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Development of Professional Potential of University Teachers Based on HRM Practices

Abstract

Introduction. The higher education system in the modern world faces the challenge of developing highly professional teaching staff capable of preparing competent HR specialists for the labor market. University teachers must demonstrate exceptional professionalism and continuously develop their capabilities to meet contemporary educational demands. The emphasis on developing professional potential of university teachers based on human resource management practices has become increasingly critical for educational quality and institutional effectiveness. **Methodology and Methods.** This study employs a comprehensive analysis of professional potential development frameworks and HRM practices in higher education. The research examines the structural components of professional potential, including professional competence, innovative readiness, and social, cultural, and moral potential. The methodology is grounded in the hypothesis that professional potential represents a manifestation of human potential within labor relations context. **Results.** The analysis reveals that professional potential serves as a fundamental condition for effective teaching activity and acts as a general indicator of professional competence and self-improvement. Professional competence emerges as a result of professional education, characterized by high-level professional self-awareness, holistic pedagogical vision, and systematic development of abilities for sociocultural self-determination and creative self-realization. The findings demonstrate that professional competence represents an effective category encompassing knowledge management, skill development, personal experience integration, and consequent professional potential enhancement. **Scientific Novelty.** This research provides a comprehensive framework for understanding professional potential as an interconnected system of competencies specifically tailored to university teaching contexts. The study introduces innovative approaches to integrating HRM practices into academic professional development. **Practical Significance.** The findings offer practical guidelines for higher education institutions to systematically develop teacher professional potential, ultimately improving educational quality and preparing students for successful professional careers in HR and related fields.

Keywords: potential, professional potential, professionalism, management, resources, human resources, human resource management, personnel management.

Introduction. Transformational processes of a sociocultural and socio-economic nature within contemporary social reality exert cardinal influence upon strategies and approaches to the professional preparation of educational practitioners. The human resource management system constitutes a multi-tiered organisational construct, comprising interconnected components that form a coherent architecture, subject to systematisation according to multiple criterial foundations.

Understanding the importance of this process's effectiveness enables HR specialists

to modify and improve it at various levels (Waseem, 2013). Effective human resource management requires (Runhaar, 2017) comprehension of the efficient employee management process. Since the management object in this process is human, it possesses highly complex and specialized characteristics. The primary objective of our research article is to identify the distinctive features of developing the professional potential of university teachers based on HRM practices (Permatasari, 2023).

President K.Zh. Tokayev, in his article "Independence is Above All", emphasizes

that “the 21st century is the era of knowledge and skills. Every individual can enhance their competitiveness only through continuous self-improvement, mastering new professions, and constantly adapting to the flow of time. Knowledge, technology, and high labor productivity should become the main driving forces of national development” (Tokayev, 2021).

Within the context of implementing the aforementioned strategic objectives, the Kazakhstani educational system has undergone paradigmatic transformation. Under conditions of globalisation processes and intensification of competitive environments within the educational sphere, paramount significance is attributed not only to enhancing the qualitative characteristics of educational services, but also to developing the professional potential of academic personnel within higher educational institutions as key agents of educational activity.

Scientific investigations by domestic and international researchers (L.K. Kaidarova, Z.A. Arynova, Z.K. Smagulov, M. Mescon, I.A. Dokukina and A.V. Polyanin, Yu.N. Lobas and E.A. Eresko) concentrate upon the problematic of strategic human resource management and analysis of human capital development issues.

The problematic of individual potential development has received comprehensive examination in the works of Russian scholars (G.S. Altshuller, L.S. Vygotsky, V.V. Davydov, A.Yu. Kozyreva, I.S. Kon, B.M. Teplov, V.I. Maksakova and others) and international researchers (F. Barron, E. de Bono, J.P. Guilford, F. Jackson, R. Sternberg, K. Taylor).

From an etymological perspective, the term “potential” denotes latent capabilities or concealed force. Within the framework of comprehensive understanding, this concept encompasses the totality of sources of possibilities, resources and reserves available for realisation, resolution of problematic situations, or achievement of established objectives, representing the potential capabilities of an individual, community, or nation within a particular subject domain.

B.G. Ananiev formulates general psychological foundations for the conceptualisation of

“individual potential,” asserting the necessity of studying “systems of knowledge concerning reserves and resources of human development, processes of self-development and possibilities for self-improvement” (Ananiev, 2001).

D.A. Leontiev incorporates the following components into the content of the “personal potential” concept: individual autonomy and independence, internal freedom; meaningfulness of life; resilience in difficult situations; readiness for internal changes; ability to perceive new unknown information; constant readiness for action; characteristics of activity planning; and individual temporal perspective (Leontev, 2006).

The content and structure of individual subjective potential have been actively researched in domestic psychology (B.G. Ananiev, L.I. Antsyferova, T.I. Artemyeva, I.V. Bayer, E.V. Dyachkova, V.P. Ivanova, V.N. Markov, A.S. Ognev, V.A. Petrovsky, V.G. Sukhodolsky, E.P. Khodaeva, and others).

However, this concept remains incompletely defined: the model of subjective potential, principles and approaches for developing its components, and the nature of their interrelation and interdependence have not been fully established.

Several scholars (M.A. Larionov, A.A. Muravyeva, O.N. Oleynikova) term this dual nature of the teacher’s role “multi-professionalism”, which consists of the ability to simultaneously implement specific pedagogical, research, scientific-pedagogical, and methodological types of professional activity, ensuring their execution through mutual complementarity.

The term “potential”, when translated from Latin, signifies latent possibilities and power. It is simultaneously considered as a source of reserves, resources, opportunities, and abilities applied in solving certain tasks and problems or achieving specific objectives. L.I. Romankova interprets the concept of “higher education system potential” through the unity of three levels: past, present, and future. She examines personnel potential from various perspectives: first, as a set of qualities accumulated by the subjects of educational activity that determine

their capacity for functioning and development; second, as the practical application of existing abilities; third, as the acquisition of new abilities by educational activity participants. Focusing on the third position, the author concludes that one direction of studying university personnel potential is describing and evaluating the university's corporate culture (Romankova, 2002).

The issue of developing the professional potential of university teachers is closely linked to the problem of individual human potential and its inherent resources. Numerous researchers (V.A. Bodrov, E.M. Borisova, A.A. Derkach, E.F. Zeer, K.K. Platonov, A.A. Rean, G.V. Sukhodolsky, D. Shadrikov, and others) conclude that personal potential plays a crucial role in developing professional mastery, and the concept of "professionalism" can only be expanded within the framework of productive professional activity.

D. Merzadinova, by examining scholarly contributions from both international researchers (J. Beardwell, A. Thompson, J. Bratton, J. Gold, M. Biron, E. Farndale, J. Paauwe) and Soviet experts (A.N. Tulembaeva, Yu.A. Melikov, P.A. Maluev, A.Yu. Kibanov, O. Elizarova), investigates their conceptualizations, viewpoints, and approaches concerning human resource management significance. The author contends that "presently, human capital constitutes a precious organizational asset and an essential instrument for attaining prosperity. Therefore, optimal institutional functioning demands comprehensive grasp of personnel management principles in establishing effective workforce administration systems. Regrettably, notwithstanding substantial investigation in this domain, significant scholarly disagreements persist regarding the conceptualization of human resource management and its distinctive features. This situation, consequently, empowers organizational leadership to implement personnel management efficiently and broadens the application possibilities of this function within business enterprises" (Merzadinova, 2017).

In CIS countries and Kazakhstan, notable works by scholars in personnel and human

resource management include those by L.A. Beresheva, A.P. Erofeeva, E.N. Elistratova, A.I. Selina, T.D. Sinyavets, A.P. Maksimov, I.S. Tomilov, and others. The theoretical foundations of personnel management have been established in works by renowned foreign and domestic authors: L. Hall, S. Taylor, C. Atkinson, V.M. Maslov, M.I. Bukhalkov, A.Ya. Kibanov, A.N. Silin, and others. The issue of professional, systematic preparation of students for personnel management, human resources, and capital in universities is addressed in works by researchers (Yu.N. Arsenyev, V.A. Shcherbakova, I.V. Blauberg, I.V. Zorina, T.A. Ilyina, T.S. Panin, and others).

Management, being a complex and multifaceted process that involves maintaining certain structural frameworks and specific regimes, represents a particular type of activity that determines success or failure in achieving specific objectives. Simultaneously, management is considered a purposeful activity that enables the fulfillment of specific functions (Vershigora, 2001).

A resource constitutes an instrument, supply/repository, or capacities of something; within educational contexts, a resource may encompass both the outputs generated by an individual and the individual themselves as an outcome of learning processes and professional development (Kondakov, 2005).

Human resources encompass "everything a person can offer" – their potential, physical, mental, and intellectual capabilities, experience and professional skills, as well as all knowledge and competencies they possess. The characteristics of human resource formation vary according to the type of activity (Kafidov, 2012).

The concept of "personnel potential" is defined as the complete quantitative composition of an enterprise's permanent employees who possess the necessary professional training and qualifications, personal qualities and characteristics for participation in the production process. This concept is closely related to the notion of "potential" (Voronina, 2021).

Personnel potential represents the abilities and skills of employees that can be utilized by

an organization to achieve social outcomes and enhance efficiency across various activities. Generally, personnel potential is understood as the ability or capability of existing personnel within a management object to perform their functions.

Analysis of contemporary literature enables the identification of the following tasks related to developing higher education institution personnel potential:

- staff recruitment: examining employment market data, computing workforce needs, establishing competency requirements for position profiles, merit-based staff selection;

- worker assessment: evaluating employees' work capabilities, staff certification; personnel integration: acclimating new professionals, guidance and advisory services, human capital advancement; workforce education: strategizing personnel growth, vocational preparation, competency development, occupational retraining;

- examining work-life quality standards, establishing satisfaction levels of essential individual requirements through institutional practices, enhancing workplace environments, recognizing and addressing collective morale and psychological atmosphere; stimulating and rewarding staff performance;

- ensuring organizational social development: studying causes of social tension, developing and coordinating social programs, organizing medical assistance.

These tasks can be integrated into functional blocks of the university's personnel management system and together form a complex hierarchically organized system.

Currently, the level of human potential development allows for the identification of a special direction in personnel management related to knowledge management. The theoretical foundation of knowledge management consists of cognitive management methods, and this direction encompasses ethical and psychological issues.

Materials and Methods. Presently, investigation into the occupational capabilities of academic faculty through HRM methodologies constitutes a pressing matter demanding

exploration from novel theoretical and practical standpoints within the framework of competency-oriented approaches.

The theoretical and methodological foundations of the research are comprised of: the personality-oriented foundation for developing the professional potential of university teachers (E.V. Bondarevskaya, V.V. Serikov, A.V. Khutorskoy, I.S. Yakimanskaya, and others); synergetic principles of educational process organization (A.F. Losev, I.N. Maltseva, L.I. Novikova, and others); culturally-oriented education theory (V.S. Bibler, S.I. Gessen, M.S. Kagan); personality-oriented education theory (E.V. Bondarevskaya, V.V. Davydov, L.V. Zankov, V.V. Serikov, and others); creative potential of personality in continuous education (V.A. Slastenin, N.D. Khmel); professional development of educators (N.V. Kuzmina, V.D. Shadrikov, A.K. Markova).

Following the systems methodology and grounded in the humanistic educational framework, the systemic attributes comprising the architecture of subjective capacity as a self-regulating mechanism encompass: comprehensive personality expressions that anticipate an engaged stance as "unified activity"; the individual's axiological-semantic chronological outlook; reflective ability (serving as a prerequisite for behavioral management through cognition, comprehension, and anticipation of action results); accountability as the structuring, governance, and supervision of conduct; aptitude for self-actualization and autonomous positioning within existence.

During the study of the genesis of the concept "teacher's professional potential", definitions of the concepts "pedagogical potential", "teacher's pedagogical potential", and "teacher's professional potential" are clarified:

- enhancement of professional qualities of the pedagogical collective (A.S. Belkin, E.F. Zeer, E.A. Klimov, E.V. Korotaeva, N.V. Kuzmina, A.K. Markova, L.M. Mitina, and others);

- development of personality potential (V.G. Aseev, A.A. Derkach, E.V. Kolesnikova, V.N. Markov, V.N. Myasishchev, B.D. Parygin, V.I. Slobodchikov, V.A. Spivak, and others);

“Educational capacity” is regarded as a multifaceted integrated notion, commonly conceptualized as the convergence of distinct traits, attributes, and competencies of personality that guarantee the efficacy of instructional work. Within this context, educational capacity connects to individual human capability, and its comprehension is not singular in nature.

Notwithstanding initial semantic resemblance, the notions “instructor’s personal capability” and “educational capacity” cannot be deemed equivalent. While the instructor’s personal capability remains wholly a psychological framework, the notion of “educational capacity” is predominantly analyzed from a scholarly-educational standpoint, for instance: educational capacity of culture (I.E. Devyatova), educational capacity of culture (O.M. Pozdnyakova and colleagues), educational capacity of mass communication (L.A. Shestakova and colleagues), educational capacity of children’s recreational periods (A.V. Nikolaev and colleagues), educational capacity of institutional corporate culture (N.V. Martishina and colleagues), educational capacity of tertiary institutions (N.G. Zakirevskaya and colleagues), instructor’s educational capacity (A.M. Bodnar).

The polysemy of the terminological phrase “educational potential” determines its wide application as a foundation for forming specialized conceptual constructions derived from this basic concept. The semantic variability of the initial concept contributes to the emergence of specifying terminological units, each of which inherits the conceptual characteristics of the base term while simultaneously acquiring specific semantic nuances depending on the context of application. As a result of such terminological derivation, the concepts of “professional educational potential”, “professional-educational potential of an instructor”, and “professional potential of an instructor” are formed, each possessing its own conceptual content and sphere of application in pedagogical discourse.

The concept of “professional educational potential”, developing the basic category of “educational potential”, represents an

integrative characteristic of the professional education system, encompassing a totality of material, intellectual, methodological, and organizational resources aimed at forming professional competencies in learners. This concept encompasses the potential capabilities of the educational environment in the context of professional training of specialists, including the quality of educational programs, the level of material and technical provision, the qualifications of the teaching staff, and the effectiveness of applied pedagogical technologies. Professional educational potential serves as a system-forming factor that determines the ability of an educational organization to achieve the goals of professional training and to form the knowledge, skills, and abilities necessary for professional activity in graduates.

The terminological construction “professional-educational potential of an instructor”, also tracing back to the initial concept of “educational potential”, characterizes the individual capabilities of a specific pedagogical subject in the field of professionally-oriented instruction. This concept integrates both the professional competencies of the instructor in the subject area and their pedagogical abilities, methodological preparedness, and readiness for innovative educational activity. The professional-educational potential of an instructor includes the totality of their theoretical knowledge, practical skills, personal qualities, and motivational orientations, which collectively determine the effectiveness of the process of professional experience transmission and the formation of necessary competencies in learners. A distinctive feature of this concept is its emphasis on the dual nature of the instructor’s activity, who simultaneously acts as a bearer of professional experience and as a subject of the educational process.

The concept of “professional potential of an instructor”, genetically connected to the basic category of “educational potential”, focuses primarily on the professional characteristics of the specialist, their expertise in the subject area, and their capacity for professional development. This terminological unit implies a totality of professional knowledge, skills,

practical activity experience, as well as potential opportunities for professional growth and improvement. The professional potential of an instructor is determined by the level of their qualifications, the depth of their mastery of professional technologies, their ability to solve complex practical tasks, and their readiness to adapt to changing conditions of the professional environment. Unlike the previous concepts, this category places less emphasis on the pedagogical aspects of activity, concentrating on the professional component of the specialist's competence.

Thus, the examined terminological constructions, derived from the basic concept of "educational potential", demonstrate various aspects of the conceptualization of this category: from the systemic level of professional education through individual characteristics of the teacher-professional to highly specialized professional qualities of the instructor. This evidences the richness of the semantic field of the initial concept and its capacity for terminological differentiation depending on the context of scientific research (Katerbarg, 2013; I.V. Vasyutenkova; Khaydakin, 2012).

Results and Discussion. The instructor's perspective toward vocational activity suggests that while capabilities may be present, they are inadequate for successful execution of vocational responsibilities. It is comprehended as the possibility of conducting one's work at the standard of expectations established for the teaching vocation, merging comprehension of the pedagogical process essence with individual understanding of instructional and educational activity approach. The instructor's occupational capacity represents a consolidation of acquired attributes, namely, a framework of knowledge, abilities, competencies, cognitive and operational methods obtained during the preparation phase. In characterizing the occupational capacity of university faculty, the notion of "educational expertise", which is semantically related in substance, is likewise examined.

Educational expertise constitutes the capability to examine the progression of instructional processes, anticipate their organization and execution, and maintain the ability to

proactively address challenges that may emerge subsequently. In alternative terms, expertise represents the capacity to reason and function in a professional manner.

The issue of professional mastery or professionalism is examined by scholars (E.A. Klimov, N.V. Kuzmina, A.K. Markova, L.M. Mitina, F.S. Ismagilova, V.G. Gorchakova, and others).

The term "professionalism" denotes a subject's special quality for systematic, effective, and reliable performance of complex activities in various situations. The fundamental component of human professionalism is professional competence.

Professional competence is a qualitative characteristic of a specialist's personality that encompasses a system of scientific-theoretical knowledge and is related to the ability and readiness to apply knowledge and experience to solve problems in social and professional spheres. Professional competence is understood as a person's ability to effectively implement knowledge and skills acquired in a specific field in practice (Masalova, 2015).

Professional competence gradually transforms into professional mastery, which represents high-level expertise, characterizes deep mastery of the profession, and is manifested in the creative application of information acquired during the learning process. Reflection is defined as a system-forming factor of professionalism that helps overcome stereotypes of professional-personal experience and address problematic situations arising in the process of solving professional-pedagogical tasks.

The subjective and occupational capacity of an educator's personality is consolidated in their evolving professional capabilities or competencies for practically executing individualized pathways and schemes of personal and vocational self-advancement within the instructional process of tertiary institutions; implementing required modifications; performing autonomous examination of academic, vocational, and existential accomplishments; self-enhancement; and reinforcing the function of professional and discipline-specific competencies.

The process of self-actualization of subjective professional potential is understood as the transformation of the subject's potential qualities into actual ones. The success and methods of updating the future teacher's subjective-professional potential are continuously connected with the activity being formed in all spheres of life, including educational-professional, reflective, value-semantic temporal perspective, as well as professional-personal perspective as responsibility that regulates and organizes the teacher's behavior.

The content of the educator's subjective-professional potential is legitimately linked with the professional specialist's "subjective competencies" and general professional competence and professional mastery – readiness for productive work and the ability to solve various professional-pedagogical tasks.

Within the framework of the competency-based approach, professional competence constitutes an external manifestation of the internal subjective-professional potential of the individual. The subjective-professional potential of an educator is constituted as a holistic integrative formation, representing a synthesis of professional and subjective competencies. This formation encompasses reflexive capabilities, professional responsibility, and value-semantic temporal perspective, which correspond in their substantive content to the specificity of pedagogical activity. The formation of this potential occurs through the active engagement of the individual as a subject of educational-professional practice, wherein professional knowledge and skills become integrated with the personal characteristics and subjective orientations of the educator. Thus, subjective-professional potential serves as the internal foundation of professional competence, determining the quality and efficacy of pedagogical activity through the lens of personal-professional development of the specialist.

The revelation of individual potential most often occurs in the process of professional development, which includes: choosing a profession considering one's capabilities and abilities; mastering professional rules and norms; forming and recognizing oneself as a

future specialist, enriching future professional experience through thinking, developing personality through professional tools, and so forth. Personal growth is manifested biologically in striving to become as competent as possible, and this growth is believed to strengthen the organism and the "Self." The personal growth of an educator specialist presupposes continuous search for the meaning of realizing personal potential as a condition for achieving professionalism.

The substance of the notion "occupational capacity" is directly connected to, yet not synonymous with, the notion "human capacity". Presently, sociology lacks studies that attain the degree of generalization in characterizing the "human capacity" category devoted to occupational capacity.

Formulating the substance and standards for assessing occupational capacity constitutes a novel research goal. Human resources represent an autonomous management entity that necessitates establishing and addressing management objectives for its formation, accumulation, utilization, and advancement.

The transformation of higher education towards an innovative educational model generates qualitatively new professional challenges for the academic community within universities. These challenges centre upon the individualisation of educational trajectories and encompass the activation of creative initiatives in the pedagogical sphere, the diversification of educational programmes, the modernisation of technological provision for the learning process, the strengthening of interdisciplinary connections and integrative processes, alignment with the demands of the intellectual labour market, adaptation to competitive educational environments, and the enhancement of professional engagement within the academic staff.

Within the context of human resource management in educational organisations, a comprehensive intra-organisational system emerges, incorporating interconnected areas of activity. Human resource planning encompasses the optimal utilisation of the organisation's intellectual and creative capital with prospects for

its strategic enhancement, ensuring quantitative and qualitative alignment of personnel with the objectives of internal systemic development. Human resource administration is oriented towards creating optimal organisational conditions for the maximum realisation of employees' intellectual, professional, creative, and managerial potential in the process of achieving institutional objectives. Human resource development focuses upon the systematic enhancement of personnel's professional competence in accordance with the strategic priorities of organisational development.

According to E.V. Maslov, capacity characterizes the resources deployed to attain a particular objective or address a specific challenge. Concurrently, work capacity quantitatively and qualitatively signifies the resource capabilities within the employment domain held by the administrative entity during a designated timeframe (Maslov, 2012).

The working capacity of an academic represents an integrative unity of personal competencies within the academic community, combining qualitative and quantitative parameters of professional activity. This category determines the extent of participation in research, educational-methodological, and extracurricular activities, ensuring continuous improvement of work processes in accordance with educational standards, learners' requirements, and the strategic objectives of the higher education institution.

The realisation of university academics' potential is determined by a complex of

personal-professional characteristics. Institutional loyalty manifests itself in positive identification with the educational institution and aspiration towards long-term professional collaboration. Organisational commitment is expressed through profound understanding of the university's mission, aims, and objectives, alongside readiness for their implementation. Professional engagement is characterised by active participation of academics in university life and an initiative-driven approach to resolving institutional challenges. The assessment of potential necessitates comprehensive examination of its multi-component structure, encompassing socio-demographic characteristics, qualification levels, motivational orientations, innovative readiness, and additional professional-personal parameters that determine the efficacy of academic activity.

An electronic survey was implemented to ascertain and assess the work capacity of the instructional personnel at tertiary institutions. The university's academic members took part in this survey.

Taking into account the qualitative and quantitative attributes of the surveyed educators, which permit us to discuss the representativeness of disproportionate sampling, among the participants, 60.2% were women and 39.8% were men. This aligns with the personnel composition of tertiary institutions, where gender disparity is evident in the university teaching personnel structure: 57% women and 43% men (Figure 1).

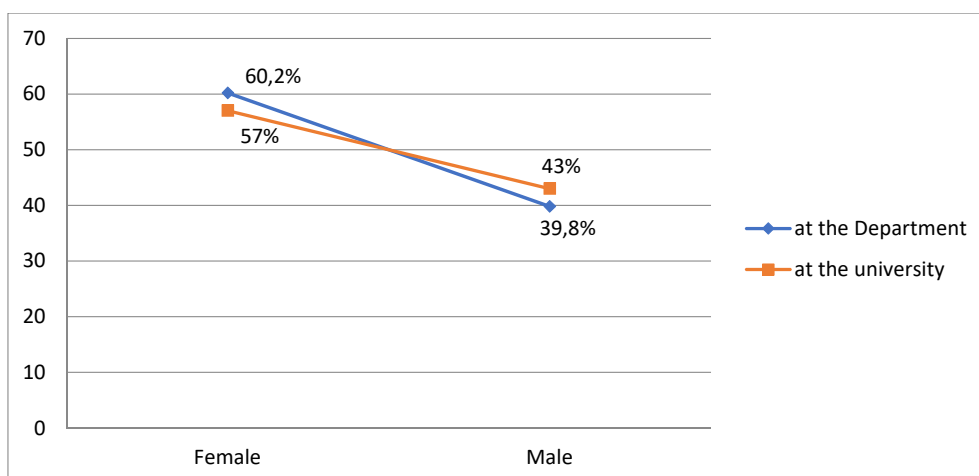


Figure 1: Data on the gender of experiment participants

The age structure of the teachers who participated in the survey was as follows: 41% were in the 31-40 age range, 29.3% were in the

41-50 age range, 10.7% were in the 22-30 age range, 10% were in the 51-60 age range, and 9% were over 61 years old (Figure 2).

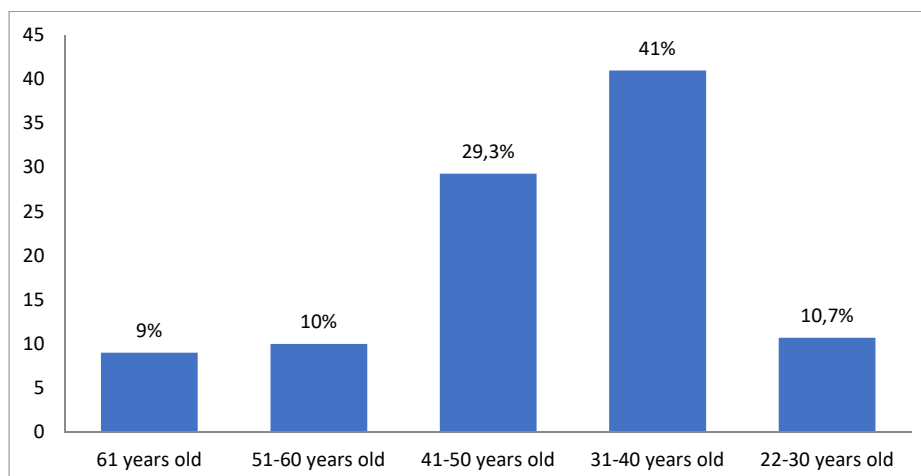


Figure 2: Age characteristics of experiment participants

Statistical information suggests the necessity for young professionals to enter tertiary institutions to strengthen socio-demographic capacity, while focus should be directed toward research and creative competencies.

The composition of examined educators according to their roles was as follows: 20% professors, 50% associate professors, 24% senior lecturers, and 6% lecturers (Figure 3).

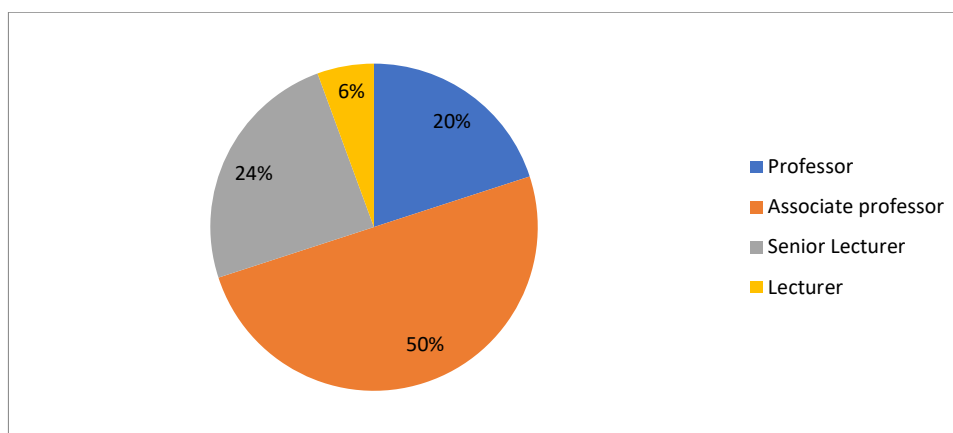


Figure 3: Positions of experiment participants

Furthermore, it was essential to evaluate how elevated allegiance is characterized by strong dedication. We regarded dedication as firm conviction in institutional values and embracing of objectives at the university where the educator is employed. Beyond dedication in contemporary circumstances, engaging educators in university operations is likewise essential, therefore 50.2% of the examined educators responded that they engage only partially (demonstrate interest

solely in immediate circumstances), 25.5% engage moderately (understand the current circumstances but perform only what is expected of them), and 18.4% engage completely (are informed about everything occurring at the university and remain active). Additionally, 5.9% indicated that they virtually do not engage, consequently they restrict themselves to fulfilling their fundamental responsibilities (Figure 4).

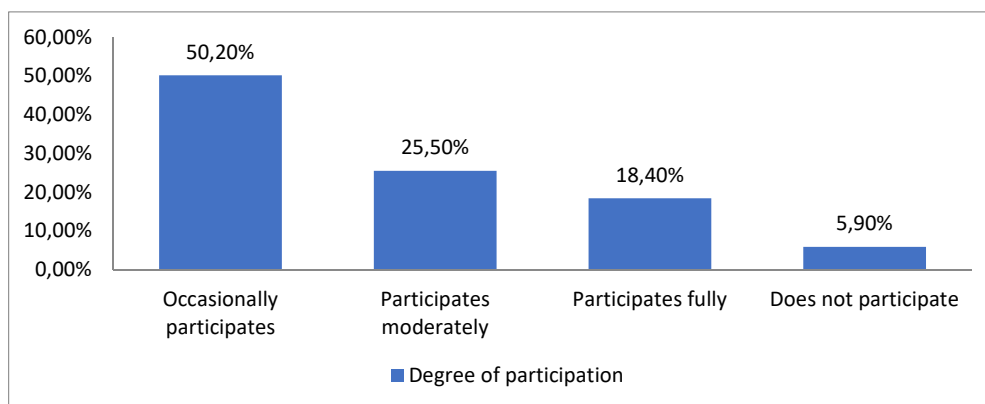


Figure 4: Involvement of faculty members in university work

Teachers' attitudes toward their work shape their orientation toward self-improvement and development, quality performance of their duties, and achieving special status.

The surveyed teachers, evaluating the university as a workplace, noted that it provides opportunities for their self-realization (78.1%), creative growth (55.5%), communication

(39.4%), and provides necessary resources, daily sustenance (37.2%), offers career opportunities (19%), and gives confidence in the future (15.3%). At the same time, only 36.4% of respondents indicated complete satisfaction with their work at the university, 55% expressed partial satisfaction, and 8.6% expressed dissatisfaction (Figure 5).

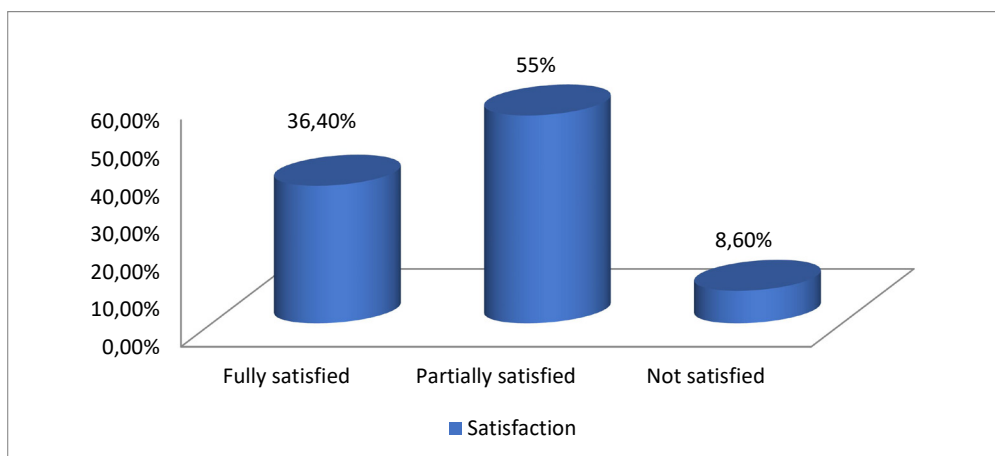


Figure 5: Faculty satisfaction with their workplace

Additionally, every third surveyed teacher (32.1%) noted their readiness to engage in both pedagogical and scientific activities, another third (30.7%) expressed interest in pedagogical and scientific activities, but only 18.2% indicated they would prioritize scientific activity under equal conditions. 7.6% of respondents support either purely pedagogical or purely research activities, while 11.4% believe their interest in working at the university relates to management activities.

Concerning the inquiry about what a contemporary educator should represent, participants' perspectives were as follows: 40.3% believe they should be scholar-practitioners, 29.7% - practitioner-educators, 22.6% - scholars, and 7.4% - educators. This suggests that research and practical elements dominate in university instructional activities.

The innovative capacity of university educators is linked with refreshing educational content, adopting new instructional technologies,

and acquiring new pedagogical approaches. 43.1% of participants (approximately half) refresh the educational content of courses they deliver annually, while 24.9% responded that they refresh as new information or educational literature emerges. Moreover, 24.3% of educators observed that they continuously employ new instructional technologies in their practice. Only 7.7% of participants regard traditional pedagogical approaches more efficient than innovative ones, consequently they do not employ new technologies in the instructional process. Hence, occupational capacity is conceptualized as the capability to effectively execute professional-pedagogical functions and deploy innovative pedagogical technologies.

When evaluating their competitiveness, 53.7% of examined educators indicated they completely satisfy the expectations of the university where they are employed; 23.3% are confident they can readily secure new employment; 19.7% recognize they do not entirely satisfy university expectations and require additional effort to ensure current competitiveness; only 3.3% acknowledged that securing new employment would be challenging.

Among factors affecting university teacher competitiveness in current conditions, they identify: having practical work experience (29.6%), scientific activity (18.8%), academic accessibility (10.7%), quality of methodological developments (10.4%), foreign language proficiency (10%), pedagogical experience (10.3%), and having an academic title (9.7%).

Thus, it can be noted that the surveyed teachers demonstrate a good understanding of the current situation in the higher education system, show readiness for changes, and strive to maintain their competitiveness and enhance their scientific potential. At the same time, they also believe that universities do not always have an educational environment that promotes comprehensive service delivery by faculty members.

The measure of professional development of an educator's personality is the level of formation of their professionally significant

qualities. Theoretical and practical readiness to implement the functions of professional activity demonstrates the teacher's ability to be active both in terms of mastering knowledge and using it in practical activity under emerging pedagogical situations.

Professional potential contributes to the teacher's self-validation or self-affirmation in various activities aimed at developing pedagogical values, forms, methods, and tools of professional education. The level of professional potential development is a specific indicator showing the teacher's professional well-being and self-confidence, as well as determining the degree of confidence in the effectiveness of the pedagogical methodology, forms and methods of professional education they employ.

The actualisation of an individual's professional potential constitutes a fundamental determinant of organisational stability and societal integration, facilitating the development of positive professional identity, constructive cognitive orientations towards the professional milieu, and capacity for autonomous professional functioning. Within this framework, professional potential may be appropriately conceptualised through the lens of personal resources pertaining to self-knowledge, self-realisation, and self-actualisation. Pedagogical aptitudes and individual psychological characteristics serve as predictors of efficacious professional-pedagogical function implementation.

The professional activity of academic staff within higher education institutions is characterised by multifunctionality and is enacted through interactive engagement with multiple stakeholders within the educational process (students, their families, professional colleagues), thereby positioning such activity within a system of subject-subject relations. Concurrently, methodological provision for the educational process and research activity are undertaken, thus determining functioning within a system of subject-object relations with scientific knowledge.

Consequently, the professional identity of higher education academics represents an integrative unity of four role positions: instructor (knowledge transmission, stimulation

of academic engagement, development of professional competencies); mentor (facilitation of student personal development, cultivation of professional-personal qualities); researcher (generation of scientific knowledge within the disciplinary domain); and coordinator (structuring of the educational process, supervision and monitoring of independent student learning activities).

Therefore, personnel potential is evaluated according to the following indicators: educational activity, scientific-innovative activity, resource provision of educational and research activities. It shows not only the current readiness of all employee categories to perform functions, but also indicates general and long-term perspective possibilities, specifically: age, scientific-pedagogical qualification, practical experience, business activity, service quality (including efficiency), professional mobility and innovation, motivation level, etc.

Conclusion. The professional potential of university academics represents a complex, multidimensional construct encompassing professional competencies, innovative readiness, and personal characteristics which collectively determine pedagogical effectiveness. The analysis demonstrates that this potential emerges through the synthesis of theoretical knowledge, practical skills, reflexive capabilities, and value-oriented perspectives that correspond to the specific requirements of academic practice. Empirical data obtained through the survey of university academic staff provide valuable insights into the current state of professional potential development. The findings indicate that whilst academics demonstrate understanding of contemporary educational challenges and

express readiness for professional development, significant opportunities exist for enhancing institutional support systems. Notably, the research reveals that effective realisation of professional potential requires optimal alignment between individual capabilities and organisational conditions.

The conceptual framework of the study establishes clear distinctions between related terminological constructs, including “professional educational potential”, “professional-educational potential of an academic”, and “professional potential of an instructor”. This terminological clarification contributes to theoretical precision in educational discourse and provides a foundation for more targeted professional development initiatives. From a practical perspective, the research demonstrates that human resource management practices in universities must address interconnected dimensions of academic staff development: strategic workforce planning, optimal utilisation of intellectual capital, and systematic competency enhancement. The findings suggest that institutional loyalty, organisational commitment, and professional engagement serve as critical mediating factors in the actualisation of academic potential. The investigation confirms that contemporary higher education transformation necessitates innovative approaches to academic staff development that integrate pedagogical excellence with research competency and technological proficiency. The research indicates that successful professional potential development requires institutional environments that support comprehensive academic engagement whilst maintaining focus on educational quality and student outcomes.

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