

ABSTRACT
of the dissertation for the degree of Doctor of Philosophy (PhD)
for the training area «8D011 – Pedagogy and Psychology»
of the educational program «8D01101 – Pedagogy and Psychology»
on the topic «Development of student's career potential in the process of lifelong
professional education»
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Relevance of the research. The current socio-economic situation is characterized by rapid changes in the labor market, increasing competition, evolving professional requirements, and unstable career paths. Global challenges – digitalization, automation, and changing employment structures – are increasing the demands on specialist training, highlighting the need for students to develop professional competencies, personal and professional resilience, adaptability, self-determination, and strategic career management.

Under these conditions, the role of continuous professional education, within the global concept of Lifelong Learning, is significantly increasing. It extends beyond professional development and serves as a strategic resource for ensuring competitiveness, developing career mobility, and personal adaptability. Lifelong learning becomes a space for developing personal agency, flexible meta-competencies, and a sustainable career identity, enabling the expansion of professional horizons and the creation of individual educational trajectories aligned with conscious career growth.

The importance of lifelong learning is enshrined in several key regulatory documents of the Republic of Kazakhstan. As well as the Law of the Republic of Kazakhstan «On Education» emphasizes the priority of continuous education and the need to create conditions for lifelong professional development. Furthermore, Government Resolution No. 248 of March 28, 2023, «On Approval of the Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023-2029» emphasizes the importance of recognizing informal learning and the development of flexible, adaptive competencies as prerequisites for professional sustainability.

Thus, the development of students' career potential in the process of continuous professional education is not simply a condition for the individual's adaptation to the challenges of the modern labor market but also presupposes the development of students' ability for strategic self-determination, reflection, and conscious management of their own professional path.

However, despite the scientific community's growing interest in the issues of professional self-determination, career development, and support for individual development trajectories, the theoretical and methodological framework regarding the nature and structure of career potential, as well as the possibilities for its development, is still in its infancy. There is a lack of a generally accepted definition of the concept, varied approaches to its components, and a limited number of applied models that allow for the effective integration of career support principles into the educational process.

The current situation reflects both the interdisciplinary nature of the problem under study and the need for a systematic, scientifically grounded approach to developing

individual career potential. This underscores the need for further research aimed at refining conceptual frameworks, developing diagnostic tools, and experimentally validating the effectiveness of models that promote the development of a conscious and sustainable career path in students.

Degree of scientific development of the research topic. The scientific and theoretical foundation of continuous professional education as one of the fundamental principles of modern pedagogical knowledge has been developed over decades by domestic and international researchers. In the Republic of Kazakhstan, the development of the theoretical and methodological foundations of continuous education was facilitated by the works of N.D. Khmel, B.K. Momynbayev, Ye.I. Burdina, S.Z. Konakbayev, N.R. Shametov, S.T. Zharbulova, et al. They substantiated the goals, objectives, structure, and models of continuous education, emphasizing its importance for the professional and personal growth of students.

In foreign pedagogy, lifelong education was considered in the works of J.A. Komensky, E. Lindeman, P. Lengrand, E. Faure, A.V. Darinsky, A.P. Vladislavlev, A.A. Verbitsky, S.V. Vershlovsky, T.N. Fetisova, E.V. Ignatovich, L.I. Pisareva, E.E. Shestakova, et al. Their works revealed the philosophical and methodological foundations of the idea of lifelong education and laid down approaches to the formation of continuous and multi-level educational systems.

The problems of continuous professional education are revealed in the works of B. Abdykarimov, A.Zh. Murzalinova, O.V. Zaitseva, A.I. Feller, E.F. Zeer and D.P. Zavodchikov, et al., where approaches to organizing the professional growth of specialists in the context of a rapidly changing labor market are presented.

An analysis of the scientific literature revealed that the concept of «career potential» has not yet received a clear conceptual definition. Among the international researchers who have attempted to understand career potential are Ye.I. Bulatova, L.M. Kutilek, G.J. Gunderson, N. Dries, R. Pepermans, O. Carlier, O.P. Tsaritsentseva, and E.G. Kozlova. It should be noted that Kazakhstani science still lacks original definitions and comprehensive approaches to this concept.

At the same time, the categories of «career» and «personal potential», reflecting key aspects of professional development, are being actively studied. Significant contributions to the development of the category of «career» and career development were made by F. Parsons, D.E. Super, E.H. Schein, E.A. Klimov, E.F. Zeer, S.N. Chistyakova, and others. The substantive aspects of career trajectory and factors of professional fulfillment, motivational foundations, and behavioral mechanisms of career behavior are reflected in the works of the following researchers: B.G. Sarsenbayev, Ye.Zh. Sarmurzin, A.A. Kudysheva, R.Zh. Bekkuzhin, S.K. Matayeva, G.K. Bokenova, et al.

The category of «personal potential» has received extensive coverage in the works of A. Maslow, C. Rogers, S. L. Rubinstein, A. N. Leontiev, G. Gardner, M. Seligman, B.G. Ananyev, D.N. Perkins, R.J. Sternberg, and E.A. Klimov. In the context of Kazakhstani psychological and pedagogical thought, issues of personal potential and its various manifestations have been studied by N.E. Pfeifer, Ye.I. Burdina, E.M. Ibrayeva, A.A. Kudysheva, et al.

Despite significant development in certain areas, such as continuing professional education, career development, and personal potential, the scientific literature currently lacks a comprehensive understanding of students' career potential as it develops within the context of continuing professional education. An analysis of theoretical sources and educational practices has identified a few **contradictions** that necessitate the search for effective ways to develop students' career potential within the context of continuing professional education:

- between the recognition of continuous professional education as a priority area of state educational policy and the lack of a coherent pedagogical model aimed at developing students' career potential in a multi-tiered educational system;
- between the individual's need for active career self-realization, which requires developed career potential, and the limited methodological tools for its comprehensive development and assessment in educational practice.

Accordingly, the identification and scientific substantiation of effective ways to develop the career potential of students in the process of continuous professional education, aimed at overcoming the identified contradictions, constitutes **the problem of the research**.

The fundamental nature of the identified contradictions and the relevance of the identified problem served as the basis for determining the topic of this study: «Development of the career potential of students in the process of continuous professional education».

The purpose of the research is the theoretical and methodological substantiation, development and experimental testing of a model for the development of students' career potential in the process of continuous professional education.

The object of the research is the process of continuous professional education.

The subject of the research is the development of students' career potential.

Research hypothesis: if a model for developing students' career potential is purposefully introduced into the educational process, based on the principles of continuous professional education and including the diagnosis of career potential components, the development of career growth strategies, and coaching support, **then** the level of their career potential will increase significantly, **as** conscious goal-setting and consistent implementation of career growth strategies in response to the dynamics of the labor market will be ensured.

Research objectives:

1. To reveal the theoretical and methodological foundations of continuous professional education and identify its importance for individual career development.
2. To develop and theoretically substantiate the author's understanding of the category «career potential», characterizing its structural components and key characteristics.
3. To elaborate a diagnostic toolkit and, based on it, determine the initial level of development of students' career potential.
4. To develop a model for developing students' career potential during continuous professional education.
5. To conduct an experimental test of the developed model at the higher (bachelor's) and postgraduate (master's and doctoral) education levels and, based on an analysis of the dynamics of students' career potential, empirically confirm its effectiveness.

The main idea of the research is that the development and implementation of a model for developing the career potential of students in the process of continuous professional education ensures the conscious development of career growth strategies, contributing to the formation of competitive and professionally successful specialists in the conditions of a dynamically changing labor market.

The theoretical and methodological basis of the research were:

- the concept of continuous education (J.A. Komensky, E. Lindeman, P. Lengrand, E. Faure, N.D. Khmel, B.K. Momynbayev, Ye.I. Burdina, et al.);
- the concept of continuity of education levels (continuous professional training) (B. Abdykarimov, A.E. Espolova, O.V. Zaitseva, A.I. Feller, E.F. Zeer, D.P. Zavodchikov, et al.);
- the personality-oriented approach (A. Maslow, A. Rogers, L.S. Vygotsky, V.V. Serikov, I.S. Yakimanskaya, et al.);
- the resource-based approach (T.A. Tsetsorina, I.N. Lubyankin, S.E. Hobfoll, T.M. Kovaleva, I.O. Kotlyarova);
- activity-based approach (A.N. Leontiev, S.L. Rubinstein, D.B. Elkonin, A.G. Asmolov, et al.);
- acmeological approach (B.G. Ananyev, A.A. Derkach, V.G. Zazykin, A.A. Rean, et al.).

Research methods:

- theoretical methods: analysis, synthesis, generalization, classification, and systematization of scientific sources and regulatory documents in the field of education, as well as their interpretation from the perspective of the problem under study: continuous professional education, career development, and personal potential;
- empirical methods: questionnaires, testing, observation, and the use of diagnostic methods aimed at identifying the components of students' career potential (including proprietary tools);
- modeling methods: designing a pedagogical model for developing students' career potential in the context of continuous professional education;
- experimental work methods: ascertaining, formative, and control stages of the experiment;
- methods of mathematical data processing using the SPSS Statistics software package: quantitative (Pearson's χ^2 criterion, comparative analysis) and qualitative methods of analysis, interpretation of results to assess the dynamics of changes in the conditions of students' career potential).

Stages and procedure of the research

At the first stage (ascertaining, 2019-2020), a theoretical analysis of regulatory documents, philosophical, psychological, pedagogical and methodological literature on the problem of continuous professional education and the career potential of an individual was carried out; the scientific apparatus of the research was formulated; an analysis of domestic and international experience was carried out; a categorical apparatus was defined, the structure of career potential was clarified, diagnostic methods were selected. Also at this stage, a diagnostic procedure was implemented to identify the initial level of career potential

of students of higher and postgraduate professional education (bachelor's, master's, doctoral programs); a quantitative and qualitative generalization of the obtained data was carried out.

During the second stage (formative, 2021-2022), a model for developing students' career potential was developed and implemented. The formative experiment was carried out by introducing the «Career Coaching» course for undergraduate students and the «Career Coaching» advanced training course for master's and doctoral students into the educational process of the experimental group, ensuring the model's implementation at the higher and postgraduate levels.

During the third stage (control, 2022-2026), a re-assessment of the career development level of students in the experimental and control groups was conducted, a comparative analysis of the results from the ascertaining and formative stages was conducted, statistical processing and interpretation of the obtained data was performed, the effectiveness and efficiency of the developed model was confirmed, and a summary of the study findings was prepared. The dissertation text was finalized, conclusions were formulated, and promising areas for further research were identified.

Experimental base of the research

The experimental work was carried out on the basis of the NJSC «Toraighyrov University», NJSC «Pavlodar Pedagogical University named after Alkey Margulan». A total of 256 people participated in the experiment, including 130 students from the NJSC «Toraighyrov University», and 126 students from the NJSC «Pavlodar Pedagogical University named after Alkey Margulan», representing undergraduate and postgraduate education levels.

Scientific novelty:

- the fundamentals of continuous professional education are explored and its importance for individual career development in the context of modern labor market demands is revealed;

- a unique definition of the category «career potential» is proposed, its structure and substantive characteristics, including motivational-value, cognitive, and resource components, are substantiated;

- a diagnostic tool has been developed to assess the level of development of students' career potential, including, among other things, an author questionnaire for assessing students' desire to constantly update their knowledge;

- a model for developing students' career potential during continuous professional education has been developed and scientifically substantiated, defining its structural blocks, methodological foundations, implementation conditions, and pedagogical support mechanisms;

- the effectiveness of the proposed model has been experimentally tested and confirmed: at the level of higher education (bachelor's degree) – through the introduction of the course «Career Coaching» into the educational process, at the level of postgraduate education (master's and doctoral degrees) – through the implementation of the advanced training course «Career Coaching», which is proven by the positive dynamics of the development of all components of the career potential of students.

Theoretical significance of the research:

- the role of continuous professional education as a prerequisite for career development and professional self-realization of students is revealed;
- the author defines the concept of «career potential» and identifies its scientific specificity;
- the structure of career potential is clarified, reflecting its relationship with motivational, value, cognitive, and resource characteristics of the individual;
- a model for developing students' career potential during continuous professional education is substantiated, complementing the understanding of the mechanisms for developing an individual's strategic career behavior.

Practical significance of the research:

- a questionnaire was developed to assess students' desire to continually update their knowledge as part of their career development;
- a «Career Coaching» course was introduced into the undergraduate curriculum, aimed at developing students' career potential;
- a «Career Coaching» advanced training course was developed and implemented for postgraduate students, providing in-depth study of career growth strategies within the context of continuous education;
- a «Career Coaching» teaching aid was developed and tested.

The research results have practical application in vocational education and can also be used by tutors, career consultants, and continuing education specialists in organizing support and developing the career potential of students.

The validity and reliability of the research's results are determined by its reliance on a modern theoretical and methodological framework and the internal logic of the study; the use of scientifically proven, valid, and reliable diagnostic tools; a representative sample; the implementation of experimental work; and the consistency of empirical data with the identified dynamics of students' career potential development, which confirms the effectiveness of the developed model.

The testing and implementation of the research results were carried out in the course of pilot work, by publishing the research results in the Proceedings of International Scientific and Scientific-Practical Conferences – 5 publications (Pavlodar – 2020, 2021; Ufa – 2021 (Russia), Almaty – 2021, Murmansk – 2024 (Russia), in publications recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan – 4 publications (Scientific journal «Bulletin of Toraighyrov University». Pedagogical series – 2020, 2022), in a peer-reviewed journal with a non-zero impact factor included in the Scopus/Web of Science databases – 1 publication (Frontiers in Education – 2022).

Main propositions submitted for defense:

1. Continuous professional education, as an object of theoretical and methodological analysis, is considered the foundation for developing an individual's career potential.
2. Career potential is the sum of an individual's internal resources and the mechanisms for regulating them, ensuring a person's ability to consciously develop, strategically manage, and successfully realize their career within the context of continuous professional education and a changing social and economic environment. The structure of career potential

encompasses motivational-value, cognitive, and resource components, the integration of which ensures the individual's ability for strategic career management, professional adaptability, and sustainable development within the context of continuous education.

3. The developed model, aimed at fostering the career potential of students in the process of continuous professional education, includes interconnected blocks: methodological (defining the goal, approaches and principles), informational and analytical (the author's definition, structure and diagnostics of career potential), organizational and technological (implementation of the training course for undergraduate students and the advanced training course for master's and doctoral students), and evaluative and effective (evaluation of development results).

4. The implementation of the Career Coaching course, introduced into the educational process at the level of higher education (bachelor's degree), as well as the advanced training course «Career Coaching» for students of postgraduate education (master's and doctoral degrees), contributes to the development of the career potential of students in the context of continuous professional education, which is confirmed by the results of the experimental work.

Dissertation structure: the dissertation includes an introduction, three chapters, a conclusion, a list of references, and appendices. The work contains 34 tables and 22 figures.

The introduction substantiates the relevance of the problem of developing students' career potential in the context of continuous professional education, analyzes the level of scientific research on this issue, identifies key contradictions, and formulates the research problem. It defines the goal, object, subject, hypothesis, methods, and stages of the study, characterizes the experimental framework, reveals the scientific novelty, theoretical, and practical significance of the work, and presents the main points to be defended.

The first section, «Theoretical and Methodological Foundations of Continuous Professional Education as a Condition for Personal Career Development», explores the conceptual and methodological foundations of continuous professional education, analyzing global practices and the specifics of organizing this system in the Republic of Kazakhstan. Particular attention is paid to the role of continuous professional education as a foundation for personal career development, ensuring professional mobility and sustainable development in a changing socio-economic environment.

The second section, «Psychological and Pedagogical Foundations for Developing Students' Career Potential in Continuous Professional Education», explores the author's understanding of the concept of «career potential», substantiates its structure and content, and develops diagnostic tools. The results of assessing students' initial career potential are presented, and a model for its development is developed and scientifically substantiated.

The third section, «Experimental Work on Developing the Career Potential of Students in the Process of Continuous Professional Education», presents the implementation of the developed model in the context of higher and postgraduate education, including a training course for undergraduate students, as well as a refresher course for master's and doctoral students. The methodology for their implementation and realization features are disclosed, an analysis of the results of the control stage of the experiment is provided, the

positive dynamics of the development of students' career potential are demonstrated, and the effectiveness of the developed model is proven.

The conclusion summarizes the study, formulates the main findings, and outlines prospects for further research.

The list of references includes 204 titles.

The appendices present the main materials of the experimental work.