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A new model of the formation of social and labor activity of students: model evaluations

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Abstract

Relevance. In modern society, where knowledge and intellectual development are key strategic resources for economic growth, the status of education has greatly increased. Forming key competencies in students, including social and labor functions, is a top priority for the global education system.

Purpose. The problem of forming the key competencies of the future teacher in general and socio-labor in particular is a relatively new scientific problem. Therefore, the purpose of our research is to develop a model for the formation of social and labor functions of the future teacher and evaluate its effectiveness.

Methodology. To solve the tasks and verify the initial assumptions, we used a set of complementary research methods: theoretical analysis of philosophical, psychological, and pedagogical literature; sociological methods (questionnaires, conversations); study and generalization of pedagogical experience; observation; experimental methods (stating and forming experimental variants); mathematical and statistical methods.

Results. As a result, the study specified the scientific understanding of the content of the concept “socio-labor function and competence” and identified the functions of their components and the principles of implementation of the model of formation of social and labor competencies of the future teacher; grounded indicators of socio-labor competencies identified and experimentally tested pedagogical conditions providing the formation of social-labor competencies of the future teacher.

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Conclusions. The implementation of the model of the formation of social and labor activity in line with modernization strategies creates a supportive, competence-oriented educational environment that integrates general and supplementary education. A strong correlation exists between social and labor relations and social skills, as well as between the motivational, cognitive, and activity components of the competencies developed through experimental training. The practical significance of the research lies in its focus on improving the activities of universities in the formation of social and labor competencies of future teachers.

Keywords: social and labor function; competence; professional training; model of formation; future teacher.

Introduction

Special hopes are placed on education, because it allows a person to learn new professions, new types and methods of activity in the conditions of constantly changing market conditions, when a person is forced to change his profession or place of work. In the modern labor market, people are playing an increasingly active role, offering their main personal capital as a commodity – competence, professionalism, and qualifications [1]. The higher the level of his qualifications, the more freedom of choice he has in the labor market, the more in demand in life.

However, in ambiguous social situations in which man lives, he is faced with uncertainty in career, profession, with a probability of precarious employment and the need for independent support. These human problems are also a consequence of the fact that in the social and labor environment of the modern world, characterized by dynamism and contradictory nature, there have been significant deformations in the industry and professional qualification structure of employment, professional guidelines and preferences [2]. Students should be purposefully prepared to adequately position themselves in such a complex social and labor environment. And this training becomes one of the most important tasks of education.

The idea of forming social and labor competencies of students in the process of their education and upbringing in higher education is not just a reflection of the existing trends in education, which stimulate the search for ways and means of forming student responsibility for individual choices, including the choice of educational programs [3; 4]. There is an understanding that the formation of students' ability to act and be successful in a dynamically developing society largely depends on such personal qualities as mobility, determination, responsibility, the ability to assimilate and apply knowledge in unfamiliar situations, the ability to build communication with other people and cooperate resources to achieve common goals.

The problem of the formation of key competencies and the competencies of students in general and social and labor functions in particular is a relatively new scientific problem [5; 6]. It should be noted that in determining the content and structure of competencies and competencies, in their classification and differentiation, there are currently many approaches, and the question of the competence approach remains debated. Competence and competency are defined through the concepts “knowledge, skills”, “ability” [7; 8], “willingness” [9].

Understanding the various definitions of competence and competency shows that they fix the integral characteristic of the individual. Competencies and competencies are acquired qualities and have an activity basis. Competence is the sphere of relations existing between knowledge and action in human practice. Not

every knowledge and not in every situation manifests itself as a competence. The priority is not to acquire knowledge, but to manage knowledge and information to solve specific social, labor, and psychological problems. Competence is the possession of competence, which includes a personal attitude to it and to the subject of activity.

The analysis of pedagogical studies, thematically related to our own, shows that the problem of the formation of social and labor competencies of students of the future teacher was not the subject of a special study. There are contradictions between the practical need for the formation of social and labor competencies and the lack of theoretical development of this issue in pedagogical science; between the objective need for the organization of competence-oriented training in higher education and the imperfection of the content, forms and methods of this process.

The desire to find ways to resolve these contradictions has determined the problem of our research. In theoretical terms, this is the problem of developing a model for the formation of social and labor competencies of students in higher education. In practical terms, it is the development of competence-oriented programs and the determination of the means of their implementation in the educational process.

Literature Review

The approaches of scientists to the consideration of the basic concepts of competence-based education can be divided into two groups: the “global-integrative” approach and the “differentiating” approach [10]. The proponents of the first define the concepts of competence and competency, trying to include the concepts of knowledge and personality-oriented educational paradigms (knowledge, skills, readiness, level of personal development, etc.). Scientists who adhere to the differentiating approach try to find features in the studied categories that determine their specificity, as opposed to existing concepts [11; 12].

Let us turn to the content of the concept of “social and labor competence of a student”. The disclosure of the content of the concept “social and labor competencies” involves the analysis of the category “labor”. In the world of psychology, work is characterized as a conscious activity of people aimed at creating material and spiritual goods necessary to meet the needs of society and the individual [13; 14]. Using the category of activity, psychologists analyze work as one of the types of activity that has the following psychological characteristics: conscious anticipation of a socially valuable result; consciousness of the obligation to achieve a socially fixed goal; conscious choice, application, creation of tools, means of activity; creation of interpersonal production dependencies and relationships.

The modeling of social and labor competencies is based on the system, personal-activity, cultural, subjective, and competence approaches. The system approach (V.V. Kraevsky) allows us to present this competence as a system education, a set of structural and functional components, which makes it possible to comprehend its multidimensional nature [15]. The cultural approach (I.F. Isaev) to the study of the problem is a set of theoretical and methodological provisions and organizational and pedagogical measures aimed at creating conditions for the assimilation and translation of values and ensuring the creative self-realization of the student in the activities of an adequate socio-cultural environment [16]. The personal-activity approach actualizes the system of methods and techniques of the student's activity, that is, not only organizes his activity, but also fits all its types into the context of the future profession and personality, its individual formation, social and professional choice (elections). The subjective approach is productive in building a theoretical model of the formation of social and labor competencies as a personal quality, an educational result, expressed in the social and labor competence of the subject of activity, capable of personal and professional self-development. The competence-based approach involves changes in the meanings, goals, content, and organization of additional education in the context of its modernization in the direction of strengthening both its pragmatic and humanistic components [17-19].

We propose the following structure of social and labor competencies, identified on the basis of the analysis of psychological and pedagogical literature on the problem, surveys, and expert evaluation: motivational, cognitive, and activity components. The analysis of the scientific literature on the problem of competencies allows us to identify several complementary approaches to their research, which reveal certain aspects of competencies and competencies, as well as the forming contents of competencies. Since competencies are considered as a system of knowledge and skills that have a universal meaning, that is, their value-semantic aspect is emphasized, it is legitimate to highlight the motivational component of competencies, which is included in the subjective experience and has a personal meaning.

Many researchers emphasize the direct relationship of competencies to knowledge and view competencies as the ability to discover a procedure that is adequate to the problem. Thus, the cognitive component of competencies is distinguished [20; 21]. Competencies are manifested in actions and actions, activities and behavior, in which there is also their visible side – personal qualities. Therefore, in the structure of social and labor competencies, the third component is distinguished – the activity component.

Social and labor competencies allow you to reproduce and creatively process the assigned social experience in your activities, thereby forming the social positions of the individual. The formation of students' social and labor competencies depends on:

- from the performance of their personally significant activities for the development of social and labor experience. On the part of teachers who form quality, a well-thought-out system of means, methods, and techniques for involving students in activities that are interesting for them is necessary;

- from the environment that promotes engaging in interesting activities, created socio-pedagogical conditions, i.e., from the developing environment;
- from the humanization of relationships; rethinking the teacher's role in the learning process.

Materials and Methods

To solve the tasks and verify the initial assumptions, we used a set of complementary research methods that are adequate to its subject: theoretical analysis of philosophical, psychological, and pedagogical literature; sociological methods (questionnaires, conversations); study and generalization of pedagogical experience; observation; experimental methods (stating and forming experimental variants); mathematical and statistical methods. The sample population of the study was 260 people (190 students, 70 university teachers).

The reliability of the research results is ensured by the validity of the research methodology, its compliance with the problem; its implementation at the theoretical and practical levels; the possibility of repeating experimental work; the use of a set of methods adequate to its subject; the representativeness of the sample size and the significance of experimental data.

The formative stage of the experiment was conducted on the basis of the International Kazakh-Turkish University and the South Kazakhstan State University. The formative experiment was conducted on a sample of 150 people: 75 of them were included in the control group, the other 75 people made up the experimental group.

The study of the problem was carried out in three stages. In the first stage focused on the study and comparison of various approaches to the study of the specifics of additional education, which revealed the necessity of understanding the problems of formation of competencies of students in the institution of additional education of children; analysis of scientific literature allowed us to justify their original positions, the problem, the object, the object and purpose of the research; formulate a hypothesis and objectives. The result of this stage was the definition of the methodology and methods of the study, the justification of its program.

In the course of experimental work, combined with the analysis of the structure and dynamics of the educational process directed on formation of social and labor competencies of students were tested and refined the hypothesis of the study, stated the conditions and means of providing success of formation of social and labor competencies of students in the University, analyzed and systematized the data. At this stage, a model for the formation of students' social and labor competencies was developed and implemented in an experimental model, and indicators and criteria for evaluating social and labor competencies were justified.

The theoretical understanding of the results of the experimental work was the basis for the introduction of a model for the formation of social and labor competencies of students in a multidisciplinary institution. The empirical knowledge obtained in the course of a comparative analysis of the results of the ascertaining and formative experiments is subjected to a theoretical analysis. The design of the research results was carried out.

Results and Discussion

The implementation of the developed model for the formation of social and labor competencies of students was carried out for three years. When developing the model, we assumed that it can more effectively influence the formation of social and labor competencies of students in multidisciplinary institutions if: it is implemented on the basis of systematic, activity-based and productive approaches to the formation of social and labor competencies of students; the implementation of the principle of flexibility of the content and structure of additional education in the learning process provides an optimal combination of block-modular programs; the blocks of training programs (value-oriented, cognitive, training-technological) are adequate to the components of social and labor competencies.

At the first stage of the formative stage of the experiment, a model of the formation of social and labor competencies of students was created, which caused value, target, content, and technological changes in the content and procedural aspects of the educational institution. This model is focused on the needs of the student's personality in relation to the current social and labor situation and the competence-based approach to education. This model, in accordance with the strategy of modernization of education, is designed to:

- give the student the freedom to choose and change activities;
- stimulate the student's social and labor tests, to support his desire to try himself in as many activities as possible;

- to create a humane developing environment for students' life activities outside of school hours;
- to develop the confidence of students in themselves, self-esteem, assertiveness, creative, personal and social activity.

The purpose of the university, which forms the social and labor competencies of students, was to update the competence potential of the individual, help in predicting a social and professional career. When modeling the process of forming social and labor competencies of students in the conditions of the university, the following principles were used:

- flexibility of the content and structure of competence-based additional education;
- meeting the individual's need for professional self-determination;
- recognition of the self-worth and individuality of the trajectory of the formation of social and labor competencies of students;
- creating a favorable, developing, informational, competence-oriented educational environment.

Thus, in accordance with the current demand for educational services of the system of additional education and taking into account the potential of additional education in the implementation of the concept of modernization in the university, a model for the formation of social and labor competencies of students has been developed (Table 1).

Table 1. Model of the formation of social and labor competencies of students at the university

Structural elements of the educational process model	The content of the structure of the elements of the model of formation of social and labor competencies	Practical implementation of the model
Goal	Formation of social and labor competencies of students	Multidisciplinary university with a target priority for the formation of social and labor competencies of students
Principles	<ul style="list-style-type: none"> – flexibility of the content and structure of competence-based additional education; – meeting the individual's need for professional self-determination; – recognition of the self-worth and individuality of the trajectory of the formation of social and labor competencies of students; – ensuring self-education, self-control, self-correction of the formation of social and labor competencies; – taking into account the subjective experience of students; – creating a favorable, developing, informational, competence-oriented educational environment; – integration of general and additional education 	Individual educational route. The choice of the educational program, the pace of its development, the forms of training. Level-based, variable organization of the educational process. Educational cooperation with schools (network model)
Tasks	<ul style="list-style-type: none"> – stimulating and motivating the development of social and labor competencies; 	Development of methodological, informational, psychological and

	<ul style="list-style-type: none"> - expansion of the sphere of social and labor competencies of the individual (development of initiative, responsibility, corporate identity); - reflection on the formation of social and labor competencies; - socio-pedagogical and psychological support for the process of formation and development of competencies; - designing possible scenarios of social and working life 	pedagogical support of the educational process
Content	<p>Motivational component:</p> <ul style="list-style-type: none"> - actualization of the motives of social and labor behavior; - awareness of the social significance of work formation of an emotionally positive attitude to work in general and to the performance of certain professional functions <p>Cognitive component:</p> <ul style="list-style-type: none"> - general socio-economic, labor, legal knowledge; - knowledge of the content of educational programs of social and labor orientation; - knowledge in civil and public activities; - knowledge of the norms of social behavior <p>Activity component:</p> <ul style="list-style-type: none"> - development of the ability to choose a specific direction of activity; - formation of the ability to analyze the situation in the labor market; - development of the ability to act in accordance with personal and public benefit; - development of social and social-labor activity 	<ol style="list-style-type: none"> 1) The study program; 2) In-depth program; 3) Pre-professional training programs; 4) Elective courses
Technologies	<ul style="list-style-type: none"> - technologies of social and labor design; - heuristic learning technologies; - developing diagnostics of social and labor competencies; - trainings (personal growth, goal-setting, business communication); - organizational and activity games 	<p>Forms and methods (in stages):</p> <ol style="list-style-type: none"> 1) introductory lecture, lesson on goal setting, project development; 2) lesson-research; 3) group workshop, problem solving workshop, brainstorming session; 4) project defense, interview, "round table"; 5) group reflection of the activity
Monitoring the formation of social and labor competencies	<p>Levels of formation of social and labor competencies:</p> <ul style="list-style-type: none"> - basic literacy (low) - functional literacy (medium) - competence (high) 	<p>Research methods:</p> <ul style="list-style-type: none"> - Questionnaire "Labor value orientations" - A questionnaire to identify social and labor value orientations for high school students who attend university

The curriculum focuses on the acquisition of knowledge and skills. The educational program focuses on the formation and development of the individual in the aggregate of its cognitive, emotional, motivational and

need characteristics. Educational program, in contrast to training, has not only educational, but also diagnostic, predictive, corrective function that involves the study of initial opportunities and dynamics of the learner in the

educational process, and, therefore, involves the construction of a system of psychological and pedagogical support of the educational process (I.S. Yakimanskaya) [22]. In addition to the development of the model, during the experimental work, various options for the formation of social and labor competencies of students in the conditions of university were developed, which can become the basis for the educational practice of this type of educational institutions.

On the basis of the developed model of the formation of social and labor competencies of university students, experimental work was organized. Implementing additional education as a practically manageable part of extracurricular activities of students, the university, in cooperation with schools, ensures their inclusion in the activities of associations, stimulating the formation of social and labor competencies of students through the content of additional education, which allows them to master modern technologies and strengthens the initial opportunities of the individual in the labor market and vocational education.

Experimental work with students was carried out during their three years of study at the university. The study of the formation of social and labor competencies of students was carried out using the same methods of scientific and pedagogical research as at the ascertaining stage of experimental work. Conclusions about the effectiveness of the experimental work on the formation of social and labor competencies of students were made by us on the basis of comparing the results of the ascertaining and forming stages of the experiment and comparing them with the data obtained during the study of competencies from the control group.

Refer to the results presented in Table 2. The analysis of the presented data shows that the values of the components of the social and labor competencies of students enrolled at the institution for further education, higher in comparison with values of the ratio of students enrolled in specialized classes or in professional schools. So, the values motivational component of social and labor competencies according to the criterion “interest in social and labor activities” higher by 0.47 points, the criterion “realization, production, fulfillment of the objectives of social and labor formation” higher by 0.33 points. The values of the indicators of the cognitive component according to the criterion “perceive, select, process the information necessary in the field of social and labor relations” are higher by 0.13 points. The values of the indicators of the activity component according to the criterion “plan and practically implement your educational and work activities (career)” by 0.58 points, according to the criterion evaluate the results from the economic, environmental and social points of view” by 0.80 points. At the same time, it should be noted that according to a number of criteria for the cognitive component of social and labor competencies of students, the values of indicators, although not significantly, are higher in students from the control group. For example, the values of the motivational component of social and labor competencies according to the criterion “find and analyze information about educational services, vocational education is higher by 0.04 points, the criterion to navigate the world of professions and their professional opportunities” higher by 0.14 points.

Table 2. Expert assessment of social and labor competencies of students from the control and experimental groups

Criteria	Values	
	Control group (N= 75)	Experimental group (N= 75)
<i>A motivational component</i>		
1. Awareness of the value of work and the need for professional training	0.45	0.57
2. The level of awareness, setting, and fulfilling the goals of social and labor formation	0.23	0.56
3. The degree of interest in social and labor activity	0.20	0.67
4. The level of motivation to learn	0.14	0.34
5. The level of motivation for social and labor creativity	0.22	0.37
<i>Cognitive component</i>		
1. Find and analyze information about educational services, professional education	0.63	0.59
2. Navigate the world of professions and their professional capabilities	0.34	0.48
3. Competently defend their rights and interests as a citizen, employee, consumer	0.22	0.14
<i>Activity component</i>		
1. Plan and implement practically their educational and professional activities (career)	-0.11	0.47
2. Be involved in various types of educational, social and labor activities	0.05	0.39
3. Ensure the quality of the work performed	0.19	0.53
4. Evaluate the results of the work from the economic, environmental, and social points of view	-0.23	0.57

5. Exchange information, promote cooperation in various situations	0.18	0.36
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Comprehension of the results obtained using the “Skill Profile” technique shows an increase in the average levels of self-esteem among students who have passed experimental training, compared with students who have not studied in an additional education institution (Tables 3–4; Figure 1).

Table 3. Average level of self-esteem (areas of activity in which social and labor competencies are manifested)

Areas of activity		Average score
Communication	Before this course	3.1
	After the courses	3.8
Social skills	Before this course	3.1
	After the courses	4.0
Practical skills	Before this course	3.0
	After the courses	3.7
Social and labor relations	Before this course	2.8
	After the courses	3.8

Table 4. The average level of self-esteem in the control and experimental groups (areas of activity in which social and labor competencies are manifested)

Areas of activity		Average score
Communication	Control group	3.2
	Experimental group	3.3
Social skills	Control group	3.1
	Experimental group	3.6
Practical skills	Control group	3.1
	Experimental group	3.3
Social and labor relations	Control group	2.9
	Experimental group	3.0

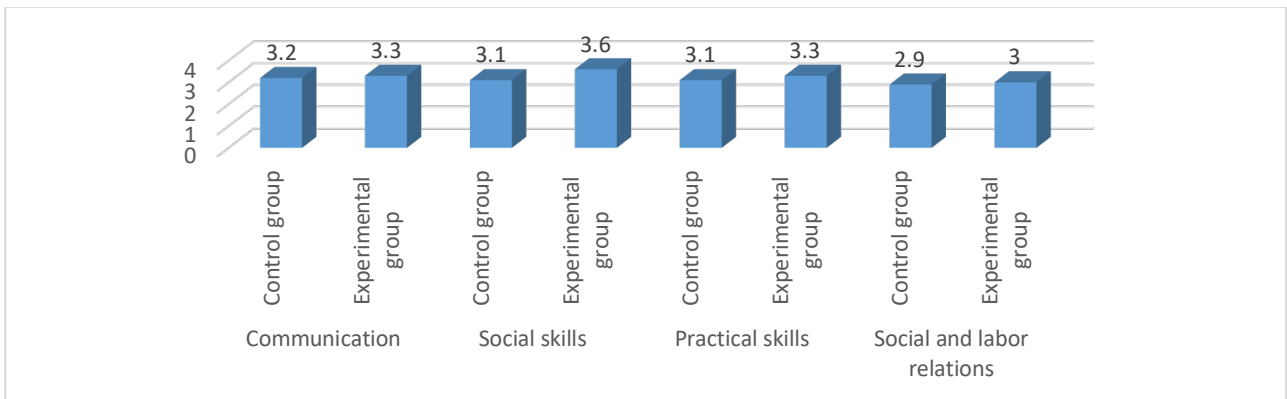


Figure 1. The average level of self-esteem in the control and experimental groups (areas of activity in which social and labor competencies are manifested)

Statistical data (Table 5; Figure 2) obtained using a complex indicator, which was calculated depending on individual indicators and taking into account the indicators of the components of social and labor components, indicate, first, an increase in the level of formation of social and labor competencies of students from the experimental group. Thus, the level of functional literacy increased by

14%, the level of competence-by 17.2%. Secondly, the level of formation of social and labor competencies of students who have passed experimental training in pre-school institutions is higher. Thus, the level of functional literacy is higher by 13.6%, the level of competence-by 6.6%.

Table 5. The level of formation of social and labor competence in the control and ex-experimental groups (in %)

Levels of formativeness	Experimental group (N= 75)		Control group (N= 75)	
	Before the experiment	After the end of the experiment	Before the experiment	After the end of the experiment
Basic literacy	50.4	20.2	49.6	30.4

Functional literacy	37.6	51.6	38.2	51.8
Competencies	12.0	29.2	12.2	18.8

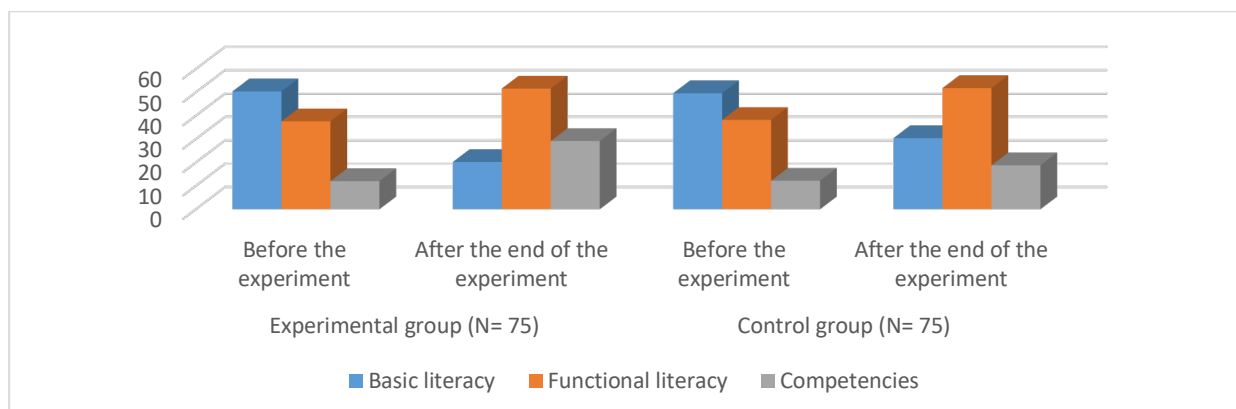


Figure 2. The level of formation of social and labor competence in the control and ex-experimental groups (in %)

Comparative analysis of the results obtained in the study of social and labor competencies of students from the experimental and control groups, that in both groups there is a positive trend in the development of components of social and labor competencies. However, the evaluation of the statistical significance of the results using the student's test shows that before the experiment, the differences in the groups were statistically significant. They are insignificant (at the level of statistical significance $p < = 0.01$, i.e., the probability of occurrence of such a dependence is 99.0%). According to the results of the formative stage of the experiment, the differences between the control and experimental groups are statistically significant (at the level of statistical significance $p < = 0.01$, i.e., the probability of such a dependence is 99.0%).

Statistical analysis of the results of the study allows us to draw the following conclusions. First of all, it should be noted that the values of the correlation coefficients before and after students complete the courses are quite high. After the students completed the courses, the strongest correlation was found between the areas of application of the competencies "social and labor relations" and "social skills". The value of the correlation coefficient between these components was 0.603 (at the level of statistical significance $p < = 0.01$, i.e., the probability of such a dependence is 99.0%).

This value of the coefficient means that there is a statistically significant direct relationship between these components (i.e., with a change in the value of one variable, the value of the other changes, and the directions of these changes coincide). In addition, a significant correlation was found between such blocks of competencies as "social and labor relations" and "career development" (the value of the correlation coefficient between these components was 0.624 at the level of statistical significance $p < = 0.01$, i.e., the probability of such a dependence is 99.0%).

Understanding the various definitions of competence and competency shows that they fix the integral characteristic of the individual. Competencies and competencies are acquired qualities and have an activity basis. Competence is the sphere of relations existing between knowledge and action in human practice [23-26]. Not every knowledge and not in every situation manifests

itself as a competence. The priority is not to acquire knowledge, but to manage knowledge and information to solve specific social, labor, and psychological problems. Competence is the possession of competence, which includes a personal attitude to it and to the subject of activity [27-30].

The analysis of pedagogical studies, thematically related to our own, shows that the problem of the formation of social and labor competencies of students in the institution of additional education was not the subject of special research. As a result of the study of the motivational component of social and labor competencies of students, the changes that occurred in the educational goals that act as a motive for learning in the institution of additional education focused on the formation of social and labor competencies are established. The greatest dynamics are observed for the purposes of education, aimed at the formation of personality and character, to gain practical experience in taking responsibility for their decisions and help in becoming a socially and professionally mobile person.

As a result of the study of the cognitive component of the social and labor competencies of students, the changes that occurred in its content were established. There was an increase in the number of students for whom economic knowledge is important by 9.2%, knowledge of various social and labor roles by 22.3%, and knowledge in the field of social communication by 8.6%. The study established the changes that occurred in the hierarchy of types of labor values among students. The significance of value orientations related to the content of work (34.6 points) and status achievements through work activity (30.4 points) significantly increased. Significant for high school students were value orientations associated with the possibilities of personal development in the process of mastering a profession (27.3 points), socially significant values of work activity (22.8 points) and value orientations associated with the possibility of using their abilities and self-affirmation in the process of work (11.7 points).

Conclusions

Implementation of the developed model in accordance with the strategy of modernization of education gives students freedom of choice and the ability to change activities. It stimulates student engagement by supporting

their desire to explore a variety of operations, creating a humane educational environment for students during extracurricular time. It also fosters relationships of cooperation, co-creation, and co-management among all participants in the educational process. Additionally, it addresses the diverse socio-positive work and personal interests of students beyond learning activities and develops students' self-confidence, self-esteem, self-affirmation, and creative personal and social activity.

During the research, the guidelines for the implementation of models of formation of social and labor competencies in university students have been identified and disclosed. These guidelines include principles such as flexibility in the content and structure of competence-oriented further education to meet individual professional identity needs. They emphasize the recognition of the intrinsic value and individuality of each student's trajectory in developing social and labor competencies. Additionally, the guidelines ensure opportunities for self-education, self-control, and self-correction in the formation of these competencies. They consider and aim to develop the subjective experiences of students, creating a favorable, developmental, informational, and competence-oriented educational environment. Finally, the guidelines advocate for the integration of general and additional education.

The pedagogical conditions that contribute to the formation of social and labor competencies of students are

determined: correspondence of the choice of classes at the university to the interests and desires of students; implementation of the relationship between teaching and practical activities, the use of individual, group, collective, network forms of classes; familiarization of students with professions based on an in-depth study of the field of knowledge and practice of interest; achievement of the relationship of motivating, cognitive and activity components of social and labor competencies in the content of educational programs. A strong correlation was revealed between the spheres of “social and labor relations” and “social skills”, in which social and labor competencies are implemented. A strong correlation is observed between the motivational and activity components, between the motivational and cognitive components of the social and labor competencies of students who have undergone experimental training.

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Conflict of Interest

The Authors do not have any conflicts of interest.

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Нова модель формування соціально-трудової діяльності студентів: оцінка моделі

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Анотація

Актуальність. У сучасному суспільстві, де знання та інтелектуальний розвиток є ключовими стратегічними ресурсами економічного зростання, статус освіти значно підвищився. Формування в студентів ключових компетенцій, зокрема соціально-трудових функцій, є першочерговим завданням глобальної системи освіти.

Мета. Проблема формування ключових компетенцій майбутнього вчителя загалом і соціально-трудових зокрема є відносно новою науковою проблемою. Тому метою нашого дослідження є розробка моделі формування соціально-трудових функцій майбутнього вчителя та оцінка її ефективності.

Методологія. Для вирішення поставлених завдань і перевірки вихідних припущень було використано комплекс взаємодоповнюючих методів дослідження: теоретичний аналіз філософської, психологічної та педагогічної літератури; соціологічні методи (анкетування, бесіди); вивчення та узагальнення педагогічного досвіду; спостереження; експериментальні методи (констатація та формування варіантів експерименту); математичні та статистичні методи.

Результати. У результаті дослідження уточнено наукове розуміння змісту поняття “соціально-трудова функція та компетенція” та виявлено функції її складових та принципів реалізації моделі формування соціально-трудової компетенції майбутнього викладача; обґрунтовано показники соціально-трудової компетенції, визначено та експериментально перевірено педагогічні умови, що забезпечують формування соціально-трудової компетенції майбутнього вчителя.

Висновки. Реалізація моделі формування соціально-трудової активності в руслі стратегій модернізації створює підтримуюче, компетентційно орієнтоване освітнє середовище, яке інтегрує загальну та додаткову освіту. Між соціально-трудовими відносинами та соціальними навичками, а також між мотиваційним, когнітивним і діяльнісним компонентами компетенцій, вироблених шляхом експериментальної підготовки, існує сильний зв'язок. Практичне значення дослідження полягає в його спрямованості на вдосконалення діяльності університетів у формуванні соціально-трудових компетенцій майбутніх учителів.

Ключові слова: соціально-трудова функція; компетенція; професійна підготовка; модель формування; майбутній вчитель.