

PAPER

About the Role of Digital Technologies for the Personality-oriented Self-development of Students in the Field of Modern Education

Mukaddes Demirok¹(✉),
Khaidarov Azizkhoja²,
Kylyshbayeva Gulnar³,
Khaidarov Sadykhan³,
Tastanbekova Gulnara⁴,
Kashkinbayev Nurgali²,
Khaidarov Saidkhoja²

¹Near East University, Lefkosa,
Mersin, Turkey

²A. Kuatbekov Peoples'
Friendship University,
Shymkent, Republic of
Kazakhstan

³Central-Asian Innovation
University, Shymkent,
Republic of Kazakhstan

⁴Shymkent University,
Shymkent, Republic of
Kazakhstan

[mukaddes.sakalli@
neu.edu.tr](mailto:mukaddes.sakalli@neu.edu.tr)

ABSTRACT

The purpose of this research is to get the views of students on the development of personality-oriented personal development with digital technologies in the field of modern education. The phenomenology design, which is suitable for the nature of the research, was used among the qualitative research designs. The study group for the research consists of 33 university students studying at various universities in Kazakhstan. A semi-structured interview form developed by the researchers was used as a data collection tool in the study. As a result of the research, the majority of the students stated that they did not receive training with digital technologies related to their personality-oriented personal development. On the other hand, the majority of the students stated that they were willing to receive training with digital technologies related to their personality-oriented personal development. The students participating in the research offered suggestions for the content, form, and duration of the training programs related to the development of their personality-oriented personal development with digital technologies. Suggestions for the content of the training include training in digital technologies for personal development, communication skills, time management training, effective working techniques training, stress management training, speed reading memory techniques training, art training, and innovation and creativity training.

KEYWORDS

personal development, digital technology, student views

1 INTRODUCTION

With the rapid development of the Internet and mobile technologies, the use of digital technologies has become quite widespread [1–3]. However, the number and variety of digital technologies and their widespread use in every field have increased the number of skills individuals should have [4–7]. The effective use of digital technologies

Demirok, M., Azizkhoja, K., Gulnar, K., Sadykhan, K., Gulnara, T., Nurgali, K., Saidkhoja, K. (2023). About the Role of Digital Technologies for the Personality-oriented Self-development of Students in the Field of Modern Education. *International Journal of Emerging Technologies in Learning (iJET)*, 18(18), pp. 249–260. <https://doi.org/10.3991/ijet.v18i18.43217>

Article submitted 2023-05-17. Revision uploaded 2023-07-30. Final acceptance 2023-07-30.

© 2023 by the authors of this article. Published under CC-BY.

in the field of education, as in many fields, is seen as the reason for this [8–10]. Digital technologies, which have an impact on all types of education [11], from preschool education to university education and even lifelong learning activities carried out after university education, also play a role in ensuring the personality-oriented personal development of students in the field of modern education.

1.1 Theoretical and conceptual framework

Personal development can be defined as the lifelong development of a person by effectively using his or her potential, abilities, and resources to become an individual with an adult self [12]. The first step in personal development is to know oneself [13–15]. The individual should gain awareness of issues related to himself, such as his beliefs and values, personality structure and behavior styles, level of knowledge, strengths and skills that need to be developed, and weaknesses [16] [17].

Being able to realize the unlimited power within a person and knowing their potential is a part of personal development. Then, it is necessary to find this power's components, determine its character, and act in that direction [18] [19]. Setting goals, controlling emotions, controlling behavior, being positive and behaving positively, thinking, learning, and reading, eloquence, memory techniques, etc. All of these topics are within the scope of personal development [20] [21]. In general, having information about the whole and focusing more on one or a few of them is personal development itself [22].

The person chooses whatever is important to them and concentrates on it. This choice is different for everyone. Another aspect of personal development is to seek new goals as one achieves one's goals [23] [24]. The concept of personal development is seen as a concept that is deemed necessary to respond to the needs of society. Therefore, it can be said that it has a dynamic structure that can change in line with needs and demands [25].

The personal development process is seen as a process that can be planned [26] [27]. Personal development training sessions are organized to increase people's knowledge and skills about life [28]. Another purpose of these training sessions is to make people realize their power and what they can do to achieve the life they want. Considering all these, personal development training sessions aim to increase the effectiveness and satisfaction of the person both in business and in private life [29]. The main objectives of the personal development activities given to students are developing social-emotional competence, managing emotions, gaining autonomy and independence, establishing identity, and developing purpose [30] [31].

1.2 Related research

Rimke [32] stated the benefits of personal development as increased opportunities in areas such as health, positive attitudes or behaviors, friendship, love, happiness, wealth, peace, joy, faith, and inner integrity. In his study, Ngai [33] designed and implemented a training program aimed at improving the personal development and social commitment of university students. As a result of the research, it has been revealed that the majority of students realize their potential by developing personal autonomy through real-world experiences.

Mueller and Anderson [34] examined the entrepreneurial learning process and its effects on students' personal development. The research identified three personal qualities: a multidimensional sense of responsibility, independent thinking, and the ability

to connect with one's own and other people's needs. As a result of the research, certain dynamics in which these qualities interact and develop were determined and presented with suggestions on how education could revive this process. Anjum [35] evaluated the effects of internship programs on the professional and personal development of business students. The results of the study revealed the impact of internship programs on the professional and personal development and skills of business students in Pakistan.

Monks et al. [36] stated that university students' personal development plans affect their career planning and are also related to career service in terms of both design and presentation. They also emphasized that the skills and abilities needed at graduation are usually left to the last year of university, but adding career planning to a personal development plan can clarify future goals.

1.3 Purpose of the research

The purpose of this research is to gather the views of students on the development of personality-oriented personal development with digital technologies in the field of modern education. The following research questions were formed regarding the purpose of the study:

1. What is the status of students receiving education with digital technologies regarding their personality-oriented personal development?
2. Motivation of the students to receive education with digital technologies related to their personality-oriented personal development.
3. What are the suggestions for education programs regarding the development of students' personality-oriented personal development with digital technologies?

2 METHODOLOGY

2.1 Research method

In the field of modern education, the views of students on the development of personality-oriented personal development with digital technologies are discussed using the qualitative research method. A qualitative research method is a type of method that is convenient to understand, makes sense of, and brings healthier interpretations of what is experienced because it is carried out in a natural environment [37]. The phenomenology design, which is suitable for the nature of the research, was used among the qualitative research designs. The phenomenology design is a research design that offers the opportunity to examine the phenomena that we know but for which we cannot produce clear statements based on scientific findings, and that provides the opportunity to make interpretations by creating rich discourses [38].

2.2 Participants

The study group of the research consists of 33 university students studying at various universities in Kazakhstan. University students are studying in the fall semester of the 2022–2023 academic year. Of the students participating in the study, 19 were girls and 14 were boys. 9 of the students are in the first grade, 12 of them are in the second grade, 7 of them are in the third grade and 5 of them are in the fourth grade. All of the students participating in the study are studying at the faculty of education.

2.3 Data collection tools

A semi-structured interview form was used as a data collection tool in the research. The semi-structured interview form was developed by the researchers. After the literature review, questions were prepared and feedback was taken from two experts before finalizing them. There are two demographic questions in the semi-structured interview form. Demographic questions were created to collect students' gender and class information. In the field of modern education, one closed-ended and two open-ended questions, were developed to get the views of students on the development of their personality-oriented personal development with digital technologies. The questions in the semi-structured interview form are given below:

1. Have you ever received training on digital technologies related to your personality-oriented personal development?
2. Are you willing to receive training with digital technologies related to your personality-oriented personal development? Give your opinion.
3. What are your suggestions for training programs related to the development of your personality-oriented personal development with digital technologies?

A researcher information form was prepared together with the semi-structured interview form prepared to collect the research data. The information form has been prepared to make an ethical statement. The researcher information form contains the following information: 1. Names of persons and institutions conducting the research. 2. Purpose of the research. 3. The scope and universe of the research. 4. That the research will be carried out happily. 5. The average time the research will be conducted. 6. Information on the interview form to be applied with the volunteer participants. 7. For what purpose the information obtained from the volunteers will be used? 8. How to store the information to be obtained from the volunteers. 9. Informing that the information obtained from the volunteers will not be used in other research.

University students who read and approved the researcher information form formed the volunteer study group for the research.

2.4 Data collection process

The research was carried out at the universities where the students studied. Interviews with students were conducted face-to-face and one-on-one. During the interviews with the students, the students were informed about the ethical principles of the research, the method, and the confidentiality of the data, and their consent was obtained regarding their voluntary participation in the research. The answers they gave to the questions in the semi-structured interview form were recorded with a voice recorder. Permission was also obtained from the students to record the interviews. The collection of research data took a month.

2.5 Data analysis

The audio recordings made during the interviews with the students participating in the research were converted into text by the researchers. The sound recordings were listened to again and checked.

The answers given by the students to the open-ended questions in the semi-structured interview form were examined separately by each researcher, and the issues with “consensus” and “disagreement” were discussed and necessary arrangements made. The reliability formula suggested by Miles and Huberman [39] was used to calculate the reliability of the study. $\text{Reliability} = \text{Consensus} / (\text{Agreement} + \text{Disagreement})$ As a result of the calculation, the reliability of the research was found to be 81% for the first question, 100% for the second question, 88% for the third question, and an average of 89%. The result obtained here is considered reliable for research.

The data set was analyzed using the descriptive analysis technique, which is one of the analysis techniques in qualitative research methods. The purpose of descriptive analysis is to bring together the data collected as a result of interviews and observations with the reader in an organized and interpreted way [40].

3 RESULTS

In this section, the answers given by the participants in the research to the questions in the semi-structured interview form were tabulated to present frequency and percentage distributions. Direct quotes derived from the students’ responses are referenced using coding such as S1, S2, S3, and so on. Research data have been rounded to the nearest percentage values for statistical analysis.

Table 1 assesses the educational status of the research participants in relation to their personality-oriented personal development using digital technology.

Table 1. The status of students receiving education with digital technologies regarding their personality-oriented personal development

Category	F	%
I received education	4	12.1
I did not receive an education	29	87.9
Total	33	100

In Table 1, the status of receiving education with digital technologies regarding personality-oriented personal development of the students participating in the research was evaluated in the categories of “I received education” and “I did not receive education.” While 12.1% of the students stated that they received training with digital technologies related to their personality-oriented personal development, 87.9% of them stated that they did not receive any training.

In Table 2, the views of the students participating in the research on their motivation to receive education with digital technologies regarding their personality-oriented personal development were evaluated.

Table 2. Students desire to receive education with digital technologies regarding their personality-oriented personal development

Category	F	%
I would like to study	31	93.9
I am undecided about getting an education.	2	6.1
I do not want to study	–	–
Total	33	100

In Table 2, the wishes of the students participating in the research to receive education with digital technologies regarding their personality-oriented personal development were evaluated in the categories “I would like to receive education,” “I am undecided about education,” and “I do not want to receive education.” While 93.9% of the students participating in the research stated that they wanted to receive education with digital technologies related to their personality-oriented personal development, 6.1% stated that they were undecided about getting an education. Among the students participating in the research, no student stated that they do not want to receive education with digital technologies related to their personality-oriented personal development.

In Table 3, suggestions for education programs related to the personality-oriented personal development of the students participating in the research with digital technologies are given.

Table 3. Recommendations for education programs regarding the development of students' personality-oriented personal development with digital technologies

Category	Subcategory	F	%
Recommendations for the content of the training	Training to benefit from digital technologies in personal development	27	81.8
	Communication skills and time management training		
	Effective working techniques training		
	Stress management training		
	Speed reading memory techniques training		
	Art education		
	Innovation and creativity training		
Recommendations for the form of education	Face-to-face education	14	42.4
	Distance learning		
	Blended education		
Recommendations for the duration of the training	Throughout the educational process	5	15.5
	In the last year of education		

In Table 3, the suggestions of the students participating in the research regarding the training programs regarding the development of their personality-oriented personal development with digital technologies were evaluated in three categories. These suggestions are for the content of the training, suggestions for the form of the training, and suggestions for the duration of the training. Students' suggestions for the content of education programs on the development of personality-oriented personal development with digital technologies are: training to benefit from digital technologies in personal development, communication skills, time management training, and effective working techniques training, stress management training, speed reading memory techniques training, art training, and innovation and creativity training. Students' suggestions for the form of education programs on the development of personality-oriented personal development with digital technologies are: face-to-face education, distance education, and blended education. Students' suggestions for the duration of the education programs on the development of personality-oriented

personal development with digital technologies have been in the direction of being given throughout the education period and in the last year of education. While 81.8% of the students participating in the research made suggestions regarding the content of the training programs related to the development of their personality-oriented personal development with digital technologies, 42.4% of them made suggestions regarding the form. 15.5% of the students participating in the research developed suggestions regarding the duration of the training programs on the development of personality-oriented personal development with digital technologies.

The opinions of some students who participated in the research are given below.

“S7: Such a training program should ensure that digital technologies are used in personal development, especially as content. In particular, it can be a development provider in fields such as instruments, painting, and sculpture. The course may focus on study methods. I would like such an education to be given in the form of distance education. S11: I would love to have such a course in our curriculum. I would like to be given training in effective communication and effective use of time. It can also be speed reading or memory training. I would very much like this training to be given in different areas of personal development from the first semester we started our education at the faculty until we graduate. S24: I would love to take personal development classes before starting my career, especially in my senior years. Effective education can be provided both in the classroom environment and through distance courses. Stress management, innovation and creativity, and communication skills are the most important areas of development for a teacher. S31: I think the use of digital technologies in personal development is only possible with education through digital technologies. Training can be provided in many fields. Training sessions in various branches of art, ineffective communication, and adapting to innovations can be given with the support of digital technologies.”

4 DISCUSSION

The majority of the students participating in the research stated that they did not receive training with digital technologies related to their personality-oriented personal development. The majority of the students participating in the research stated that they are willing to receive training with digital technologies related to their personality-oriented personal development. The students participating in the research offered suggestions for the content, form, and duration of the training programs related to the development of their personality-oriented personal development with digital technologies. Suggestions for the content of the training: Training on using digital technologies in personal development, communication skills, and time management training, effective working techniques training, stress management training, speed reading memory techniques training, art training, and innovation and creativity training. Recommendations for the form of education: face-to-face education, distance education, and blended education. Suggestions for the duration of education: It is during the education and training process and in the last year of education.

Balaban and Çakmak [41] examined university students' perceptions of personal development training in their study. As a general result of the research, it has been determined that there is a significant relationship between students' perceptions of personal development and personal development training and that personal development training differs significantly according to gender and faculties. However, in this study, it was concluded that students believed in the benefits of personal

development training. Terenzini et al. [42] revealed that university students showed significant personal development in their last year compared to their first year, considering their school life. Rossin and Hyland [43] examined the effects of group-based learning in higher education on students' personal and social development. In the research, it is revealed that university students' learning based on group work is very beneficial for their personal and social development. Mittendorff et al. [44] emphasize that students' personal development plans are effective in achieving their learning goals and preferences for the future and that personal development plans guide them in terms of career goals. In his study, Jackson [45] stated that understanding how students learn through their personal development plans, evaluating their learning in a wider framework, improving their general skills for education and career management, expressing their personal goals, and evaluating progress toward their success are the factors that contribute to the personal development of students.

5 CONCLUSION

Self-improvement refers to the process by which individuals become more competent to achieve their personal goals. In this process, in addition to the training sessions people receive for professional development, the training sessions received during the university period, especially in terms of being ready for business life, affect personal development as well as business and career-related elements. Personal development and personal development training sessions, which are considered a part of this development, operate during student life as well as in business life. Especially with the development of technology, it is possible to see the effect of digital technologies in new orientations regarding personal development training, as in all areas of education. Starting from here, this research in the field of modern education is aimed at getting the opinions of students on the development of personality-oriented personal development with digital technologies.

As a result of the research, the majority of the students stated that they did not receive training with digital technologies related to their personality-oriented personal development. On the other hand, the majority of the students stated that they were willing to receive training with digital technologies related to their personality-oriented personal development. The students participating in the research offered suggestions for the content, form, and duration of the training related to the development of their personality-oriented personal development with digital technologies.

Suggestions for the content of the training include training on using digital technologies in personal development, communication skills, and time management training, effective working techniques training, stress management training, speed reading memory techniques training, art training, and innovation and creativity training.

Recommendations for the educational format encompass face-to-face education, distance education, and blended education. As for the recommended timing of education, suggestions include integrating it within the ongoing education and training process as well as implementing it in the final year of education.

6 RECOMMENDATIONS

The results of the research indicated that university students had not received training with digital technologies related to their personality-oriented personal

development before, but they were willing to do so. It is recommended that personal development training be integrated within university curricula, considering factors such as educational content, education type, and duration of education preferred by the students. The personal development training to be organized must be aimed at meeting the needs of the students. Furthermore, it's important to note that this research specifically focused on students enrolled in education faculties at universities. Conducting similar research with students from various faculties would enhance the depth and applicability of insights within the field.

7 REFERENCES

- [1] Y. Surmelioglu and S.S. Seferoglu, "An examination of digital footprint awareness and digital experiences of higher education students," *World Journal on Educational Technology: Current Issues*, vol. 11, no. 1, pp. 48–64, 2019. <https://doi.org/10.18844/wjet.v11i1.4009>
- [2] R. Yilmaz, F.G.K. Yilmaz, and H.T. Ozturk, "Examining the relationship between preservice teachers' educational technology and material development competency and their techno-pedagogical competency," *Global Journal of Information Technology: Emerging Technologies*, vol. 7, no. 3, pp. 86–91, 2017. <https://doi.org/10.18844/gjit.v7i3.2830>
- [3] N.T.H. Giang, P.T.T. Hai, N.T.T. Tu, and P.X. Tan, "Exploring the readiness for digital transformation in a higher education institution towards industrial revolution 4.0," *International Journal of Engineering Pedagogy (ijEP)*, vol. 11, no. 2, pp. 4–24, 2021. <https://doi.org/10.3991/ijep.v11i2.17515>
- [4] H. Uzunboylu and N. Tuncay, "Divergence of digital world of teachers," *Journal of Education Technology & Society*, vol. 13, no. 1, pp. 186–194, 2010. <https://www.jstor.org/stable/jeductechsoci.13.1.186>
- [5] G.F. Zahra, A. Mohammed, D. Khadija, T. Mohammed, and N. Abdelou, "Towards a computerized system of pedagogical orientation to succeed in Morocco University," *Global Journal of Guidance and Counseling in Schools: Current Perspectives*, vol. 6, no. 2, pp. 36–46, 2016. <https://doi.org/10.18844/gjgc.v6i2.716>
- [6] K. Eambunnapong, P. Nilsook, and P. Wannapiroon, "A systematic review of the intelligent digital storytelling process in disseminating health information," *International Journal of Online and Biomedical Engineering (ijOE)*, vol. 19, no. 7, pp. 200–223, 2023. <https://doi.org/10.3991/ijoe.v19i07.37431>
- [7] K. Carraro and R. Trinder, "Technology in formal and informal learning environments: Students perspectives," *Global Journal of Foreign Language Teaching*, vol. 11, no. 1, pp. 39–50, 2021. <https://doi.org/10.18844/gjflt.v11i1.5219>
- [8] G. Marzano, S. Usca, and V. Lubkina, "A multidimensional approach to support training activities in the digital era," *New Trends and Issues Proceedings on Humanities and Social Sciences*, vol. 7, no. 1, pp. 10–19, 2020. <https://doi.org/10.18844/prosoc.v7i1.4896>
- [9] N. Yazcayir and K. Selvi, "Information and communication technology competencies of classes teachers," *International Journal of Innovation Research in Education*, vol. 1, no. 1, pp. 20–30, 2014. <https://doi.org/10.18844/ijire.v1i1.120>
- [10] I. Mustapha, N. Thuy Van, M. Shahverdi, M.I. Qureshi, and N. Khan, "Effectiveness of digital technology in education during COVID-19 pandemic. A bibliometric analysis," *International Journal of Interactive Mobile Technologies (ijIM)*, vol. 15, no. 8, pp. 136–154, 2021. <https://doi.org/10.3991/ijim.v15i08.20415>
- [11] H. Uzunboylu and N. Azhar, "Mobile learning as a new technology in education," *Global Journal of Information Technology: Emerging Technologies*, vol. 13, no. 1, pp. 7–16, 2023. <https://doi.org/10.18844/gjit.v13i1.8459>

- [12] L.I. Bulavintseva, "Video lessons as an element of the system of method study of biology teachers to design a personality-oriented educational process," *News of the Samara Russian Academy of Sciences, Social, Humanitarian, Health-Biological Sciences*, vol. 22, no. 75, pp. 15–20, 2020. <https://doi.org/10.37313/2413-9645-2020-22-75-15-20>
- [13] I.Z. Karabaevna and C.R. Kungratovich, "Peculiarities of professional self-development of a future teacher in the context of personality-oriented pedagogy," *European Journal of Research and Reflection in Educational Sciences*, vol. 7, no. 12, 2019.
- [14] T. Laor, "The added value of college radio: Student self-development, fulfillment, and confidence," *High Education, Skills and Work-Based Learning*, vol. 10, no. 2, pp. 339–354, 2019. <https://doi.org/10.1108/HESWBL-07-2019-0089>
- [15] C. Lennie, "The role of personal development groups in counsellor training: Understanding factors contribute to self-awareness in the personal development group," *British Journal of Guidance & Counselling*, vol. 35, no. 1, pp. 115–129, 2007. <https://doi.org/10.1080/03069880601106849>
- [16] A.S. Artikboyevna, "Discussion-innovative learning technology in the context of the transit into a personality-oriented education," *European Journal of Research and Reflection in Educational Sciences*, vol. 8, no. 3, 2020.
- [17] L. Dolga, H. Filipescu, M.M. Popescu-Mitroi, and C.A. Mazilescu, "Erasmus mobility impact on professional training and personal development of student's beneficiaries," *Procedia – Social and Behavioral Sciences*, vol. 191, pp. 1006–1013, 2015. <https://doi.org/10.1016/j.sbspro.2015.04.235>
- [18] K. Stek, "Personality development in higher education in the era of industry 4.0: Comparing educational practices and philosophies in Industry 1.0 and Industry 4.0," in *Smart Industry – Better Management (Advanced Series in Management)*, T. Bondarouk, & M. R. Olivas-Luján (Eds.). Emerald Publishing Limited, vol. 28, 2022, pp. 35–50. <https://doi.org/10.1108/S1877-636120220000028005>
- [19] S. Tosati, N. Lawthong, and S. Suwanmonkha, "Development of an appreciative inquiry and assessment processes for students' self-knowing and self-development," *Procedia – Social and Behavioral Sciences*, vol. 191, pp. 753–758, 2015. <https://doi.org/10.1016/j.sbspro.2015.04.422>
- [20] I.L. McCann and L.A. Pearlman, "Constructivist self-development theory: A theoretical framework for assessing and treating traumatized college students," *Journal of American College Health*, vol. 40, no. 4, pp. 189–196, 1992. <https://doi.org/10.1080/07448481.1992.9936281>
- [21] S. Ponea and A. Sandu, "New approaches in personal development field-appreciative socialization group," *Postmodern Openings*, vol. 5, no. 5, pp. 147–157, 2011. <https://postmodernopenings.com/wp-content/uploads/2011/04/10-New-Approaches-in-Personal-Development-Field-Appreciative-Socialization-Group.pdf>
- [22] M. Pallisera, J. Fullana, J.M. Palaudarias, and M. Badosa, "Personal and professional development (or use of self) in social educator training. An experience based on reflective learning," *Social Work Education*, vol. 32, no. 5, pp. 576–589, 2013. <https://doi.org/10.1080/02615479.2012.701278>
- [23] Z. Madina, R.Z. Aubakirova, T. Manyapova, B.R. Rakhmetollauly, K.A. Anatolyevna, and E.V. Mishchenko, "Self-development as a factor of professional growth of future teachers," *Cypriot Journal of Education Science*, vol. 17, no. 3, pp. 903–919, 2022. <https://doi.org/10.18844/cjes.v17i3.6984>
- [24] A. Caspi and B.W. Roberts, "Personality development across the life course: The argument for change and continuity," *Psychological Inquiry*, vol. 12, no. 2, pp. 49–66, 2001. https://doi.org/10.1207/S15327965PLI1202_01

- [25] K. Aboalshamat, X.Y. Hou, and E. Strodl, "The impact of a self-development coaching program on medical and dental students' psychological health and academic performance: A randomised controlled trial," *BMC Medical Education*, vol. 15, no. 1, pp. 1–13, 2015. <https://doi.org/10.1186/s12909-015-0412-4>
- [26] S. Kravchuk, "Willingness to forgive oneself and others as a way of personal growth of university students," *Revision Romanean Pentru Educatie Multidimensionala*, vol. 13, no. 3, pp. 262–279, 2021. <https://doi.org/10.18662/rrem/13.3/451>
- [27] A.L. Mirzagitova and L.G. Akhmetov, "Self-development of pedagogical competence of future teacher," *International Education Studies*, vol. 8, no. 3, pp. 114–121, 2015. <https://eric.ed.gov/?id=EJ1060886>
- [28] S. Hallam, "The power of music: Its impact on the intellectual, social and personal development of children and young people," *International Journal of Music Education*, vol. 28, no. 3, pp. 269–289, 2010. <https://doi.org/10.1177/0255761410370658>
- [29] S.X. Xamidovna and M.R. Ergasheva, "Pedagogical conditions of personal development in the educational process," *ACADEMICIA: An International Multidisciplinary Research Journal*, vol. 11, no. 3, pp. 1239–1243, 2021. <https://doi.org/10.5958/2249-7137.2021.00789.8>
- [30] B.S. Absamatovich, K.F. Komiljonovna, and R.I. Mansurovna, "Technologies for the development of personality of students in elementary classes through a personality-oriented approach in education," *European Journal of Research and Reflection in Educational Sciences*, vol. 8, no. 2, 2020.
- [31] D. Cakmak, "Examination of university students' perceptions of personal development and personal development training," Master's thesis, Sakarya University, 2016.
- [32] H.M. Rimke, "Governing citizens through self-help literature," *Cultural Studies*, vol. 14, no. 1, pp. 61–78, 2000. <https://doi.org/10.1080/095023800334986>
- [33] S.S.Y. Ngai, "Service-learning, personal development, and social commitment: A case study of university students in Hong Kong," *Adolescence*, vol. 41, no. 161, 2006. <https://psycnet.apa.org/record/2006-05079-011>
- [34] S. Mueller and A.R. Anderson, "Understanding the entrepreneurial learning process and its impact on student's personal development: A European perspective," *The International Journal of Management Education*, vol. 12, no. 3, pp. 500–511, 2014. <https://doi.org/10.1016/j.ijme.2014.05.003>
- [35] S. Anjum, "Impact of internship programs on professional and personal development of business students: A case study from Pakistan," *Future Business Journal*, vol. 6, no. 1, pp. 1–13, 2020. <https://doi.org/10.1186/s43093-019-0007-3>
- [36] K. Monks, E. Conway, and M.N. Dhuigneain, "Integrating personal development and career planning: The results for first year undergraduate learning," *Active Learning in Higher Education*, vol. 7, no. 1, pp. 73–86, 2006. <https://doi.org/10.1177/1469787406063216>
- [37] R. Ormston, L. Spencer, M. Barnard, and D. Snape, "The foundations of qualitative research," *Qualitative Research Practice: A Guide for Social Science Students and Researchers*, vol. 2, no. 7, pp. 52–55, 2014.
- [38] A.J. Sundler, E. Lindberg, C. Nilsson, and L. Palmér, "Qualitative thematic analysis based on descriptive phenomenology," *Nursing Open*, vol. 6, no. 3, pp. 733–739, 2019. <https://doi.org/10.1002/nop2.275>
- [39] M.B. Miles and A.M. Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*. Sage Publications, Inc., 1994. <https://psycnet.apa.org/record/1995-97407-000>
- [40] J. Kitzinger, "Qualitative research: Introducing focus groups," *BMJ*, vol. 311, pp. 299–302, 1995. <https://doi.org/10.1136/bmj.311.7000.299>
- [41] Ö. Balaban and D. Çakmak, "Examination of university students' perceptions of personal development training," *Sakarya Journal of Economics*, vol. 5, no. 1, pp. 1–17, 2016. <https://dergipark.org.tr/en/pub/sid/issue/30103/324781>

- [42] P.T. Terenzini, C. Theophilides, and W.G. Lorang, "Influences on students' perceptions of their personal development during the first three years of college," *Research in Higher Education*, vol. 21, no. 2, pp. 178–194, 1984. <https://doi.org/10.1007/BF00975104>
- [43] D. Rossin and T. Hyland, "Group work-based learning within higher education: An integral ingredient for the personal and social development of students," *Mentoring and Tutoring*, vol. 11, no. 2, pp. 153–162, 2003. <https://doi.org/10.1080/13611260306860>
- [44] K. Mittendorff, W. Jochems, F. Meijers, and P. Den Brok, "Differences and similarities in the use of the portfolio and personal development plan for career guidance in various professionalism schools in the Netherlands," *Journal of Vocational Education and Training*, vol. 60, no. 1, pp. 75–91, 2008. <https://doi.org/10.1080/13636820701828903>
- [45] N. Jackson, "Personal development planning: What does it mean?" *The High Education Academy*, pp. 1–8, 2001.

8 AUTHORS

Mukaddes Demirok is affiliated with Near East University, Lefkosa, Mersin 10 Turkey (E-mail: mukaddes.sakalli@neu.edu.tr).

Khaidarov Azizkhoja is affiliated with Khaidarov Azizkhoja, A. Kuatbekov Peoples' Friendship University, 32, Tole bi Street, Shymkent 160011, Republic of Kazakhstan (E-mail: khaidarov_aziz@udn.edu.kz, ORCID: <https://orcid.org/0000-0003-1991-7137>).

Kylyshbayeva Gulnar is affiliated with Central-Asian Innovation University, 80, A. Baitursynova Street, Shymkent 160000, Republic of Kazakhstan (E-mail: kuntun-gulnar@portal.caiu.edu.kz, ORCID: <https://orcid.org/0000-0002-9127-065X>).

Khaidarov Sadykhan is affiliated with Central-Asian Innovation University, 80, A. Baitursynova Street, Shymkent 160000, Republic of Kazakhstan (E-mail: khaidarov_sadykzhan@portal.caiu.edu.kz, ORCID: <https://orcid.org/0000-0002-0824-0127>).

Tastanbekova Gulnara is affiliated with the Department of Science and International Relations, Shymkent University, 131, Zhibek Zholy Street, Shymkent 160031, Republic of Kazakhstan (E-mail: gulnara.tastanbekova@auzevov.edu.kz, ORCID: <https://orcid.org/0000-0003-3532-5852>).

Kashkinbayev Nurgali is affiliated with A. Kuatbekov Peoples' Friendship University, 32, Tole bi Street, Shymkent 160011, Republic of Kazakhstan (E-mail: kashkinbayev_nurgali@udn.edu.kz, ORCID: <https://orcid.org/0000-0003-4771-2243>).

Khaidarov Saidkhoja is affiliated with A. Kuatbekov Peoples' Friendship University, 32, Tole bi Street, Shymkent 160011, Republic of Kazakhstan (E-mail: khaidarov_said@udn.edu.kz, ORCID: <https://orcid.org/0000-0002-62021-8418>).