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SCIENTIFIC PRINCIPLES AND FEATURES OF THE LEVEL OF SELF-ASSESSMENT OF FUTURE SPECIALISTS

The content of the article is aimed at explaining and defining the conceptual foundations of self-esteem as a prerequisite for the self-development of future specialists. In modern society, where professional identity and personal development are becoming key factors in a successful career, understanding self-esteem as a psychological construct becomes especially relevant. The purpose of the study is to theoretically study the factors that form self-esteem, as well as experimentally determine its levels: high, adequate and low. The research methodology is based on questionnaires and testing of students, which makes it possible to obtain objective data on self-esteem and identify features of its level. As a result of the study, it was established that there are no significant differences in quantitative and qualitative indicators of insufficiently high, adequate and inadequately low levels of self-esteem among future educational psychologists and future specialists from other educational institutions. More than half of the 361 subjects who took part in the experiment rated their self-esteem as inadequate. In both sample groups, about a third of the participants rated themselves as adequate. Subjects who rated their self-esteem as inadequate accounted for approximately one-fifth of the total number of subjects in each group. The contribution of this work is to deepen the understanding of self-esteem as an important aspect of personal and professional development, as well as to develop recommendations for increasing adequate self-esteem in students. The practical significance of the results of the work lies in the possibility of using the data obtained to create programs for the support and development of future specialists, which, in turn, contributes to their successful integration into the professional environment.

Key words: self-esteem, self-development, personal qualities, professional qualities.

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Болашақ мамандарда өзін-өзі бағалаудың ғылыми алғышарттары мен деңгейлік ерекшеліктері

Мақаланың мазмұны болашақ мамандардың өзін-өзі дамытуының алғы шарты ретінде өзін-өзі бағалаудың тұжырымдамалық негіздерін түсіндіруге және анықтауға бағытталған. Кәсіби сәйкестік пен тұлғаның дамуы табысты мансаптың негізгі факторларына айналып отырған қазіргі қоғамда өзін-өзі бағалауды психологиялық құрылым ретінде түсіну ерекше өзекті бола бастайды. Зерттеудің мақсаты – өзін-өзі бағалауды қалыптастыратын факторларды теориялық тұрғыдан зерттеу, сонымен қатар оның деңгейлерін эксперименттік түрде анықтау: жоғары, адекватты және төмен. Зерттеу әдістемесі студенттердің сауалнамасы мен тестілеуіне негізделген, бұл өзін-өзі бағалау туралы объективті мәліметтер алуға және оның деңгейінің ерекшеліктерін анықтауға мүмкіндік береді. Зерттеу нәтижесінде болашақ педагог-психологтар мен басқа оқу орындарының болашақ мамандары арасында өзін-өзі бағалаудың жеткіліксіз жоғары, адекватты және адекватты емес төмен деңгейлерінің сандық және сапалық көрсеткіштерінде айтарлықтай айырмашылықтар жоқ екені анықталды. Экспериментке қатысқан 361 респонденттің жартысынан көбі өзін-өзі бағалауды жеткіліксіз деп бағалады. Екі іріктеу тобында қатысушылардың шамамен үштен бірі өздерін адекватты деп бағалады. Өзін-өзі бағалауды жеткіліксіз деп бағалаған субъектілер әр топтағы субъектілердің жалпы санының шамамен бестен бір бөлігін құрады. Бұл жұмыстың үлесі тұлғалық және кәсіби дамудың маңызды аспектісі ретінде өзін-өзі бағалауды түсінуді тереңдету, сонымен қатар студенттерде адекватты өзін-өзі бағалауды арттыру бойынша ұсыныстар әзірлеу болып табылады. Жұмыс нәтижелерінің практикалық маңыздылығы алынған мәліметтерді болашақ мамандарды қолдау және дамыту бағдарламаларын құру үшін пайдалану мүмкіндігінде, бұл өз кезегінде олардың кәсіби ортаға сәтті кірігуіне ықпал етеді.

Түйін сөздер: өзін-өзі бағалау, өзіндік даму, тұлғалық қасиеттер, кәсіби мәнді қасиеттер.

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Научные предпосылки и уровневые особенности самооценки у будущих специалистов

Содержание статьи направлено на объяснение и определение концептуальных основ самооценки как предпосылки саморазвития будущих специалистов. В современном обществе, где профессиональная идентичность и личностное развитие становятся ключевыми факторами успешной карьеры, понимание самооценки как психологического конструкта становится особенно актуальным. Цель исследования – теоретически изучить факторы, формирующие самооценку, а также экспериментально определить ее уровни: высокий, адекватный и низкий. Методика исследования основана на анкетировании и тестировании студентов, что позволяет получить объективные данные о самооценке и выявить особенности ее уровня. В результате исследования установлено, что существенных различий по количественным и качественным показателям недостаточно высокого, адекватного и неадекватно низкого уровня самооценки у будущих педагогов-психологов и будущих специалистов других образовательных учреждений нет. Более половины из 361 испытуемого, принявшего участие в эксперименте, оценили свою самооценку как неадекватную. В обеих выборочных группах около трети участников оценили себя как адекватные. Испытуемые, оценившие свою самооценку как неадекватную, составляли примерно одну пятую от общего числа испытуемых в каждой группе. Вклад данной работы заключается в углублении понимания самооценки как важного аспекта личностного и профессионального развития, а также в разработке рекомендаций по повышению адекватной самооценки у студентов. Практическая значимость результатов работы заключается в возможности использования полученных данных для создания программ поддержки и развития будущих специалистов, что, в свою очередь, способствует их успешной интеграции в профессиональную среду.

Ключевые слова: самооценка, саморазвитие, личностные качества, профессиональные качества.

Introduction

Currently, professional and personal development of young people becomes a priority task in the educational policy of Kazakhstan. Therefore, there are different requirements, theories, and technologies of professional and personal development of future specialists in the conditions of higher education institutions. And points to the high place of people's need for self-esteem in classical theories and modern psychological concepts (Greenberg, 1992: 913-922). As in A. Maslow's theory, self-esteem as an urgent problem is included in the hierarchy of needs and labelled as a basic human need. In this regard, A. Maslow explained the importance of self-esteem, honouring the person by the need for respect through recognition, perception, raising the status, and appreciation of others. It should also be noted that in the author's theory, the main place is occupied by the human need for self-esteem or inner self-esteem. Then, according to A. Maslow, people strive for self-esteem and thus achieve development and self-actualisation (Maslow, 1987).

The term "self-esteem" first appeared in English in the history of psychology. The use of the term dates back to 1657, according to the Oxford English

Dictionary. Here, in relation to a person's self-esteem, values, beliefs, and views of the self, the perception of the self at any point in life is interpreted as self-perception (Mruk, 1995).

The concept of self-esteem first appeared in the field of humanities and social sciences in the late XIX century. Later it became the basis of the psychological research of the American psychologist W. James (1890). W. James treated "disappointment in oneself" and "dissatisfaction with oneself" as direct and simple qualities of human nature. In his opinion, self-esteem is determined by a person's relationship to true and perceived potential and possibilities. W. James's conception of self-esteem constructs self-esteem in relation to a person's commitment to satisfying basic needs for self-expression. Subsequently, it was found that the author's study of self-esteem is based on self-analysis. Nevertheless, he outlined the relationship of self-esteem to human values, successes and competences and viewed self-esteem as a dynamic process, facilitated by achievements, failures and open to improvement. From a critical analysis of W. James' conception, it became clear that self-esteem was seen as an affective phenomenon based on feelings and emotions (James, 1950).

Since then, self-esteem has entered the science of psychological counselling, clinical and experimental psychology. The concept of self-esteem has been used in parenting manuals and self-knowledge literature and has become known to the general public. In the process, the concept of self-esteem has continually expanded and changed. It has become one of the most important and productive concepts in psychological research, psychotherapy, psychological and educational approaches at various levels.

Literature review

Among the main concepts of self-esteem in our study, the views of R. White take an important place. In his views on self-esteem of psychodynamic nature, the concept of competence is central. R. White also considers self-esteem as a developmental phenomenon, like W. James. But the author's concept is distinguished by the systematic development of self-esteem under the influence of experience, behaviour and, in turn, by the fact that self-esteem always contributes to human activity. Therefore, according to R. White, there are two sources of self-esteem: 1) internal basis – own achievements gained by a person, and 2) external basis – recognition, approval of others in the social environment (White, 1963: 200-211).

The ability and capacity of future educational psychologists to evaluate themselves as a specialist, as a person and their professional activity occupies an important place in each section, at each stage of the educational programme. K.B. Zharykbaev and O.S. Sangylbaev in the encyclopaedic dictionary of psychology say that self-esteem is “the ability of a person to treat himself constructively, to orientate in his capabilities in accordance with the requirements of life, to specify his goal, to formulate his thoughts. Self-esteem increases self-confidence and develops spiritual harmony. Self-esteem shows how a person interacts with others, is critical and able to make claims, relates to successes and failures. In addition, self-esteem affects a person's performance and development as a person. Self-esteem is formed, first of all, based on the assessment that others give to a person. A person is prone to self-evaluation depending on how he or she is evaluated by others” (Zharykbaev, 2011: 416). It follows from this definition that self-esteem as an assessment of a person's capabilities, qualities and place among other people substantiates self-development; reveals the influence on its formation, activity and behaviour.

Although, the concept of self-esteem is known from everyday psychological knowledge, in science the concept of self-esteem has been studied from different perspectives. In a generalised form, self-esteem, related to the development of the field of positive psychology over the last 50 years, is seen as a solution to various social, psychological problems, such as 1) a road to self-development; 2) a determinant of feelings of happiness and 3) unemployment, bullying, ostracism, violence, immoral behaviour.

At all times domestic and foreign researchers (A. Adler, A.G. Asmolov, D. James, K.K. Zhampeisova, N.S. Zhubanazarova, A. Maslow, V.G. Maralov, K. Rogers, N.K. Freud, K.K. Sheryazdanova, etc.) explain self-esteem as an indicator of self-consciousness, a component of self-consciousness and the core of the process of self-development. The authors state that self-esteem at each age of personality development shows, on the one hand, the level of self-awareness and emotional and value attitude to oneself; on the other hand, it is the most important internal condition of their development.

Domestic researchers N.K. Toksanbaeva, N.S. Zhubanazarova, E.B. Stambekov and G.N. Borbasova connect self-esteem with the awareness of one's place in the environment of other people, qualities, own capabilities and identity regardless of changing environmental conditions; accordingly, with a sense of one's own individuality of personality. Here, according to the authors’ “...the central component, the character of the personality, the most important personal knowledge directly related to the regulation of one's behaviour and activity, formed in the active development of the personality and manifested in its inner world”, will come to the competence of self-esteem (Toksanbaeva, 2017: 130-138).

In any case, Psychological Sciences relate self-esteem to a person's self-worth as a value. In addition, self-esteem has a character in various forms regarding the extent to which a person feels that he or she is a valuable and competent person.

Hence, it follows that self-esteem at the conceptual level is always an evaluative component of the concept of “I”. Therefore, in the literature, self-esteem is linked to the concept of “I” (Agapov, 2006). For example, “I” is considered as a part of self-esteem, which is a broader expression of the concept and includes behavioural, cognitive, evaluative and emotional aspects (Blascovich, 1993).

On the contrary, L.G. Puzep proposes to consider self-esteem as a special function of self-awareness, which is not identical to either the image of the “I” or the view of the self. In his opinion, self-

esteem depends on the presence of a critical position of the individual; the ability to assess the existing potential in terms of a certain system of values (Puzep, 2014: 102-108).

It is known that self-esteem is the result of feedback on a social basis. Self-esteem shows a direct correlation with the complex content of feedback on the various social roles and social statuses of the individual, affecting the nature of social interaction (González-Pienda, 1997: 271-289).

In this regard, A.V. Batarshev shows that all abilities, skills, knowledge, personal and professional qualities inherent in a qualified specialist cannot be sufficiently developed if he/she does not have an adequate attitude to himself/herself. In this case, “the actual problem of formation of socio-professional competence becomes personal and professional self-assessment, allowing to realise oneself, as well as the system of self-assessment relations of both the individual and the specialist” (Batarshev, 2012: 21).

I.A. Abeuova and I.S. Tashchiyeva (Abeuova, 2003) connect communication difficulties with self-esteem and give a broad definition of self-esteem. The authors consider self-esteem as a person’s abilities, psychological qualities and actions, life goals and opportunities to achieve them. In their opinion, these capabilities reflect a person’s own assessment of his/her position in relations with other people.

The opinion that the forms of self-esteem are determined by the ability to reflexion is expressed by K.K. Shalgynbaeva, K.O. Kaziev (Shalgynbaeva, 2023); V.G. Maralov, N.A. Nizovskikh, M.A. Shchukina (Maralov, 2024); I.N. Semyonov, S.Y. Stepanov (Semyonov, 1983); V.I. Slobodchikov (Slobodchikov, 1987) and others.

It is known in psychological studies that a person’s self-esteem is conditioned by emotional reactions related to specific significant situations and events. Such self-esteem arises from a person’s affective attitude towards oneself. This type of self-esteem goes back to W. James at the time as we mentioned above. He described a person’s self-esteem through self-concept.

Based on the literature analysis, we consider self-esteem as a person’s positive or negative position towards himself/herself, which is influenced by culture, society, family and interpersonal relationships.

Such self-esteem was formulated in 1965 by M. Rosenberg as an expression of a person’s universal sense of self (Rosenberg, 1965). According to M. Rosenberg’s theory, self-esteem is characterised

both socially and culturally in society. Then, from the sociocultural point of view, feelings and beliefs derived from ideas about the values and merits of the individual take on special significance.

This form is nowadays called “personal self-esteem”. In addition, instead of personal self-esteem, some works use the concept of “state of personal self-esteem” (Heatheron, 1991: 895-910).

It follows from the authors’ conclusions that the state of personal self-esteem is characterised by dynamism and instability. Because it is obvious that a person’s sense of self-worth changes depending on positive or negative situations, events. There are also opposite points of view related to this situation. We also believe that, based on evidence-based research (Brown, 1993), people’s self-esteem or dissatisfaction with themselves due to the short-term nature of emotional reactions in different situations cannot fully determine self-esteem.

Therefore, we conclude from research concerning such issues on the topic that adequate self-esteem is an indicator of a person’s mental and psychological health.

This is because it is very likely that mental, personality, and sometimes clinical level problems go beyond self-esteem, which cannot be distinguished from such things as narcissism or simple pride (Baumeister, 1996: 5-33).

However, self-esteem should be determined by the situation in the socialisation process, communication styles, and upbringing in the family.

Another widespread assumption is that self-esteem, characterised by constancy over time in an individual, is defined as a trait (Coopersmith, 1967). This often implies that self-esteem is viewed in psychology as a personality variable according to one’s own perceptions of the person himself. This is defined by scholars in the literature as “general / global self-esteem” or “characteristics of self-esteem”. A general type of self-esteem will be characterised by stability across time and circumstances.

Researchers have also analysed global self-esteem for each dimension. For example, S. Coopersmith (Coopersmith, 1967), J. Crocker, L.E. Park (Crocker, 2004), and J. Crocker, S. T. Wolf (Crocker, 2001) consider global self-esteem as valued attitudes of people like M. Rosenberg on cognitive features. In particular, the behaviourist S. Coopersmith defined self-esteem as an expression of a person’s constant attitude towards himself and his dignity in society. He included success and self-esteem as indicators of self-respect. According to his theories, self-esteem is a personality construct or an

acquired trait. According to S. Coopersmith, a person initially notices and learns his importance from his parents. Other people later strengthen a person's feelings to be so worthy, honourable. Thus, from early ontogenesis, children replicate the feelings of self-esteem and respect that they observe from their parents.

Global self-esteem in a number of studies by J. Brown, M.A. Marshall (Brown, 1993) is considered as an emotional process. From the point of view of these authors, global self-esteem goes beyond the rational approach and is characterised by a sense of its own importance for the person himself.

The theory of S. Epstein, who, in addition to global self-esteem, classified two more forms of it, is also noteworthy. The author distinguishes self-esteem into levels 1) global – general overall self-esteem; 2) intermediate – in relation to certain professional areas, such as competence, liking or personal potential; and 3) situational – according to the everyday expression of self-esteem. S. Epstein empirically outlined the influence of global and intermediate self-esteem on situational self-esteem. He similar J. Greenberg, A. Maslow and others, considered self-esteem as a basic human need. The author defines self-esteem as a person's conscious and unconscious motivation to get respect. Here self-esteem is considered cognitively and empirically as a consequence of a person's understanding of the world and others. In any case, it is clear from analysing S. Epstein's theory that it is related to personality development, not self-esteem (Epstein, 1985).

In another ontogenetic context, there are views that self-esteem is observed at an early age and is influenced by temperament and self-esteem (Nemov, 2007: 105).

Through a further large-scale experiment, it has been proven that aggressive actions of adolescents arise from self-esteem related to socialisation conditions (Perez-Gramaje, 2019). Studies of adolescents have also shown a high correlation of self-esteem with hopelessness and depressive symptoms (Abela, 2003).

In support of these claims, one study found that self-esteem is stable throughout adulthood but is related to temperament and neuroticism as innate traits (Neiss, 2002).

N. Branden was the first researcher to develop a model of a person's self-esteem in terms of knowledge and competence of their self-concept (Branden, 1991). Key concepts in his theory include competence, self-esteem, self-confidence, and self-respect.

He viewed self-esteem as a dynamic, fundamental human need. N. Branden proved that the lack of self-esteem among the most important human needs causes serious and negative consequences such as drug use, suicide, anxiety and depression. According to N. Branden, self-esteem stems from a person's ability to live up to their self-concepts. He humanistically defines self-esteem based on one's competence to cope with life's major difficulties and to be worthy of happiness.

N. Branden made a number of key conclusions about self-esteem, which are of high significance in modern psychological research and practice.

- Self-esteem as the main need 1) makes a significant contribution to the course of a person's life; 2) becomes necessary for his/her own development for a normal and healthy lifestyle; 3) increases the significance of life actions.

- Conscious choices of individuals as an automatic and direct consequence of self-esteem.

- Self-esteem is reflected in people's behaviour as a part or background of all their thoughts, feelings and actions.

However, most of the literature on the topic relates self-esteem to the evaluation of specific abilities, qualities and attributes of individuals themselves. This defines industry-specific self-esteem.

Also, as an independent type of this kind of self-assessment in modern psychological and pedagogical sciences specifically uses the term "professional self-assessment". Branch professional self-assessment will be a subjective integrative process, which includes the qualities of personality in itself, perception of itself as a subject of activity and communication, self-understanding and self-awareness. Professional self-esteem comes from professional and personal self-education, self-regulation and attitude of a specialist as a subject of self-realisation. In this regard, we believe that the composition of self-esteem, as formulated by A. I. Bondarevskaya, includes the specialist's awareness of his and other values in general activity (Bondarevskaya, 2012: 14). Thus, "nowadays it is important that a specialist has his/her own responsibility for the decisions he/she makes, formed personal and organisational abilities, assessment of social processes, aspiration to improve his/her professional knowledge, practical skills and communicative qualities" (Petrushikhina, 2014: 392-399).

Nowadays, terms such as 'self-confidence' and 'self-efficacy' are widely used in psychology. And sometimes these terms are interpreted as equivalent to a person's self-esteem. According to N. Adler ,

J. Stewart, the concepts of self-esteem in the narrow sense, such as self-confidence or self-esteem, means a person's sense of self-respect (Adler, 2021).

Research on gender differences, social roles, and levels of self-esteem types shows that the separation of general, individual, and industry types of self-esteem is only conceptual, otherwise they are closely related. At the same time, scientific data and research data define different threshold content of self-esteem.

For example, R. A. Josephs, H. R. Marcus, and R. V. Tafari prescribed through an experimental study of the relationship of self-esteem to gender differences that while most men based professional competence in self-esteem, social skills were important in women's self-esteem (Josephs, 1992: 391).

A group of domestic researchers also wrote that in a recent study gender differences were not found in self-esteem (Auyelbekova, 2024:16).

T. Pyszczynski, J. Greenberg, S. Solomon, J. Arndt, J. Schimel (Pyszczynski, 2004: 435-468) self-esteem in personalities established the connection of personalities with the social environment, the type of culture in it, cultural attributes and standards.

Thus, we understand self-esteem as a generalised and summarised evaluation in all spheres of a person's life. Consequently, self-esteem is a person's overall self-assessment. Including a number of researchers K.S. Adilzhanova (2022); A.R. Rizulla (2017); Hart (2006) and others warn that their sense of happiness, subjective satisfaction with their own life may also include.

In the theory and practice of self-esteem Self-esteem is divided into 1) high, 2) adequate and 3) low levels. From the literature related to these levels, important data for our study were collected.

Nowadays, the media, various magazines for the general public, and even some textbooks, and videos widely promote high self-esteem as a useful, necessary trait for both the individual and society. In this regard, educators, psychologists, therapists, parents, etc. pay maximum attention to their high self-esteem from an early age as a psychological mechanism that leads young people to success, happiness.

One group of researchers also believes that high self-esteem is an important factor for human functioning and gives meaning to a person's life.

In addition, people with high self-esteem do not seem to lose their identity, their traits even after any failure (Blaine, 1993: 55).

All such data must be related to the belief that people with high self-esteem have a high capac-

ity for success. This conclusion is supported by A. Tesser's psychological theory of self-esteem based on social behaviour (Tesser, 1988: 181) and C. M. Steele's psychology of self-confidence (Steele, 1988: 261). These theories can also help explain instances of success or failure in people with low self-esteem.

Defining self as being confident in oneself, in one's life indicates that self-esteem will be an important need for an individual (Carlson, 1997). According to self-determination theory, it is also important for people to feel competent, independent, and interaction-related individuals (Ryan, 2022). Only self-esteem allows to achieve a sense of competence, self-development, strengthen relationships with others, and increase subjectivity (Ermentaeva, 2020). But psychological trauma in childhood, cruelty shown by adults, lack of support hinder self-development, the need for subjectivity and cause low self-esteem in children to a psychopathological level, which persists until they grow up and even throughout ontogenesis (Ravn, 2024).

The theories, experimental works of a number of foreign researchers conclude that the harm of child abuse generates psychopathology of self-esteem, even when they reach adulthood.

- Harshness, severity of adults fix insecurity in children (Islam, 2022).

- Critical remarks, violence and neglect, often expressed by mother or father, damage children's future and self-esteem in adulthood (Teicher, 2006: 993-1000).

- Social isolation or withdrawal due to low self-esteem in children caused by maltreatment. Post-known generalised anxiety disorder (GAD), which is persistently subjected to mental and behavioural abnormalities in adulthood; with symptoms of suppressed depressive disorder (SDD) and tardive dyskinesia (TD), which is disturbed by involuntary movement (Kim, 2022: 331-341).

- Children who are victims of maltreatment in early childhood due to the effects of alcohol, drugs suffer from suicidal thoughts in adulthood with low self-esteem and behavioural repertoire so that they do not experience any psychological pain (Ar-sandaux, 2020: 142).

Also, in an experimental study of self-esteem in old age, a greater magnitude of the negative effects of lower self-esteem was obtained in older adults who were abused as children compared to those with higher self-esteem (Sachs-Ericsson, 2010: 489-501).

In addition, a meta-analysis of 95 longitudinal

studies showed that low self-esteem was proportionally correlated with symptoms of anxiety, depression (Sowislo, 2013: 213).

Analysing and summarising the literature, it follows that, as Bulgarian researchers B. Ruseva and D. Baturov (Ruseva, 2016), the main reason for high self-assessment of mental harm is related to a person's experience of loneliness.

Also in one interesting experiment by J.D. Brown and M.A. Marshall, the underestimated experienced a sense of pride when they succeeded and a sense of shame when they failed.

Similarly, in one of the experiments (Bernichon, 2003: 194), which compiled a list of personality traits and tested it for links to the level of self-esteem, there was some noteworthy data. Here it was found that people with low self-esteem felt bad after failure, even though they had many positive personality characteristics. And despite having few positive personality qualities on the list, it appears that those who have high self-esteem do not succumb to emotional negative reactions even after failure.

But self-esteem can be changed and developed when it is low (King, 1992: 745).

Other work (Baumeister, 2003:44) shows that high self-esteem can have little value and may even actually be an obstacle.

In this regard, we consider self-esteem as the most important psychosocial mechanism of human functioning, which originates in childhood, is an indicator of mental health.

Having analysed and studied the problem of self-esteem with the help of theoretical research, we formulate that it is an important psychological mechanism that determines the direction, content of one's own development – both negative and positive.

Some researchers consider self-esteem as a parameter with low validity on a subjective basis. But it is known that in pedagogical, psychological, and sociological research, whatever the mental phenomenon may be, the conclusion is made on the basis of the self-assessment of the subjects, not of the experts. Moreover, obtaining the agreement of not one but several experts in each study is a difficult task. In this regard, we can argue that “even if the current self-assessment is not objective, it will have a better chance of being true in later activities”, such as H. de Vries, A. Fischta, B. Weikert et al. (De Vries, 2018: 393-417).

Therefore, in this section of our study, we experimentally determine the levels of self-esteem of future professionals.

Materials and Methods

Purpose of the study: to verify the presence of differences in quantitative and qualitative indicators of inadequately high, adequate, inadequately low levels of self-esteem in future educational psychologists and future specialists of other educational programmes.

For the method of experimental research the method of self-esteem of S. A. Budassi was chosen.

Simple methods of calculating mean values, mean deviations and statistical methods – Student's t-criterion (t-test) for independent variables – were applied to the obtained quantitative data.

The methodology of S.A. Budassi allows to reveal the orientation to self-development through self-assessment of the tested students. Because this methodology of Budassi is aimed at measuring cognitive and personal qualities, skills, which are usually important in activity, learning, communication, through self-assessment of a person.

The S.A. Budassi test was aimed at identifying personally and professionally significant qualities of the tested persons. The methodology consists of 48 adjectives that include positive and negative personality traits. Since we conducted the methodology online, we modified its conditions according to our purpose of the experimental study. Then we were asked to select 10 qualities from the 48 that correspond to their true essence and rate them from 0 to 100 points.

According to the methodology of S.A. Budassi we determine the levels of self-esteem of future specialists in 2 sample groups and allocate the subjects into 3 categories:

1. adequate self-esteem: 31 – 65 points.
2. inadequately high self-esteem: 66-100 points.
3. inadequately low self-esteem: 0-30 points.

The test subjects had an average age of 21.5 years with an average standard deviation of 2.5 years.

Students of universities of Astana, Almaty, Semey, Ust-Kamenogorsk, Pavlodar, Kyzylorda, Kokshetau took part in our online experimental research.

Having sent the answer sheets on time, there were 399 students in all series of our comprehensive pilot studies. However, the answers of some of the 38 students are not exhaustive, some did not establish their specialities or pseudonyms according to the requirements of our comprehensive study, etc. Therefore, their answers were ignored. The remaining 361 subjects lacked 3rd and 4th year students depending on their academic courses. In this regard,

the pilot study did not conduct quantitative, qualitative analyses of senior students. Again, the educational programmes of students studying in other majors were from different fields, and some were labelled only with a cipher and not with an actual title. Therefore, we summarised them with the category ‘students studying in another specialty’.

So, 361 subjects studying at 1-2 courses took part in the experiment. This figure will be enough to see the validity of digital information and the average effect of it. Then there will be two sample

groups. They will also be enough for the average effect as test subjects:

- 168 students of EP “Pedagogy and Psychology”;
- 193 students from other educational programs.

In the course of the experiment, the self-esteem indicators of the subjects studying in the educational programs “Pedagogy and Psychology” and those studying in other specialities are compared.

Table 1 shows the data on the socio-demographic variables of the subjects.

Table 1 – Information about the tested students (N = 399)

Variables	Mean value- M	Standard deviation – SD
Age	21,347	2,625
Social variables	Number – N	%
Invalid respondents	38	9,523
Those who answered completely	361	100
Males	54	14,958
Females	307	85,042
EP“Pedagogy and Psychology” *	168	46,537
Test takers studying at other specialities	193	53,463

Note. * – educational programme*; * * * – those who answered correctly and all subjects participating in the experiment are counted as 100% in the subsequent data

Results and Discussion

Quantitative indicators of group 2 according to generalised average scores of self-assessment are shown in Table 2.

According to the summarised mean scores, we show the difference in self-esteem of group 2 by the linear histogram in Figure 1.

1-Statistical prediction H_0 : there is no statistically significant difference between the generalised mean values of M_1 and M_2 .

The self-esteem of the subjects of group 2 was generally close to the adequate level in terms of the mean value. But the generalised mean scores of

self-esteem of future educational psychologists and future specialists in other educational programmes showed a tendency to an inadequate level: $M_1=70.92$ points and $M_2=68.50$ points.

When calculating the statistical difference between the generalised mean values of self-esteem of the two groups participating in the experiment, the t-test showed a criterion value of $t=1.05625$, $p=0.003174$. This indicator shows that there is no statistically significant difference in the self-esteem of future educational psychologists and future specialists in other educational programmes in general (H_0).

Differentiation of the subjects by levels of self-esteem is given in Table 3 in percentage terms.

Table 2 – Generalised average self-assessment scores of future educational psychologists (group 1) and future specialists in other educational programmes (group 2)

Sample groups	Mean value – M	Standard deviation – SD
Future educational psychologists	70,92	12,64
Future specialists in other educational programs at the university	68,50	15,01

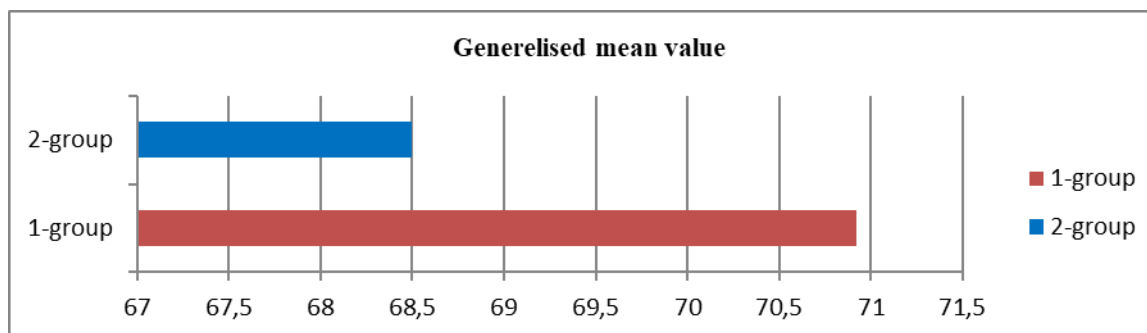


Figure 1 – Self-assessment of group 2 by generalised mean scores

Table 3 – Future educational psychologists by levels of self-esteem (group 1) and future specialists in other educational programmes (group 2) (%)

Sample groups	On the levels of self-esteem		
	inadequatehigh	adequate	inadequatelow
Future educational psychologists	50,6%	35,7%	13,7%
Future specialists in other educational programs at the university	49,2%	38,9%	11,9%

The 85 (50.6%) future educational psychologists here showed an average value with an inadequately high level of self-esteem. 60 of them (35.7%) had adequate level of self-esteem in average. 23 (13.7%) of the mean values of future educational psychologists corresponded to inadequately low.

In the 2nd group, i.e. in 95 (49.2%) other educational programmes, future specialists showed an average value with an inadequately high level of self-esteem. 75 of them (38.9%) had an adequate level of self-esteem in average. The average value of 23 (11.9%) students corresponded to inadequately low self-esteem.

Then most of the subjects of group 2 showed inadequately high level of self-esteem. It was found that the number of subjects in group 2 evaluated themselves at inadequately low level equally. At the same time, the number of subjects at the adequate level of self-esteem was approximate.

Therefore, when analysing the indicators in Table 3, 3 independent statistical predictions were developed and tested:

1- H_0 : no statistically significant difference between group 1 and group 2 on adequate self-efficacy.

2- H_0 : no statistically significant difference between group 1 and group 2 on inadequate high self-esteem.

3- H_0 : no statistically significant difference between group 1 and group 2 on inadequate low self-esteem.

Since the statistical predictions are the same for the levels of self-esteem between 2 groups, the differences between the mean scores calculated at each level are tested.

Statistical treatment of quantitative measures of mean scores used Student's t-test for independent variables.

At the mean values of adequate self-esteem $t = 1.45$, $p = 0.15$. This means that the statistical significance of the difference in the levels of adequate self-esteem between 1- H_0 , i.e., the 2 groups, was negative.

There was 2- H_0 : $t = 0.85$, $p = 0.39$. This was also a non-significant statistically significant difference between group 1 and group 2 on the mean of inadequately high levels of self-esteem.

The statistically significant difference between group 1 and group 2 on the mean of inadequately low self-esteem is not significant: 3- H_0 . Since the t-test was used to test the statistical difference, quantitative $t = 1.21$, $p = 0.23$ were calculated.

If so, the 3 statistical predictions were also correct. As a result, we make conclusions on the experimental study section.

Conclusion

Summarising the literature on the research problem, we managed to generalise and deduce the main concepts of the mechanism of personality self-esteem, which are the conceptual basis for our future teachers-psychologists' own development:

- self-esteem as the basis and the most important psychological mechanism of self-development motivates to activity;

- self-esteem is one of the most important criteria of mental health and psychological well-being;

- self-esteem is a component of professional self-awareness and the concept of "I", in which the personal, mental and physical characteristics of future specialists are most clearly manifested;

- self-acceptance of personality, ability to self-esteem; according to certain subjective data of self-satisfaction, general forms of self-esteem are distinguished;

- personal form of self-esteem: the subject's ability to reflect on his/her specific skills, abilities, deeds, actions, attitudes, physical differences; personal, mental qualities and attributes;

- the main characteristics of self-esteem are characterised by three different criteria: adequate, emotional and stable;

- self-esteem actualises purposefulness, responsibility for one's life, observance of psychological safety.

- psychological-social and pedagogical conditions that affect the adequate / inadequate self-esteem of young people; related to emotionally positive / emotionally negative situations and having a stable / unstable character, include the attitude of early parents; features of age development; state of socialisation; pedagogical and psychological influences;

- cause-and-effect, psychosocial predictors of self-esteem include young people's personal values in life; attitude to themselves and others; quality of life; subjective satisfaction with their own life; feeling of happiness;

- self-esteem is defined as a psychological mechanism, determinant, the most important parameter of the personality of future educational psychologists in the system of self-development; self-actualisation, self-improvement;

- considering the presence of mental, behavioural negative deviations in relation to 'high' and 'low' forms of self-esteem, the forms 'adequate' and 'inadequate high / low' are logical for future educational psychologists ;

- in case of inadequate self-esteem there are many opportunities for its correction, development; etc.

Then self-esteem, from our point of view, allows structuring the internal (mental) and external (behavioural, manner) activity of a future specialist at different-personal, social and public levels.

In addition, with the help of experimental results of self-assessment it was possible to make a number of conceptual conclusions.

From self-assessment the psychological content of personal qualities, attitude to professional activity, behaviour of future specialists is determined.

Adequate self-assessment positively affects the professional and personal development of a future specialist. After all, it is through the assessment of abilities, qualities, educational and professional activity, features of communication, features of personality of future specialists that the process of self-development becomes productive.

According to the results of Budassi's methodology we assert that the adequacy of self-esteem is connected with the personal development of future specialists.

The development of adequate self-esteem is a long and complex process determined by a number of factors and conditions, including the formation of personality in the family, conditioned by the social environment and genetic influences.

There was no statistically significant difference in inadequately high, adequate, inadequately low levels of self-esteem in future pedagogical psychologists and future specialists of other educational programmes.

We formulate that the mechanisms determining the adequacy of self-esteem in university students do not depend on the directions of their professional education.

None of the examinees could demonstrate their degree of conformity to the professional activity standard.

The majority of test subjects faced with inaccurate assessment of the content of strengths and weaknesses in themselves, and sometimes with their substitution (for example: when writing the rating of positive qualities in themselves "the most positive trait in me is not to yield to anyone"; on the contrary, when writing the rating of negative qualities in themselves 'the most negative trait in me is too trusting'; etc.).

In pedagogy and psychology, such issues as the state of a person's socialisation, styles of upbringing, the degree of knowledge assimilation, skill

formation, and professional development are of particular importance in self-assessment.

Self-assessment contributes to regular positive self-correction of future specialists in all kinds of activities.

Well, at a certain stage of ontogenetic development we believe that a person is consciously and purposefully capable of self-development on the basis of self-assessment.

Therefore, in the conditions of higher education institution it is necessary to carry out purposeful work so that future pedagogical-psychologists evaluate themselves stably, adequately. Here we consider it necessary to implement programmes of psychological support, pedagogical support of personal and professional self-development of future

specialists in the process of professional training. After all, we argue that the formation of self-esteem as a stable integrative quality in future teacher-psychologists will be a pedagogical, psychological prerequisite for scientifically organised continuous self-development. At the same time, the important social role and high significance of the activity determine the need for a constant search for concepts, models, ways and means of professional and personal development, teacher-psychologist maturity.

In our study the adequacy of self-esteem is considered as one of the most important determinants of professional and personal self-development of future specialists depending on their educational and professional activities and relationships.

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