ӘЛ-ФАРАБИ атындағы ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ

ХАБАРШЫ

Психология және әлеуметтану сериясы

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КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ имени АЛЬ-ФАРАБИ

ВЕСТНИК

Серия психологии и социологии

_____

AL-FARABI KAZAKH NATIONAL UNIVERSITY

THE JOURNAL

of Psychology & Sociology

_____

№2 (89)

Психология және әлеуметтану сериясы журналының негізгі тақырыптары – теориялық, экспериментттік және практикалық-қолданбалы сипаттағы өзекті психологиялық, әлеуметтік-психологиялық жұмыстар, сонымен қатар әлеуметтану және әлеуметтік жұмыс саласындағы жұмыстар

1-бөлім
ПСИХОЛОГИЯ

Section 1
PSYCHOLOGY

Раздел 1
ПСИХОЛОГИЯ

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PSYCHOLOGICAL ASPECTS OF FORMATION OF MANAGER'S INFORMATION KNOWLEDGE IN THE SYSTEM OF HIGHER EDUCATION

The problem of determining the psychological aspects of information-management knowledge of a modern head of a structural unit of the university, corresponding to modern requirements, is in the center of attention of scientists and practitioners-managers.

The purpose of the study is to identify the main directions of information knowledge formation in managers, as well as to study the psychological mechanisms influencing the success of this process. The methodology includes the analysis of psychological theories and experimentation aimed at identifying the key factors influencing information assimilation by managers. The study involved 43 managers of structural units of the university. The structure of information competence is a construct of three components: cognitive, motivational-value and operational-activity. Managers were divided taking into account the unity of these components. into three groups: with high, medium and low level of information competence. At the first stage, structural subdivisions were included in the work of the Centre of situational management of KazNU, at the second stage an individualized training path for managers to improve the skills of solving management problems at the intersection of psychology, pedagogy and sociology was conducted, at the third stage the effectiveness of the model of development of managerial competence of managers of structural subdivisions of the university was evaluated, and the methodological support for this model was developed. As a result, a significant increase in the numerical value of all components of information and managerial competence of managers with different levels of training due to the purposeful pedagogical influence was achieved, as well as evaluations of these characteristics in the context of psychological aspects of managers' activity were given.

The authors of the article attempt to summarize the theoretical arsenal in the sphere of information expertise of managers of modern higher education institution, basic psychological and pedagogical criteria and conditions for the development of these skills. Comparing approaches in the analysis of information skills and abilities allowed to identify existing trends in the management of Kazakhstani higher education. The research conducted by the authors will contribute to the theory and practice of management psychology of the manager of a modern university, will supplement with new psychological and pedagogical knowledge the content of the system of advanced training of university teachers.

Key words: management psychology, information knowledge; information competence; information resources; psychology of modern education manager, digitalization; managerial expertise.

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Жоғары білім беру жүйесінде басшының ақпараттық білімін қалыптастырудың психологиялық аспектілері

Қазіргі заманғы талаптарға сәйкес келетін университеттің құрылымдық бөлімшесінің қазіргі басшысының ақпараттық-басқарушылық білімінің психологиялық аспектілерін анықтау мәселесі ғалымдар мен практик-менеджерлердің назарында.

Зерттеудің мақсаты – менеджерлерде ақпараттық білімді қалыптасты-рудың негізгі бағыттарын анықтау, сондай-ақ осы процестің сәттілігіне әсер ететін психологиялық механизмдерді зерттеу. Әдістеме басшылардың ақпаратты игеруіне әсер ететін негізгі факторларды анықтауға бағытталған психологиялық теориялар мен эксперименттерді талдауды қамтиды. Зерттеуге университет құрылымдық бөлімшесінің 43 басшысы қатысты. Ақпараттық құзыреттілік құрылымы үш компоненттен тұрады: когнитивті, мотивациялық-құндылық және операциялық-белсенділік. Менеджерлер осы компоненттердің бірлігін ескере отырып, үш топқа: ақпараттық құзыреттіліктің жоғары, орташа және төмен деңгейімен бөлінді. Бірінші

кезеңде құрылымдық бөлімшелер ҚазҰУ СБО жұмысына енгізілді, екінші кезеңде психология, педагогика және әлеуметтану тоғысында басқару мәселелерін шешу дағдыларын жақсарту бойынша басшыларға арналған оқытудың жеке траекториясы жүргізілді, үшінші кезеңде ЖОО құрылымдық бөлімшелері менеджерлерінің басқару құзыреттілігін дамыту моделінің тиімділігі бағаланды, сондай-ақ осы модель үшін әдістемелік қамтамасыз ету әзірленді. Нәтижесінде мақсатты педагогикалық әсер ету арқылы әр түрлі деңгейдегі менеджерлердің ақпараттық-басқару құзыреттілігінің барлық компоненттерінің сандық маңыздылығының едәуір артуына қол жеткізілді, сонымен қатар менеджерлер қызметінің психологиялық аспектілері аясында осы сипаттамаларға баға берілді.

Мақала авторлары қазіргі ЖОО басшыларының ақпараттық сараптамасы саласындағы теориялық арсеналды, осы дағдыларды дамытудың негізгі психологиялық-педагогикалық критерийлері мен шарттарын қорытындылауға тырысады. Ақпараттық дағдылар мен біліктілікті талдаудағы тәсілдерді салыстыру қазақстандық жоғары білім беру менеджментіндегі бар трендтерді анықтауға мүмкіндік берді. Авторлар жүргізген зерттеу заманауи университет менеджерін басқару психологиясының теориясы мен практикасына үлес қосуға мүмкіндік береді, жоғары оқу орындары оқытушыларының біліктілігін арттыру жүйесінің мазмұнын жаңа психологиялық-педагогикалық біліммен толықтырады.

Түйін сөздер: басқару психологиясы, ақпараттық білім; ақпараттық құзыреттілік; ақпараттық ресурстар; заманауи білім беру менеджерінің психологиясы, цифрландыру; басқарушылық сараптама.

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Психологические аспекты формирования информационных знаний руководителя в системе высшего образования

Проблема определения психологических аспектов информационно-управленческих знаний современного руководителя структурного подразделения университета, соответствующих современным требованиям, оказывается в центре внимания ученых и практиков-менеджеров.

Цель исследования заключается в выявлении основных направлений формирования информационных знаний у руководителей, а также в изучении психологических механизмов, влияющих на успешность этого процесса. Методология включает в себя анализ психологических теорий и эксперимента, направленные на выявление ключевых факторов, влияющих на усвоение информации руководителями. В исследовании приняли участие 43 руководителя структурных подразделения университета. Структура информационной компетентности представляет собой конструкцию из трех компонентов: когнитивной, мотивационно-ценностной и операционально-деятельностной. Менеджеры были разделены с учетом единства этих компонентов. на три группы: с высоким, средним и низким уровнем информационной компетентности. На первом этапе структурные подразделения были включены в работу Центра ситуационного управления КазНУ, на втором – проводилось индивидуализированная траектория обучения для руководителей по улучшению навыков решения управленческих проблем на стыке психологии, педагогики и социологии, на третьем этапе оценивалась эффективность модели развития управленческой компетентности менеджеров структурных подразделений вуза, а также разработано методическое обеспечение для этой модели. В результате было достигнуто значительное увеличение численного значения всех компонентов информационно-управленческой компетентности менеджеров с различным уровнем подготовки за счет целенаправленного педагогического воздействия, а также даны оценки этим характеристикам в контексте психологических аспектов деятельности руководителей.

Авторами статьи предпринимается попытка обобщить теоретический арсенал в сфере информационной экспертности управленцев современного вуза, базовые психолого-педагогические критерии и условия развития данных навыков. Компарирование подходов в анализе информационных навыков и умений позволило выявить существующие тренды в менеджменте казахстанского высшего образования. Исследование, проведенное авторами, позволит внести вклад в теорию и практику психологии управления менеджера современного университета, дополнит новыми психолого-педагогическими знаниями содержание системы повышения квалификации преподавателей вузов.

Ключевые слова: психология управления, информационное знание; информационная компетентность; информационные ресурсы; психология современного менеджера образования, цифровизация; управленческая экспертность.

Introduction

The quantity and quality of information flows are growing rapidly, people need to obtain and analyze large arrays of knowledge, and their professional activities are realized in an information context. The digitalization of social life, reinforced by quarantine measures, has entailed transformations related to the development of information competence, which is considered from different perspectives in the social sciences. The simplest understanding is reduced to working with computer software. In the course of the digitalization of professional activities, managers at all levels face a host of additional challenges, the solution to which depends on their level of information competence.

The effectiveness of transformation of educational processes in higher education institutions depends to a large extent on the quality level of professional training of heads of structural units of educational organizations, who by virtue of their position should always be in the forefront of innovation, ready to effectively use information resources. Certain difficulties are generated due to their weak managerial and information competencies, which affects the entire activity of the educational institution in particular, economic and social state of society as a whole. Consequently, the study of the development of these competencies becomes an urgent regional and state task.

Active introduction of information and communication technologies, means in the sphere of education is relevant in modern society. In pedagogical science through the use of information and communication technologies achieve greater efficiency in imparting to students the skills and culture of independent work, research and development activities, thus ensuring their effectiveness and quality. For the same purpose, educational organizations strive for the formation of information and educational space, more and more successes are achieved in the application of distance learning technologies.

The above-mentioned points actualize the problem of information and communication competence development from the point of view of pedagogical science, as well as in everyday activities. M.B. Lebedeva and O.N. Shilova in their works also use the term information and communication competence, which the authors consider to be the main competence of a person in modern conditions, and it is applied in various activities using a computer, various means of telecommunication, the Internet, etc. (Lebedeva, 2004:8).

To the above it is only necessary to add that information competence is characterized by continuity, and the activity of each manager is directly related to the level of information competence.

Materials and Methods

A necessary stage of our experimental work within the framework of the research topic was to clarify the content and structure of information competence of managers of educational organization of different levels, which allowed us to organize a study of this quality (information competence) of heads of structural units of the Kazakh National University named after Al-Farabi (hereinafter – KazNU). 43 heads of structural subdivisions of the university took part in the study.

We proceeded from the fact that the structure of information competence of heads of structural subdivisions of educational organizations is a construction of three components (components): cognitive, motivational-value and operational-activity.

The cognitive component contains the results of the whole range of mutual influence of the head of the structural subdivision of the university and the received information (search, collection, processing, analysis, use, storage and transfer of information for the purpose of effective implementation of the adopted managerial decisions) and acquired knowledge, skills, abilities and experience in the field of digitalization and information and communication technologies for wide long-term use in the interests of their professional activity and personal life.

Motivational-value component characterizes the formation of various conditions, under which our head of higher school subdivision at the level of awareness perceives the requirement of circumstances and time of the need to cultivate in himself a constant desire for improvement in achieving a high level of competence in the field of information and communication technologies and information possession. This component shows the existing level of acuteness of motivation of heads of structural subdivisions of higher education institution to achieve high results in professional activity and in life in general.

Operational-activity component of the manager's information competence consists in the desire and ability to arrange personal information space, the ability to manipulate information objects in every possible way, the use of information and

communication technologies in everyday life and in professional activities, the ability to work with information, the ability to organize the creation and development of the information educational environment of the university, the automation of business processes of management in them.

Studies of the level of information competence of executives (managers) of different levels of KazNU were conducted taking into account the unity of these components. In this case, all participants of the study were divided into three groups according to their level of information competence: with high, medium and low.

Managers with a high level of information competence.

The cognitive component represents the present category of managers (6%) fully possessing the full range of knowledge about the system and the essence of information and educational sphere educational organization, browsers (4%), e-mail (4%), multimedia equipment (8%), spreadsheets (5%) word processors (6%), network technologies (7%).

Motivational and value component demonstrates the difference of this category of managers (21%) in constructive motivation to information activity, in the need for qualified updating of knowledge of information processes, in their managerial activity a strict time limit does not lead to a decrease in its effectiveness, the complexity of solved tasks does not affect their desire to model their future prospects. They creatively overcome arising difficulties, using non-standard approaches for this purpose. Initiative and activity are their main qualities developed by service activity.

The operational-activity component distinguishes this category of managers (10%) by the conscious nature of acquiring skills to work with information. Their decisions and requirements are always justified, correspond to the acquired knowledge and life experience, actions are effective, as a rule, the set tasks are fulfilled in full, the developed skills allow finding a way out of any situations, and communication with any subjects is productive.

Managers with a high level of information competence are characterized by:
- formation of personal information space (10%);
- manipulation of information objects (15%);
- use of information and communication technologies in everyday life and in professional activities (9%);
- ability to work with information (11%);

- creation of information educational environment of educational organizations (8%);
- automation of management processes in them (6%).

Managers with an average level of information competence.

The cognitive component shows that this category of managers (77%) is distinguished by superficial knowledge of the structure and content of the information and educational environment of educational organizations (73%), browsers (75%), e-mail (86%), multimedia equipment (72%), spreadsheets (68%), text editors (88%), network technologies (68%).

The motivation and value component shows representatives of this category (40%) as initiative-free managers; when planning, they set themselves mediocre tasks that they are able to fulfill, they are not always persistent in achieving the goal, especially if there is no external control. Despite the fact that they show interest in innovative processes, act in proven, standardized ways, their future, at best, only plan for the near future.

Operational-activity component reveals that managers' actions are justified, effective, but justifications may be erroneous. The skills are manifested in typical managerial situations.

Managers with an average level of information competence (70%) are characterized by:
- formation of personal information space (67 %);
- manipulation of information objects (69 %);
- use of information and communication technologies in everyday life and in professional activities (73%);
- ability to work with information (69%);
- creation of information educational environment of educational organizations (63%);
- automation of management processes in them (76%).

Managers with a low level of information competence.

The cognitive component shows that the present group of managers (17%) is characterized by fragmentary, insufficiently deep knowledge about the system and the essence of information and educational sphere educational organization, browsers (21%), e-mail (10%), multimedia equipment (20%), spreadsheets (27%), text editors (6%), network technologies (25%), lacks awareness and free operation of knowledge in standard situations.

The motivation and value component demonstrates that managers of this category (39%)

often choose extremes – either deliberately easy tasks or unrealistically difficult ones. When performing responsible tasks, they try to find reasons for refusing them if possible. When performing rather difficult tasks under the conditions of limited time, the efficiency of activity deteriorates. They do not show professional interest in information processes.

The operational-activity component characterizes the representatives of this group (20%) as managers who possess separate skills and have little (or no) experience. The actions of managers with a minimal level of information competence are not always realized, logically justified, partially effective, goals are achieved occasionally, skills are manifested in typical managerial situations. A large share of external assistance, they act with a hint.

Managers of this group are characterized by:
- formation of personal information space (23%);
- manipulation of information objects (16%);
- use of information and communication technologies in everyday life and in professional activities (18%);
- ability to work with information (20%);
- creation of information educational environment of educational organizations (29%);
- automation of management processes in them (18%) is not carried out independently.

Table 1 – Knowledge, skills, and abilities of managers with different levels of information competence, as determined during the ascertaining stage of the study

Criteria	Indicators		
	high	medium	low
1	2	3	4
Cognitive component			
Knowledge of browsers	4%	75%	21%
Knowledge of e-mail	4%	86%	10%
Knowledge of multimedia equipment	8%	72%	20%
Knowledge of spreadsheets	5%	68%	27%
Knowledge of text editors	6%	88%	6%
Knowledge of networking technologies	7%	68%	25%
Motivational and value component			
High-level mastery of ICT	21%	40%	39%
Operational-activity component			
Formation of personal information space	10%	67%	23%
Manipulation of information objects	15%	69%	16%
Use of information and communication technologies in everyday life and professional activities	9%	73%	18%
Ability to work with information	11%	69%	20%
Creation of information educational environment of educational organizations	8%	63%	29%
Automation of management processes in them	6%	76%	18%

All this clearly shows (tab. 1) that as a result of the experimental work carried out within the framework of the study of information competence of university management staff, the prevalence of low and average levels of their information competence formation was revealed. That, in turn, confirmed our conclusion that in order to change the situation in the university in a positive direction requires a calibrated pedagogical impact according to a clearly planned plan in advance, taking into account an individual approach to each manager of the educational organization involved in the study.

Within the framework of experimental work it was established that the inclusion of structural units of the university in the work of the Center of situational management of KazNU in the course of

complex use of information technological resources in the process of information and management activity of managers, influenced for the better both on the improvement of their information literacy and on the increase of conscious motivation to innovative activity in the information environment of the university.

The center is equipped with modern means of communication, interactive collection, storage, analysis and transfer of relevant information for control and monitoring of the current activities of the university, prompt adoption of correct management decisions.

When organizing the second (formative) stage of experimental work, we applied methodological programs for managers of various departments aimed at improving the level of managerial culture. These programs were developed on the basis of initial diagnostics. Continuing the research, the authors developed an individualized trajectory of training and support to improve the professional potential of managers, organized in a modular way. Educational

modules were created to meet specialized needs, allowing managers to master methods of solving managerial problems at the intersection of psychology, pedagogy, and sociology, as well as to engage in scientific research.

During the implementation of this model, we developed a curriculum for the discipline «Management in Education», which included the following modules:

- Modern trends and prospects of higher education development;
- Modern pedagogical technologies;
- Actions of the head of the unit in higher education.

This work was not only a development process, but also the result of improving managerial skills (Table 2). For example, the professional development program for managers on professional and managerial activities was conducted jointly with the Institute of Professional Development and Additional Education of the Al-Farabi Kazakh National University. The results shown in Figure 1 were achieved.

Table 2 – Acquired knowledge, skills and abilities of managers with different levels of information competence after the second phase of the study

Criteria	Indicators		
	high	medium	low
1	2	3	4
Cognitive component			
Knowledge of browsers	70%	24%	6%
Knowledge of e-mail	85%	10%	5%
Knowledge of multimedia equipment	72%	21%	7%
Knowledge of spreadsheets	68%	27%	5%
Knowledge of text editors	86%	10%	4%
Knowledge of networking technologies	69%	25%	6%
Motivational and value component			
High-level mastery of ICT	62%	20%	8%
Operational-activity component			
Formation of personal information space	74%	24%	2%
Manipulation of information objects	82%	20%	8%
Use of information and communication technologies in everyday life and professional activities	75%	19%	6%
Ability to work with information	74%	22%	4%
Creation of information educational environment of educational organizations	72%	20%	8%
Automation of management processes in them	70%	26%	4%

Comparative indicators of average values of managers of different levels. High
Comparative indicators of average values of managers of different levels. Medium
Comparative indicators of average values of managers of different levels. Low
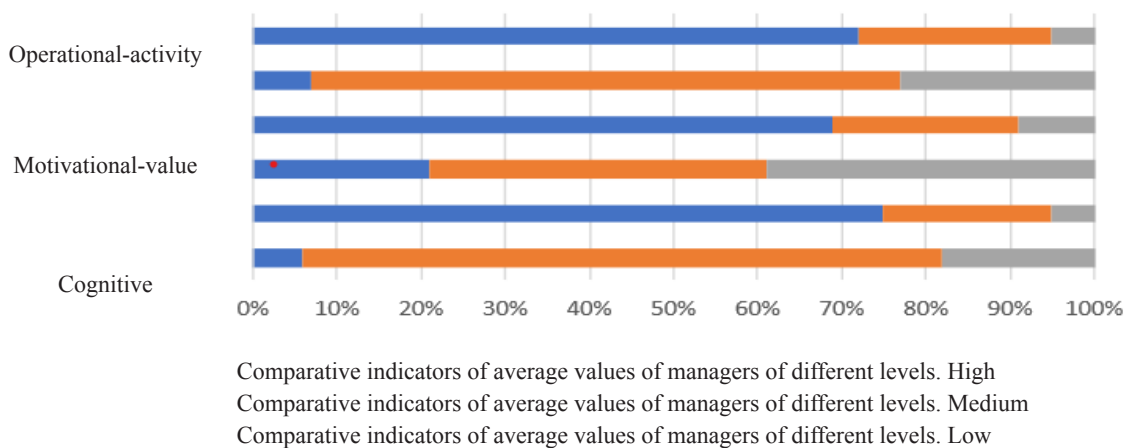
Figure 1 – Comparative indicators of average values of components of information competence
of managers of different levels at different stages of the study

The third stage included systematization and analysis of the results of experimental work. The main goal was to generalize the results of the research, to assess the effectiveness of the model of development of managerial competence of managers of structural units of the university, as well as to develop methodological support for this model.

Literature review

The analysis of the scientific literature studied by us allowed us to consider information competence of specialists based on two scientific approaches:

1) information competence as a part of general culture;

2) information competence as a component of professional competence of a specialist.

The second approach is the most suitable for us, which allows us to reveal the topic of our research in a more substantive and professional way, thanks to which we can study the following issues and problems in a deeper and more meaningful way:

- the state of management realized as information relations;

- planning, organization and implementation of managerial decision as the main instrument of controlling influence applied by the manager;

- business processes of management, which are the search, accumulation, analysis of information and its submission in the required form and on appropriate media to the decision-making centers (Akimov, 2015: 8).

Information training and literacy in information and communication technologies provide a technological component. Thanks to it, the manager is able to independently find, recognize and apply information with the help of common and communication technologies. In doing so, he/she can easily operate with signs, models, data and information.

Taking into account that a modern manager is obliged to improve his/her theoretical level and professional competence throughout his/her activity, it should be agreed that only an information literate person is able to master the necessary training load. And this statement is true for all academic disciplines, educational institutions and levels of education.

Information literacy enables managers to more fully master the subject of study, expand the boundaries of cognition, deepen and improve their intellectual and professional level.

These knowledge and skills enable the manager (Figure 2) to make extensive use of modern computers, software applications, databases and other technologies to improve and achieve more meaningful results in personal, work and academic life.

Although information technology skills and information literacy have significant similarities, the latter is a distinct, broader area of competence. Information technology skills increasingly overlap with and reinforce information literacy.

Fluency in information and communication technologies places higher demands on the intellectual capacity of users than on the simple memorization of hardware and software, which is the basis of computer literacy. What matters is the level of proficiency in the technology itself. The first priority here is the qualification and competence of users in the use of a particular technology. At the same

time, according to the achieved level of information literacy, the appropriate number of skills in information management and work with information is also available. The basis is a natural, effortless mastery of information technologies and the use of proven and tested research methods that have passed the critical judgment of users. We agree wholeheartedly that education managers should be given every opportunity to learn, to use advanced information technology throughout their work. But this, in turn, is only possible if they have an appropriate level of information competence.
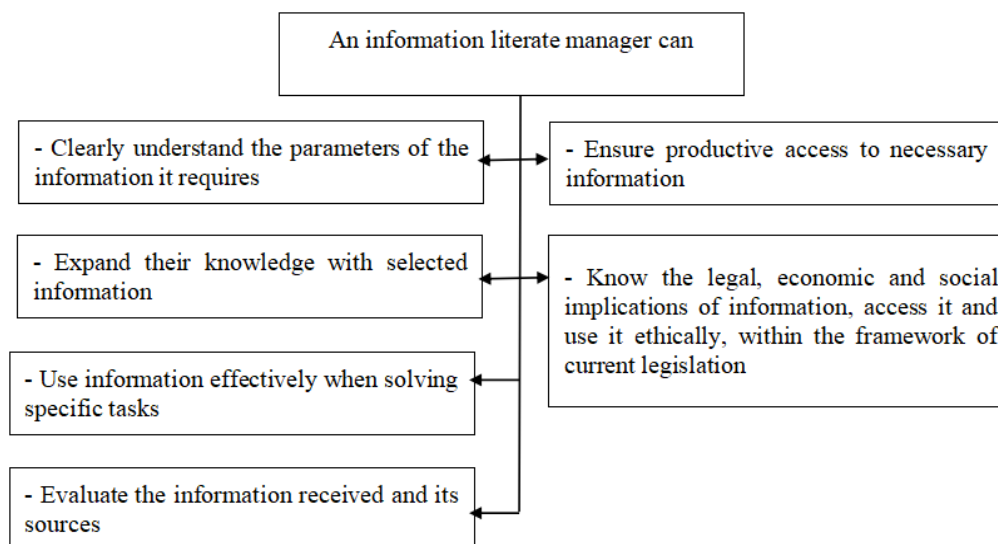
An information literate manager can

- Clearly understand the parameters of the information it requires

- Ensure productive access to necessary information

- Expand their knowledge with selected information

- Know the legal, economic and social implications of information, access it and use it ethically, within the framework of current legislation

- Use information effectively when solving specific tasks

- Evaluate the information received and its sources

Figure 2 – Information competencies of a modern manager

There is no question about the requirement of compulsory functioning of advanced training courses for managers of various levels, their paramount importance in the formation of managers' analytical skills of reflection and deep analysis, which ensures their continuous steady rise up the job ladder throughout their career. It is also where an understanding of how to learn is formed.

The primary vehicle for managers' lifelong continuing education is information literacy, which promotes learning in every way possible. Solid skills in the manipulation of information ensure that managers receive the broadest possible opportunities to comprehend knowledge and competencies, to gain experience of individual creative search, to consciously form in themselves greater responsibility in all areas of life and activity. Today, many professional development institutes recognize information literacy for managers as an important achievement, recognizing its significant role in enhancing the capacity of managers to apply information to make managerial decisions.

The analysis of research literature illustratively shows the presence of multiple approaches in competence analysis.

For effective solution of long-term perspective and daily arising managerial tasks by the heads of structural subdivisions of the university it is necessary to fully use various existing approaches due to the fact that each of them offers exclusive, different views, system and ways of organizing the educational process.

First of all, the competence approach should be emphasized. The detailed study of all its features and scientific experiments in the practical use of available knowledge are the eternal engine of pedagogical science development.

The next system approach, which allowed us to systematize a lot of existing approaches in the scientific and pedagogical space. Based on its principles, we come to the conclusion that information competence is the foundation, as well as a necessary element of professional competence of managers of educational organizations.

A.G. Filina believes that information competence is an integral part of general professional training and depends on the nature of the tasks to be solved. The essence of information competence is the ability to search, obtain, analyze and apply information. The quality of information competence

is determined by: the relevance of information, the ability to search, evaluate information, analyze and synthesize it, ethically and effectively use information In psychological science, information competence is an acquired quality of an individual, which is fully applied to manipulate all kinds of information in his professional activity. It is formed of the following components: value-motivational, professional-activity and reflexive-communicative (Filina, 2019). The first component involves recognizing the value of the information required for successful leadership as well as the need to regularly improve one's information competence; the second assesses and considers the circumstances and environment for the process of building information competence; and the third component involves the measurability of information competence.

According to O.G. Smolyaninova: information competence is «universal ways of searching, obtaining, processing, presenting and transmitting information, generalizing, systematizing and transforming information into knowledge» (Smolyaninova, 2002: 504).

L.G. Osipova understands information competence as the ability to navigate in a vast, rapidly updating and growing information field, to quickly find the necessary information and integrate it into their system of activities, to apply it to solve practical and research problems (Osipova, 2003:18).

A.L. Semenov interprets information competence as a new literacy, which includes the skills of active independent processing of information by a person, making fundamentally new decisions in unforeseen situations using technological means (Semenov, 2000:12).

A.V. Cherepanov notes that today not just the issues of competence development are actualized, but the formation of new competences, since the presence of multifunctional relationships, different methods of decision-making, transformation of organizational structures require new qualities from workers at all levels and spheres.

The author considers competence in the format of partnership «business – higher school», where the key methods of competence development are training technologies, evaluation of their effectiveness by areas of responsibility and levels of mastery: manager's reaction, competencies, behavior, influence, as well as evaluation of return on investment in the development of key competencies of educational managers. The issue of strategic management as a response to external challenges is becoming more and more acute in higher education organiza-

tions. A.V. Cherepanov presents the core competencies of managers of educational organizations as a set of their individual abilities required to perform their functions, ensuring, within the framework of an actively evolving range of responsibilities, the successful operation of the object of management through the prism of its tactical, operational and strategic objectives.

A.V. Cherepanov proposes a model in which the competence of managers contains corporate functional competencies, which are a set of competencies in related fields, project management competencies, and social competencies. The training technologies developed and tested by the author contribute to the reformatting of manager's personal qualities into key competencies of educational organization using the principles of project management and implementation of strategic objectives of the organization (Cherepanov, 2011: 228).

U. Kolesnikov presents competence as a set of personal qualities successfully realized in professional activity. Information competence is the knowledge of modern information technologies and the ability to use them in the organization of the educational process. Information competence includes the following skills: organization of personal information space and mastery of basic services and techniques of work in the Internet, ability to work with documents through office technologies. Effective use of multimedia technology raises the level of professionalism of the manager, forming competencies of different levels (Kolesnikov, 2017: 96).

In the domestic literature, the organizational and methodological complex of the quality management system of higher education institution in accordance with the requirements of ISO standards is described in detail in the collective monograph «Quality Management in Higher Education Institution» (Mutanov et al., 2011). Competency-based approaches in the educational process are considered in the works of R. Sh. Abitaeva (Abitaeva, 2010:19), D.Sh. Zhumagalieva (Zhumagalieva, 2014:78), L.Sh. Shokanova (Shokanova, 2010: 28-33), V.G. Kozlov (Kozlov 2011:194), T.S. Vinogradova (Vinogradova, 2012: 92-98), G.Yu. Makarova (Makarova, 2011:211).

New approaches to the formation and development of key competencies are required, taking into account new challenges and the experience of foreign research. The quarantine period has clearly demonstrated that the management of the educational process acutely raised the issue of formation of necessary skills and revealed the deficit of developments in this area.

Results and Discussion

As a result of the targeted impact on the process of developing managers' information competence during the formative stage of the study, significant results were achieved in improving the level of cognitive, motivational-value and operational-activity aspects of their professional activity in higher education.

Table 3 clearly shows a significant increase in the numerical value of all components of information and managerial competence of managers with different levels of training due to the purposeful pedagogical impact.

Table 3 – Comparative indicators of average values of components of information competence of managers of different levels at different stages of the study

Components of information and management competence	Stages of the study	Comparative indicators of average values of managers of different levels		
		high	medium	low
Cognitive	Conclusive	6	76	18
	Formative	75	20	5
Motivational-value	Conclusive	21	40	39
	Formative	62	20	8
Operational-activity	Conclusive	7	70	23
	Formative	72	23	5

This study shows the importance of a systematic approach to the development of managers' information competence. A differentiated approach to training focused on achieving a high level of competence can significantly improve the effectiveness of information management in educational organizations. Managers with different levels of competence require individualized training strategies and support to enhance their professional potential.

Overall, the results of the study demonstrate the importance of information competence for effective management of key processes in higher education. Managers with high levels of information competence have a wide range of knowledge and successfully apply it in a variety of situations, whereas managers with lower levels of competence may face limitations in understanding and utilizing information resources. These findings can be used to develop training and support programs for managers to improve their information competence in higher education.

In addition, the given results of the study allow us to highlight not only the level of information competence of managers, but also to evaluate these characteristics in the context of psychological aspects of their activity in the sphere of higher education. Let us consider the obtained results from the psychological point of view.

1. Managers with a high level of information competence are characterized by:

- motivation and initiative: the distinctive feature of this group is constructive motivation, activity, initiative, and creative overcoming of difficulties. These managers are not afraid of difficult tasks and strive for innovative approaches;

- Stress tolerance: a tight time limit does not reduce their performance, and the complexity of tasks does not affect their desire to achieve the goal. This indicates a high level of stress tolerance and a willingness to work effectively in a dynamic environment.

2. Managers with an average level of information competence are characterized by:

- predominance of lack of initiative and standard approaches: the group expresses lack of initiative, preference for mediocre tasks and acting in standard ways. This may be due to a lack of motivation for change and a tendency to avoid complexity;

- errors in justifications: the operational-activity component indicates that their solutions may be productive, but their justifications are flawed.

The foregoing supports the proposition that the findings were premature and unsubstantiated.

3. Managers with a low level of information competence are characterized by:

- unwillingness to bear responsibility for their actions, tendency to choose extremes when solving managerial tasks;

- due to fragmentary and insufficiently deep knowledge, there is a low awareness of the consequences of their actions, inability to justify them logically, and expectation of outside help.

Managers' ability to effectively manage information and make informed decisions is actively influenced by psychological aspects of their information-management competencies.

The results of the conducted research and their psychological analysis confirm the importance of managers' strong motivation, acquired stress resistance, aspiration to innovations implementation, as well as readiness to fully bear responsibility for the made managerial decisions for sustainable activity in the sphere of university education management. Managers with a high level of information competence have psychological qualities that contribute to successful adaptation and acceptance of challenges in a dynamic information environment, while managers with a lower level of competence may need support and development of appropriate psychological skills.

Conclusion

Research on the digital competencies of managers in the educational sector has significant practical value, influencing various aspects of professional activity and supporting the development of educational organizations. Below are a few practical aspects in which the results of the study may be useful.

1. Development of educational programs.

The research provides information for modernization of educational programs aimed at training managers in the educational sphere, including individualized courses for different levels of information competence.

2. Optimization of personnel training.

The results of the study can be used to create training programs aimed at developing missing competencies, which in turn will improve staff performance.

3. Career Development Planning.

Managers can use the results of the research to determine their current level of information competence and develop individualized career development plans.

4. Business process optimization.

Organizations can use this research to optimize business processes by implementing innovative information technology and improving information management.

5. Motivation and human resource management.

The results of the research can serve as a basis for the development of motivation systems that stimulate personnel to actively develop information competencies.

6. Creating educational environments.

Educational organizations can use the data to create more effective information and educational environments, taking into account the specific competencies of different levels of managers.

7. Preparing for the digital future.

The results of the research help organizations adapt to the rapidly changing digital environment, providing managers with the necessary competencies for successful leadership in the future.

8. Creating a system of professional competence assessment.

Organizations can practically apply the results of this study to ensure a fair assessment of the professional level of their managers and their effective development.

The applied nature of this study determines the data and recommendations developed during the conducted experimental part for use by educational institutions in order to improve the professional competence of their staff and to improve the quality of information management.

Summarizing the thoughts about the information competence of managers in the system of higher education taking into account psychological aspects it is necessary to emphasize some determining factors.

1. Stimulation of motivation.

Proceeding from the discovered qualitative differences of motivational and value components of the considered groups of managers, it is required to make a special emphasis on the preparation of plans and concepts, in which the formation of motivation and initiative in the field of information activity will be at the basis of all goals.

2. Mental attunement to innovations.

It is firmly established that managers with a high level of information competence cope well with emerging barriers and respond positively to change. It is worth noting the high importance of psychological readiness for innovation. Various stress management trainings, designing flexibly customizable techniques, and creating strong psychological capabilities are important here.

3. Education and facilitation.

For managers with medium and low levels of information competence, psychological support and training are at the top of the list. Here it is necessary to realize that it is of paramount importance to develop personalized training plans and programs

that take into account the psychological differences and needs of each category, with the aim of building stress resistance and self-sufficiency in their representatives.

4. Development of information culture.

Undoubtedly, availability of the formed information culture in educational organizations is of high importance. Special programs and activities can help managers to create a personal information space, manipulate information objects and automate management processes.

As a result, we can reasonably emphasize not only the importance of developing information competence, but also offer specific psychologically oriented strategies and recommendations for different groups of managers in higher education.

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STUDY ON THE EXPERIENCES AND EMOTIONS ASSOCIATED WITH HAPPINESS AMONG HIGH SCHOOL STUDENTS

The study of happiness focuses on how people perceive their well-being, the ways they seek happiness, and the factors that affect their feelings of happiness, including self-esteem, depression, satisfaction, and living quality. Researchers also aim to explore the relationship between happiness, self-esteem, depression, satisfaction, and quality of life, to assess people's sense of achievement. Happiness is strongly linked to an individual's sense of achievement and overall life satisfaction. In this article, we will discuss the findings of a study that examines the feelings of happiness and the factors that influence them among 562 high school students.

The research discovered that students from both China and Mongolia shared a similar understanding of happiness. There are no differences in how Chinese and Mongolian students perceive happiness. It has been discovered that happiness plays a crucial role in making people better citizens. Studies have shown that it is a strong predictor of civic engagement when growing up and becoming an adult. Moreover, positive emotions that lead to career success help improve work results. As a result, it is advised to organize various activities that aim to develop students' sense of happiness in general education schools.

Key words: happiness, high school students, feelings of happiness, happiness level**.**

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Жоғары мектеп оқушылары арасындағы бақытқа байланысты тәжірибе мен эмоцияларды зерттеу

Бақытты зерттеу адамдардың өз әл-ауқатын қалай қабылдайтынына және бақытқа қалай ұмтылатынына, сондай-ақ олардың бақыт сезіміне әсер ететін факторларға, соның ішінде өзін-өзі бағалауға, депрессияға, қанағаттану мен өмір сапасына баса назар аударады. Зерттеушілер сонымен қатар адамдардың жетістік сезімін бағалау үшін бақыт, өзін-өзі бағалау, депрессия, қанағаттану және өмір сапасы арасындағы байланысты зерттеуге тырысады. Бақыт жетістікті бағалаумен және жалпы өмірге қанағаттанумен тығыз байланысты. Бұл мақалада 562 жоғары сынып оқушылары арасында бақыт пен оған әсер етуші факторлардың өзара байланысын зерттеу нәтижелері қарастырылған.

Салыстырмалы зерттеу Қытай мен Моңғолия студенттерінің бақыт туралы бірдей түсініктері бар екенін көрсетті. Олардың бақытты қалай қабылдайтынында ешқандай айырмашылық жоқ. Адамдарды жақсы азамат етуде бақыт маңызды рөл атқаратыны анықталды. Нәтижелер оның ересек өмірге көшу кезіндегі азаматтық белсенділіктің күшті болжамы екенін көрсетеді. Сонымен қатар, мансаптық жетістікке әкелетін жағымды эмоциялар өнімділіктің жоғарылауына әкеледі. Сондықтан жалпы білім беретін мектептерде оқушылардың бойында бақыт сезімін дамытуға бағытталған түрлі іс-шараларды ұйымдастыру ұсынылады.

Түйін сөздер: бақыт, жоғары сынып оқушылары, бақыт сезімі, бақыт деңгейі.

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Изучение опыта и эмоций у старшеклассников, связанных со счастьем

Изучение счастья фокусируется на том, как люди воспринимают свое благополучие и как они ищут счастье, а также на факторах, которые влияют на их ощущение счастья, включая самооценку, депрессию, удовлетворение и качество жизни. Исследователи также стремятся изучить взаимосвязь между счастьем, самооценкой, депрессией, удовлетворенностью и качеством жизни с целью оценить чувство достижения людей. Счастье тесно связано с оценкой достижения и общей удовлетворенностью жизнью. В этой статье рассматриваются результаты исследования взаимосвязи чувство счастья и факторов, влияющих на него среди 562 старшеклассников.

Сравнительное исследование показало, что студенты из Китая и Монголии разделяют схожее понимание счастья. Нет различий в том, как они воспринимают счастье. Было обнаружено, что счастье играет решающую роль в том, чтобы люди стали лучшими гражданами. Результаты демонстрируют, что это сильный предиктор гражданской активности в период перехода к взрослой жизни. Более того, положительные эмоции, ведущие к успеху в карьере, способствуют улучшению продуктивности. Поэтому в общеобразовательных школах рекомендуется организовывать различные мероприятия, направленные на развитие у учащихся ощущения счастья.

Ключевые слова: счастье, старшеклассники, ощущение счастья, уровень счастья.

Introduction

The pursuit of happiness has been a central concern for humanity since ancient times. Aristotle believed that "happiness is the universal motive and end of human existence." What do we need to know, learn, and do to achieve happiness? This question has been studied by philosophers, religious thinkers, psychologists, sociologists, and behaviorists.

In the latter part of the 20th century, researchers around the world paid more attention to the study of happiness, and psychologists, led by Martin Seligman, made a great impact on the science of psychology. This resulted in the appearance of positive psychology as a new field. Although individual variations exist in the manifestation of happiness, the concepts remain consistent on an empirical or theoretical level. Everybody strives for happiness, and high school, or early adolescence, is a crucial stage in life that marks the beginning of true individual independence. Studies have shown that negative emotions such as sadness, anxiety, and depression often plague students, and the concept of "fatigue" stems from the reality that most students struggle to understand, feel, and create happiness. The sense of happiness experienced by high school students is closely linked to their mental health. Therefore, it is vital to examine the emotional state of students and explore ways to heighten their feelings of happiness. According to Diener et al. (1999), having a sense of purpose and striving for growth can significantly impact one's level of happiness.

This article aims to present the findings of a study conducted on high school students or young adults and the factors that influence their happiness levels.

Background of the study. As per the 2021 "End of Year" survey report by Gallup International, 56.0% of the world's population considered themselves either happy or very happy, while more than 10% claimed to be unhappy, and approximately one-third of the respondents reported feeling neither happy nor unhappy. According to an academic article written by psychologist Ch. Nyamsuren in 2017, titled "Study of Happiness and Perception of Chinese and Mongolian Students," the feeling of happiness is closely tied to a country's culture, traditions, and way of life. The research discovered that students from both China and Mongolia shared a similar understanding of happiness. The study found that there are no differences in how Chinese and Mongolian students perceive happiness.

In recent years, the field of positive psychology and other areas have seen significant growth in happiness research. Researcher A. Bayasgalan (2021) notes that happiness is increasingly becoming a new paradigm for a country's development on a global scale. Furthermore, research on the meaning of life is also gaining momentum, with psychologists agreeing that it is about feeling the value and im-

portance of one's life. Martin Seligman, a renowned psychologist, has dedicated his research to studying positive psychology, depression, resilience, optimism, and pessimism. His book "Authentic Happiness" played a crucial role in establishing positive psychology as a field of study.

Research suggests that happiness has a significant impact on both physical and mental health. It can reduce the risk of depression and suicidal tendencies, promote a healthier lifestyle, and even prolong life (Baiden et al., 2016; Lucas et al., 2018; Tey et al., 2017; Furrer et al., 2017; Kaiser et al., 2019; Steptoe, 2019). People who report higher levels of happiness also tend to have better social relationships, higher work productivity, and a greater sense of vitality and personal growth (Lyubomirsky et al., 2005). However, the experience of happiness is subjective and varies from person to person. It is influenced by an individual's cognitive development and emotional processes (Lyubomirsky, 2005). For instance, happy people tend to have increased work motivation (Tang & Huang, 2013). The feeling of happiness is closely linked to emotional functioning and positive outcomes such as self-esteem, gratitude, and the desire to be happy (Joshanloo, 2014; Datu, 2013; Parker et al., 2014; Ammirati et al., 2015). In 2014, Chen Xiao studied 516 college students to investigate the connection between mental health and happiness. The two criteria showed a strong association, according to the study. A dearth of studies exist on the relationship between happiness and mental health among high school students, as well as the variables influencing it, despite the fact that several studies have been conducted on young people's perceptions of happiness.

Research methods and materials

To evaluate students' happiness, a standardized test and document review method developed by the Psychology and Behavior Research Center of Tianjin Normal University, China, were used. The research data was analyzed using the SPSS 22.0 program, and general parameters such as values for the mean, median, standard deviation, maximum, and minimum were defined. To ensure methodological consistency, we used Pearson's correlation coefficient and Cronbach's alpha coefficient for analysis.

According to the definition in Encyclopedia Britannica, happiness is defined as a state of emotional well-being that a person might feel in two ways: more broadly, as a positive assessment of one's life and accomplishments overall, or more narrowly, as a condition of emotional well-being when pleasant things happen in a particular moment.

The positive emotional state experienced by an individual when good things happen at a particular moment. In a broader sense, it is a favorable assessment of one's life and achievements, also known as personal satisfaction. Happiness can range from contentment to intense joy and is generally considered a pleasant mental or emotional state.

The study of happiness is of great interest to psychologists because people across the world consistently list happiness as one of their most important things (Heibron 2010). Psychologists believe that studying factors related to happiness can help them achieve this goal. Additionally, the way a person evaluates the world is related to basic human characteristics. Both humans and animals go for joy and stay away from suffering; therefore, studying happiness can provide important information about human nature. According to Tiner and Lucas, the feeling of happiness has two components: a cognitive component and a thinking component. The degree of life satisfaction – a broad overview of an individual's existence that includes the quantity of acknowledgements and gratitude and their level of happiness – is indicated by the cognitive component. The cognitive component is a measure of the quality of affirmation and is divided into active and passive thinking. Active thinking refers to feelings of joy, contentment, enthusiasm, and pride, while passive thinking refers to feelings of worry, sadness, and shame.

The feeling of happiness is a complex emotion that is unique to each individual. It is based on personal standards and is not affected by others' opinions. Happiness can be experienced by all, but the standards for achieving it are different for each person.

When it comes to happiness, there are certain characteristics that define it. Thus:

1. The quality of one's inner feelings is closely tied to personal experiences. An individual's assessment of their own happiness is based on their own internal criteria and not on external factors or other people's opinions. While everyone has the potential to encounter the same level of happiness, their actual standards for happiness may differ.

2. Happiness is quite stable. It is influenced by emotions and the environment, but not by a person's short-term emotional responses. Life satisfaction, conversely, is a long-term emotional response and, hence, more stable. On the other hand, life satisfaction is a long-term emotional response, making the results relatively stable.

3. Comprehensiveness: the evaluation of happiness is comprehensive. It covers three main aspects: life satisfaction, positive emotions, and negative emotions. It is not just a narrow assessment of one area of life.

According to McCrae and Costa, these three aspects are relatively independent and contribute to the overall quality of a person's inner feelings. (McCrae, 1985). The feeling of happiness consists of both a motivational and cognitive component.

Table 1 – Component and structure of the feelings of happiness

Motivational component		Cognitive component	
active thinking	passive thinking.	Overall life satisfaction	satisfaction in a specific context
Aappreciation	embarrassment	life-changing events	Work
Enjoyment	suffering	satisfaction with present life	Family
Satisfaction	anxiety	satisfaction with past life	Recreation
Recognition	anger	satisfaction with future life	Health status
Love	nervous	view point of others life satisfaction	Household status
Real satisfaction	concerning	-	Individuality
cheerful	jealous	-	Not belonging

Results and Discussion

As part of a study to understand the happiness of high school students, 562 students from 9th to 12th grade in the city of Shiliin participated. Among them were 260 female students and 302 male students aged 16–18. The research used a test to assess the level of happiness of high school students, which had a high reliability score of 0.931 according to Cronbach's alpha coefficient. The KMO coefficient also met the requirements for both the sample KMO and Bartlett's test for factor analysis. Cronbach's alpha coefficient. The KMO coefficient also met the requirements for both the sample KMO and Bartlett's test for factor analysis.
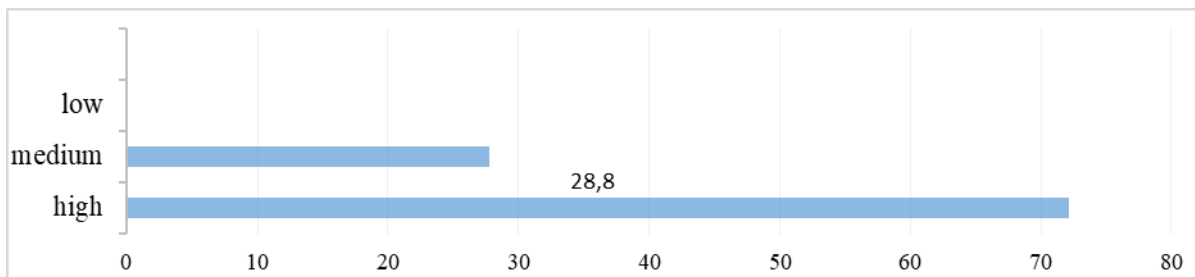

Figure 1 – The level of happiness among high school students

The study found (Fig. 1) that 72.2 percent of the researchers reported a high level of happiness, while 28.8 percent reported a medium level of happiness. However, lower levels of happiness were not detected in the study. This suggests that the students involved in the research generally feel happy. In terms of adaptability, the researchers' average score was 15.142, with a standard deviation of 3.464. The average percentage was over 15 percent, indicating a strong ability to adapt to different environments. The results suggest that the students possess a strong spirit and are able to adapt to any environment and situation.

Descriptive analysis. The researchers' average score for family satisfaction was 27.086, with a difference of 5.614. Since the total score was

more than 25, it indicates that the high school students who took part in the research have high family satisfaction. This suggests that the family environment is harmonious and content.

The average friendship satisfaction score is 25.648 with a variance of 5.940, indicating that interpersonal relationships are extensive and friends' trust is high. Furthermore, the score is higher than 25, which underscores the importance of friendship. The average life satisfaction level among high school students is 18.605, with a difference of 4.117 and a percentage higher than 18%. This suggests that students can independently engage in various life activities, are enthusiastic, and can appreciate the beauty of life. The personal growth score is 16.0 on average, with a difference of 3.2 and a total score higher than 15. This indicates that students are

satisfied with their personal growth experience. The mean self-confidence score is 20.2, with a standard deviation of 4.0 and a percentage higher than 18%. These results demonstrate that students are confident and have their own opinions. The average love satisfaction score is 15.8, with a standard deviation of 3.3 and a percentage higher than 15%. The study shows that high school students are content with their intimate relationships. The average goal awareness score is 10.8, with a standard deviation of 3.0. A score below 15 indicates a moderate level of goal awareness, which may result in underachieving tasks. On average, all students scored 149.5, with a difference of 21.6. The total score is more than 141, which indicates high school students have a strong sense of general happiness and are satisfied with their lives.

Table 2 – Descriptive analysis on study result

Name	Min	Max	Mean	Std	Median
Environmental compatibility	4.000	20.000	15.142	3.464	16
Family satisfaction	9.000	35.000	27.086	5.614	28
Community satisfaction	10.000	34.000	25.648	5.940	27
Life satisfaction	5.000	25.000	18.605	4.117	19
Personal growth	4.000	20.000	16.093	3.226	17
Self-confidence	6.000	25.000	20.278	4.031	21
Love satisfaction	5.000	20.000	15.833	3.312	17
Ability to realize goals	3.000	15.000	10.877	3.064	12
Total score	70.000	178.000	149.562	21.646	156

Based on a sample size of 16, environmental compatibility received a score of 4.000 out of 20.000, with an average of 15.142 and a standard deviation of 3.464. Based on a sample size of 28, family satisfaction received a score of 9,000 out of 35,000, with an average of 27,086 and a standard deviation of 5,614. Based on a sample size of 27, community satisfaction was rated at 10,000 out of 34,000, with an average of 25,648 and a standard deviation of 5,940. Based on a sample size of 19, life satisfaction received a score of 5.000 out of 25.000, with an average of 18.605 and a standard deviation of 4.117. Based on a sample size of 17, personal growth received a score of 4.000 out of 20.000, with an average of 16.093 and a standard deviation of 3.226. Based on a sample size of 21, self-confidence received a score of 6.000 out of 25.000, with an average of 20.278 and a standard deviation of 4.031. Based on a sample size of 17,

love satisfaction received a score of 5.000 out of 20.000, with an average of 15.833 and a standard deviation of 3.312. Capacity to achieve objectives received a score of 3.000 out of 15.000, based on a sample size of 12, with an average of 10.877 and a standard deviation of 3.064. The final two numbers of the overall score were 156.

The capacity to adjust to one's surroundings and personal development in terms of internal consistency did not differ significantly based on gender (p > 0.05). There are no qualitative differences in internal cohesion between high school students' ability to adapt to their environment, family and friendship satisfaction, life satisfaction, personal growth, self-confidence, love satisfaction, goal awareness, or overall score when comparing students in different classes. This is indicated by the lack of a significant difference in the total score (p > 0.05).

Table 3 – Results of t-test analysis for different genders

	SEX (mean ± standard deviation)		t	P
	Male (n=302)	Female (n=260)		
Environmental compatibility	15.56±2.92	14.65±3.97	1.640	0.103
Family satisfaction	28.69±4.83	25.23±5.91	4.042	0.000**
Community satisfaction	27.70±4.65	23.27±6.40	4.976	0.000**
Life satisfaction	19.33±3.61	17.76±4.51	2.424	0.017*
Personal growth	16.46±2.95	15.67±3.49	1.567	0.119
Self-confidence	20.98±3.38	19.47±4.57	2.361	0.020*
Love satisfaction	17.24±2.27	14.20±3.58	6.335	0.000**
Ability to realize goals	11.99±2.35	9.59±3.30	5.260	0.000**
Total score	157.95±16.07	139.83±23.25	5.683	0.000**
* p<0.05 ** p<0.01				

Nonetheless, there are variations (p<0.05) in the capacity to adjust to a changing environment, the happiness of one's family and friends, self-assurance, and goal achievement across the various age groups. Compared to other age groups, 16-year-olds had a higher degree of environmental adaptability, self-confidence, and goal realization – all of which decline with age. The study analyzed eight subscales of happiness, namely environmental adjustment, family satisfaction, friendship satisfaction, life satisfaction, personal growth, self-confidence, love satisfaction, and the ability to realize one's goals. The correlation results showed that there is a positive correlation between all eight subscales. Self-confidence shows the highest correlation with family satisfaction (0.512**), life satisfaction (0.513**), and personal growth (0.518**), among other factors.

Conclusion

Based on our study of high school students' feelings of happiness, we have reached the following conclusions: The study of happiness is an emerging field within positive psychology and other areas. Globally, happiness indicators are becoming a new paradigm for national development. The concept of happiness is complex and cannot be measured solely by satisfaction with a single aspect of life, such as family. Rather, it is a measure of overall satisfaction with life. For some, happiness is synonymous with joy and excitement, while for others, it is peace and contentment. Researchers have found that the definition of happiness varies from person to person. Experiencing happiness has a positive impact on health, longevity, social relationships, civic

engagement, and work performance. The way that people perceive their level of happiness varies greatly and is strongly related to their level of emotional and cognitive development (Lyubomirsky, 2005).

According to a recent survey, 72.2 percent of high school students reported feeling highly happy, while 28.8 percent reported feeling moderately happy. The survey also found that male students generally reported higher levels of happiness compared to female students. Additionally, as students' age or grade level increased, their level of happiness tended to decrease by 2.4 percent. This may arise from the fact that, with age, students become more aware of life's challenges and responsibilities. No significant differences were observed in terms of gender among the high school students surveyed.

High school students' sense of happiness is generally high and satisfied, according to recent data. The average score for students' ability to adapt to their environment is 15.1%, while family satisfaction is 27.08%. Friendship satisfaction is 25.6%, and life satisfaction is 18.6%. Personal growth is at 16.0%, self-confidence at 20.2%, love satisfaction at 15.8%, and the ability to realize one's goals at 10.8%. The total score averages 149.5, which is greater than the average score of 141.0.

It has been discovered that enjoyment is essential to improving our civic virtues. Research has indicated that it is a highly significant predictor of civic participation as one enters adulthood. Furthermore, happier feelings that result in professional accomplishment can improve job output. As a result, it is advised that general education institutions plan a variety of events aimed at fostering students' sense of satisfaction.

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THE PHENOMENON OF CYBERBULLYING:
A COMPREHENSIVE LITERATURE REVIEW

This article review explores the multifaceted phenomenon of cyberbullying within the contemporary digital landscape. The research aims to provide a comprehensive understanding of cyberbullying by synthesizing key findings from a diverse range of scholarly works. The purpose of this scientific inquiry is to unravel the complex dimensions of cyberbullying, emphasizing its diverse forms, prevalence across demographics, and the profound psychological impact on victims. The research methodology involves a systematic literature review, wherein relevant articles are identified, selected, and critically evaluated. An extensive and systematic search for relevant articles from peer-reviewed journals prioritized publications from the last decade to analyze recent research findings on cyberbullying. The analysis provided a better understanding of the complexities associated with cyberbullying in today's digital age. The scientific and practical significance of this work lies in its contribution to the ongoing discourse on cyberbullying. The synthesis of research findings offers a nuanced perspective on the international experience of cyberbullying, recognizing the global prevalence while acknowledging cultural variations. The value of this research lies in its contribution to advancing knowledge on cyberbullying. By synthesizing diverse perspectives, the article review offers a holistic understanding of the phenomenon, guiding future research initiatives and safety policy development.

Key words: cyberbullying, digital aggression, internet safety, psychological well-being.

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Кибербуллинг феномені: әдебиетке кешенді шолу

Бұл мақаланың шолуы қазіргі цифрлық әлемдегі кибербуллингтің көп қырлы құбылысын зерттейді. Зерттеу әртүрлі еңбектерден негізгі қорытындыларды синтездеу арқылы кибербуллинг құбылысын жан-жақты түсінуді қамтамасыз етуге бағыттылған. Бұл ғылыми зерттеудің мақсаты – кибербуллингтің күрделі аспектілерін ашу, оның әртүрлі формаларын, демографиялық топтардың арасында таралуы мен құрбандарға терең психологиялық әсерін көрсету. Зерттеу әдіснамасы әдебиеттерге жүйелі щолуды қамтиды, оның барысында тиісті мақалалар анықталады, таңдалады және сыни бағаланады. Рецензияланған журналдардан тиісті мақалаларды кең және жүйелі түрде іздеу кезінде кибербуллинг мәселесі бойынша соңғы зерттеулердің нәтижелерін талдау мақсатында соңғы онжылдықтағы басылымдарға басымдық берілді. Талдау қазіргі цифрлық дәуірдегі кибербуллингпен байланысты қиындықтарды жақсы түсінуге мүмкіндік берді. Бұл жұмыстың ғылыми және практикалық маңыздылығы оның кибербуллинг туралы жалғасып жатқан дискурсқа қосқан үлесі болып табылады. Зерттеу нәтижелерін жалпылау кибербуллингті зерттеудің халықаралық тәжірибесіне егжей-тегжейлі көзқарасты ұсынады. Бұл зерттеудің құндылығы оның кибербуллинг құбылысы туралы білімді кеңейтуге қосқан үлесінде жатыр. Әр түрлі көзқарастарды қорытындылай келе, соңғы он жылда жарық көрген әдебиеттерге шолу бұл құбылысты біртұтас түсінуді ұсынады, болашақ зерттеулердің негізін және кибербуллингке қарсы саясаттың ықтимал дамуын қамтамасыз етеді.

Түйін сөздер: кибербуллинг, цифрлық агрессия, интернет-қауіпсіздік, психологиялық әл-ауқат.

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Феномен кибербуллинга: комплексный обзор литературы

В обзоре этой статьи исследуется многогранное явление кибербуллинга в современном цифровом мире. Исследование направлено на обеспечение всестороннего понимания феномена кибербуллинга путем синтеза ключевых выводов из различных научных работ. Цель этого научного исследования – раскрыть сложные аспекты кибербуллинга, подчеркнув его разнообразные формы, распространенность среди демографических групп и глубокое психологическое воздействие на жертв. Методология исследования включает систематический обзор литературы, в ходе которого выявляются, отбираются и критически оцениваются соответствующие статьи. При проведении обширного и систематического поиска релевантных статей из рецензируемых журналов приоритет отдавался публикациям за последнее десятилетие с целью анализа результатов последних исследований по вопросу кибербуллинга. Анализ позволил лучше понять сложности, связанные с кибербуллингом в современную цифровую эпоху. Научная и практическая значимость данной работы заключается в ее вкладе в продолжающийся дискурс о кибербуллинге. Обобщение результатов исследований предлагает детальный взгляд на международный опыт изучения кибербуллинга. Ценность этого исследования заключается в его вкладе в расширение знаний о феномене кибербуллинга. Обобщая различные точки зрения, обзор литературы предлагает целостное понимание этого явления, предоставляет фундамент для будущих исследований и возможную разработку политики в области защиты от кибербуллинга.

Ключевые слова: кибербуллинг, цифровая агрессия, интернет-безопасность, психологическое благополучие.

Introduction

UNICEF researchers cite statistics that every year 175,000 children find themselves on the Internet for the first time. At the moment, it is known that every third Internet user is a child. Despite this, we cannot fully ensure their safety. The issue of high-quality online content also remains relevant. In this regard, one of the main problems of social media development is cyberbullying.

The National Center for Public Health of the Ministry of Health of the Republic of Kazakhstan found that in 2018, one in five Kazakhstani schoolchildren was subjected to bullying/cyberbullying. At the same time, the agency emphasizes the likelihood of developing diseases caused by prolonged traumatic effects of bullying. Cyberbullying exerts a detrimental influence on adolescent well-being, correlating with the emergence of severe mental health issues such as depression, anxiety, diminished self-esteem, emotional disturbances, substance misuse, and suicidal tendencies.

In his 2020 address to the people of Kazakhstan, President K. Tokayev noted the need to take new measures to protect the rights of citizens. Specifically, the President underscores the peril posed by the proliferation of bullying among minors, notably through online platforms (Tokayev, 2020). Even though the active study of bullying in foreign countries began back in the 60s of the XX century, our country is only becoming a legal and public position on this a social phenomenon. The surge in bullying is linked to the growing crises of modern society, including the erosion of ethical and moral standards, a weakening sense of national identity, and the promotion of violence and cruelty in media. The resulting social discord poses a serious threat to the younger generation, demanding decisive intervention. However, addressing this issue is complicated by insufficient understanding of the causes and consequences of child bullying, as well as a lack of clarity regarding its true prevalence in our country. It is important to take prompt measures to prevent bullying, especially in children and adolescents, as in the most vulnerable age group. Legal and social anomie, coupled with the peculiarities of the psychoemotional development of minors, a tendency to hypertrophy of problems, often led to fatal and irreversible consequences. Developing this idea, as part of the opening of the first session of the Parliament of the Republic of Kazakhstan of the VII convocation, K.J. Tokayev instructed to develop an effective mechanism for the prevention of bullying and child suicides, emphasizing the direct link between them.

Legal experts and prominent figures in the Republic of Kazakhstan advocate for the formal inclusion of the term "cyberbullying" in legislation. Previously, this proposal was put forth by members of the Majilis of the Republic of Kazakhstan. Presently, the legal protection afforded to our citizens against online attacks is limited to two articles: Article 73-3, addressing "Slander," in the Administrative Code of the Republic of Kazakhstan, and Article 131, pertaining to "Insult," in the Criminal Code of the Republic of Kazakhstan.

Cyberbullying is a form of electronic bullying and psychological violence that occurs on the Internet and through other digital means of communication. Cyberbullying is a real danger, and it is important to combat this phenomenon. When studying this phenomenon, the issues of countering cyberbullying have become particularly relevant. In conditions of widespread provision of children with mobile phones and other digital media, Internet access and the development of distance learning systems, the risk of being bullied increases significantly. Modern reality demonstrates the special role of scientifically based approaches in the study of any social anomalies. Consolidating the efforts of scientists and practitioners can help to eliminate miscalculations, weigh the existing risks and opportunities in creating and implementing an anti-bullying mechanism.

Materials and methods

The study implies systematic literature review as the main methodology (Thomas, 2021). The first step in our methodology involved an extensive and systematic search for relevant articles on cyberbullying. Databases such as Google Scholar, and academic journal repositories were systematically queried. The search keywords were "cyberbullying," "digital harassment," "online aggression," and "internet bullying." The inclusion criteria comprised peer-reviewed journal articles, prioritizing recent publications within the past decade to capture the latest research findings. Factors considered in the inclusion criteria included the publication's relevance to the subject matter, the methodological robustness utilized, the clarity of the research inquiry, and the credibility of the research methodology. Upon selection of the articles, pertinent data were extracted to facilitate thorough analysis. Key information included the author, publication year, study design, sample characteristics, research objectives, methodology, and major findings. This systematic extraction process aimed to provide a structured overview of the selected articles.

A thematic analysis approach was employed to identify recurrent themes, patterns, and trends across the selected articles. By categorizing findings into common themes, we aimed to uncover the multifaceted dimensions of cyberbullying, including its forms, prevalence, impact on victims, and potential mitigating factors. This analytical framework allowed for a nuanced understanding of the complexities surrounding cyberbullying in the digital age. Each article underwent a critical evaluation to assess the strengths and limitations of its methodology. The quality of research design, sampling methods, data collection procedures, and statistical analyses were scrutinized. Any biases or potential confounding variables were identified and considered in the overall interpretation of the findings (Fan et al., 2022).

Literature review

The issue of cyberbullying knows no boundaries, extending beyond physical limits and affecting individuals of every age, ethnicity, and socioeconomic status around the world (Englander et al., 2017). As technology connects people around the world, the issue of cyberbullying is becoming increasingly complex. This reflects different cultural expectations, social norms, and technological advancements in different industries. Through this study, we will explore the complexities of cyberbullying around the world, examining the multiple consequences, manifestations, and international efforts to address this digital threat (Iqbal, 2022).

International experience of cyber bullying

Research consistently shows that cyberbullying is a global phenomenon affecting individuals across countries and continents (Zhu et al., 2021). While sufficient numbers may vary, the ubiquity of digital networks ensures that no region is immune to the challenges posed by cyberbullying. Comparative research indicates that factors such as cultural attitudes, socioeconomic status, and availability of technology contribute to variation in the prevalence and nature of cyberbullying experiences International experience with cyberbullying ho is heavily influenced by cultural nuances that shape online behaviors and perceptions. Cultural factors play a key role in determining what is acceptable and what is problematic about digital communications.

For example, an individualistic culture may prioritize individual identity, which can lead to overt cyberbullying, while a collectivist culture

may emphasize conformity, and if subtle but effective strategies they are excluded (López-Meneses et al., 2020). While some manifestations of cyberbullying are universal, global experience also reflects industry-specific trends. In some cultures, cyberbullying can manifest itself through the spread of rumors or gossip, and use the power of social networks to destroy reputations. Elsewhere, direct harassment and outright threats may be more common. Understanding these variables is important in order to develop effective prevention programs and intervention strategies that respect cultural diversity (Novarro et al., 2016).

The international impact of cyberbullying on mental health is a general concern. Victims in different countries report similar emotional consequences, including increased anxiety, depression and feelings of isolation (Baier et al., 2019; Nam, 2019; 2019; Lee et al., 2018) The 24/7 accessibility of the digital environment magnifies these effects, as victims of cyberbullying may feel overwhelmed. The universality of these psychological outcomes underscores the need for global policies that prioritize mental health support for victims of cyberbullying.

As Cretu & Morandau (2022) state, countries all over the world are increasingly recognizing the severity of cyberbullying and are implementing strategies to combat it. Legal responses vary, some countries enact specific laws to combat digital bullying, others include cyberbullying in broader anti-bullying or bullying laws. UNICEF, UNESCO, and other international organizations work to promote research and mutual understanding of this phenomenon. UNESCO places great emphasis on enabling teachers to effectively address cyberbullying in educational institutions. Training programs and resources are developed to enhance teachers' understanding of digital safety issues, enabling them to create supportive learning environments and respond quickly and effectively to cyber-related incidents. To provide immediate assistance to children facing cyberbullying, UNICEF helps establish and maintain support lines and support services.

These platforms offer a confidential and accessible space for children to seek advice and assistance, underscoring the significance of mental health and overall well-being in addressing online violence (UNESCO, 2021; Cepal & UNICEF, 2014).

The prevalence of cyberbullying is an alarming reality in the United States, affecting people of all ages and socio-economic backgrounds. With the rise of technology, cyberbullying has taken on numerous forms, from direct harassment and threats to more discreet tactics such as exclusion, spreading rumors, and impersonation. The digital landscape, with its various platforms like social media, messaging apps, and online forums, serves as a breeding ground for these malicious behaviors, allowing them to reach and impact a large audience. Recent studies, such as one by Selkie et al (2016), have shown that middle and high school students are most at risk of cyberbullying. However, some experts, like Barlett (2023), suggest that these harmful actions may even begin as early as elementary school, when students are first introduced to smartphones. To prevent the spread of cyberbullying Hinduja & Patchin (2022) propose the adequate parental support of the US adolescents.

Cyberbullying is a widespread issue in many European nations, impacting people from all walks of life. Particularly vulnerable to this form of online harassment are adolescents, who spend a significant amount of time on the internet during their critical developmental years. However, it is important to note that cyberbullying is not confined to the younger demographic; adults also face online aggression, demonstrating the urgent need for inclusive preventative measures. Sorrentino et al (2019) delved into this topic, examining cyberbullying behaviors among students across eight European countries, revealing cultural disparities based on location and gender.

As a result of its incredible cultural diversity, Asia showcases a wide range of patterns when it comes to cyberbullying. This phenomenon can be observed in various settings, from bustling cities like Japan and South Korea to more remote regions like India and Indonesia. Within this vast continent, cultural intricacies heavily influence the forms and intensity of digital harassment. For instance, the values of respecting authority, prioritizing the collective over the individual, and conforming to societal expectations can greatly shape the dynamics of cyberbullying, and can differ significantly from one country to another (Udris, 2015). Additionally, recent research by Ikeda et al (2022) reveals that cyberbullying has even infiltrated the workplace, with the issue being further exacerbated during the ongoing COVID-19 pandemic.

The issue of cyberbullying on an international level is a dynamic interplay between the interconnectedness of our world, cultural differences, and common obstacles (Castellanos et al., 2021; Wang et al., 2019). Effectively addressing this multifaceted problem demands a united effort

on a global level, spanning multiple areas such as research, laws, education, and technological advancements. By adopting a holistic and culturally aware approach, we can cultivate a digital landscape that promotes mutual understanding, kindness, and inclusivity, while concurrently reducing the harm of cyberbullying regardless of geographical borders.

Cyberbullying in CIS and Kazakhstan

During the theoretical analysis of the work of Russian researchers on the problem of cyberbullying over the past ten years (2013-2023), more than two thousand scientific papers were found posted in the database of the scientific electronic scientific data library Elibrary, which indicates that more and more attention has been paid to the problem of bullying in the Russian scientific literature recently.

The urge of this problem is related to the fact that exposure to systematic bullying affects children's physical and mental health, general well-being and academic performance (Sobkin, 2012; Krivtsova, 2016). Traditionally, Russian scholars' perspectives on bullying can be classified into two main approaches: socio-psychological and individual psychological. From a socio-psychological standpoint, bullying is seen as a product of social interaction or group pressure exerted by a dominant majority over a weaker minority (Rulann, 2012). This viewpoint highlights various situational factors that contribute to bullying, including the broader socio-cultural context (such as societal and cultural attitudes towards bullying, government policies, etc.), as well as the microsocial environment within schools, classrooms, and families. While this approach outlines the environmental conditions conducive to bullying, it does not explain why specific children become victims or aggressors.

From the standpoint of an individual psychological approach, bullying is considered as a form of deviant behavior consisting in the manifestation of aggression. In this approach, scholars examine the personal attributes of individuals engaged in bullying dynamics (victims, perpetrators, bystanders), as well as the risk factors that predispose a child to be categorized into a particular group (Soldatova, 2012).

Findings from research conducted in 2010 indicate that in Russia, approximately one in every five children (23%) who use the Internet has encountered bullying either online or offline. In St. Petersburg, this proportion rose to 35%, significantly surpassing the national average (Soldatova, 2011). Across many European countries, children report similar rates of victimization, with an average

of 19% acknowledging experiences of bullying (Soldatova, 2015). Among Russian child victims, one-fifth endure insults and humiliation daily or 1-2 times weekly. Notably, this issue disproportionately affects 11-12-year-olds, with nearly a third experiencing bullying more than once a week, a rate higher than other age groups. Moreover, aggression in Russia is increasingly migrating to the online sphere, with insults in chat rooms, forums, blogs, and comments, as well as the proliferation of fake pages or videos showcasing bullying or violence, becoming commonplace in the Russian internet landscape. Approximately one in ten Russian students has encountered online bullying. In comparison to European averages, Russian children face online bullying at twice the frequency. When comparing Russia with specific European nations, Russia aligns with Denmark in terms of the prevalence of online and offline bullying. However, Estonia and Romania exhibit significantly higher rates of both online and offline bullying (44% and 42%, respectively), with slightly elevated frequencies of cyberbullying (14% each).

Furthermore, students frequently assume the role of aggressors themselves. In Russia, 25% of children admitted to having offended or insulted others either in person or online over the past year. Notably, the number of bullying perpetrators in Russia is double the European average. Social media platforms are emerging as the primary arena for cyberbullying. Perpetrators go beyond merely sending insulting messages; it's not uncommon for a victim's account to be hacked or for a fake profile to be created in their name, featuring humiliating content. Most commonly, children receive offensive or vulgar messages online. Less frequently, offensive, and explicit content about them is posted publicly on the internet, or they are threatened online, or subjected to other offensive and unpleasant experiences. The results of the study also made it possible to understand how the migration of bullying to the Internet in different regions of Russia correlates with the speed of Internet distribution in them. Apparently, this process becomes as intense as possible when some marginal or critical indicators of the level of Internet penetration into the adolescent environment are reached in the region. The further penetration and development of Internet technologies contributes to the stabilization of the situation with cyberbullying. Firstly, the digital competence of schoolchildren is growing, and with it come the necessary skills to effectively cope with online risks, including network aggression (Soldatova, 2012). Secondly, public awareness of the problem is growing, which leads to

the consolidation of the forces of parents, teachers, representatives of public authorities and businesses to combat it. The growth of online risks is associated not only with the speed of Internet penetration into the regions, but also with the nature of this penetration. In those districts where the spread of the Internet was relatively uniform, the level of online risks remained at an average level, as, for example, it was in the Central District or in the Volga region. In the same places where Internet penetration was in the nature of a leap, the level of online risks and, in particular, cyberbullying turned out to be the highest. In particular, this applies to regions such as Siberia, the Urals, and the Northwest, which have managed to catch up and overtake the Central District in many indicators in just a few years (Soldatova, 2012). Considering the situation of encountering online risk as a difficult life situation, we rely on the victims' subjective assessment of their level of emotional experience or stress in these situations. To do this, from the sample of the 2010 study Children aged 9-16 who have been victims of cyberbullying in the last 12 months (100 people) and children aged 12-16 who have encountered sexual Internet content that has upset them in the last 12 months (133 people) were selected. The children were asked how upset they were by this event and how long they had been worried.

As children age, the frequency of encounters with cyberbullying tends to increase, with those aged 13-16 more likely to experience it compared to their 9-12-year-old counterparts. Of the surveyed children who fell victim to cyberbullying, over two-thirds (72%) found it to be a stressful experience: 34% felt very upset, while 38% were somewhat upset. Only 28% reported not feeling upset at all. While both boys and girls faced cyberbullying at similar rates, there were differences in their psychological responses: girls were nearly twice as likely as boys to feel "very much" or "very upset," while boys were twice as likely as girls to report feeling "not upset at all" (according to the "Children of Russia Online" study, 2010) (Soldatova, 2012). Overall, children aged 9-12 tend to suffer more from cyberbullying and experience it more intensely than those aged 13-16, who are also nearly three times more likely to claim that cyberbullying "does not upset them at all." While over half of cyberbullying victims reported promptly coping with the situation, nearly one-third, irrespective of age, endured its effects for several days or longer. Additionally, the more time a child spends online, particularly engaged in search activities, the greater the likelihood of encountering cyberbullying.

Among the limited body of works by Kazakhstani researchers, notable is the study by N.B. Toksanbayeva and colleagues (Toksanbayeva, 2021), which delves into the socio-cultural, psychological, and demographic dimensions of bullying within the adolescent milieu. The authors underscore the importance of implementing anti-bullying programs in Kazakhstani schools, highlighting potential challenges in selecting effective strategies due to the paucity of research on the socio-cultural nuances of bullying in Kazakhstani educational settings. Through a detailed analysis, the authors elucidate the factors contributing to the prevalence of bullying, adolescents' aggressive behaviors towards their peers, and the roles of aggressor and victim. The study engaged 150 schoolchildren aged 13-17 years and employed various diagnostic tools, including the "Aggressive Behavior of Subjects" scale, sociometry method, Rosenberg Self-Esteem Scale, and Bass-Perry questionnaire for assessing aggressive behavior. Statistical analysis of the gathered data reveals significant disparities between adolescents' responses regarding bullying within their peer group and their recommendations to teachers regarding bullying initiators and victims. The article further explores the origins of bullying, its ramifications, and strategies for intervention. The authors conclude that bullying manifests uniquely in each context, shaped by the surrounding communicative environment.

Another article by a Kazakhstani researcher, Mogunova (2021), investigates cyberbullying, exploring its causes, and various manifestations. Framing cyberbullying as online bullying occurring across social networks, messaging platforms, and gaming communities, the author underscores its close association with traditional forms of bullying, often transitioning seamlessly between the two. Highlighting the psychological repercussions of cyberbullying for all involved parties, the author places significant emphasis on preventive measures against this phenomenon. Conclusively, the author underscores the heightened significance of this topic, noting the enduringly dire or even tragic outcomes commonly associated with its repercussions.

An article by Zhubandykov (2023) delves into the examination of cyberbullying, its ramifications, and its influence on the mental well-being of adolescents, particularly highlighting cyberbullying as a contributing factor to adolescent suicides. However, as of yet, there is a lack of statistical data in Kazakhstan substantiating the correlation between instances of cyberbullying among adolescents and cases of adolescent suicides.

In his research, Zhalmakhanov (2023) explores another facet of the phenomenon, focusing on the correlation between parent-child relationships and cyberbullying. Specifically, the author highlights the limited involvement of parents in addressing instances of cyberbullying. Adolescents who fall victim to cyberbullying often opt not to confide in their parents and instead attempt to resolve the issue independently. Furthermore, Zhalmakhanov suggests that family relationship issues, such as communication challenges between adolescents and their parents, minimal parental engagement in their teenage children's lives, and the imposition of strict rules and controls, serve as predictors for the onset of cyberbullying or cyber-victimization among adolescents.

A noteworthy article by Asylbekova (2023) merits attention for its scientific, theoretical, and comparative analysis of the issues surrounding bullying and cyberbullying among children and adolescents. This article was published as part of a targeted funding initiative by the Science Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan. The study analyzes empirical data collected from 360 secondary school students in Oskemen, aged between 10 and 15 years old (comprising 180 boys and 180 girls). The research methods utilized included the "Bullying Risk Questionnaire" developed by A.A. Bochaver, V.B Kuznetsova, E.M. Bianki., P.V. Dmitrievsky, M.A. Zavalishina, N.A Kaporskaya, and K.D. Khlomova along with the questionnaire "Cyberbullying in the School Environment" by S.V. Kritsova. According to the data of a psychodiagnostic study, children and adolescents are still quite strongly involved in bullying and cyberbullying situations. This fact indicates the problem of aggressiveness of schoolchildren, psychological tension, insufficient attention on the part of the teaching staff and parents to the physical and psychological well-being of students. The study showed that 10-year-olds are more involved in bullying situations than teenagers (16.9% and 6%, respectively), while teenagers are more susceptible to cyberbullying than younger children (34.8% and 14.2%, respectively). In addition, the authors of the study found that among children of the younger age group, boys are more aggressive than girls (boys -15.5%, girls – 7.4%), among adolescents, the values of both groups are almost the same (boys – 25.1% and girls – 23.9%). The authors of the article agree with the opinion of other researchers that often the reasons for the prevalence of bullying and cyberbullying among children and adolescents are

the recent decline in the level of socio-economic development of society, low life satisfaction on the part of both adults (parents, teachers) and children, dysfunctional family relationships and in the teenage environment. In summary, the authors advocate for immediate preventive actions to mitigate the prevalence of bullying and cyberbullying among children and adolescents, emphasizing the collective responsibility of educational institutions, parents, and the children themselves.

Additionally, we managed to find a number of materials of a recommendatory nature on the prevention of bullying and cyberbullying. In particular, it should be noted the methodological recommendations entitled "The introduction in universities and colleges of modules and topics "Bullying and child safety", "Child deviation, emotional intelligence and mental health", recommended by the National Academy of Education named after I. Altynsarin (2022). The authors analyzed the international experience of studying the problem of bullying and cyberbullying, the use of anti-bullying programs in the work of psychological services in educational institutions, as well as the possibility of their adaptation in Kazakhstan. The recommendations on the organization and functioning of the psychological service in secondary education organizations are of the greatest interest. The developers of the recommendations emphasize that eliminating the causes of bullying and cyberbullying, rather than combating their consequences, is of greater preventive importance.

In our opinion, methodological recommendations developed by the educational and methodological Center for the Development of Education in the Karaganda region in the state and Russian languages (Ilyukhina, 2012) are a useful guide for the prevention of school bullying among minors in educational institutions. This document contains an algorithm for organizing preventive work for all involved stakeholders. In addition, the developers of the guidelines have prepared specially designed questionnaires for schoolchildren and their parents to identify cases of bullying in the school environment, to determine various aspects of satisfaction with school life; a prevention and correction program, including lesson plans and training work with schoolchildren; workshops for teachers and parents.

Results and discussion

In the pursuit of understanding the multifaceted nature of cyberbullying, our systematic review of

relevant literature has unearthed a wealth of insights, revealing the intricate dimensions of this digital phenomenon. As we dissected the selected articles, key themes emerged, providing a comprehensive picture of the forms, prevalence, impact, and mitigating factors associated with cyberbullying.

Diverse Forms of Cyberbullying

The exploration of cyberbullying unveiled an expansive spectrum of forms, transcending the conventional understanding of overt harassment. While direct forms such as online harassment, threats, and impersonation remain prevalent, subtler manifestations like exclusion, gossip, and cyberstalking are equally impactful. Direct bullying is perhaps the most obvious and visible form of cyberbullying. This includes the intentional use of digital platforms repeatedly to send threatening messages, name calling, or spread harmful information. This can be through social media, messaging apps, email, or various other channels, increasing the scale and impact of the violence (Agustiningsih, 2023). Doxxing, short for "document tracing," is the malicious manipulation of private and personal information such as addresses, phone numbers, or financial information, with the intent to harm a victim Criminals can have used online vulnerabilities to harvest this information, and caused physical injury, harm, or risks of identity theft. An outing is when private information, specifically about one's sexuality, health, or personal situation, is revealed without consent. This act of public humiliation aims to shame and expose individuals, often with severe psychological consequences. Social media platforms increase the visibility of such incidents, increasing the emotional toll on victims (Chen et al., 2019). Trolling includes intentionally offending, harassing, or misleading individuals online for entertainment purposes. In more extreme cases, organized cyberbullying campaigns may target individuals or groups, with concerted efforts to inundate them with abusive, threatening, or offensive messages along with the scale and persistence of such campaigns increases their impact, making them powerful forms of cyberbullying (Aydın et al., 2021).

Prevalence Across Age Groups and Platforms

Our analysis of the literature underscored that cyberbullying is not confined to a specific age group or online platform. While adolescents and young adults are commonly affected, individuals across the lifespan experience cyberbullying. Social media platforms, messaging apps, online forums, and gaming communities all serve as fertile grounds for the manifestation of digital aggression. The ubiquity of cyberbullying across diverse demographics emphasizes the need for inclusive preventive strategies that address the unique challenges faced by different age groups. One of the most vulnerable demographics to cyberbullying is adolescents. The digital landscape becomes a battleground for identity exploration, social integration, and sometimes, relentless attacks. Adolescents may face cyberbullying through social media platforms, instant messaging apps, or online gaming communities (Zhu et al., 2021). Young adults, navigating the complexities of higher education, employment, and relationships, are not immune to the perils of cyberbullying. Social media platforms, professional networking sites, and online forums serve as arenas where they may encounter digital aggression (Li, 2017). Contrary to the misconception that cyberbullying is exclusive to the younger population, adults also fall victim to digital harassment. Whether in the workplace, online communities, or interpersonal relationships, adults may encounter cyberbullying through email, social networking sites, or professional platforms. The consequences may manifest in heightened stress, compromised mental health, and strained professional or personal relationships (Jenaro et al., 2018).

Psychological Impact on Victims

The emotional and psychological toll inflicted upon victims emerged as a central theme in our exploration. Victims of cyberbullying frequently experience heightened levels of anxiety, depression, and feelings of isolation. The persistent nature of online attacks exacerbates the impact, with some studies indicating a correlation between cyberbullying and suicidal ideation. The psychological scars, often invisible to external observers, accentuate the urgency of developing robust support systems and intervention strategies to mitigate the long-term effects on mental health. The psychological toll of cyberbullying often manifests in heightened levels of anxiety and depression. The relentless nature of online harassment, the fear of continued attacks, and the invasion of personal space in the digital realm contribute to a pervasive sense of unease. Victims may grapple with a constant undercurrent of anxiety, leading to a spiral into depressive states. Cyberbullying, whether through exclusionary tactics or the dissemination of hurtful content, can foster feelings of isolation and loneliness. Victims may withdraw from online and offline social interactions, fearing judgment or further victimization. The resultant isolation exacerbates the psychological impact, creating a

sense of alienation from support networks. The constant barrage of negative messages, derogatory comments, or character attacks erodes the self-esteem and self-worth of cyberbullying victims. The perception of oneself is intricately linked to social interactions, and when these interactions turn toxic, individuals may internalize the negativity, leading to a diminished sense of self-value (Martínez-Monteagudo et al., 2020).

In summary, our results reveal cyberbullying as a dynamic and pervasive social issue with far-reaching implications for individuals and society. The diverse forms it takes, the prevalence across age groups and platforms, and the profound psychological impact on victims underscore the urgency of proactive intervention. Technology platforms, while contributing to the facilitation of cyberbullying, also hold the potential to be powerful allies in its mitigation. Methodological considerations and gaps in knowledge provide a roadmap for future research, guiding scholars, practitioners, and policymakers in their collective efforts to unravel and address the complexities of cyberbullying in the digital age.

Conclusion

The issue of cyberbullying remains pertinent and poses a significant threat to the psychological well-being of individuals. It has increasingly become a prevalent social problem within online communities, with no apparent decline in occurrence rates. Amidst the COVID-19 pandemic, the problem of cyberbullying has been exacerbated, demanding heightened attention and prompt resolution. Although numerous recommendations and strategies have been developed for educators, parents, and teenagers, awareness of these resources remains limited. While cyberbullying lacks a legal definition and associated responsibilities, and specific mechanisms for addressing it are yet to be established, current efforts must rely on available resources. As we delve deeper into the complexities of cyberbullying, it becomes evident that addressing this issue requires collective action from individuals, educators, parents, policymakers, and technology providers. In today's digital age, it is imperative that we prioritize digital citizenship and promote responsible online conduct to combat the detrimental impacts of cyberbullying and foster a more inclusive and respectful online environment.

Acknowledgements, conflict of interest

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INCREASING THE HARDINESS
OF ADOLESCENTS BY METHODS
OF CATATYMIC-IMAGINATIVE PSYCHOTHERAPY

The ability of an individual to successfully cope with unfavorable environmental conditions while showing high resistance to stressors is called hardiness. Nowadays, having a high and stable hardiness in a person is more important and necessary than ever before. That is why modern psychological science is so interested in studying this phenomenon, its role in maintaining mental health and methods of influencing hardiness. A special role in this problem is traditionally assigned to the study of adolescent hardiness and methods of its correction.

The purpose of our study was to investigate the possibility of increasing the level of adolescent hardiness by methods of catatim-imaginative psychotherapy developed by the German psychotherapist H. Leuner. In turn, the main idea of our study was to preserve the mental health of adolescents by increasing their hardiness.

The scientific significance of the work consists in the fact that it expands the ideas about the role of hardiness in maintaining mental health, theoretically substantiates the advantages of individual psychotherapeutic work with adolescents who have a low level of hardiness. The practical value of the study is the disclosure of the effectiveness of methods of catatim-imaginative psychotherapy for the promotion of mental health of adolescents.

Theoretical, psychodiagnostic methods and techniques were applied in the study, mathematical methods of data processing were used to evaluate the results of the study. The results of the conducted research showed high efficiency of the methods of catatim-imaginative psychotherapy to increase the level of adolescents' hardiness. The results obtained can be used in the practical activities of child psychologists and educational psychologists of schools and colleges.

Key words: hardiness, mental health, catatim-imaginative psychotherapy.

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Кататимиялық-имагинативтік
психотерапия әдістері арқылы жасөспірімдердің
тізімділігін арттыру

Жеке адамның күйзеліс факторларына жоғары қарсылық көрсете отырып, қолайсыз қоршаған орта жағдайларына сәтті төтеп беру қабілеті тұрақтылық деп аталады. Қазіргі уақытта адамда жоғары және тұрақты төзімділікке ие болу бұрынғыдан да маңызды және қажет. Сондықтан қазіргі психология ғылымы бұл құбылысты, оның психикалық денсаулықты сақтаудағы рөлін және төзімділікке әсер ету әдістерін зерттеуге қызығушылық танытуда. Бұл мәселеде дәстүрлі түрде жасөспірімдердің төзімділігін және оны түзету әдістерін зерттеу ерекше рөл атқарады.

Біздің зерттеуіміздің мақсаты неміс психотерапевті Х.Лайнер жасаған кататимиялық-қиялды психотерапия әдістерін қолдана отырып, жасөспірімдердің төзімділік деңгейін арттыру мүмкіндіктерін зерттеу болды. Өз кезегінде, біздің зерттеуіміздің негізгі идеясы жасөспірімдердің төзімділігін арттыру арқылы олардың психикалық денсаулығын сақтау болды.

Жұмыстың ғылыми маңыздылығы оның психикалық денсаулықты сақтаудағы тұрақтылықтың рөлі туралы түсінігін кеңейтіп, төзімділік деңгейі төмен жасөспірімдермен жеке психотерапевтік жұмыстың артықшылықтарын теориялық тұрғыдан негіздеуінде. Зерттеудің практикалық құндылығы жасөспірімдердің психикалық денсаулығын нығайтудағы кататимиялық-қиялды психотерапия әдістерінің тиімділігін ашу болып табылады.

Зерттеу барысында теориялық, психодиагностикалық әдістер мен әдістер қолданылды, зерттеу нәтижелерін бағалау үшін деректерді өңдеудің математикалық әдістері қолданылды. Зерттеу нәтижелері жасөспірімдердің төзімділік деңгейін арттыру үшін кататимиялық-қиялды

психотерапия әдістерінің жоғары тиімділігін көрсетті. Алынған нәтижелерді мектеп пен колледждердегі балалар психологтары мен педагогикалық психологтарының практикалық іс-әрекетінде қолдануға болады.

Түйін сөздер: төзімділік, психикалық денсаулық, кататимиялық-имагинативлік психотерапия.

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Повышение жизнестойкости подростков методами кататимно-имагинативной психотерапии

Способность личности успешно справляться с неблагоприятными условиями окружающей среды, проявляя при этом высокую устойчивость к стрессовым факторам, называется жизнестойкостью. В настоящее время наличие у человека высокой и стабильной жизнестойкости является более важным и необходимым, чем когда-либо раньше. Именно поэтому современная психологическая наука проявляет такой интерес к изучению этого явления, его роли в поддержании психического здоровья и методов воздействия на жизнестойкость. Особая роль в этой проблеме традиционно отводится изучению жизнестойкости подростков и методов ее коррекции.

Целью нашего исследования было изучить возможность повышения уровня жизнестойкости подростков методами кататимно-имагинативной психотерапии, разработанной немецким психотерапевтом Х. Лёйнером. В свою очередь, главной идеей нашего исследования стало сохранение психического здоровья подростков путем повышения их жизнестойкости.

Научная значимость работы состоит в том, что в ней расширены представления о роли жизнестойкости в поддержании психического здоровья, теоретически обоснованы преимущества индивидуальной психотерапевтической работы с подростками, имеющими низкий уровень жизнестойкости. Практической ценностью исследования является раскрытие эффективности методов кататимно-имагинативной психотерапии для укрепления психического здоровья подростков.

В исследовании были применены теоретические, психодиагностические методы и методики, для оценки результатов исследования использовались математические методы обработки данных. Результаты проведенного исследования показали высокую эффективность методов кататимно-имагинативной психотерапии для повышения уровня жизнестойкости подростков. Полученные результаты могут быть использованы в практической деятельности детских психологов и педагогов-психолог школ и колледжей.

Ключевые слова: жизнестойкость, психическое здоровье, кататимно-имагинативная психотерапия.

Introduction

In August 2023, Kazakhstan began implementing the Roadmap for Promoting Healthy Lifestyles, which aims to «reduce consumption of tobacco products, alcoholic beverages and surfactants; improve mental and reproductive health; and reduce injuries». This is one of many projects aimed at improving the psychophysical health of citizens, but the statistics remain disappointing. For example, a WHO study showed a widespread deterioration in the mental well-being of adolescents in Central Asian and European countries, including Kazakhstan. The research indicates that 21 percent of girls and 15 percent of boys between the ages of 11 and 12 report frequent headaches. Moreover, among 15-year-old girls, approximately one-third (31 percent) experience significant headaches more than once a week.

Adolescents aged 15 feel depressed, of whom 29 per cent of girls and half as many, 11 per cent of boys, and 46 per cent of girls complain of frequent irritability or low mood, compared with 21 per cent of boys. The situation remains unfavourable in the area of adolescent suicide prevention. Here, despite the creation of almost all conditions for the prevention of suicide among adolescents, the situation remains difficult. Thus, in 2019, 180 juvenile suicides and 350 suicide attempts were registered in Kazakhstan. In 2021, 175 adolescents took their own lives and 248 made a suicide attempt (https://orda.kz/kak-nashi-deti-gibnut-ot-odinochestva-i-otchuzhdeniya).

In this regard, comprehensive prevention of various types of mental disorders continues to be one of the most important tasks of society. The success of this task is directly related to the identification of the risks of mental illness.

According to WHO: «the level of mental health is a consequence of the influence and interaction of a complex of individual, social and structural sources of stress and vulnerability factors» (https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response). Therefore, it is obvious that in one way or another in the process of formation of pathological mental state one of the leading roles is occupied by the ability of a person to maintain his/her optimal mental state despite environmental influences.

This ability is traditionally studied in connection with such psychological concepts as vitality and viability. The most significant here seems to be the study of the relationship between the level of hardiness and mental health. And taking into account that the prevention of mental disorders traditionally begins with adolescence, we, in our study, have emphasised the methods of psychologically correcting adolescent hardiness.

Thus, the object of our study is adolescents with a reduced level of hardiness, and the subject is to increase the level of hardiness of adolescents.

The purpose of this study is to examine the effectiveness of catatim-imaginative psychotherapy methods in increasing adolescents' hardiness.

The hypothesis of the study is that the use of catatim-imaginative psychotherapy methods will increase adolescents' hardiness.

Materials and methods of the study

A total of 96 high school students participated in the study: 51 tenth-graders and 45 eleventh-graders. The average age was 16.1 years.

Base of the study: KSU «General Education School №13» of Uralsk City Education Department of Education Department of Akimat of West Kazakhstan Region".

The gender composition is quite even 47 boys and 49 girls.

In this work we used the following psychological methods and techniques:

1) theoretical methods: analysis of psychological literature on the problem of hardiness, development of a psychocorrective programme to improve the hardiness of adolescents;

2) psychodiagnostic methods and techniques: short version of the hardiness test (E. N. Osin and E. I. Rasskazova), adolescent version of Beck depression inventory (A. Beck).

3) Mathematical methods of data processing: methods of descriptive statistics, correlation analysis, Student's t-criterion for independent samples.

Our research was carried out in two stages: establishing and forming. At the establishing stage, we conducted an initial psychodiagnosis of adolescents in order to identify the level of their hardiness and depression. According to the results of the initial diagnosis, the group of adolescents with a reduced level of hardiness and increased level of depression was divided into experimental and control groups for formative influence in the form of individual psychotherapeutic (psychologically corrective) sessions.

After the end of the formative stage, repeated measurements were taken and the results were analysed.

Literature review

Suzanne Kobasa introduced the concept of hardiness to elucidate the connection between stress and health, drawing from existential psychology's notion of the «courage to be» (Fominova, 2012). This existentialist perspective emphasizes the ability to navigate between unfamiliar yet growth-inducing paths and familiar but stagnant ones during decision-making moments. Kobasa posits that hardiness comprises distinct personality traits that act as a specific reservoir of resilience when confronting life's stressors. Conceptually, hardiness is depicted as a personality framework established early in life and remaining relatively stable over time, notwithstanding potential fluctuations in circumstances (Vanakova, 2013).

Early investigations into hardiness affirmed the notion that adults exhibiting three interconnected attitudes – engagement, control, and risk-taking – toward themselves and their surroundings are less prone to mental and physical ailments when faced with significant stress and distress. Conversely, individuals lacking these attitudes are shown to be more vulnerable to psychosomatic disorders when subjected to heightened stress levels. These three interrelated attitudes – engagement, control, and risk-taking – are delineated as follows.

According to Maddi and Kobasa, commitment refers to an individual's capacity to fully engage in their endeavors and interests (Nalivaiko, 2006). Those with high levels of commitment possess distinct objectives and perceive significance in both their personal and professional relationships. According to Kobasa, commitment is of great importance in maintaining health in stressful situations (Kobasa, 1985).

People who are committed are dedicated to personal growth and fulfilment of their potential.

Those who lack a sense of commitment alienate and isolate themselves from others, interacting with the environment through passivity and avoidance (Dreher, 1995).

Taking responsibility for one's own behaviour with the belief that one is the cause of events in one's life rather than assuming the role of a helpless victim defines the second component of hardiness, *control* (Kobasa, 1985). This belief is consistent with Julian Rotter's concept of locus of control in which he defined individuals as either internally or externally orientated (Rotter, 1971). Consequently, individuals with an internal locus of control attribute their achievements and setbacks to their own actions, whereas those with an external locus of control attribute life events to fate, luck, or chance. Moreover, research indicates that a robust sense of control serves as a protective barrier against stress, akin to social support, and diminishes the risk of mental or physical ailments (Bee, 2000).

According to Dreher, when faced with a problem, people with high levels of control have the necessary self-confidence to formulate and apply competent solutions. Conversely, those who lack a sense of control are more likely to lack self-confidence and initiative, so they often respond to life stressors with humility, withdrawal, and denial (Dreher, 1995). Consequently, it can be hypothesised that people with reduced or unstable levels of control experience helplessness in dealing effectively with stressful situations.

Individuals with high levels of challenge, the third component of hardiness, perceive obstacles as challenges and opportunities for growth rather than as threats to their well-being (Nalivaiko, 2006). Avoiding change, rather than adapting to it, is the goal of risk averse individuals, as comfort and safety are of paramount importance to such individuals, overriding curiosity, the desire for reasoned challenge and exploration.

Commitment, control, and challenge are assumed to protect individuals and keep them healthy despite encountering stressful events. Muddy and Kobasa, questioning whether hardiness is a defence against illness, studied a group of nearly 700 executives, predominantly men, who were part of one large company (Kobasa, 1985).

This study assessed the health effects of three resources – hardiness, physical activity, and social support. Muddy and Kobasa considered the following behaviours of the participants: smoking, alcohol consumption, poor diet, drug use, relaxation and meditation, family history and exercise. The results showed the following:

- For managers with none of these resources, the probability of illness was 92%.
- Supervisors with one of these resources had a 72% chance of becoming ill.
- For executives possessing two of these resources, the probability of illness was 58%.
- Executives with all three resources – resilient, exercising and receiving social support – were only 8% more likely to be ill.

In this case, the authors of the study identified hardiness as the most significant health protective factor of the three resources. In addition, hardiness was found to be the most predictive of current health status as well as health status one year from now. While social support and exercise are indeed valuable resources that protect against disease, it was found that the possibility of optimal benefit from social support and exercise was significantly higher in the presence of hardiness (Kobasa, 1985).

Following this influential study, subsequent research has unveiled that hardiness, along with other resources like social support and physical activity, exerts a safeguarding influence on both physical and mental well-being (Vanakova, 2013). Research across occupational and age groups also confirms that hardiness is a significant factor in reducing the impact of stress, acting as a protector or buffer (Gramzow et al., 2000). Early studies also observed that hardiness is «largely independent of age, gender, education, religion, marital status, ethnicity, and income level» (Maddi, 2006).

Nevertheless, recent research scrutinizing hardiness as a personality construct has raised valid concerns regarding previous conclusions. Some reports directly challenge early investigations into hardiness by proposing alternative methodologies for comprehending the relationship between personality and health. Despite such disagreements in the data, most published research on hardiness concludes optimistically: the authors conclude that hardiness in any case represents a contributing factor to the maintenance of psychophysical health, and encourage other researchers to further explore the empirical properties of this personality construct.

It is also worth noting that since Kobasa's seminal publication on hardiness, a large number of studies on the concept have resulted in a more integrated concept.

Currently, hardiness is conceptualized as a distinctive framework of attitudes and abilities that facilitate adept coping with situations perceived as stressful and potentially overwhelming due to their disruptive nature or prolonged discord (Fominova,

2012). These hardiness attitudes are reflected in more optimistic outlooks on life, characterized by feelings of personal efficacy, a sense of command over circumstances, and the conviction that challenges can be surmounted.

When stressful situations arise, people with high hardiness have less negative reactions because they have personal resources that they utilise to adapt to the situation.

Having defined hardiness, we can now consider the available evidence on the impact of hardiness on a person's physical and mental health.

Hardiness and physical health

Hardiness has been consistently linked to enhancements in overall physical well-being (Maddi, 2006; Kobasa, 1985). Furthermore, a study employing objective assessments of physical health discovered a notable correlation between hardiness and immune system functionality among women with arthritis (Okun et al., 1988). Investigations into functional immune responses have also revealed that individuals with higher levels of hardiness exhibit more robust immune reactions (Dolbier, 2001). Another study utilizing objective indicators of physical health, such as healthcare expenditures and insurance claims, found that individuals with high levels of hardiness experience fewer health issues, resulting in reduced frequency of medical consultations (Fominova, 2012).

In a study examining physical indicators like high blood pressure alongside levels of hardiness over a span of six years, findings revealed that individuals with lower levels of hardiness were more prone to elevated blood pressure (Maddi, 2006). Additionally, another study observed that dental patients exhibiting high levels of hardiness displayed lower heart rates compared to those with lower levels of hardiness (Dolbier, 2001). When subjected to experimental stressors, resilient participants tended to exhibit lesser physiological arousal compared to their less resilient counterparts. These investigations suggest that hardiness mitigates physical manifestations of tension and arousal, providing insight into how it might reduce the likelihood of illness despite escalating stressors. However, there is also evidence that resilient individuals may not actually be less likely to become ill than non-resilient individuals, but rather less willing to recognise their illnesses because it prevents them from «feeling in control of their lives» (Klag, 2004). It has also been argued that the relationship between hardiness and morbidity may be skewed by the fact that resilient individuals adopt healthier lifestyles than those with low or low hardiness.

An empirical investigation conducted by Wiebe and McCallum among high school students examined hardiness and its correlation with stress and somatic illness. The study revealed that hardiness directly influenced both the severity and quantity of physical symptoms, assessed through the Illness Severity Rating Scale. However, despite these findings, the study concluded that hardiness does not shield against stress in terms of illness; instead, its impact on health operates independently of its influence on stress levels (Wiebe, 1986).

Hardiness and mental health

In addition to its association with physical illness or impairment, hardiness also has an impact on mental health.

Mental health is an important component of social and psychological adaptation and personal development. Traditionally, the concept of health has relied on the illness model, viewing it as the absence of pain, impairment, or disease. Research oriented towards this approach focuses on how to reduce or eliminate negative mental states such as maladaptation, derealisation, depression and suicidal ideation. However, in recent years, the theoretical understanding of health has expanded markedly to include not only the absence of negative states but also the presence of positive states (happiness, joy, pleasure, etc.) (Dolbier, 2001). This two-dimensional model of mental health provides the basis for a more complete and accurate diagnosis of individual health indicators. In this conceptualisation, health is seen as a complex state whose meaning goes beyond the absence of illness or a sense of subjective well-being. Therefore, an assessment of mental health should include both negative and positive aspects.

It is common for young people to experience a variety of mental, psychological, emotional and behavioural difficulties or problems, especially those in the borderline ages of childhood, adolescence and young adulthood. A multitude of factors or life circumstances can put them at risk of developing feelings of dissatisfaction with life, which in turn can lead to negative health consequences and make them a vulnerable group. It is for this reason that recent decades have seen an increase in research on adolescent mental health and well-being.

A considerable number of adolescents worldwide grapple with mental health challenges. Recognizing this issue, the World Health Organization places particular emphasis on adolescent mental health, underscoring that over half of all mental health disorders originate during adolescence. One such disorder is depressive disorder, which unfortunately often goes undiagnosed or its severity is downplayed.

According to epidemiological studies, this disorder affects up to 15% of adolescents and young adults, and it is twice as common in girls as in boys. The first episodes of depression often occur during adolescence, between the ages of 12 and 18, and are often not noticed by teachers or parents. Thus, it is clear that mental health problems are common among young people.

Hardiness has a significant impact on human mental health and its maintenance. In this context, hardiness can be considered as a positive, distinctive quality of personality, which effectively mitigates the negative effects of stress and reduces the manifestations of depressive states (Khisarieva, 2021). In addition, hardiness can be considered as a process that includes positive adaptation in unfavourable conditions.

Greater hardiness is consistently linked with reduced psychological distress, heightened overall happiness, and increased adaptive resources, including marital satisfaction. In 1989, Nowack concluded that individuals with elevated and stable levels of hardiness are less susceptible to the adverse effects of psychological distress (Nowack, 1989). Another study exploring the role of hardiness in mediating the relationship between workplace stressors, educational environment, and emotional well-being discovered a positive association between hardiness and overall well-being (Klag, 2004). T.V. Nalivaiko investigated the internal conflict experienced by working fathers, marital adjustment, and the influence of personal hardiness. The findings indicated that hardiness alleviates the negative impact of inter-role conflict on marital adjustment (Nalivaiko, 2006).

Research conducted on military personnel engaged in peacekeeping missions has revealed that possessing a high level of hardiness diminishes the likelihood of experiencing depression and psychopathological symptoms amid high-stress environments. These findings indicate that hardiness serves as a safeguard against the detrimental impacts of stress arising from demanding and diverse workloads. Furthermore, according to another significant study, hardiness exerts positive effects on mental well-being (Florian, 1995).

In a study involving high school girls, hardiness was found to moderate the association between stress and depression, indicating that resilient female students were less prone to experiencing depression. Similarly, research among first-year students, comparing athletes with non-athletes, revealed that athletes exhibited significantly higher levels of hardiness. Additionally, athletes reported lower stress levels and fewer pathopsychological symptoms compared to their non-athlete counterparts. Furthermore, the study identified a significant negative correlation between hardiness and psychological symptoms across the entire sample.

In general, research has shown that hardiness increases well-being and life satisfaction, eliminates symptoms of generalised anxiety and depression, increases self-esteem, well-being, optimism and overall mental health (Downie et al., 2010; Jowkar, 2007). Hardiness also increases self-discipline (Jain, 2013). Similar correlations have been found in youth groups. Research studies suggest that high and stable hardiness improves well-being and life satisfaction among youth. Adolescents with high levels of hardiness have been found to be less likely to suffer from mental health problems (Jain, 2013).

Overall, a number of studies agree that building hardiness reduces the likelihood of mental, emotional and behavioural problems in young people (Sood, 2013; Ali et al., 2010; Tempski et al., 2015).

The data on the relationship between the level of hardiness and suicidal risk are also of particular importance to our study. Thus, based on a comprehensive literature review on hardiness as a factor capable of reducing the risk of suicidal behaviour, we can conclude that hardiness plays a key role in preventing suicidal thoughts and ideas, and also acts as a protective (anti-suicidal) mechanism in situations of pathological stress and risk (Knizhnikova, 2005). In a number of studies conducted on young people, increased suicidal risk directly correlated with reduced hardiness (Rothschild-Varibrus, 2020; Egunkova, 2019).

All these data suggest that the level of hardiness can be used as one of the indicators of psychological well-being and mental health. This, in particular, explains the increased interest of researchers in the problem of studying the methods of impact on hardiness, and in particular, the effectiveness of methods of correction of adolescent hardiness is investigated, since it is in adolescence that the risk of mental disorders is particularly high.

Traditionally, so-called hardiness training has been used to improve hardiness. Despite its effectiveness, this method also has a number of disadvantages:

1. Heterogeneous results: Hardiness levels can vary from person to person, and not everyone can benefit from hardiness training in the same way. Some people may experience greater effects than others.

2. Incompleteness of impact: often training programmes do not cover all aspects of a life situation or do not address the individual needs of participants.

3. Ineffective for some problems: hardiness training may be less effective in the case of serious mental health problems or difficult life situations.

4. Ambiguous definition of success: measuring the success of hardiness training can be overly subjective and does not always adequately reflect how successful the training was in a particular case.

5. Does not always take external factors into account: uncontrollable external factors such as economic crises or social injustices can have a significant impact on stress and hardiness levels, and training may not be able to fully compensate for these impacts.

6. Risks of overwork: intensive training programmes can lead to overwork or emotional burnout, especially if participants do not pay adequate attention to their physical and emotional well-being.

In addition to the above, the disadvantages of hardiness training include those inherent to group psycho-correction methods in general: the time aspect (training involves regular and systematic sessions that often last more than an hour and require the constant participation of all group members), the motivational aspect (many people do not see the point in participating in training, while the effectiveness of the training work directly depends on their participation and involvement) and resistance to training work (various defences that are very difficult to deal with).

Taking into account the above, in our work we chose the individual form of psychocorrective (psychotherapeutic) work. In doing so, we took into account a number of significant advantages of individual work with adolescents:

1. Individual approach. Individual psychocorrection is focused on the needs, requirements and problems of a particular person, which is especially valuable for adolescents who require recognition as an independent person. He or she receives the psychologist's full attention

2. Confidentiality. Only individual psychocorrection can fully ensure the creation of an open and safe environment for the teenager, where he can talk about his problems and feelings without shyness, without fear for his reputation.

3. Intensity of work. Individual psychologically corrective work allows the teenager to work with his experiences, problems, emotions and feelings on a deep psychological level.

4. Time saving. Individual psychologically corrective work gives the teenager the opportunity to fully concentrate on himself, his experiences and problems, without the need to share attention with others, as it happens in group work. This significantly accelerates the achievement of therapeutic results.

In our study, we adhered to psychodynamic concepts and directions of psychology when developing a psychologically corrective programme to increase adolescents' hardiness; we were based on the methods of catatim-imaginative psychotherapy (CIP). Let us consider this psychotherapeutic direction in more detail.

Catatim-imaginative psychotherapy (CIP) is a method of psychotherapy based on the theory of psychoanalytic psych ology and utilises a person's capacity for imagination (visual representation, imagination) (Ullmann, 2022). It was developed by Prof. Hanscarl Leuner in the 1950 s.

In practical terms, the procedure is that the client is usually asked to relax and close his or her eyes. The psychologist then asks the person to visualise something specific, such as a tree. The person should then describe the imagined image in as much detail as possible, describing in parallel the surroundings, the landscape, the weather, the people present, etc. The duration of the imagination is usually between five and twenty-five minutes. It is always preceded by at least a brief discussion of the patient's current state and any important events that have occurred since the last therapy session. After the «imagination», as practising therapists say, there is usually a brief debriefing, which serves more to gather spontaneous ideas and to recover from the experience. At the end of the session, the psychologist usually asks clients to sketch what they have seen on paper at home and bring the drawn picture to the next session. Only then is there a detailed discussion of the picture, similar to analysing nightmares.

The aim of CIP is not only verbally, but also through the emerging symbols and images to establish contact with the unconscious of the person, i.e. to obtain additional data for the therapy process (Barke, 2019).

Initially, CIP was developed for classic «neurotic» clinical pictures such as phobias, mild depression, hysteria, etc. Over time, appropriate modifications of the technique have been developed that have allowed for successful work with other conditions such as personality disorders, psychosomatic illnesses and functional disorders.

Given the above, it can be surmised that catatim-imaginative psychotherapy can be extremely useful when working with adolescents for several reasons:

1. Expression through art: adolescents may have difficulty expressing their feelings and thoughts in words. TRC provides them with an alternative way to express themselves through images, which can help them to express their emotions and experiences more openly.

2. Visual exploration: Imaginative symbols can help adolescents to visualise and visualise their problems and experiences, which can help them to better understand their own feelings and thoughts.

3. Indirect approach: working with images can provide an opportunity to discuss difficult topics without directly addressing the problem. This can make psycho-correction less threatening and more accessible to adolescents.

In working with children and adolescents, catatim-imaginative psychotherapy is used to develop emotional intelligence, strengthen and improve self-esteem and increase confidence in themselves and their abilities. This in turn helps them to improve their relationships with peers and family and to cope with conflict and stress (Ullmann, 2022).

Results and discussion

According to the results of the «Hardiness Test» methodology, we determined that 60% of adolescents have an medium level of hardiness,

33% have a low level of hardiness and 7% have a high level of hardiness. There are no significant differences between tenth- and eleventh-graders, although on average, tenth-graders have a slightly higher level of hardiness than eleventh-graders (Figure 1).

Students in both 10th and 11th grades showed mostly average values on all 4 scales of hardiness components. The highest number of adolescents with an increased hardiness indicator in both samples was found in the risk acceptance component, i.e. it can be assumed that adolescents usually perceive difficult, frustrating and problematic situations as potential opportunities for their growth and development, rather than as threats or sources of distress.

This difference can be explained by the fact that final year students are more exposed to negative life experiences and emotional feelings: academic failure, the problem of educational and professional self-determination, conflicts with parents, friends and teachers, and problems in personal life.

According to the «Beck Depression Inventory» we have obtained empirical data, the analysis of which allowed us to determine that 34% of teenagers have mild depression, 6% have moderate depression and 60% of teenagers have no depression.

Among 11th grade students, the proportion of children with depression is on average higher than in 10th grades (Figure 2).
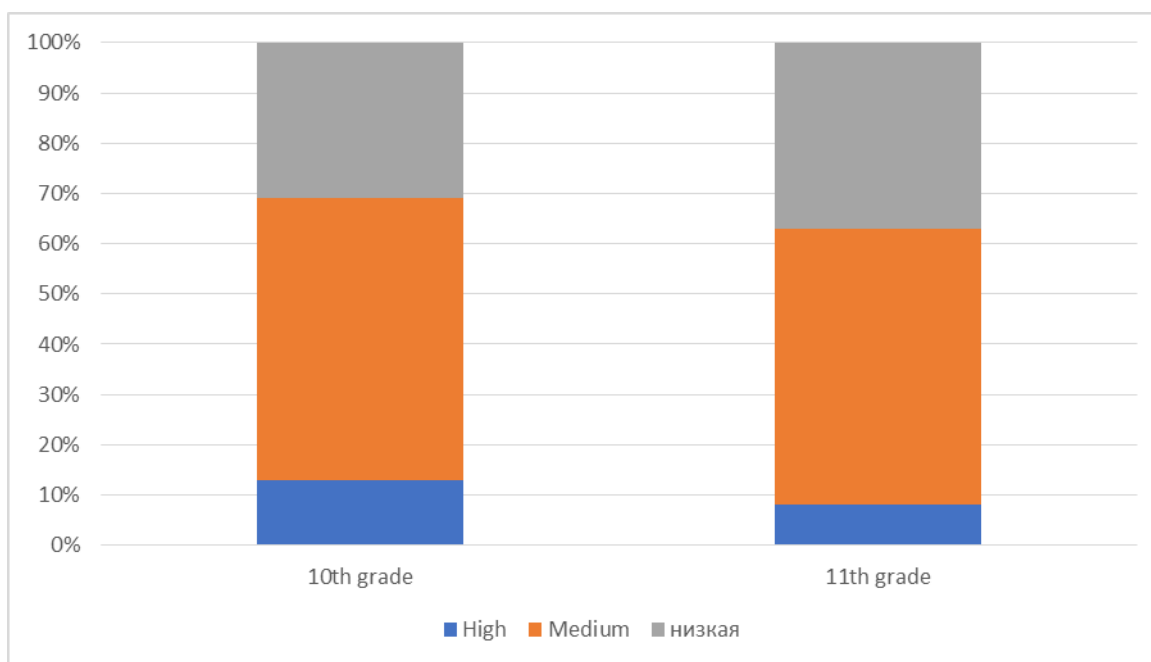

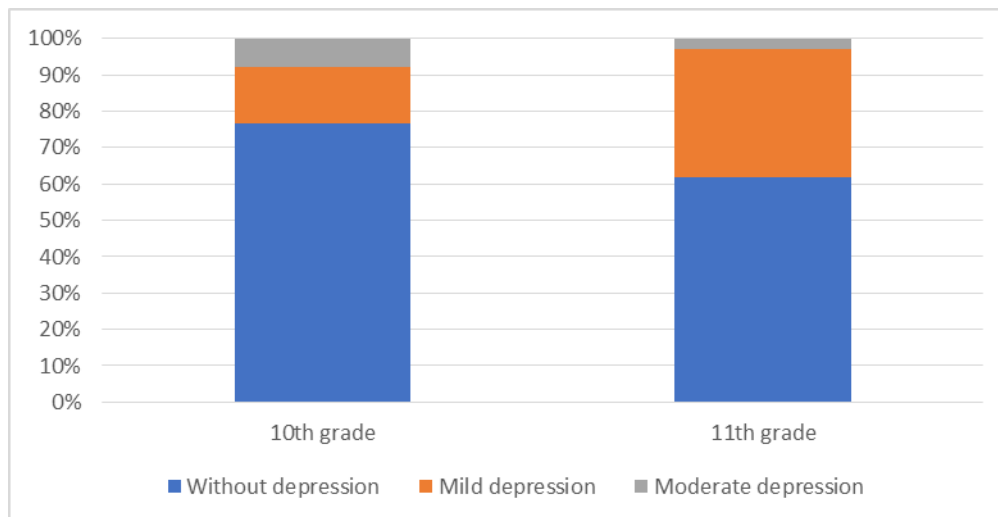**Figure 1 –** Expressions of hardiness among 10th and 11th grade students

Figure 2 – Expressions of depression among 10th and 11th grade students

Our results are explained by the fact that compared to 10th grades, the number of life triggers potentially capable of provoking the development of depressive or subdepressive states in graduates is greater: approaching exams, problems of professional and personal self-determination.

Based on the results of the experiment, a group was selected for the implementation of the subsequent formative influence. In accordance with the topic of the study, teenagers with a low level of hardiness were included in the group, and taking into account the data on the influence of a low level of hardiness on the risk of depression, teenagers with experimentally detected depression were included in the group. In order to test the effectiveness of the formative impact, we defined experimental and control groups of 16 people each.

At the formative stage of the study we used a specially designed programme of psychocorrection (psychotherapy) based on the methods of catatim-imaginative psychotherapy. Structurally, the programme consists of 9 sessions held during 1-1.5 months, each of which takes about 1 academic hour, with the regime of meetings 1-2 times a week

After the implementation of the formative influence, we carried out repeated psychodiagnostics. For repeated measurements we used the same psychodiagnostic techniques as at the first stage of the study, thus, the data were collected before and after the formative influence. This made it possible to identify the differences between the experimental

and control groups that emerge due to the formative influence.

As a result of the repeated psychodiagnostic study we obtained the following results.

1. According to the results of re-diagnosis of adolescents' hardiness in the experimental group, 70% (11 people) had an average level of hardiness and 30% (5 people) had a high level of hardiness.

In the control group, the level of hardiness changed insignificantly: 90% (14 people) had a low level of hardiness and 10% (2 people) had a medium level of hardiness (Figure 3).

More detailed comparison of the results of hardiness diagnostics is presented in Table 1

Thus, we can state a statistically significant increase in hardiness in the experimental group compared to the control group, which in turn indicates the effectiveness of the programme we have developed, the main goal and objective of which is to increase the level of hardiness.

When re-diagnosing the level of depression, the following results were obtained. In the experimental group according to the results of repeated diagnostics 44% (7 people) had mild depression and 56% (9 people) were diagnosed with satisfactory emotional state.

In the control group, 78% (12 people) had mild depression, 11% (2 people) had moderate depression and 11% (2 people) were diagnosed with a satisfactory emotional state (Figure 4).

More detailed comparison of the results of diagnostics of the depressive state is presented in Table 2.
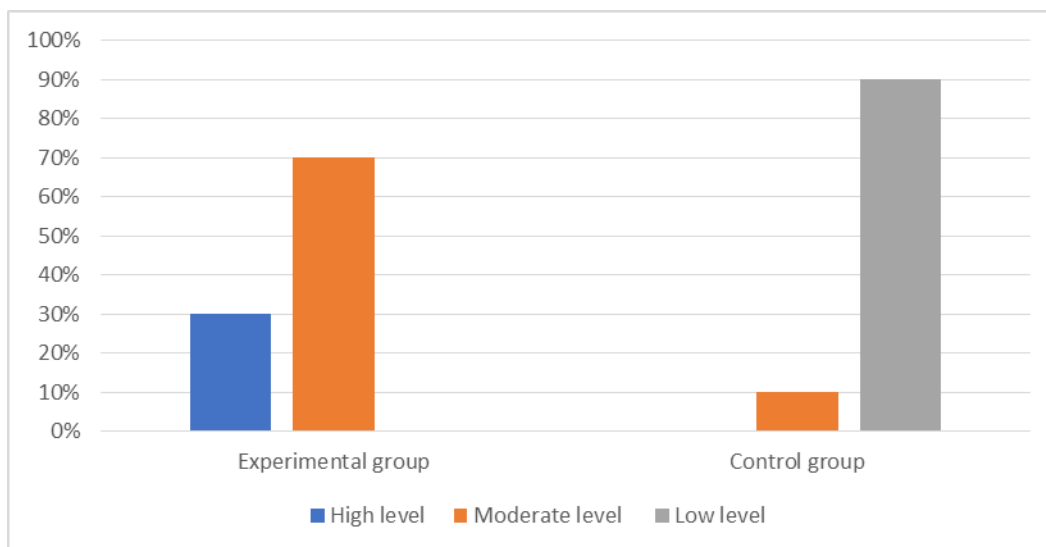
Figure 3 – Parameters of the technique «Hardiness Test» in the experimental
and control groups after the formative influence

Table 1 – Statistical differences in the parameter of hardiness between the experimental and control groups after the formative impact, according to Student's t-criterion (significant differences are highlighted in bold)

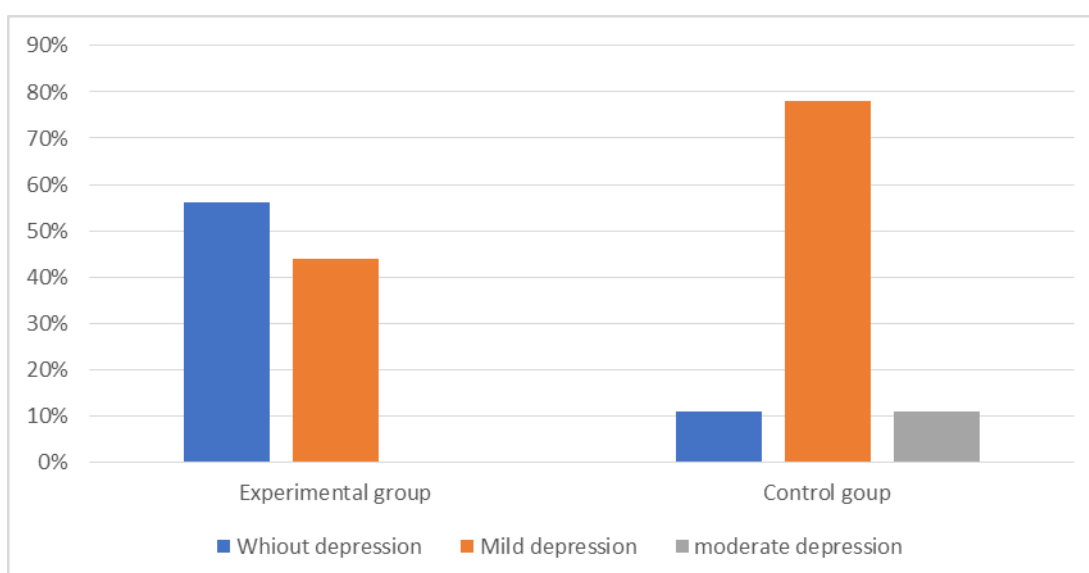| Parameters	Average exp.group	Avergae contr.group	t-value	p
Commitment	25,96	23,96	1,30	0,20
Control	**20,42**	**12,32**	**2,39**	**0,02**
Challenge	**11,96**	**7,9**	**3,47**	**0,00**
Hardiness	**57,33**	**37,65**	**2,46**	**0,02**

Figure 4 – Parameters of the methodology «Depression scale» in the experimental
and control groups after the forming influence

Table 2 – Statistical differences in the parameter of depression between the experimental and control group after the formative influence, according to Student's t-criterion

Parameter	Average exp.group	Average contr.group	t-value	p
Depression level (Beck)	2, 85	5,63	-2.94	0,01

Thus, we can state a statistically significant decrease in the level of depression in the experimental group compared to the control group. This confirms our assumption that hardiness is a key resource of personality that helps to maintain emotional balance and supports mental health.

Conclusion

Considering the results obtained, we can conclude that the use of the psychotherapeutic (psychocorrectional) programme we developed contributes to the improvement of adolescents' hardiness. It is also important to note that the programme contributes to a certain reduction in the level of depression in adolescents.

Nevertheless, we see that in the control group there are also some changes. But given that statistically significant differences we note only in the results of the experimental group, we can speak about the effectiveness of methods of catatim-imaginative psychotherapy to increase the level of hardiness of adolescents.

The increase in the level of adolescents' hardiness after the formative influence confirms our hypothesis that the use of methods of catatim-imaginative psychotherapy contributes to the increase in the level of adolescents' hardiness.

It should also be noted that the developed psychocorrectional programme is organically woven into the educational system of the school and class, as it is individual in nature. Therefore, the use of methods of catatim-imaginative psychotherapy can be recommended for use by psychologists of educational institutions (schools and colleges).

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THE STUDY OF THE INFLUENCE OF INTERNAL AND EXTERNAL FRUSTRATION ON THE PSYCHOLOGICAL SELF-DEFENSE OF A PERSON

Currently, research on negative emotional behavioral reactions occurring in a state of frustration is widely presented in the scientific literature. The article examines the impact of frustration on self-defense and human relationships, differing not only in psychological content or orientation, but also in duration. Within the framework of the topic under study, the authors take as a basis the research of N.D. Levitov, S. Rosenzweig, L. Festinger, K. Rogers, V.N. Myasishchev, M.A. Mkrtchyan. The article also presents the results of an empirical study conducted to identify the process of experiencing anxiety during frustration and the characteristics of a person's reaction to frustration. The empirical part of the study revealed a positive correlation of the level of frustration with anxiety, rigidity, aggression, tension, conservatism in a sample of 27 + 15 first-year students and a negative correlation with sociability, self-esteem, emotional stability, self-control, normativity. The study showed that Spearman's R-correlation coefficient is provided that there is no connection between the ranks of both variables (i.e., without repeated ranks), for example, here 6 students have high tolerance to frustration, 26 have medium tolerance to frustration and 10 have low tolerance to frustration. The results of the study can be used by existential researchers and educational psychologists in working with Kazakh-speaking people.

Key words: disappointment, communication, self-defense, stress, anxiety, condition, disappointment.

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Адамның психологиялық өзін-өзі қорғауына ішкі және сыртқы фрустрациялық күйінің әсерін зерттеу

Қазіргі уақытта ғылыми әдебиеттерде фрустрация жағдайында болатын жағымсыз эмоционалды мінез құлық реакциялары туралы зерттеулер кеңінен ұсынылған. Мақалада фрустрация тек психологиялық мазмұнымен немесе бағытымен ғана емес, ұзақтығымен де ерекшелене отырып, адамның өзін-өзі қорғауына және қарым-қатынасына да әсері қарастырылады. Зерттелініп отырған тақырып аясында авторлар Н.Д. Левитов, С. Розенцвейг, Л. Фестингер, К. Роджерс, В.Н. Мясищев, М.А. Мкртчянның зерттеулерін негізге алады. Сонымен қатар мақалада фрустрациядағы уайымды бастан өткеру процесін және адамның фрустрацияға реакциясының ерекшеліктерін анықтау мақсатында жүргізілген эмпирикалық зерттеудің нәтижелері берілген. Зерттеудің эмпирикалық бөлімінде бірінші курстың 27 + 15 студенттер іріктемесінде фрустрация деңгейінің мазасыздану, қаттылық, агрессивтілік, шиеленіс, консерватизммен оң корреляциясы және көпшілдік, өзін-өзі бағалау деңгейі, эмоциялық тұрақтылық, өзін-өзі бақылау, нормативтілігімен теріс корреляциясы анықталды. Зерттеу нәтижесі r-Спирмен корреляция коэффициенті екі айнымалы бойынша да рангтер арасындағы байланыстың жоқ болуы шартында (яғни қайталанатын рангтер болмаса), бір мысал , мұнда, 6 фрустрацияға толеранттылық жоғары, 26 фрустрациялық толеранттылық орташа, 10 фрустрацияға толеранттылық төмен екенін көрсетті. Зерттеу нәтижесін экзистенциялық бағыттағы зерттеушілер мен педагог-психологтар қазақ тілді тұлғалармен жұмыс жасау барысында қолдана алады.

Түйін сөздер: фрустрация, қарым-қатынас, өзін-өзі қорғау, стресс, мазасыздану, күй, фрустратор.

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Исследование влияния внутреннего и внешнего фрустрационного состояния на психологическую самозащиту человека

В настоящее время в научной литературе широко представлены исследования негативных эмоциональных поведенческих реакций, происходящих в состоянии фрустрации. В статье рассматривается влияние фрустрации на самооборону и отношения человека. В рамках изучаемой темы авторы берут за основу исследования Н.Д. Левитова, С. Розенцвейга, Л. Фестингера, К. Роджерса, В.Н. Мясищева, М.А. Мкртчяна. Также в статье представлены результаты эмпирического исследования, проведенного с целью выявления процесса переживания тревоги при фрустрации и особенностей реакции человека на фрустрацию. Эмпирическая часть исследования выявила положительную корреляцию уровня фрустрации с тревожностью, ригидностью, агрессивностью, напряженностью, консерватизмом в выборке из 27 + 15 студентов первого курса и отрицательную корреляцию с общительностью, уровнем самооценки, эмоциональной стабильностью, самоконтролем, нормативностью. Исследование показало, что R-коэффициент корреляции Спирмена при условии отсутствия связи между рангами по обеим переменным (т. е. без повторяющихся рангов), к примеру, здесь, у 6-х толерантность к фрустрации высокая, у 26-ти толерантность к фрустрации средняя и у 10-ти терпимость к фрустрации низкая. Результаты исследования могут быть использованы исследователями экзистенциальной направленности и педагогами-психологами в работе с казахоязычными гражданами.

Ключевые слова: разочарование, общение, самооборона, стресс, беспокойство, состояние, разочарование.

Introduction

In foreign psychology, one of the most common theories explaining human self-defense, the essence and origin of relationships, is the theory of frustration. The study of the problem of human self-defense from the perspective of the theory of frustration is considered as an activity to understand the causes of psychological problems, difficulties in learning and upbringing in modern society, and identify the features of their development. Frustration, according to N.D. Levitov, is manifested by characteristic features of situations and behavior that arise under the influence of obstacles that arise during the performance of the main task or in the process of solving a specific problem, i.e. in the form of resentments, worries, sorrows, contradictions, distrust (Levitov, 2017).

One of the most important practical problems is arming frustration with methods that have theoretical and experimental justification, that are convenient to use and interesting to people. In addition, it is obvious that the psychological service is insufficiently equipped with such methods. Numerous foreign and local psycho-diagnostic methods that identify frustration and meet the above requirements require a deeper experimental justification. These include, for example, the frustration test. The purpose of our study was to explore its diagnostic capabilities for several reasons. As T.G. Rumyantseva shows, the forecast of frustration – aggression, based on specific concepts, served as an impetus for the beginning of intensive experimental studies that lasted for many years (Rumyantseva, 2011). L. Berkowitz noted that these conclusions are not about frustration itself, but about its significance for the individual, in the association that it can cause. At the same time, the strength of the counterattack in response to the impact of the relevant motives is determined by their significance for a person, the degree of aggressive readiness of the individual, the intensity of her anger, the level of development of destructive habits (Berkowitz, 2001). If we consider methods for identifying these problems, first, the method allows us to describe a person's interpersonal relationships and is very important for the psychologist they work with, since teachers, parents and students often turn to him with problems of this particular circle. Secondly, there are not so many works on this method in Soviet psychology, many normative data obtained abroad have not yet been studied in our country, although there are already various options for the theoretical justification of the method. Thirdly, the test has a number of advantages that distinguish itself from other methods of personality research, since it is convenient to conduct,

the test does not take much time, is interesting for the students themselves taking the exam, there is the possibility of standardization and good operational methods of processing quantitative data.

There are many states related to self-defense of the person and frustrating situations in the relationship. Several types of frustration response have been identified: – arousal of movement – aimless and chaotic reactions; – apathy (in the studies of R. Barker, L.I. Dementias, one of the children who is faced with a frustrating situation lies on the ground and lies facing the ceiling); – aggression and destruction (it is assumed that any frustration provokes aggression, and this reaction is often manifested (Abramova, 2010). For example, psychologists of the Department of pedagogy and psychology of Zhetysu University named after Ilyas Zhansugurov in the study of the responses of students who are in a state of frustration noted that 113 times in 145 cases of frustration students answered with aggression: verbal confrontation, guilt, violence against the person who caused the frustration); – stereotypization – blind repetition of the established behavior; the inclusion of a self-defense mechanism was revealed.

Frustration leads to a decrease in the quality of current work, because other reactions that interfere with current work lead to frustration.

Frustration can improve performance at the same time, for example, by increasing motivation (Dubovitskaya, 2008). Let's take a closer look at the relationship of students with frustration situations.

Frustration is a state that occurs in the face of a real or supposed inconsistency of our desires with the available possibilities. That is, to satisfy the need, the inability to achieve the desired (Donskova, 2022). This feeling is full of contradictions, negative and affects low self-esteem. Of course, this is a familiar situation and you will have to face it countless times throughout your life. Since this is an unpleasant feeling, people want to get rid of it as soon as possible. In this case, there are several strategies or trends. Let's look at them:

The challenge of frustration. Often, the inability to achieve what you want is perceived automatically as an obstacle and prompts you to take even more active actions to achieve the desired goal. Then, pushing back all distractions, a person tries to achieve what he wants, no matter what. In this case, the attractiveness of a goal that has not yet been achieved will only intensify. Sometimes even succumb to aggressive actions, which are usually delaying the situation that requires planned, specific actions (Dementiy, 2004).

For example, when a person unexpectedly buys an item or invests money somewhere. Instead of an expensive item that does not have enough funds, he buys more than a dozen cheap, unnecessary things, which is even more expensive. Or he impulsively subscribes to any courses, and then he impulsively throws. The mentioned factors create unfavorable conditions, so the therapy has the following lines of work:

-Gradually, relative thinking is destroyed: "yes or no", "everything or nothing", "now or never", etc.

- teach to see the competition, desires and interests. It often goes unnoticed by the fervor on the way to the goal.

- Replacing the means of achieving the goal: finding a new look at the general situation, rethinking previous actions, looking for another way to achieve the goal;

- Target replacement: find an alternative target that satisfies a need or desire. Sometimes the goal is "loaded" by other people, for example, parents, and when look closely to that target again person understand that it is not so necessary, then change or replace it is not a problem;

- Reassessment of the situation, its importance for life. Sometimes conflicting aspirations can be combined, which reduces the seriousness of the situation and shows that it can be treated differently.

This will allow to act flexibly, not rush into the embrasure and keep your self-esteem at a good level. Some of these methods are mastered by a person himself throughout his life, and this helps to lower his mood.

2. Frustration = leaving (leaving the situation). This is the opposite vector, but it is more common while a certain threshold of tolerance for frustration is reached and the person cannot cope with the tension associated with it. Although avoidance can facilitate the response, avoiding a situation is destructive because it does not ensure the achievement of the goal.

It was conducted an experiment on frustration among students of a sports school in Taldykorgan city. The name of the experiment was "frustration and regression in children", which can be easily found and read on the internet. Our conclusion: as a result of frustration, some children's ingenuity has decreased, they have regressed (behaved like young children or have a low level of development) and it is possible to observe their loss of contact with reality (Barker, 2004).

This can also be seen in the behavior of adults. It is true that, if it is not possible to achieve any important goal – it is better to go to a safe area, for example,

these goals are not so important, not valuable, etc. Another important mechanism of recoil, which children do not yet have, but appear in adults, is the devaluation of the object of unattainable desire by the type of "green grape" and the exaggeration of the value of what you have according to the type of "sweet lemon". The phenomenon of "green grapes" is that when a person cannot acquire the desired thing, he devalues it, that is, endows it with negative qualities (as in the fairy tale "The Fox and the grapes", the Fox could not get grapes and called it "immature", green). A defense in the form of a "sweet lemon" is an exaggeration of the value of what you have ("a pen in your hand is better than a crane in the sky").

In principle, this is a phenomenon that works well. In most cases, it gives good results. However, in some cases it does not allow achieving the intended goal. In such therapy, it is important that the person creates a process in which he has the opportunity to try something new, despite difficulties and obstacles, then person does not have the opportunity to completely devalue the new activity.

Now the frustration we are considering has been studied by many psychologists: N.D. Levitov, S. Rosenzweig, L. Festinger, K. Rogers, V.N. Myasishchev, A.R. Luria, M.A. Mkrtchyan, V.S. Merlin, A.I. Zakharov, T.V. Maltseva, I.E. Reutskaya, V.N. Astapov and others, and we briefly dwell on their research.

According to N. D. Levitov, frustration is a "complex emotional and motivational state, manifested in the disorganization of activity and communication, arising from the prolonged blocking of goal – oriented behavior with objectively insurmountable or subjectively perceived difficulties" (Levitov, 2012).

An indispensable feature of any human society is the inevitability of frustration for a person. In the simplest case, frustration occurs when circumstances prevent a person from realizing what he wants. The circumstances, of course, can be objective: I was thirsty, but there is no water nearby. However, frustration often arises as a result of a contradiction between a person's personal desires and the restrictions or taboos established by society, since the existence of social formations is based on the need for a balance between the needs and desires of a person, the needs of a social group... (Furmanov, 1996).

For Z. Freud's frustration is the inability to satisfy an "ideal" need due to the lack of an object of satisfaction or due to the demands of the superego (Freud, 2007).

For M.A. Mkrtchyan, frustration is considering these issues, it is useful to distinguish the direction of the influence of frustration and communication: it can be both constructive and destructive. It is also necessary to distinguish between the acute and transient effects of short-term motivational conflicts and the deeper and more permanent effects inherent in intrapersonal conflicts. These more persistent effects, under certain circumstances, lead to the emergence of protective mechanisms that determine normal or abnormal behavior (Mkrtchyan, 2010).

Thus, just as a person can find an alternative way to achieve a goal, they can also find an alternative goal that satisfies a need or desire. The influence of increased stress, the expansion of the field of search for solutions can lead to the realization of the possibility of a worthy replacement for the goal. Many factors determine what is considered an acceptable substitute; simple access does not play any role here (Egorenko, 2023).

So, a person's purposeful activity can go unfulfilled in different ways. In this regard, two types of frustration can be distinguished:

1) problem frustration – arises in an individual for two reasons: A) because the task is difficult for him, he does not have the knowledge and experience necessary to solve it, although the task itself has a solution; B) because the task simply does not have a solution (for example, in mathematics, such problems have long been known; but they also exist in public life and other areas of human activity).

2) personal frustration – a person successfully begins his purposeful activity in the form of a process of solving a certain task, but he is not given the opportunity to complete this process: an artificial obstacle appears in his path, otherwise he may successfully complete this activity. This type of frustration has its own options, depending on when, at what time the obstacle occurs: at the very beginning, in the middle or at the end (Dubovitskaya, 2009).

In his research, M.A. Mkrtchyan further expanded the structure of frustration (Mkrtchyan, 2018). He considered it appropriate to analyze the consequences in the structure of the personality, along with the prerequisites that later form the basis for the formation of new frustrations, since it reduces the level of tolerance of the personality to heterogeneous harmful influences. Among such consequences, the complex of incompleteness and the high value of a person's personality are mentioned in the first place.

The extended frustration structure is classified as follows:

- the formation of goals saturated with mental energy and the connection of the essence of their independent existence with them;

- the emergence of situations that frustrate goals, the realization that these goals cannot be achieved;

- the use of defense mechanisms (aggression, sublimation, etc.) (Nalchadzhyan, 2018);

- individual psychological and socio-psychological consequences (the formation of volitional conflicts of character, complexes of incompleteness or high personality values, the loss of hope for the future or the strengthening of conformism in reference social groups andet.S. S.).

T.I. Avramova, enthusiastically supporting the distinction between an external cause and the situation in which it arose, on the contrary, advises calling frustration only a fact (event), and studies its effect on the activity of the body, but does not provide justification for any such application. We define the concept of frustration as a mental state as follows: frustration is *a state caused by objectively insoluble (or subjectively understood) difficulties manifested in the characteristic features of human experiences and behavior and arising on the way to achieving a goal or solving a problem*. When applied to animals, the definition is as follows: frustration is a condition of an animal that manifests itself in characteristic reactions that arise in the way of satisfying biological needs, and caused by difficulties. The need for both definitions is related to the fact that an animal is a biological being, and a human is a social being, and that frustration has different meanings and causes for humans and animals, although they have similarities as creatures experiencing difficulties that interfere with life (Avramova, 2010).

G.M. Cvetkova, O.V. Volkova, A.V. Rupeka classify frustration as an extreme life situation along with stress, conflict and crisis. For example,"...if a being with only one need of this world (separate life attitude, motive, activity) experiences frustration, it is the impossibility of satisfying this need, then his whole life is at stake, which means that such a situation is equivalent to a crisis" (Cvetkova et al., 2023). Analyzing the situation of frustration, F.E. Vasilyuk identifies 3 types of frustration experience: realistic, value-based and creative. A number of researchers K.I. Yurova, I.A. Yurov considers frustration as a form of psychological distress (Yurova, 2023). By the opinion of T.D. Dubovitskaya, A.R. Erbegeeva (2008), frustration is "a difficult experience of one's own failure, accompanied by a feeling of hopelessness on the way to a certain goal, the collapse of hopes" (Hasan et al., 2001). So, if we formulate it, frustration is a negative concept that reflects the state of a person, accompanied by various forms of negative emotions.

Methodology of scientific research

According to the purpose of the study, to determine the forecast, the methodology of V. Boyko "frustration", a test for determining the level of frustration, determining the level of subjective control (J. Rotter) methods were used. In methods, the level of frustration is determined by taking the answers of the test taker from the total number of answers. That is, if a person who passes the test marks "yes" answers from 0 to 4, then this person has a low level of frustration. There is no emotional stress. There is a constant tendency to frustration if the answer "yes" is received from 5 to 9. And if the test taker chooses the answer "yes" 10 or more times, then the person is very frustrated, experiencing great emotional stress.

Answer: a high level of frustration tolerance if the number of" Yes "answers is 9-11, an average level of frustration tolerance if the number of" Yes "answers is 5-7, and a low level of frustration tolerance if the number of" Yes " answers is 1-4.

The article considers the strategy of the influence of the frustrated state of students on personal characteristics, depending on the results of research, on the positive and negative sides of educational achievements. In a sample conducted with 1st year students of the Department of "Psychology" and department of "Pedagogy and Psychology", a negative correlation of the frustrated state with such standards as anxiety, vindictiveness, conformism, emotional instability, low self-esteem, and self-disrespect was revealed. It was found that the higher the level of students' disappointment in the inter-sessional period that has passed since the winter session, the lower their average score.

Results and discussion

In the course of the study, was asked question about the factors and conditions that students perceive as insurmountable obstacles that make it difficult to successfully conduct their studies.

Result of the study: in 6 students frustration tolerance is high, in 26 students frustration tolerance is medium, in 10 students frustration tolerance is low.

Table – The results of nonparametric one-factor analysis by Factor 1st year students and an example of dependence on the first scale

n\n	BFM	FDT	p	
S1-12-3	2	1	<,0001	Medium (75%)
S2-11-2	1	1	0,0106	
S3-10-7	5	2	0,4936	
S4-9 -13	8	5	<,0001	
S5-8-14	9	5	<,0001	
S6-7-5	4	1	0,0010	
S7-6-3	2	1	<,0001	
S8-5-2	1	1	0,0037	1st year
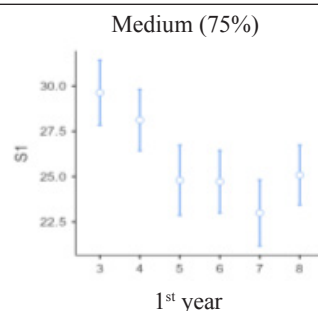
The relationship between X and Y is positive, strong

Result of the study: total 42 students took part in the study. Among them, 5 are in a state of frustration, 31 have protection against frustration, and 4 do not have a sign of frustration. In 1st year students, anxiety on all scales is almost the same from each other, but significantly lowers than the action of internal and external frustrations. The methodology for determining the level of subjective control of the study (J. Rotter).

The study showed that the authors prepared about twenty explanations of external and internal frustrators with questions to determine the course of stress in the educational situation of students. The students used a three-point indicator (0,1,2), which they should evaluate depending on the complexity of the situations presented here. Firstly, here were considered the directions corresponding to ten external factors: 1) relations with students who study together; 2) relations with management; 3) incorrect relations with teachers; 4) incorrect construction of the learning system (inconvenience of the established curriculum, poor equipment); 5) various difficult living conditions (most of the time goes on the road, the problem of money); 6) improper relationships with parents, relatives (lack of support, constant guilt); 7) relationships with peers; 8) relationships with outsiders; 9) intrapersonal conflicts; 10) the ability to distinguish oneself from the external environment. There are also types of inter frustration such as: 1) laziness, irresponsibility of a person; 2) inability to properly manage an emotional state; 3) failure to achieve the passing academic load, the complexity of the lessons completed; 4) inability to assimilate educa-

tional material; 5) inability to evaluate the achievements of peers; 6) health difficulties, fatigue; 7) inability to receive education lack of interest in oneself; 8) lack of self-confidence; 9) improper relationships with parents, siblings; 10) difficulties that people cannot associate with various compensations for their needs.

As the result of the experimental test shows (see Fig.1.), the factors associated with the impact of internal and external frustrators on researchers (a set of points) will be higher than in other groups. The frustrations of students who do not study well in the classroom will be different. For example, failure to complete the academic load, the complexity of the completed lessons; inability to assimilate educational material; inability to assess the success of peers, incorrect construction of the learning system (inconvenience of the set educational schedule, poor equipment). For example, all the frustrators that dominated the students were similar to the abovementioned nature, which again indicates the importance of psychological support in working with such students.

In addition, as discussed (see Fig.2.), here the importance of external frustrators is determined by the lack of communication. Thus, there is a problem of providing psychological support to students who fail, aimed at preventing conditions such as laziness, irresponsibility, inability to properly manage a person's emotional state, failure to cope with the ongoing academic load, the complexity of the lessons completed, inability to assimilate educational material, inability to assess the success of peers, health difficulties, fatigue.
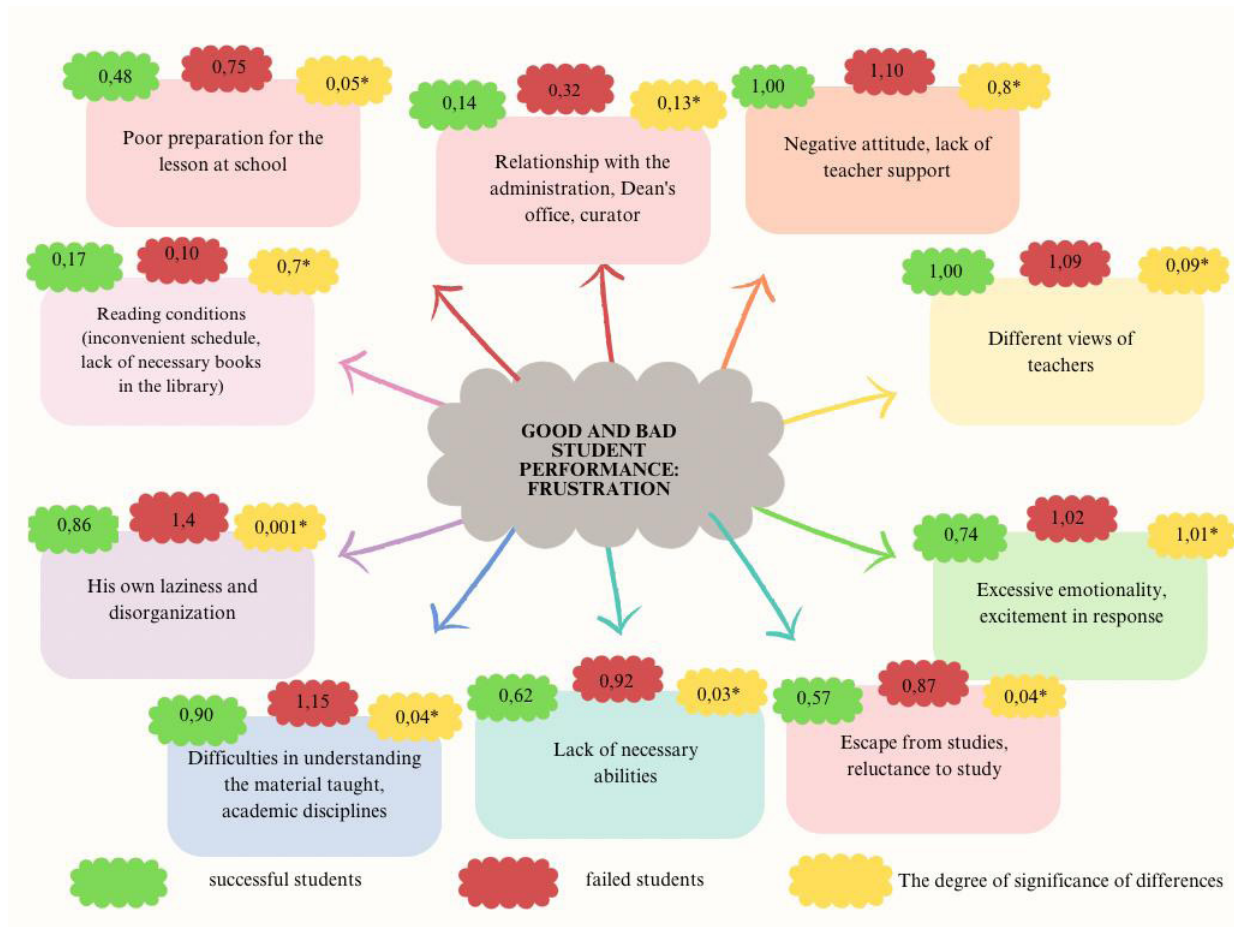
Figure 1 – Using the methodology,we offer a frustration as a meaningful connection between the good and bad levels of student performance

Therefore,someideasforprovidingpsychological and pedagogical support and overcoming frustration were expressed by N.D. Levitov (Levitov, 2017). A special circumstance emphasized that it is necessary to prevent the emotional state of students; avoid the consequences of improper construction of the learning system (inconvenience of the established curriculum, poor equipment); develop a correct understanding of difficulties so that they do not perceive difficulties as obstacles; focus on fostering tolerance and sobriety; cultivate these qualities so that they do not give students bad examples and in order not to lose your reputation in front of yourself.

So, the content of "psychological support for students in conditions of frustration" includes the above-mentioned factors. Poor health, rapid fatigue is one of the most pronounced, active manifestations of frustration. However, active or wall-mounted manifestations of frustration cannot lead to aggression. This term frustration can be understood in two meanings. These are often actions that are understood as stereotypes, repetitions. For example, in Mayer's experiments it was written that in the case of a "prick" or deviation of lost animals from their usual way of life, it leads to stubbornness, disobedience to man. Thus, the statement implies an active state, but, unlike aggression, this state is frozen, conservative, and not hostile to anyone.
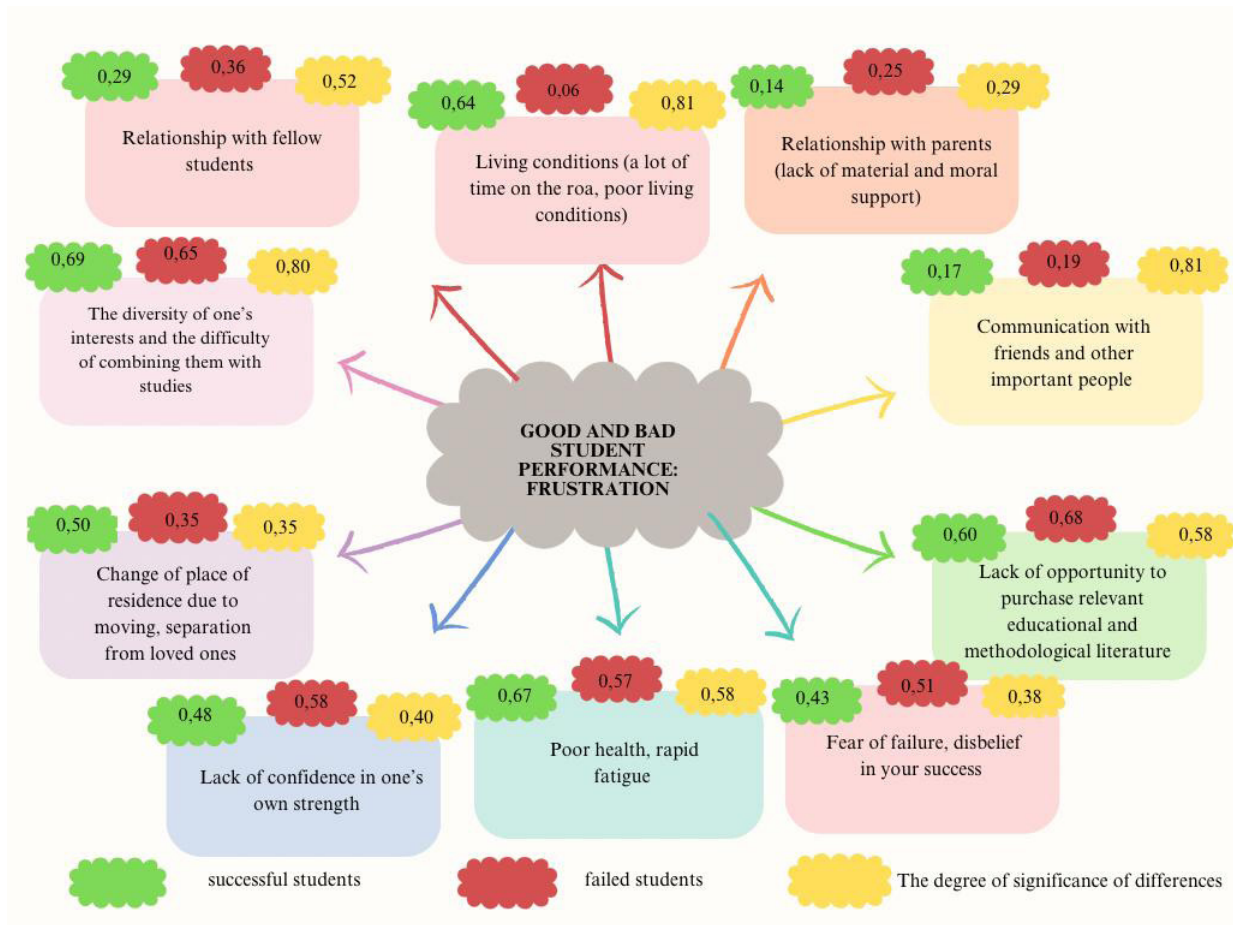
Figure 2 – From the methodology, we show that there is no significant correlation between good and bad student performance

Conclusion

In conclusion, the relationship between the state of frustration and average scores, personal qualities and strategies for overcoming students' difficulties was established; The sources and symptoms of frustration, the causes determining the forms of their manifestation.

The tasks facing pedagogical psychology must be realized. This is the practice of educational work of students:

- during the training, it is necessary to avoid and regulate situations of student disappointment.

- in order to avoid educational and psychological barriers, it is necessary to conduct special psychological diagnostic studies with students and organize developmental work;

- do not provoke asthenic and undesirable asthenic reactions in people;

Frustration-differs not only in psychological content and or direction, duration. Mental states that describe frustration can be short. Outbursts of aggression or affective-type depression and prolonged moods, in some cases, leave a significant imprint on the person's personality. Frustration is like any other mental state:

a) may be inherent in the character of a person;

b) new character traits can mean the beginning;

c) is transient in the episodic period.

It is necessary to explain to people what difficulties exist so that people do not fall into the mistaken opinion that the difficulty may be insurmountable. It is necessary to cultivate strong-willed behavioral qualities, increased attention to the education of tolerance and self-control. The presence of these qualities in the educator, which does not cause difficulties to a person, suggests that the teacher will not lose the authority of the teacher in front of the student. It is not easy for a person to achieve patience, to struggle with disappointment. This is evidenced by the fact of frustration, at least in such a target situation.

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2-бөлім
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Раздел 2
СОЦИОЛОГИЯ

Section 2
SOCIOLOGY

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DIGITAL INEQUALITY AS A FACTOR
OF SOCIAL STRATIFICATION OF KAZAKHSTANI SOCIETY

The article discusses several ideological, conceptual, and methodological issues related to the emergence of a new foundation for the stratification of Kazakh society – digitalization. The objective of this article is to examine the distinctive characteristics of digital stratification within Kazakhstani society. This analysis will encompass an investigation of the positive and negative implications for the population of modern Kazakhstan, as well as an assessment of potential future developments. Additionally, this study will explore potential avenues for optimising the current situation. The theoretical basis of the research is the classical and modern concepts of social stratification: the multidimensional model of stratification of M. The theory of social stratification by P. Sorokin, the theory of "social space" by P. Bourdieu, and the concept of digital capital as a key resource by M. Ragnedda. As an empirical base, the results of sociological research conducted by the IFPR in 2022-2023 were used.

The main results of the study: digitalization has a contradictory impact on Kazakh society; digital resource, along with income, power, profession, etc., becomes a factor of social stratification of society, generating digital inequality; residents of several local rural communities are becoming socially vulnerable and less competitive in the labor market due to the inaccessibility of the Internet, the lack of technical means to ensure its use; digital tools create deceptive or alternative realities and thereby weaken and even reduce the influence of official institutions. The conclusions of the work will be useful both for developing a general line of modernization regarding the stratification system of Kazakhstan's population within the framework of digitalization and for determining specific ways to manage these processes, taking into account the differentiation of interests, value concepts and worldview beliefs of various social groups.

Key words: stratification, digitalization, digital inequality, Internet.

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Цифрлық теңсіздік қазақстандық қоғамның әлеуметтік
стратификациясының факторы ретінде

Мақалада қазақстандық қоғамды стратификациялаудың жаңа негізі – цифрландырудың пайда болуымен байланысты бірқатар дүниетанымдық және тұжырымдамалық-әдіснамалық мәселелер талқыланады. Мақаланың мақсаты – қазақстандық қоғамның цифрлық стратификациясының ерекшеліктерін, оның қазіргі Қазақстан халқы үшін оң және теріс салдарын, оның дамуының ықтимал бағыттарын, сондай-ақ оны оңтайландыру жолдары мен тетіктерін айқындау. Зерттеудің теориялық негізі әлеуметтік стратификацияның классикалық және заманауи тұжырымдамалары: стратификацияның көп өлшемді моделі М. Вебер, П. Сорокиннің әлеуметтік стратификация теориясы, П. Бурдьенің «әлеуметтік кеңістік» теориялары, М. Рагнедданың негізгі ресурсы ретінде цифрлық капитал тұжырымдамасы болып табылады. Эмпирикалық база ретінде 2022-2023 жылдары жүргізілген ФСДИ әлеуметтанулық зерттеулерінің нәтижелері пайдаланылды.

Зерттеудің негізгі нәтижелері: цифрландыру қазақстандық қоғамға қарама-қайшы әсер етеді; цифрлық ресурс табыспен, билікпен, мамандықпен және т. б. қатар цифрлық теңсіздікті туғыза отырып, қоғамның әлеуметтік стратификациясының факторына айналады; бірқатар жергілікті ауылдық қауымдастықтардың тұрғындары Интернеттің қол жетімсіздігіне, оны пайдалануды қамтамасыз ететін техникалық құралдардың болмауына байланысты әлеуметтік осал және еңбек нарығында бәсекеге қабілеттілігі төмен болады; цифрлық құралдар алдамшы немесе балама шынайылықтарды жасайды, осылайша ресми институттардың ықпалын әлсіретеді және тіпті төмендетеді. Жұмыстың қорытындылары цифрландыру жағдайында Қазақстан Республикасының халқын стратификациялау жүйесін жаңғыртудың бас желісін әзірлеу үшін де,

түрлі әлеуметтік топтардың мүдделерін, құндылық түсініктерін және дүниетанымдық сенімдерін саралауды ескере отырып, осы процестерді басқарудың ерекше тәсілдерін айқындау үшін де пайдалы болады.

Түйін сөздер: стратификация, цифрландыру, цифрлық теңсіздік, интернет.

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**Цифровое неравенство как фактор
социальной стратификации казахстанского общества**

В статье обсуждается ряд мировоззренческих и концептуально-методологических вопросов, связанных с появлением нового основания стратификации казахстанского общества – цифровизации. Цель статьи – определение особенностей цифровой стратификации казахстанского общества, ее позитивных и негативных последствий для населения современного Казахстана, вероятных направлений ее развития, а также путей и механизмов ее оптимизации. Теоретической базой исследования являются классические и современные концепции социальной стратификации: многомерная модель стратификации М. Вебера, теория социальной стратификации П. Сорокина, теории «социального пространства» П. Бурдьё, концепция цифрового капитала как ключевого ресурса М. Рагнедды. В качестве эмпирической базы использовались результаты социологических исследований ИФПР, проведенные в 2022-2023 годах.

Основные результаты исследования: цифровизация оказывает противоречивое влияние на казахстанское общество; цифровой ресурс наряду с доходом, властью, профессией и т.д. становится фактором социальной стратификации общества, порождая цифровое неравенство; жители ряда локальных сельских сообществ становятся социально уязвимыми и менее конкурентоспособными на рынке труда вследствие недоступности интернета, отсутствия технических средств, обеспечивающих его использование; цифровые инструменты создают обманчивые или альтернативные реальности и тем самым ослабляют и даже снижают влияние официальных институтов. Выводы работы будут полезны как для выработки генеральной линии модернизации системы стратификации населения Республики Казахстан в условиях цифровизации, так и для определения специфических способов управления этими процессами с учетом дифференциации интересов, ценностных представлений и мировоззренческих убеждений различных социальных групп.

Ключевые слова: стратификация, цифровизация, цифровое неравенство, интернет.

Introduction

During the period of existence of independent Kazakhstan, radical transformations of social, economic, and political structures and institutions have been taking place in the republic. The transformations taking place in Kazakhstan are systemic, i.e. they affect the whole spectrum of social life. This is not just the renewal of some partial subsystems of society, but a qualitative change in the life of society as a whole. An integral part of these processes is the change of the former and the formation of new social groups and strata, i.e. the social stratification of Kazakhstani society.

Digitalization confidently enters the life of Kazakhstan society and becomes one of the foundations of social stratification. In his speech at the third session of the National Kurultai "Adal adam – Adal eenbek – Adal tabys" on March 15, 2024, Head of State K.K. Tokayev confirmed the previously announced course of the country on the development of digitalization and knowledge economy, stating:

"Kazakhstan should become a territory of comprehensive digitalization and accelerated development of artificial intelligence. This is our strategic task. The head of state specified how digitalization affects the life of the country: "Specific and measurable results of digitalization are increasing the capacity of railroads, saving fuel, increasing company revenues. This is how the digital ecosystem should be built. The government should scale this experience in all sectors of the economy" (Tokayev, 2023).

The current stage of economic and political reforms necessarily includes processes associated with a qualitative change in the social structure of Kazakhstan's society, i.e. the formation of new and changes in previous social groups and strata (strata). Strata (social groups) in Kazakhstani society differ from each other on many grounds. These grounds were shown in the analyses. According to the results of the analysis, the possession of digital technologies, attitudes to forms of ownership, belonging to one or another sector of the economy, income level, participation in the distribution of the total income of the country's

population, attitude to political power, ethno-clan characteristics, confessional affiliation, position in the professional sphere of activity, value orientations and attitudes, political regime are the grounds for distinguishing social groups from each other.

As a stratification factor, it is extremely important to study the topic of digitalization, because the lack of consideration and real, empirically supported knowledge about the whole range of relations characteristic of the social basis of political and economic reforms leads to the fact that the latter begin to be slowed down, muted or simply hindered by the inertia of the inadequate social system as a whole and, in particular, those of its elements that are directly interfaced with the political or economic institutions being changed.

In this regard, the purpose of this article is to determine the features of digital stratification of Kazakhstan society, its positive and negative consequences for the population of modern Kazakhstan, the likely directions of its development, as well as ways and mechanisms for its optimization, which is a priority and relevant in practical and theoretical terms problem of the humanities.

Modern science has not yet given exhaustive answers to the questions posed to the world community by digitalization, since this phenomenon has become a part of the life of modern man relatively recently. The relevance of its study is due to the ambiguous and in some cases negative impact of digitalization on the stratification of society. The object of research in the article is digital inequality, the subject is digitalization as a stratification factor.

The main hypothesis of the study is that if we do not develop educational programs on media literacy and do not teach critical thinking to citizens, do not influence the formation of information space, do not maintain a balance between freedom of speech and the need to regulate content in social networks and messengers, then digital technologies under certain conditions at the suggestion of political entrepreneurs can expose established political institutions and governing systems of society to the risk of deformation and loss of legitimacy. The task of the study is to show that digital inequality can become one of the main factors negatively affecting Kazakhstani society.

Materials and methods

As theoretical models, we used the multidimensional model of stratification by M. Weber, the theory of social stratification by P. Sorokin, and the theories of social space by P. Bourdieu.

Max Weber (he is considered to be the founder of the stratification theory) attempted to "unbundle" classes, for which he had to abandon the one-dimensionality of the Marxist approach to the criterion of class membership – the relationship to property. According to M. Weber, property is not the only criterion according to which a social group – stratum – is formed. In addition to property, he attributed power and prestige to such criteria. Moreover, these coordinates can be hierarchically subordinated to each other: there are societies where the main role is played by the possession of power resources, in other types of society the dominant role is given to material well-being, and thirdly – to prestige (Weber, 1992).

Pitirim Sorokin's theory of "social space" was used to characterize stratification processes. P. Sorokin introduced this concept to designate the place of a social event, a group of people, and any individual. Furthermore, the concept was proposed as a means of defining the position of a person or any social phenomenon in social space. Sorokin defines social space as a system of relations between social phenomena, which he considers to be "points of reference". In Pitirim Sorokin's model, the coordinate axes of social space are represented by economic, political and professional stratifications (Sorokin, 2005).

The concept of social space, as elucidated by Pierre Bourdieu, encompasses three distinct forms of capital: economic capital, cultural-social capital, and symbolic capital. Symbolic capital, in particular, encompasses reputation, prestige, and other forms of social recognition. Bourdieu examines a range of forms of capital, including economic, political, cultural, social and others. He analyses social stratification based on the mechanisms of capital accumulation and transformation (Bourdieu, 2002).

The research conducted by the French sociologist provided a methodological foundation for the development of an analytical approach to the study of digital inequality, based on the concept of digital capital and the mechanisms of its transformation into other types of capital. In this context, digital capital is considered a "metacapital" that influences the possibilities of acquiring and using other forms of intangible capital (Vartanova, 2020). It is also worth noting the approach of M. Ragnedda, who defines digital capital as a resource that provides access to a wide range of other resources, including social, political, economic, human and cultural (Ragnedda, 2020).

The results of two sociological studies were used as the empirical basis of the research. The

initial study was conducted by the BRIF Research Group LLP on behalf of the SC MSHE Institute of Philosophy, Political Science and Religious Studies in 2022. The purpose of the research: is to study the modern social structure of Kazakhstani society, its structure, trends, and changes taking place in the social structure. A survey of 15 experts, 6 focus groups, and a quantitative representative national survey of the population (1504 respondents) was conducted. In the second study, the same agency conducted an expert survey in 2023 (10 experts were interviewed). The objective of this article is to identify and analyze expert opinion on social modernization in Kazakhstan.

As part of the research process, a significant amount of statistical data was analysed and utilised, including the statistical data of information and communication technologies and communications for the period 2022-2023, the results of the 2021 census, as well as the key indicators of the work of communication enterprises, postal and courier services in the Republic of Kazakhstan during 2022-2023, are presented herewith. Additionally, the dynamics of digital literacy of the population are included.

Results and discussion

1. Processes of social stratification and the dynamics of inequality

In contemporary sociological discourse, social stratification is defined as a hierarchically arranged system of social inequalities, whereby individuals and groups are placed in a hierarchy according to certain socially relevant attributes. Stratification thus perpetuates the inequalities that exist in any society.

What is the basis of inequality in society? The diversity of answers to this question has given rise to many theories and models of stratification. "To study the system of social stratification of a society, it is necessary to investigate how inequality is organized in it, that is, to understand that not all individuals have the same access to a set of material or symbolic goods that have "value" in terms of the most widespread collective beliefs in a particular society" (Abdiraiyimova, 2022:104).

There are two directly opposite approaches to justifying the nature of inequality. The first one proceeds from the essential, natural differences of people, which explains their different abilities and, accordingly, their status in the social organization that reproduces the fundamental structures of inequality.

All concepts and models of stratification adjacent to the first approach are based on the belief in the universal, insurmountable nature of inequality. Indeed, if inequality is natural, one should not waste energy on ambitious social projects to build a "society of equals". One should try to acquire the highest possible social status based on one's abilities. From this idea were born the concepts of social equilibrium, according to which people occupy unequal positions in society according to their abilities. These are all the theories of functionalism, according to which a person performs a social function and is rewarded for it by society. These theories are otherwise also called social integration theories (Parsons, 1992), (Warner, 1997), (Barber, 1972).

The second approach is based on the understanding of man as a social, public being (Therborn, 2011; Robinson, 2004; Sklair, 2002); hence inequality has a purely social nature and, consequently, in some societies it exists, while in others it does not, or at least it is strongly smoothed out, does not reach the stage of social polarization (a textbook example here is the former USSR and modern Scandinavian countries with their powerful social and specific tax policies aimed at overcoming the inevitable disparities in the level and quality of life of different groups of the population arising in a market economy).

To date, many theories of inequality and corresponding models of social stratification have been created. Nothing is surprising in the fact that the processes of social stratification are described by a multitude of theories and models: developing societies are changing their social structure, and, accordingly, the understanding of the essence of this structure is changing – hence the diversity of theoretical schemes depicting it (Shubina, 2011).

In addition, there are fundamental differences in describing the social structure of societies in different states, and phases of development. Stable societies that have been evolving on the same grounds for quite a long time have a stable social structure. Stratification processes in such societies can be described by a clear, classically formalized theory. Societies emerging from the state of revolutionary breakdown, which have not yet reached a stable state, cannot be described by any one limited theory – there are too many uncertainties, many changing parameters, unstable patterns, unclear statuses, and unstable structures in such societies. The adequate way to describe stratification in such societies is no longer a simple theoretical scheme, but a whole set of theories that capture one feature of this dynamic stratification, then another, then another. As a consequence, the so-called multidimensional model of stratification emerges, built from fragments of

different approaches to understanding the essence of social inequality and the social structure formed on its basis, as well as from fragments of different models schematizing these approaches. Such a multidimensional model does not possess scientific rigor, but its representativeness is quite high, and most importantly, it corresponds to the real processes of structuring the transit society. This correspondence to the realities of socio-economic and political transit should be preferred to formal adherence to this or that theory of stratification, which may be good as an abstract-general theory, but is of little use for describing the transit society, in which the parameters of structuring social reality are constantly changing.

Following the emerging hierarchy of socio-status groups, as a rule, the main stratification clusters of society are also distinguished. For example, one of the most widespread schemes or models of stratification of modern Kazakh society is the model of a given society that posits the existence of a series of hierarchically arranged layers:

- the lower stratum is comprised of technical employees, individuals lacking specialized qualifications or professions, and marginalized individuals;

- the primary stratum encompasses those engaged in trade and services, skilled laborers, and farmers, in addition to categories such as civil servants and self-employed individuals;

- the middle layer is comprised of a diverse array of actors, including small business owners, business professionals, such as salaried traders and financial experts, as well as creative and scientific intellectuals.

- the upper stratum comprises the political and economic elite, large and medium-sized entrepreneurs, top managers of international and Kazakhstani large corporations, the top bureaucracy, and the generals (Kadyrzhanov, 2011: 73-74).

Nevertheless, in our estimation, this model of stratification currently needs to be corrected. In Kazakhstan, a layer of "working poor" has appeared, who are difficult to attribute to the middle or even basic stratum. They have a sufficiently high level of professional education and a permanent place of work, but receive insufficient income for normal livelihood: they live from paycheck to paycheck, take new loans to close the previous loan, cannot lead a lifestyle that corresponds to their social status, so they are among the socially vulnerable strata of the population as the "working poor" (Economic Inequality.., 2023). The phenomenon of the "working poor" in Kazakhstan was first considered by Kazakhstani scientists in the interdisciplinary comprehensive study "The Impact of the COVID-19

Pandemic as a Factor Increasing Economic Inequality and the Growth of Working Poverty in Kazakhstan".

The precariat, which represents a significant social stratum in contemporary Kazakhstani society, requires special attention. This group encompasses individuals engaged in work without the benefit of social guarantees and whose income is irregular and contingent upon the vagaries of the temporary workers, such as freelancers, labour market, interns and couriers. A sizeable proportion of the precariat is designated as "digital nomads (Melkov et al., 2019), occupies a distinctive position within the social stratification system and necessitates the conduct of specialized research. Although digital nomads can be classified as belonging to the middle stratum, they have the potential to move to the upper stratum in the context of the rapid development of digitalisation.

Modern sociology presents a number of approaches to conceptual modeling of digital stratification. The Dutch sociologist J. Van Dijk developed a theory of digital inequality, which presents a model of digital stratification of the information society in the form of concentric circles. The centre of the model represents a stratum of approximately 15% of the population, which is characterised by high levels of Internet access, income and education, mobility and social capital. They made up about 15 per cent of the population. The majority of the population is situated within the intermediate ring, characterised by limited social connections and media resources, less internet access and ICT skills. The population to this ring is between 50 and 60 per cent. Approximately who are excluded from active use of digital technologies are situated in the outer ring. This group encompasses those at the lower end of the socioeconomic spectrum, including the unemployed, the elderly, ethnic minorities and a significant proportion of migrants. This group includes about 25 per cent of the population (Van, 2013: 47-49).

Russian scientists have put forth a model of stratification of modern Russian society that is analogous to the model developed by Van Dijk, which is based on access to information and communication technologies (ICTs). A series of studies conducted in various regions of the Russian Federation yielded the following categories: The model proposes four categories of individuals in terms of their access to ICTs: the " digitally underserved," who have no access to the Internet (5% of the population); the "digital basic," that have a purely wired internet connection (26%); the "digitally active" is used to describe individuals

who utilise a range of technologies to access the Internet. The (66%); and the "digitally advanced" is used to describe individuals who own Internet-controlled devices, which are part of the Internet of Things (3%) (Shinyaeva et al., 2019: 75).

As ICTs develop, the models of digital stratification will be filled with new content.

2. Digitalisation in the context of statistical and sociological data

The accelerated advancement of digitalisation and its pervasive integration into all facets of human existence is reshaping traditional notions of the world, giving rise to a novel conceptualisation of reality. More and more people are getting involved in various spheres of production related to digital technologies. The level of digital literacy of the population is continuously growing (Table 1) (Digital Literacy Level.., 2024).

Table 1 – The digital literacy of the population aged 6 to 74 is defined as the proportion of users who possess the requisite skills to operate a personal computer, smartphone, tablet, and laptop, utilise standard software applications, and utilise online services

Years	%
2018	79.6
2019	82.1
2020	84.1
2021	87.3
2022	88.3
2023	90.2

Nevertheless, the Concept of Digital Transformation, Development of the Information and Communication Technologies Sector and Cybersecurity for the Period 2023 – 2029 notes the insufficient level of digital (legal) literacy among the population, ICT professionals and organisational leaders in cybersecurity aspects (Concept of Digital Transformation.., 2023).

In the 2021 census, along with the traditional areas of employment (industry, construction, etc.), a new employment column – information and communication – was singled out for the first time by the international classifier, with 257,861 people or 2.8% of the employed population. For comparison, 1,022,972 people are employed in industry (11.1%) and 694,534 people (7.6%) in construction (Employment of the population..., 2023). In 2019, the similar indicator in Russia amounted to 2.4%, while the European average was 3.9%: in Finland

– 7%, in the UK – 5%, in Norway – 4.5%, in the Czech Republic, France, Germany – 4%, in Poland – 3% (IT Cadres.., 2020).

Statistics inform that in our country there is a whole stratum of intellectuals who have made information and communication technologies a profession, and it will grow quantitatively rapidly. Not only is this stratum of people shaping the technological future of the country more than anyone else, the results of its activities will fundamentally reshape the social structure of the society. "Today, when ICT ownership becomes a new resource for development, this resource becomes a new basis for social stratification. The digital resource begins to fulfill the role of a basic stratification criterion in society" (Vershinskaya, 2016: 177).

In the past, prior to the widespread use of digital technologies, the primary determinants of social status and factors of social stratification were power, income, and profession. However, with the advent of the digital age, there is a need to modify and, in some cases, radically rethink these stratification categories. "Together with the nomination of knowledge and information as the main resource of power, for the first time in history, the condition for belonging to the ruling class is not the possession or the right to dispose of resources, but the ability to use them. The class of intellectuals acquires real control over the process of social production and redistributes in its favor an increasing part of the social wealth" (Kurganskaya et al., 2021: 53).

First of all, digitalization as a basic stratification principle begins to divide society into those who are online (online) and those who are not online (offline). In the social structure of the society, there is not only a stratum engaged in the creation of ICTs but also a layer of the population that is already using the results of their work, which allows them to work successfully remotely, outside the office. Digitalization "unbinds" a person from his/her place of residence, and the former idea of necessary professional competencies, work, and its search, study, and entertainment is changing.

In the context of sociological research into the changes occurring in the social structure of Kazakhstan society, conducted by the company "BRIF Research Group" on behalf of the Institute of Philosophy, Political Science and Religious Studies KN MNVO in 2022, experts observed the emergence of a new social stratum within the Kazakhstani population.

"I do not know to what extent it can be called a new layer, but a certain group, probably, it can. This is exactly what we were just talking about.

More independent people, in terms of place of work, who work more, conditionally outsourced, in this format, there are probably more of these people. And this creative class has probably become bigger as well. In this respect, I see certain changes. That is, more people now say: why work in an office from 9:00 to 6:00 in the evening, when you can go to another country and work on the beach, it's much more convenient. That is, these are the changes I see" (expert).

A sociological survey showed that 90% of respondents have access to the Internet. Every second seeks information for study and work, 43% use the found information for work, and almost every third (37%) – for entertainment (Table 2) (Key Indicators.., 2024).

Table 2 – Reasons for accessing the Internet (in %)

Reasons for accessing the Internet	%
I'm on social media	47,3
I run a social media page	19,0
For entertainment	33,8
To receive the news	58,6
For socializing	60,3
To find information for education, occupation, self-development	45,4
For work	39,3

Thus, skillful use of Internet opportunities becomes a social and cultural capital, helps to expand the circle of communication, get news, learn, and develop professionally.

"Now there is an opportunity to just sit at home and work, it is not necessary, as before, to run to work every day, to go somewhere all the time. There are a lot more opportunities now. When I was looking for a job for my husband, he is a cook, I subscribed to 3 channels in Telegram, and there are tons of job offers every day. He's had a job for a long time now, but I sometimes go on there for interest. My sisters sometimes talk about how there are no jobs in the city at all, but I disagree. There are tons of jobs in the city" (focus group participant).

"From my experience I say, with an official eight-hour job, I will not be able to buy a car or an apartment. Even if the bank approves a loan, I will fear, because 80% of my salary will be taken from me, and then there will be no money left for groceries and other expenses. Therefore, in addition to working 8 hours a day, you need to work part-time, taxi, if you have a car, do some work on the Internet

to buy a newer house or car" (focus group participant).

However, it is possible to get all these preferences and even change one's social status with the Internet. And here location begins to act as almost the main component of inequality.

The digital divide between urban and rural areas has been named by experts as one of the five major, critically acute, and negatively affecting Kazakhstani society.

"We have 'Almaty-Astana and everything else'. There are more children in the village and less access to benefits. The imbalance. There is no Internet in the village (online education and information). Accordingly, they have fewer opportunities to get quality education in the future. And the village is Kazakh-speaking. They have fewer opportunities to find a job in the city, where Russian or bilinguals are needed" (expert).

The experts' conclusions are confirmed by statistical data: the volume of communication services only to the population (!) in Astana and Almaty is many times higher than in other agglomerations, even taking into account the number of residents (Table 3) (Key Indicators..., 2024).

Table 3 – Volume of communication services to the population from the beginning of 2023

Place of residence	Mln. tenge
Abai	7 241,6
Akmola region	10 183,2
Aktyubinsk region	9 859,4
Almaty region	12 157,8
Atyrau region	7 610,7
West Kazakhstan	5 594,2
Zhambyl region	6 502,2
Jetisu region	6 253,6
Karaganda region	15 725,7
Kostanay region	12 203,1
Kyzylorda region	5 135,3
Mangistau region	6 894,3
Pavlodar	11 868,6
North Kazakhstan	7 734,7
Turkestan region	4 833,6
Ulytau region	2 594,6
East Kazakhstan	10 321,9
Astana	183 903,0
Almaty	350 150,9
Shymkent	6 529,7

We will not specifically consider the gaps in communication services between the two capitals and the rest of the regions. We are interested, first of all, in rural areas, where, according to statistical data as of February 1, 2024, 7,580,007 people (37.7%) live (Bureau of National Statistics..., 2024). The table below shows an almost tenfold difference in the volume of communication services provided to the urban and rural population (Table 4) (Key Indicators..., 2024).

As of December 2023, the number of mobile subscribers reached 25,297.4 thousand. Of these, 17,927.5 thousand accessed the Internet via mobile devices. The total number of fixed internet users was 3,059.2 thousand. However, the statistics do not provide information on the availability of the Internet among mobile subscribers in rural areas. Given that the rural population constitutes approximately

one-third of the total population of the country, it can be assumed that the share of fixed Internet users in rural areas is only one-fifth of the total number of inhabitants of these territories (Table 5) (Basic Indicators..., 2024).

Table 4 – Volume of communication services to population, mln. Tenge

Years	Total	Rural areas
2022	609 961,3	58 611,0
2023	683 298,1	67 893,5

Consequently, the volume of Internet services provided via telecommunication wired and wireless networks is significantly lower in rural areas than in urban areas (Table 6) (Key Indicators.., 2024).

Table 5 – Access to telecommunications in 2023, thousand units

	Total	Rural areas
Number of cellular communication subscribers	25 297,4	635,3
The density of cellular subscribers per 100 people, units	127	
Number of fixed Internet subscribers	3 059,2	635,3
The number of individuals who have access to the Internet via a fixed connection and who are able to utilise high-speed broadband services	3 058,7	635,2
The proportion of the population that is connected to the Internet, expressed as the number of fixed Internet users per 100 inhabitants	15	8
The number of individuals who utilize mobile phones with internet access	17 927,5	
in addition, access to high-speed broadband internet is required	17 703,5	
The proportion of the population with access to the Internet via mobile phones, expressed as a ratio of one hundred individuals	90	
for every 100 people with access to high-speed broadband Internet, there are	89	

Table 6 – The provision of internet services via wired and wireless telecommunication networks, mln. Tenge

Years	Total	Rural area
2022	474 059,6	27 743,5
2023	566 762,4	34 695.9

According to SpeedtestGlobalIndex, Kazakhstan ranks 95th among 141 countries in terms of mobile Internet speed, and 96th among 174 countries in terms of fixed broadband speed (Concept of Digital Transformation..., 2023). The website of the Ministry of Digital Development, Innovation and Aerospace Industry (MDIAP) of the Republic of

Kazakhstan posted a list of rural settlements within the framework of the National Project "Affordable Internet" (2024-2027), the implementation of which should provide broadband access to the Internet in villages (List..., 2024). The situation when teachers from a rural school in Turkestan Oblast used to catch the Internet in the pasture due to the terrain and lack of land transmission, according to ICRIAP RK, should become a thing of the past.

According to the Government, 77% of settlements in Kazakhstan have access to mobile broadband, 58% are connected to 4G network, 2,046 are provided with 3G technology. By 2027, the coverage of each city of republican significance and the capital will be 75%, and regional centers – 60%. In

order to eliminate digital inequality between aul and city, a project is being launched to provide full access to modern digital services for more than 5 million rural residents. The transition to wireless access in rural areas will utilize 700 and 800 frequencies of 4G and 5G frequency bands. Planned investments amount to 151 billion tenge for 2024-2028." (National Project "Affordable Internet" ..., 2023).

At the same meeting, Chairman of the Board of Kazakhtelecom JSC Kuanyshbek Esekeev noted the need to eliminate the digital divide between the aul and the city, including by increasing the level of education and awareness of the population of villages. According to him, a project is being launched to provide full access to modern digital services for more than 5 million rural residents: "We plan to make a new big project. We have a new strategy – transition to wireless access in rural areas. We will use the 700 and 800 frequency bands, that's 4G and 5G, and we will change the networks to wireless networks, which have much higher characteristics. The planned investment is 151 billion tenge for 2024-2028." (National Project "Affordable Internet" ..., 2023).

The authorities intend to increase the number of rural fixed Internet subscribers using high-speed broadband access through the use of the Starlink system of Elon Musk's SpaceX company; the process was started by connecting 10 rural schools to broadband Internet using this technology. In the future, "Taking into account urbanization and economic feasibility, it will be worked out to connect the remaining villages with a population of less than 250 people to the Internet" (Concept of Digital Transformation..., 2023).

Understanding the complexities and contradictions of digital development has led to the development of three-level models of the digital divide, which include access to the latest ICTs (urban-rural divide, between older and younger generations, between individuals with different levels of education, etc.), competence gap, etc., etc.), differences in competencies and skills to use ICTs effectively (ICT skills gap), and ICT-induced life chances and opportunities (narrowing access to economic, educational resources, health knowledge, etc.) (Van et al., 2010).

3. Experts on negative aspects of social media proliferation

Experts in the course of the survey emphasized the growing role of the Internet and social networks in the processes of social structuring and recognized that Internet users are building up cultural and social capital. At the same time, they drew attention to the negative aspects of a person's turn to the Internet.

1. The "contagiousness" of entertainment social networks and the idle time spent on the Internet by individuals, expressed in mindless viewing of content. For example, as the sociological research conducted by the IFPRC of SC MSHE RK showed, the share of respondents accessing the entertainment network TikTok was 57% (TikTok is one of the three most visited networks along with YouTube and Instagram).

2. A certain decrease in the level of socialization in online education, in which contact with the student audience is lost, and the general outlook, which students receive in regular education, is not developed.

"That is, there are a lot of opportunities now to finish some courses, and in principle, get a pretty good level of education. But I wouldn't call it education, but at least some definite training, in some definite directions" (expert).

"...Online education does not completely replace some moment of interaction between people in a group, in society, and yet it is a very important moment when you can discuss something with your classmates or just communicate with the audience. Online education and its possibilities should not be overestimated. That is, it will be both a challenge and a window of opportunity for education" (expert).

3. Deepening inequality related to access to knowledge for certain strata of citizens, in particular those living in remote locations.

"...We see that thanks to the Internet and the spread of digital technologies, access to knowledge has also become more simplified, but having access to the Internet does not mean having access to knowledge, because you need some kind of adapter to explain to people how to draw this knowledge from the Internet. There is a pretty clear disparity here between Kazakh-speaking people, for whom there is much less content available. And you can also note that they are less likely to speak English than people who know both Kazakh and Russian. And access to this knowledge, I think, is also a very important sign to pay attention to" (expert).

4. Expansion of opportunities for destructive forces to recruit and involve new adherents in their ranks.

"...It is thanks to the expansion of opportunities on the Internet, in social networks ...that people began to communicate with representatives of extremist organizations in the Middle East, to somehow transfer this knowledge, ideas and so on to each other. This is the case" (expert).

5. Manifestations of inequality concerning work, housing, digital technologies, and medicine.

" When it comes to digital technology, young people are better at it now. But to get some benefits from the state, you need the state to see you and put you in a certain category. And for that, you have to do some manipulations too. You have to know how to use Egov. It seems to me that the people who master these manipulations, they have a better command of the situation so that the state sees and hears them" (expert).

Foreign scholars also show great concern about the problems that digitalization brings. In 2018, the American Pew Research Center conducted a large-scale sociological survey on the topic: 'Artificial Intelligence and the Future of Humanity', which involved 979 participants, including businessmen, scientists, and politicians. "The question was posed as follows: do you think it is most likely that by 2030, the development of artificial intelligence and related technological systems will improve the human potential and empowerment? That is, in most cases, will most people live better lives than they do today? Or, more likely, will the development of artificial intelligence and related technological systems reduce human autonomy and agency to the point that most people will not be better off than they are today?" (Anderson, 2018).

In summary, despite concerns about potential disadvantages, 63% of respondents to the survey expressed the expectation that by 2030 most people will be living in better conditions.

Here are some statements from experts:

"AI and related technologies have already achieved superhuman performance in many areas, and there is no doubt that their capabilities will improve, perhaps very significantly, by 2030. ... I think it is more likely than not that we will use this power to make the world a better place. For example, we can virtually eradicate global poverty, significantly reduce disease, and provide better education to almost everyone on the planet" (Erik Brynjolfsson, director of MIT's Digital Economy Initiative).

"Without significant changes in our political economy and data management regimes, [AI] is likely to lead to even greater economic inequality, increased surveillance, and more programmed and non-human-centered interactions. Every time we program our environment, we end up programming ourselves and our interactions" (Marina Gorbis, Executive Director, Institute for the Future).

In 2023, more than 300 leaders from a range of sectors, including business, politics, science, digital technology, sociology, psychology, law and political science, as well as well-known public figures, participated in a sociological survey. Additionally, respondents were queried on their expectations regarding forthcoming changes. Of the experts surveyed, 42% expressed equal excitement and concern about the changes in the human-technology mix expected by 2035. A total of 37% of respondents indicated a greater sense of anxiety than excitement regarding the anticipated changes, while 18% expressed a greater sense of excitement than anxiety. A further 2% expressed the view that no major changes will occur by 2035, while 2% felt neither excitement nor concern (Anderson et al., 2023).

These results show the ambiguity in experts' opinions about the prospects of introducing digital technologies into all spheres of social life, taking into account positive and negative aspects. Also, the research in dynamics shows: if in 2018 about a third of experts doubted that people would live better, then in 5 years' time there are more doubters about the improvement of people's lives in 2035.

"By 2035, technology will open a window into many of life's inequalities, thereby empowering individuals to advocate for greater access and power over decision-making currently entrusted to people with arcane agendas and biases. However, if trends remain as they are now, people, organizations, and governments interested in amassing power and wealth over broader public interests will use these technologies to achieve increasingly repressive and self-serving goals" (Sean McGregor, founder of Responsible AI Collaborative).

Optimistic experts posit that there is still potential for empowerment in the governance of AI systems on a global scale. It is anticipated that society and governments will be able to adapt to new digital standards and regulations that will encourage pro-social digital activity and reduce anti-social behaviour. It is anticipated that citizens will develop new norms for digital life and enhance their digital literacy skills in social and political interactions. Nevertheless, at this juncture, there are no discernible indications of the commencement of a collaborative endeavour on the requisite scale to address these challenges. This is because the primary beneficiaries of digitalisation in the contemporary era are those situated at the pinnacle of the business and governmental hierarchies, who are not inclined to relinquish profits in order to serve the public interest. This is because the primary beneficiaries of digitalisation are those at the pinnacle of the business and government hierarchy, who are not

inclined to relinquish profits for the public interest (Anderson et al., 2023).

Those who espouse the technocratic approach to politics maintain that the advent of digital technologies has precipitated a shift in the logic employed by politicians. Rather than pursuing a more deliberative and reflective approach, they have been compelled to adopt an instrumental logic, which is defined as a mode of reasoning that prioritises the pursuit of tangible outcomes. This entails relinquishing pivotal elements of their volition and intentions, as well as their capacity for reflection and emotional expression that do not align with this logic. People living in the digital world are to a certain extent sacrificing their independence, their right to privacy, and their ability to make their own decisions. Experts concerned about this trend say that people accept this for the sake of staying competitive, participating in social and professional activities, entertainment, and success. They argue that people are giving up some control over their lives for the perceived benefits offered by digital tools, such as efficiency, convenience, and enhanced ability to process and analyze data.

But the world's leading experts do not share the optimism of technocrats and transhumanist ideologues who see digitalization as a panacea for all of humanity's ills, too often paid for at the cost of analog, high-quality, foundational experiences of what it means to be human. The experts who participated in this survey expressed fears that digital systems will continue to be driven by profit incentives in economics and power in politics. With the rise of artificial intelligence, human autonomy, and freedom could be jeopardized as decisions on key life issues are handed over to tools driven by algorithms.

Conclusion

The experts in the sociological study offered several noteworthy practical recommendations:

- It is necessary to monitor and reasonably regulate content posted on social networks and messengers to prevent the spread of destructive and aggressive messages;
- It is important to maintain a balance between freedom of speech and the need for regulation in social networks and messengers to prevent the incitement of mutual intolerance and hostility between adherents of different worldviews and socio-political views;

- It is of significant importance to provide support for initiatives that aim to reinforce national identity, with the objective of reducing ethnic fragmentation within society;
- It is necessary to improve legislation and measures to combat online crimes, including penalties for incitement to hatred and misinformation;
- Educational programs on media literacy and critical thinking should be developed and implemented for citizens, especially in schools and universities;
- A set of measures should be implemented to create an adequate and responsible information space where violations of rules and the dissemination of misinformation will not go unnoticed and punished;
- It is recommended that bloggers be encouraged to develop self-regulatory mechanisms that will encourage responsible behaviour and the creation of quality content.

We believe that postponing these measures could lead to the possibility that powerful digital technologies, at the behest of political entrepreneurs, could shake and, under certain conditions, overturn the established political institutions and governing systems of society.

The utilisation of digital tools that can generate distorted or alternative realities may result in an increase in interpersonal distrust and a weakening of trust in social institutions. This, in turn, can exacerbate already undesirable levels of polarization, cognitive dissonance, and public disengagement from vital policy discussions. For example, as noted by experts, in light of the rapidly gaining momentum of the "decolonization" trend, the active analysis and dismantling of cultural and historical characters, events, and works that constitute the nation's code may unfold, which is the area of most likely conflict.

If the gaps in organizational systems are not patched, ordinary people will be under increased pressure as they face not only the challenges of navigating an unfamiliar technological landscape on their own but also the systemic failure of traditional political institutions on which they rely and which have failed to adapt to previously unimaginable opportunities and unprecedented threats.

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INTERGENERATIONAL EDUCATIONAL MOBILITY OF INTERNAL MIGRANTS: THE INFLUENCE OF GENDER AND FAMILY STRUCTURE

This research investigates the intergenerational educational advancement of internal migrants residing in Almaty, focusing on family structure and gender factors. By employing quantitative methodologies, including regression analysis, the study assesses the academic progress of migrants who have relocated to urban centers, particularly Almaty. The results indicate a substantial upward trend in educational mobility, particularly for children from intact families. Gender dynamics are found to play a crucial role, with fathers having a significant impact on their sons' educational outcomes and mothers influencing their daughters'. The regression analysis further highlights the differential effects of parental education levels on their children's educational attainment, emphasizing the vital role of parental involvement. The findings underscore the importance of educational policies that address both gender and family structures to improve educational mobility. Such policies are essential for the sustainable development of human capital, ensuring that both boys and girls from diverse family backgrounds can achieve their educational potential. This study contributes to a broader understanding of how family and gender affect educational success among internal migrants, providing valuable insights for social programs aiming to create equitable educational opportunities.

Key words: intergenerational mobility, internal migration, education, gender, family structure.

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Ішкі мигранттардың ұрпақаралық білім мобильділігі: жыныс пен отбасы құрылымының әсері

Бұл зерттеу Алматы қаласында тұратын ішкі мигранттардың ұрпақаралық білім мобильділігіне отбасы құрылымы (толық және моно ата-аналық отбасылар) мен гендерлік факторлар тұрғысынан баса назар аудара отырып, талдау жасайды. Сандық әдістерді, соның ішінде регрессиялық талдауды қолдана отырып, зерттеу қалалық орталықтарға, әсіресе Алматыға қоныс аударған мигранттардың оқудағы жетістіктерін бағалайды. Зерттеу нәтижелері, толық отбасылардағы балалар арасында байқалатын білім мобильдігіндегі едәуір жоғарылау үрдісін көрсетеді. Сонымен қатар, гендерлік көріністің маңызды рөлі анықталды: ұлдарының оқу нәтижелеріне әкелері, ал қыздарының оқу жетістіктеріне аналары айтарлықтай әсер етеді. Регрессиялық талдау ата-аналардың білім деңгейінің балаларының оқу жетістіктеріне дифференциалды әсерін анықтайды, ата-аналардың қатысуының маңыздылығын көрсетеді. Зерттеу нәтижелері білім беру ұтқырлығын арттыру үшін гендерлік және отбасылық бағдарламаларды ескеретін білім беру саясатының қажеттілігін атап көрсетеді. Мұндай шаралар әртүрлі отбасынан шыққан ұлдар мен қыздарға тең мүмкіндіктерді қамтамасыз ететін адами капиталдың тұрақты дамуы үшін маңызды болып табылады. Зерттеу тең құқықты білім беру мүмкіндіктерін құруға ұмтылатын әлеуметтік бағдарламаларға құнды ұсыныстар бере отырып, ішкі мигранттардың білім алудағы табысына отбасы мен жыныстың әсерін түсінуге елеулі үлес қосады.

Түйін сөздер: ұрпақаралық мобильділік, ішкі көші-қон, білім беру, гендер, отбасы құрылымы.

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Межпоколенная образовательная мобильность внутренних мигрантов: влияние пола и структуры семьи

Данное исследование анализирует межпоколенную образовательную мобильность внутренних мигрантов, проживающих в Алматы, с акцентом на структуру семьи (полные семьи и монородительские семьи) и гендерные факторы. Применяя количественные методики, включая регрес-

сионный анализ, исследование оценивает академические достижения мигрантов, переехавших в городские центры, особенно в Алматы. Результаты свидетельствуют о значительной восходящей тенденции в образовательной мобильности, особенно среди детей из полных семей. Гендерные аспекты играют ключевую роль: отцы оказывают значительное влияние на образовательные результаты сыновей, а матери — на достижения дочерей. Регрессионный анализ также показал различное воздействие уровня образования родителей на академические успехи их детей, подчеркивая важность родительского участия. Выводы исследования акцентируют необходимость образовательной политики, учитывающей гендерные и семейные программы для повышения образовательной мобильности. Такие меры критически важны для устойчивого развития человеческого капитала, обеспечивая равные возможности для мальчиков и девочек из различных семейных условий. Исследование вносит значимый вклад в понимание влияния семьи и гендера на образовательный успех внутренних мигрантов, предоставляя ценные рекомендации для социальных программ, стремящихся к созданию равноправных образовательных возможностей.

Ключевые слова: межпоколенная мобильность, внутренняя миграция, образование, гендер, структура семьи.

Introduction

Substantial internal migration trends have gained attention in Almaty, the leading city in Kazakhstan. A considerable portion of relocations to the city are motivated by the pursuit of higher education, as indicated by Serikzhanova (2022), Makhmutova (2012), and Zabirova (2002). It is worth noting that the Bureau of National Statistics (2023) reported that Almaty is home to 42 higher education institutions, both public and private, which cater to 172,000 students and provide a diverse range of opportunities for higher education and specialization. Education is a vital aspect of human capital development, contributing to the overall improvement of socioeconomic status, as Shenglia (2021) pointed out. It also plays a significant role in determining the degree of intergenerational inequality of opportunities and life opportunities for individuals, as Becker (1986) emphasized. Various studies on intergenerational social mobility highlight the importance of education as it serves as a conduit through which the educational achievements of a migrant's parents can influence their own educational attainment and subsequent socioeconomic outcomes.

The transmission of socioeconomic advantages and constraints from one generation to the next is a common occurrence, and a child's educational attainment often correlates with that of their parents (Becker and Tomes, 1986; Goldthorpe, 2013; Schneebaum, 2015; Shnarbekova, 2021). In other words, the educational success of internal migrants in a large city is to some extent predetermined by the level of education achieved by their parents. Internal migrants are a diverse group with various socioeconomic and demographic characteristics, including gender, age structure, family background, and place of birth. Many factors can influence intergenera-

tional educational mobility including gender, family structure, along with institutional and structural factors. These factors can both strengthen and weaken intergenerational educational mobility, regardless of the parents' level of education. This study focuses on two key factors that are crucial for understanding the impact of family on intergenerational educational mobility: family structure and the gender identity of both parents and internal migrants themselves.

The topic of family structure and its influence on intergenerational educational mobility among internal migrants is of significant interest to academic researchers. Various studies, such as those conducted by Biblarz and Raftery (1997) and Martin (2012), have demonstrated a positive correlation between having an intact family and achieving high educational success for children. This relationship is attributable to the fact that in intact families, both parents share the responsibility for raising children, whereas in incomplete families, this responsibility falls on one parent. Martin's (2012) research supports these findings, revealing that children of single mothers are less likely to attain the same level of educational achievement than children from intact families. Based on these findings, we can hypothesize that internal migrants raised in complete families tend to exhibit a pattern of upward intergenerational educational mobility in large urban settings.

The subject of gender and its impact on intergenerational educational mobility has garnered significant interest in social mobility research, particularly in developing countries where traditional societal structures may impede women's access to higher education. However, in the Kazakhstani society, the gender gap in tertiary education is not a concern. Consequently, this study explores the interrelationships between the transmission of educational status through the categories of *father-son*,

father-daughter, *mother-son*, and *mother-daughter*, particularly intriguing in terms of how educational mobility is transmitted. According to Schneebaum et al. (2015), a child's educational attainment may be more strongly correlated with the educational achievement of parents of the same gender. This is because children often construct their identity based on that of their same-gender parents and learn gender roles predominantly from them. Based on this premise, the following hypothesis is proposed: internal migrants tend to reproduce the educational trajectories of their parents of the same gender.

Current domestic scientific literature tends to overlook the intergenerational educational mobility of internal migrants. However, Shnarbekova's (2021) study showed a positive correlation between parents' educational level and the ambition of young individuals to pursue higher education for success in life. Roberts, Kamruzzaman, and Tholen's (2009) findings also underscore the importance of family cultural capital in the higher education process in Central Asian countries. Nurbaev (2021) drew attention to the underdevelopment of educational infrastructure in rural areas compared with urban areas, which may impede the accessibility of higher education for internal migrants in large cities. According to the Asian Development Bank (2018), Kazakhstan exhibits a low level of gender inequality, particularly in education, with little to no difference in access to education, expectations, and opportunities for men and women, and equality of opportunities for career and professional development. Satpayeva's (2023) data confirm the absence of such differences in attitudes towards women. The lack of research on the impact of family structure on the higher education process represents a significant challenge in the scientific understanding of this topic, making it difficult to comprehensively understand the factors influencing the educational trajectories and successes of internal migrants. Thus, the research gap on the intergenerational educational mobility of internal migrants includes the absence of analysis of factors such as the influence of family structure and gender on the process of obtaining higher education by internal migrants in Almaty.

This study investigates the intergenerational educational mobility of internal migrants in a large city, with a focus on family structure and gender identity. It is crucial to assess the level of equality or inequality in access to higher education among internal migrants, to identify factors that impact opportunities for higher education, and to identify potential barriers or inequalities. By gaining a deeper understanding of these aspects, we can work towards reducing social inequalities and ensuring equal access to education for all segments of the population. Intergenerational educational mobility serves as a metric for evaluating the level of equality or inequality in opportunities for internal migrants.

Research methodology and methods

The primary aim of this research is to investigate intergenerational educational mobility among internal migrants residing in Almaty while also assessing the impact of family structure and gender on the level of mobility among internal migrants. This study employs a quantitative research design, using face-to-face questionnaires to gather data from internal migrants. Spearman correlation, analysis of variance, regression analysis, and odds ratios were applied to analyze the data.

Data collection for quantitative analysis was conducted through the distribution of questionnaires in the eight administrative districts of Almaty. The survey implemented a proxy respondent approach, whereby the respondent provided information on behalf of their current household as well as their household of origin and youth formation (parental household). The sample of respondents was drawn using zoned quota sampling based on the following criteria: 1) internal migrants over the age of 20 who are part of the economically active population, have completed their education, and have plans for further educational development; and 2) internal migrants who have lived in Almaty for at least three years and previously resided in other regions.

A range of statistical analyses were conducted, encompassing descriptive statistics and classification methods, such as discriminant analysis, clustering, and grouping, which facilitated the identification of distinct groups of objects that were similar within each group. Additionally, a study of dependencies was undertaken, including correlation (Spearman correlation), analysis of variance to determine the presence or absence of dependence between variables, regression analysis to establish quantitative dependence between variables, and logistic regression analysis to determine the relationship between variables and their correlation with one another. Moreover, analysis of dependencies was conducted, encompassing correlation (Spearman's correlation) and analysis of variance to assess whether there was a dependence between variables, regression analysis to establish a quantitative dependence between variables, and logistic regression analysis to determine the relationship between variables and the odds ratio. These analyses were executed using specialized

software and tailored Python programming, as well as MS Excel spreadsheets for statistical testing and graphical representation of the results.

The study included 317 individuals, including 179 females and 138 males. The average age of the participants was 40 years, with a minimum age of 21 years and a maximum age of 64 years. The average duration of residence in Almaty City was 18 years (range: 1–42 years). From 1981 to 1990, 8% of the participants relocated to Almaty. From 1991 to 2000, the number of participants who moved doubled compared with the previous period, amounting to 17% of the total number of participants. The highest percentage of internal migrants was observed between 2001 and 2010, accounting for 47% of all the participants. Over the past 12 years, the share of internal migrants has increased to 28%. The majority of participants (51%) moved to Almaty City between the ages of 16 and 20. 31% of the participants moved between the ages of 21 and 30, whereas the remaining age categories accounted for no more than 6% of the participants.

In this study, the concept of generations was used to divide the population into two categories: the modern generation and the parental generation. Categorization was based on the respondents' reported ages and their parents (guardians). The modern generation category comprised the internal migrants themselves, while the parental generation category included the primary and secondary income earner (parents and guardians) of the respondents. The age of the respondents was recorded upon completion of the questionnaires, with an average age of 40 years (minimum, 21; maximum, 64). Eighty-three percent of respondents were under 50 years of age on the study date. The period of socioeconomically active life for the modern generation was determined to be from 2000 to 2023, while the period of socioeconomically active life for the parental generation was from 1970 to 2000. This formalization is conditional and is employed solely to compare the data related to the educational context of each period.

The information presented in Table 1 demonstrates that the level of education is contingent upon the number of years spent studying the curricula, considering the discrepancies between the educational systems of parental and modern generations.

Table 1 – Education level in years for two generations

Education level		Number of years
According to questionnaire	*According to the census*	
	primary education	4
incomplete secondary education	basic secondary education	8
general secondary education	general secondary education	10
secondary technical and specialized/vocational education	specialized secondary education	11
incomplete higher (at least 3 courses) education	incomplete higher education	13
higher (tertiary) education	higher education education	15
postgraduate education	postgraduate education	19

Information regarding the level of education was captured through the following responses: *incomplete secondary education* (8 grades), *general secondary education*, *secondary technical and vocational education*, *incomplete higher education* (minimum of three courses), *higher (tertiary) education*, and *postgraduate education* (postgraduate and doctoral studies). The measurement of education level is based on Article 12 of the Law of the Republic of Kazakhstan "On Education" and the International Standard Classification of Education (ISCED).

Intergenerational mobility intensity was calculated using the following formula:

$$L = M/N$$

where:

L – the intensity of intergenerational mobility;

M – number of mobile respondents;

N – the total number of respondents;

The following formula was employed to identify the indicators characterizing the primary modes of mobility: *general, upward, downward,* and *zero* mobility. In the course of a questionnaire survey, respondents reported their parents as the primary income earner (father or mother) and the secondary income earner (father or mother) in instances

where a full family was involved. For single-parent families, only the primary income earner is noted.

Results and Discussion

To conduct a comprehensive analysis of the results, it is essential to evaluate the context of the dynamics of access to higher education in Kazakhstan over the past 25 years. To this end, it is necessary to examine the educational structure of the population, as shown in Figure 1. This figure presents data on the number of years of education received by the population aged

15 years and older based on the adopted levels of education. The census results indicate that tertiary education coverage in Kazakhstan has increased significantly over the past 25 years, with coverage increasing 6.6 times between 1970 and 2021 and 2.2 times between 1999 and 2021. Furthermore, the census data show that tertiary education coverage in 2021 is the same for both rural and urban populations, as well as for men and women. Consequently, it can be concluded that the reforms introduced in Kazakhstan's educational sphere ensured access to education for the entire population.
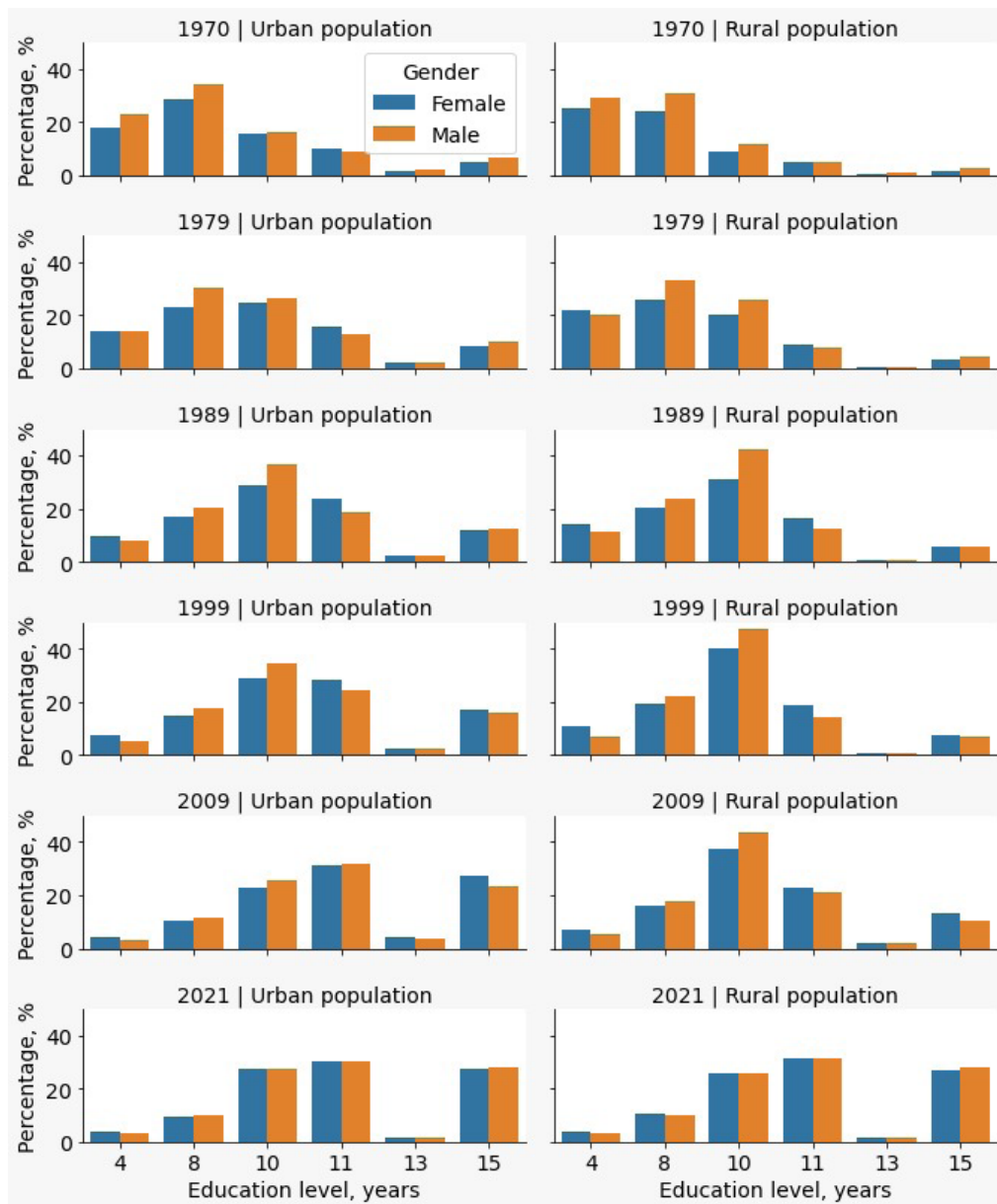
Figure 1 – Dynamics of population enrollment in higher education for the period 1970-2021 in Kazakhstan
Source: Author' calculation on the basis of the 1970, 1979, 1989, 1999, 2009 and 2021 censuses (https://stat.gov.kz/ru/national/2021/)

Based on research among internal migrants, it has been observed that there is a substantial rise in the proportion of individuals with higher education in the modern generation as compared to the parental generation. Specifically, the proportion of internal migrants with higher education in the modern generation is 78%, whereas it was only 50% in the parental generation. Moreover, in the earlier generation, the share of women with higher education was 56%, while for men it was 42%. Comparatively, in the modern generation of migrants who have relocated to urban areas, there is a notable increase in the proportion of individuals with higher education, with 80% of women and 76% of men (as depicted in Fig. 2).
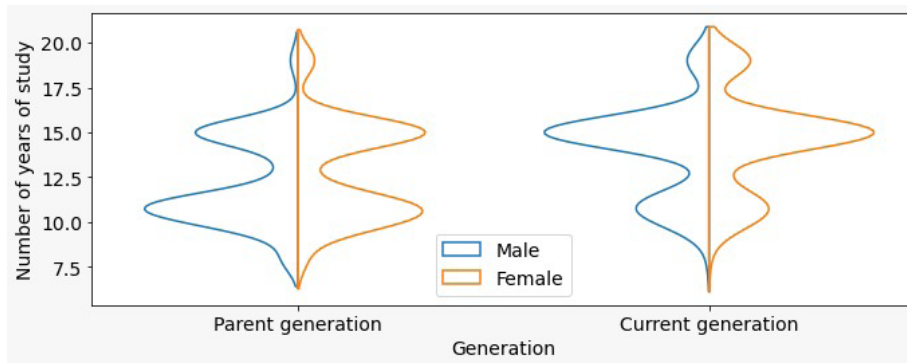
Figure 2 – The distribution based on the highest educational attainment reached by parents and the current generation

The study's results show an increase in the proportion of internally migrated individuals with higher education in Almaty city's modern generation compared to the parental generation, which aligns with the broader national trend of increasing the percentage of the population with higher education over the past 25 years. This trend reflects the global community's and Kazakhstani society's aspirations to ensure equal educational opportunities and development for all citizens (Kapanadze, 2016; Mutize & Roser, 2022; Yu & Ertl, 2010). It is important to note that the gender identity of internal migrants does not have a significant impact on the attainment of higher education in either the parental or modern generation. In fact, women are more likely to pursue higher education, a trend observed not only in developed countries but also globally (McDaniel, 2012). Additionally, the gap between men and women in higher education is decreasing in developing countries as well. Pursuing higher education is a widespread practice across the globe. When examining data, it can be challenging to effectively convey information about the distribution of values within each category using categorical scatter plots. In these situations, *point plots* are a useful tool for summarizing distribution information more effectively and facilitating comparisons between category levels. These types of charts encode the value of the estimated mean using the height on the vertical axis and display the confidence interval as a vertical line, illustrating the spread of the data. This approach allows for the easy visualization of the central tendency of the data and the comparison of the underlying dependencies and differences in slopes between categories. Figure 3 displays the point plots, which present the relationship between the education levels of parents of internal migrants and the education level of internal migrants themselves, as well as the results of the regression analysis that considers the full family. The education levels of both parents are used as independent variables in the analysis (Table 2).

The regression analysis results, excluding the child's gender, demonstrate that both parents' education level has a significant impact on the educational level of internal migrants. However, when considering the child's gender, differences emerge. The effect of parents' education level on their son's educational level reveals that the regression coefficient for the father-son line is superior to the same coefficient for the mother-son line, with corresponding significance. Conversely, when examining the influence of parents' educational level on their daughter's educational level, a higher regression coefficient and a higher level of significance in the mother-daughter line compared to the mother-son line are observed. This confirms the hypothesis that children's educational trajectories depend on the educational status of parents of the same sex.
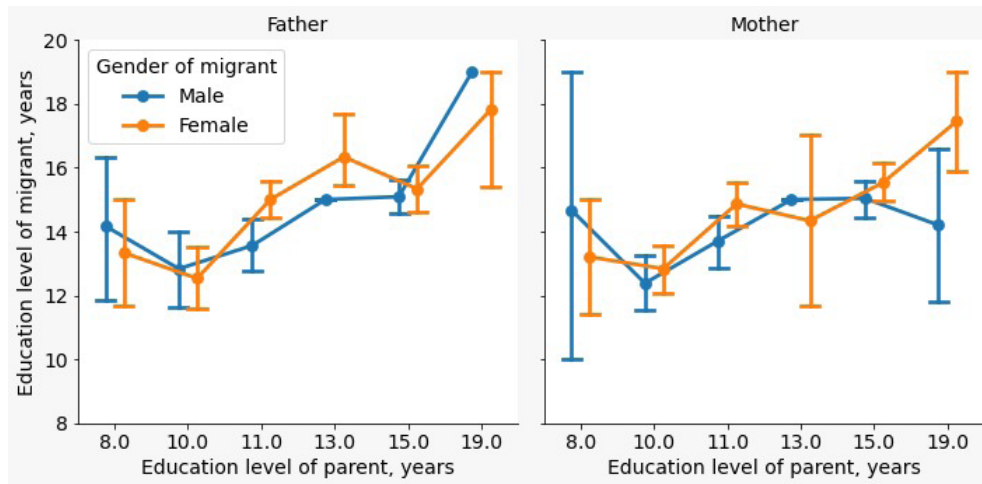
Figure 3 – Relationship between the education level of parents
and children in complete families

Table 2 – Results of regression analysis of the relationship between the education levels of parents of internal migrants

	Irrespective of the migrant's gender (N=262)		Son (N=118)		Daughter (N=144)	
	coeff	*P>|t|*	*coeff*	*P>|t|*	*coeff*	*P>|t|*
const	8.8880	0.000	8.8915	0.000	8.7043	0.000
Education level of father, *years*	0.2208	0.005	0.2653	0.018	0.1771	0.109
Education level of mother, *years*	0.2240	0.002	0.1532	0.131	0.3050	0.002

According to Schneebaum (2015), children often construct their identity based on the identity of their same-sex parents and learn gender roles predominantly from their parents through socialization mechanisms. Moreover, the relationship between the level of education of the parent who played the dominant role in the family (father/mother) and the level of education of children, considering single-parent families, is presented in Figure 4. Out of 309 respondents, 269 grew up in complete families, where in 236 cases the primary income earner was the father. Forty respondents grew up in single-parent families, where in 38 cases the primary income earner was the mother. In total, in 71 families the main income earner was the mother.

The following text presents the results of the regression analysis examining the relationship between a child's education level and the education level of the primary income earner, while also considering single-parent households (Table 3, 4).

In families where the father is the primary provider, the regression coefficients and significance coefficients for sons and daughters are highly similar, suggesting that there is no gender-specific influence. The prevailing trend can be attributed to the impact of the father's educational level on the children's educational trajectory through socialization processes. At the same time, the role of the mother, as an auxiliary educator, tends to correlate with the educational level of the father. In families where the mother is the primary income earner, the regression coefficients and significance coefficients on the "mother-daughter" line are significantly higher than on the "mother-son" line, indicating a marked gender specificity of educational status inheritance. This phenomenon can be explained through the lens of socio-psychological identification, where daughters are more likely to associate themselves with their mothers. This identification process influences the formation of their educational preferences and professional orientations (Crook, 1995; Scheenbaum, 2015). In families where mothers are forced to raise their children alone, sons may not exhibit an upward trend in their educational career

due to the absence of paternal influence, which research shows plays a significant role in shaping children's educational path. Additionally, single mothers may face financial and time constraints, which may also affect their children's educational opportunities (Martin, 2012).
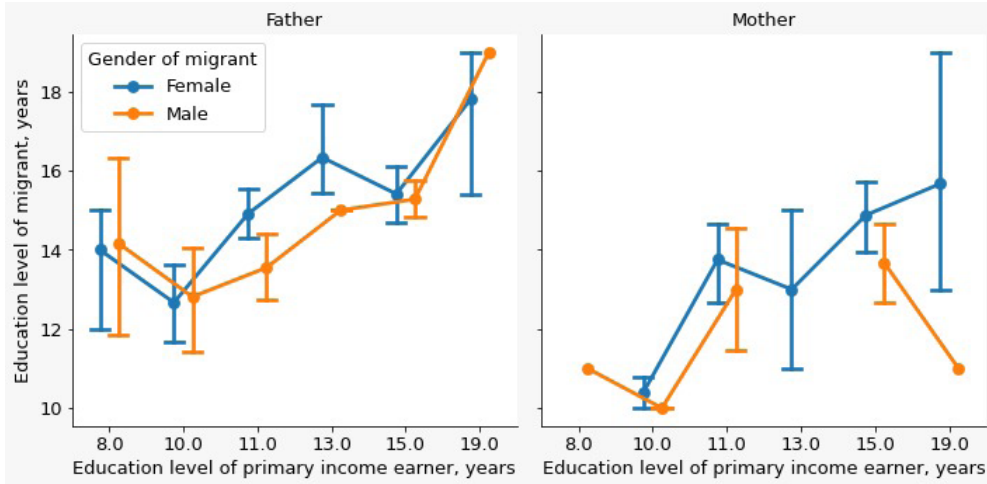

Figure 4 – The relationship between the education level of primary income earner and migrnats, considering single-parent families

Table 3 – Results of regression analysis: primary income earner – father

Education level of father, years	Son (N=110)			Daughter (N=128)		
	coeff	P>|t|	corr, p-value	coef	P>|t|	corr, p-value
const	9.3774	0.000	0.386, 0.000	9.8027	0.000	0.411, 0.000
Father	0.3933	0.000		0.4022	0.000	

Table 4 – Results of regression analysis: primary income earner – mother

Education level of mother, years	Son (N=25)			Daughter (N=46)		
	coeff	P>|t|	corr, pvalue	coeff	P>|t|	corr, pvalue
const	10.3530	0.000	0.356, 0.081	7.7713	0.000	0.488, 0.000
Mother	0.1969	0.270		0.4632	0.001	

The examination of the intergenerational educational mobility of internal migrants reveals diverse pathways, with upward mobility being the most prevalent. Tables 5 and 6 provide information on the trajectories and level of intergenerational educational mobility. The highest general level of intergenerational educational mobility is observed in complete families along the lines of the father-daughter and mother-daughter. In households where the primary earner is the father, the highest general level of intergenerational educational mobility is observed in the "father-daughter" line, accounting

for 69%.

The greatest degree of upward intergenerational mobility within the educational system is observed in families that consist of a father and daughter or a mother and daughter, particularly in complete families where the father is the main breadwinner. In contrast, in incomplete families where the mother is the main breadwinner, the level of upward mobility is significantly lower for both sons and daughters. However, it is worth noting that the "mother-daughter" line still dominates in terms of upward mobility, accounting for 33% of such instances.

In terms of downward mobility, there is a noticeably high degree along the "mother-son" line in incomplete families, which accounts for 28% of such instances. Additionally, there is a significant level of downward mobility in the "mother-daughter" line compared to complete families, which accounts for 17% of such instances. Overall, the level of downward mobility is much lower compared to other directions of mobility, with the maximum level being 11% along the lines "mother-son" and "mother-daughter" in complete families, and less than 6% along the lines "father-son" and "father-daughter" in complete families.

In terms of inheritance of educational status, about half of sons (up to 52%) inherit their parents' educational status. Among daughters, this indicator is slightly higher in complete families, where it amounts to about one third (up to 33%). In incomplete families, the difference between the shares of inheritance of educational status between daughters and sons is insignificant (2%).

In conclusion, in complete families, children tend to achieve a higher educational status compared to incomplete families. In incomplete families, in terms of gender dynamics "mother-daughter", the achievement of a higher level of education is more pronounced compared to the dynamics "mother-son". In approximately half of cases in incomplete families, both daughters and sons inherit their mother's educational status.

Table 5 – Trajectory and intensity of intergenerational mobility (complete families)

Direction	Father-son	Father-daughter	Mother-son	Mother-daughter
Overall	50%	69%	56%	67%
Upward	44%	65%	45%	57%
Downward	6%	5%	11%	10%
Immobile	50%	31%	44%	33%

Table 6 – Trajectory and intensity of intergenerational mobility (single-parent households)

Direction	Father		Mother	
	Son	Daughter	Son	Daughter
Overall	48%	68%	52%	50%
Upward	44%	63%	24%	33%
Downward	5%	5%	28%	17%
Immobile	52%	32%	48%	50%

The research unveils various trajectories of intergenerational educational advancement among internal migrants, primarily characterized by upward mobility. The most pronounced educational progress between generations is evident in entire families, particularly in the "father-daughter" and "mother-daughter" relationships. In households where the father is the primary breadwinner, the highest degree of upward mobility is observed in the "father-daughter" connection. In incomplete families, where the mother is the primary breadwinner, the level of upward mobility reduces, yet remains prominent in the "mother-daughter" relationship. Generally, complete families contribute to higher educational attainment of children compared to single-parent families. Various studies have demonstrated that children raised in single-parent families often exhibit lower levels of educational achievement, which may be attributed to economic and psychological factors (Bloome, 2017).

The following is an analysis of the dynamics of respondents' educational status changes based on gender and education level of parent and child in complete families (Figure 5). It indicates that in the class of incomplete secondary education (8 years) for the parent, there is a hundred percent upward mobility of children in all lines. This is attributed to the fact that Kazakhstan adopted a new Constitution in 1995, which mandated universal compulsory free secondary education.

In the general secondary education class (lasting 10 years), upward mobility is the predominant trend, with a minimum of 72% of students experiencing upward mobility. In the secondary technical and vocational education class (lasting 11 years), the level of upward mobility remains high, but there is a decline in the "father-son" line, with 56% of students experiencing downward mobility. Despite this, there is a high level of inheritance of the educational level in this line, with 40% of students inheriting the educational level of their parents. In the incomplete higher education class (lasting 13 years), 100% upward mobility is observed on all lines except for the "mother-daughter" line.

Here, the shares of respondents with upward and downward mobility are equal at 50%. In the higher education class (lasting 15 years), the prevailing trend is inheritance of the parent's educational level. Specifically, 80% of students in the "father-son" line inherit their parent's educational level, while 73% of students in the "mother-son" line inherit their parent's educational level. On the "father-daughter" and "mother-daughter" lines, the share of inheritance is 67%. Additionally, there is a greater share of upward mobility on these lines, at 19-22%, compared to the "father-son" and "mother-son" lines, where the share of upward mobility is 11-15%.
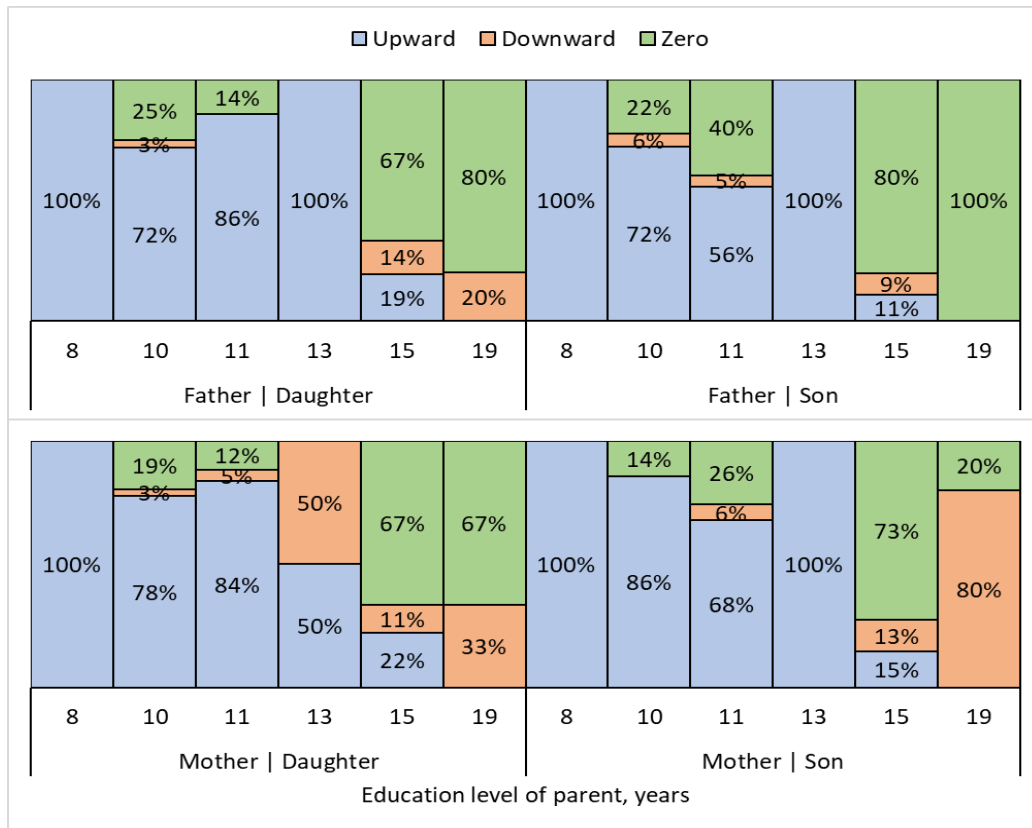
Figure 5 – Intergenerational educational mobility depending on gender and education level of parent and migrant in complete families

In the graduate-level course, it is observed that there is a 100% inheritance of the parent's educational level in the "father-son" line. In contrast, the "father-daughter" line has a lower inheritance share of 80%. In the "mother-son" line, the smallest inheritance share of the parent's educational level is

found at 20%. Additionally, this line shows an 80% downward mobility rate.

Moreover, we examine the shifts in educational status of the respondents based on gender and the educational level of the primary income earner, factoring in single-parent families (shown in Fig. 6).
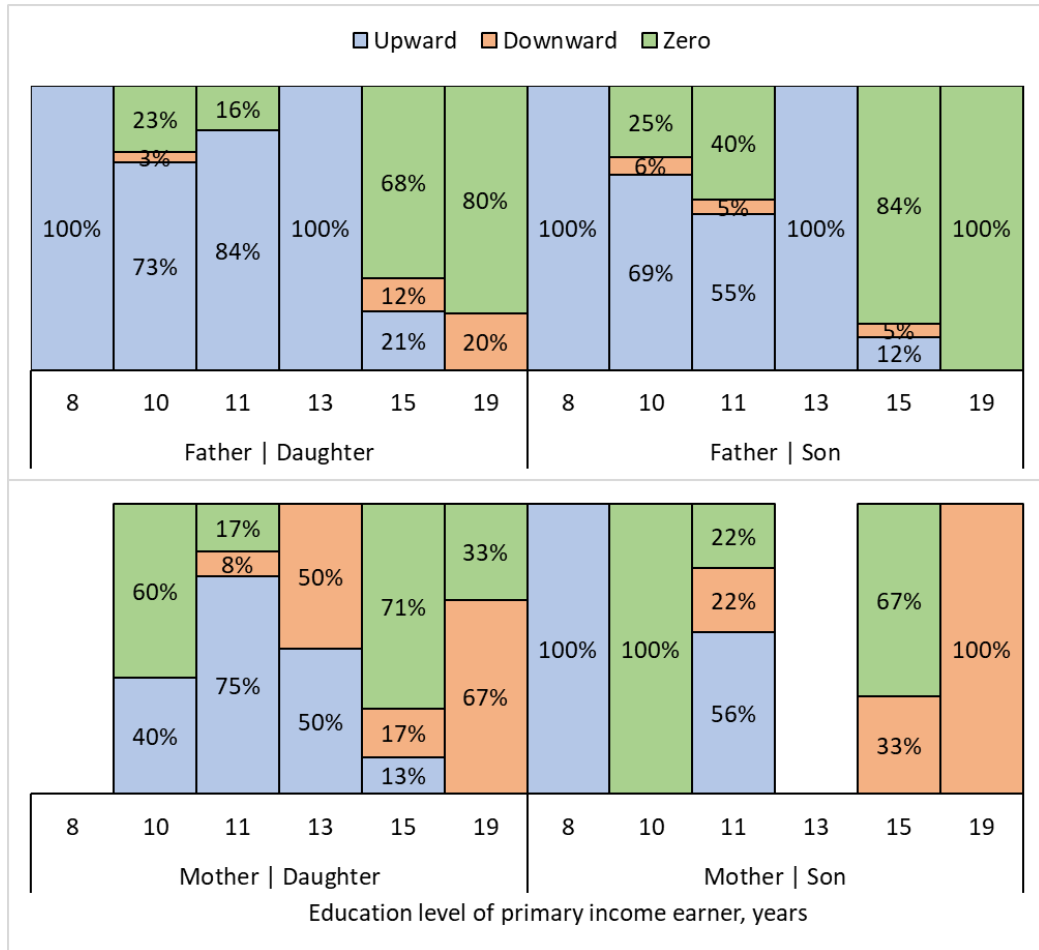
Figure 6 – Intergenerational educational mobility by gender
and education level of the primary income earner and migrant

In households where the primary provider is the father, the pattern of intergenerational educational mobility replicates the trends observed in complete families. This is evident in "father-son" and "father-daughter" relationships, with only minor differences. According to the information provided, in 71 households, the primary earner was the mother, while 40 respondents grew up in families where they were not complete. Furthermore, in 38 cases, the main breadwinner was the mother. Therefore, it can be observed that roughly half of the households where the mother was the primary earner were incomplete.

In all educational classes, the trends among mother-daughter pairs are generally consistent with those of complete families, except in the case of general secondary education (10 years) and postgraduate education (19 years). Specifically, in the general secondary education class (10 years), the percentage of upward mobility is 40%, compared to 78% in complete families, and the percentage of inheritance is 60%, compared to 19%. Meanwhile, in the postgraduate education class (19 years), the percentage of inheritance of educational level is twice as low as in complete families (33% vs. 67%). The differences between the mother-son line and the same line in complete families are indisputable. In the lower secondary education class (10 years), there is a 100% reproduction of educational attainment. However, in the same class of complete families, the inheritance share is at 14%, while the upward mobility share is at 86%. In the context of higher education, the inheritance rate for classes is significantly lower than that of complete families, with only 67% compared to 73%. Moreover, there is no evidence of upward mobility within these classes.

The assumption about the observed upward trend in intergenerational educational mobility among internal migrants, particularly in the context of their move to Almaty, is supported. This trend

can be attributed to migrants' desire to enhance their educational status, including the pursuit of higher education and the acquisition of a relevant diploma. This may be attributed to both the personal attitudes of migrants and the availability of educational resources in large cities such as Almaty.

The hypothesis pertaining to family structure has been validated: children from complete families exhibit more conspicuous intergenerational educational mobility relative to those from incomplete families. Notably, the father's educational status holds considerable sway over intergenerational educational mobility. Conversely, the mother's educational status, which plays a crucial role in maternal leadership, fosters the daughter's educational mobility yet may impede this process for the son. As previously mentioned, children are more inclined to follow the educational trajectories of same-sex parents due to the process of self-identification. The absence of a father figure can detrimentally impact the son's self-identification, thereby diminishing his educational mobility.

Regarding gender identity, it has no bearing on intergenerational educational mobility in the context of higher education for internal migrants. However, in Kazakhstani society, there is a trend for women to pursue higher education more frequently. Consequently, if the mothers of female migrants possess higher education, their daughters are significantly more likely to attain higher education as well. This raises the question of why men have lower rates of higher education, which warrants further investigation.

Conclusion

The research exploring intergenerational educational mobility among internal migrants in Almaty has uncovered noteworthy trends that may impact the dynamics of educational mobility in society. It was determined that there is a pattern of upward mobility in education among internal migrants, with migration to major urban centers like Almaty exacerbating this trend. Additionally, family structure proves to be a crucial factor in determining educational trajectory, as migrants

from intact families exhibit greater prospects for educational advancement in comparison to those from fragmented families.

The significance of gender factors must not be overlooked, particularly in the context of the relationship between fathers and their sons' educational accomplishments, as well as mothers and their daughters' achievements. These findings underscore the necessity of implementing gender-specific strategies when devising approaches to enhance educational mobility among internal migrants.

Considering the identified factors, it is advisable to establish educational programs and initiatives that are specifically designed to support and target socioeconomic disadvantaged individuals in order to reduce inequalities and promote upward mobility in education. Additionally, it is crucial to conduct in-depth research to comprehend the intricate mechanisms that influence the educational outcomes of migrant populations, while simultaneously examining the diverse sociocultural factors that may differ across various regions of the nation.

The importance of individual and family strategies aimed at enhancing education and social betterment, as well as their partnership with state programs in the realm of education and support for migrants, should be underscored. In the context of educational reform, it is prudent to contemplate initiatives that account for the unique aspects of internal migration and furnish appropriate assistance in acclimating to new educational circumstances. In summary, these investigations highlight the necessity for a comprehensive educational policy approach that will encourage intergenerational educational progress for internal migrants and spur human development across Kazakhstan.

Acknowledgments

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SOCIOLOGICAL ANALYSIS OF THE DEVELOPMENT OF TECHNICAL AND VOCATIONAL EDUCATION IN KAZAKHSTAN OVER THE YEARS OF INDEPENDENCE

This article presents a sociological analysis of the development of technical and vocational education (TVE) in Kazakhstan during the period of independence.

Due to the extensive nature of the research topic, this article presents the results of the secondary data analysis based on the processing of official statistics and national reports on the status and development of the education system in the Republic of Kazakhstan. The following methods were used in this study: the statistical comparative, analysis and synthesis, forecasting method.

There are several factors that contribute to the problems in the area under this study. These include the low prestige of technical training among Kazakhstani youth, a mismatch between the skills acquired through TVE and the requirements of the labor market, low interest of employers (business) to participate in the process of developing of TVE content, and a lack of analysis and tools for assessing the effectiveness of implementation of the government measures.

The results of the analysis showed that, despite the measures taken by the state, the issues of the quality of education, its focus on applied competencies in the acquired specialty, which could contribute to the employment of a future graduate, have not yet been resolved; business is poorly focused on social partnership with colleges, but there is a long-term demand for technical specialties. The conducted research has theoretical and practical significance for the further development of technical and vocational education in Kazakhstan.

Key words: technical and vocational education, network and contingent of TVE, state order, material and technical base, human resources, business and TVE.

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Тәуелсіздік жылдарындағы Қазақстандағы техникалық және кәсіптік білім берудің дамуына әлеуметтік талдау

Бұл мақалада Қазақстандағы техникалық және кәсіптік білімнің (ТжКБ) тәуелсіздік жылдарындағы дамуына әлеуметтік талдау берілген.

Зерттеу тақырыбының ауқымдылығына байланысты бұл мақалада Қазақстан Республикасының білім беру жүйесінің жай-күйі мен дамуы туралы ресми статистика мен ұлттық есептерді өңдеуге негізделген қосымша деректерді талдау нәтижелері берілген. Жұмыста келесі әдістер қолданылды: статистикалық салыстырмалы, талдау және синтез, болжау әдісі.

Зерттелетін саладағы мәселелер бірқатар факторларға байланысты: қазақстандық жастар арасында техникалық мамандықтар бойынша оқыту беделінің төмендігі; ТжКБ бойынша алынған дағдылар мен еңбек нарығының талаптары арасындағы сәйкессіздік; жұмыс берушілердің (бизнес өкілдерінің) ТжКБ мазмұнын дамыту үдерісіне қатысуға төмен қызығушылығы; мемлекеттік іс-шараларды іске асыру тиімділігін бағалаудың талдау құралдарының болмауы.

Мемлекет қабылдаған іс-шараларға қарамастан, білім беру саласындағы өзекті мәселелер бүгінгі күнге дейін өз шешімін таппады. Талдау нәтижелеріне сәйкес: болашақ түлектің жұмысқа орналасуына ықпал ететін білім сапасы және техникалық мамандықтарға бағдарлануы мәселелері шешілмеген; бизнес субъектілері колледждермен әлеуметтік серіктестік орнатуға қауқарсыз, алайда, техникалық мамандықтарға деген сұраныс азайған емес. Жүргізілген зерттеулердің Қазақстанның техникалық және кәсіптік білім беруді одан әрі дамыту үшін теориялық және практикалық маңызы бар.

Түйін сөздер: техникалық және кәсіптік білім, ТжКБ желісі және контингент, мемлекеттік тапсырыс, материалдық-техникалық база, кадрлық ресурстар, бизнес және ТжКБ.

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**Социологический анализ развития технического и
профессионального образования в Казахстане за годы независимости**

В данной статье представлен социологический анализ развития технического и профессионального образования (ТиПО) в Казахстане за годы независимости.

Ввиду обширности темы исследования, в данной статье приведены результаты вторичного анализа данных, проведенных на основе обработки данных официальной статистики и национальных докладов о состоянии и развитии системы образования Республики Казахстан. В работе использованы следующие методы: статистический сравнительный, анализ и синтез, метод прогнозирования.

Проблемы в исследуемой сфере обусловлены целым рядом факторов: низкий престиж обучения на технических специальностях среди казахстанской молодежи; несоответствие полученных навыков в ТиПО требованиям рынка труда; низкая заинтересованность работодателей (бизнеса) к участию в процессе разработки содержания ТиПО; отсутствие анализа и инструментов оценивания эффективности реализации государственных мер.

Результаты анализа показали, что, несмотря на предпринимаемые государством меры, до сих пор не решены вопросы качества образования, его ориентации на прикладные компетенции в приобретаемой специальности, которые могли бы способствовать трудоустройству будущего выпускника, бизнес слабо ориентирован на социальное партнерство с колледжами, но спрос на технические специальности сохраняется в долгосрочной перспективе. Проведенные исследования имеют теоретическую и практическую значимость для дальнейшего развития технического и профессионального образования в Казахстане.

Ключевые слова: техническое и профессиональное образование, сеть и контингент ТиПО, государственный заказ, материально-техническая база, кадровый потенциал, бизнес и ТиПО.

Introduction

Over the years of its independence, Kazakhstan's economy has experienced positive changes. However, these changes have not been substantial enough to significantly impact the development of the technical and vocational education system (TVE). The mid-1990s saw a trend towards economic recession, which had a profoundly negative impact on TVE. As a result, we can say that it will take more time and effort to make significant improvements in this area.

The reason why the topic is important is that there is a need to examine the condition of TVE since the country gained its independence, analyze its progress so far, and evaluate its future prospects while considering the objectives set by the government.

This article uses secondary data on the following main criteria: network and contingent of TVE, state order, material and technical base, human resources, business and TVE.

From the moment of independence to the present day, the system of TVE has been going through a phase of restoration and progressive development to reduce the demand of the new market environment. However, over the past 32 years, the issue of the shortage of qualified personnel, such as engineers, builders, teachers, doctors and others, has not been resolved, and the level of their training remains low.

In a meeting with business representatives at the start of 2022, Kassym-Jomart Tokayev suggested that instead of complaining about the lack of qualified personnel in technical specialties, big businesses should take responsibility and help colleges by joining their board of trustees, providing young people with practical experience and equipping laboratories and workshops.

This would significantly increase the importance of technical professions in the education of a new generation of specialists who need appropriate professional skills.

Emile Durkheim, one of the founders of sociology, believed that the essence of the educational process was to maintain social stability. He argued that education should instill basic moral principles in the new generation, and create a sense of solidarity and belonging to a group. Durkheim thought that education should establish a model of secular morality that aims to preserve national unity and solidarity. He believed that the educational process transmits the values of the dominant culture to young people (Gorbunova, 2002). Besides, according to Karl Marx vision, there is a correlation between

the content and functions of education and the class structure of society. Later, R. Collins demonstrated the influence of various socially significant groups on the level of education and the creation of its fundamental principles (Babosov, 2014).

Therefore, the purpose of this scientific article is to search for the main problems and directions for the development of TVE in the country since independence. Currently, it is evident that Kazakhstani youth do not consider studying technical specialties prestigious enough, there is a mismatch between the skills acquired in TVE and the labor market requirements, employers ignore the opportunity to participate in the process of TVE content development, and there is a lack of analytical tools to assess the reasonableness of government measures implemented.

The presented sociological study aims to answer the following research questions: *"Is there a shortage of personnel in technical specialties at present, and how effectively does the current TVE system address this issue?" "What changes has the TVE system undergone after gaining of independence?" "What are the primary trends in its development?" and "What are the persistent problems that the Kazakhstan TVE system is facing, and what is causing them?"*

The research hypothesis is that the ineffective management of the TVE system results in several issues in its functioning. By addressing existing problems, TVE would play a crucial role in supplying high-quality technical personnel to the labor market and ensure the development of the economy of Kazakhstan at the required level. This, in turn, would have a multiplier effect, leading to increased employment opportunities for TVE graduates and satisfying the demand for technical specialties among domestic companies.

Materials and Methods

Due to the vastness of the research topic in this article, the sociological analysis was carried out based on the following main criteria:
1. TVE network.
2. TVE contingent.
3. State order of TVE.
4. Technical base of TVE.
5. Human resources potential of TVE.
6. Social partnership between business and TVE.
7. Social projects/programs in TVE.

This work is based on secondary data using statistical, comparative, analysis, and synthesis methods.

Quantitative research allows data to be quantified, and since samples are usually large and considered representative of the population, results are taken as if they portray a general and reasonably complete picture of the entire population (Martin, 2012). In this case, it pertains to statistical data on TVE.

Sociological analysis is based on the use of statistical methods and comparative analysis to determine the potential for growth in the quality indicators of technical education. To study the historical and contemporary factors affecting the development of the technical and vocational education, analysis and synthesis were employed.

These methods can aid in future research by reflecting strategic principles of TVE development. They can provide ways for strengthening of institutional support for social partnership of private companies and educational institutions in this area. Furthermore, they can help to determine the institutional and socio-economic bases needed for the business to join government projects aimed at developing the technical and vocational education.

This study involves three stages:
1) Collecting statistical data and studying reports of TVE in Kazakhstan.
2) Conducting sociological analysis and assessing the information received.
3) Drawing conclusions.

Literature review

Improving the quality of TVE is crucial challenges for the Kazakh economy. Achieving these goals is essential for ensuring a high percentage of employment and successful career adaptation.

In their study, Y. Zhang and C. Yang (2023) propose to improve the employability of college graduates by considering the following three aspects: enhancing graduates' cognitive level, enhancing employment information, and strengthening decision-making skills.

The career adaptability is a social psychological construct (Savickas, 2012) that is a key competency for long-term career success (Hirschi, 2009) and has a positive predictive effect on future employment status (Koen et al., 2010; Guan et al., 2010). al., 2014), employment quality (Guan et al., 2013), career development (Ebberwein et al., 2004), and promotion (Tolentino et al., 2013). Therefore, identifying the foundations for developing career adaptability of university students is necessary for their further career growth (Lu et al., 2022).

A recent study has examined an undergraduate vocational education curriculum that was designed to increase student motivation and engagement in learning. The teachers emphasized the importance of the student's needs, which resulted in the creation of individual learning paths. To foster student development, teachers utilized peer group dynamics, sports, and career guidance. The teachers saw themselves more as coaches, sport experts, and group managers. The study has identified two key features that contribute to a positive learning experience: (1) a fair and equitable relationship between student and instructor and (2) a curriculum that fits the needs of the students. (Fix et al., 2019).

Positive teacher-student relationships have been found to have many beneficial effects, such as increased student engagement (Ryan et al., 2001), motivation (Ryan et al., 2000), and academic performance (Ryan et al., 2001).

Soo Jung Choi, Jin Chul Jeong, and Seung Nam Kim (2019) conducted a study based on an applied multilevel analysis of the International Assessment of Adult Competencies (OECD Program).

The study concluded that TVE graduates will lack literacy skills, which will impact employment in the long run. With this in mind, states need to develop clear policies to ensure the long-term impact of acquired knowledge among TVE students.

After analyzing the existing literature reviews, it can be observed that there are numerous examples of successful social partnerships in TVE across the globe. However, one cannot ignore the challenges faced in acquiring professional skills and subsequent employment in each country, which needs to be considered separately.

Results and Discussion

Since Kazakhstan gained its independence, several reforms were implemented in the field of TVE. Figure 1 shows government measures in the field of TVE development, divided into 2 groups:

1) programs to improve the TVE system;

2) significant social projects of TVE, starting from 1992.

In 1992, the Education Law was adopted, where articles 15 and 16 define vocational schools and secondary specialized educational institutions (colleges). The difference is that vocational schools provide primary vocational education, while colleges provide specialized secondary education based on complete secondary education for the professional training of mid-level specialists.

In 1991, Kazakhstan had a total of 693 colleges, comprising 449 primary vocational schools and 244 secondary vocational education colleges. By 1998, the number of colleges had decreased to 610 organizations, mainly due to an economic crisis that led to the closure of many enterprises that previously had TVE on their balance sheets.

The first 11 private colleges were established in Kazakhstan in 1994, which paved the way for competition in the field of TVE. The number of private colleges grew steadily, with the largest peak occurring in 2012 when there were 389 private colleges (JSC Information and Analytical Center, 2017).

Over a period of 30 years, the number of colleges in Kazakhstan has increased from 693 units in 1991 to 770 units in 2021. The share of private colleges in 2022 amounted to 326 units (42%). The largest increase in the number of colleges occurred in 2011, which saw an increase of 213 colleges or 31%.

In 1999, a new education law was adopted, and the Government of the Republic of Kazakhstan issued a decree aimed at developing primary and secondary vocational education. The country's rapid economic growth has also contributed to the growth of colleges. In order to reduce shortages of quality personnel from business, the government has adopted various programs, including the one aimed at developing the technical and vocational education.

Since 2008, four state programs have been adopted 2008-2012, 2011-2020, 2016-2019, and 2020-2025. Additionally, a National Project called "Quality Education: Educated Nation" has been introduced since 2021.

Total number of students has shown a positive increase of 25 thousand people in 2021 when compared to 1991. Furthermore, the share of students studying in private colleges in 2021 was 44%.

The share of students studying in the state language has increased more than 2.5 times from 23% in 1991 to 59% in 2021.

Also, the share of graduates has increased 2.4 times during the analyzed period, from 61.8 to 146.3 thousand people, respectively.

Between 2000 and 2021, the percentage of employed graduates under government orders decreased significantly from 83.4% to 66%. The period from 2003 to 2004 witnessed the highest employment rate of 98.8%. The lowest employment rate of 60.3% was observed in 2011. Unfortunately, there are no statistics available for this indicator from 2005 to 2006.

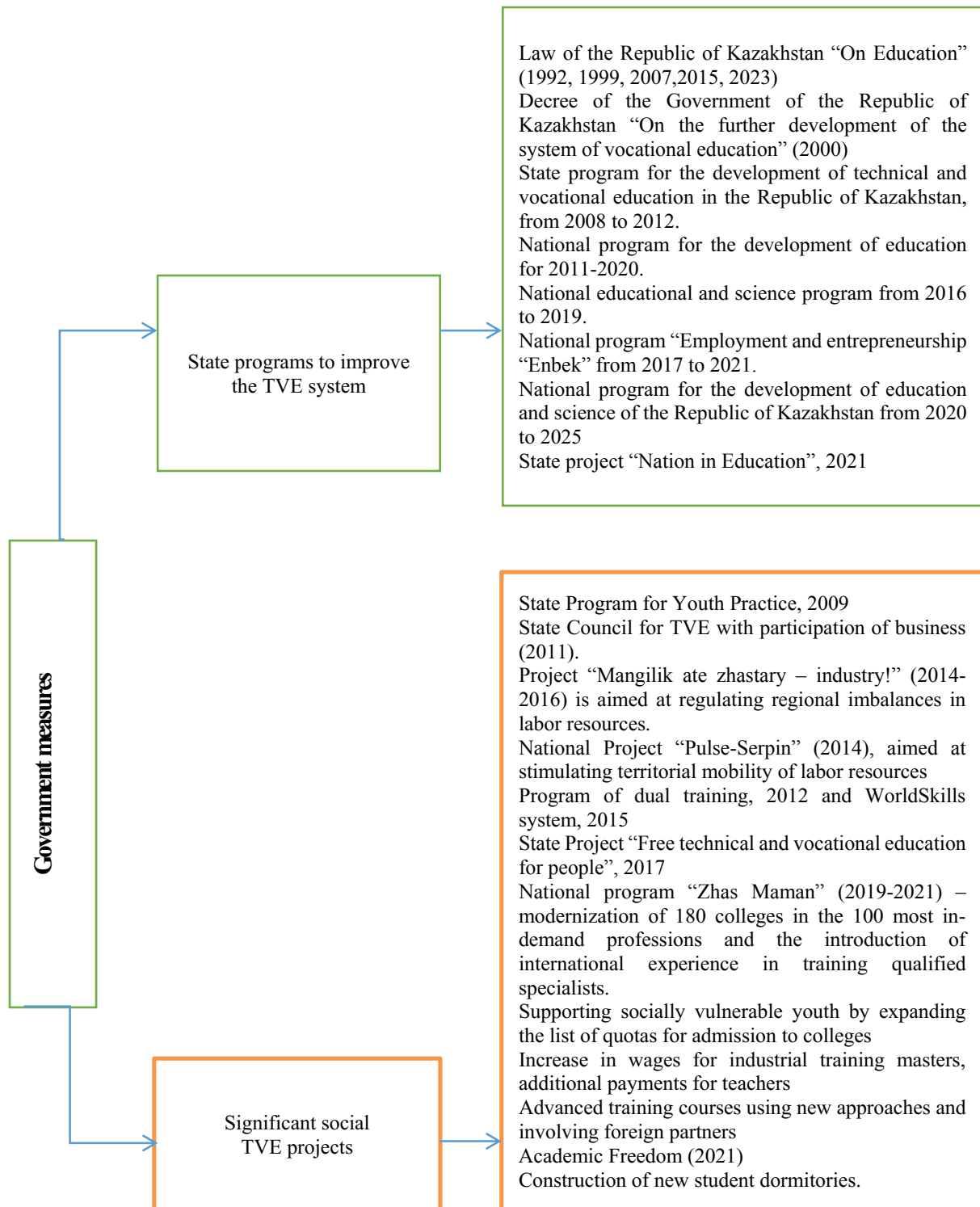Below, Table 1 provides an analysis of key indicators of TVE development.

Figure 1 – Government measures in the field of TVE development

Table 1 – Key indicators of TVE development

Key indicators	Years		Deviation
	1991	2021	
1. TVE network			
1.1. Dynamics of the college network, units	693	770	**77**
1.2. Including a network of state colleges, units	693	444	**-249**
1.3. Including a network of private colleges, units	0	326	326
2. TVE contingent			
2.1. Students, thousand people	464,0	488,9	**24,9**
2.2. Including the population in state colleges, thousand people	433,8	272,2	**-161,5**
2.3. Including the contingent in private colleges, thousand people	0	216,7	**216,7**
2.4. Dynamics of the population studying in the state language, %	23	59	**36**
2.5. Dynamics of graduates, thousand people	69,1	146,3	**77,2**
2.6. Dynamics of the share of employed and employed graduates under government orders, 2000-2021, %	83,4	66	**-17,4**
3. State order of TVE			
3.1. Dynamics of admission of TVET students, 2015-2021, thousand people	163,1	166,9	**3,8**
4. Technical TVE base			
4.1. Classrooms, 2008-2021, units	20 632	22 028	**1 396**
4.2. Workshops, 2008-2021, units	2 327	2 669	**342**
4.3. Computers, 2008-2021, units	29 247	110 384	**81 137**
5. Human resources potential of TVE			
5.1. Number of EPW, 1995-2021, people	30 289	39 962	**9 673**
5.2. Number of teaching staff who have improved their qualifications, 2000-2021, people	125	26 924	**26 799**
6. Social partnership between business and TVE			
6.1. Network of colleges introducing dual education, 2013-2021, units	176	536	**360**
6.2. Number of students engaged in dual education, 2013-2021, thousand people	2,4	68,2	**65,8**
6.3. Number of enterprises engaged in dual training, 2016-2021, thousand units	2,4	6,4	**4,0**
6.4. Number of TVE students paid for by employers, 2019-2021, people	1 270	1 251	**-19**

Data source: State report on the state and development of the education system of the Republic of Kazakhstan (for 30 years of Independence and 2021). – Astana: Ministry of Education of the Republic of Kazakhstan, Ministry of Science and Higher Education of the Republic of Kazakhstan, JSC "IAC", 2022; On approval of the Concept for the development of education of the Republic of Kazakhstan for 2022 – 2026. Decree of the Government of the Republic of Kazakhstan, 24/11/2022, № 941.

As of 2021, there were 166,921 students enrolled, which is 3,822 more than in 2015. The number of students enrolled on a budget basis increased by 10,919 while the number of students enrolled on a paid basis decreased by 7,097. This happened due to the growth of budget places, the elimination of the entrance exam, and an increase in quotas for socially vulnerable categories of youth.

During the period 2008-2021, there was an increase in technical base indicators, such as classrooms, workshops and computers. Specifically, growth of 1,396 classrooms, 342 workshops, and 81,137 computers.

In the period of 1995-2021, the number of engineering and pedagogical workers (EPW) has increased by 9,673 people from 30,289 to 39,962 people. However, a decline of 44% of employees was observed in the year 1997, with a decrease of 17,197 people. This was due to unbalanced social policies, aging, and feminization of the teaching staff, as reported by Boribekov K. et al. in 2011.

There was a big jump in the number of EPW in 2012, with 45,684 people being added. This year had the largest number of private colleges.

One of the aims in reforming the VET system was to improve the qualifications of teaching staff. After the national TVE program development was adopted for 2008-2012, the workers quantity who improved their qualifications increased significantly and maintained this upward trend in subsequent years.

When comparing the years 2000 and 2021, there was a growth of 26,799 employees, despite only 125 teaching employees improving their qualifications in 2000. The creation of NJSC "Talap" in 2012 was of decisive importance in this growth. This institution aimed to introduce the best foreign TVE practice and conduct advanced training courses for EPW using new approaches while attracting foreign partners.

Regarding the relationship between businesses and TVE, the network of colleges offering dual education has increased by three times to 536 units over the period of 2013-2021.

The number of students taking part in dual education has increased more than 28 times.

If we keep track of the total quantity of students, studying under state orders, the percentage of students engaged in dual education is only 14% in 2021.

The number of enterprises involved in dual training has only increased by 4,000 units from 2016 to 2021.

Furthermore, the number of students paid for by employers accounts for only 0.3% of the total student population, and this trend has continued for the last three years.

Currently, many experts talk about a chronic shortage of technical personnel. A striking example of the current situation is the numerous accidents at thermal power plants in various cities of Kazakhstan.

According to S. Rakhmetullina, being the rector of the East Kazakhstan Technical University, the shortage of personnel directly affects the ability to expand the training and production infrastructure. The recent incidents in Ekibastuz and Ridder have highlighted the importance of paying attention to this industry and personnel training.

However, Mazhilis deputy Y. Kuchinskaya has emphasized that the shortage of skilled workers is not limited to the heat and power sector. The lack of professional personnel also exists in agriculture, mining, the industrial sector, and other areas of economy.

The representatives of employers and workers in the real sector have also highlighted the issue of a shortage of technical personnel. S. Baysarinov, a shop manager at the Ust-Kamenogorsk thermal power plant, stresses that this is a problem, as experienced people are gradually leaving the industry. He believes that it is essential for young specialists to learn from the basics and start as an electrician or technician and gradually gain experience to fill the gap (Ezhelev, 2023).

Ainur Bekdairova, the Deputy General Director for Human Resources at Polymetal Eurasia LLP (Polymetal), points out that there is a shortage of highly specialized technical specialists. Educational institutions provide knowledge in a general area without specializing in work on gold ores and do not train unique specialists such as a concentrator in a gold recovery and processing plant. Graduates have to gain experience and study enrichment processes in more depth during the work process.

According to the management of Aquatoria-Aktobe LLP, the demand for technical specialists is huge. The company provides additional training courses because newly arrived employees lack specialization. The company has to send new employees for internships even abroad. The company considers it expedient to train students in technical specialties for which there is acute demand.

In the country, along with the problem of a lack of technical specialties, there is a situation with a negative balance of the outflow of such specialists abroad, associated with higher wages and better working conditions.

In the long-term policy document for the development of the labor market, the inadequacy of qualifications corresponding to the demands of the labor market is a fundamental problem. A systemic solution for this is strengthening TVE.

In our opinion, the TVE system requires a radical reboot in order to meet current realities in the labor market. The reason lies in the low quality of presentation of professional knowledge in colleges and the immediate and long-term monitoring of labor market requirements.

Based on our analysis, we will be conducting further research to identify best practices in TVE. This will help us to introduce effective TVE practices in Kazakhstan.

Conclusion

The problem of quality education in TVE has remained unresolved since independence. In the domestic practice of TVE development, there

is a picture of an overabundance of some labor specialties over others. At the same time, technical specialists are on the wave of demand in the national labor market.

This trend is long-term in nature and business representatives are accustomed to solving this problem on their own, which is fundamentally wrong and does not reflect the interests of the state in the sustainable growth of the country's economy.

After analyzing the situation, we can answer the main research questions and draw the following conclusions:

- The government of Kazakhstan is taking diligent steps to adequately develop TVET, and a number of fundamental reforms have been carried out, including an increase in the state order for free education and a doubling of the level of scholarships. The positive aspects are the introduction of a system for accounting for long-term demand in the labor market and an emphasis on the development of production infrastructure.

Based on the analysis, priority directions in the development of TVE have been identified – the development of measures to match the balance of demand and supply of TVE graduates in the labor market and the global reorientation of the existing educational system that meets the requirements of the labor market in the long term.

Moreover, the professional level of college teachers needs constant development. The teaching staff should improve their qualifications at existing enterprises and transfer the experience and knowledge gained to students. To achieve this, the policy of the relevant ministry and college leadership should focus on creating appropriate incentives for teachers in this direction.

College graduates often struggle to qualify for high-paying jobs due to insufficient qualifications and a lack of necessary knowledge. Eventually, the level of professional competence among college graduates is low. Additionally, there are not enough incentives for students to pursue a college education.

The level of collaboration between colleges and businesses in the development of dual education and employment opportunities for graduates is also quite low. Furthermore, there is no government support for businesses that invest their own funds in training technical specialists in colleges.

Another challenge is the need to provide clear information about the potential benefits and drawbacks of pursuing technical professions in Kazakhstan.

In summary, adjustments need to be made to existing government policies regarding TVE system, taking into account the issues mentioned in this article.

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THE ROLE OF SOCIAL PROGRAMS IN IMPLEMENTING BUSINESS SOCIAL RESPONSIBILITY IN THE REPUBLIC OF KAZAKHSTAN: EMPIRICAL RESEARCH

This study analyzes the features of social programs on corporate social responsibility and examines the difficulties and shortcomings of its implementation. The main goal of the research is to study the influence of social programs on an effective implementation of social responsibility in the business. Social programs are aimed at solving socially significant tasks and improving the social well-being of citizens. The article presents the research results conducted in 2023 to study the social responsibility of Kazakhstani business. The obtained research results indicate the insufficient effectiveness of social programs and mechanisms of their implementation in ensuring social responsibility in the business. During the study, respondents noted their desire to receive support and assistance from management in solving important life problems. Thus, the results of the conducted research demonstrate the necessity of increasing the competitiveness of social programs in implementing business social responsibility and strengthening efforts to prevent social inequality. The analysis also show that social programs need to be regulated by the government. The development and improvement of social programs for the effective implementation of business social responsibility have significant practical importance.

Key words: corporate social responsibility, social responsibility, social programs, entrepreneurs, social investments.

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Қазақстан Республикасында бизнестің әлеуметтік жауапкершілігін жүзеге асыруда әлеуметтік бағдарламалар рөлі: эмпирикалық зерттеулер

Бұл зерттеу бизнестің әлеуметтік жауапкершілігін жүзеге асыруда әлеуметтік бағдарламалардың қазіргі ерекшеліктері, оны жүзеге асыру қиындықтары мен кемшіліктерін талдауға бағытталған. Зерттеудің негізгі мақсаты – әлеуметтік бағдарламалардың бизнестің жауапкершілігін тиімді жүзеге асыруға әсер ету механизмін анықтау. Әлеуметтік бағдарламалар адамдардың өздігінен шеше алмайтын әлеуметтік мәселелерін шешуге және азаматтардың әл-ауқатын арттыруға арналған. Мақалада бизнестің әлеуметтік жауапкершілігін дамытуда әлеуметтік бағдарламалардың рөлін анықтау мақсатында 2023 жылы жүргізілген зерттеу нәтижелері ұсынылған. Зерттеу нәтижелері әлеуметтік бағдарламалардың дұрыс жұмыс істемеуі мен оларды жүзеге асыру механизмдерінің толық қанды нәтижелерге жеткізбегенін көрсетеді. Зерттеу көрсеткендей, қызметкерлер өздерінің өмірінде маңызды оқиғаларға басшылық тарапынан қолдау жасап, көмек көрсетулерін қалайды екен. Алынған зерттеу нәтижелері бизнестің әлеуметтік жауапкершілігін қалыптастыру мен дамытуда әлеуметтік бағдарламалардың бәсекелестік деңгейін арттыру мен теңсіздікті болдырмауға бағытталған жұмыс сапасын арттыру қажеттілігін көрсетеді. Сондай-ақ, осы талдау әлеуметтік бағдарламалардың мемлекет тарапынан реттелу маңыздылығын айқындайды. Бизнестің әлеуметтік жауапкершілігін дамытуда әлеуметтік бағдарламаларды орындау және оны одан әрі зерттеу практикалық маңызға ие.

Түйін сөздер: корпоративті әлеуметтік жауапкершілік, әлеуметтік жауапкершілік, әлеуметтік бағдарламалар, кәсіпкерлер, әлеуметтік инвестиция.

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Роль социальных программ в реализации социальной ответственности бизнеса в Республике Казахстан: эмпирические исследования

В данном исследовании анализируются особенности социальных программ по социальной ответственности бизнеса и рассматриваются трудности и недостатки их реализации. Основной целью исследования является изучение влияния социальных программ на эффективную реализацию социальной ответственности в сфере бизнеса. Социальные программы направлены на решение общественно значимых задач и повышение социального благополучия граждан. В статье представлены результаты исследования, проведенного в 2023 году, по изучению социальной ответственности казахстанского бизнеса. Полученные результаты исследования свидетельствуют о недостаточной эффективности социальных программ и механизмов их реализации в обеспечении социальной ответственности в сфере бизнеса. В ходе исследования респонденты отмечали о желании получения поддержки и помощи со стороны руководства в решении важных жизненных проблем. Таким образом, результаты проведенного исследования показывают необходимость повышения конкурентоспособности социальных программ в реализации социальной ответственности бизнеса и усиления работ в минимизации социального неравенства. Анализ также показал, что социальные программы требуют регулирования со стороны государства. Развитие и улучшение социальных программ в целях эффективной реализации социальной ответственности бизнеса имеет важное практическое значение.

Ключевые слова: корпоративная социальная ответственность, социальная ответственность, социальные программы, предприниматели, социальные инвестиции.

Introduction

The importance of social responsibility of business is increasing in modern Kazakh society. Social responsibility of business in Kazakhstan is not established at a legislative level compared to developed European countries where it is. The development and formation of business social responsibility are being recently studied and analyzed in Kazakhstan. There are enormous number of issues in Kazakhstani business such as the factors influencing the formation of social responsibility, the challenges in its formation, as well as the alignment of societal and business interests, the need for social programs and charity. Issues related to social programs and charity are still insufficiently studied and require further research in Kazakhstani business. The issues related to effectiveness of business for companies implementing social and charitable policies are also being raised.

Moreover, it is known fact that general and humanistic norms have been relevant since ancient times. In classical philosophical thoughts, from ancient times to the modern era, thinkers such as Aristotle, Plato, T. Hobbes, I. Kant, M. Montaigne, B. Spinoza, and D. Hume have laid the foundations of considering political and legal theories in combination with moral theories.

Additionally, the contributions of scholars such as R.G. Lotze, E. Husserl, F. Nietzsche, G. Rickert, N.A. Berdyaev, I.A. Ilyin, S.L. Frank are important in studying the values that underlie social norms related to socio-economic changes in the 19th and 20th centuries.

Social programs play a significant role in implementing corporate social responsibility. They can contribute to sustainability by affecting the formation of human capital. Therefore, appropriate identification of principles in developing and implementing social programs and considering the way of increasing their effectiveness are crucial.

The current reforms in the national economy bring business and government closer together in addressing social issues. Non-material factors are starting to play an important role in the economic development. They become part of the corporate development strategy and contribute to the growth of corporate social responsibility and its social programs.

There are many issues regarding the content of corporate social responsibility in applied sociology. For instance, how companies are accountable to corporate social responsibility and the activities and obligations they undertake in this regard. In response to this statement companies participating

in corporate social responsibility initiatives can be demonstrated in social programs.

As we observe the social policies of developed countries, it is known that government intervention plays a crucial role in regulating social programs. It can be explained by the fact that social programs have not only social significance but also contain some obligations. It means that they should not totally relieve social obligation from the state, employers and employees. In our opinion, the state should regulate the fundamental aspects of corporate social responsibility. Studying the experiences of implementation of corporate social responsibility by commercial organizations in developed countries may contribute to eliminating legal gaps in corporate social responsibility.

Western scientist M.D. Ermann believes that charity plays an important role in solving social problems and defines it as a tool for social support that accompanies the activities of authorities (Ermann, 1978).

Today, the role of intangible factors in the development of the economy is increasing, especially importance of social programs and corporate social responsibility are increasing. Each company will independently determine the forms, methods and amount of its contribution to the socio-economic component of public relations. Structural activities are a prerequisite for creating social programs in business. Social programs are defined as healthcare activities and professional development of employees, organizing proper working conditions by companies and labor groups. Also, they contain proper mechanism of protecting the interests of employees and providing benefits for them. In addition, it is known that environmental protection, local community support, charity, and business practices are voluntary activities.

The main criterion for creating and implementing social programs is their compliance with business goals and strategy. Social programs can be divided into the following types (Konovalova, 2003):

- personal programs of the company;
- partnership programs with regional, national and state bodies;
- partnership programs with non-profit organizations, public organizations, trade unions;
- programs of informational cooperation with mass media.

Literature Review

Social program is a systematic document in the social, environmental, and economic fields related to the company's mission and development strategy and aimed at meeting the needs of various interested parties. The management decision in implementation of social programs is developed by taking into account the interests of the main internal and external stakeholders, it is made with the assumption that the company will find social and economic benefits in strategic relations. A prerequisite for the implementation of social services is focused on social investments. Lack of social investments is the main reason for the impossibility of implementing social programs (Shcherbachenko, 2012). In this case, there is need for strict control by the state in the implementation of social programs.

Creation and implementation of social programs consists of the following stages:

- determination of priority directions of the company's social policy;
- formation of the management structure of social programs;
- trainings in the field of social responsibility;
- creation of social programs;
- implementation of social programs of the company;
- assessment of effectiveness of social programs implementation;
- share the results of the company's social programs to all interested parties.

In addition, the following principles are observed in the implementation of social programs:

- relevance – timeliness – being in demand;
- volume – coverage of a certain audience;
- effectiveness – achievement of results.

The means of implementing social programs are undoubtedly the methods used by the enterprise for the practical implementation of approved social programs (Shcherbachenko, 2020).

Within the framework of corporate social responsibility social programs develop in two directions. The first direction is intended to solve internal problems of corporations, and the second direction is aimed at to solve external problems that are beyond the economic activity of corporations. Priorities of social responsibility and directions of social programs are interconnected (Dementieva, 2009).

M.M. Ivashina argues that large-scale social programs should be formed at the local community level, as well as at the international level with a good business reputation. The effectiveness of social programs can be divided into economic and social types. The economic efficiency of the programs is the return of resources invested in human capital and effective use of funds and budget belonging

to the organization. The social effectiveness of social programs is explained by the growth of the intellectual and physical potential of the society, labor productivity and standard of living (Ivashina, 2018).

Social programs are directly related to the economic situation: the higher potential of business structure, the more aspects involve in structure of social programs. Social programs are more effective if they satisfy the interests of all participants. Social programs should always be systematic, they are recreated depending on the macroeconomic activity and financial situation of organizations. Therefore, it is important to stimulate the development of such social programs by the state. This is beneficial for the business itself as well. In the procedural plan, social programs are services intended to nature protection, personnel development, support of local communities, as well as activities that implement voluntary business practices (Poghosyan, 2012).

In the implementation of such kind of business practice, it is necessary to create an all-inclusive system of various forms of independent external evaluation (permanent, periodic, phaseal) in order to implement a real structural reconstruction of public administration. Only such kind of an assessment will make it possible to determine the following:

- the degree of current effectiveness of any social program;

- conformity of models, programs and projects created and introduced at the state level;

- the degree of need for their regulation (Khananashvili, 2011).

In the experience of many companies, the following areas of social programs are commonly integrated:

- personnel development;
- health and safety at work;
- rebuilding corporate social responsibility;
- environmental protection and resource conservation;
- community development;
- fair labor practices (Emelyanov, 2014).

In the current situation, national companies, major banks, and companies in raw material sector in Kazakhstan are main drivers of corporate social responsibility development. However, in the Kazakhstani experience, the involvement in implementing social programs is often only associated with improving the company's image in the society. Previously, the company's reputation suffered from improper relations with business partners, disregard for consumers, and violations of human and environmental laws, and from situations associated with crime (Sansyzbayeva, 2015).

In the current situation, it is clear that the social-economic conditions in Kazakhstan are challenging, making it difficult for small and medium-sized businesses to implement social programs effectively. However, larger businesses tend to have more resources to invest in corporate social responsibility initiatives. Nevertheless, the country's circumstances and being depended on the capabilities and scale of the business, society still expects significant contributions from businesses in terms of social programs.

Usually, it is necessary for the state to create favorable conditions for the implementation of social programs. While the tangible results of corporate social responsibility initiatives in terms of investment projects by major companies can serve as specific examples. A good example can be the water issue in the city of Kulsary that demonstrates the significant social impact of a large oil company's reinvestment (Rakhmatullayeva, 2014). Initially, the corporate social responsibility of businesses was seen primarily through traditional charity. However, now they have strategic social programs developed from their strategic plans. These include intellectual investments, programs for regional and national development, initiatives for sustainable development in regions, support for youth sports, and other related activities.

In our society, social programs mainly are aimed at assisting vulnerable groups such as sick children, orphans, disabled individuals, the elderly, and homeless people.

The decline in people's health, along with the loss of health itself, is a significant problem for society and is the most acute issue to address. Because the state's responsibility for labor-related benefits separates it from the government, the joint efforts of individuals, employers, and the government are essential to improving public health (Zemlyanukhina, 2018). Providing proper working conditions, conducting free medical-preventive examinations, sanatorium-resort treatment, provision of sports facilities, and promoting a healthy lifestyle are crucial measures to ensure public health. The effectiveness of health care policy is closely related to corporate social responsibility. Since most of the time is spent at work, working conditions, team relationships, corporate culture, and even sports activities play a significant role in improving quality life. Authors based on modern experience, argue that companies can enhance their corporate culture by forming football, volleyball,

chess, and table tennis teams, which can positively impact employees' well-being (Sorokina, 2015).

Material and Methods

The research study was approved by Al-Farabi Kazakh National University Ethical Committee (IRB-A365). The research completion date is December 30, 2021.

The study was conducted in the period since January until March 2023. Survey was conducted based on electronic questionnaire in Astana, Almaty, Shymkent cities, as well as in Atyrau, Karaganda, and East regions of Kazakhstan. The questionnaire was designed in both Kazakh and Russian languages. Respondents were explained about the questionnaire and its objectives. Data was collected through the online platform Google Forms (https://docs.google.com/forms). The data collection process was anonymous, and no personally identifiable information was requested. The target audience consisted of fully qualified citizens, as official letters were sent to each city and regional Chamber of Entrepreneurs "Atameken," requesting email addresses of participants. Respondents were given the option to fill out the questionnaire in Kazakh or Russian languages. Participation was voluntary and therefor there were individuals who chose not to participate without specifying reasons.

The sample size is 701 individuals, who represent various sectors of small and medium-sized businesses. The age range of respondents was between 18 and 60 years old. For the sample size of 701 respondents and a 95% confidence level, the maximum statistical error for the survey results is 3.8%, which means that the statistical error of the survey results allows for extrapolation of the findings to the general population. Statistical methods were used to assess and determine the research parameters. The confidence level at 95% ensures the reliability of the data within the specified range. The margin of error (N=701, confidence interval – 95%) indicates a maximum statistical error of ±3.8%. The survey was conducted using a random sampling method, and the maximum statistical error was calculated according to the formula.

The gender distribution of the sample is as follows: 52% male and 48% female. It quantifies the existence of opportunities equally available to all individuals engaging in business. However, there was a noticeable gender discrepancy when dividing respondents by city and region. The primary representation of female respondents was observed in Shymkent (64%) and East Kazakhstan Region (57%), while Atyrau Region (76%) and Karaganda Region (57%) showed a higher proportion of male respondents. In both North and South regions, the indicators for total participation in the survey were synchronized. This division is attributed to two factors: the topic of the survey and the specific business relations within a designated region. To interpret the acquired data accurately, it is essential to acknowledge the need for utilizing the method of quota-free natural selection in respondents within the B2B segment, where a screening question was introduced to understand the significance of the survey's value in socioeconomic terms.

Furthermore, the majority of respondents (88%) are urban residents. The most economically active age category among participants from all regions is 35-44 years old, comprising 30% of the total. The presence of young adults, aged 18-24 (32%), particularly females, is notable in our target audience. Another significant demographic characteristic is the prevalence of distinct groups in the East Kazakhstan and Atyrau regions, indicating an organized representation: the 44-55 age group, roughly 26% on average, while those aged 55 and above constitute 11%. It is noteworthy that respondents' socioeconomic stability and their reluctance to engage in societal issues are apparent in the survey results. They tend to consider resolving social issues as the responsibility of each individual. Regarding the ethnic composition of participants, Kazakhs make up 60%, followed by Russians at 30%, and other ethnic groups at 10%.

Results and discussion

Based on the empirical section of the article, we present the following diagrams reflecting the results of our study. Regarding the question "*What tools are used to implement social business programs?*" respondents' answers predominantly focus on the opening of job positions (45%-68% range), creating job opportunities for their employees (47%-66% range), and social investments (35%-62% range). It is evident that companies play a significant role in the country's economic development, as they are keen on opening numerous job positions. Opinions from various sources, including social media like Facebook and Telegram, highlight the importance of job creation and the necessity for manufacturing and production facilities.

"Workplaces are the best protector against poverty and vulnerability. Government plays a crucial role in stimulating workforce growth by

creating conducive employment environment" notes Kaushik Basu, Vice President of the World Bank (World Bank, 2012). The study results are provided in Figure 1.

Additionally, the discussion on social investments and their development is essential due to the variance in regional budgets, geographical features of regions, cities, and rural areas.
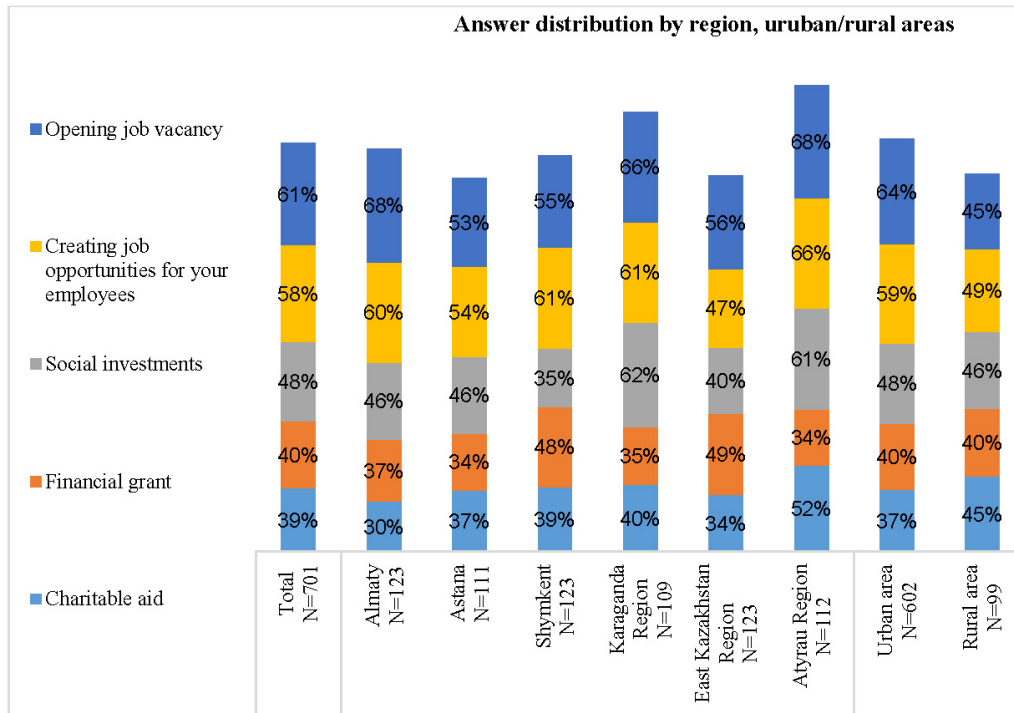

Figure 1 – The distribution of responses to the question
"What tools are used to implement business social programs?", N=701

Analyze the responses of respondents to the question "What social programs are implemented to support and assist your employees?" demonstrates the initial three answers:

Financial support/assistance (significant events in the lives of employees), (distribution 45%-58%, by region, city, village);

Increasing employee competence (42%-60% distribution, by region, city, village);

Medical insurance (38%-59% distribution, by region, city, village, where Eastern Kazakhstan region is leading with 59%).

Based the study results it can be identified the importance of financial support/assistance provided during significant events in the lives of employees. We are observing the increase in morale among employees who have received rewards during festivals. Addressing the issue of enhancing employee competence also deserves careful consideration in terms of the company's strategy. The issue of medical insurance is one of the pressing

matters where a viable solution is being sought. The public's interest in a system of medical insurance without any complications remains unflagging. This issue requires a dedicated study. The results of the study are provided in figure 2.

Both managing human resources and company policy affect employees' satisfaction. Additionally, understanding human resources and their needs has become crucial in the recent from the perspective of each employee. In increasing motivation among employees, various forms of stimulation are becoming more important than just financial ones (Gabcanova, 2011).

Study of foreign and other scientific works shows that foreign companies have different methods of stimulation. The Western approach combines financial, material and non-material incentives.

It is possible to adopt foreign practices of motivating employees in providing support and assistance taking into account the specifics of mentality, culture, geographical location,. However,

we should also know that methods of non-material incentives work only when material needs of employees are satisfied. An additional issue relates to the rationale for the programs' rules and policies. Social programs are usually limited to certain groups of people and not available to everyone (Zibar, 2014).

Kazakh scientists argue that there is a big gap between the reports given by of modern companies and their actual activities in the field of social and environmental responsibility. This can be seen, including the example of the impact of the economic crisis on the mentioned projects, first of all, most companies cut funding for social and environmental services, as well as social packages and payments to employees. All this undermines the trust of the majority of the population in such kind of social programs (Baykenova, 2018).
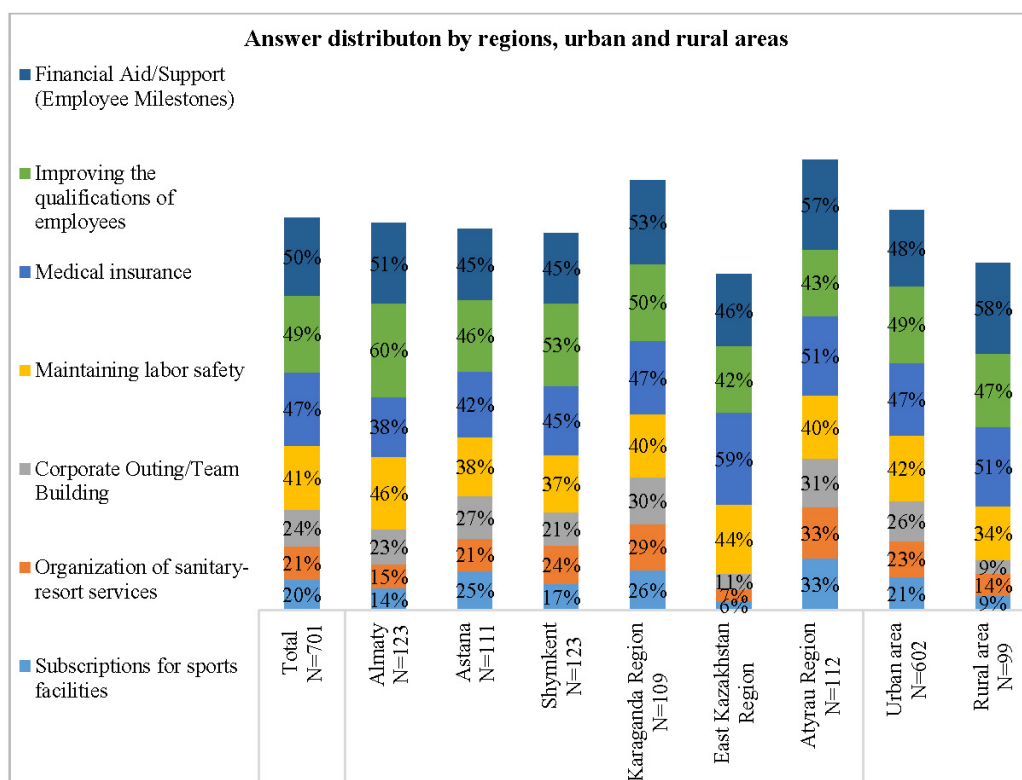
Figure 2 – "What kind of social programs does your company run to support and help its employees?". N=701

Further, the question "What kind of social programs does your company manage to provide support and assistance to its employees?" was analyzed based on gender, age, and labor market experience. In our study, men (54%) and women (45%), and 55 years and older (63%), and 5 to 15 years of work experience in the market (53%) have showed a high percentage of "financial assistance and support (employee milestones)". Employees want support and assistance from the management during important events in their lives. It is known that increasing the material interest of the employee affects the timely and quality performance of the work.

The next answer is "improvement of the qualifications of employees" (between 43% and 60%). Also, increasing professionalism or improving the qualifications of an employee is a type of professional development of personnel. We believe that continuous improvement of employees' knowledge is an objective necessity. Improving the qualifications of employees, their training increases labor productivity, creates an opportunity to achieve the company's strategic goals.

The third response is "health insurances" (range 39%-55%) which has a high percentage. It is known that the main principles of the health insurance model are cooperation, universal coverage and

social justice. In addition, it adheres to the principles of "every person can pay and receive medical care – according to their needs". It can be seen that health insurance for employees is the main social program in providing support and assistance for them. The results of the study is given Figure 3.
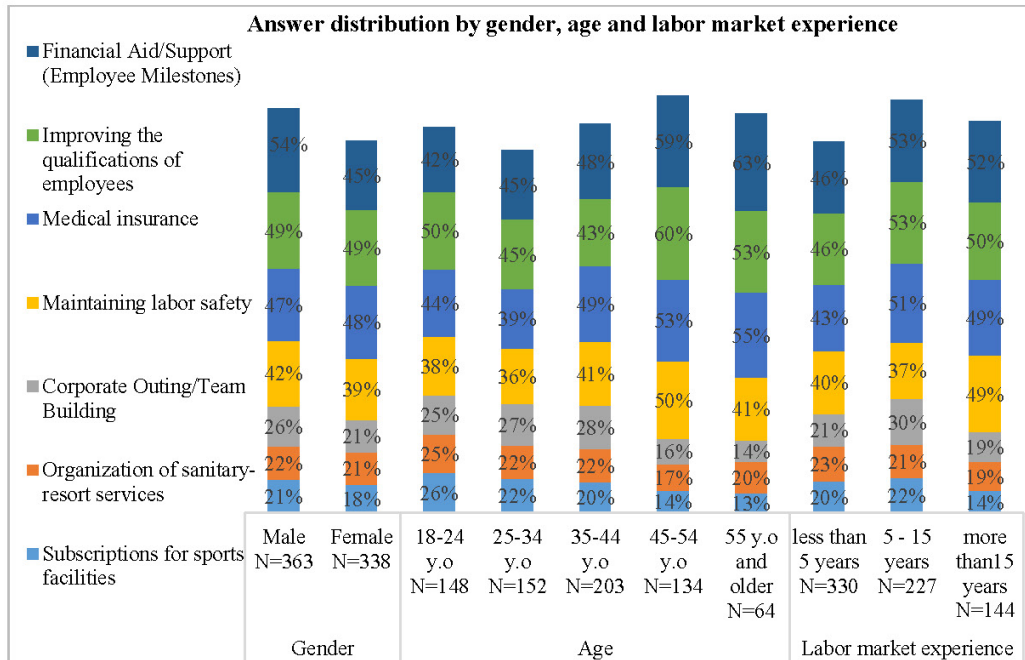

Figure 3 – "What kind of social programs does your company run to support and help its employees?" (answer distribution by gender, age, market experience), N=701

We also asked about the tools used in implementing social programs within the framework of corporate management of the business. According to the survey results, they were divided into two main categories (each entrepreneur can belong to the same group according to the total number of opinions gathered):

-Rational – creating conditions for the implementation of the main mission of the business, creating jobs, and providing opportunities for employees to fulfill their job responsibilities properly (about 60% on average).

- Irrational – requiring substantial investments aimed at ensuring employee satisfaction, social and emotional well-being, which in turn contributes to the improvement of employee efficiency, including but not limited to: social investments, monetary grants, and charity (the indicators change from 39% to 48% on average).

The results of the study have revealed the essential tools of social programs supported by employees (see Figures 2 and 3): financial assistance for significant life events (50%); skills enhancement (49%); and healthcare (47%). Ensuring workplace

safety according to the top four basic platforms (41%) is the most critical aspect for employers. Currently, ensuring workplace safety is also an urgent research topic. Workplace safety measures directly correlate with employee mortality. There is significant evidence and examples to support this claim.

Moreover, many companies overlook providing information about financing their own social programs. However, large companies have the potential and resources to implement their social programs in different regions. Corporate social responsibility is the most significant and visible form of corporate social responsiveness, manifested through social investments tailored to the community's needs. Businesses expect social orientation and sustainability from these investments.

Social programs are primarily aimed at improving employee well-being. Understanding that each industry and company has its own unique social programs is crucial. Such social programs enhance flexibility, eliminate disparities, and improve the work quality of each employee. Material and various

socio-psychological support services are essential for employees.

In implementing corporate social responsibility business involvement and adherence to international standards, as well as the comprehensive development of social programs, are crucial. The formation of corporate social responsibility involves a complex process because it reflects the diversity of economies and living conditions in different countries.

Currently, theoretical and empirical research on corporate social responsibility, extensive sociological studies, the emergence of various information tools advising businesses on corporate social responsibility, as well as initiatives to involve large and small companies in various projects, contribute to its effectiveness.

In Kazakhstan's business significant challenges, such as the absence of consistent state regulation of social responsibility, the prevalence of informal economic relationships, and issues related to the enforcement of legal norms, remain unresolved. Therefore, businesses are compelled to expand and develop their corporate social responsibility.

Corporate social responsibility makes Kazakhstan a leader among the Central Asian countries (Smirnova, 2015). At present, public awareness of the fundamental principles of corporate social responsibility in national companies is increasing. The formation of a comprehensive framework for corporate social responsibility in Kazakhstan is still ongoing.

Conclusion

According to the Constitution of the Republic of Kazakhstan, the government, as a social state, is committed to accepting all social obligations, and the volume of these obligations is increasing from year to year. It is clear that this imposes an additional burden on the state. Therefore, the government is struggling to share these social obligations with businesses. However, the government cannot create a sustainable system that would relieve the burden of social programs and, at the same time, maintain a system that businesses can rely on to fulfill their social obligations completely. Nevertheless, the government has the resources to fulfill this service. Therefore, the joint responsibility of business and government in implementing social programs needs to be clearly defined, and a list of social needs must be identified.

Company commitment to ensuring the satisfaction of its employees, fostering a social and emotional environment, and investing without overextension are all contributing factors to increased efficiency. Social investments, financial grants, and charitable activities are avenues through which companies can facilitate sustainable development of their social programs. The following activities are crucial for the sustainable development of a company's social programs:

- creating a favorable social climate;
- establishing partnerships with various educational institutions and community organizations;
- opening up job opportunities and engaging young people in employment;
- developing long-term strategies for the company's social programs and finding innovative solutions to social issues, including providing employees with affordable housing, increasing literacy, and paying attention to health and spiritual development.

The implementation of social programs by the government and companies cannot be achieved without the social responsibility of both business and the public. As part of the current innovative economy, social programs are an essential subject for attracting social investments.

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Структура статьи:

Первая страница:

- Первая строка – номер УДК, выравнивание – по левому краю, шрифт – полужирный.

- Название статьи (Заголовок) должно отражать суть и содержание статьи и привлекать внимание читателя. Название должно быть кратким, информативным и не содержать жаргонизмов или аббревиатур. Оптимальная длина заголовка – 5-7 слов (в некоторых случаях 10-12 слов). Название статьи должно быть представлено на русском, казахском и английском языках. Название статьи представляется полужирным шрифтом строчными буквами, выравнивание – по центру.

- Автор(ы) статьи – с указанием имени и фамилии, ученой степени, ученого звания, занимаемой должности, места работы, город, страна, контактный телефон, email – на русском, казахском и английском языках. Сведения об авторах представляются обычным шрифтом строчными буквами, выравнивание – по центру.

- Аннотация объемом 150-500 слов на русском, казахском и английском языках.

Структура аннотации включает в себя следующие ОБЯЗАТЕЛЬНЫЕ пункты:

- Вступительное слово о теме исследования.

- Цель, основные направления и идеи научного исследования.

- Краткое описание научной и практической значимости работы.

- Краткое описание методологии исследования.

- Основные результаты и анализ, выводы исследовательской работы.

- Ценность проведенного исследования (внесенный вклад данной работы в соответствующую область знаний).

- Практическое значение итогов работы.

- Ключевые слова/словосочетания – количеством 3-5 на русском, казахском и английском языках.

Последующая страница (новая):

- Введение состоит из следующих основных элементов:

- Обоснование выбора темы; актуальность темы или проблемы. В обосновании выбора темы на основе описания опыта предшественников сообщается о наличии проблемной ситуации (отсутствие каких-либо исследований, появление нового объекта и т.д.). Актуальность темы определяется общим интересом к изученности данного объекта, но отсутствием исчерпывающих ответов на имеющиеся вопросы, она доказывается теоретической или практической значимостью темы.

- Определение объекта, предмета, целей, задач, методов, подходов, гипотезы и значения вашей работы. Цель исследования связана с доказательством тезиса, то есть представлением предмета исследования в избранном автором аспекте.

- Материал и Методы – должны состоять из описания материалов и хода работы, а также полного описания использованных методов.

Характеристика или описание материала исследования включает его представление в качественном и количественном отношении. Характеристика материала – один из факторов, определяющий достоверность выводов и методов исследования.

В этом разделе описывается, как проблема была изучена: подробная информация без повторения ранее опубликованных установленных процедур; используется идентификация оборудования (программного обеспечения) и описание материалов, с обязательным внесением новизны при использовании материалов и методов.

Научная методология должна включать в себя:

- исследовательский вопрос(-ы);

- выдвигаемую гипотезу (тезис);

- этапы исследования;

- методы исследования;

- результаты исследования.

- В секции обзор литературы – должны быть охвачены фундаментальные и новые труды по исследуемой тематике зарубежных авторов на английском языке (не менее 15 трудов), анализ данных трудов с точки зрения их научного вклада, а также пробелы в исследовании, которые Вы дополняете в своей статье.

НЕДОПУСТИМО наличие множества ссылок, не имеющих отношения к работе, или неуместные суждения о ваших собственных достижениях, ссылки на Ваши предыдущие работы.

- В разделе Результаты и Обсуждение – приводится анализ и обсуждение полученных вами результатов исследования. Приводятся выводу по полученным в ходе исследования результатам, раскрывается основная суть. И это один из самых важных разделов статьи. В нем необходимо провести анализ результатов своей работы и обсуждение соответствующих результатов в сравнении с предыдущими работами, анализами и выводами.

- Заключение, выводы – обобщение и подведение итогов работы на данном этапе; подтверждение истинности выдвигаемого утверждения, высказанного автором, и заключение автора об изменении научного знания с учетом полученных результатов. Выводы не должны быть абстрактными, они должны быть использованы для обобщения результатов исследования в той или иной научной области, с описанием предложений или возможностей дальнейшей работы.

Структура заключения должна содержать следующие вопросы: Каковы цели и методы исследования? Какие результаты получены? Каковы выводы? Каковы перспективы и возможности внедрения, применения разработки?

- Список используемой литературы, или Библиографический список состоит из не менее 30 наименований литературы, и из них 50% на английском языке. В случае наличия в списке литературы работ, представленных на кириллице, необходимо представить список литературы в двух вариантах: первый – в оригинале, второй – романизированным алфавитом (транслитерация).

Романизированный список литературы должен выглядеть в следующем виде: автор(-ы) (транслитерация) http://www.translit.ru (год в круглых скобках)→название статьи в транслитерированном варианте [перевод названия статьи на английский язык в квадратных скобках], название русскоязычного источника (транслитерация, либо английское название – если есть), выходные данные с обозначениями на английском языке.

Например: Gokhberg L., Kuznetsova T. (2011) Strategiya-2020: novye kontury rossiiskoi innovatsionnoi politiki [Strategy 2020: New Outlines of Innovation Policy]. *Foresight-Russia,* vol. 5, no 4, pp. 8–30. Список литературы представляется в алфавитном порядке, и ТОЛЬКО те работы, которые цитируются в тексте.

Стиль оформления списка литературы на русском и казахском языке согласно ГОСТ 7.1-2003 «Библиографическая запись. Библиографическое описание. Общие требования и правила составления» (требование к изданиям, входящих в перечень ККСОН).

Стиль оформления Романизированного списка литературы, а также источников на английском (другом иностранном) языке для социогуманитарных направлений – American Psychological Association (http://www.apastyle.org/), для естественнонаучных и технических направлений – Chicago Style (www.chicagomanualofstyle.org).

В данном разделе необходимо учесть:

- Цитируются основные научные публикации, передовые методы исследования, которые применяются в данной области науки и на которых основана работа автора.

- Избегайте чрезмерных самоцитирований.

- Избегайте чрезмерных ссылок на публикации авторов СНГ/СССР, используйте мировой опыт.

- Библиографический список должен содержать фундаментальные и наиболее актуальные труды, опубликованные известными зарубежными авторами и исследователями по теме статьи.

- Ссылки на цитируемые работы в тексте даются в скобках, с указанием первого автора работы, год издания: номер страниц(-ы). Например, (Залесский 1991: 25). В случае, наличия в списке литературы нескольких работ одного и того же автора, изданных в один год, то дополнительно к году издания добавляется буква «а», «б» и т.д. Например, (Садуова, 2001а: 15), (Садуова, 2001б, 22).

Для оформления библиографических ссылок также можете использовать инструмент – Mendeley Reference Manager

Стоимость публикации – 2000 тенге/страница

Реквизиты:

Некоммерческое акционерное общество «Казахский национальный университет имени аль-Фараби»

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БИН 990140001154

КБЕ 16

АО «First Heartland Jýsan Bank»

ИИК KZ19998CTB0000567141 – тенге

ИИК KZ40998CTB0000567151 – USD

БИК TSESKZKA

АВТОРЛАРҒА АРНАЛҒАН АҚПАРАТ

Журналда материалдарды жариялау Open Journal System, онлайн жіберу және рецензиялау жүйесі арқылы жүзеге асырылады. Жүйеге тіркелу немесе кіру «Материалдарды жіберу» бөлімінде қол жетімді.

Корреспонденция авторы журналға жариялау үшін ілеспе хат ұсынуға міндетті.

Авторларға қойылатын талаптар (мақаланы рәсімдеу үшін ҮЛГІ-ні қолданыңыз):

Редакциялық алқа журналдың ғылыми бағыттары бойынша бұрын жарияланбаған мақалаларды қабылдайды. Мақаланы тек журнал сайтының функционалдығы арқылы (Open Journal System) электронды форматта жүктеу ұсынылады (doc .docx, .RTF форматында).

Шрифт кегелі – 12 (аңдатпа, кілттік сөз, әдебиеттер – 10, кесте мәтіні – 9-11), шрифт – Times New Roman, теңестіру – мәтіннің ені бойынша, интервал – бір, абзац шегінісі – 0,8 см, жиегі: жоғарғы және төменгі – 2 см, сол және оң – 2 см.

Суреттер, кестелер, графиктер, диаграммалар және т.б. нөмірленуі мен атауы көрсетіле отырып тікелей мәтінде ұсынылады (мысалы, Сурет. 1 – сурет атауы). Суреттер, кестелер, графиктер және диаграммалар саны мақаланың барлық көлемінің 20% – ынан аспауы тиіс (кейбір жағдайларда 30% – ға дейін).

Мақаланың көлемі (атауын, авторлар туралы мәліметтерді, аңдатпаларды, түйінді сөздерді, библиографиялық тізімді есепке алмағанда) 3000 сөзден кем болмауы және әлеуметтік-гуманитарлық бағыттар үшін 7 000 сөзден және жаратылыстану-ғылыми және техникалық бағыттар үшін 1 500-7 000 сөзден аспауы тиіс.

Авторлар МІНДЕТТІ ТҮРДЕ Open Journal System жүйесіндегі ілеспе хатта жолданатын мақала/қолжазбаның бұрын еш жерде жарияланбағанын және мақалада оларға сілтеме жасамай басқа жұмыстардан алынған мәтін үзінділері жоқ екенін көрсетуі тиіс.

Мақаланы жариялау үшін төлем тәртібі мен төлемақысы "Қазақ университеті" баспа үйімен белгіленеді және автор ол сыртқы рецензенттер мен ғылыми редактор мақұлдағаннан кейін жүргізіледі.

Мақала құрылымы:

Бірінші бет:

- Бірінші жол – ҒТАМА нөмірі (ерекше жағдайларда ӘОЖ), теңестіру – сол жақ жиек бойынша, қаріп – жартылай қалың.

- Мақала атауы (Тақырып) мақаланың мәні мен мазмұнын көрсете отырып, оқырман назарын аударуы қажет. Атауы қысқа, ақпараттық болуы және жаргон немесе қысқартулар болмауы керек. Тақырыптың оңтайлы ұзындығы – 5-7 сөз (кейбір жағдайларда 10-12 сөз). Мақаланың атауы орыс, қазақ және ағылшын тілдерінде ұсынылуы тиіс. Мақала атауы жартылай қалың қаріппен кіші әріптермен, теңестіру – ортасында беріледі.

- Мақала авторы(лары) – Аты – жөні, жұмыс орны (үлестес), қала, ел, email-орыс, қазақ және ағылшын тілдерінде. Авторлар туралы мәліметтер жай қаріппен кіші әріптермен, теңестірілуі – ортасында күйінде ұсынылады.

- Аңдатпа орыс, қазақ және ағылшын тілдерінде көлемі 150 сөзден кем емес.

- Аңдатпа құрылымы келесі МІНДЕТТІ тармақтарды қамтиды:

- Зерттеу тақырыбы туралы кіріспе сөз.

- Ғылыми зерттеудің мақсаты, негізгі бағыттары мен идеялары.

- Жұмыстың ғылыми және практикалық маңызының қысқаша сипаттамасы.

- Зерттеу әдіснамасының қысқаша сипаттамасы.

- Негізгі нәтижелер мен талдау, зерттеу жұмысының қорытындылары.

- Жүргізілген зерттеудің құндылығы (осы жұмыстың тиісті білім саласына қосқан үлесі).

- Жұмыс қорытындыларының практикалық мәні.

- Түйінді сөздер/сөз тіркестері – саны 3-5 сөзден орыс, қазақ және ағылшын тілдерінде.

Келесі бет (жаңа):

- Кіріспе келесі негізгі элементтерден тұрады:

- Тақырып таңдауды негіздеу; тақырыптың немесе мәселенің көкейкестілігі. Негізін қалаушылардың тәжірибесін сипаттау негізінде тақырыпты таңдауды негіздеуде проблемалық жағдайдың болуы туралы хабарланады (зерттеулердің болмауы, жаңа нысанның пайда болуы және т.б.). Тақырыптың өзектілігі осы нысанды зерттеуге деген жалпы қызығушылықпен анықталады, бірақ туындаған сұрақтарға толық жауаптардың болмауымен, ол тақырыптың теориялық немесе практикалық маңыздылығымен дәлелденеді.

- Жұмыстың нысанын, тақырыбын, мақсаттарын, міндеттерін, әдістерін, тәсілдерін, гипотезасын және мәнін анықтау. Зерттеудің мақсаты тезистің дәлелі, яғни зерттеу тақырыбын автор таңдаған аспектіде ұсынумен байланысты.

- Ақпараттар мен әдістер – ақпараттармен мен жұмыс барысын сипаттаудан, сондай-ақ пайдаланылған әдістердің толық сипаттамасынан тұруы керек.

- Зерттеу мәліметінің сипаттамасы немесе мазмұны оның сапалық және сандық жағынан көрсетілуін қамтиды. Мәліметтер сипаттамасы – тұжырымдар мен зерттеу әдістерінің дұрыстығын анықтайтын факторлардың бірі.

- Бұл бөлімде мәселенің қалай зерттелгені сипатталады: бұрын жарияланған белгіленген процедураларды қайталамай-ақ толық ақпарат беру; материалдар мен әдістерді қолдану кезінде міндетті түрде жаңалық енгізе отырып, әдістерді (бағдарламалық жасақтаманы) сәйкестендіру және материалдарды сипаттау қолданылады.

▪ Ғылыми әдістеме мыналарды қамтуы керек:

– зерттеу сұрақтары;

– алға қойылған гипотеза (тезис);

– зерттеу кезеңдері;

– зерттеу әдістері;

– зерттеу нәтижелері.

- Әдебиетке шолу секциясында – шетел авторларының ағылшын тіліндегі зерттелетін тақырыбы бойынша іргелі және жаңа еңбектері (15 еңбектен кем емес), осы еңбектердің ғылыми үлесі тұрғысынан талдау, сондай-ақ сіз өз мақалаңызда толықтыратын зерттеудегі олқылықтар қамтылуы тиіс.

- Жұмысқа қатысы жоқ көптеген сілтемелер немесе өзіңіздің жетістіктеріңіз туралы орынсыз пікірлер, алдыңғы жұмысыңызға сілтемелер болуына ЖОЛ БЕРІЛМЕУІ ҚАЖЕТ.

- Нәтижелер және Талдау жасау бөлімінде – сіз алған зерттеу нәтижелерін талдау және талқылау келтіріледі. Зерттеу барысында алынған нәтижелер бойынша қорытындылар келтіріледі, негізгі мәні ашылады. Бұл, мақаланың маңызды бөлімдерінің бірі. Мұнда сіздің жұмысыңыздың нәтижелерін талдау және алдыңғы жұмыстармен, талдаулармен және қорытындылармен салыстырғанда тиісті нәтижелерді талқылау қажет.

- Қорытынды, тұжырым – осы кезеңдегі жұмысты қорытындылау және жалпылау; автор ұсынған тұжырымның ақиқатын растау және алынған нәтижелерді ескере отырып ғылыми білімнің өзгеруі туралы автордың қорытындысы. Қорытындылар дерексіз болмауы керек, олар белгілі бір ғылыми саладағы зерттеу нәтижелерін жалпылау үшін әрі қарай жұмыс істеу ұсыныстарын немесе мүмкіндіктерін сипаттай отырып қолданылуы керек.

- Қорытындының құрылымы келесідей сұрақтарды қамтуы тиіс:

- Зерттеудің мақсаттары мен әдістері қандай? Қандай нәтижелер алынды? Қандай тұжырымдар бар? Алынған нәтижені енгізу, қолдану перспективалары мен мүмкіндіктері қандай?

- Пайдаланылатын әдебиеттер тізімі немесе Библиографиялық тізім жаратылыстану-ғылыми және техникалық бағыттарға арналған 10-нан кем емес әдебиеттер атауларынан және әлеуметтік-гуманитарлық бағыттарға арналған 15 атаулардан тұрады және ағылшын тіліндегі атаулар жалпы санның кемінде 50% – ын құрауы тиіс. Әдебиеттер тізімінде кириллицада ұсынылған жұмыстар болған жағдайда, әдебиеттер тізімін екі нұсқада ұсыну қажет: біріншісі – түпнұсқада, екіншісі – романизацияланған алфавитпен (транслитерация).

Романизацияланған әдебиеттер тізімі келесі түрде қойылуы қажет: автор(-лар) (транслитерация) http://www.translit.ru (жыл жақшада) мақала атауы транслитерацияланған нұсқада [мақала атауын ағылшын тіліне квадрат жақшада аудару], орыс тілді дереккөздің атауы (транслитерация немесе ағылшын атауы – егер бар болса), шығу туралы деректер ағылшын тіліндегі белгілеуде.

Мысалы: Gokhberg L., Kuznetsova T. (2011) Strategiya-2020: novye kontury rossiiskoi innovatsionnoi politiki [Strategy 2020: New Outlines of Innovation Policy]. *Foresight-Russia,* vol. 5, no 4, pp. 8–30. Әдебиеттер тізімі алфавиттік тәртіппен ұсынылады, оны өзінде тек мәтінде келтірілген жұмыстар ғана.

- Орыс және қазақ тілдеріндегі әдебиеттер тізімін рәсімдеу стилі МемСт 7.1-2003 " Библиографиялық жазба. Библиографиялық сипаттама. Жалпы талаптар және құрастыру ережелеріне" (БҒСБК тізбесіне кіретін басылымдарға қойылатын талаптар) сәйкес.

Әлеуметтік-гуманитарлық бағыттар үшін әдебиеттердің, сондай-ақ ағылшын (басқа шет) тіліндегі дереккөздердің Романизацияланған тізімін рәсімдеу стилі – American Psychological Association (http://www.apastyle.org/), жаратылыстану және техникалық бағыттар үшін – Chicago Style ((chicagomanualofstyle.org).

Бұл бөлімде төмендегілерді ескеру қажет:

Ғылымның осы саласында қолданылатын және автордың жұмысы негізделген озық зерттеу әдістері, негізгі ғылыми жарияланымдар дәйексөзбен келтіріледі.

Шамадан тыс өзіндік дәйексөзден аулақ болыңыз.

ТМД/КСРО авторларының жарияланымдарына шамадан тыс сілтеме жасаудан аулақ болыңыз, әлемдік тәжірибені қолданыңыз.

Библиографиялық тізімде мақаланың тақырыбы бойынша танымал шетелдік авторлар мен зерттеушілер жариялаған іргелі және өзекті тақырыпатағы еңбектер болуы керек.

Дәйектеме жасалынған жұмыстарға сілтемелер әлеуметтік-гуманитарлық бағыт мәтінінде жақшада, яғни, бірінші авторды, басылып шыққан жылын, бет санын көрсете отырып беріледі. Мысалы, (Залесский 1991: 25). Әдебиеттер тізімінде бір жылда басылған бір автордың бірнеше жұмыстары болған жағдайда, онда басылым жылына қосымша "а", "б" әрпі қосылады. Мысалы, (Садуова, 2001а: 15), (Садуова, 2001б, 22). Жаратылыстану ғылымдары мақалалары үшін сілтемелер мәтінде дәйексөз жұмыстардың пайда болуына қарай нөмірлеуді көрсете отырып, шаршы жақшада рәсімделеді.

Библиографиялық сілтемелерді рәсімдеу үшін Mendeley Reference Manager құралын пайдалана аласыз.

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- Author (s) of the article – Initials and surname, place of work (affiliation), city, country, email – in Russian, Kazakh and English. Authors' information is presented in a regular font in lowercase letters, alignment – in the center.

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- The structure of the annotation includes the following MANDATORY items:

- Introductory remarks about the research topic.

- Purpose, main directions and ideas of scientific research.

- Brief description of the scientific and practical significance of the work.

- Brief description of the research methodology.

- Main results and analysis, conclusions of the research work.

- The value of the research (the contribution of this work to the relevant area of knowledge).

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- Defining the object, subject, goals, objectives, methods, approaches, hypothesis and value of your work. The purpose of the research is connected with the proof of the thesis, that is, the presentation of the research subject in the aspect chosen by the author.

- Material and Methods – should consist of a description of the materials and work progress, as well as a complete description of the methods used.

- The characterization or description of the research material includes its qualitative and quantitative presentation. The characteristic of the material is one of the factors that determines the reliability of the conclusions and research methods.

- This section describes how the problem was investigated: details without repeating previously published established procedures; identification of equipment (software) and description of materials are used, with the obligatory introduction of novelty when using materials and methods.

Scientific methodology should include:

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- stages of research;

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- The structure of the report should contain the following questions: What are the objectives and methods of the research? What are the results? What are the conclusions? What are the prospects and opportunities for implementation, application of development?

- The list of used literature, or the Bibliographic list consists of at least 10 titles of literature for natural science and technical areas and 15 titles for social and humanitarian areas, and of the total number of titles in English must be at least 50%. If the list of references contains works presented in Cyrillic, it is necessary to submit the list of references in two versions: the first – in the original, the second – in romanized alphabet (transliteration).

A romanized bibliography should look as follows: author (s) (transliteration – http://www.translit.ru) (year in parentheses) → article title in transliterated version [translation of the article title into English in square brackets], name of the Russian-language source (transliteration, or English name – if available), notation in English.

For example: Gokhberg L., Kuznetsova T. (2011) Strategiya-2020: novye kontury rossiiskoi innovatsionnoi politiki [Strategy 2020: New Outlines of Innovation Policy]. Foresight-Russia, vol. 5, no.4, pp. 8-30. The list of references is presented in alphabetical order, and ONLY those works that are cited in the text.

- Style of the bibliography in Russian and Kazakh languages according to GOST 7.1-2003 "Bibliographic record. Bibliographic description. General requirements and compilation rules"(a requirement for publications included in the KKSON list).

Style of design of the Romanized bibliography, as well as sources in English (another foreign) language for socio-humanitarian areas – American Psychological Association (http://www.apastyle.org/), for natural science and technology areas – Chicago Style (chicagomanualofstyle.org).

This section should take into account:

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Avoid excessive self-citations.

Avoid excessive references to publications of authors of the CIS / USSR, use world experience.

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References to cited works in the text of the socio-humanitarian direction are given in brackets, indicating the first author of the work, year of publication: number of page (s). For example, (Zalessky 1991: 25). If there are several works of the same author published in the same year in the list of references, the letter "a", "b", etc. is added to the year of publication. For example, (Saduova, 2001a: 15), (Saduova, 2001b, 22). For natural science articles, references are made in square brackets, indicating the numbering as the cited works appear in the text.

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