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An Integrative Model for Assessing Students' Personal Development: Recommendations

Abstract

Introduction. In the context of global educational trends and updating the content of secondary education in the Republic of Kazakhstan, the problem of developing a scientifically based system for assessing students' personal results is particularly relevant. The study aims to theoretically substantiate and design an integrative model for assessing the personal development of schoolchildren, adapted to the socio-cultural and regulatory context of Kazakhstan. The article presents an analysis of modern international and domestic approaches to the assessment of meta-subject and personal results, including 21st-century competencies, socio-emotional skills, value orientations. *Results.* The critical and analytical work allowed us to identify some scientific and methodological imperfections of pedagogical practices, such as the dominance of summary assessment and the lack of consistency in the implementation of reforms. *Scientific novelty*. The authors propose a multicomponent integrative model combining criterion-oriented, dynamic, qualitative-quantitative, and reflexive-developmental approaches. An adapted portfolio of personal achievements, scales of situational assessment, reflective journals, and the method of longitudinal observation are recommended as key tools. *Practical significance.* Special attention is paid to methodological recommendations for the implementation of the model at the institutional level: phasing, training of teaching staff, development of a local regulatory framework, and minimizing the risks of formalization. The logical result is a practical recommendation in the form of a developed model that contributes to improving the assessment policy in school education in a personality-oriented approach.

Keywords: integrative assessment model, personal development, implementation effectiveness, managerial decisions, pedagogical decisions, 21st century competencies, criterion assessment.

Introduction. In the modern educational paradigm of Kazakhstan, focused on the implementation of sustainable development goals and the formation of a competitive personality, there is a natural shift from purely academic results to the assessment of a student's comprehensive personal development. This is due to the global transformation of education, driven by the challenges of the Fourth Industrial Revolution, which has ushered in a transition from the paradigm of "knowledge" to that of "competencies" and "personal potential" (WEF, 2020). By consistently modernizing its educational system, our country has consolidated the state-mandatory standard of secondary education of the Republic of Kazakhstan (2018), the requirements for students' personal results, including the formation of value orientations, civic identity, functional literacy, and soft skills.

The resolution adopted by the General Assembly (2025), "Transforming our world: the 2030 Agenda for Sustainable Development" states in paragraph 25, "We will strive to create an environment conducive to the full realization of their rights and opportunities for children and youth, which will help our countries benefit from the demographic dividend, including thanks to a safe school environment and the cohesion of communities and families".

Government programs in the field of education focus on the upbringing of a citizen, a patriot, a socially responsible, and harmoniously developed personality. However, the implementation of appropriate measures at the institutional level faces a significant metho-

dological deficit in assessing their results. Nevertheless, there is a significant gap between the declaration of the importance of personal development and the actual practice of evaluating it in schools. Thus, a fragmented, often formal approach prevails, which boils down to taking into account participation in events or the subjective characteristics of the teacher or class teacher.

The lack of unified, scientifically verified approaches to measuring personal growth leads to the formalization of educational work, subjective judgments, and the inability to adjust pedagogical strategies based on reliable data. Thus, there is an urgent need to develop an integrative assessment model that would overcome these contradictions. The purpose of this article is to present the conceptual framework and methodological recommendations for such a model, synthesizing the best international practices, taking into account national specifics.

The need to develop the concept of an integrative model that allows collecting data, analyzing it, and making managerial decisions based on it at the school level is obvious, since it is conditioned by modern requirements for the quality of education, in addition to academic achievements. The development of social and personal competencies of students is also necessary. It is well known that the meeting of the UNESCO High-level Steering Committee on SDG 4 (2025) in Santiago, Chile, confirmed the central role of teachers and the teaching profession in leading the efforts of the global educational community to achieve SDG 4 and transform education.

There is a contradiction between the lack of uniform methodological approaches to the implementation of a comprehensive model for assessing personal development and the methods of using data for managerial and pedagogical decisions in the secondary education system. In this regard, our goal was to determine the methodological features of the implementation of the developed models for evaluating the results of personal development and the effectiveness of implementing appropriate measures at the educational organization level, models for making managerial and pedagogical decisions based on the data obtained for teachers and heads of secondary schools, and to develop assessment tools and a decision-making algorithm, identify the stages of the process, and develop recommendations for teachers and supervisors. Since the object of the study is an educational organization (secondary school), the subject is the participants in this process: teachers, managers, and administrative staff.

Modern education, proclaimed in key international documents, the draft political declaration REV 1, by the United Nations (2025) as a fundamental human right and a cornerstone of social development, a strategic investment in poverty eradication and social integration, places new demands on its results. The education system is expected to form not only knowledge, but also a holistic, adaptive, socially responsible personality capable of productive activity in a complex world. This global request directly actualizes the problem of evaluating personal and metasubject results, which is widely studied in international practice.

In the Kazakh context, responding to these challenges, scientists laid the foundations for updating the educational process, and researchers like Zhumabayeva et al., (2021) developed concepts of meta-subject education aimed at a holistic perception of the world. However, a paradox arises: when declaring a lofty goal, the upbringing of a personality as the basis of social development, there is no adequate toolkit at the level of a specific educational organization to measure progress in achieving it. Most of the research is still focused on didactics and knowledge assessment, leaving the methodology of systematic assessment of personal development and educational effect poorly understood. Thus, there is a critical gap between the scale of the proclaimed mission of education and the operational ability of the school to evaluate this mission and, consequently, to purposefully implement it. As you know, personal development and psychological well-being of students play a critically important role in modern education. According to foreign scientists Eccles & Roeser (2011), school, being one of the main institutions of socialization, has

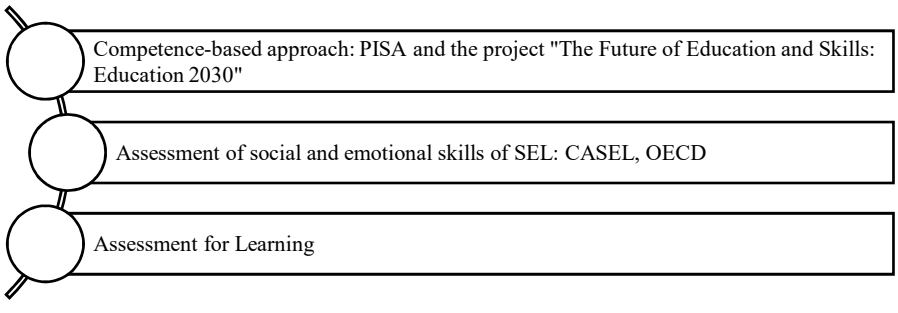
a significant impact on the formation of a child's personality and their psychological state.

Durlak et al., (2011) believe that personal development includes the formation of self-awareness, the development of emotional intelligence, interpersonal communication skills, and the ability to self-regulate. As we previously pointed out, the school provides a unique opportunity for the purposeful development of these qualities through specialized programs of socio-emotional learning (SEL); integration of developmental elements into the curriculum; extracurricular activities aimed at developing leadership skills and creative abilities, and more.

World pedagogical science has accumulated considerable experience in conceptualizing and evaluating non-academic results (Figure 1), which confirms the relevance of the problem for the educational community.

Figure 1

International approaches to the assessment of personal development: from theory to practice



As is known, the PISA program carries out targeted reform work in the field of assessment and improvement of personal development in the OECD with its project "The Future of Education and Professional Skills: Education 2030". This document laid the fundamental foundation for clarifying key competencies of students, such as the formation of new values, the resolution of dilemmas and problematic situations, and social responsibility (Howells, 2018). In this aspect, the assessment shifts from "knowing what" to "knowing how" in the context of complex, ambiguous situations.

The Assessment of Socio-Emotional Skills (SEL), CASEL studies, and major international studies such as SSES (Social and Emotional Skills Research) and the OECD show a direct relationship between personal self-awareness, self-management, social sensitivity, relationship skills, and responsible decision-making with academic achievement and well-being in life (OECD, 2021).

Assessment for Learning is a concept developed by William (2011), which focuses on formative assessment as a process embedded in learning activities and aimed at receiving feedback for correcting learning and developing the student themselves. The key methods are qualitative feedback, self-assessment, mutual assessment, and clear criteria for success.

In the domestic context, it should be noted that in Kazakh pedagogical science, the problem of assessing the upbringing and development of personality has its own history. Thus, the Soviet legacy was characterized by a rigid ideologization of criteria and a collectivist, normative assessment of personality. The period of independence was marked by the search for a national model. It is important to include a national cultural component in education, but the issues of its systematic assessment remain unexplored. According to Karaev (2018), pedagogical technology should ensure that all students receive knowledge and skills not lower than the requirements of the State Educational Standard and, in addition, promote the development of their life skills, subject and key competencies, functional literacy, creativity (creative abilities), including the personal development of schoolchildren. In the context of ongoing transformational processes in the education system, such as decentralization,

democratization, and humanization, a modern school should be open and self-organizing. Because within the walls of such a school, there is self-determination and self-development of students, as well as teachers, in harmonious interaction with the local community and the environment (OECD, 2021).

The current stage (within the framework of updating the State Educational Standard) is reflected in the works of specialists of the National Academy of Education named after I. Altynsarin, where the first attempts are made to describe indicators of personal results (Karaev, 2018).

The leading countries of the world are actively developing learning models focused on the personal growth of students. Unique models of the formation of the educational environment have been developed, aimed at supporting the individual abilities of students. Finland, Canada, the USA, and Australia have succeeded in this direction, adapting their educational systems to the requirements of the time (Table 1) (Methodological recommendations on creating an educational environment for the development of personal potential of primary school students, 2025).

Table 1

The key principles of the educational environment organization, as well as the methods that ensure its effectiveness

Countries	*Key principles and techniques*
Finland	Individual approach and learning flexibility
	Practice-oriented and project-based learning
	A comfortable psychological atmosphere
	The role of the teacher in the Finnish School
	of Technology and digitalization in education
Canada	Individualized learning, focused on the needs and interests of students
	Inclusivity and accessibility of education
	Development of social interaction through collective learning
	Integration of technology and digital literacy
	Emotional support and personality development
	Parental and community engagement
United States of America	Individualization and differentiation of the educational process
	Inclusive education as a basis for equality.
	Project-based learning and practical skills development
	Formation of social responsibility and civic position
	Psychological support and mentoring
	School-society interaction
Australia	Individualized Learning
	Social and emotional learning
	Innovative technologies
	Inclusivity
	Community engagement and parental involvement
Singapore	Socio emotional learning as a school-wide approach
	Elementary school practices
	of «Values in Action» and civic identity
	Assessment without excessive stress
	Unity of values and school autonomy
Republic of Korea	Social and Emotional Learning (SEL)
	Inclusive and multilingual multicultural school
	Collaborative learning and classroom atmosphere
	Extending study time as a development resource

Japan	Health-saving environment and physical activity
	Special Tokkatsu events are the basis of the educational environment
	Education of values and morals of «Dotoku.»
	School lunch as an educational practice (health-saving environment)
	The professional culture of the school
Russian Federation	The program «School of Personal Potential Development» (SRLP)
	The experience of the General Education Center of the Skolkovo Innovation Center
	The Teacher Program
	Pilot models of the Institute of Educational Development Strategy of the Russian Academy of Education
	The Future Skills program from WorldSkills Russia
Kazakhstan	Physical educational environment
	Psychological safety
	Social interactions
	Organization of the educational process
	Values and meaning
	Inclusivity and accessibility
	The digital environment

The analysis showed that in the education systems of many countries, there is a tendency to transform education according to globalization and digitalization, for example, it focuses on integration, civic identity, subjective well-being, professionalism, and autonomy of educational organizations. Thus, we are witnessing a conscious paradigm shift towards recognizing the student as a full participant in the educational process.

In countries with a high human capital development index, there is a shift away from rigid assessment systems in favor of formative ones based on qualitative characteristics of academic achievements and constant feedback.

We have already achieved achievements in this work, following best practices, and also continue to improve our education system, creating conditions for the successful development of the younger generation in a dynamically changing world. For example, the National Academy of Education named after Ibray Altynsarin of the Ministry of Education of the Republic of Kazakhstan has been developed and proposed. The developed model of the educational environment for the development of the personal potential of younger schoolchildren includes several structural components: a spatial and subject environment containing a spatial and subject component, a social environment (a component of psychological security, a value-moral component and a component of social interaction), an organizational and technological environment (a component of the organization of the educational process, a digital component).

However, the effectiveness of this model directly depends on how well teachers understand and implement the pedagogical technologies embedded in it. In this context, the results of foreign studies are of particular importance, according to which an inaccurate assessment by teachers of the degree of use of active teaching methods can lead to a decrease in their actual educational level (Testa et al., 2025). If there is a discrepancy between pedagogical perception and actual practice, students do not fully utilize the potential for increased engagement and academic achievement provided by active learning methods. Thus, the discrepancy between the declared and actually applied educational technologies may indirectly affect the quality of education and the level of assimilation of knowledge by students of different classes.

Since one of the key factors of personal development and psychological well-being of schoolchildren is the educational environment, which has a strong impact on various aspects of their lives, then, of course, close attention should

be paid to all components of the educational process (Reinke et al., 2025).

Since one of the key factors of personal development and psychological well-being of schoolchildren is the educational environment, which has a strong impact on various aspects of their lives, then, of course, close attention should be paid to all components of the educational process.

Materials and Methods. The research is based on the analysis of regulatory documents (SES, state programs), the methodology of systematic and comparative analysis, as well as the synthesis of the best pedagogical practices. Theoretical modeling methods were used to design the evaluation system.

The methodology of this research is based on a system-oriented approach, the concept of "psychological and pedagogical quality control" as an integrative system.

Stages of development. The concepts of the conceptual model: the purpose of personality development, related indicators, and the relationship between learning processes and personal growth.

Development of a set of indicators: cognitive, socio-emotional, motivational, value-based; indicators of behavior in educational activities and extracurricular activities.

Data Collection Tools. self-assessment criteria, observed indicators, portfolios, competency tests, questionnaires for teachers and parents, and academic results data for contextualization.

Data Analysis Methods. unified processing and measurement procedures, quality indicators, risk indicators, and visualization methods.

Decision-making model: data-based algorithm based on ethical and equal opportunities; feedback procedures and adjustments to measures

According to Zhumabayeva et al., (2021), the very aspect of the quality and effectiveness of the pedagogical system is important, while a special place is given to the pedagogical conditions that ensure the effectiveness of the pedagogical system. In particular, pedagogical conditions are the environment, the conditions in which the pedagogical process takes place.

Consequently, the meta-objective approach is focused on the formation of universal ways of cognition and action that are transferred to real-life situations and contribute to the development of a new type of thinking. However, the effective use of these methods and the very quality of educational activity are largely determined by the psychological climate in which it takes place. This is directly related to Goal 4 of the UN SDGs, which proclaims the need to create a safe, inclusive, and effective learning environment. The UNESCO global project "Happy Schools" and the monitoring data of the Unified Education Program in Kazakhstan emphasize that a favorable educational environment and the purposeful development of socio-emotional skills are not just an addition to the educational process, but its fundamental condition. Socio-emotional skills (self-regulation, empathy, cooperation) act as meta-competencies that provide the very possibility of effective learning, reflection, and collaboration inherent in the meta-subject approach.

They create a "breeding ground" for the use of metasubject methods of action in solving complex life tasks, where stress tolerance and communication skills are critically important, as well as the personal development of a modern student.

Consequently, the meta-subject approach and the development of socio-emotional skills represent two complementary systems of modern education: the first provides tools for cognition and action, the second provides psychological and social readiness to master and effectively apply these tools for personal and social well-being.

A modern school is not only a place of learning basic knowledge, but also a key environment for the formation of a child's personality. Modern educators face a difficult task: how to ensure the well-being of every student, despite the demographic growth of school-age children, the diversity of their characteristics and needs in such a digital age. The main goal is to develop scientific and methodological support for primary schools in creating an educational environment where every child receives opportunities and conditions for holistic development (intellectual, emotional, social, and value-based). Personal potential is understood as a set of individual

characteristics and capabilities of a child that helps him achieve success in life; at the same time, the emphasis is placed on the combination of "environment, child's experience, and adult support", which ensures the disclosure of this potential. Diagnostic tools and a set of management solutions that are directly applicable in school practice are offered to assess and improve the school environment.

Two factors, in particular, help students to show independence. The first is a personalized learning environment that supports and motivates each student to develop their hobbies, make connections between different types of learning experiences and opportunities, and develop their own learning projects and processes in collaboration with others. The second is to create a solid foundation: literacy and numeracy are still crucial.

Results and Discussion. It is well known that the integration of science and practice is the basis for improving education. Thus, according to the Russian scientists, Columbayeva a00nd Aitpayeva (2020), the integration of science and practice is a necessary condition for further improvement of educational activities. This process occurs when previously disconnected elements exist, and there is an objective need to combine them. As a result of the synthesis, a new, more holistic and functional system is formed (Columbayeva and Aitpayeva 2020).

Consequently, the practical implementation of the integration principle is the model we have developed for evaluating the results of personal development and the effectiveness of implementing appropriate measures at the educational organization level (Figure 2).

At the same time, the question arises: In what modes does the student's personal development take place? In the modes:

1. The inclusion of reflexive consciousness, which is a guideline for the correct perception of objective reality, thereby forming a real model;

2. Comprehension of options and alternatives, leading to a reflexive awareness of all existing options and alternatives in any choice;

3. Living in a paradoxical state, a kind of splitting of oneself into "I am the present" and "I am the future" - there is a choice of the personality that I create and choose to be for myself;

4. Identification of unobvious but productive alternatives for the best implementation of their plans in life and professional activity;

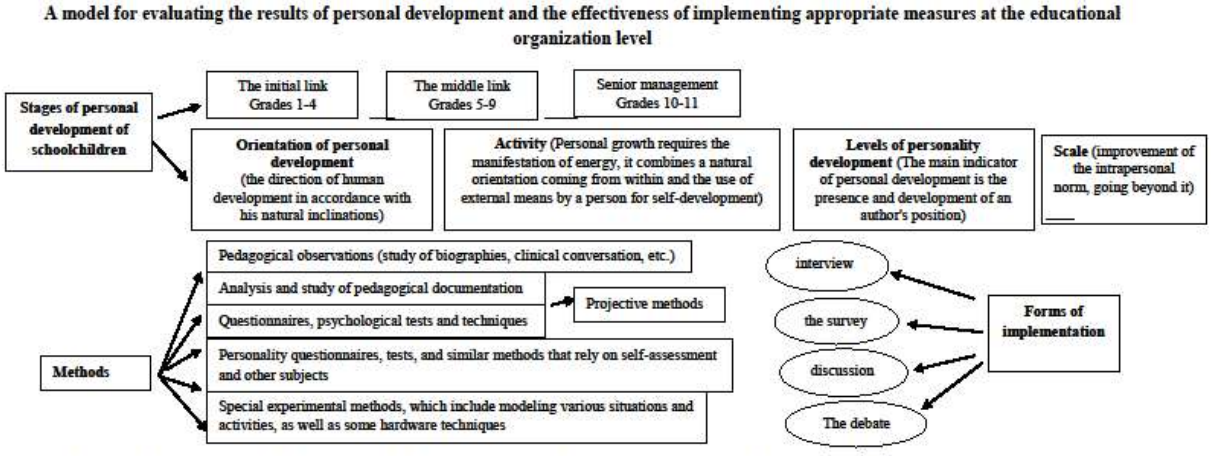
5. Awareness of the price of choice, that is, acceptance of the price that must be paid for each of the possible options; in other words, it is an existential calculation.

6. Awareness of responsibility for choosing the choice of the chosen alternative that a person can carry according to the use of two strategies for determining their own identity;

7. Freedom, autonomy, and self-expansion, which are understood as personal development, gaining independence, a greater degree of inner freedom, and personal identity.

Figure 2

A model for evaluating the results of personal development and the effectiveness of implementing appropriate measures at the educational organization level



Evaluation parameters	Parameters of the Riff scale + Well-being Index	1-11	Questionnaire "Scale of psychological well-being" by K. Riff (adaptation by T.D. Shevelenkova, P.P. Fesenko)
	Diagnosis of personal growth	5-8, 9-11	Test "Diagnostics of personal growth of schoolchildren" (I.V.Kuleshova, P.V.Stepanov, D.V.Grigoriev, 2006)
	Diagnosis of learning motivation	1-4	Typology of the motives of the teaching "The Ladder of motives" (A.I. Bozhovich, I.K., Markova)
			Methodology for the diagnosis of educational motivation of schoolchildren (methodology of M. V. Matyukhina, modified by N.C. Badmaeva)
		5-9, 10-11	Methodology for the diagnosis of learning motivation and emotional attitude to learning in middle and high school (based on the questionnaire by C. D. Spielberger, modified by A.D. Andreeva)
			Academic motivation scale (by T.O. Gordeeva, O.A. Sychev and E.N. Osin based on the Vallerand Academic Motivation Scale; the theoretical basis of the methodology is the theory of self-determination by E. Disi and R. Ryan)
	Diagnosis of communication skills	5-9 (it is also possible for 10-11)	Questionnaire "Communicative and organizational inclinations" V.V. Sinyavsky, V.A. Fedoroshin
			Mikhelson's Communication Skills Test
			The test of "Communicative and organizational inclinations"
			Tvorogov's "Communication Technique" scale
	Emotional intelligence	1-4	1. The projective technique of "Redrawing: the world of things — the world of people — the world of emotions"
		10-11 (for adults)	2. The projective technique of "Three Desires" (M.A. Nguyen)
			Hall's emotional intelligence test
	Critical thinking		SREIT Test (Schutte Emotional Intelligence Test)
			The "Six Hats of Thinking" method by Edward de Bono
			The method of "Socratic questioning" or "socratic dialogue"
	Analysis of academic performance		"SWOT analysis"

As a result of the implementation of the model developed by the researchers for assessing the results of students' personal development, an upgrade training course, "Inclusive Education: modern practices for teachers," is being conducted at the E.A. Buketov Karaganda University.

A striking example of integration was the upgrade training course "Inclusive Education: modern practices for teachers", conducted based on the E.A. Buketov Karaganda University (Karaganda, Kazakhstan) from 05/19/2025 to 05/31/2025 for graduates of pedagogical specialties. This course was organized as part of the implementation of a model for evaluating the results of students' personal development and the effectiveness of implemented measures at the level of educational organizations.

The relevance of the course was determined, on the one hand, by the scientific and theoretical requirements of state standards and data from modern pedagogical research, and, on the other, by the practical social demand for creating an accessible educational environment for people with special educational needs. Thus, the course served as a platform for synthesizing current scientific knowledge and the direct demands of educational practice.

The purpose of these advanced training courses is the formation of basic professional competencies in the field of inclusive education among young teachers of subject specialties in accordance with the professional standard "Teacher", approved by the order of the Acting Minister of Education of the Republic of Kazakhstan dated 12/15/2022 №500.

The following tasks were performed:

1. To familiarize students with modern approaches and the regulatory framework of inclusive education;

2. To form a willingness to design and implement inclusive educational practices within their subject area;

3. To teach methods of adapting the learning content to the individual needs of students;

4. Develop interaction skills in an inclusive team: teacher-psychologist-defectologist-parent-student.

As expected results at the end of the course, students should:

– Understand the legal, pedagogical, and ethical foundations of inclusion;

– Possess basic approaches to teaching children with special educational needs;

– Adapt the lesson according to your subject area, taking into account the needs of students;

– Be ready to collaborate with colleagues and parents in an inclusive environment.

– Implement universal design elements in your practice.

At the end of the course, a gamification technique was used to collect feedback from the audience – the creation of a "Conceptual Cloud". Based on the thematically received materials, the students gave their definition of inclusive education in one word, thereby creating on the platform https://wordart.com/edit / your own conceptual cloud.

The main conclusions of such integration are:

"Theory put into practice," that is, the course is a direct practical implementation of the theoretical position on integration. He combined previously disconnected elements: current scientific research in the field of inclusion (as part of the "science") and the urgent need of schools for qualified personnel (as part of the "practice");

– "Formation of a new integrity", because as a result of this synthesis, a new functional

system is being created, a community of teachers whose professional training is based on modern scientific approaches and is ready to solve practical problems of inclusive education. This increases the integrity and effectiveness of the educational system in the region.

– "Responding to systemic challenges", as this event demonstrates how the integration of science and practice directly responds to the key challenges of modernizing Kazakhstan's education: ensuring social integration and equal access to quality education for all children;

– "A model for further development", because such courses, based on the principles of integration, can serve as an effective model for the continuous improvement of pedagogical practice through its constant connection with the development of scientific knowledge and changing social conditions.

The development and testing of teacher training content in the field of special education proves the leading idea of this work, which is the unity of scientific knowledge on well-being and the practical needs of participants in the educational process in optimizing the mechanisms for evaluating educational outcomes.

One of the key indicators of the originality and innovation of this course, as well as its creative approach to learning, is that it has been officially registered as an intellectual property object. The intellectual authorship of the developed Upgrade course "Inclusiviti bilim beru: educatorge arnalgan zamanawi tajiribeler" / "Inclusive education: modern practices for teachers" is confirmed by the certificate of entry of information into the state register of copyrighted objects No. 60636 dated July 8, 2025, issued to the developers Kudarinova et al., (2025).

As practical recommendations for teachers, we can specify: how to integrate personal development indicators in lessons and extracurricular activities; how to use assessment data to plan individual and group educational trajectories; how to conduct reflection with students and parents.

Practical recommendations for managers:

– How to organize a data collection and storage system, ensuring confidentiality;

– How to form management decisions based on data: resource planning, e-planning adjustments, support program management;

– How to build a professional development system for staff working with the model.

Specific KPIs and performance thresholds:

– accelerating progress on personal development indicators;

– the relationship between implemented measures and changes in educational motivation;

– influence on discipline and informativeness.

If we talk about the advantages of the developed model, then we should mention consistency, transparency, the ability to adapt to a specific school, and consideration of ethical aspects.

The following algorithm of actions is proposed for successful testing of the model at the educational organization level:

1. Preparatory stage:

– creation of a working group (administration, psychologist, methodologists, active teachers);

– adaptation of the proposed criterion-indicator grid to the specific mission and values of the school;

– development and approval of a local regulation on the assessment of personal results, which establishes goals, tools, frequency, ethical standards (confidentiality, right to error, and growth);

– choosing or developing a digital portfolio management platform.

2. Personnel training stage:

– conducting training seminars on the topics "Critical assessment of personal qualities", "Techniques of pedagogical observation and fixation", "Inclusive education: modern practices for teachers", "Conducting, developing feedback and reflective conversations", "Working with a digital portfolio", etc.;

– organization of pilot projects in separate parallel to work out procedures.

3. Implementation and monitoring stage:

– launching the model with mandatory informing of parents and students about its goals and procedures;

– the introduction of regular "Reflection and Goal-setting Days", where the student formulates personal growth goals for the next

period based on the portfolio data and feedback from the teacher;

– the aggregation of anonymized data at the school level to analyze the effectiveness of educational programs and make managerial decisions, rather than to compile ratings of children.

4. Risk management:

– The risk of formalization: To counteract it by focusing on the quality of reflection rather than the quantity of artifacts collected;

– Risk of subjectivity: Minimize through the use of clear descriptors, cross-assessment (multiple educators), and observational skills training;

– Risk of overload: Digitalization, surveillance map templates, integration into regular lessons.

Thus, a key condition for the development of personal potential of schoolchildren is an integrated educational environment; the autonomy of educational organizations as a sustainably implemented practice; a conscious paradigm shift towards recognizing the student as a full participant in the educational process; priority and appreciation of the professional role of teachers; emphasis on civic awareness; orientation of education systems towards the harmonious development of personality and the well-being of citizens.

Conclusion. A comprehensive methodological framework for a model for evaluating the results of personal development and the effectiveness of measures at the educational organization level is aimed at improving the objectivity of management actions, transparency in measuring the results of implemented measures, and the sustainable development of students in secondary schools. Thus, the proposed model provides a link between learning processes, personal development in education, and educational activities, as well as ensuring the sustainability and scalability of all education. Therefore, it is recommended to carry out continuous implementations with mandatory professional training of personnel and monitoring of data quality. Thus, the introduction of a model for assessing personal development and the effectiveness of educational work in Kazakhstani schools is a difficult but necessary methodological task. Its success depends on overcoming reductionism, i.e., reducing the student's personality to simple indicators, measurable and formal. In our opinion, it is necessary to clearly understand the goals and objectives of assessing students' personal development, to choose the right tools for their control, which, in principle, is an important factor in the effective implementation of all proposed models and innovations in managerial decision-making. Thanks to the consolidated work of scientists who have developed these models for assessing the results of personal development and the effectiveness of implementing appropriate measures at the level of the educational organization, the Ministry of Education, creating framework methodological recommendations, and the schools themselves, testing and adapting the models to their own context. Only the creation of such a methodological ecosystem will make the process of education at school more conscious, purposeful, evidence-based, and effective.

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