In the higher education system of Kazakhstan, the opening of the specialty “Social pedagogy and self-knowledge” was associated with the attention of higher education institutions to international experience. To date, the “Counselor for orphans in institutions for children without parental care and in educational institutions (schools, colleges)” has been introduced to the staff in Kazakhstan (Resolution No. 866 as of 28.12.2016 of the Government of Kazakhstan), and this will increase the demand for training of counselor in universities.

The training of specialists in the field of social pedagogy has been conducted in Kazakhstan since 1991 (KURMANAYEVA, 2016). In accordance with the order of the Ministry of Education of the Republic of Kazakhstan No. 41 dated January 28, 1992. On the basis of the S. Seifullin Tselinograd State Pedagogical Institute (Tspi), the Republican Training and Methodological Center (Rtmc) of social pedagogy and social work was established. From 1992 to 1997, the Rtmc on the basis of Tspi carried out great organizational work to open a new specialty, both independent and as a second specialty. More than 18 universities of Kazakhstan are training personnel with higher professional education in the field of social work: L. Gumilyov Eurasian National University, E. Buketov Karaganda State University (KarSU), The Kazakh University of Economics, Finance and International Trade, Ryskulov KazEU, Ust-Kamenogorsk University, etc. Also, 8 colleges are involved in training specialists for the social sphere, for example, at the Kazakh-Russian University, Ryskulov KazEU, the college of ASU in Astana, etc. The Order of the Minister of Education and Science of the Republic of Kazakhstan dated March 30, 2009 No. 145 “On approval of qualification requirements for social workers in the field of education and the rules for their certification” was adopted. Licensing boards can be very particular about the qualifications of the person who sits down with the supervisee, reviews their treatment plans and diagnoses, and guides their professional development (SocialWorkLicensure.org, 2019).

In spite of serious problems and shortcomings in higher education, it can be quite accurately said that the Ministry of Education and Science of the Republic of Kazakhstan is constantly struggling with the goal of correcting the mistakes of the reforms of the past. Universities permanently undergo scheduled accreditations, and the requirements for inspections of universities are very often changed, and these changes are not eased, but, on the contrary, are
constantly becoming tougher (GABDULINA & ZHUMAN, 2019). Within the framework of the program “Spiritual modernization”, on February 5, 2019, the grand opening of the decade “Self-Knowledge: Pedagogy of Love and Creativity” was held, timed to coincide with the birthday of the author of the spiritual and moral education program “Self-Knowledge” – Sara Alpysovnna Nazarbayeva (ABAI KAZAKH NATIONAL PEDAGOGICAL UNIVERSITY, 2019).

In modern conditions, highly qualified specialists are required to solve socio-political and economic problems, including specialists for the internet space with analysis of the linguo-creative aspect as the key element. The problem of training personnel for the socio-educational sphere is of particular relevance. One of the specialists engaged in social and educational activities is a social assistance consultant. The training of a social assistance professional is relevant today, because “their activities are associated with rapidly aggravating socio-political, ethnic and economic contradictions of the modern world and are due to the new quality of personality socialization” (SHAU MEN et al. 2016; MINETS and TIMINA, 2020).

Research competence of the counselor notion

Research competence of a counselor is a means of embracing academic literacy of a person, a system of research competences and required for mastering social and pedagogical values; professionally important quality of a person, which allows understanding and accepting social and pedagogical facts, phenomena, processes, results, understanding laws and regularities of the theory, predicting and implementing social and pedagogical activity on its basis.

Research objective of the study

The aim of the study is to determine the level of competence of students studying at the faculty of social pedagogy, and the creation of a formative program, determining the initial level of research competence. This article presents only the means of diagnostics of the research competence level, the criterion, and the results of the initial level of research competence of social pedagogues.

LITERATURE REVIEW

According to Kazakhstani scientists G. Zh. Menlibekova, Sh. Zh. Kolumbayeva, L.M. Narikbaeva, R. I. Burganova, M. T. Baimukanova and others, in Kazakhstan the process of preparing social employees/educators occurs along with the establishment of the system of social protection and work with the population. Specialty “Social pedagogy and self-knowledge” was first opened in universities of Kazakhstan in 2010 (KURMANAYEVA, 2016).

Competence of social workers has received sufficient scientific attention concerning the process of development of the notion (Galvão et al. 2018), domains of skills regarded as social worker’s competence (Galvão et al. 2018; Higgins 2015a; van Pelt et al. 2015) including the scientific and research-related competences and social work education (ASSYLBKOVA et al. 2016; HIGGINS, 2015a; MIRABITO, 2012; PETERSEN & OLSSON, 2014; Roulston et al. 2018; SINGH & COWDEN, 2009; VORONOVA, 2000). Research competence, among all, has been addressed as the one helping to assess the situation and adjust the work in compliance with it as well as establish and maintain communication processes (GALVÃO et al., 2018; VAN PELT et al., 2015).

Based on foreign experience, we learnt that there is no such specialist as “Counselor”, there is only a specialist “Social worker” in different industries. Foreign social workers may also work in educational institutions, but their training is different from that of domestic counselors (ASSYLBKOVA et al., 2016; BOGO, 2015; BORGES, 2019; COLBY, 2014; EDWARDS, 2011; FABER, 2019; GALVÃO, et al. 2018; HIGGINS, 2015a; HIGGINS, 2015b; HINES et al., 2015; HUeman & BRISCOE, 2010; JANER & UCAR, 2016; KAZHGALIYEVA et al., 2019; KURMANAYEVA, 2016; LARRISON & KORR, 2013; MARDAHAYEV, 2005; MEGHEAD, 2015; MIRABITO, 2012; MORIArtY & MAN Thornton, 2013; PETERSEN & OLSSON, 2014; PIETRANTONI et al., 2019; ROULSTON et al., 2018; SHANNON, 2011; SHAU Men et al., 2016; SINGH & COWDEN, 2009; SMITH & CHEUNG, 2015; TAYLOR et al., 2016; TIEER, 2013; van Pelt et al., 2015; VORONOVA, 2000; WERTHEIMER & SODH, 2014; WEST & HEATH, 2011; WILSON, 2011; ZHANGHUA & LIQUN, 2014; ZHEXEMBINoVA et al., 2016).
**METHODOLOGY**

Based on the hierarchy model of research competence development (Galvão et al. 2018; Higgins 2015a) we have described the formation of research competence by three levels: initial, service, advanced.

- **Initial** – an inconstant interest in research: he considers it is unnecessary to carry out research tasks, use research methods and is confident that in the future he will not use these skills. Usually in the performance of educational tasks uses algorithmic methods, as the use of samples.

- **Service** – professionals who have mastered at this level are well aware of the importance of research skills and qualifications. They have a need to perform research activities, strive to gain new knowledge.

- **Advanced** – students are described by a constant interest in research activities. They need to acquire new knowledge, perform research tasks. Master the qualitative knowledge of the subject, the technology of research. Independently conduct research and are active in the performance. Differ creatively in the performance of tasks. Able to represent and protect the work and give a critical assessment. Forming levels of research competence are presented in Table 1.

The level of English competence of the participants was assessed according to the Common European Framework of Reference for English Language (CEFR) standards (Council of Europe, 2020) and classified as initial (A1), service (A2, B1) and advanced (B2, C1).

**Table 1.** Description of the forming levels of the research competent components of a counselor (according to CEFR standards)

| Size | Formation levels | Initial | Service | Advanced |
|------|------------------|---------|---------|----------|
|      |                  | 1       | 2       | 3        | 4        |
|      | **Significantly motivational** | opinions on the future professional goals and values are non-systematic, different; | opinions on the purpose of future professional activity and values are systematized; | opinions about the purpose of future professional activity and values are holistic; |
|      |                   | cognitive interests and abilities are not always understood, | one is able to find importance in the performed professional activity for himself; | the teachers understand the social importance of pedagogical work and its goodness; |
|      |                   | motivation for professional activities is not high, as the teacher or group members need constant help | strains after active research positions; | show an active research position, cognitive interests and abilities are constant, aimed at resolving pedagogical duties through research in clear thinking; |
|      |                   | theoretically methodological knowledge is not systematized | understands the cognitive interests and abilities; | in the performed professional activity one tends to self-improvement and self-actualization; |
|      |                   |                                | in a reflexive research position in dealing with pedagogical problems manifests fairness and purposefulness; | theoretical methodological knowledge is deep; |
|      |                   |                                | theoretical methodological knowledge is systematized; | one is constantly striving to expand and update it |
|      |                   |                                | understands the need to expand professional activities to achieve positive results in them | |
|      | **Cognitive**     | the activity of application of new knowledge is small | achieving positive results in professional activities; | developed logical and creative thinking, its criticality: analysis and creative relations for new information; |
|      |                   |                                | sufficiently developed logical thinking and its criticality; | independence and activity in the application of new knowledge |
|      |                   |                                | ability to independently apply and analyze new information | |
|      | **Operational**   | only certain types of research and creative skills are formed; | well-formed research and creative skills; | in the reflexive research position an integrated system of research and creative skills necessary for the implementation of |
|      |                   |                                | in a reflexive research position, it’s seen a thoughtful choice of | |
Ainur Zhexeminova; Sharkul Taubayeva; Dinara Yertargynkyz; Dinara Mukhatayeva

Four criteria of the research program

The program, created to diagnose the research competence of future counselors, is carried out according to four criteria:

1. The significant (significant attitude to current professional activities) and motivational criteria (motivation to engage in research activities; the desire of creative self-expression in professional activity);

2. The cognitive criterion (knowledge about the meanings and differences of professional activity; knowledge about the subject of research competence and specialization; methodological knowledge and methodological conclusions; the differences of thinking; systematicity, problematycity, precision, curiosity, etc.);

3. The operational criteria (the ability to apply in practice research skills);

4. The reflexive criterion (qualification of the ability to analyze personal achievements, and problems as self-researcher; ability to carry out the reflection of professional activity).

Participants of the experiment

Two Kazakh universities took part in the study: KazNU named after al-Farabi 5B012300-1-2-year students majoring in social pedagogy and self-knowledge. The number of respondents who took part in the survey was 103 people, 96 female (93.2%) and 7 male (6.8%), the average age of 19.5 years.

Diagnostic tools

The participants’ research competence was gauged by 4 criteria and the assessment necessitated application of the following tools: “Motives definition of the teaching students of
higher educational institutions’ test by A. Pakulina and S. M. Ketko, “The attitude to the research competence of future social workers” test (developed variant of the N.A. Shamelkhanova’s method); “Significant attitude to research” test (developed by the authors), methods of self-assessment of theoretical and methodological readiness for professional activity of students (edited version of the Yu. V. Ryndina’s methodology), “Intellectual lability” test, “Assessment of the level of development of research skills of students” test (by the authors), Common European Framework of Reference for English Language, and the test “Diagnostics of the reflexive development level” by A. V. Karpov.

The necessary diagnostic tools were selected on the basis of definitive experimental work on identification the level of formation of research competence of future counselors (Table 2).

### Table 2. Diagnostics program of research competence of future counselors

| Criterion        | Diagnostic methods                                                                 |
|------------------|-------------------------------------------------------------------------------------|
| Significantly-motivational | “Motives definition of the teaching students of higher educational institutions” test by A. Pakulina and S. M. Ketko; “The attitude to the research competence of future social workers” Test (developed variant of the N.A. Shamelkhanova’s method); “Significant attitude to research” Test (developed by authors) |
| Cognitive        | Methods of self-assessment of theoretical and methodological readiness for professional activity of students (edited version of the Yu. V. Ryndina’s methodology); |
| Operational      | “Intellectual lability” test; “Assessment of the level of development of research skills of students” Test (developed by authors); Common European Framework of Reference for English Language |
| Reflexive        | “Diagnostics of the reflexive development level” test by A.V. Karpov               |

Source: Search data.

### RESULTS

**“Motives of students in higher educational institution” Test**

The sizes of components of significant-motivational diagnostics of research competence are defined by the following collection of techniques:

### Table 3. “Motives of students in higher educational institution”. Results of the test by A. Pakulina and S. M. Ketko

| Groups   | Motivation of future counselors to gain knowledge (by levels) |
|----------|-------------------------------------------------------------|
|          | Initial | Service | Advanced |
|          | Amount  | %       | Amount  | %       | Amount  | %       |
| Monitoring | 0      | 0       | 24     | 46.16   | 28     | 53.84   |
| Experimental | 3     | 5.88    | 31     | 60.78   | 17     | 33.34   |

Source: Search data.

**“Attitude of future counselors to research competence” Test**

The results of the test on the revised version of the methodology of N. A. Shamelkhanova (2009) aimed at determining the level of sensitivity required by the organization of scientific and educational methods of socio-pedagogical process is given in the following Table 4.

### Table 4. Attitude of future counselors to research competence

| Groups   | Attitude of future counselors to research competence (by levels) |
|----------|-----------------------------------------------------------------|
|          | Initial | Service | Advanced |
|          | Amount  | %       | Amount  | %       | Amount  | %       |
| Monitoring | 19     | 36.5    | 25     | 48.1    | 8      | 15.4    |
| Experimental | 21    | 41.38   | 26     | 50.9    | 4      | 7.8     |

Source: Search data.

**The results of the questionnaire to determine the relationship of value to research**

The “Attitude to research” questionnaire allows us to define the ratio of values to students’ research activities. The ratio is divided into 3 main types: indifferent-initial, positive-service, significant-advanced (Table 5).
Size\s of the cognitive competent of research competence diagnostics

In the diagnosis of cognitive components of research competence, the following technique is used: methods of self-assessment of theoretical and methodological readiness for professional activity of students (edited version of the Yu. V. Ryndina’s methodology). This diagnostic tool measures how the theoretical and methodological knowledge is mastered and skills of the system of this knowledge in practice (Table 6).

Table 6. Self-assessment of theoretical and methodological training for professional activity of counselors

| Groups     | Self-assessment of theoretical and methodological training for professional activity of counselors | Initial | Service | Advanced |
|------------|-------------------------------------------------------------------------------------------------|--------|---------|----------|
|            |                                                                                                 | Amount | %       | Amount   | %        |
| Monitoring | 22                                                                                               | 42.4   | 28      | 53.8     | 2        | 3.8      |
| Experimental | 29                                                                                              | 56.8   | 22      | 43.2     | 0        | 0        |

Source: Search data.

Sizes of the operational competent of research competence diagnostics

The following methods are used in the diagnosis of operational components of research competence:

1. “Intellectually labile” test;

2. “Assessment of the level of development of research skills of students” test (developed by authors); Common European Framework of Reference for English language.

First Stage

With the help of “Intellectual lability” test we can determine how quickly and correctly students can fulfill the mental activity (Table 7).

Table 7. Assessment of the level of development of research skills of students

| Groups     | Intellectually labile level | Initial | Service | Advanced |
|------------|-----------------------------|--------|---------|----------|
|            |                             | Amount | %       | Amount   | %        |
| Monitoring | 0                           | 43     | 82.69   | 9        | 17.31    |
| Experimental | 1                          | 44     | 86.27   | 6        | 11.77    |

Source: Search data.

Second Stage

“Evaluation of the development of research skills of students” test allows you to determine the level of mastery of research skills. The respondent is offered the following list of research skills: selection and justification of the research topic, selection of relevant literature necessary for understanding the research topic, forecasting methods and means of research, definition and justification of the form, subject, forecast, goals, objectives, methods, research periods, etc. (Table 8).

Table 8. Assessment of the acquisition level of research skills of counselors

| Groups     | Assessment of the acquisition level of research skills of counselors | Initial | Service | Advanced |
|------------|-----------------------------------------------------------------------|--------|---------|----------|
|            |                                                                       | Amount | %       | Amount   | %        |
| Monitoring | 12                                                                    | 38     | 73.08   | 2        | 3.85     |
| Experimental | 17-awesome                                                             | 31     | 60.78   | 3        | 5.88     |

Source: Search data.
Third Stage

Test was conducted according to European standards (CEFR) for determining the level of mastering the English language in order to determine the level of mastering the English language by students. The test results are showed in Table 9.

| Table 9. The level of development of the English language of the future counselors |
|---------------------------------------------|------------------|------------------|------------------|
| Groups                        | The level of development of the English language of the future counselors (by levels) |
|                              | Initial A1 Breakthrough | Service A2 Elementary B1 Intermediate | Advanced B2 Upper Intermediate C1 Advanced |
|                              | Amount | %     | Amount | %     | Amount | %     |
| Monitoring                   | 8      | 15.39 | 42     | 80.77 | 2      | 3.84  |
| Experimental                 | 20     | 39.22 | 31     | 60.78 | 0      | 0     |

Source: Search data.

When engaged in research activities in the description of the role of the English language the majority of respondents believes that each specialist engaged in science must be proficient in English, that is:

- each specialist, engaged in science must be proficient in English - 44% (Taraz State Pedagogical University - 39%);
- English language - a means of distributing its research through the world Treasury Kaz NU - 38 % (Taraz State Pedagogical University - 32 %);
- in order to be good scientists do not necessarily know the English language-KazNU - 18 % (Taraz State Pedagogical University - 26 %);
- English is the only language of communication and has no relation to science, KazNU - 0% (Taraz State Pedagogical University - 3%).

That is, 82% (KNU named after al-Farabi) and 71% (Taraz State Pedagogical University) students who participated in the experiment prove the importance of English language in science, and we believe that this determines the special place of English in the formation of research competence of future counselors.

Sizes of the reflexive competent of research competence diagnostics

At this stage of diagnosis, the A. V. Karpov’s test is applied (Table 10).

| Table 10. Diagnosis of the reflexivity development |
|---------------------------------------------|------------------|-------------------|
| Groups                        | Assessment of the acquisition level of research skills of counselors |
|                              | Initial Amount | %     | Service Amount | %     | Advanced Amount | %     |
| Monitoring                   | 16     | 30.77 | 32     | 61.54 | 4      | 7.69  |
| Experimental                 | 19     | 37.26 | 32     | 62.74 | 0      | 0     |

Source: Search data.

At the same time, we believe that in the formation of research competence of future social pedagogues, the definition of a positive correlation between educational and cognitive motives and reflection can create good conditions for the formation of research competence (ZHEXEMBINOVA et al., 2016). However, it is only when a student is provided with governmental support and a student’s specialty is in demand that a significant level of research competence is achieved (DUDUKALOV & LAPTANDER, 2015). Educational activity motivation dynamics in students of a pedagogical university usually varies (Ivanova et al. 2017). Thus, it is concluded that the highest level of development of educational and cognitive motivation affects the level of reflexivity. The highest level of educational and cognitive motivation determines the formed reflexivity, and this in turn provides a good basis for the formation and development of research competence of future counselors.

DISCUSSION AND CONCLUSIONS

Some research limitations should be noted. Firstly, the participants engaged in the study have similar scientific background as being 1-2 year students of two Kazakh universities. Including a wider scope of participants would help the study reveal such less homogeneous results:
inclusion of older students would help to show the correlation between the experience of a student and their mastery of a certain competence. Secondly, there has been noted a lack of prior literature on evaluation of research competence in social counselors.

Social pedagogy is an innovative and complex discipline and practice. It historically originated from the need to provide a response to situations and problems generated by processes of vulnerability, social risk, poverty, etc. The usefulness of social pedagogy approaches lies in its contribution to the improvement of care and social work for children and young people (JANER & ÚCAR, 2016). Social pedagogy is also a promising tool of supporting such an exposed group of people as the disabled. Introduction of corporate social responsibility (CSR) strategies into the work of a company serves as an indicator of good corporate culture and serves the purpose of social education of the society (MIETHLICH & OLDENBURG, 2020a, 2020b).

Counselor education is a dynamic field tasked with providing counselor trainees with the necessary awareness, knowledge, and skills to empower clients to achieve at their fullest potential (PIERANTONI et al., 2019).

So, the duties performed by the consultant include:

- **by organizational form**: socio-pedagogical assistance, medical-psycho-pedagogical consultation;
- **by technological form**: socio-pedagogical diagnostics, socio-pedagogical design, socio-pedagogical monitoring;
- **by form of communication**: socio-educational consultation, socio-pedagogical communication;
- **by production form**: socio-pedagogical education, socio-pedagogical support, socio-pedagogical correction, socio-pedagogical rehabilitation.

The described forms of socio-pedagogical activity describe a significant place of research competence of the future activity of a counselor. Research competence is the effectiveness of the application in this practice of the acquired research knowledge and qualifications. Research competence is demonstrated in theoretical literacy, in the acquisition of pedagogical and psychological research methods, in the part of statistical processing of empirical data, in the conclusion of the results, in the conclusions of research (VORONOVA, 2000).

The results of the previous international studies (GALVÃO et al., 2018) have indicated that the transversal competencies (interpersonal, ethical, and esthetical resources) are better developed than technical competences (theoretical-conceptual and technical and scientific resources), which are related to initial and continuous social educator's formation. Also, future social educators most valued regular supervision, constructive feedback, observing social workers, and thinking critically about the social work role (ROULSTON et al., 2018).

We can say that the diagnosis of the research competence of future counselors is carried out according to four criteria. On the basis of the specified criteria, the selected diagnostic tools allow to measure the level of research competence formation in sufficient quantity. All diagnostics has been held on the base of several tests, in which the future counselors took part. The test diagnostic has been divided into three tightly connected with each other stages. Using the “Intellectual lability” test for the first stage it has been determined how quickly and correctly students can fulfill the mental activity. The second stage has been held on the base of the “Development of the students’ research skills test”. It gave an opportunity to the level of mastery of research skills for the future counselors. The third stage was conducted according to CEFR for determining the level of mastering the English language by students.

We believe that this diagnostic tool is suitable for measuring the research competence of students enrolled in other teaching specialties. Diagnosing the initial level of research competence of future counselors allows us to conduct a formative experiment. In the formative experiment, we take academic writing as the basis for the development of research competence. In our opinion, with the help of the academic writing course it is possible to form the research competence of students at the highest level.
Thus, further studies on the topic could engage a more varied range of future social counselors, which would lead to a deeper study of their research competence depending on the age, gender, and university of the participants.

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Social pedagogy in Kazakhstan: diagnosis of research competence to explore future counselors

Pedagogia social no Cazaquistão: diagnóstico de competência de pesquisa para explorar futuros conselheiros

Pedagogía social en Kazajstán: diagnóstico de la competencia de investigación para explorar futuros consejeros

Resumo
O objetivo do estudo foi distinguir as formas e critérios para diagnosticar os níveis de competência de pesquisa dos futuros conselheiros na especialidade “Pedagogia social e autoconhecimento” e descrever as ferramentas de diagnóstico de acordo com cada critério. A pesquisa envolveu 103 alunos que adquiriram um mestrado em pedagogia social em universidades cazaques. A competência de pesquisa dos participantes foi medida por meio de 4 critérios e avaliada por meio da prova “Definição de motivos de ensino de alunos de instituições de ensino superior”, “A atitude em relação à competência de pesquisa dos futuros assistentes sociais”; Teste de “Atitude significativa em relação à pesquisa”, métodos de autoavaliação de preparação para atividade profissional, teste de “Habilidade Intelectual”, teste de “Avaliação do nível de desenvolvimento das habilidades de pesquisa dos alunos”, Quadro Europeu Comum de Referência para a Língua Inglesa e o teste “Diagnóstico do nível de desenvolvimento reflexivo”. Foi aprovada a utilidade das ferramentas de diagnóstico para a avaliação da competência dos alunos em outras especialidades pedagógicas.

Palavras-chave: Competência em pesquisa. Conselheiro. Autoconhecimento. Estudantes cazaques. Pedagogia social.

Abstract
The aim of the study was to distinguish the ways and criteria to diagnose the research competence levels of future counselors in the specialty “Social pedagogy and self-knowledge” and to describe diagnostic tools in accordance with each criterion. The research engaged 103 students acquiring master’s degree in social pedagogy at two Kazakh universities. The participants’ research competence was gauged by 4 criteria and assessed by the “Motives definition of the teaching students of higher educational institutions” test, “The attitude to the research competence of future social workers” test; “Significant attitude to research” test, methods of self-assessment of readiness for professional activity, “Intellectual lability” test, “Assessment of the level of development of research skills of students” test, Common European Framework of Reference for English Language, and the “Diagnostics of the reflexive development level” test. The usefulness of diagnostic tools was approbated for assessment of students’ competence in other pedagogical specialties.

Keywords: Research competence. Counselor. Self-knowledge. Kazakh students. Social pedagogy.

Resumen
El objetivo del estudio fue distinguir las formas y criterios para diagnosticar los niveles de competencia investigadora de los futuros consejeros en la especialidad “Pedagogía social y autoconocimiento” y describir las herramientas diagnósticas de acuerdo con cada criterio. La investigación involucró a 103 estudiantes que adquirieron una maestría en pedagogía social en dos universidades kazajas. La competencia de investigación de los participantes se midió mediante 4 criterios y se evaluó mediante la prueba “Definición de motivos de los estudiantes docentes de instituciones de educación superior”, “La actitud hacia la competencia de investigación de los futuros trabajadores sociales”; Prueba de “Actitud significativa hacia la investigación”, métodos de autoevaluación de la preparación para la actividad profesional, prueba de “Labilidad intelectual”, prueba de “Evaluación del nivel de desarrollo de las habilidades de investigación de los estudiantes”, Marco Común Europeo de Referencia para el Idioma Inglés y la prueba “Diagnóstico del nivel de desarrollo reflexivo”. Se aprobó la utilidad de las herramientas diagnósticas para la evaluación de la competencia de los estudiantes en otras especialidades pedagógicas.

Palabras-clave: Competencia investigadora. Consejero. Autoconocimiento. Estudiantes kazajos. Pedagogía social.