# Professional and personal development model based on sociocultural competence formation

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**Abstract.** The formation of sociocultural competence offers an opportunity for successful adaptation to intercultural communication and professional practice conditions. The article presents the results of a study of students' motivation levels to form sociocultural competence and develops a professional and personal development model. The study provides an empirical basis for building a model, as it reveals the initial level of motivation and its interrelationships. The model pays special attention to sociocultural competence as a key factor in integrating professional and personal growth. The research included the analysis of sociocultural competence theoretical foundations, the study of students' motivation for its development, and the construction of a professional and personal development model based on theoretical analysis and empirical data. Theoretical methods of analysis and synthesis are employed, along with empirical methods, including a questionnaire, statistical Z-test, chi-square ($\chi^2$) analysis, and modelling. The novelty of this research lies in its contribution to the academic field by proposing a model that integrates the simultaneous development of professional and personal competences, such as openness to cultural diversity, communicability, and professional knowledge, within the broader process of forming sociocultural competence. The theoretical value of the work is determined by building a model of professional and personal development for future teachers of foreign languages that is implemented through the formation of sociocultural competence. The practical significance of the study is determined by the applicability of the proposed model in the training of future foreign language teachers, offering a structured approach to developing the key competences required for effective intercultural communication and professional engagement in diverse educational and sociocultural environments.

**Keywords:** professional and personal development, openness to cultural diversity, communicability, professional knowledge, sociocultural competence, sociocultural competence components.

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**Introduction**

One of the primary objectives of modern education is to foster the harmonious development of a personality that can successfully adapt to a rapidly changing world. By 2029, the higher education and science system is expected to undergo a transformation stage aimed at enhancing competitiveness (Pravitel'stvo Respubliki Kazakhstan, 2023). According to the concept of higher education and science development for 2023-2029, the stage involves implementing a strategy for the development of higher education by introducing modern educational programs based on advanced technologies and focused on the economy of the future (Pravitel'stvo Respubliki Kazakhstan, 2023).

As part of future teachers' preparation, requirements will be placed on their professional and personal competences, including professional development, professional values and knowledge, communicability, stress tolerance, teaching and upbringing practices, openness to cultural diversity, readiness for self-development, critical thinking, mobility, emotional stability, and the ability to preserve both national and universal values (Ministerstvo prosveshcheniya Respubliki Kazakhstan, 2022).

Despite the significant number of studies on the formation of sociocultural competence (Feinauer, DeJordy and Howard, 2023; Piddubna et al., 2022; Rustamova, 2022; Shishlova 2020; Gaudėšiūtė and Anužienė, 2015; Rakhimova et al., 2015; Myravyeva, 2011; Yartseva, 2009; Rychenkova, 2008; Efremova, 2008; Litvinova, 2000; Panina, 1999; van Ek and Trim, 1998; Polushina, 1995), there is a limited body of research on its role in future foreign language teachers' professional and personal development. Additionally, there are no existing models to check the interconnections. This gap highlights the need to create a professional and personal development model that will be realised through sociocultural competence formation and examined for the interconnections between professional and personal development and sociocultural competence. However, assessing students' motivation (future foreign language teachers) in developing sociocultural competence is crucial, providing an empirical basis for building the model.

Given the current transformations in educational policy and the demand for globally competent teachers, addressing this gap is essential. The relevance of this study stems from its potential to offer a structured solution to a strategically important but underdeveloped area of teacher education.

The novelty of this study lies in the development of a model that integrates sociocultural competence into the professional and personal development of future teachers, as well as in empirically investigating students' motivation for the process of sociocultural competence development.

The study aims to explore students' motivation for forming sociocultural competence and design a professional and personal development model (the PPD model) grounded in theoretical literature and research findings.

Based on the goal, the following study objectives should be addressed:

O1. To analyse the theoretical foundations of sociocultural competence.

O2. To study students' motivation for sociocultural competence formation.

O3. To develop a professional and personal model for future foreign language teachers, implemented through the formation of sociocultural competence.

Theoretical methods, such as analysis and synthesis, as well as empirical methods, including descriptive statistics, a questionnaire, statistical Z-test analysis, chi-square ($\chi^2$) analysis, and modelling, were implemented. In this study, the following hypotheses are tested:

H0 (null hypothesis): Students are not motivated to develop sociocultural competence, and the proportion of positive responses is less than 80%.

H1 (alternative hypothesis): The proportion of positive responses exceeds 80%, indicating a higher level of student motivation.

The research's practical significance lies in the possibility of applying the proposed model to training future foreign language teachers within language courses and integrating it into the curriculum design. It provides a systematic approach to forming key competences necessary for effective intercultural communication and professional activity in various educational and sociocultural contexts.

**Literature review**

Sociocultural competence (SCC) is a multifaceted concept that emphasises the complexity and depth of the topic. It fosters effective interactions with individuals from diverse backgrounds across various dimensions (Feinauer, DeJordy and Howard, 2023). SCC involves navigating the world with a commitment to peace, equitability, and social accountability (Feinauer, Whiting and Howard, 2024).

To cultivate individuals' ability to express their thoughts about their history, customs, culture, and universal values and to interact effectively in diverse intercultural communicative situations, it is essential to integrate sociocultural content into each subject's curriculum, forming a sociocultural mindset. The integration enhances an individual's ability to engage with people from various cultures (Rustamova, 2022). However, it is crucial to study sociocultural competence theories, distinguished by their variety of definitions, didactic content, and role in professional development, to demonstrate their versatility.

The sociocultural competence (SCC) notion is broad and interpreted differently by researchers. Some emphasise the role of knowledge in defining SCC, others consider it within the framework of broader competencies, and another perspective highlights its multifunctional nature.

SCC is often described as a system of specific knowledge about both one's native culture and the culture of the target language country, combined with an individual's ability to select appropriate communication styles based on the context and sphere of interaction and a set of personal qualities that facilitate effective intercultural engagement (Efremova, 2008). Sociocultural knowledge involves an understanding of the social and cultural life of different communities (Rakhimova et al., 2015).

In addition, some scholars view SCC as a component of communicative competence, integrating knowledge of cultural concepts and features of a foreign-speaking society that become evident in communication (Polushina, 1995). It is also considered part of communicative competence, incorporating specific features expressed in the behaviour of cultural representatives (van Ek and Trim, 1998). From another perspective, SCC is linked to socio-pragmatic competence, providing the necessary means for developing communicative competence (Panina, 1999).

Moreover, the multifunctional nature of SCC is also emphasised, highlighting an individual's ability to navigate cross-cultural interactions by identifying sociocultural markers and reducing possible communication barriers. In the context, SCC is defined as an integrative, interdisciplinary quality of an individual that contributes to the successful performance of professional duties in intercultural and international environments, particularly in the context of globalization (Shishlova, 2020).

To sum up, the interpretation of sociocultural competence depends on the emphasis of various researchers. Despite the diversity of approaches, key aspects of the SCC include knowledge, skills, attitudes, and values (Table 1).

**Table 1. Key aspects of sociocultural competence**

| Aspect | Description |
|---|---|
| Knowledge | Awareness of tangible and intangible aspects of culture, communication styles, sociolinguistic features, and ethical norms |
| Skills | The ability to build adequate verbal and non-verbal behaviour in various sociocultural contexts |
| Attitudes and values | Respect for cultural differences and awareness of the uniqueness of one's own and other cultures |

Sociocultural competence is also characterised by a variety of didactic content, reflecting the diversity of approaches to its formation.

For example, Yarsteva (2009) identified four interconnected components in the structure of sociocultural competence: cognitive, axiological, personal-operational, and evaluative-reflective components.

Another viewpoint expands the sociocultural competence framework by highlighting the importance of communicative experience (Puddubna et al., 2022). This method emphasises four critical components: practical language proficiency, communicative experience, personal engagement with foreign cultural realities, and sociocultural knowledge, which includes an understanding of the traditions, values, and cultural mindset of the target language country.

One more approach identifies three main components: the cognitive-informational, sense-making and axiological, and communicative-activity components (Muravyeva, 2011). According to Muravyeva (2011), the cognitive-informational component encompasses knowledge of one's native culture and the target language culture, along with the ability to effectively process and utilise sociocultural information, while the sense-making and axiological component reflects an individual's ability to engage with cultural knowledge critically, demonstrating a value-oriented attitude toward different cultures, and the communicative-activity component involves the skills and willingness to engage in intercultural interactions, proficiency in communication techniques, social adaptability, and creative problem-solving in diverse sociocultural contexts.

Approaches to structuring sociocultural competence vary, but they share common foundational elements: combining sociocultural knowledge, communicative experience, and an individual's attitude toward social and cultural diversity.

Some researchers conceptualise sociocultural competence as an integral part of the professional competence of foreign language specialists, whereas others, conversely, identify a professional component within the framework of sociocultural competence. In contrast, some scholars do not adopt a structured approach but rather emphasise its significance in professional activities and highlight its key components.

Rychenkova (2008) identifies communicative, didactic and reflexive competences as part of the professional competence of foreign language teachers, including sociocultural competence within the framework of communicative competence.

Another theory asserts that the professional component in the structure of sociocultural competence refers to the acquisition of sociocultural information specific to a given professional community, including semiotic signs, verbal and nonverbal behaviour patterns, features of professional activity, and worldview (Litvinova, 2000).

Anužienė (2015) considers sociocultural competence essential in professional activity and emphasises its role in professional training. Its structural composition identifies social and

cultural competencies, including social skills, social perception, attribution, communication with peers, self-awareness, cultural sensitivity, cultural awareness, and cultural knowledge.

Despite the variety of approaches, the researchers agree that SCC only benefits the professional training of foreign-language specialists.

Having defined sociocultural competence, its structural components, and its role in professional activity, it can be recognised as a multifunctional concept that plays a vital role in fostering interpersonal and intercultural understanding and overcoming cultural barriers. The development of SCC within the proposed PPD model should be intrinsically linked to and mutually influence professional and personal competences. Anužienė I.'s conceptualisation of SCC serves as the foundation for constructing the model, as it is regarded as the most suitable framework for fostering the simultaneous development of both sociocultural competence and professional and personal development competencies.

**Methods**

The study employs a mixed-methods approach, combining theoretical analysis and empirical research. This involves data collection through a cross-sectional study and statistical analysis using Excel and JASP. The research aims to determine the extent to which students are motivated to develop sociocultural competence in the context of their professional and personal training.

The theoretical methods include analysing and synthesising scientific and methodological literature on the research topic, including fundamental works of Efremova N.N., Feinauer E., DeJordy R., Howard E.R., Polushina L.N., Rakhimova A.E., Van Ek J., Trim J.L.M., Panina E.Y., Shishlova E.E., Muravyeva N.G., Piddubna N., Pavlova I., Iievliev O., Tamozhska I., Varga N., Yartseva I.K., Rychenkova L.A., Litvinova L.D., Gaudėšiūtė I., Anužienė I. on sociocultural competence formation based on which the PPD model was constructed.

The study sample consisted of 108 students, 79 from groups where Kazakh was the language of instruction (Group 1) and 29 from groups where Russian was the language of instruction (Group 2). The participants were selected using the principles of convenience sampling. The Ethics Committee of Ualikhanov University approved the research. The participants provided written informed consent to participate in this study, including informed parental consent of students under 18. The research guarantees that the confidentiality and anonymity of the respondents were fully respected throughout the research process.

At the first stage, students provided some background information, including their age, gender, and region of birth. The sample included 27 men and 91 women from Akmola region, Almaty region, North Kazakhstan region, Turkestan region, Mangystau region, Kyzylorda region, Kostanay region, Zhambyl region, as well as Shymkent, Almaty and Astana, with the average age of 19 years. Table 2 provides descriptive statistics on the sample's age (N = 108), including key statistical indicators such as mean, median, type, standard deviation, and distribution shape characteristics.:

**Table 2. Descriptive statistics of the sample**

| Descriptive statistics | Age |
|---|---|
| Valid | 108 |
| Missing | 0 |
| Mode | 18 |
| Median | 18 |

| Mean | 18 |
|---|---|
| Std. Deviation<br>Skewness | 0.73<br>0.73 |
| Std. Error of Skewness | 0.23 |
| Kurtosis | 0.88 |
| Std. Error of Kurtosis | 0.46 |
| Minimum<br>Maximum | 17<br>20 |

At the second stage, researchers administered a questionnaire with nominal dichotomous variables. The questionnaire was tested using the Kuder–Richardson internal consistency and reliability formula for measures with dichotomous choices (Ntumi, Agbenyo and Bulala, 2023). The consistency and reliability level of the questionnaire is 0.76, which is considered good. The questionnaire consists of eight items constructed using the sociocultural competence model proposed by Gaudesiute and Anuziene (2015). The choice of the model was determined by its scientific validity, as it was tested through factor analysis, which confirmed the structural validity of the model and highlighted the key components of sociocultural competence. The correlation analysis demonstrated the relationship between these components, verifying the integrity and applicability of the model. Each question in the questionnaire aimed to check the motivation level of developing a specific component: social skills, social perception, attribution, self-awareness, communication with peers, cultural awareness, cultural sensitivity, and cultural knowledge

The third stage involved introducing the questionnaire, processing data using Excel and JASP, statistically analysing the results (statistical Z-test analysis (Wackerly, Mednehall and Scheaffer, 2008) and chi-square ($\chi^2$) analysis), and constructing the PPD model. A statistical Z-test analysis of the questionnaire responses was conducted to test two hypotheses: H0, the null hypothesis, assumes that students are not motivated and the percentage of "yes" responses is less than 80%, and H1, the alternative hypothesis, assumes that the rate of "yes" responses is greater than 80%.

**Results and discussion**

The participants completed the questionnaire, initially learning about the study's aim and necessary instructions. The results are presented in the following figures:
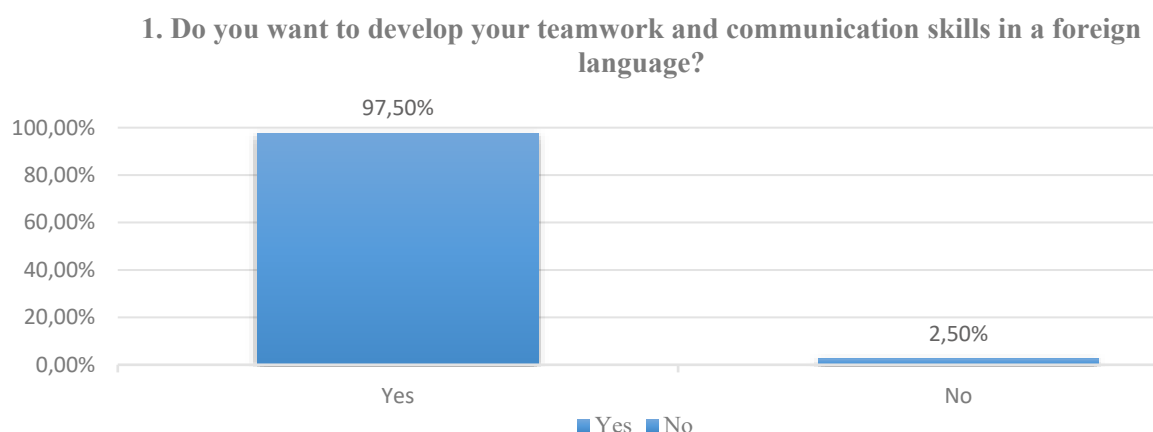


**1. Do you want to develop your teamwork and communication skills in a foreign language?**

**Figure 1. Answers to Item 1 in Group 1**

**1. Do you want to develop your teamwork and communication skills in a foreign language?**



3,40%

96,60%

■ Yes    ■ I would only like to improve my communication skills in a foreign language without participating in teamwork
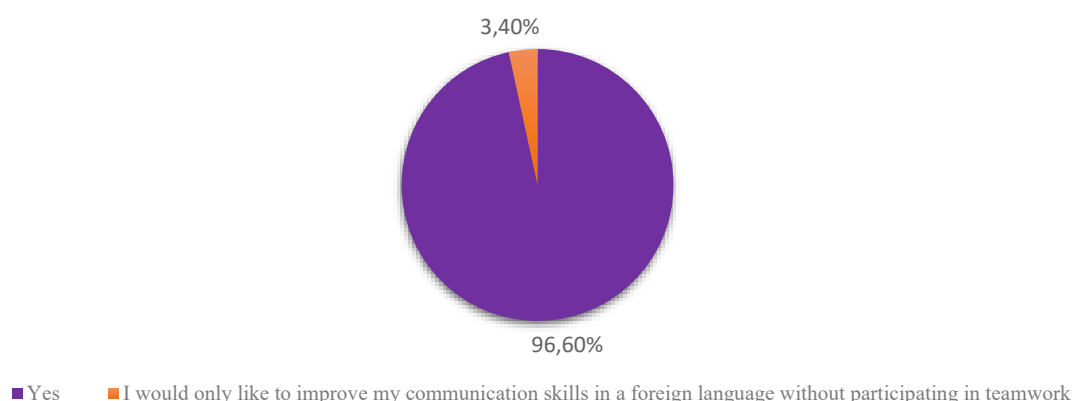
**Figure 2. Answers to Item 1 in Group 2**

Figure 1 presents how Group 1 answered "Do you want to develop your teamwork and communication skills in a foreign language?". The results were positive: 97.5% of the participants answered "Yes", and 2.5% answered "No".

Figure 2 demonstrates the answers from Group 2 to the same question. Most students (96.6%) also answered "Yes". However, this group's responses differed. One of the participants noted that he prefers to focus only on improving communication skills, without getting involved in teamwork. Even though this response contained qualitative data, the researchers needed to review it. The response was defined as "positive" to assess the questionnaire`s internal consistency and reliability level accurately. No one answered "No".

**2. Would you like to become skilled in choosing the right behavior in a foreign-language society?**



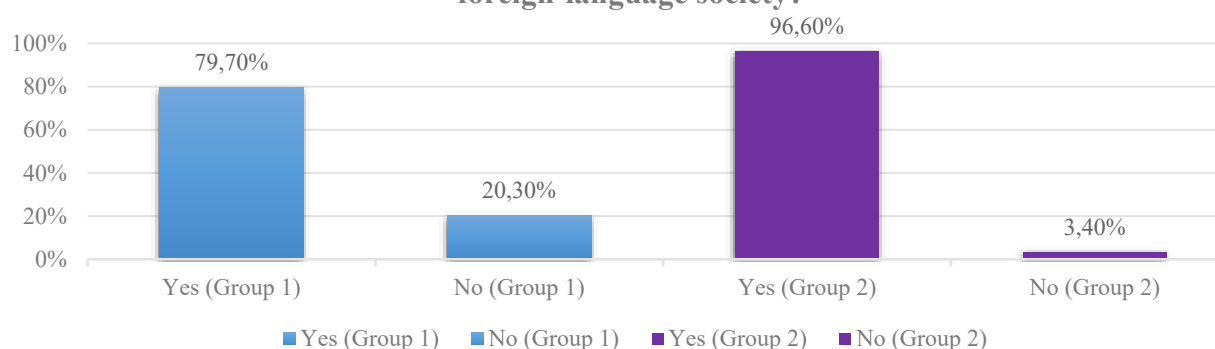■ Yes (Group 1)    ■ No (Group 1)    ■ Yes (Group 2)    ■ No (Group 2)

**Figure 3. Answers to Item 2 in Group 1 and Group 2**

Figure 3 shows the percentage of responses to the question: "Would you like to become skilled in choosing the right behaviour in a foreign-language society?" for two groups. In Group 1, 79.7% responded "Yes", while 20.3% said "No". Group 2 had a high percentage (96.6%) that responded "Yes" and only 3.4% that answered "Probably". The results indicate a strong interest in acquiring social interpretation skills in both groups, with Group 2 showing a more decisive positive response.
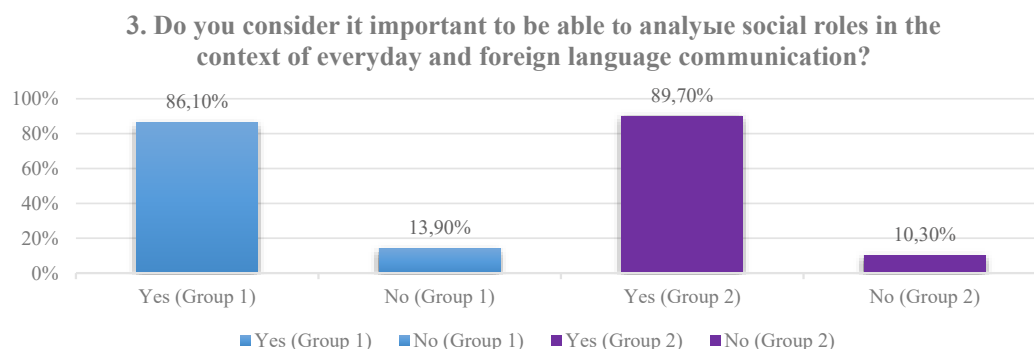
**3. Do you consider it important to be able to analyıe social roles in the context of everyday and foreign language communication?**



**Figure 4. Answers to Item 3 in Group 1 and Group 2**

Figure 4 reflects participants' opinions on whether analysing social roles in everyday and foreign-language communication is essential. In Group 1, the majority (86.1%) agreed that this skill is crucial, while a smaller portion (13.9%) disagreed. In Group 2, an even more significant majority (89.7%) responded positively, with only 10.3% saying "No".
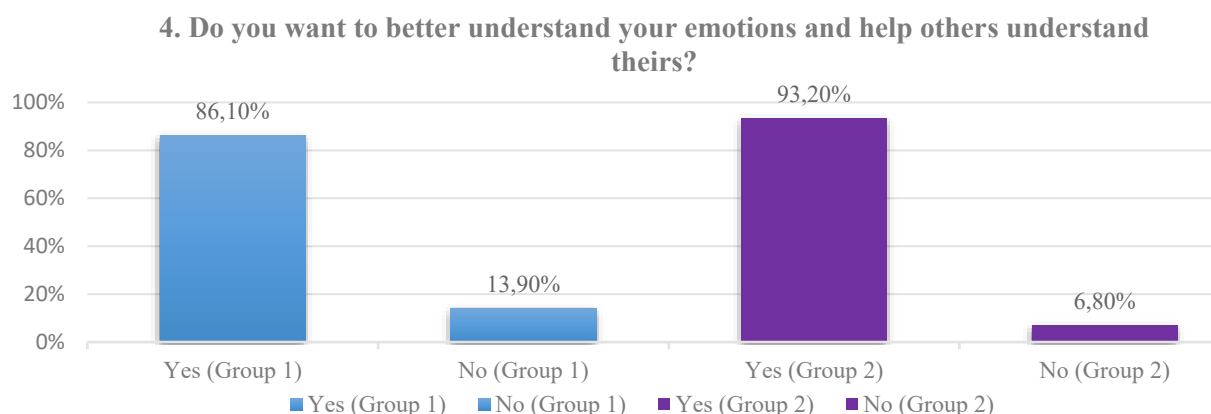
**4. Do you want to better understand your emotions and help others understand theirs?**



**Figure 5. Answers to Item 4 in Group 1 and Group 2**

Figure 5 demonstrates the participants' responses in Groups 1 and 2 to the question: "Do you want to understand your emotions better and help others understand theirs?" Most respondents in Group 1 (86.1%) answered "Yes". At the same time, a smaller proportion (13.9%) answered "No". In the second group, a higher % of participants (93.2%) expressed their willingness to engage in emotional introspection. In comparison, only 6.8% answered "No".
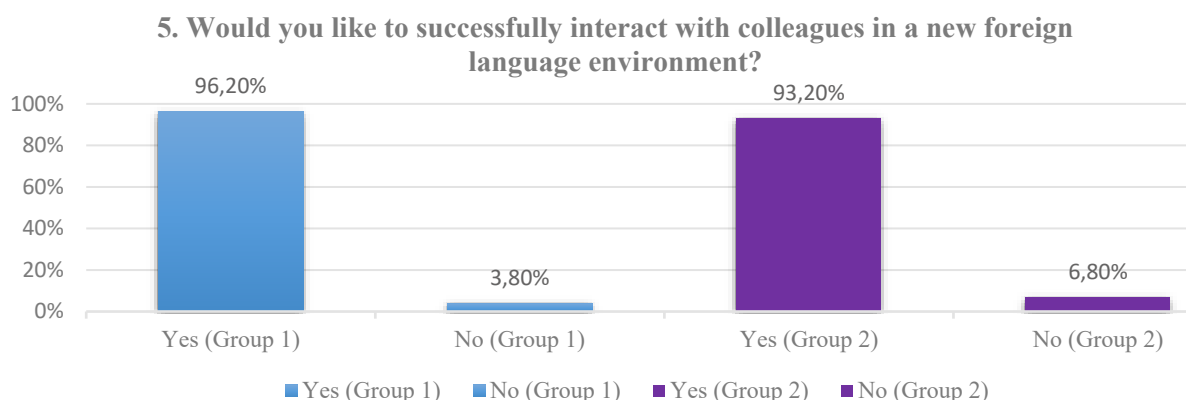
**5. Would you like to successfully interact with colleagues in a new foreign language environment?**



**Figure 6. Answers to Item 5 in Group 1 and Group 2**

Figure 6 shows how people feel about interacting with colleagues in a new foreign language environment. Almost everyone in Group 1 (96.2%) desired success in this interaction, indicating a strong interest in effective communication. Only a small group (3.8%) felt differently and said "No". Group 2 tells a similar story. Most people (93.2%) were eager to communicate successfully. Another 6.8% said they were not interested. While still optimistic, this group seemed slightly less unanimous than Group 1.
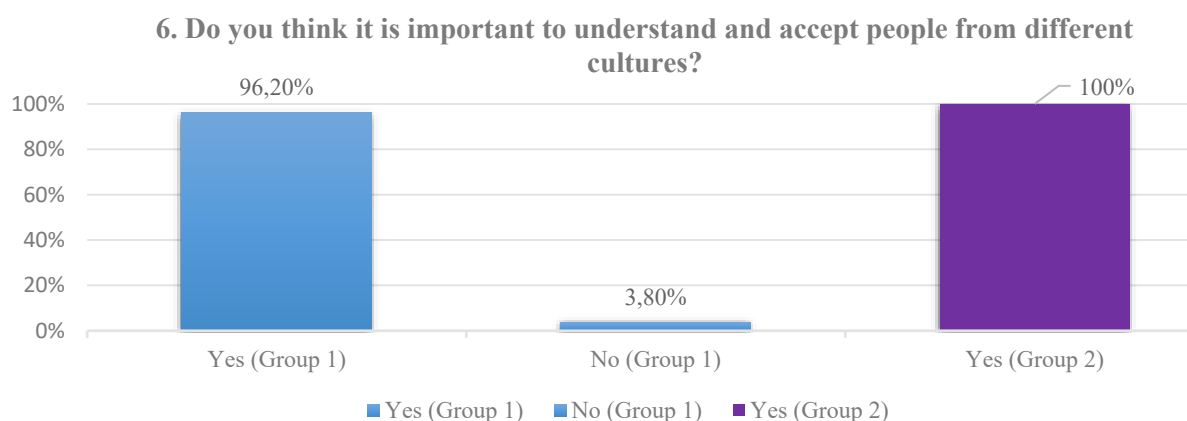
**6. Do you think it is important to understand and accept people from different cultures?**



**Figure 7. Answers to Item 6 in Group 1 and Group 2**

Figure 7 presents how Groups 1 and 2 answered "Do you think it is important to understand and accept people from different cultures?". Most students in this group (96.2%) agreed that this is important. A small number of respondents (3.8%) answered that it is unnecessary for them. In the second group, the results are striking: 100% of the participants confirmed the importance of understanding and accepting people from different cultural backgrounds.
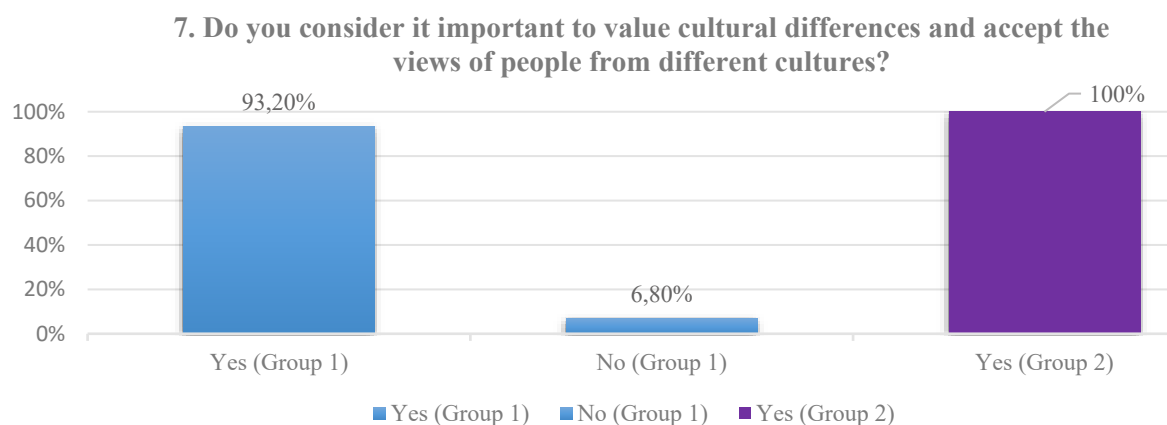
**7. Do you consider it important to value cultural differences and accept the views of people from different cultures?**



**Figure 8. Answers to Item 7 in Group 1 and Group 2**

Figure 8 shows the answers of the participants of Group 1 to the question: "Do you consider it important to value cultural differences and accept the views of people from different cultures?" Most respondents (93.2%) agreed that this is an important aspect. A small group (6.8%) answered negatively. The results of Group 2 are unequivocal: every person (100%) answered "Yes", emphasising the general agreement in this group.
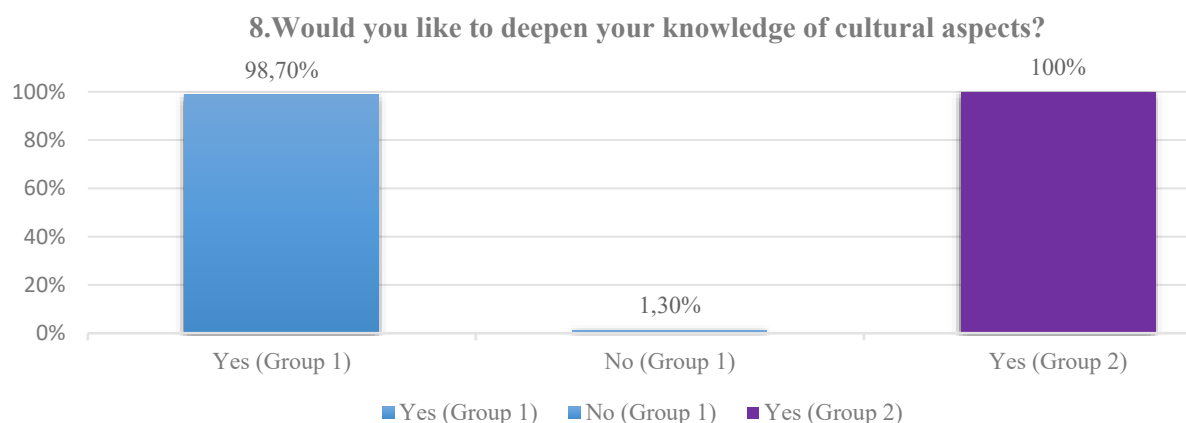
**Figure 9. Answers to Item 8 in Group 1 and Group 2**

Figure 9 demonstrates results on the question "Would you like to deepen your knowledge of cultural aspects?" The first and second figures show that 98.7% of respondents answered "Yes" and 1.3% answered "No." The second group shows complete agreement, with 100% of respondents answering "Yes."

A Z-test enabled researchers to determine whether the observed proportion of "Yes" responses differs significantly from the expected one, as required within the framework of this study. Since the hypothesis assumes that students are motivated to form sociocultural competence, it is logical to expect that more than 80% of their answers will be "yes". A Z-test for proportions was used to test this hypothesis (Table 3).

**Table 3. Z-test results**

| Indicators | Results |
|---|---|
| Actual proportion of "yes" responses | 93.34% |
| Expected proportion of "yes" responses | 80% |
| Z-test results | Z = 3.62 |
| p-value | .0002 |

P-value < 0.05 allows us to reject the null hypothesis that the % of "yes" responses is less than 80%. Moreover, the proportion (93.34%) significantly exceeds the expected one.

Table 4 demonstrates a chi-square ($\chi^2$) analysis that examines the association between students' motivation for developing sociocultural competence components.

**Table 4. Chi-square ($\chi^2$) analysis results**

| Variables | $\chi^2$ (Chi-square) | p-value | Conclusion |
|---|---|---|---|
| Q2 (social perception) – Q3 (attribution) | 5.567 | p =.018 | Students motivated to develop social perception also show motivation for attribution development. |

| Q2 (social perception) Q8 (cultural knowledge) | 5.804 | p =.016 | Motivation for social perception development is closely linked to the motivation for acquiring cultural knowledge. |
|---|---|---|---|
| Q3 (attribution) Q4 (self-awareness) | 8.517 | p =.004 | Students motivated to develop attribution also have a strong motivation for self-awareness. |
| Q3 (attribution) Q8 (cultural knowledge) | 6.777 | p =.009 | Students motivated to develop attribution also show interest in acquiring cultural knowledge. |
| Q4 (self-awareness) Q6 (cultural sensitivity) | 8.697 | p =.003 | Motivation for self-awareness is closely linked to motivation for developing cultural sensitivity. |
| Q4 (self-awareness) Q7 (cultural awareness) | 15.553 | p < .001 | Motivation for self-awareness is closely linked to motivation for cultural awareness. |
| Q4 (self-awareness) Q8 (cultural knowledge) | 7.376 | p =.007 | Students are motivated to facilitate self-awareness and strive to acquire cultural knowledge. |
| Q5 (communication with peers) Q6 (cultural sensitivity) | 7.596 | p =.006 | Students motivated by peer communication are also interested in developing cultural sensitivity. |
| Q5 (communication with peers) Q7 (cultural awareness) | 5.282 | p =.022 | Motivation for developing communication skills is closely linked to cultural awareness. |

The results highlight that students' motivation to develop sociocultural competence is multidimensional, with different components reinforcing one another. Each question aimed to assess the necessity of developing specific components, including social skills, social perception, attribution, self-awareness, communication with peers, cultural awareness, cultural sensitivity, and cultural knowledge. According to the students ' opinions, the research findings showed that all the components are almost equally crucial.

The findings indicate that students recognise the importance of developing sociocultural competence, and their motivation is higher than anticipated. The survey provided an empirical basis for building a model, as it revealed the initial level of motivation and its interconnections. While previous studies have focused on the theory of sociocultural competence, its structure, and its role in professional development, this study offers a new perspective by analysing students' motivation levels across multiple components of sociocultural competence. This approach enables the development of a model that reflects actual motivational tendencies and examines how specific components of sociocultural competence influence aspects of professional and personal development. Based on the findings, the model of professional and personal development should:

1. Include all eight components of sociocultural competence for an integrated approach.

2. Focus not on motivation, since it is already considered high, but on choosing modern technologies that most effectively would contribute to developing sociocultural competence.

The model for professional and personal development based on sociocultural competence formation should ensure that future foreign language teachers are equipped with the necessary skills and knowledge to thrive in diverse educational environments (Figure 10).

Model of professional and personal development of future foreign language teachers implemented through the formation of sociocultural competence.
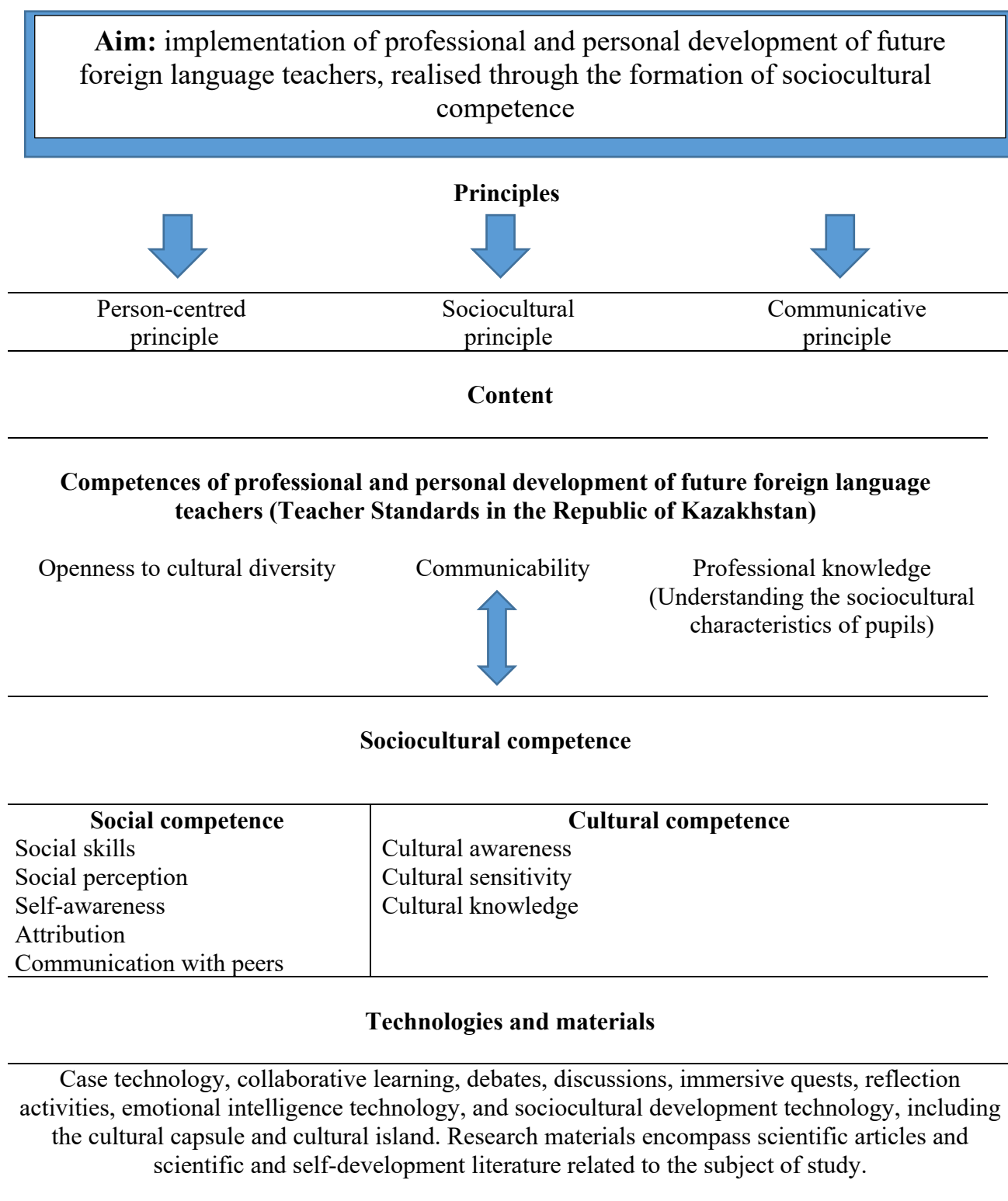
**Aim:** implementation of professional and personal development of future foreign language teachers, realised through the formation of sociocultural competence

**Principles**

| Person-centred principle | Sociocultural principle | Communicative principle |

**Content**

**Competences of professional and personal development of future foreign language teachers (Teacher Standards in the Republic of Kazakhstan)**

Openness to cultural diversity    Communicability    Professional knowledge (Understanding the sociocultural characteristics of pupils)

**Sociocultural competence**

| **Social competence** | **Cultural competence** |
|---|---|
| Social skills | Cultural awareness |
| Social perception | Cultural sensitivity |
| Self-awareness | Cultural knowledge |
| Attribution | |
| Communication with peers | |

**Technologies and materials**

Case technology, collaborative learning, debates, discussions, immersive quests, reflection activities, emotional intelligence technology, and sociocultural development technology, including the cultural capsule and cultural island. Research materials encompass scientific articles and scientific and self-development literature related to the subject of study.

**Figure 10. Model of professorial and personal development of future foreign language teachers**

The model focuses on the professional and personal development of foreign language teachers, achieved through the formation of sociocultural competence. It aims to implement this development process by fostering sociocultural competence.

The content emphasises the key competencies necessary for this development, which aligns with the "Teacher Standards in the Republic of Kazakhstan" (Ministerstvo prosveshcheniya Respubliki Kazakhstan, 2022).

These include openness to cultural diversity, communicability, and professional knowledge, particularly in understanding students' sociocultural characteristics. The model identifies sociocultural competence as a combination of social and cultural competencies. Social competence encompasses social skills, social perception, self-awareness, attribution, and peer communication, while cultural competence focuses on cultural awareness, sensitivity, and knowledge.

The chosen professional and personal competences are prioritised in the study context due to their close connection with the formation of sociocultural competence, which is the work's central theme. Sociocultural competence and the professional and personal development of future foreign language teachers are closely interconnected, where the components of the former are directly supposed to contribute to the latter's growth. Social skills, cultural awareness and sensitivity are expected to strengthen the communicability necessary for effective interaction in the educational environment and form the basis for openness to cultural diversity. Social perception, attribution and cultural knowledge are used to help understand the sociocultural characteristics of pupils, which is an important element of professional knowledge. In subsequent research, validating these correlations through diagnostic tools is necessary, revealing new opportunities to expand this line of inquiry.

The technologies proposed to support this model include case technology (Kelch and Malupa-Kim, 2014), collaborative learning (Law et al., 2017; Alkhannani, 2021), debates (Cinganotto, 2019; Arung and Jumardin, 2016), immersive quests (Tikhomirova, Bogatyrev and Bogatyreva, 2023); Tikhomirova et al., 2018), reflection activities (Thu, 2020; Lubov et al., 2019), discussions (Kiyasova et al., 2022; Abdulbaki et al., 2018), sociocultural competence development technologies (Reid, 2015), and emotional intelligence development technologies (Anton, 2024) that have already approbated in foreign language education. The methodological set presents the novelty in studying its potential within the framework of developing sociocultural competence.

As part of the research, the developed model assumes that the development of sociocultural competence in future foreign language teachers will contribute to the simultaneous development of key professional and personal competences. These competences include openness to cultural diversity, which reflects a willingness to perceive and consider differences between cultures; communicability necessary for effective interaction in a multicultural environment; and professional knowledge that encompasses understanding students' sociocultural characteristics. This approach ensures personal and professional growth integration by developing sociocultural competence.

**Conclusion**

The study analysed various approaches to defining the SCC, emphasising its multi-component structure, which includes knowledge, skills, attitudes and values.

The research confirmed students' high motivation to develop the SCC. It revealed that all eight components of this competence (social skills, social perception, attribution, self-awareness,

communication with peers, cultural sensitivity, cultural awareness, and cultural knowledge) are equally important for students.

The article presents a professional and personal model based on theoretical analysis and research findings. The model aims to integrate professional and personal growth by developing the SCC. It is based on the principles of personality-oriented, sociocultural, and communicative approaches. The technologies offered to implement the model include case technologies, collaborative learning, debates, discussions, quests, reflective activities, sociocultural competence and emotional intelligence development technologies. The presented model has broad applications in teaching foreign languages.

Thus, the article contributes to the theory and practice of professional training for foreign language teachers, promoting harmonious professional and personal development by fostering sociocultural competence.

**Contribution of the authors:**

In writing this article, the authors' contributions are equally distributed and divided among themselves according to the following criteria:

**Gluchshenko Y. –** responsible for all aspects of the work, ensuring data reliability and integrity, reviewing and resolving issues, collecting, analysing, and interpreting research results, and translating the article into English.

**Dalbergenova L. –** contributed significantly to the conceptual framework, worked on the graphical presentation of research findings, critically revised the content, and approved the final version for publication.

**Yessengalieyva A. –** contributed significantly to the development of the concept, wrote the manuscript, conducted a critical revision of the content, and approved the final version for publication.

**Rubtsova S. –** contributed significantly to developing the conceptual framework, critically revised the content, and approved the final version for publication.

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**Модель профессионально-личностного развития, основанная на формировании социокультурной компетенции**

**Аннотация.** Формирование социокультурной компетенции способствует успешной адаптации к условиям межкультурной коммуникации и эффективному осуществлению профессиональной деятельности. В статье представлены результаты исследования уровня мотивации студентов к формированию социокультурной компетенции, а также разработана модель профессионально-

личностного развития. Данное исследование обеспечивает эмпирическую основу для построения модели, так как выявляет начальный уровень мотивации и ее взаимосвязи. В данной модели социокультурная компетенция рассматривается как ключевой фактор интеграции профессионально-личностного роста. В работе был проведён анализ теоретических основ социокультурной компетенции, исследована мотивация студентов к её формированию и разработана модель профессионально-личностного развития на основе теоретического анализа и эмпирических данных. В данном исследовании применяются теоретические методы анализа и синтеза, а также эмпирические методы, включая анкетирование, статистический Z-тест, критерий хи-квадрат ($\chi^2$) и моделирование. Новизна данного исследования заключается в его вкладе в научную область за счёт предложения модели, интегрирующей одновременное развитие профессионально-личностных компетенций, таких, как открытость к культурному многообразию, коммуникабельность и профессиональные знания, в рамках более широкого процесса формирования социокультурной компетенции. Теоретическая значимость работы определяется разработкой модели профессионально-личностного развития будущих педагогов иностранного языка на основе формирования социокультурной компетенции. Практическая значимость исследования состоит в том, что предложенная модель может быть использована в подготовке будущих преподавателей иностранных языков, обеспечивая структурированный подход к развитию ключевых компетенций, необходимых для эффективной межкультурной коммуникации и профессиональной деятельности в условиях образовательного многообразия.

**Ключевые слова:** профессионально-личностное развитие, открытость к культурному многообразию, коммуникабельность, профессиональные знания, социокультурная компетенция, компоненты социокультурной компетенции.

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### Әлеуметтік-мәдени құзыреттілікті қалыптастыру негізіндегі кәсіби -тұлғалық даму моделі

**Аңдатпа.** Әлеуметтік-мәдени құзыреттілікті қалыптастыру мәдениетаралық қарым-қатынас жағдайларына сәтті бейімделуге және кәсіби қызметті тиімді жүзеге асыруға ықпал етеді. Мақалада студенттердің әлеуметтік-мәдени құзыреттілікті қалыптастыруға ынталандыру деңгейін зерттеу нәтижелері, сондай-ақ кәсіби-тұлғалық даму моделі әзірленген. Зерттеу моделін құру үшін эмпирикалық негізді қамтамасыз етеді және мотивацияның бастапқы деңгейі мен оның өзара байланысын анықтайды. Бұл модельде әлеуметтік-мәдени құзыреттілік кәсіби және жеке өсудің интеграциясының негізгі факторы ретінде қарастырылады. Жұмыста әлеуметтік-мәдени құзыреттіліктің теориялық негіздері талданып, студенттердің оны қалыптастыруға деген уәждемесі зерттелді және теориялық талдау мен эмпирикалық деректер негізінде кәсіби-тұлғалық дамудың моделі әзірленді. Бұл зерттеуде талдау мен синтездің теориялық әдістері, сондай-ақ эмпирикалық әдістер, соның ішінде сауалнама, статистикалық Z-тест, хи-квадрат критерийі ($\chi^2$) және модельдеу қолданылады. Зерттеудің ғылыми жаңалығы – кәсіби және тұлғалық құзыреттіліктерді (мәдени әртүрлілікке ашықтық, коммуникабельділік және кәсіби білім) әлеуметтік-мәдени құзыреттілікті қалыптастырудың кең ауқымды үдерісінде қатар

дамытуға бағытталған үлгіні ұсыну арқылы ғылым саласына қосқан үлесінде. Жұмыстың теориялық маңыздылығы әлеуметтік-мәдени құзыреттілікті қалыптастыру негізінде болашақ шет тілі мұғалімдерінің кәсіби және жеке даму моделін әзірлеумен анықталады. Зерттеудің практикалық маңыздылығы – ұсынылған үлгінің болашақ шет тілі мұғалімдерін даярлау үдерісінде қолданылу мүмкіндігінде, бұл үлгі білім беру саласындағы әртүрлі жағдайларда тиімді кәсіби қызмет пен мәдениетаралық коммуникация үшін қажетті негізгі құзыреттіліктерді жүйелі түрде дамытуға мүмкіндік береді.

**Түйін сөздер:** кәсіби-тұлғалық даму, мәдени әртүрлілікке ашықтық, коммуникабельділік, кәсіби білім, әлеуметтік-мәдени құзыреттілік, әлеуметтік-мәдени құзыреттіліктің компоненттері.

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