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THE PROBLEM OF PROFESSIONALISM OF THE PERSONALITY OF THE TEACHER IN PSYCHOLOGICAL AND PEDAGOGICAL RESEARCH

Annotation

The article is devoted to one of the actual problems of modern education, in particular, the problem of developing the professional qualities of the personality of a university teacher. The authors analyze the understanding of professionalism in the psychological and pedagogical research of foreign and Kazakh scientists. In our research we use the following definition: “professionalism is a combination of professional competence, professional orientation and professionally important qualities of a teacher”. The authors present the characteristics of a “professional person”, where such a person should be capable of self-organization, as well as should be able to identify and solve problems.

An important aspect of professional development, as the authors note, is its psychological support. That is, the development of such qualities as professional consciousness, thinking, a positive vision of the world, confidence and self-competence. However, after analyzing the initial situation, the authors believe that at universities, in particular, at the technical ones, the educational process is not always based on an understanding of the need for psychological and pedagogical support of a future specialist. To solve the problem, experimental work was organized and carried out, the main method of research was the “survey” and the author’s questionnaire. The questionnaire was based on five criteria, each of which reveals the psychological invariants of professionalism and non-professionalism of the individual. The article presents main results of the study. Measures for the development of motivation and the desire for professional development are proposed. The authors believe that the relevant activities should be implemented in the professional training of students, which in the future will contribute to a more efficient and high-quality professionalization process.

Keywords: professionalism, personality, teacher, professional person, professional consciousness, self-development, self-competence.

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ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ ЗЕРТТЕУЛЕРДЕГІ ОҚЫТУШЫСЫНЫҢ КӘСІБИЛІГІ МӘСЕЛЕСІ

Аннотация

Мақала қазіргі білім берудің өзекті мәселелерінің біріне, атап айтқанда университет оқытушысының жеке басының кәсіби қасиеттерін дамыту мәселесіне арналған. Мақалада шетелдік және қазақстандық ғалымдардың психологиялық-педагогикалық зерттеулеріндегі «кәсібилік» ұғымы талданды және «Кәсібилік - бұл оқытушының кәсіби құзыреттілігінің, кәсіби бағыттылығының және кәсіби маңызды қасиеттерінің жиынтығы» деген анықтама берілді. Авторлар «кәсіби адам» сипаттамасын ұсынады және ол өзін-өзі ұйымдастыруға қабілетті, мәселені анықтай және шеше білуі керек деп айқындалады.

Авторлардың ойынша кәсіби дамудың маңызды сәті - оның психологиялық қолдалуы, яғни, кәсіби сана, ойлау, әлемді позитивті көру, сенімділік және аутокомпетенттілік сияқты қасиеттерді дамыту. Алайда, бастапқы жағдайды талдағаннан кейін авторлар университеттерде, атап айтқанда техникалық профильде, оқу процесі әрдайым болашақ маманға психологиялық-педагогикалық қолдау қажеттілігін түсінуге негізделмейді деп санайды. Қойылған мәселені шешу үшін эксперименттік жұмыс ұйымдастырылып жүргізілді, зерттеудің негізгі әдісі «сауалнама» және авторлық сауалнама болды. Сауалнама 5 сұрақтан тұрды, олардың әрқайсысы жеке тұлғаның кәсібилігі мен кәсіби еместің психологиялық инварианттарын ашады. Мақалада зерттеу нәтижелері келтірілген. Мотивацияны дамыту және кәсіби дамуға ұмтылу бойынша іс-шаралар ұсынылды. Авторлар тиісті іс-шаралар студентті кәсіби даярлау кезінде қажет және жүзеге асырылуы керек деп санайды, бұл болашақта кәсібилендірудің тиімді және сапалы процесіне ықпал етеді деп тұжырымдайды.

Түйінді сөздер: кәсіпқойлық, тұлға, оқытушы, кәсіби адам, кәсіби сана, өзін-өзі дамыту, аутокомпетенттілік.

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ПРОБЛЕМА ПРОФЕССИОНАЛИЗМА ЛИЧНОСТИ ПРЕПОДАВАТЕЛЯ В ПСИХОЛОГО-ПЕДАГОГИЧЕСКИХ ИССЛЕДОВАНИЯХ

Аннотация

Статья посвящена одной из актуальных проблем современного образования, в частности проблеме развития профессиональных качеств личности преподавателя ВУЗа. Проанализировано понятие «профессионализм» в психолого-педагогических исследованиях зарубежных и казахстанских ученых. Дано следующее определение «профессионализм - это совокупность профессиональной компетентности, профессиональной направленности и профессионально важных качеств преподавателя». Авторами представлена характеристика «Человек-профессионал», где такой «человек» должен быть способен к самоорганизации, уметь выявлять и решать поставленную проблему.

Важным моментом профессионального становления, как отмечают авторы, является его психологическое сопровождение. То есть развитие таких качеств как профессиональное сознание, мышление, позитивное видение мира, уверенность и аутокомпетентность. Однако, проанализировав исходную ситуацию авторы считают, что в вузах, в частности технического профиля, не всегда учебно-воспитательный процесс строится на понимании необходимости психолого-педагогического сопровождения будущего специалиста. Для решения поставленной проблемы, организована и проведена экспериментальная работа, основным методом исследования стал «опрос» и авторская анкета. Опросник состоял из 5 критериев, каждый из которых раскрывает психологические инварианты профессионализма и непрофессионализма личности. В статье представлены результаты проведенного исследования. Предложены мероприятия по развитию мотивации и стремлению к профессиональному развитию. Авторы считают, что соответствующие мероприятия необходимо и нужно реализовывать при профессиональной подготовке студента, что в будущем будет способствовать более эффективному и качественному процессу профессионализации.

Ключевые слова: профессионализм, личность, преподаватель, человек-профессионал, профессиональное сознание, саморазвитие, аутокомпетентность.

Introduction. In the conditions of the 21st century, which is associated with constant changes and reforms in the socio-economic situation of the country, one of the most important factors in the competitiveness of a specialist in the modern labor market is the high level of his/her professionalism. Considering that thousands of students graduate from Kazakh universities every year, the training of high-quality teachers of a new formation is a very acute problem. In order to do this, it is necessary to understand that, firstly, the development of the professionalism of teachers begins at least at the stage of entering the university, and secondly, not only professional knowledge, skills and abilities are important for a future teacher, but also such psychological properties which correspond to the chosen educational program (important personal qualities). Therefore, in order to promote the development of teacher professionalism at the stage of studying at the university, it is necessary to understand the essence and structure of the studies. Moreover, the problem of the formation of professionalism is not only theoretical, but also has a great practical importance. This is confirmed by the words of the scientists. This is confirmed by the words of the researcher Tweve J.T., who claims that the professionalism of a teacher is important in education, since it affects the role of the teacher in society, which, in turn, affects the effectiveness of student learning [1, p. 187].

The research

Currently it is necessary to provide a

purposeful and systematic support for the development of teacher professionalism both at the stage of studying at the university and during the first years of activity in higher education. Unfortunately, the proportion of psychological and pedagogical disciplines in the curricula of the master's program and the timing of the undergraduates' pedagogical (assistant) practice are insufficient for the development of the professionalism of future university teachers. This leads to the emergence of a pedagogical contradiction between the requirements of modern higher education for the implementation of scientific and pedagogical activities at high levels of professional excellence, on the one hand, and the unpreparedness of young teachers to demonstrate high levels of professionalism in the process of this activity, on the other.

This contradiction gives grounds to argue about the need to develop and implement a system for developing the professionalism of a young teacher in the conditions of scientific and pedagogical activity.

The purpose of the study is to reveal the main approaches to determining the professionalism of a teacher's personality and its characteristics.

Literature review

Most of the works devoted to the problem of the formation of professionalism and its structure reveal it in the context of a person performing directly professional activities, that is, we are talking about an in-service specialist. According to Nurgalieva N.K. and others. The requirements for qualifications, and for the

personal and professional qualities of teachers are constantly growing - they must work only in a creative way, have time to combine educational material and not miss the personal development of each student [2].

According to Kariyev A.D., professionalism should be understood as a subjective quality, manifested in the ability to productively implement professional activities, analyze its results and move in professional development to mastery through a value-reflexive attitude towards oneself, other people, life in general [3].

In the work of Sukawati N.N. et al., the professionalism of a teacher is considered as a versatile teacher with personal and professional qualities. The authors believe that the teacher, in principle, is a noble and laudable profession, a good personality should always form in the personality of the teacher. Teachers with good character will also have good and harmonious relationships between teachers and students [4, p. 250].

Therefore, Galustyan O.V. [5] interprets the development of a teacher's professionalism as a process of increasing his/her self-organization, self-affirmation and self-realization in a social, cultural and professional environment. The author concludes that the development of the teacher's professionalism continues throughout the teacher's pedagogical activity, which begins from the moment of professional self-determination.

Examining the works of foreign scientists (Wiyono B.B. [6], Triwiyanto T. [6], Hevko I.V. [7], Pambudi B.A. [8], Gunawan I. [8]), one can argue about the applied aspect of revealing the problem of personality professionalism. In particular, scientists explore the professionalism of a teacher, physician, politician, etc. In their writings professionalism is associated with the professional culture of the employee; at least it forms the basis for the formation of the category under study. In addition, they highlight professional motivation, attitude to work, successful performance of duties. In some sources, one can come across an understanding of professionalism as compliance with the established norms. In general, the analysis of foreign sources on this issue indicates an understanding of the need to study the problem of the formation of professionalism both during professional training and in the process of

performing a specific professional activity.

In connection with the high importance of developing the professionalism of a teacher, Muzakki Z. emphasizes that the professionalism of a teacher is the main key to improving the quality of education. The author believes that professional competence becomes a teacher's guideline in providing quality education. The morality and professionalism of good teachers in the performance of their profession are necessary to improve the quality of education [9, p.339]).

According to Mercader C., Gairín J., the development of a teacher's professionalism depends on the possession of digital learning technologies. Currently, mastering competencies in the use of digital technologies is one of the most frequently used resources by students to create a personalized learning environment. However, researchers believe that recent studies continue to demonstrate the insufficient use of digital technologies by the teaching staff to develop their teaching practice, especially at the university level [10, p. 4].

From the point of view of the personal approach, in particular Perkin H. [11], the professionalism of a teacher is understood as a system, the composition of which is determined by the content of its interrelated essential components - the professionalism of the activity and the professionalism of the personality of the teacher", according to the logic of system analysis, he singles out his units of the second row - integral integrative qualities that are formed as a result of the interaction of these subsystems and actively influence them, namely: competence and culture of pedagogical thinking, culturally appropriate professional and pedagogical position, emotional and sensory culture of the teacher, culture of professional and pedagogical behavior

The development of personal invariants of professionalism is considered important and interesting to the author of the article:

1. General invariants, practically independent of the specifics of professional activity. This:

- a) strength of personality;
- b) developed anticipation, manifested in the ability to think strategically, predict and anticipate the development of professional situations;
- c) a high level of self-regulation, which

is manifested in the ability to manage one's condition, performance, stress resistance;

d) the ability to take responsibility for decision-making, which implies their reliability, timeliness and accuracy;

e) creativity, which is manifested not only in high creative potential, but also in special skills to solve professional problems in a non-standard and effective way;

f) high and adequate motivation for achievements.

2. Specific or special invariants, to a certain extent, reflecting the specifics of a particular type of professional activity.

On the basis of the conducted research, we believe that the condition for the development of a truly professional teacher's personality is the development of all common invariants. But at the same time, we emphasize that the study of specific invariants is at the stage of development, therefore, the development of the professionalism of the teacher's personality should be carried out primarily through the formation and development of these personality traits.

In the research publication "Psychology of professionalism», Markova A.K. divides professionalism into normative, real and having specific psychological characteristics. According to the scientist, "normative" professionalism is a combination, a set of personal characteristics of a person necessary for the successful performance of work. The "real professionalism" of a particular person assumes that he/she has the necessary normative set of mental qualities and professionalism internalized. At the same time, the scientist believes that the true professionalism of a person is not only the achievement of high professional results and labor productivity, but also the presence of such psychological components as the person's internal attitude to work, the state of his/her mental qualities and their compliance with the chosen profession. For an adequate consideration and assessment of a person's professionalism, which drives a person in a profession, the value orientation is of great importance. [12].

It is the process of professionalization that involves the formation and awareness of oneself as a professional. It consists of many

stages: amorphous option, actual option, professional training, professional adaptation, primary, secondary adaptation and professional mastery. At the stage of vocational training, vocational education is carried out, which, according to Markova A.K., involves the formation of professional knowledge and skills, as well as personal properties and capabilities corresponding to the chosen profession [12]. The psychological feature of such education is the stimulation of such psychological qualities which will contribute to effective professionalization, namely, value orientation, the meaning of the profession, motives, goals, emotions, adaptation orientation, professional abilities, professional thinking, professional technologies, including methods of cooperation in joint professional activity.

In general, we believe that such support of professional education is necessary for the formation of a modern competitive professional graduate. However, at universities, especially the technical ones, the educational process is not always based on an understanding of the need for psychological and pedagogical support for a future specialist.

Lozhkin G.V. and Volanyuk N.Yu. revealed the concept of a professional through professional identity and identification. Professional identity can be achieved only if the leading basis of identification is professional activity, which acts as the main factor in psychological well-being, and if there is a transforming psychological potential of the individual [13].

Summarizing the works of scientists on the problem of becoming a professional, Zeer E.F. [14, p. 181] believes that professionalism is a combination of professional competence, professional orientation and professionally important qualities of a teacher. Professional competence from the point of view of a scientist is a set of professional knowledge and skills, as well as ways of performing professional activities. Professional orientation includes value orientations, motives, professional position and socio-professional status. Professionally important qualities are the individual qualities of a person that determine the performance of an activity. A professional person must have, in addition to knowledge, skills, qualities and experience, a certain competence, the ability to

self-organize, responsibility and professional reliability. Such a person is able to identify the problem, formulate tasks and find a way to solve it. The scientist considers a professional support as an important moment of professional development, during which professionalism formed. In particular, during professional education, a future specialist needs to develop professional consciousness, thinking, a positive vision of the world, confidence and self-competence (an adequate vision of oneself in the profession and one's socio-professional characteristics).

In the psychological approach to the problem of personality professionalism, Druzhilov S.A. [15, p. 14] reveals its essence not only as a person's achievement of high performance indicators, but also as his/her features of professional motivation, professional thinking, the system of his/her aspirations, value orientations, the meaning of work. Human professionalism is a systemic formation that characterizes the organization of the personality psyche as a whole. The analysis of this phenomenon should be carried out at the levels of professionalism-quality (individual characteristics of the employee), a process which has its own stages of development, and a state which has two levels - internal (the state of well-being fixed by consciousness - anxiety), external (the state of well-being, which can be observed with the help of external reactions from other people). While revealing the stages of development of professionalism, the scientist limits them to four (pre-professionalism, actual professionalism, super-professionalism, post-professionalism), which he exclusively associates with the performance of professional activities. However, at the same time, he writes that the features of professional training have a direct impact on the formation of professionalism as a psychological phenomenon.

Based on the research of other scientists, Druzhilov S.A. reveals the patterns of vocational training, during which there is not a monotonous gradual increase in knowledge, skills, qualifications, but a constant overcoming of various barriers, regression is possible, the search for new alternatives, etc. Thus, because of vocational training, the primary individual, personal and subjective qualities of a person

must be developed and adapted to different aspects of the profession.

Based on the analysis of the work of researchers J.H.Yoo, U.S. Ruzmatovich, we can assume that the teacher should appear to students primarily as a person, and not only as a specialist who has the necessary knowledge and broadcasts it to the audience. With his attitude to the content of the taught material, teaching methods, exactingness, style of communication with students, the teacher lays the foundations for the worldview of his students [16; 17].

Based on a theoretical analysis of the main approaches to determining the professionalism of the personality of a university teacher, the aim of our study is to reveal the opinion of teachers about the psychological invariants of professionalism and non-professionalism.

Methods.

The experiment used analytical methods and empirical research methods. As a method for searching for scientific sources on this topic, it was carried out in the databases: Web of Science, Scopus, Google Scholar, Science Direct, Web of Knowledge.

A survey, an author's questionnaire, and a descriptive qualitative data analysis were used as empirical research methods. The questionnaire consisted of 5 criteria: cognitive, personal, motivational, value, operational.

The author's questionnaire consisted of three main blocks of questions:

1. Questions aimed at assessing the significance for the teacher of the level of knowledge of the material being taught, the teacher's knowledge of modern aspects of the problem under discussion, the knowledge of information on a problem that goes beyond a particular lesson or lecture.

2. Questions devoted to assessing the importance for teachers of moments related to the organization and structure of the educational process, the pedagogical skills of the teacher.

3. Questions concerning the significance for the personal qualities of the teacher: appearance, behavior style, attitude towards students, level of communication, volume of vocabulary, purity of speech.

The questionnaire assumed the presence of a set of certain qualities, the significance of which was proposed to be assessed. Thus, the degree

of significance of certain qualities of the teacher was clarified.

The study was conducted among teachers of the Kazakh National Women’s Pedagogical University and Vilnius University. 134 teachers took part in the survey. The choice of respondents was not random. The main part of the respondents have sufficient teaching experience (from 8 to 25 years).

Results and discussion.

According to the analysis of the respondents’ answers, it turned out that one of the most important regulators of the development of a professional is the construction of a reference image of a professional, which determines the motivation of the individual for his/her professional development. In this regard, it is important to take measures that include:

- a person’s awareness of the social significance of the chosen profession (the need

for self-realization, interest in the profession, etc.);

- development of the mental component of the personality structure (typological properties, abilities, etc.);

- formation of the cognitive component of the personality (knowledge, abilities, skills).

We believe that the above activities should be implemented during the professional training of students, which in the future will contribute to a more efficient and high-quality professionalization process.

Analysis of respondents’ answers to the study of psychological invariants of professionalism and non-professionalism of the personality of a university teacher made it possible to compile a table with the definition of invariants of professionalism/non-professionalism of a personality (see Table 1).

Table 1 - Psychological invariants of professionalism and non-professionalism of a person

Definition criteria	Invariants of professionalism	Unprofessionalism invariants
Cognitive	Professional knowledge, skills, abilities. Awareness. General culture	Insufficient professional education. Resistant to innovation. Marginality
Personal	Creativity. Inner strength. Anticipation. Professional attention. Professional thinking	Inconsistency with the psychogramme of the profession. Template. Passivity. Myopia. Absent-mindedness. Rigidity of thinking
Motivational	Professional motivation. Dominance of the internal motivation for the profession Success motivation	Lack of interest in success. External negative motivation. Motivation to avoid failure
Valuable	Professional consciousness. Professional identity. The ratio of the image «I am a professional» with the reference model of a professional	Orientation to material values. Professional marginal. Inadequate ratio of image and model
Operational	Professional Competence. Self-competence. Professional culture. Professional performance. Stress tolerance	Professional illiteracy. Inadequate vision of oneself in the profession. Amorphous attitude to work. Inertia. Inability to bear heavy loads

The analysis of the results of the the teacher to fully answer the questions of questioning of teachers showed that the students that arise during the development main quality of the teacher is the ability of of a particular topic. This characteristic

was considered important by 91.3% of the respondents.

83.4% of respondents believe that less significant professional qualities of teachers are such qualities as an interesting presentation of educational material; strict compliance of the material discussed at lectures and practical classes with examination questions.

Three-quarters (78.1%) of the respondents considered important the teacher's knowledge of modern educational technologies, in particular, his ability to organize discussions on the topic discussed in the lesson.

The need for the teacher to master the material of the taught discipline outside the framework of the work program or the topic of the lesson is evidenced by the fact that 71.5% of respondents answered positively to the question about the importance of the teacher providing links to additional sources of information on the topic under discussion, as in the traditional

“paper” format - monographs, collections, periodicals, and in electronic format - e-mail addresses of sites on the Internet.

More than half of the respondents (59.4%) considered it important for a teacher to use such a tool in the educational process as providing students with the opportunity to find a solution by choosing from several options. This suggests that students are ready to compare, analyze the advantages and disadvantages of various ways to achieve results and choose the best one, which demonstrates that they have elements of professional and creative thinking by the graduation course and their orientation towards using the knowledge and skills acquired at the University in practical activities.

Analyzing the data obtained on the questioning of teachers on the question “What should be characteristic of a first-class teacher first of all?”, We stated the following results, which are presented in Table 2.

Table 2 - Personal qualities of a university teacher

№	The name of the personal qualities of the teacher	%
1.	Excellent psychological and pedagogical training	22,6
2.	Excellent methodological preparation	21,5
3.	High level of communication	18,2
4.	Excellent special training	11,9
5.	Easy adaptation to the information space	12,1
6.	High level of general erudition	8,3
7.	Aesthetic appearance	4,4
8.	High moral character	2,4

Thus, the analysis of scientific and psychological literature and the results of the survey allow us to define the definition of “professionalism of the teacher’s personality”, which we understand as an integrated personal characteristic that has a multicomponent structure (professional identity, professionally important qualities, professional competence, etc.) and is formed on the basis of throughout a person’s life.

Respondents considered the teacher’s ability to fully answer students’ questions as the most important professional qualities of university teachers; interesting presentation of educational material; strict compliance of the material

discussed at lectures and practical classes with examination questions.

Among the personal qualities, the most significant are the teacher’s interest and respect for students. The results of the study are important from the point of view of improving the educational process, they prove both the need for constant professional growth of teachers (including in mastering modern pedagogical technologies), and periodic consideration of issues of ethics of teachers. Based on the study, specific differentiated recommendations have been developed, including monitoring the level of student satisfaction, which can serve as the basis for a set of standard, most demanded

trajectories for the professional development of higher education teachers.

Conclusion.

The study of the issue of the professionalism of the teacher's personality allows us to conclude that, firstly, one can become a professional only while performing professional duties and subject to identity with the chosen profession. Secondly, that the basis for the formation of professionalism is specific invariable variables, such as the strength of the individual, high productivity, creativity, etc. subject to the developed specific qualities inherent in the chosen profession. Thirdly, almost all researchers are inclined to the main levels of development of professionalism (pre-professionalism,

professionalism, super-professionalism and post-professionalism), covering the entire professional life of the individual. Fourthly, there is a stage of professional training of the individual, during which it is possible, if not to form, then at least to contribute to the formation of various components of professionalism, such as professional orientation, identity, motivation, etc.

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