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**БІЛІМ БЕРУ ҰЙЫМДАРЫНДА ТӘРБИЕ МЕН ОҚЫТУ ҮРДІСІН
ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ СҮЙЕМЕЛДЕУ**

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<https://doi.org/10.48081/BTOUP3.2026/473-484>***B. K. Zhumakeldina¹, T. Cech², A. E. Beisova³,
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¹ORCID: <https://orcid.org/0009-0007-0922-3007>²ORCID: <https://orcid.org/0000-0002-8248-1375>³ORCID: <https://orcid.org/0009-0005-9572-1242>⁴ORCID: <https://orcid.org/0000-0002-5183-6962>⁵ORCID: <https://orcid.org/0009-0006-4157-2920>*e-mail: baglana@bk.ru**PECULIARITIES OF FORMATION
OF PROFESSIONAL READINESS OF STUDENTS
IN INTERCULTURAL ENVIRONMENT**

This article studies the formation of students' readiness for professional activity in an intercultural educational environment in the context of the internationalization of higher education. The relevance of the study lies in the focus on the issues concerning the need for professionals who can operate in a multicultural environment on the modern labor market. Also the paper targets the theory of psychology and pedagogy that helps in the development of the students' readiness in this area. The study utilized methods of analyzing domestic and international scientific literature, questionnaires, comparative analysis, and synthesis of empirical data. D. V. Lyusin's "EmIn" emotional intelligence questionnaire was used as a diagnostic tool, allowing for the assessment of the cognitive, regulatory, and interpersonal components of students' emotional intelligence. The

study showed that teaching students about emotional intelligence really helps them get ready for work later on. It makes them better at handling their feelings, talking to people, and adjusting when they study in a different country. So, it looks like schools should definitely include lessons on understanding and dealing with emotions, especially since more and more students are studying abroad these days.

Keywords: professional readiness, internationalization of education, intercultural competence, emotional intelligence, educational environment, professional development of students.

Introduction

In today's world, higher education is evolving in the context of globalization and increasing international interaction, leading to the integration of national and international educational spaces. This process facilitates the renewal of educational content, the expansion of academic mobility, and the implementation of joint educational programs aimed at training specialists in demand in the international labor market. Modern universities are increasingly serving as platforms for intercultural interaction, providing not only knowledge and professional skills but also personal attributes to graduates for effective professional adaptation in a culturally diverse environment [1; 2].

Schools are becoming more international these days, which means we need to train people who can handle working in different countries. These places have different languages and cultures. Employers want more from graduates now; they need people who understand other cultures, can communicate well, handle stress, and are fine with moving for a job [3]. Being ready for work in this field is like having a certain kind of personality. It shows you know your stuff and can do the job, but also if you can work well with people from different backgrounds and fit into your work environment.

When people talk about international education and research, they mean universities are starting to include global and cross-cultural elements in their classes, research, and everything else they do. This happens when students and teachers get chances to study or work abroad, or through shared programs and international research collaborations [4]. On the one hand, these processes contribute to the improvement of professional training, while on the other hand they emphasize the necessity to shape students' personal and regulatory characteristics for their professional preparedness in intercultural communication.

Even though there are more international education programs now, students aren't really ready for this kind of learning. That is why we should look into what

psychological and teaching methods, along with educational tech, can help build emotional tech, emotional intelligence, because that's very important.

Studies lately show students need to read for job reasons, not just for fun, and that means they need to get better at some key skills [5]. Foreign researchers underline that under the context of an intercultural educational environment, the most important belongs to the person's ability to adapt, communicate effectively, and self-regulate emotions that enable the student to effectively operate in a scientific place and serve as a basis for this mobility [6].

In Kazakhstan, educators are looking at how to get students ready for their careers. This is happening while universities are updating their systems and the country's education is becoming more connected to the rest of the world. Researchers emphasize that the intercultural educational environment of a university has a significant impact on the development of professional mobility, communication skills, and social adaptability of students [7; 8]. Particular attention is paid to the development of emotional and communicative personal qualities that ensure students' readiness for professional activity in a culturally diverse environment. One of the significant psychological factors in students' professional readiness is emotional intelligence, which enables understanding and managing emotional states, developing empathy, and the ability to engage in constructive intercultural interaction [9]. Contemporary international research confirms that the development of emotional intelligence is positively associated with academic motivation, professional adaptation, and student success [10].

Despite the existence of theoretical research, the practical implementation of pedagogical conditions aimed at developing students' emotional intelligence and professional readiness in an intercultural educational environment remains understudied. This necessitates empirical research aimed at assessing the effectiveness of targeted pedagogical interventions in higher education.

This study looks at what psychological and teaching methods can help students get ready for their careers in a multicultural learning setting. It also tests how well teaching strategies that aim to boost students' emotional intelligence actually work.

Specifically, the work aimed to:

- Figure out what the term really means for students today, especially with education becoming more international.
- Understand how important emotional intelligence is when it comes to being professionally ready.
- Test out teaching methods designed to improve students' emotional and communication skills and see if they are effective.

Materials and methods

The study draws on competency-based and intercultural approaches, allowing us to examine students' professional readiness as an integrative personality trait encompassing cognitive, communicative, and personality-regulatory components. We went about this by using a plan with a few steps, mixing what we learned from books with what we saw in real life. We started by looking at what researchers in different countries had already figured out. Also wanted to get a better handle on what professional readiness means, and figure out more clearly what makes up intercultural competence, particularly for education that happens across borders.

The empirical portion of the study included a questionnaire and a student survey, as well as a comparative analysis of the data obtained. The results were processed using mathematical and statistical analysis methods, including the nonparametric Mann-Whitney test, which enabled us to identify statistically significant differences between the study groups. The final data were summarized and interpreted to formulate scientifically valid conclusions and practical recommendations.

Results and Discussions

Having reviewed and summarized the research results of the aforementioned authors, a decision was made to conduct an empirical study to assess students' readiness for professional work in the context of internationalization of education. Students from the A. Margulan Pedagogical University, majoring in "Foreign Language: Two Foreign Languages", participated in the study. During the empirical phase, the study aimed to identify the students' level of emotional intelligence and evaluate the effectiveness of the implemented pedagogical interventions. D.V. Lyusin's "EmIn" emotional intelligence questionnaire was used as the primary diagnostic tool, allowing for a comprehensive assessment of the cognitive, regulatory, and interpersonal components of an individual's emotional intelligence. The methodology includes the following scales: understanding others' emotions (IUE), managing others' emotions (IME), managing your own emotions (InME), understanding your own emotions (UIE), understanding yourself (IP), your emotional intelligence (IEI), others' emotional intelligence (MEI), managing emotions (ME), understanding emotions (UE).

The experiment involved 80 students, divided into two independent samples:

- Experimental group (EG) – 41 students;
- Control group (CG) – 39 students.

We used a unique method to build emotional intelligence in one group. The other group just followed the usual plan.

After the initial part of the experiment, here are the average results we got:

Table 1 – Research results

	IUE	IME	InME	UIE	IP	IEI	MEI	ME	UE
EG	24	15	13	9	24	46	40	38	48
CG	21	13	10	9	22	44	38	36	46

The table shows how emotionally intelligent students were, on average, in the group that got the special training and the group that didn't across the main scales of D.V. Lyusin's "EmIn" methodology. Comparison of the data reveals a trend toward higher scores on both the integral and specific emotional intelligence scores among students in the experimental group:

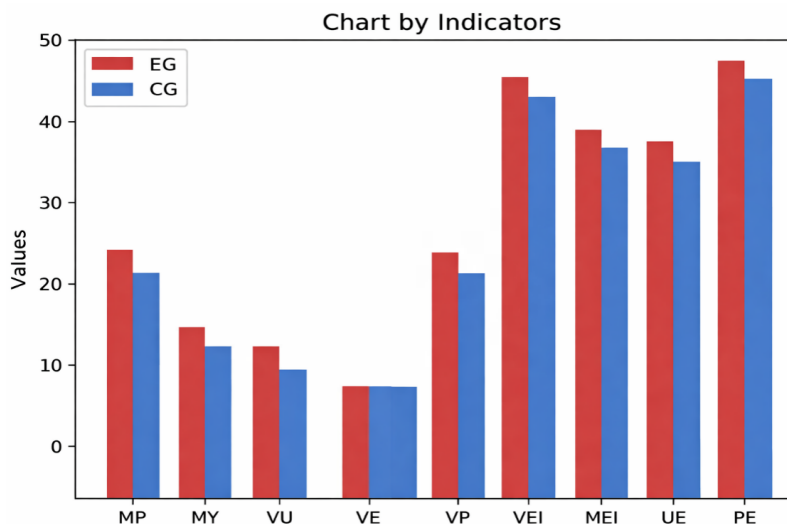


Figure 1 – Comparison of EG and CG metrics

The students in the experiment showed a lot of emotional intelligence, based on what the data's results told us. The most significant values were recorded for the emotion understanding and intrapersonal emotional intelligence scales, indicating developed emotional awareness, the ability to reflect on one's own emotional states, and self-regulation skills.

When we looked at the raw scores, the students in the group that didn't get the special training showed less emotional intelligence than the ones who did. This fact points to the limited effectiveness of traditional educational methods

that do not specifically address the development of students' emotional and communicative competencies.

To identify statistically significant differences between independent samples, the nonparametric Mann-Whitney test was used. This test is widely used in psychological and pedagogical research to compare two unrelated groups and does not require normal data distribution.

The control group consisted of 39 students, while the experimental group consisted of 41 students. We figured out the Mann-Whitney U statistic using the usual formula:

$$U = n_1 \cdot n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

n_1 — number of experimental group,

n_2 — number of control group,

R — sum of ranks of the experimental group.

$$n_1 \cdot n_2 = 39 \cdot 41 = 1599$$

$$U = 41 \cdot 39 + \frac{41(41+1)}{2} - R_1$$

$$U = 1599 + \frac{1722}{2} - R_1 = 1599 + 861 - R_1$$

$$U = 2460 - R_1$$

We ranked the data and summed the ranks for the experimental group. This gave us the empirical value for the Uemp criterion.

Step by step we compared Uemp value with the critical value U_{cr} at a significance level of $p \leq 0.05$ revealed that the empirical value of the criterion was lower than the critical value. This shows there is a real difference between the group that got the intervention and the group that didn't.

When we crunched the numbers, we found that the combined scores for emotional intelligence – like understanding emotions, relating to others, the differences between the groups are statistically significant at a significance level of $p \leq 0.05$. These results allow us to reject the null hypothesis and confirm the effectiveness of the implemented pedagogical intervention aimed at developing students' emotional intelligence in an intercultural educational environment.

This shows there is a real difference between the group that got the intervention and didn't get aimed at developing students' emotional intelligence during professional training. The experimental data obtained confirm that the inclusion of interactive, reflective, and communication-oriented teaching methods contributes to an increase in emotional intelligence across key indicators.

While making the numbers, we found that the combined scores for EI – like understanding and managing the emotions – were absolutely different. The main clear idea from this research is that specific teaching methods can actually make a huge difference in improving these points.

These results back up that the method actually works in higher education classrooms. The whole point was to use it when building curricula, courses, and training – so students can get a clearer handle on what they feel about different cultures.

The teaching methods used in the study focused exactly on building learners' EI during professional training. The following types of exercises and methodological techniques were integrated into the educational process of the experimental group:

- reflective tasks aimed at awareness and verbalization of one's own emotional states (writing short daily emotional journals and looking at how you react emotionally in school or work situations);
- doing exercises based on particular situations and using case studies to examine how people interact, figure out how others are feeling and choose the right way to respond emotionally;
- talking in groups and doing role-playing games to promote empathy, skills in understanding the emotions of others, and the ability to manage emotional reactions during interpersonal and intercultural interactions;
- emotional self-regulation techniques, including elements of conscious breathing, techniques for cognitively rethinking emotionally significant situations, and the verbalization of emotional experience.

The effectiveness of the pedagogical intervention was assessed based on a comparative analysis of emotional intelligence scores for students in the experimental and control groups, based on diagnostic results using D. V. Lyusin's "EmIn" method. The effectiveness criteria included statistically significant differences between the groups on the integral and specific emotional intelligence scales, looking at how students in the EG and CG scored on emotional intelligence tests.

To see if the teaching methods worked, we checked if there were significant differences between the groups' overall and concrete EI scores. We also looked at whether the EG scores made better than the CG. This also prepares them for their careers, specifically in today's increasingly educational environment.

After the study wrapped up, the team put together practical tips for college and university instructors to help students build emotional intelligence and intercultural competence. In class, they can use reflection-based tasks that push students to notice and think through their own feelings – like short written reflections on how group work went and what came up during discussions about the emotional side

of intercultural interaction. Using active teaching approach like role-playing, acting out intercultural communication scenarios, and working through job-related case studies help build the people skills part of EI. To develop emotional self-regulation skills, it is recommended to include elements of emotional resilience training in classes aimed at developing students' ability to manage emotional states and stressful situations in the professional environment.

Systematic application of these methods in the educational process not only develops students' emotional intelligence but also enhances their professional readiness and adaptability in a multicultural and multilingual educational environment.

Conclusion

The study examined the development of students' professional readiness in an intercultural educational environment. Looking at the research, it seems like being ready for a job is a big part of growing as a person. It involves thinking, doing things, and managing yourself. Emotional intelligence is a really key part of all that.

The results of the empirical study confirmed that targeted pedagogical interventions focused on developing students' emotional intelligence and emotional-communicative competencies contribute to improving their professional readiness. The EG scored higher on the main and big parts of EI than the CG did. The control group stayed in a more traditional and old classroom setting.

Statistical analysis of the data using the Mann-Whitney test showed clear differences between the group that got the special training and the group that couldn't do it. The obtained results allowed us to reject the null hypothesis and confirm the effectiveness of the implemented pedagogical intervention.

What this means for real life is that we can use these findings to create better college programs, as well as in preparing students for professional work in a multicultural and multilingual educational environment. These programs could help any student build their EI, get along with people from different places and be more flexible in the careers. It can be used to plan some classes, workshops and other activities.

Looking ahead, we could do more research by including more and more people. We also need to figure out the best ways to teach EI in different subjects. And it would be good to see how being in an environment that values different cultures affects students' careers over the long run.

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МӘДЕНИЕТАРАЛЫҚ ОРТАДА СТУДЕНТТЕРДІҢ КӘСІБІ ДАЙЫНДЫҒЫН ҚАЛЫПТАСТЫРУ ЕРЕКШЕЛІКТЕРІ

Мақалада жоғары білім беруді интернационалдандыру жағдайында студенттердің кәсібі даярлығын көпмәдениетті білім беру ортасында қалыптастыру ерекшеліктері қарастырылады. Зерттеудің өзектілігі көптілді және полимәдени кәсібі кеңістікте тиімді қызмет атқара алатын, сондай-ақ заманауи еңбек

нарығының талаптарына бейімделе алатын мамандарды даярлау қажеттілігімен айқындалады. Зерттеудің мақсаты – мәдениетаралық өзара әрекет жағдайында студенттердің кәсіби даярлығын дамытуға ықпал ететін психологиялық-педагогикалық шарттарды талдау. Зерттеу барысында отандық және шетелдік ғылыми әдебиеттерді талдау, сауалнама жүргізу, салыстырмалы талдау және эмпирикалық деректерді жалпылау әдістері қолданылды. Диагностикалық құрал ретінде Д. В. Люсиннің «ЭМИн» эмоционалдық интеллект сауалнамасы пайдаланылды, ол білім алушылардың эмоционалдық интеллектінің когнитивтік, реттеушілік және тұлғааралық компоненттерін бағалауға мүмкіндік береді. Зерттеу нәтижелері эмоционалдық интеллектті дамытуға бағытталған мақсатты педагогикалық ықпалдың студенттердің кәсіби даярлық деңгейін арттыруға, эмоционалдық өзін-өзі реттеу дағдыларын, тұлғааралық өзара әрекеттесу қабілеттерін және көпмәдениетті білім беру ортасына бейімделуін дамытуға ықпал ететінін көрсетті. Алынған қорытындылар жоғары білім беруді интернационалдандыру жағдайында студенттердің кәсіби даярлығы жүйесіне эмоционалдық-коммуникативтік компоненттерді енгізудің маңыздылығын дәлелдейді.

Кілтті сөздер: кәсіби даярлық, білім беруді интернационалдандыру, мәдениетаралық құзыреттілік, эмоционалдық интеллект, білім беру ортасы, студенттердің кәсіби дамуы.

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ОСОБЕННОСТИ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ ГОТОВНОСТИ СТУДЕНТОВ В МЕЖКУЛЬТУРНОЙ СРЕДЕ

В статье рассматриваются особенности формирования профессиональной готовности студентов в условиях межкультурной образовательной среды в контексте интернационализации высшего образования. Актуальность исследования обусловлена необходимостью подготовки специалистов, способных эффективно осуществлять профессиональную деятельность в многоязычном и поликультурном пространстве, а также адаптироваться к требованиям современного рынка труда. Цель исследования заключается в анализе психолого-педагогических условий, способствующих развитию профессиональной готовности студентов в условиях межкультурного взаимодействия. В работе использованы методы анализа отечественной и зарубежной научной литературы, анкетирование, сравнительный анализ и обобщение эмпирических данных. В качестве диагностического инструмента применялся опросник эмоционального интеллекта Д. В. Люсина «ЭмИн», позволяющий оценить когнитивные, регулятивные и межличностные компоненты эмоционального интеллекта обучающихся. Результаты исследования показали, что целенаправленное педагогическое воздействие, ориентированное на развитие эмоционального интеллекта, способствует повышению уровня профессиональной готовности студентов, развитию навыков эмоциональной саморегуляции, межличностного взаимодействия и адаптации к межкультурной образовательной среде. Полученные выводы подтверждают значимость включения эмоционально-коммуникативных компонентов в систему профессиональной подготовки студентов в условиях интернационализации высшего образования.

Ключевые слова: профессиональная готовность, интернационализация образования, межкультурная компетентность, эмоциональный интеллект, образовательная среда, профессиональное развитие студентов.

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