

**ЖОҒАРЫ ЖӘНЕ ЖОҒАРЫ ОҚУ ОРНЫНАН КЕЙІНГІ БІЛІМ:
МӘСЕЛЕЛЕР, ЖАҢАШЫЛДЫҚ, ДАМУ БОЛАШАҒЫ
ВУЗОВСКОЕ И ПОСЛЕВУЗОВСКОЕ ОБРАЗОВАНИЕ:
ПРОБЛЕМЫ, ИННОВАЦИИ И ПЕРСПЕКТИВЫ**

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**INTEGRATION OF PERSONAL AND PROFESSIONAL QUALITIES AS THE
BASIS OF STUDENTS' PROFESSIONAL READINESS IN THE CONTEXT OF
INTERNATIONALIZATION**

Abstract

The modern higher education system operates in conditions of globalization and internationalization, which requires future specialists to have not only deep professional knowledge, but also a set of personal qualities that contribute to successful adaptation, interaction, and self-realization in a multinational and multilingual environment. This paper examines the psychological and pedagogical conditions that contribute to the integration of students' professional and personal qualities, which is considered the basis for the formation of their professional readiness.





A theoretical analysis of domestic and foreign sources has made it possible to clarify the content of the concept of "professional readiness" as a multi-level structure that includes motivational, cognitive, behavioral, and emotional components. An important focus of the study was on the universal qualities that ensure the readiness of future specialists for professional activity in an international educational environment: autonomy, critical thinking, intercultural competence, flexibility, communication skills, leadership abilities, emotional stability, and a desire for self-development.

In the practical part, a survey of students was conducted, in which participants were asked to rank ten key professionally significant qualities in order of importance from 1 to 10.

The study showed that developing students' professional readiness in the context of internationalization of education requires integrating both professional and personal qualities. Students value autonomy, flexibility, communication skills, and intercultural competence the most, which reflects their desire for self-fulfillment, responsibility, and adaptability in a multicultural environment.

Thus, the key direction of professional training of students is the creation of psychological and pedagogical conditions conducive to the development of a holistic personality capable of continuous professional self-development, effective interaction, and successful adaptation in an internationalized educational environment.

Keywords: professional readiness, internationalization of education, personal qualities, educational environment, intercultural competence, self-education.

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**ИНТЕРНАЦИОНАЛДАНУ ЖАҒДАЙЫНДА СТУДЕНТТЕРДІҢ
КӘСІБИ ДАЙЫНДЫҒЫНЫҢ НЕГІЗІ РЕТІНДЕГІ ЖЕКЕ ЖӘНЕ КӘСІБИ
ҚАСИЕТТЕРДІ ИНТЕГРАЦИЯЛАУ**

Аңдатпа

Қазіргі заманғы жоғары білім беру жүйесі жаһандану мен интернационалдану жағдайында қызмет етеді, ол болашақ мамандардан терең кәсіби білімді ғана емес, сонымен қатар көпұлтты және көптілді ортада табысты бейімделуге, өзара әрекеттесуге және өзін-өзі жүзеге асыруға ықпал ететін жеке қасиеттердің жиынтығын талап етеді. Бұл мақалада студенттердің кәсіби дайындығын қалыптастырудың негізі ретінде қарастырылатын кәсіби және тұлғалық қасиеттерін біріктіруге ықпал ететін психологиялық-педагогикалық жағдайлар қарастырылады.

Отандық және шетелдік дереккөздерді теориялық талдау мотивациялық, когнитивтік, мінез-құлық және эмоционалдық компоненттерді қамтитын көп деңгейлі құрылым ретінде «кәсіби дайындық» түсінігінің мазмұнын нақтылауға мүмкіндік берді. Зерттеудің маңызды бағыты болашақ мамандардың халықаралық білім беру ортасындағы кәсіби қызметке дайындығын қамтамасыз ететін әмбебап қасиеттерге айналды: тәуелсіздік, сыни ойлау, мәдениетаралық құзыреттілік, икемділік, коммуникативті дағдылар, көшбасшылық қабілеттер, эмоционалдық тұрақтылық және өзін-өзі дамытуға ұмтылыс. Тәжірибелік бөлімде студенттер арасында сауалнама жүргізілді, оның барысында қатысушыларға маңыздылығы бойынша 1-ден 10-ға дейінгі он негізгі кәсіби маңызды сапаны бөлу ұсынылды. Зерттеу білім беруді интернационалдандыру жағдайында студенттердің кәсіби дайындығын дамыту кәсіби және жеке қасиеттерді біріктіруді талап ететінін көрсетті. Студенттер тәуелсіздікті, икемділікті, қарым-қатынас дағдыларын және мәдениетаралық құзыреттілікті жоғары бағалайды, бұл олардың көпмәдениетті ортада өзін-өзі жүзеге асыруға, жауапкершілік пен бейімделуге деген ұмтылысын көрсетеді.

Сонымен, студенттерді кәсіби даярлаудың негізгі бағыты – интернационалданған білім беру ортасында үздіксіз кәсіби өзін-өзі дамытуға, тиімді өзара әрекеттестікке және табысты бейімделуге қабілетті біртұтас тұлғаны дамытуға ықпал ететін психологиялық-педагогикалық жағдайларды жасау.

Түйін сөздер: кәсіби дайындық, білім беруді интернационалдандыру, тұлғалық қасиеттер, білім беру ортасы, мәдениетаралық құзыреттілік, өзін-өзі тәрбиелеу.

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ИНТЕГРАЦИЯ ЛИЧНОСТНЫХ И ПРОФЕССИОНАЛЬНЫХ КАЧЕСТВ КАК ОСНОВА ПРОФЕССИОНАЛЬНОЙ ГОТОВНОСТИ СТУДЕНТОВ В УСЛОВИЯХ ИНТЕРНАЦИОНАЛИЗАЦИИ

Аннотация

Современная система высшего образования функционирует в условиях глобализации и интернационализации, что требует от будущих специалистов не только глубоких профессиональных знаний, но и комплекса личностных качеств, способствующих успешной адаптации, взаимодействию и самореализации в многонациональной и многоязычной среде. В данной статье рассматриваются психолого-педагогические условия, способствующие интеграции профессиональных и личностных качеств студентов, что рассматривается как основа формирования их профессиональной готовности.

Теоретический анализ отечественных и зарубежных источников позволил уточнить содержание понятия «профессиональная готовность» как многоуровневой структуры, включающей мотивационный, когнитивный, поведенческий и эмоциональный компоненты. Важным направлением исследования стали универсальные качества, обеспечивающие готовность будущих специалистов к профессиональной деятельности в международной образовательной среде: самостоятельность, критическое мышление, межкультурная компетентность, гибкость, коммуникативные способности, лидерские способности, эмоциональная устойчивость и стремление к саморазвитию. В практической части был проведен опрос студентов, в ходе которого участникам было предложено ранжировать десять ключевых профессионально значимых качеств в порядке значимости от 1 до 10.

Исследование показало, что развитие профессиональной готовности студентов в условиях интернационализации образования требует интеграции как профессиональных, так и личностных качеств. Студенты наиболее ценят самостоятельность, гибкость, коммуникативные навыки и межкультурную компетентность, что отражает их стремление к самореализации, ответственности и адаптивности в поликультурной среде.

Таким образом, ключевым направлением профессиональной подготовки студентов является создание психолого-педагогических условий, способствующих развитию целостной личности, способной к непрерывному профессиональному саморазвитию, эффективному взаимодействию и успешной адаптации в интернационализированной образовательной среде.

Ключевые слова: профессиональная готовность, интернационализация образования, личностные качества, образовательная среда, межкультурная компетентность, самообразование.

Introduction. The modern higher education system is rapidly developing in the context of globalization and internationalization. These processes impose new demands on the training of future specialists, particularly teachers, who must be able to realize their potential in an intercultural environment. One of the key conditions for successful professional activity is the integration of students' personal and professional qualities, ensuring their readiness to work effectively in a diverse and dynamically changing sociocultural environment.

In a global educational environment, successful professional activity is impossible without developing students' abilities for intercultural communication, critical thinking, adaptability, and self-improvement. These qualities, when integrated with professional knowledge and skills, form the basis for graduates' competitiveness. For Kazakhstan, where the educational system is actively integrating into the global community, the training of future teachers capable of combining universal professional competencies while taking into account the country's cultural and historical specifics is of particular importance. This emphasizes the need to identify psychological and pedagogical conditions that facilitate the development of students' holistic professional readiness in an intercultural educational environment.

The purpose of the study is to identify psychological and pedagogical conditions and factors that facilitate the effective integration of students' personal and professional qualities as a basis for developing their professional readiness for work in an internationalizing educational environment.

The modern higher education system is constantly changing and facing challenges associated with globalization and internationalization. This places special demands on the training of qualified personnel capable of effectively integrating into a multinational educational and professional environment. In this context, academic staff plays a key role, not only ensuring the quality of specialist training but also shaping the cultural component of the educational process. According to S.A.Mylnikova, the readiness of Russian university faculty for intercultural communication is an important indicator of their professional competence, underscoring the relevance of developing this area in modern pedagogy [1].

The concept of intercultural communication is closely linked to the internationalization of education. As M.Otten notes, global change and integration processes are facilitating the convergence of people with different cultural models of thinking and perception, which influences the development of new forms of social interaction. Three groups participate in the educational process in an intercultural environment: international students coming to study abroad; Local students interacting with representatives of other cultures and expanding their own opportunities for intercultural exchange; as well as university faculty and staff whose activities are directly related to organizing such interactions. Consequently, successful adaptation to a diverse educational environment requires flexibility, tolerance, and the ability to rethink one's own professional attitudes and practices [2].

Changes in the content and structure of modern professions, as well as the rapid development of technology, significantly increase the demands on the quality of graduate training. Employers are increasingly emphasizing not only students' theoretical preparation but also their practical skills, adaptability to new conditions, stress resilience, and readiness for teamwork. As E.L. Trofimova and E.A.Galkina emphasize, the modern labor market requires specialists who can quickly master new competencies, integrate into professional teams, and demonstrate a high level of independence and responsibility. This requires a revision of traditional approaches to the educational process and a strengthening of its competency-based focus [3], [4].

In the context of globalization and internationalization of education, even students and faculty who initially did not plan to participate in international programs are increasingly finding themselves in a highly culturally diverse environment. This is reflected in joint learning with students from different countries, teaching subjects in mixed groups, and using foreign languages in the educational process. According to Michael S.O., such conditions require participants in educational interactions not only to master subject content but also to develop flexible thinking, tolerance, intercultural communication skills, and sociocultural adaptation. Therefore, students' professional training should take these factors into account and purposefully develop personal and professional qualities that ensure successful interaction in a multinational environment [5].

In this context, consideration of the cultural and historical specifics of Kazakhstani society is particularly important. M.S.Ashilova notes that "the Eurasian nature of Kazakhstan's development means that Kazakhstan is absorbing the achievements of Western civilization—the level of its technology, socio-political, and democratic development—while preserving the characteristics of the Eastern way of thinking and worldview." [6] This points to the need to find optimal models for training specialists that seamlessly combine Western innovative practices with traditional Eastern values. The

importance of these approaches is reflected in the "Concept of Pedagogical Education of the Republic of Kazakhstan", which emphasizes the principles of continuity and continuity in professional education. Particular attention is paid to the combination of theoretical training and practical experience, developing students' ability to integrate acquired knowledge into professional situations, and developing skills for analyzing and assessing the pedagogical process [7].

In psychological and pedagogical science, the problem of professional development has a rich research tradition. V.A.Slastenin views professional readiness as a specific mental state reflecting the degree of an individual's internal mobilization and their focus on performing a specific task. He identifies two key components in the structure of a teacher's professional readiness: motivational-value and performance, emphasizing that their harmonious development ensures the successful fulfillment of pedagogical functions [8].

Contemporary researchers associate professional self-development with a continuous process of personal and professional growth. E.F.Zeer defines it as the transformation of the individual in accordance with the requirements of professional activity, which requires constant updating of knowledge, reflection, and a willingness to improve [9]. According to S.A. Pyataeva, professional self-development is not only the accumulation of experience but also the expansion of an individual's personal and professional capabilities beyond formal education [10]. A.A. Kazantseva emphasizes that the effectiveness of this process largely depends on internal motivation and self-regulation, which ensure conscious management of one's own professional growth [11].

A.V.Khutorskoy views educational competencies as a subject-activity component of education, aimed at ensuring the comprehensive achievement of its goals—from the assimilation of content to the application of knowledge in professional and social contexts [12]. In turn, K.M.Levitan interprets professional development as a process of solving increasingly complex cognitive, communicative, and moral problems, which presupposes the integration of a specialist's professional and moral qualities into their practical work [13].

Thus, it can be concluded that modern pedagogical and psychological-pedagogical literature has accumulated significant theoretical material concerning the professional development and readiness of students for professional work in the context of internationalization. At the same time, the integration of personal and professional qualities, as well as the development of students' sustainable self-regulation skills, stress resistance, and intercultural interaction, remain insufficiently addressed. This necessitates further research in this area and underscores the relevance of the present study.

The significance of the study lies in its findings, which allow it to supplement existing scientific approaches with new data on the specifics of developing students' professional readiness in the context of internationalization of education, and also offer practical recommendations for improving the educational process at universities.

Basic provisions. Students' professional readiness is understood as an integrative personality trait that combines cognitive, motivational, behavioral, and emotional-volitional components. The presence of these components ensures successful adaptation of future specialists to professional activities in the context of internationalization of education.

The key factor is the integration of personal and professional qualities. This helps develop students' autonomy, awareness, critical thinking, leadership, and communication skills, which together form the basis for their competitiveness in the labor market.

Modern educational processes in a global environment require students to possess developed intercultural competence, flexibility, and emotional stability. This requires the use of innovative educational technologies and the creation of conditions that stimulate personal development.

Therefore, this article aims to identify the level of development of key qualities that determine students' professional readiness, as well as to substantiate pedagogical conditions that facilitate their targeted development.

Materials and Methods. Both theoretical and empirical methods were used to address the objectives. Theoretical methods include:

— analysis and systematization of domestic and foreign psychological and pedagogical literature on professional readiness and the internationalization of education;

— comparative analysis of approaches to integrating personal and professional qualities.

Empirical methods included:

— student surveys to determine the level of development of key qualities and their readiness for professional work in an intercultural environment;

— statistical processing of the results using descriptive statistics.

The survey asked participants to rank 10 key qualities they believed a modern specialist capable of functioning effectively in a globalized and culturally diverse environment should possess. We used a Google form for this study. The study sample was randomly selected, and the number of respondents was determined during the organizational stage of the experiment. Respondents included 41 students from the A.Margulan Pavlodar Pedagogical University, majoring in "Foreign Language: Two Foreign Languages." Gender: 36 girls and 5 boys. Age group: students 17-22 years old.

Results and Discussion. The formation of professional readiness among students in a cross-cultural educational environment is a complex and multi-level process that includes both cognitive and personal-motivational components. For an adequate interpretation of the empirical data obtained, it is necessary to consider psychological and pedagogical approaches to understanding the structure and dynamics of professional development.

Scientific research in the field of professional psychology and pedagogy focuses on the stages of professional development, which allows for a deeper understanding of the internal logic of the formation of readiness for professional activity.

T.V.Kudryavtsev and E.F.Zeer identify four main stages of professional development, reflecting the step-by-step process of a person's involvement in professional activity and their personal development in this context:

Formation of professional intentions. Conscious choice of profession based on individual psychological characteristics. Intentions are formed under the influence of factors such as the prestige of the profession, social demand, family opinion, and the influence of the information space.

Professional training (education). Mastering a system of knowledge and skills, forming professional qualities, including value orientations and readiness for future activities.

Professionalization (adaptation). Inclusion in real professional practice, mastering tasks and roles, and consolidating professional identity.

Professional mastery. Achieving a high level of self-realization, developing an individual style, and maintaining motivation for professional self-realization [14].

Thus, professional development is seen as a continuous and evolving process, passing through stages from initial choice to full realization of the individual in the professional sphere.

Having studied the views of leading researchers on the problem of professional development and the readiness of future specialists, especially in the context of an intercultural educational environment, the need to analyze the students' own perceptions of the qualities they consider most important for successful professional activity in the context of internationalization was identified. In this regard, empirical work was carried out to identify the professionally important qualities that students consider to be priorities.

As part of the survey, participants were asked to rank 10 key qualities that, in their opinion, a modern specialist capable of functioning effectively in the context of globalization and cultural diversity should possess.

Participants were asked to rank 10 key qualities that, in their opinion, a future specialist should possess for successful professional activity in the context of internationalization and globalization of education, on a scale from 1 to 10, where 1 point meant the highest significance of the quality and 10 points meant the lowest.

10 key qualities that future specialists should possess for successful professional activity in the context of internationalization and globalization of education:

1. Autonomy. Autonomy implies the ability to act independently, without constant external control

and pressure. This quality is manifested in the ability to make decisions independently, take responsibility for them, formulate goals and ways to achieve them. In a rapidly changing professional environment, it is especially important to be able to show initiative, find solutions to non-standard problems, and maintain productivity in the absence of strict control.

2. Awareness. Awareness reflects a student's level of awareness of their profession, current scientific and technological achievements, social and cultural trends, as well as their understanding of global processes. This is not only knowledge of highly specialized information, but also the ability to see the profession in a broader interdisciplinary and international context. Awareness facilitates informed decision-making and allows for adaptation to professional challenges.

3. Critical thinking. Critical thinking is the ability to analyze, compare, and evaluate information, avoid hasty conclusions, and form one's own opinion based on evidence. This quality is especially important in an era of information overload and the spread of misinformation. Developed critical thinking helps professionals make informed decisions, solve complex problems, and avoid manipulation.

4. Flexibility. Flexibility implies a readiness for change, the ability to adapt to new requirements, and to respond quickly to changing situations. This quality includes openness to new approaches, technologies, and ways of thinking, as well as the ability to work effectively in non-standard conditions. In the context of internationalization and digitalization, flexibility is becoming an integral part of professional resilience.

5. Communication skills. Communication skills encompass the ability to express thoughts clearly and effectively, listen and understand others, and build constructive relationships. This is especially important in a multicultural environment, where differences in language, mentality, and social norms can become barriers to communication. A high level of communication skills contributes to successful collaboration, conflict resolution, and the development of productive professional relationships.

6. Intercultural competence. Intercultural competence is the ability to interact effectively with representatives of other cultures, understand and respect differences, and show tolerance. This includes knowledge of the norms, values, and traditions of other cultures and the ability to take them into account in professional and personal communication. In the context of the internationalization of education and the labor market, intercultural competence is becoming an essential component of professional success.

7. Organization and planning skills. This quality is expressed in the ability to allocate time wisely, set priorities, set goals, and achieve them within the specified time frame. Planning skills also include the rational use of resources, discipline, and responsibility. An organized professional is able to perform tasks effectively, minimize stress, and avoid overload.

8. Emotional stability. Emotional stability is the ability to remain calm, collected, and motivated under stress, uncertainty, or high pressure. This quality is important both for maintaining one's own productivity and for creating a favorable atmosphere in the team. An emotionally stable person copes better with difficulties and recovers more quickly after setbacks.

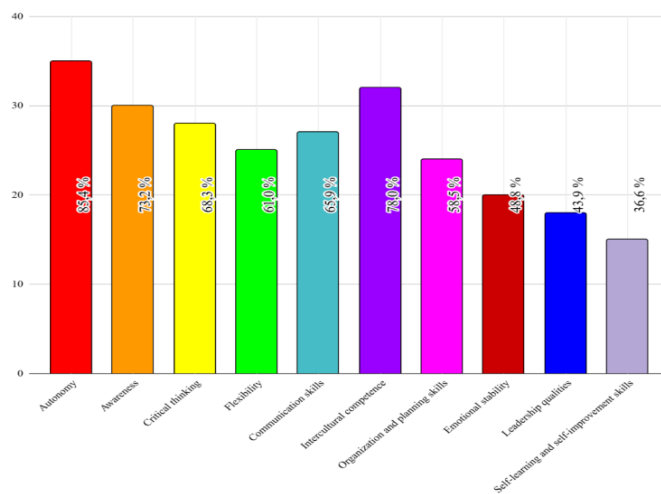
9. Leadership qualities. Leadership qualities include the ability to inspire and guide others, take responsibility, and organize joint activities. A true leader knows how to listen to the team, make decisions in the best interests of the common cause, and keep colleagues motivated. In project and team work, especially in a cross-cultural environment, leadership qualities become a valuable resource.

10. Self-learning and self-improvement skills. This is the ability to independently acquire new knowledge, analyze one's own professional shortcomings, and find ways to overcome them. In a rapidly changing environment with constantly updated information, the ability to self-educate is becoming critically important. This quality includes internal motivation to learn, perseverance, and the ability to use modern resources, from scientific literature to online courses.

Table 1. Level of development of professionally significant qualities

№	Quality	Number of students	Percentage (%)
1	Autonomy	35	85,4 %
2	Awareness	30	73,2 %
3	Critical thinking	28	68,3 %
4	Flexibility	25	61,0 %
5	Communication skills	27	65,9 %
6	Intercultural competence	32	78,0 %
7	Organization and planning skills	24	58,5 %
8	Emotional stability	20	48,8 %
9	Leadership qualities	18	43,9 %
10	Self-learning and self-improvement skills	15	36,6 %

Figure 1. Level of development of professionally significant qualities



The largest number of students (35 out of 41) chose autonomy as the key quality of a specialist in the context of internationalization. This shows that students particularly value the ability to work independently, take initiative, and take responsibility for their decisions without constant supervision. This quality is in demand in the rapidly changing global labor market.

32 respondents indicated intercultural competence as a priority. This reflects an awareness of the need to be able to interact with representatives of different cultures, which is extremely important for teachers working in multilingual and multi-ethnic groups. The ability to understand and respect cultural differences reduces the risk of conflict and contributes to a productive educational process.

30 students highlighted awareness. This emphasizes the importance for future professionals to keep abreast of current trends in their field, have broad knowledge, and be able to navigate the flow of information.

28 students consider the development of critical thinking to be the most important quality. This indicates an understanding of the role of the ability to analyze and verify information and formulate reasoned conclusions, which is especially important for teachers who must teach this to students.

27 students voted for communication skills. This is to be expected: teaching is directly related to active and effective communication, both within the classroom and in an intercultural environment.

25 respondents highlighted flexibility. This shows that future professionals recognize the importance of being able to adapt quickly to new conditions and be open to change and innovation.

24 students chose organization as an important quality. This is logical, as planning is one of the key skills of a successful professional, especially a teacher who works with different groups and programs. Only about half of the students (20 people) noted this skill as important.

This may indicate an underestimation of the role of stress resistance in the teaching profession, although it is precisely this competence that often becomes critical in difficult situations, especially in intercultural teams.

18 respondents chose leadership. This may be explained by the fact that not all students associate teaching directly with the need to inspire and organize others. However, leadership qualities help not only to manage processes, but also to motivate learners.

Self-learning skills received the fewest votes (15). This may be a sign that not all respondents are aware of the importance of continuous professional development, although the ability to learn new things and update one's knowledge is an essential requirement of our time.

The obtained data allow us to conclude that in the context of internationalization of education, students are more focused on developing interaction and adaptability skills, while skills related to personal self-development and stress resistance remain at a secondary level.

The analysis showed that the largest percentage of students demonstrated a high level of autonomy (85.4%) and intercultural competence (78.0%). This confirms that these qualities play a key role in the professional readiness of students in the context of intercultural interaction.

At the same time, such qualities as self-education and self-improvement skills (36.6%), leadership qualities (43.9%) and emotional stability (48.8%) were less pronounced. This indicates the need for their targeted development within the educational process. Comparison with the results of other studies (A.V. Khutorskiy, A.P. Chernyavskaya, 2019; J. Knight, 2020) confirms the identified trends: students studying in an internationalized environment highly value adaptability, intercultural communication, and the ability to work independently, but are less likely to develop emotional stability and systematic self-education. Thus, the study demonstrates the need for an integrated approach to developing students' professional readiness. Educational programs should be aimed not only at developing professional competencies, but also at strengthening personal qualities, including leadership potential, stress resistance, and self-development skills [15], [16].

Conclusion. The results of the survey showed that most students are focused on internal sources of motivation, emphasizing the importance of such qualities as autonomy, responsibility, flexibility and communication skills. This fact indicates the desire of future specialists for independent professional growth, readiness to make decisions and adapt to new conditions. Students pay special attention to the ability to build productive interactions with various people, including representatives of other cultures, which is especially important in the context of the internationalization of education.

The high importance of intercultural competence, identified by the study participants as one of the priority qualities, indicates a growing understanding of the role of intercultural interaction in the modern educational and professional environment. This reflects students' awareness of the global nature of modern socioeconomic processes and the multilingual specifics of Kazakhstani society. Such a focus on intercultural aspects confirms the need for consistent development of relevant competencies within the framework of educational programs and professional training.

At the same time, the relatively low priority given to such qualities as emotional stability and self-education skills raises some concerns. These qualities are key to sustainable professional development, especially in conditions of constant change, high psychological stress and continuous updating of knowledge. Underestimation of these aspects may indicate insufficient awareness of their importance or weak formation of the relevant competencies in the learning process.

Thus, the conducted study allows us to conclude that the training of future specialists requires a systematic review and adjustment of educational programs. First of all, it is necessary to increase attention to the development of emotional intelligence, stress resistance, self-organization and self-education skills. The introduction of practice-oriented methods, elements of self-reflection and tools for individual planning of professional development into the educational process will contribute to the formation of a more stable and flexible personality of a specialist.

Comparison of the obtained data with the results of foreign studies confirms (A.V. Khutorskiy, A.P. Chernyavskaya) the relevance of the identified patterns and the need for an integrated approach to

the formation of students' professional readiness. Such an approach should include not only the development of professional knowledge and skills, but also the formation of personal and intercultural qualities that ensure the competitiveness and sustainability of graduates in the modern labor market.

In conclusion, it should be emphasized that the professional readiness of students in the context of the internationalization of education is a multicomponent formation that combines cognitive, personal and social resources. The comprehensive development of these components will allow graduates to successfully realize themselves in professional activities, demonstrating the ability to adapt, intercultural interaction and effectively solve problems in the context of multitasking and dynamic changes.

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ЖОО-ДА СТУДЕНТТЕРДІҢ ЖАСАНДЫ ИНТЕЛЛЕКТІНІ ҚОЛДАНУЫ БОЙЫНША ЭМПИРИКАЛЫҚ ЗЕРТТЕУЛЕР

Аңдатпа

Қазіргі білім беру кеңістігінде болашақ бастауыш білім педагогтерінің көптілділік құзыреттілігін арттыру стратегиялық маңызға ие өзекті міндеттердің бірі болып табылады. Жасанды интеллект (ЖИ) технологияларының қарқынды дамуы шет тілін меңгеру үдерісін дербестендіруге, оқу мазмұнын бейімдеуге және студенттердің оқу мотивациясын арттыруға кең мүмкіндіктер ұсынуда. Алайда жоғары оқу орындарында ЖИ құралдарын ағылшын тілін оқытуда қолданудың эмпирикалық тиімділігі әлі де жан-жақты зерттеуді талап етеді. Зерттеудің мақсаты — бастауыш білім беру мамандығы студенттеріне ағылшын тілін оқыту барысында ЖИ құралдарын қолданудың тиімділігін дәстүрлі оқыту әдістерімен салыстыра отырып, эксперименттік зерттеу арқылы дәлелдеу. Эксперименттік топта ЖИ технологияларын жүйелі қолдану студенттердің кәсіби педагогикалық терминологияны меңгеру деңгейін, академиялық жазу дағдыларын және тілдік кедергілерді жою жылдамдығын айтарлықтай арттыратыны анықталды. Зерттеу нәтижелері болашақ бастауыш сынып мұғалімдерін даярлау үдерісінде ЖИ технологияларын көптілді білім беру бағдарламаларына тиімді интеграциялау бойынша ғылыми-әдістемелік және практикалық ұсыныстар әзірлеуге негіз болады.

Түйін сөздер: жасанды интеллект, бастауыш білім беру, көптілділік, эмпирикалық зерттеу, эксперименталды топ, тілдік құзыреттілік.