

Торайғыров университетінің
ҒЫЛЫМИ ЖУРНАЛЫ

НАУЧНЫЙ ЖУРНАЛ
Торайғыров университета

**ТОРАЙҒЫРОВ
УНИВЕРСИТЕТІНІҢ
ХАБАРШЫСЫ**

ПЕДАГОГИКАЛЫҚ СЕРИЯСЫ
1997 ЖЫЛДАН БАСТАП ШЫҒАДЫ



**ВЕСТНИК
ТОРАЙҒЫРОВ
УНИВЕРСИТЕТА**

ПЕДАГОГИЧЕСКАЯ СЕРИЯ
ИЗДАЕТСЯ С 1997 ГОДА

ISSN 2710-2661

№ 2 (2022)

ПАВЛОДАР

**НАУЧНЫЙ ЖУРНАЛ
Торайгыров университета**

Педагогическая серия
выходит 4 раза в год

СВИДЕТЕЛЬСТВО

о постановке на переучет периодического печатного издания,
информационного агентства и сетевого издания

№ KZ03VPY00029269

выдано

Министерством информации и коммуникаций
Республики Казахстан

Тематическая направленность

публикация материалов в области педагогики,
психологии и методики преподавания

Подписной индекс – 76137

<https://doi.org/10.48081/UMYC5887>

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<https://doi.org/10.48081/CFNZ2245>

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FEATURES OF MEASURING THE «SELF» CONCEPT OF STUDENTS IN THE CONDITIONS OF PROFESSIONAL TRAINING

The article examines the history of the study of the «Self» concept of personality and the process of professional training of students as a pedagogical problem of higher education. The features of using the methods of M. Kuhn and T. McPartland «Who am I» and A. A. Rean and V. A. Yakumin «Studying the motives of students' educational activity» in the study of the «Self» concepts and their research capabilities, classification of modifications and methods of interpretation are revealed. The results obtained allow us to conclude about the effectiveness of these methods used in combination with other methods in the study of the «Self» concept of students in terms of vocational training. The sample consisted of 237 students of Pavlodar Pedagogical University and Kh. Dosmukhamedov Atyrau University aged from 17 to 23 years, from different courses of study. The subjects were divided into experimental and control study groups. The results of mathematical and statistical processing were obtained using the SPSS Statistics 21 software. The results obtained allow us to conclude about the availability, reliability and validity of these methods when studying the «Self» concept of a student in the conditions of professional training of higher education.

Keywords: «Self» concept, self-esteem, self-awareness, identity, learning motivation, characteristics of students.

Introduction

Modernization of the higher education system has led to a change in methodological, ideological and professional priorities in education, the emergence and spread of a new, post-industrial educational orbit and new educational values. The relevance of which is given by the message of the Head of State Kassym-Jomart Tokayev to the people of Kazakhstan: «We must also reorient the entire system of vocational education to the formation of competencies in demand in the labor market» [1]. At the same time, it is important to know that the subjective problem of the formation of competencies in demand in the labor market of future specialists occupies one of the central places in theoretical and applied research of psychological and pedagogical science, both in the study of the mechanisms of personal and professional formation.

Modern pedagogical reality determines the content of the theory and practice of the formation and development of personal and professional qualities of future teachers-psychologists as a subject of the pedagogical process. It is important to keep in mind that the subject problem begins to occupy one of the central places in theoretical and applied research about a person, in the study of psychological and pedagogical mechanisms of personal and professional development. In the conditions of training specialists with a high level of professionalism and versatile personal development, capable of continuous self-improvement, constant replenishment of knowledge not only about professional activity, but also knowledge about oneself, about one's self-image should be one of the central tasks of the university. In this connection, at the stage of professionogenesis, the formation of the «Self» concept of students plays an important role.

The formation of the «Self» concept of students in the educational process of the university is the interaction of two processes deployed in time: internally determined personal and professional development (self-movement, in which needs, motives, goals, tasks are generated and realized) and external, in relation to the student's personality and to the process of his learning. The idea of the formation of the «Self» concept of future teachers-psychologists is that the student is considered as a carrier of activity, individual, subjective experience, striving to reveal, realize and deploy their internal potentials (epistemological, axiological, communicative, creative, etc.).

Materials and methods

The method of M. Kuhn and T. McPartland «Who am I?», also known as the «Twenty Statements» method or the «Test of twenty answers on self-assessment, was first published by M. Kuhn and T. McPartland in the article «Empirical Investigation of Self-attitude» in the journal «American Sociological Review» [7]. In the post-Soviet space, this technique was tested by G. M. Andreeva and in

the 80s of the last century became the most popular method among psychologists for the study of self-esteem, self-awareness, self-attitude and of course the «Self» concept of personality in our time.

It is unlikely that there will be many studies of identity, «Self» concept, «I» image, self-attitude conducted since the beginning of the XXI century in psychological science, wherever this technique or any of its modifications («Who are you?», «Twenty definitions of a leader», «Twenty definitions of a professional», etc.) is used. The «Who am I» methodology is used in their research by researchers who are looking for answers to the disclosure of the identity problem of the «Self» concept of both primary school students, adolescents and young adults, and adults.

At the same time, the use of the «Who am I» methodology does not depend on the direction in which the researcher acts in the scientific direction. M. Kuhn himself was a prominent representative of the school of symbolic interactionism, the founder of one of the directions within this approach. He and his supporters viewed personality as a structure of social attitudes formed on the basis of internalized roles. Actually, to study these roles of personality, this technique was created.

However, nowadays it is resorted to by authors acting within the framework of other areas of psychology. For example, a number of scientists have used the «Who Am I» methodology to study personal identity, considering the latter in line with the theory of social identity by G. Tegefel and J. Turner, although this theory belongs to the cognitive direction. And other researchers use M. Kuhn's methodology in their work, despite the fact that their studies of the «Ego» of identity and its dynamics. Most likely, this is due to the fact that the «Who Am I» methodology itself is not formalized, but mostly refers to projective techniques. Therefore, depending on the processing method, it can be adapted to any theory that the researcher relies on.

The essence of the test by M. Kuhn and T. McPartland is that a subject or a group of subjects is asked to give 20 different answers within 10 minutes to the question addressed to himself: «Who am I?». The instructions emphasize that the answers should be given in the order in which they occur to the subject, regardless of the logic and «importance» of certain answers. But the ways of processing the responses received from different researchers are seriously different. In our study, it was also modified and the subjects were asked for 10 minutes to answer two questions «Who am I?» and «What am I?» and give each of them 10 answers.

In fact, the main problem of processing the «Who am I» methodology or its modifications is the classification of answers that the researcher chooses. Sam M. Kuhn shared all the answers into two categories:

a) konsensualny responses indicative of social status and role of the subject, his belonging to a certain group; this category includes the responses of this type as «student», «daughter,» «a citizen,» etc.;

b) subconsciously answers related to individual characteristics, such as «fat», «unlucky», «happy» [8].

However, then the number of categories grew significantly and differentiated. In her research, Bogdanova N.A. proposed a new classification, she sorted the responses of the subjects in her work into the following four groups: «physical I»; «social I»; «reflexive I»; «oceanic I» [9]. Also, during the search for reliable and valid methods in scientific research on the «Self» concept, more than a dozen researchers met who used in their work the methodology of M. Kuhn and T. McPartland «Who Am I» in various modifications, formulation of the research problem and interpretation. Thus, each researcher can modify this methodology and change the classification of interpretation groups depending on their goals and objectives of the study.

In our opinion, with all the variety of empirical research tasks solved using the «Who am I» technique, and the variety of ways to process it, the question remains open about what the classification of the results should ultimately be. Each researcher, offering his classification, of course, relies on the empirically obtained set of responses from the subjects. However, at the same time, the grouping seems to be carried out in a qualitative way, «in the sense» of solving the assigned research tasks. For example, answers like «I am a son», «I am a daughter» refer to the characteristics of family affiliation, and «well-fed», «active» – to physical characteristics. At the same time, answers like «I am a chubby son» should be attributed to both categories. However, in this case, the allocation of the leading certain scales of identity will be very conditional.

Another problem in the way of constructing a statistically sound classification is the principle of measurement, which can be used as the basis for processing the «Who am I?» methodology. For example, an investigator takes into account only the number of mentions of a particular characteristic, counting the absolute number of characteristics belonging to a particular category, and the other takes into account the order of mentioning a particular characteristic, summing up the ranks of the answers given to the subjects. And the third goes the way of gestalt, indicating that the answers given to the subjects at the very beginning are of less value, since they are usually called automatically and do not reflect the deep ideas of the subject about himself.

The educational motivation of students in mastering their future professional activity, which begins from the first days of study at the university, is one integral part of the «Self» concept of the future specialist. Analyzing the motivational

attitudes of students who came to study at a university, it is important to take into account the structure of the motivational sphere, as well as to identify the dominant motives that will reveal the true motivating aspects that answer the question why he came to study at a university, what goals he pursues, what kind of specialist he plans to become in the future.

The researchers studied various aspects of educational motivation: initiation and motivation of professional and pedagogical thinking [10]; the influence of motivation and intelligence on the level of students' educational activity, the formation of students in the process of their education at the university [11]; the motivational component of psychological readiness to choose a profession in early youth [12]; psychological preparation of students for future professional activity in the process of studying at the university [13].

A. A. Rean, V. A. Yakunin, studying the features of educational and professional motivation, distinguish a number of main motives in its structure: communicative, avoidance motives, prestige motives, professional, creative activity motives, educational and cognitive, social [14].

The motivation of students has its own characteristics depending on the course, form, age, gender, and other sample parameters. However, the purpose of our study was to identify the educational motivation of students in the context of the «I» concept. To achieve the goal, we used the methodology of A.A. Rean and V.A. Yakunin «Studying the motives of students' educational activities». The methodology is interesting because, according to the description, there are several variants of its implementation, in which, in one case, students evaluate each of the 16 presented motives of educational activity on a 7-point scale according to their significance for them, in the other, they rank all motives, in the third, the five most significant motives are determined.

Results and discussion

To study the cognitive component of the «Self» concept of students in the conditions of professional training using the methodology of M. Kuhn, T. McPartland «Who am I? What am I?» in the modification of T. V. Backbone, the following signs were identified:

- objective characteristics in which people self-identify by functions in the system of objective «I» (physical, age, physiological parameters, family, social, etc.). Objective self-descriptions were divided by us into 5 main groups:

- physical «I» – (name, gender, age, appearance characteristics, etc.);
- family «I» (daughter, sister, mother, brother, father, dad, etc.);
- social «I» (student, friend, student, nationality, citizenship, etc.);
- professional «I» (specialist, psychologist, psychologist, etc.);
- other – (people, person, individual, material security, etc, etc.);

- subjective characteristics – personal and professional qualities, Hobbies, etc., based on the perception of themselves as active and reflective of the subject, these include:

- general qualitative assessment (good, successful, happy, etc.);
- personal qualities (kindness, responsiveness, intelligence, honesty, decency, politeness, emotionality, sociability, responsibility, courage, etc.)
- professional qualities (sociability, literacy, entrepreneurship, skills ..., ability ..., ability... and others);
- attitude towards something (the opposite sex, friends, money, etc.);
- другое (тип темперамента, знак зодиака, метафорические самоописания и др.).

The results of the frequency analysis of the courses of the cognitive component of the «Self» concept of students according to the projective method of M. Kuhn, T. McPartland «Who am I?» The objective characteristics are shown in Table 1 and in the context of the experimental and control groups (hereinafter EiCG) in Figure 1. By subjective characteristics in Table 2.

Table 1 – Distribution of «I» responses to the concept of objective characteristics

Course	The Physical «I»	The Family «I»	The Social «I»	The Professional «I»	Other
1	34 %	57 %	80 %	57 %	82 %
2	24 %	56 %	83 %	49 %	66 %
3	55 %	70 %	70 %	43 %	74 %

It was found that in the first year of self-writing, 34 % of students have objective characteristics of the physical «I», 57 % of students have characteristics of the family «I», 80 % of students have characteristics of the social «I», 57 % of students have characteristics of the professional «I», and 82 % of 1st year students have other objective characteristics in self-writing.

In the second year of self-description, 24 % of students have objective characteristics of the physical «I», 56 % of students have characteristics of the family «I», 83 % of students have characteristics of the social «I», 49 % of students have characteristics of the professional «I», and 66 % of 2nd year students have other objective characteristics in self-description.

In the third year of self-description, 55 % of students have objective characteristics of the physical «I», 70 % of students have characteristics of the family «I», 70 % of students have characteristics of the social «I», 43% of students have characteristics of the professional «I», and 74% of 3rd year students have other objective characteristics in self-description.

Thus, it can be noted that the majority of 1st and 2nd year students most often have objective characteristics of the social «I» in their self-description, and 3rd year students equally often have objective characteristics of both the social «I» and the family «I» in their self-description.

Table 2 – Distribution of responses of the cognitive component of the «self I» concept subjective characteristics

Course	Qualitative assessment	Personal qualities	Professional qualities	Attitude to something	Other
1	59 %	84 %	61 %	25 %	14 %
2	73 %	78 %	61 %	22 %	12 %
3	79 %	91 %	34 %	32 %	9 %

It was found that in the first year of self-description, 59 % of students have a qualitative assessment, 84 % of students have personal qualities, 61 % of students have professional qualities, 25 % of students have attitudes to something, and 14 % of 1st year students have other qualities in self-description.

In the second year, 73 % of students have a qualitative assessment in self-description, 78 % of students have personal qualities, 61 % of students have professional qualities, 22 % of students have attitudes to something, and 12 % of students have other qualities in self-description.

In the third year, 79 % of students have a qualitative assessment in self-writing, 91 % of students have personal qualities, 34 % of students have professional qualities, 32 % of students have attitudes to something, and 9% of students have other qualities in self-description.

Thus, it can be noted that the majority of 1st and 2nd year students most often have qualitative, personal and professional qualities in self-description, and 3rd year students most often have qualitative assessment and personal qualities in self-description.

Also, in order to study the affective component by means of the methodology of M. Kuhn, T. McPartland «Who am I?», it was important for us to identify the share of available goals and plans for the future, i.e. promising self-descriptions. The Perspective «I» is of great importance for the characterization of the student's inner world as a whole reflects the temporal aspect of the Image «I», performing existential and objective functions. The results of which are shown in Table 3 and Figure 3 in the context of the study groups. Such self-descriptions indicate the acceptance of the Image «I» and a general emotional attitude towards oneself.

Table 3 – Distribution of responses of the evaluation component «Self» concept

	1st course	2nd course	3rd course
A promising «I»	34 %	21 %	28 %

As for the evaluation component of the «Self» concept, the presence of goals in self-writing, that is, plans for the future, was revealed in 44 % of first-year students, 21 % of second-year students and 28 % of third-year students. Thus, it is possible to trace a decrease in second-year students' goals and plans for the future, but in third-year students this indicator increases, although it does not reach the level of first-year students.

This may be due to the fact that when entering the university, students are overwhelmed with inflated expectations of the profession they are acquiring, but in the process of learning, they form a real image of the profession they are getting and their capabilities, which may not coincide with the ideal image of the «I». It was also revealed that the percentage of second-year students who do not know whether they will work in their specialty after graduation increases.

Thus, we can say that the affective component of the «Self» concept of value orientations for the prospect of professional activity of a descriptive nature is insufficiently developed in the studied groups.

To study the behavioral component of the «Self» concept of students in the conditions of professional training, the methodology of A.A. Rean and V.A. Yakunin «Studying the motives of educational activity» was used. Students were presented with a list of 15 motives for learning activities and an open answer option (the 16th) and were asked to choose the five most significant ones (the method of limited choice). These 15 motifs were divided into five groups:

- 1) professional;
- 2) cognitive;
- 3) pragmatic;
- 4) social;
- 5) content-tactical motives.

Table 4 – Average group values of the motives of students studied by the method of «Studying the motives of educational activity» by A. A. Rean

Motives	1st course		2nd course		3rd course	
	Average value	statistics disabled	Average value	statistics disabled	Average value	statistics disabled
Professional	1,70	0,46	1,76	0,43	1,68	0,47
Educational	1,09	0,60	1,07	0,72	1,11	0,70

Pragmatic	0,59	0,66	0,98	0,61	0,96	0,46
Social	0,52	0,63	0,37	0,54	0,45	0,58
Content-tactical	0,84	0,83	0,73	0,67	0,77	0,73

Thus, the average group value of 1st-year students for professional reasons is 1.70 ± 0.46 , for cognitive reasons is 1.09 ± 0.6 , for pragmatic reasons is 0.59 ± 0.66 , for social reasons is 0.52 ± 0.63 , for content-tactical reasons is 0.84 ± 0.83 .

The average group value for 2nd year students for professional reasons is 1.76 ± 0.43 , for cognitive reasons is 1.07 ± 0.72 , for pragmatic reasons is 0.98 ± 0.61 , for social reasons is 0.37 ± 0.54 , for content-tactical reasons is 0.73 ± 0.67 .

The average group value for 3rd year students for professional reasons is 1.68 ± 0.47 , for cognitive reasons is 1.11 ± 0.7 , for pragmatic reasons is 0.96 ± 0.46 , for social reasons is 0.45 ± 0.58 , for content-tactical reasons is 0.77 ± 0.73 .

As a result of the descriptive statistics of the ascertaining experiment, it was revealed that students of 1-3 courses have more pronounced professional and cognitive motives of educational activity.

Thus, the tendency was revealed to the predominance of a set of factors and processes in the educational activities of students, which encourage and direct a person to study future professional activity.

Conclusions

Thus, the above proposed methods revealed the following features of the sample:

- the tendency to the predominance of a set of factors and processes in the educational activities of students, which encourage and direct a person to study future professional activity;

- students in most cases, in self-description, most often note the objective characteristics of the social «I», and the level of professional «I» is quite low;

- in most cases, students most often use personal qualities in self-description. As for professional qualities, respondents use them in a rather small volume;

- the evaluative component of the «Self» concept is insufficiently developed among the students studied;

- students have a more pronounced desire to link their future professional activities in the training specialty.

Summarizing the results obtained using the methodology of M. Kuhn, T. McPartland «Who am I?» and the methodology of A. A. Rean and V. A. Yakunin «Studying the motives of students' learning activities», the following conclusion can be drawn. The models of the arrangement of characteristics constructed by us using the quantitative scaling procedure define themselves as reliable and valid methods and, of course, they do not claim the status of an independent test and a

specific result in the study of the «Self» of the student's concept. The number of dimensions of the results does not allow for a quick analysis, and the interpretation of the scales is also quite conditional. Nevertheless, in our opinion, the departure from the traditionally used scales and the search for new ones, primarily related to empirically revealed connections between various characteristics, is quite promising, since they reveal the features of external and internal interaction of personality processes, which suggests the possibility of using in combination with other methods in the study of the «Self» concept.

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Material received on 13.06.22.

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Материал 13.06.22 баспаға түсті.

КӘСІБИ ДАЯРЛАУ ЖАҒДАЙЫНДА СТУДЕНТТЕРДІҢ «МЕН» КОНЦЕПЦИЯСЫН ӨЛШЕУ ЕРЕКШЕЛІКТЕРІ

Мақалада тұлғаның «Мен» концепциясының зерттеу тарихы және студенттерді кәсіптік даярлау процесі жоғары білімнің педагогикалық мәселесі ретінде қарастырылады. М. Кун мен Мак-Парландтың «Мен кімін» және А. А. Реан мен В. А. Якуниннің «Студенттердің оқу іс-әрекетінің мотивтерін зерттеу» әдістерін студенттердің «Мен» концепциясын зерттеудегі қолдану ерекшеліктері және олардың зерттеу мүмкіндіктері, модификациялардың жіктелуі және түсіндіру әдістері ашылады.

Алынған нәтижелер осы әдістердің тиімділігі туралы қорытынды жасауға мүмкіндік береді және басқа әдістемелермен бірлесіп студенттердің кәсіби дайындық жағдайындағы «Мен» концепциясын зерттеуде септігін тигізеді. Іріктемені Павлодар педагогикалық университетінің және Х.Досмұхамедов атындағы Атырау университетінің «Педагогика және психология» мамандығының 237 студенті кірді. Сыналушылар жасы 17-ден 23-ке дейін, әр түрлі курс студенттері. Студенттер эксперименттік және бақылау зерттеу топтарына бөлінді. Математикалық-статистикалық оңдеу нәтижелері SPSS Statistics 21 бағдарламалық жасақтамасының көмегімен алынды. Алынған нәтижелер жоғары мектептің кәсіби даярлау жағдайында студенттердің «Мен» концепциясын зерделеу кезінде осы әдістердің қол жетімділігі, сенімділігі және жарамдылығы туралы қорытынды жасауға мүмкіндік береді.

Кілтті сөздер: «Мен» концепциясы, өзін-өзі бағалау, өздік сана, сәйкестілік, оқу мотивациясы, студенттердің ерекшеліктері.

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Материал поступил в редакцию 13.06.22.

ОСОБЕННОСТИ ИЗМЕРЕНИЯ «Я» КОНЦЕПЦИИ СТУДЕНТОВ В УСЛОВИЯХ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ

В статье рассматривается история исследования «Я» концепции личности и процесс профессиональной подготовки студентов как педагогическая проблема высшего образования. Раскрываются особенности использования методик М. Куна и Т. Мак-Партленда «Кто Я» и А. А. Реана и В. А. Якунина «Изучение мотивов учебной деятельности студентов» при исследовании «Я» концепции и их исследовательские возможности, классификация модификаций и способы интерпретации. Полученные результаты позволяют сделать вывод о эффективности использованных данных методик в комплексе и с другими методика при исследовании «Я»

концепции студентов в условиях профессиональной подготовки. Выборка составила 237 студентов Павлодарского педагогического университета и Атырауский университет им. Х. Досмухамедова в возрасте от 17 до 23 лет, с разных курсов обучения. Испытуемые разделены на экспериментальную и контрольную группы исследования. Результаты математическо-статистической обработки были получены с использованием программного обеспечения SPSS Statistics 21. Полученные результаты позволяют сделать вывод о доступности, надежности и валидности данных методик при изучении «Я» концепции студента в условиях профессиональной подготовки высшей школы.

Ключевые слова: «Я» концепция, самооценка, самосознание, идентичность, учебная мотивация, особенности студентов.

Теруге 13.06.2022 ж. жіберілді. Басуға 30.06.2022 ж. қол қойылды.

Электронды баспа

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Шартты баспа табағы 25,55.

Таралымы 300 дана. Бағасы келісім бойынша.

Компьютерде беттеген З. С. Исакова

Корректоры: А. Р. Омарова

Тапсырыс № 3936

Сдано в набор 13.06.2022 г. Подписано в печать 30.06.2022 г.

Электронное издание

5,65 Мб RAM

Усл.п.л. 25,55. Тираж 300 экз. Цена договорная.

Компьютерная верстка З. С. Исакова

Корректор: А. Р. Омарова

Заказ № 3936

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