90%) (Biktina, 2021).

The researchers from the Cherepovets State University and Moscow University for the Humanities, the Russian Federation, studied student interactions and identified their readiness to take risks using the Schubert test. The Schubert test was also used in our study. As a result, it was found that the position of coercion is positively correlated with motivation and propensity to take risks (Maralov et al., 2018). In our study, we found a relationship between motivation and risk propensity.

The characteristics of personal motivation have been studied by the researchers from the Yaroslavl Region, the Russian Federation. The study relied on the method developed by T. Ehlers to analyze the motivation to avoid failure and the method developed by Schubert to determine the degree of risk readiness. We also used these two techniques. The results of the study found that individuals who showed a high level of motivation have a low level of risk readiness (Koshman, 2017). We have revealed the same trend.

The analysis of professional motivation of students in the Republic of Kazakhstan was carried out based on a sociological study. The results showed that 89% of graduates have a high level of motivation (Khairullina and Khizbullina, 2018). In our study, a high level of motivation was found in 40% of respondents. Today, the development of acmeological competence is important, especially among teachers and social educators; the application of knowledge and skills helps them achieve excellence both in personal and professional development. Most modern researchers tend to note that it is possible and necessary to develop the skills of acmeological competence, especially in higher education.

CONCLUSION

Acmeological competence of social teachers is an important factor both at the time of receiving education and in the

context of the practical application of knowledge; it allows a person to develop and achieve self-improvement, professional and personal heights.

The study involved students, rising social educators, and considered the levels of their motivation for success and avoidance of failures, as well as determined the levels of risk propensity; next, the dynamics and relationship between the level of motivation for success and the level of propensity to take risks were studied. The students were asked to take the questionnaire developed by T. Ehlers to study the level of their motivation for success and avoidance of failure and the Schubert questionnaire to determine their level of risk readiness.

As a result of the study, it was found that the average level of motivation was 15.10 ± 2.37 and 17.00 ± 1.96 among the first- and fourth-year students, respectively, and had a tendency to increase toward the completion of studies. Thus, the comparison of the level of motivation shows that the number of students with low motivation decreased by 51.78%, and the number of students with high motivation increased by 73.01%, the number of students with a medium level of motivation decreased by 12.67%. The students who had a high level of motivation gave preference to medium risk. The marginal values of the risk readiness indicators (high or low) were found among the students with a fear of failure. It was established that the higher the level of motivation, the lower the willingness to take risks.

The number of too cautious students decreased by 33.42%, the number of moderately cautious respondents increased by 36.16%, and the number of students inclined to take risks decreased by 38.21%. It was revealed that students who are willing to take risks have a low level of motivation; but, acquiring knowledge and experience, the propensity to risk decreases.

Thus, it was found that there is a positive relationship between the level of motivation for success and the level of propensity to take risks both among the first- and fourth-year students.

As a result of the study based on the methods developed by Ehlers and Schubert, an inverse proportion was established – the higher the level of motivation, knowledge and experience, the lower the willingness to take risks.

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The results of this work indicate the need for further scientific research on the issue of acmeological competence not only of social teachers, but also of other educators in order to achieve heights in personal development and improve the learning process. In the future, it is planned to study the types of motivation and methods of its increase (self-motivation, affirmation, and visualization). Based on the research results, it will be possible to introduce changes to the syllabuses of educational disciplines of the following specialties: “Social pedagogy and self-cognition” and “Pedagogy and psychology” and expand talk sessions, practical classes and independent work of students in order to obtain relevant competencies.

DATA AVAILABILITY STATEMENT

The original contributions presented in this study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

ETHICS STATEMENT

The studies involving human participants were reviewed and approved by Ethics Committee of Al-Farabi Kazakh National University, who agreed to conduct this study in the 2019/2020 and 2021/2022 academic years. The patients/participants provided their written informed consent to participate in this study.

AUTHOR CONTRIBUTIONS

DZ, KY, BA, MZ, and RR performed the material preparation, data collection, and analysis. KY wrote the first draft of the manuscript. All authors contributed to the study conception and design, read, and approved the final manuscript.

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APPENDIX

TABLE A1 | Dear social educator! We would like you to kindly answer the questions of the questionnaire in the framework of the research initiated by the Al-Farabi Kazakh National University and Abai Kazakh National Pedagogical University. For your information, you are asked 41 questions to be answered in the positive or in the negative.

No	Question	Answer	
		Yes	No
1	If there is a choice between two options, it is better to make it faster than to postpone it.	Yes	No
2	If I see that I cannot do my best to complete the task, I easily get annoyed.	Yes	No
3	When I work, it looks as if I'm putting everything on the line.	Yes	No
4	If there is a problem, most often I am one of the last to make a decision.	Yes	No
5	If I have no business for 2 days running, I become frantic.	Yes	No
6	On some days my progress is below average.	Yes	No
7	I am more critical of myself than of others.	Yes	No
8	I am friendlier than others.	Yes	No
9	When I refuse a difficult assignment, I severely condemn myself because I know that I would succeed in it.	Yes	No
10	In the process of work, I need small breaks to rest.	Yes	No
11	Diligence is not my main characteristic.	Yes	No
12	My achievements at work are not always the same.	Yes	No
13	Other work attracts me more than that I am involved in.	Yes	No
14	Censure stimulates me more than praise.	Yes	No
15	I know that my colleagues consider me a business person.	Yes	No
16	Overcoming obstacles contributes to the fact that my decisions become more categorical.	Yes	No
17	It's easy to play on my ambition.	Yes	No
18	If I work without inspiration, it is usually noticeable.	Yes	No
19	When doing my work, I do not expect other people to help me.	Yes	No
20	Sometimes I put off until tomorrow what I have to do today.	Yes	No
21	You need to rely only on yourself.	Yes	No
22	There are few things in life that are more important than money.	Yes	No
23	If I have an important assignment to do, I never think of anything else.	Yes	No
24	I am less ambitious than many other people.	Yes	No
25	At the end of my vacation, I am usually glad to return to work soon.	Yes	No
26	When I feel like working, I demonstrate a better and more qualified performance than others.	Yes	No
27	I find it easier to communicate with people who can work hard.	Yes	No
28	When I don't have anything to do, I feel uncomfortable.	Yes	No
29	I have to do responsible work more often than other people.	Yes	No
30	If I have to make a decision, I try to do my best.	Yes	No
31	Sometimes my friends think I am lazy.	Yes	No
32	To some extent, my success depends on my colleagues.	Yes	No
33	It is pointless to oppose the leader.	Yes	No
34	Sometimes I don't know what kind of work I have to do.	Yes	No
35	If something goes wrong, I become impatient.	Yes	No
36	I usually pay little attention to my accomplishments.	Yes	No
37	When I work with other people, I am more productive than others.	Yes	No
38	I don't complete much of what I undertake.	Yes	No
39	I envy people who are not busy with work.	Yes	No
40	I do not envy those who strive for power and position.	Yes	No
41	If I am sure that I am on the right track, I will take extreme measures to prove that I am right.	Yes	No

Thank you for participating in the study!

TABLE A2 | Dear social educator! We would like you to kindly answer the questions of the questionnaire within the framework of the research initiated by the Al-Farabi Kazakh National University and Abai Kazakh National Pedagogical University. For your information, assess the degree of your willingness to take the actions that you are asked about. When answering each of the 25 questions, agree or disagree in accordance with the following scale: 2 points – completely agree; 1 point – rather agree than disagree; 0 points – not sure; –1 point – rather disagree than agree; –2 points – completely disagree.

No	Question	Answer				
		Completely agree	Rather agree than disagree	Not sure	Rather disagree than agree	Completely disagree
1	Would you exceed the speed limit in order to provide medical assistance to a sick person faster?	2	1	0	-1	-2
2	Would you agree to participate in a dangerous and long expedition for the sake of good money?	2	1	0	-1	-2
3	Would you stand in the way of an escaping dangerous criminal?	2	1	0	-1	-2
4	Could you travel on the step board of a freight car going over 100 km/h?	2	1	0	-1	-2
5	Can you work effectively the next day after a sleepless night?	2	1	0	-1	-2
6	Would you be the first to cross a cold river?	2	1	0	-1	-2
7	Would you lend a large amount of money to a friend being not entirely sure that he/she would be able to pay you back?	2	1	0	-1	-2
8	Would you walk into the lion's cage with a tamer if assured that it was safe?	2	1	0	-1	-2
9	Could you climb a tall factory chimney under the guidance of an experienced mentor?	2	1	0	-1	-2
10	Could you take control of a sailboat without being trained?	2	1	0	-1	-2
11	Would you risk grabbing a running horse by the bridle?	2	1	0	-1	-2
12	Could you ride a bike after drinking some liters of beer?	2	1	0	-1	-2
13	Would you make a parachute jump?	2	1	0	-1	-2
14	Could you, if necessary, travel without paying from St. Petersburg to Murmansk?	2	1	0	-1	-2
15	Would you go on a long trip by car if your acquaintance, who has recently had a serious accident, were the driver?	2	1	0	-1	-2
16	Would you jump off a 10-m platform onto the fire brigade net?	2	1	0	-1	-2
17	Would you undergo a life-threatening operation in order to get rid of a serious illness requiring bed rest?	2	1	0	-1	-2
18	Would you jump off the carriage steps of the train traveling 60 km/h?	2	1	0	-1	-2
19	Would you take a 5-person elevator with six other people as an exception?	2	1	0	-1	-2
20	Would you cross a busy street intersection blindfolded for a large sum of money?	2	1	0	-1	-2
21	Would you take on a life-threatening job if it was well-paid?	2	1	0	-1	-2
22	Could you calculate the percentage after having 10 glasses of vodka?	2	1	0	-1	-2
23	If your boss asked you to grab a high-voltage and assured you that the wire was de-energized, would you agree?	2	1	0	-1	-2
24	After some preliminary explanations, would you fly a helicopter?	2	1	0	-1	-2
25	If you had tickets but no money and food, would you travel from Moscow to Khabarovsk?	2	1	0	-1	-2

Thank you for participating in the study!