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PSYCHOLOGICAL ABILITIES AS A PREDICTOR OF PERSONAL AND PROFESSIONAL SELF-DEVELOPMENT OF FUTURE EDUCATIONAL PSYCHOLOGISTS

The article examines psychological abilities as predictors of personal and professional self-development of future educational psychologists in the context of the transformation of modern education. The relevance of the study is determined by the increasing demands placed on psychological activity, subjectivity, and internal resources of helping professionals. The aim of the research is to provide theoretical justification and experimental verification of the assumption that psychological abilities serve as a significant foundation for the personal and professional self-development of future educational psychologists. The scientific significance of the study lies in clarifying the content of the concept of "psychological ability" and substantiating its component structure as an integrative construct that includes personally and professionally significant qualities. The practical significance is associated with the possibility of applying the obtained results in educational settings, in the professional training of educational psychologists, and in the development of programs aimed at enhancing students' self-development and psychological activity.

The methodological basis of the research includes a theoretical analysis of philosophical, psychological, and pedagogical sources, as well as an empirical study conducted using V. Andreev's "Assessment of Self-Development Ability" methodology. The experiment involved 361 students (future educational psychologists and students of other academic programs). Data were processed using descriptive statistics and Student's t-test for independent samples. The results showed that the mean level of self-development ability among future educational psychologists corresponds to a below-average level ($M_1 = 39.74$), while among students of other academic programs it corresponds to an average level ($M_2 = 40.12$). No statistically significant differences between the groups were found ($p > 0.05$). It was established that in both groups the distribution of self-development ability levels was predominantly concentrated within the average range. The study contributes to the development of an integrative approach to the analysis of abilities, combining cognitive, social, and life resources of personality. The practical value of the findings lies in their potential application in designing educational programs focused on fostering students' self-development and psychological activity, as well as in professional rehabilitation and further comparative research in related fields.

Keywords: skills, intelligence, professional qualities, ability, self-development, psychological ability, personal qualities.

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Болашақ педагог-психологтардың тұлғалық-кәсіби өзін-өзі дамытуының предикторы ретіндегі психологиялық қабілеттер

Мақалада қазіргі білім беру жүйесінің трансформациясы жағдайында болашақ педагог-психологтардың тұлғалық-кәсіби өзін-өзі дамытуының предикторы ретінде психологиялық қабілеттер мәселесі қарастырылады. Зерттеудің өзектілігі көмектесуші мамандық өкілдеріне қойылатын психологиялық белсенділікке, субъектілікке және ішкі ресурстарға қатысты

артуымен негізделеді. Зерттеудің мақсаты – психологиялық қабілеттердің болашақ педагог-психологтардың тұлғалық-кәсіби өзін-өзі дамытуының маңызды негізі ретінде көрінетінін теориялық тұрғыдан негіздеу және эксперименттік жолмен тексеру. Зерттеудің ғылыми маңыздылығы «психологиялық қабілет» ұғымының мазмұнын нақтылаумен және оның тұлғалық әрі кәсіби маңызды сапаларды біріктіретін интегративті құрылым ретіндегі компоненттік құрылымын негіздеумен айқындалады. Практикалық маңыздылығы алынған нәтижелерді білім беру ортасында, педагог-психологтерді кәсіби даярлау үдерісінде, сондай-ақ студенттердің өзін-өзі дамытуы мен психологиялық белсенділігін дамыту бағдарламаларын әзірлеуде қолдану мүмкіндігімен байланысты.

Зерттеудің әдіснамалық негізін философиялық, психологиялық және педагогикалық дереккөздерді теориялық талдау, сондай-ақ В.И. Андреевтің «Өзін-өзі дамыту қабілетін бағалау» әдіс-төмесін қолдану арқылы жүргізілген эмпирикалық зерттеу құрады. Экспериментке 361 студент (болашақ педагог-психологтар және басқа білім беру бағдарламаларында оқитын студенттер) қатысты. Деректерді өңдеуде сипаттамалық статистика әдістері және тәуелсіз іріктемелерге арналған Стьюденттің t-критерийі қолданылды. Зерттеу нәтижелері болашақ педагог-психологтардағы өзін-өзі дамыту қабілетінің орташа көрсеткіші орташадан төмен деңгейге сәйкес келетінін ($M_1 = 39,74$), ал басқа білім беру бағдарламалары студенттерінде орташа деңгейге сәйкес екенін ($M_2 = 40,12$) көрсетті. Топтар арасындағы айырмашылық статистикалық тұрғыдан мәнді емес ($p > 0,05$). Екі топта да өзін-өзі дамыту қабілеті деңгейлерінің үлестірімі негізінен орташа көрсеткіштер шегінде шоғырланғаны анықталды. Зерттеу нәтижелері қабілеттерді талдаудың когнитивтік, әлеуметтік және өмірлік ресурстарды біріктіретін интегративті тәсілін дамытуға үлес қосады. Қорытындылар білім беру бағдарламаларын жобалауда, студенттердің психологиялық белсенділігін және өзін-өзі дамытуын қолдауға бағытталған модельдерді әзірлеуде, сондай-ақ кәсіби реабилитация және салыстырмалы зерттеулерде қолданылуы мүмкін.

Түйін сөздер: дағдылар, интеллект, кәсіби сапалар, қабілеттер, өзін-өзі дамыту, психологиялық қабілеттер, тұлғалық сапалар.

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Психологические способности как предиктор лично-профессионального саморазвития будущих педагогов-психологов

В статье рассматривается проблема психологических способностей как предиктора лично-профессионального саморазвития будущих педагогов-психологов в условиях трансформации современного образования. Актуальность исследования определяется возрастием требований к психологической активности, субъектности и внутренним ресурсам специалиста помогающих профессий. Цель исследования заключается в теоретическом обосновании и экспериментальной проверке предположения о том, что психологические способности выступают значимым основанием лично-профессионального саморазвития будущих педагогов-психологов. Научная значимость исследования состоит в уточнении содержания понятия «психологическая способность» и в обосновании ее компонентной структуры как интегративного образования, включающего лично и профессионально значимые качества. Практическая значимость связана с возможностью использования полученных результатов в образовательной среде, в профессиональной подготовке педагогов-психологов, а также при разработке программ развития саморазвития и психологической активности студентов.

Методологическую основу исследования составили теоретический анализ философских, психологических и педагогических источников, а также эмпирическое исследование с использованием методики В.И. Андреева «Оценка способности к саморазвитию». В эксперименте приняли участие 361 студент (будущие педагоги-психологи и обучающиеся других образовательных программ). Для обработки данных применялись методы описательной статистики и t-критерий Стьюдента для независимых выборок. Результаты исследования показали, что средний показатель способности к саморазвитию у будущих педагогов-психологов соответствует уровню ниже среднего ($M_1 = 39,74$), тогда как у студентов других образовательных программ – среднему уровню ($M_2 = 40,12$). Статистически значимых различий между группами выявлено не было ($p > 0,05$). Установлено, что распределение уровней способности к саморазвитию в обеих группах концентрируется преимущественно в диапазоне средних значений. Работа вносит вклад в развитие интегративного подхода к анализу способностей, объединяющего когнитивные, со-

циальные и жизненные ресурсы личности. Практическое значение результатов состоит в возможности их применения при проектировании образовательных программ, ориентированных на развитие саморазвития и психологической активности студентов, а также в профессиональной реабилитации и дальнейшем сравнительном анализе в смежных исследованиях.

Ключевые слова: навыки, интеллект, профессиональные качества, способности, саморазвитие, психологические способности, личностные качества.

Introduction

To substantiate the proposition that psychological ability serves as a predictor of personal and professional self-development in future educational psychologists, it is necessary to trace the scientific evolution of the concept of ability, clarifying its forms and distinctive features within the history of scholarship.

The study of ability has deep intellectual roots; the very notion of “ability” has long been present in everyday discourse as well as in philosophical and scholarly traditions. Although the investigation of ability in world philosophy, pedagogy, and psychology has followed a lengthy historical trajectory, traditional definitions have most often characterized ability as a condition of success in activity, as emphasized by S. L. Rubinstein (1960). Consequently, in order to reveal the substantive meaning of psychological ability, it is first essential to explicate the genuine conceptual content of the term “ability.”

As with any scholarly issue, the study of ability presupposes reliance on both global scientific achievements and national particularities, including cultural values and historical context. In Kazakhstan, the historical foundations of the problem of ability have developed at the integrated intersection of philosophical, philological, psychological, and pedagogical traditions. Within this framework, contemporary conceptualizations of ability have been elaborated in the spheres of national education and upbringing.

In accordance with the general logic of our study, the works of A. Kunanbayev, particularly *The Book of Words* (*Kara Sozder*), are of special relevance, as they consider ability in connection with moral cultivation and self-improvement. In his reflections, the author emphasizes honest labor, the pursuit of knowledge, perseverance as an inner human potential, responsibility, and ethical qualities as fundamental conditions for the development of ability.

An equally distinctive and conceptually balanced perspective on self-development and human ability within psychological and pedagogical

thought is found in the works of the existentialist thinker Sh. Kudaiberdiuly. In the content of his poetry and philosophical reflections, competence and education are presented not merely as instrumental attainments, but as values that lead the individual toward justice, moral integrity, and ethical conduct. In his writings, the thinker articulated the idea that a person cannot be radically transformed through external influence alone; rather, genuine development occurs gradually, through the individual’s own striving, abilities, and inner motivation, grounded in honest labor. He uniquely emphasized, for his time, the necessity of focusing on the inner spiritual world of the individual and underscored the relationship between spiritual development and the cultivation of ability. Translated into the conceptual language of contemporary psychology, his position suggests that self-knowledge and self-reflection constitute essential mechanisms enabling the further development of ability. These ideas provide an important philosophical foundation for our study of the personal and professional self-development of future educational psychologists.

The foundations and developmental factors of ability were systematically examined by Kazakh thinkers through diverse creative and philosophical forms. In this regard, the philosopher and educator A. Baitursynuly emphasized the decisive role of the native language in the development of ability. In his works, language is interpreted as the core of cognitive and thinking processes. He regarded the mother tongue as both a prerequisite for the formation of thought and the foundation for the development of any ability. At the same time, education was evaluated as a principal mechanism for fostering creativity and intellectual activity. Such a position allows ability to be conceptualized within a cultural–cognitive framework.

In the history of pedagogy and psychology, the works of Zh. Aimauytov (2023) are significant for substantiating the interrelation between ability and creativity. His book *Psychology* (1926) is recognized as the first systematic psychological study written in the Kazakh language. Aimauytov associated ability with the individual’s creative activ-

ity and emphasized its development through art, literature, and educational influence. Moreover, he adhered to a biosocial principle of development, interpreting ability as the unity of innate potential and the individual's conscious effort. This perspective provides grounds for considering ability not as a static trait, but as a dynamic structure.

In the works of A. Temirbekov, particular emphasis is placed on the necessity of considering national-psychological characteristics within the educational process. He raised the issue of adapting teaching methods to the cultural and psychological specificities of a national audience, underscoring that the educational environment functions as a factor influencing the development of intellectual and creative abilities. In addition, attention to individual differences is regarded as a necessary condition for the effective cultivation of ability (Temirbekov, 1953).

One of the first scholars in Kazakhstani psychology to systematically investigate cognitive and emotional processes was M. Mukanov. He identified motivation as a central factor in the development of ability and viewed personal activity as a prerequisite for the realization of ability (Mukanov, 1960). His works also highlight the influence of the national cultural environment and traditions on the formation of personality traits.

In general, the treatment of ability as an independent category within psychological science began in the nineteenth century. Early scientific approaches sought to define ability through quantitative and qualitative indicators of intelligence. During this period, the study of individual differences contributed to the establishment of the scientific and methodological foundations of ability research. Subsequent theoretical developments demonstrated that ability cannot be confined solely to intellectual parameters, but rather constitutes a multidimensional structure encompassing personal and social dimensions as well.

Literature review

In the history of psychology, one of the first researchers to systematically examine ability as the foundation of individual achievement in the nineteenth century was F. Galton. He interpreted ability as an innate individual characteristic and sought to measure individual differences empirically. By applying psychometric methods, Galton laid the sci-

entific groundwork for describing ability through quantitative indicators.

In Soviet psychology, ability was primarily interpreted within activity-based and social frameworks. L. Vygotsky conceptualized ability as a dynamic structure formed in the course of social interaction, demonstrating that its development occurs within the "zone of proximal development" (Vygotsky, 2024). A. Leontiev defined ability as an internal psychological condition ensuring the successful performance of activity and substantiated that its formation is directly connected with the process of activity itself (Leontiev, 1975).

B. Teplov provided a classical definition of ability, characterizing it as an individual psychological characteristic. He argued that: (1) ability reflects individual differences among people; (2) not all individual differences qualify as abilities, but only those properties that influence the success of specific activities; and (3) ability should not be equated with knowledge, skills, or competencies (Teplov, 2002).

In the second half of the twentieth century, the study of ability acquired a multidimensional character. Howard Gardner proposed the theory of multiple intelligences, distinguishing interpersonal, intrapersonal, kinesthetic, and other forms of ability (Gardner, 2011). Daniel Goleman advanced the concept of emotional intelligence, highlighting the role of social and emotional abilities in professional success (Goleman, 2023). Robert J. Sternberg, in his triarchic theory of intelligence, identified analytical, creative, and practical components (Sternberg, 1988).

V. Shadrikov associated ability with the subject's goal-directed activity and introduced the concept of "professional ability." He conceptualized ability as a property of a functional system and substantiated its relationship with the effectiveness of professional performance (Shadrikov, 2010).

An analysis of these theoretical approaches demonstrates the close interrelation between the concepts of "ability" and "intelligence." While intelligence is most often described as a system of cognitive abilities, the concept of ability is employed in a broader sense, encompassing activity-based, personal, and social components.

To clarify the scientific and historical premises of the concept of "ability," as well as to identify similarities and differences among its psychological definitions and underlying factors, table 1 is presented.

Table 1 – Definitions of Ability in Psychology

Year	Author	Definition
1869	F. Galton	Ability is an innate characteristic that determines individual achievements.
1905	A. Binet	Ability is the capacity to solve tasks that can be measured.
1930s	J. Piaget	Ability is an indicator of achievement within stages of cognitive development beginning in early childhood.
1930	L. S. Vygotsky	Ability is a dynamic structure that develops through interaction with culture within the social environment.
1950s	A. N. Leontiev	Ability is an internal condition of the individual that ensures the successful performance of activity.
1960	M. M. Mukanov	Ability is a manifestation of intellectual potential that can be identified and developed from an early age.
1961	B. M. Teplov	Ability is defined in three aspects: (1) ability is an individual psychological characteristic that distinguishes one person from another; (2) ability does not include all individual psychological differences, but only those related to the successful performance of one or several activities; (3) ability is not limited to acquired knowledge, skills, or competencies.
1970	H. J. Eysenck	Ability links intelligence, personality traits, and aptitude for professional activity as individual differences.
1988	H. Gardner	Ability is represented through different types of intelligence.
2010	V. D. Shadrikov	Ability is a property of a functional system that ensures the realization of specific mental functions.

Over time, the study of ability has increasingly acquired a multidimensional character, and the range of conceptual approaches explaining it has expanded. In contemporary national psychology and pedagogy, although the number of works that examine the abilities of future professionals as a distinct subject of research remains limited, systematic scholarly efforts in this direction are evident. Within these studies, such adjacent categories as “potential,” “creativity,” and “creative activity” are frequently analyzed in close connection with the concept of ability.

For example, in her pedagogical research, B. Turgynbayeva examined, from both theoretical and practical perspectives, the potential underlying the professional creativity of future teachers (Turgynbayeva, 2012). As a prerequisite of ability, creativity was substantiated by K. Nagymzhanova through the methodological principles of subject-oriented psychology, particularly in the context of forming creativity among future teachers within an innovative university educational environment (Nagymzhanova, 2010).

A. Danikeeva characterizes the professional potential of a future teacher as “a complex structure of professional development consisting in the unity of internal psychological resources and external practical activity” (Danikeeva, 2022).

O. Abilmazhinova specifies the concept of “creative abilities” within the framework of the credit-based educational system, examining it in interrelation with the categories of personality development, activity, creativity, and ability (Abilmazhinova, 2022). These authors substantiate the psychological and pedagogical conditions that ensure the professional and personal development of future specialists within the higher education context.

Thus, domestic research demonstrates a clear emphasis on revealing the internal psychological mechanisms of ability through the categories of potential, creativity, and creative activity. However, studies aimed at a systematic analysis of the substantive meaning of “ability” as an independent category remain limited.

An analysis of the international scholarly literature demonstrates the multidimensional nature of the concept of ability. Abilities are typically characterized through several principal dimensions:

- cognitive (intelligence, memory, attention, thinking processes);
- emotional (stress tolerance, self-regulation, empathy);
- social (communication skills, interaction, cooperation);
- professional (goal setting, behavioral regulation, decision-making, effectiveness of activity);

– cultural (linguistic environment, traditions, national specificities).

Moreover, contemporary foreign research increasingly examines abilities in relation to systems of specific skills, placing particular emphasis on their functional role in life and professional activity.

In contemporary foreign psychological research, cognitive ability is frequently regarded as a principal indicator of an individual's overall functional effectiveness and, in a number of studies, is associated with the concept of "work capacity." This perspective highlights the role of cognitive abilities as determinants of performance outcomes in learning, professional activity, and everyday functioning. At the same time, current scientific discourse emphasizes that the success of activity cannot be reduced solely to cognitive resources. It is also determined by the individual's internal capacities, motivational orientation, and psychological activity. From this standpoint, psychological abilities should be considered an integrative factor that complements and extends cognitive abilities, thereby providing a broader framework for understanding human effectiveness.

In an experimental study conducted by D. Klindt, M. Devine, and J. Denison, it was empirically demonstrated that the development of social intelligence depends on the level of cognitive skills and cognitive abilities (Klindt et al., 2017). This finding indicates that social abilities do not emerge autonomously, but are formed on a cognitive foundation.

The role of abilities in determining quality of life has also been examined in studies encompassing different stages of the lifespan. In the works of T. Schirinzi, M. Canevelli, A. Suppa, M. Bologna, and L. Marsili, the lifelong dynamics of abilities are analyzed, substantiating that not only cognitive but also kinesthetic abilities function as significant determinants of quality of life (Schirinzi et al., 2020). The authors demonstrate that a high level of motor activity is associated with a slowing of neurodegenerative processes and note that, in cases of cognitive decline, the development of motor abilities may serve as a compensatory mechanism.

The formation and development of moral abilities were explored in longitudinal studies conducted by A. Thalmayer, G. Saucier, S. Srivastava, J. Flournoy, and S. Costello. The findings indicate that moral skills and abilities are closely connected with lifelong processes of cultural and moral socialization. These abilities are not static in nature but are understood as dynamic structures that evolve through life experience and social relationships

(Thalmayer et al., 2019).

The development of social and emotional abilities through practice and social experience has been demonstrated in studies by E. Blanke, A. Rauers, and M. Riediger (Blanke et al., 2016). The authors provide evidence that skills grounded in cognitive and emotional empathy exert a direct influence on socio-psychological adaptation. Furthermore, these abilities are shown to change and develop throughout the lifespan under the influence of the social environment.

Contemporary research increasingly prioritizes the analysis of the complex interrelations among different types of abilities rather than examining them in isolation. A number of empirical studies have demonstrated that the development of kinesthetic, cognitive, and social abilities occurs not only during childhood or adolescence, but across the entire life cycle, in conditions of interdependence and mutual influence (Janacsek et al., 2012; Lukács, 2015). These findings substantiate the necessity of conceptualizing abilities as a holistic, dynamic, and multidimensional system.

Thus, it can be observed that the majority of studies on the problem of ability have focused predominantly on cognitive abilities. Cognitive abilities and other forms of ability have been interpreted within various theoretical frameworks across different stages of scientific development, resulting in a growing number of theories and conceptual models. At the same time, new types, forms, and functional characteristics of abilities continue to be identified.

However, specialized investigations specifically devoted to the concept of psychological ability remain limited. Ongoing social transformations, the increasing complexity of communication systems, and the heightened demands placed upon learning and professional activity indicate that the development of psychological abilities is becoming a primary requirement for individuals. These abilities are closely associated with the mobilization of internal resources, motivational orientation, and psychological activity.

The analysis of the literature demonstrates that psychological ability is considered, in terms of its substantive content, in interrelation with other types of ability and retains its relevance across all stages of the lifespan. On this basis, we assume that psychological ability possesses a stable predictive value for the professional and personal self-development of future educational psychologists. In this study, the theoretical propositions of V. Andreev, who substantiated that the development of personally

and professionally significant qualities is realized through the capacity for self-development, were adopted as an essential methodological foundation. Accordingly, the capacity for self-development is treated as a defining parameter and a predictive condition within the research framework.

The individual’s internal psychological capacities, which are relevant in any type of activity – including learning processes, communication, and all stages of life – are characterized as psychological abilities. In contemporary literature, these abilities are also associated with the concept of “soft skills.” Soft skills encompass a set of personally and professionally significant qualities and actions – such as flexibility, competence, decision-making ability, communication, and cooperation – grounded in cognitive and social abilities.

The systematic study of psychological abilities as an independent scientific category began to inten-

sify in the first decade of the twenty-first century. In current conceptualizations, psychological abilities that ensure success in educational activity, professional practice, and social life are explained through the individual’s psychological activity. From this perspective, the professional and personal self-development of future teachers is determined by their psychological activity, which is regarded as a specific psychological ability. This position is supported by research conducted by M. Linden and colleagues, in which an individual’s internal potential is characterized by the capacity for active engagement within a given social environment (Linden, 2018).

Overall, the literature review indicates that the structure of psychological ability represents an interconnected system of abilities integrating numerous life-relevant skills. These structural components are systematized in Table 2.

Table 2 – Component Structure of Psychological Ability (according to M. Linden)

Cognitive and Activity-Related Abilities	Social Abilities	Life Abilities
<ul style="list-style-type: none"> – adherence to rules – task planning – breaking tasks into stages – flexibility in response to change – adaptability – competence – ability to apply knowledge in practice – decision-making – expressing opinions – proactivity – activity – patience – perseverance, etc. 	<ul style="list-style-type: none"> – resilience – ability to establish connections with others – ability to engage in conversation with any individual – group interaction skills – ability to build dyadic relationships – demonstration of closeness and warmth, etc. 	<ul style="list-style-type: none"> – vitality in life – mobility – independence – ability to give meaning to one’s life – awareness of life purpose – possession of psychological capital – richness of internal resources, etc.

The analysis of the literature has demonstrated that the content of psychological abilities is defined through a diverse range of traits and qualities. These characteristics vary depending on age-related features as well as the individual’s mental and physical health status; accordingly, both the structure and the forms of manifestation of psychological ability acquire different configurations. At the same time, the findings of the review allow psychological ability to be conceptualized as a comprehensive characteristic associated with the individual’s display of psychological activity in life situations, activity processes, and social interactions.

From this perspective, psychological activity functions as a determining factor in organizing the professional and personal self-development of fu-

ture educational psychologists. The capacity to actualize psychological abilities is therefore regarded as a condition possessing predictive significance for their professional and personal self-development.

In the following section of the study, the levels of psychological abilities related to the professional and personal self-development of future educational psychologists are identified through empirical methods, and the obtained data are analyzed.

Materials and methods

The mean age of the participants was 21.35 years, with a standard deviation of 2.63 years. The experimental study was conducted in an online format, and students from higher education institutions

in Astana, Almaty, Semey, Oskemen, Pavlodar, Kyzylorda, and Kokshetau voluntarily took part in the research.

Initially, 399 students participated in all series of the study and submitted their response forms within the required timeframe. However, the responses of 38 participants were excluded from data processing due to incomplete answers and failure to meet the study requirements, including the absence of clearly specified information regarding their major or identifying details (field of study, coded name). As a result, the final sample consisted of 361 students.

In accordance with the objectives of the study, the sample distribution across academic years was not uniform: the majority of participants were first- and second-year students, whereas third- and fourth-year students were insufficiently represented. For this reason, no separate quantitative or qualitative analysis was conducted for senior-year students. In addition, students enrolled in educational programs other than Pedagogy and Psychology represented diverse fields of study, and in some cases their majors were indicated only by code. Consequently, they were combined into a consolidated category labeled “students of other educational programs.”

The socio-demographic characteristics of the study participants are presented in Table 3.

Table 3 – Socio-Demographic Characteristics of Student Participants (N = 399)

Variables	Mean – M	Standard Deviation – SD
Age	21.347	2.625
Social Variables	Number – N	%
Invalid responses	38	9.523
Complete responses	361	100
Male	54	14.958
Female	307	85.042
“Pedagogy and Psychology” Educational Program*	168	46.537
Students of other majors	193	53.463

Note: * Educational program; ** In subsequent analyses, only participants who provided complete responses and took part in the experiment are considered as 100%.

The final sample consisted of two comparable groups:

- students enrolled in the “Pedagogy and Psychology” educational program – 168 individuals;
- students enrolled in other educational programs – 193 individuals.

The sample size was considered statistically sufficient to detect a medium effect. During the experiment, the levels of capacity for self-development among students in both groups were compared.

As the methodological foundation of the study, V. Andreev’s “Assessment of Capacity for Self-Development” instrument was employed (Andreev, 2006). The instrument consists of 21 statements, each evaluated on a three-point scale.

According to the total sum of the collected scores, nine levels of capacity for self-development were identified. For each sample group, mean values and standard deviations were calculated, and a level-based analysis was conducted. The following score ranges were used to interpret the levels of capacity for self-development:

Level 1 – very low (21–28 points),

Level 2 – low (29–32 points),

Level 3 – below average (33–36 points),

Level 4 – moderately below average (37–40 points),

Level 5 – average (41–44 points),

Level 6 – moderately above average (45–48 points),

Level 7 – above average (49–52 points),

Level 8 – high (53–56 points),

Level 9 – very high (57–63 points).

In processing the obtained quantitative data, descriptive statistics (mean and standard deviation) were applied, and for comparative analysis an independent-samples Student’s t-test was used. This approach made it possible to statistically assess differences in levels of capacity for self-development between the two groups.

Results and discussion

The purpose of the study was to empirically examine whether differences exist in the quantitative and qualitative indicators of levels of capacity for self-development between future educational psychologists and students enrolled in other educational programs.

According to the results of the assessment of capacity for self-development, participants in both sample groups were distributed unevenly across all levels of the scale. Specifically, within the group of future educational psychologists, the levels were identified as follows: very low – 12 individuals; low – 18; below average – 25; moderately below average – 28; average – 35; moderately above average – 20; above average – 15; high – 10; and very high – 5 individuals.

In the group of students enrolled in other educational programs, the distribution was as follows: very low – 15 individuals; low – 20; below average – 30; moderately below average – 35; average – 41; moderately above average – 24; above average – 18; high – 5; and very high – 5 individuals.

The obtained data indicate that in both groups the majority of participants were concentrated at the average and moderately below average levels of capacity for self-development. At the same time, the proportion of individuals at the low and below average levels was also relatively high, suggesting that future professionals possess a potential for self-de-

velopment; however, its systematic realization appears insufficient. The number of participants demonstrating high and very high levels was relatively small in both sample groups.

The percentage distribution of levels of capacity for self-development in the two groups is presented in Table 4. An analysis of the percentage indicators makes it possible to clarify the direction of quantitative differences and to identify similarities and distinctions in the level structures between the groups. These data provide the empirical basis for subsequent statistical comparative analysis (independent-samples t-test) and serve as a foundation for testing the research hypothesis.

Table 4 – Percentage Distribution of Participants According to Levels of Capacity for Self-Development (%)

Levels of Capacity for Self-Development	Pedagogy and Psychology (n = 168)	%	Other Educational Programs (n = 193)	%
Very low	12	7.1	15	7.8
Low	18	10.7	20	10.4
Below average	25	14.9	30	15.5
Moderately below average	28	16.7	35	18.1
Average	35	20.8	41	21.2
Moderately above average	20	11.9	24	12.4
Above average	15	8.9	18	9.3
High	10	6.0	5	2.6
Very high	5	3.0	5	2.6

Note: Percentages were calculated relative to the respective sample size (n). The levels are presented in accordance with the scales of V. I. Andreev’s “Assessment of Capacity for Self-Development” instrument.

To compare the mean levels of capacity for self-development between the two sample groups, an independent-samples Student’s t-test was applied. The results of the statistical analysis revealed no statistically significant differences in indicators of capacity for self-development between future educational psychologists and students enrolled in other educational programs ($p > 0.05$).

This finding indicates that, overall, the levels of capacity for self-development in the examined groups are homogeneous and that professional orientation (Pedagogy and Psychology versus other fields) is not, in itself, a determinant of this ability. The data suggest that capacity for self-development is more closely associated with personal characteristics and psychological activity than with professional specialization.

The absence of statistically significant differences between the groups confirms that professional

orientation alone does not function as a decisive factor in determining the level of capacity for self-development.

Theoretical approaches that interpret ability from activity-based and personality-centered perspectives (L. Vygotsky, A. Leontiev, B.Teplov) relate ability primarily to the individual’s internal psychological resources, activity, and developmental conditions rather than to professional direction. From this standpoint, the obtained results support the view that ability constitutes a more fundamental personal structure that precedes and underlies professional orientation.

V. Andreev’s interpretation of the capacity for self-development as being associated with conscious activity, reflection, and internal motivational orientation is consistent with these findings. If the capacity for self-development is not systematically

and purposefully cultivated within the process of professional education, it appears to remain at a comparable level both among future educational psychologists and among students in other fields of study.

Moreover, the predominance of average and moderately below average levels of capacity for self-development in both groups indicates that the current higher education environment provides insufficient psychological support and developmental programs aimed at fostering personal and professional self-development. This result substantiates the need to consider self-development not as a spontaneous process, but as a specifically organized psychological and pedagogical task.

The quantitative indicators based on the generalized mean scores of the two groups in the assessment of capacity for self-development are presented in Table 5.

Table 5 – Generalized Mean Indicators of Capacity for Self-Development in Future Educational Psychologists (Group 1) and Students of Other Educational Programs (Group 2)

Sample Groups	M	SD
Future Educational Psychologists (n = 168)	39.74	4.15
Other Educational Programs (n = 193)	40.12	3.77

Note: M – mean; SD – standard deviation.

In accordance with the research objective, the statistical null hypothesis (H_0) was formulated as follows: there is no statistically significant difference between the generalized mean scores of capacity for self-development among future educational psychologists and students enrolled in other educational programs.

The results of descriptive statistics indicated that the mean scores of capacity for self-development in both groups were situated between the moderately below average and average levels: in the group of future educational psychologists, $M_1 = 39.74$ points, whereas in the group of students from other educational programs, $M_2 = 40.12$ points.

To examine the difference between the mean values, an independent-samples Student's t-test was applied. The statistical analysis yielded a calculated value of $t = 0.67$, with a significance level of $p = 0.67$. Since the obtained t-value was lower than the critical value ($t_{crit} = 1.96$; $\alpha = 0.05$), the null hypothesis was accepted.

The diagram presents a comparative illustration of the mean values (M) and standard deviations (SD) of capacity for self-development among future educational psychologists and students enrolled in other educational programs. The difference in the height of the bars is minimal, indicating the absence of a pronounced level-based divergence between the groups.

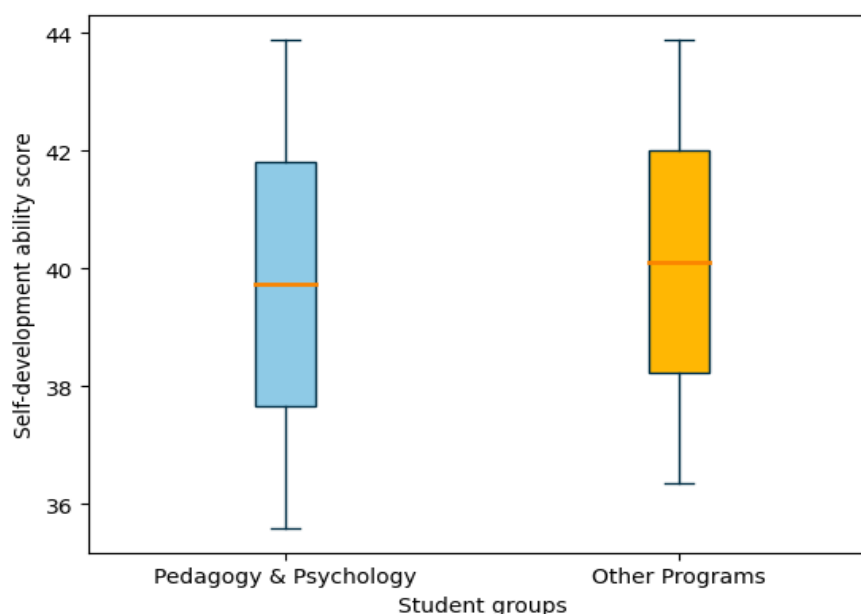


Figure 1 – Mean self-development ability scores by group

The substantial overlap of the error bars (SD) visually confirms the lack of statistical reliability in the difference between the mean values. In other words, the variability within each group is relatively similar, and the between-group difference does not exceed the internal variability.

Thus, no statistically significant difference was identified between the generalized mean indicators of capacity for self-development in future educational psychologists and students of other educational programs ($p > 0.05$). This result suggests that the levels of capacity for self-development in the two groups are comparable and that professional orientation does not exert a direct influence on this indicator.

The findings indicate that capacity for self-development is not directly dependent on professional specialization; rather, it is grounded in the individual's psychological activity, motivational structure, and internal resources. This conclusion is consistent with V. Andreev's theory, which explains self-development through conscious activity and internal determination of the личности. Accordingly, to ensure the professional and personal development of future educational psychologists, it becomes necessary to purposefully cultivate the capacity for self-development within specially organized psychological and pedagogical conditions.

Conclusion

The conducted theoretical analysis and experimental study demonstrated that the professional and personal self-development of future educational psychologists is directly associated with psychological abilities. The examination of the problem of ability was grounded in the integration of Kazakhstani philosophy, pedagogy, and psychology, which historically established national culture, language, education, diligence, and the value of self-improvement as significant prerequisites for the development of ability.

Contemporary scientific literature indicates that the concept of ability is being reinterpreted under

conditions of globalization and digital transformation, through the interrelation of cognitive, social, emotional, and life-related aspects. The consideration of ability within biological, social, and biosocial frameworks makes it possible to characterize it both as a prerequisite for different types of intelligence and as a psychological resource that ensures quality of life.

The scientific novelty of the study lies in substantiating, for the first time, the structure of psychological ability as an integration of cognitive, social, and life abilities, with a systematic identification of personally and professionally significant qualities within this structure. This approach makes it possible to conceptualize psychological ability not as a mere set of isolated skills, but as a comprehensive psychological construct that ensures the professional and personal self-development of the individual.

The results of the experimental study showed that the mean level of capacity for self-development among future educational psychologists corresponds to a moderately below average level ($M_1 = 39.74$), whereas among students enrolled in other educational programs it corresponds to an average level ($M_2 = 40.12$). However, the difference between the two groups was not statistically significant ($p > 0.05$), which indicates that professional orientation does not function as an independent determinant of the level of capacity for self-development.

These findings suggest that the professional and personal self-development of future educational psychologists depends primarily on their psychological activity, internal resources, and purposefully organized developmental conditions. The conclusions of the study may serve as a methodological basis for applications in education, professional training, and professional rehabilitation, as well as for conducting comparative and critical analyses.

The present research provides a foundation for further empirical and applied investigations aimed at examining psychological abilities as predictors of professional self-development.

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