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Психология және әлеуметтану сериясы

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1-бөлім

ПСИХОЛОГИЯ

Section 1

PSYCHOLOGY

Раздел 1

ПСИХОЛОГИЯ

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PSYCHOLOGICAL CAPITAL AS A FACTOR INFLUENCING EMPLOYEE PRODUCTIVITY

The purpose of the scientific article is to evaluate the concept of psychological capital as a factor of employee effectiveness and, as a result, the productivity of the entire company as a whole. The following methods of information collection were used in the article: analysis of literature sources on the problems and methods of assessing the psychological health of personnel; review of scientific articles on the problem of personnel assessment; methods of comparative analysis and synthesis. Psychological capital can be considered not only as a precursor to productivity, but also as a harbinger of mental health in the workplace. Thus, an increase in psychological capital in organizations would allow for "win-win" events for both parties involved (employers and employees). The results obtained in this work may encourage HR managers to focus more on psychological capital, as the development of self-efficacy, hope, optimism and resilience is crucial for the formation of desirable organizational attitudes and behaviors. At the same time, the main advantage of the four dimensions of psychological capital is that these dimensions are psychological quasi-states, which, unlike traits and quasi-traits, can be developed and can be "important assets for development".

Key words: psychological capital, psychological resources of employees, labor psychology, productivity, efficiency.

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Психологиялық капитал қызметкер өнімділігіне әсер ететін фактор ретінде

Ғылыми мақаланың мақсаты қызметкерлердің тиімділігінің бір факторы ретінде әсер ететін психологиялық капитал тұжырымдамасын бағалау және оны жалпы компения өнімділігіне ықпал ететін шешуші элемент ретінде қарастыру. Бұл мақала психологиялық капиталды қызметкерлердің қатысуын жақсарту үшін корпоративтік стратегияларға қалай біріктіруге болатынын зерттейді. Мақалада деректерді алу үшін ақпаратты жинау мен талдаудың келесі әдістері қолданылды: проблемалар мен қызметкерлердің психологиялық денсаулығын бағалау әдістеріне қатысты бар әдебиет көздерін талдау; персоналдың жұмысын бағалауға қатысты ғылыми мақалаларға кеңінен шолу жасау; мәліметтерді салыстырмалы талдау, синтездеу және интерпретациялау. Психологиялық капитал, оның ішінде өзіндік тиімділік, үміт, оптимизм және тұрақтылық сияқты құрамдастарын өнімділіктің маңызды алғышарты ретінде ғана емес, сонымен қатар жұмыс орнындағы психикалық денсаулықтың маңызды жаршысы ретінде қарастыруға болады. Зерттеудің нәтижелері ұйымдық деңгейде психологиялық капиталды дамытуға көңіл бөлудің оң көзқарас пен мінез-құлықтың дамуына ықпал ететінін көрсетеді, бұл өз кезегінде жұмыс берушілер мен қызметкерлер үшін «жеңіс-жеңіс» жағдайын жасайды.

Түйін сөздер: психологиялық капитал, қызметкерлердің психологиялық ресурстары, еңбек психологиясы, өнімділік, тиімділік.

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Психологический капитал как фактор влияния на продуктивность работника

Цель данной научной статьи заключается в проведении глубокого анализа и оценки концепции психологического капитала как важного фактора, влияющего на эффективность сотрудников, и, как следствие, на общую производительность компании. Данная статья исследует, каким образом психологический капитал может быть интегрирован в корпоративные стратегии для повышения уровня вовлеченности сотрудников. Для получения этих данных были использованы следующие методы сбора и анализа информации: анализ существующих литературных источников, касающихся проблем и методов оценки психологического здоровья персонала; подробный обзор научных статей, связанных с оценкой эффективности персонала; методы сравнительного анализа, синтеза и интерпретации данных. Психологический капитал, в том числе, такие его составляющие как самоэффективность, надежда, оптимизм и стойкость, может рассматриваться не только как важный предшественник производительности, но и как значимый предвестник психического здоровья на рабочем месте. Результаты данного исследования показывают, что усиленное внимание к развитию психологического капитала на уровне организации способствует формированию положительных установок и поведения, что, в свою очередь, создает «беспроигрышные» условия для работодателей и работников.

Ключевые слова: психологический капитал, психологические ресурсы сотрудников, психология труда, продуктивность, эффективность.

Introduction

Transformations in the world of work and the global economy have generated an alarming social phenomenon that continues to grow: stress in the workplace. Our modern societies have created more psychologically and emotionally difficult work, in other words, work that causes stress, has harmful consequences and significant costs for the health of enterprises and the psychological health of employees (Smith et al., 2013).

Indeed, for companies, stress at work is synonymous with reduced productivity, absenteeism and staff turnover. The stress of employees may primarily be related to psychological stress in the workplace, which is characterized by a negative affective state. This condition is associated with symptoms such as depression, anxiety, irritability, exhaustion, social detachment and cognitive problems. Therefore, it should be recognized that stress and deterioration of psychological health in the workplace should be of serious concern to society and organizations (Van et al., 2016).

In turn, a staff member with a high level of wellbeing can better adapt to professional requirements, be more creative in dealing with them effectively and better integrate into the organization, which will generally increase his productivity.

Given the above, the role of staff psychological health is particularly important and relevant. As part of this study, the authors consider psychological capital as a multidimensional structure that can affect the productivity of an employee. It consists of four dimensions: optimism, self-efficacy, hope and resilience. Looking at psychological capital in our research, we aim to check whether there is a relationship between the psychological capital of an employee and its productivity.

Thus, the aim of scientific work is to assess the concept of psychological capital as a factor of efficiency of employees and productivity.

The object of the study is the psychological condition of the employee, namely his psychological capital. The subject of the study is the content and structure of the psychological capital of the person involved in the work of the organization.

The theoretical significance of the study. The obtained results will contribute to the expansion of theoretical knowledge about the problems of professional stress and its relationship with psychological health, and can also become a theoretical and methodological basis for further research in the field of labour psychology.

The practical significance of the scientific work lies in the fact that its results can be used in the field of organizational psychology in order to carry out preventive psychological measures for employees of public catering organizations

Literature review

The research was conducted in accordance with the researcher's worldview, which is characterized by a positivist or constructivist research paradigm. Accordingly, deduction and induction are two knowledge–building processes stemming from these research paradigms. The first is to verify the reality of a theoretical object, while the second refers to the approach used to obtain the proposal of innovative theoretical results (through research) (Wang et al., 2014).

Along with this, there is a lack of data regarding employee stress in the workplace. In this case, a research-type study turns out to be justified, since "it is aimed at clarifying a problem that has been more or less defined, and serves to gain knowledge about unknown phenomena" (Stiglbauer et al., 2017).

Thus, this study, due to the lack of work inherent in our research object, tends to prefer an inductive analytical approach that promotes the emergence of new knowledge. Indeed, this approach is ideally suited for our study because, according to Rauschenbach et al. (2012), "the inductive approach leads to a generalization to a class of objects of what has been observed in several special cases".

At the same time, research methods were used: theoretical – analysis of economic and methodological literature, normative documentation; empirical – observation, analysis of documents.

The theoretical basis of the scientific article was the fundamental and modern works of scientists in the field of labor relations, regulatory documents, internal documents of organizations, as well as data from an anonymous sociological survey.

Since the concept of psychological capital has emerged relatively recently, there are currently few tools available to measure it. The most widely recognized and used tool is the Psychological Capital Questionnaire (Luthans et al., 2007). This study will use the original version of PCQ, i.e. PCQ-24, consisting of 24 items. Each of the points is evaluated on a four-point scale from "strongly agree" to "strongly disagree". The Cronbach's alpha coefficients (α) obtained for each of the measurements are 0.86, 0.79, 0.80 and 0.60 for self-efficacy, optimism, hope and resilience, respectively (). The only factor having an α coefficient less than 0.70 is the stability coefficient. These α-coefficients are consistent with the coefficients obtained for the English version of PCQ-24, which was tested on four samples for each of the measurements: Hope ($0.72 < \alpha < 0.80$); stability ($0.66 < \alpha < 0.72$); self-efficacy ($0.75 < \alpha < 0.85$); optimism ($0.69 < \alpha < 0.79$) (Luthans et al., 2004).

Taking its scientific roots in the literature on positive psychology, the concept of psychological capital is defined by Luthans, Avolio, Avey and Norman as a state of positive psychological development of a personality characterized by strong self-confidence. This confidence gives him the ability to make the necessary efforts to achieve the difficult goals he has set, positively assess current or future successes, persistently achieve goals and refocus his goals on achieving success. Thus, psychological capital allows people in a professional context to effectively perform the most difficult tasks in equally difficult conditions. Several studies have also shown that this is associated with better individual outcomes, a positive attitude to work, and reduced staff turnover. Consequently, this will contribute to improving the efficiency of existing companies.

In turn, inspired by the sociocognitive theory of Bandura, self-efficacy can be defined as a person's faith in their ability to organize and follow the order of actions necessary to obtain the desired results (Bandura, 1997). This dimension corresponds to a person's judgment of their abilities and ability to overcome difficult situations to achieve their goals. People with a strong sense of their own effectiveness tend to set difficult goals; persist in achieving their goals even in difficult and stressful conditions; and quickly get back to normal in case of failure (Bandura, 1997). Self-efficacy in this case is a construct indicating that behavior, knowledge, and the environment interact dynamically. This characteristic of psychological capital is a differentiating factor that determines individual features of project implementation.

The second component of the concept of psychological capital is optimism. Seligman's concept (Seligman, 1998) understands optimism as a cognitive predisposition, consisting of confidence in achieving goals, but this confidence is realistic and flexible (Lutance et al., 2007). A person with a realistic and high level of optimism is more motivated to achieve the goals he set for himself (Peterson, 2011). Optimistic people are also those who expect positive experiences in the future, as opposed to pessimistic people who expect negative experiences (Carver and Scheier, 2001). Similarly, optimistic people are more likely to accept the various changes taking place in their lives, determine the opportunities in the future and focus on these opportunities even in difficult situations (Luthans et al., 2007).

In the literature, some studies have shown that there is a curvilinear relationship between optimism and productivity (Brown et al., 2001). At the same time, people who lack optimism also lack motivation, because they believe that failure is inevitable. Moreover, they tend to focus on negative events that may lead to failure rather than positive ones. This is why they have low efficiency. However, excessive optimism can be harmful because people with optimism may end up with big failures because they are setting themselves too high (Khmelsky et al., 2009).

The third dimension of psychological capital is hope. In the concept of Snyder, Irving and Andreson (1991), she refers to a positive emotional state based on the interaction of three components: goals, actions, and planning of means to achieve goals. Hope is a cognitive or intellectual state in which a person is able to set realistic but ambitious goals and expectations, as well as seek to achieve them through energy, self-determination and conscious internal control (Luthans et al., 2007). Hope is thus conceptualized as a purposeful cognitive process that focuses on setting clear goals, ways to achieve them, and the ability to act accordingly (Snyder et al., 1991).

Let us move on to the fourth dimension of the concept. Resilience is the ability to endure hardship, recover for success and return to normal functioning in everyday life after encountering difficulties or failures (Masten, 2001). Thus, resilience includes psychological skills and human strengths (Masten and Obradovic, 2006). According to this concept, resilient people are not exclusive individuals, and everyone can develop resilience (Kutu, 2002). However, people with low resilience are more vulnerable, often unable to return to normal daily life after experiencing hardship, while people with high resilience are less vulnerable, and the negative consequences of difficulties do not destroy them for a long time (Martin-Krum and Tarquinio, 2011).

After a literary review of psychological capital, a positive relationship between this concept and productivity has been noted in numerous studies (Luthans et al., 2004). Kutu (2002) stresses that sustainable people are realistic, do not take excessive risks, have a system of shared values and the ability to use their resources to find innovative solutions. Sustainable development must therefore be not only reactive, but also proactive and capable of producing real and positive results (Luthans et al., 2007).

Considering these achievements and understanding psychological capital through these four dimensions (Khmeleski and Karr, 2008), the authors have formed a research hypothesis: the level of psychological capital of an employee positively affects its effectiveness and efficiency of the organization as a whole.

Materials and methods

The psychological capital of the sample participants was measured using a 24-point psychological capital questionnaire (PCQ-24) (Luthans et al., 2007) in its self-assessment version. In their 2007 study, Luthans and his colleagues tested their instrument on four separate samples and obtained total Cronbach's Alpha values of 0.89 for the first three, compared with 0.88 for the fourth. They have also verified the reliability of measurements of each sub-dimension. Although one sample gave an Alpha score of 0.69 for optimism and the other 0.66 for stability, which is below the generally accepted internal consistency level of 0.70, the results still consistently exceed this limit and force the authors to positively evaluate their internal consistency. The confirmatory factor analysis also allowed its authors to conclude the validity of their four-factor model in addition to favorably positioning it in relation to alternative models. This confirms the hypothesis of the construct, the cumulative variance of its four sub-dimensions is more important than the sum of the latter for predicting attitudes and behavior.

Each of the 24 points of the questionnaire is measured using a six-level Likert scale in the range from 1 (strongly disagree) up to 6 (I strongly agree). Since the three subjects were evaluated in reverse order, their scores had to be recalculated retroactively in a symmetrical manner. It should be noted that the version used in this study is a scale translated into French and taken from the work of Shi (2013).

This scale allows you to measure the overall level of the psychological level in addition to providing an indicator for each of the four psychological resources (hope, optimism, effectiveness and resilience) that make up this structure, while six points are devoted to measuring each of these sub-dimensions. This is due to the fact that the PCQ-24 questionnaire was built on the basis of pre-existing measurement scales that allow measuring individually for each resource that makes it up. An example of an element is hope: "I find many ways to achieve my goals at work," optimism:" I used to expect the best (positive) when the situation at work becomes uncertain for me", efficiency: "I feel able to participate in the discussion of my organization's strategies" and sustainability: "these days, when I have failures at work, it is difficult for me to overcome this test and continue" (feedback).

On the other hand, in the framework of this work, as far as we know, the relationships that we have considered between various variables have not yet been considered. Therefore, it seems advisable to consider them through a heterogeneous set, especially with a view to providing general data that may be used for future research and reflection applied to specific organizations.

Results

Resource conservation theory suggests that people seek to conserve, protect, and consolidate their resources, including through the work process (Hobfall, 2002). In contrast, the loss (potential or actual) of resources that are important to staff is perceived as a threat. Such stress can be defined as the reaction of a person when his or her resources are threatened, lost or when he or she does not acquire new resources after having invested them.

Thus, stress can arise from the loss (or fear of loss) of previously acquired resources, especially if acquiring them has taken a lot of effort. This stress will be even greater when the amount of resources available to a person is limited. In addition, limited resource endowments reduce the ability to invest in other resources. Without losses (expected or actual) people would be motivated to replenish their resources, and the more those resources, the greater their well-being. This enables the staff member to develop his or her potential and invest in new resources that can improve his or her productivity. When work brings a high level of well-being, the employee will be inclined to invest more energy and effort.

On the contrary, when work causes a high level of stress, it negatively affects productivity due to a lack of resources of the staff member, which prevents him from coping with work requirements. Therefore, being in a state of psychological stress, the person will not be able to make the necessary efforts for the successful completion of his work or will prefer to limit his efforts to preserve the remaining resources. Work-related stress can also lead people to avoid work so as not to increase stress levels.

Fredrickson's "expand and enrich" theory (2001) argues that positive emotions associated with well-being expand consciousness and increase the number of thoughts and behaviors that contribute to resource development. People with positive emotions live longer, have more open thinking and a variety of activities that create new personal and social resources. Frederickson (2003) emphasizes that positive emotions improve people's long-term functioning. Thus, by experiencing more positive emotions, people become more creative, flexible and socially integrated, showing greater care for others.

Psychological capital is a personal psychological resource that can be used in the professional sphere to achieve production goals. It combines the concepts of "who you are" and "who you can become" in terms of positive development. This concept has been of interest to researchers over the past fifteen years as it is seen as an indicator of the effectiveness of staff and organizations. Therefore, the identification and development of psychological capital would be a real competitive advantage.

Therefore, psychological capital is a positive organizational behavior and individual psychological quality that affects the productivity and health of the employee. At the optimum level of development, it allows the employee to make a significant contribution to his organization and society. Moreover, this multidimensional concept unites different psychological resources that together lead to optimal development.

On this basis, psychological capital, taken together, is a better indicator of job satisfaction and productivity than when its components are analyzed separately. Moreover, the relationship between psychological capital and labor productivity is well established in many studies (Bakker et al., 2019). The impact on productivity is an important aspect of the positive psychological resources that make up psychological capital. Efficiency is therefore one of the most studied variables in psychological capital studies.

For a more detailed understanding, psychological capital can be defined as a positive psychological state of the person, which includes:

(1) self-confidence (personal effectiveness), i.e., the ability to take on tasks and work towards the success of complex tasks;

(2) positive expectations (optimism) of success, both in the near future and in the long term;

(3) perseverance in achieving the goal (hope) and, if necessary, reviewing the ways that allow you to achieve this;

(4) resilience, that is, the ability to recover and overcome difficulties (resilience) to achieve success. (Luthans, Avey, et al., 2006, 3)

According to Luthans (2007), the study of these four concepts is of interest because it allows you to measure and develop positive abilities in the workplace that can affect employee productivity.

In the light of this definition, it should be argued that this concept is mainly defined due to its four dimensions. Based on the work of Luthans and his colleagues (2004), it is possible to develop a scheme that presents these dimensions, as well as their main characteristics (Figure 1).

Dimension 1: Personal effectiveness. The term personal effectiveness or self-efficacy originates in the cognitive social theory developed by Bandura (1986). To integrate personal effectiveness as a dimension of the PsyCap concept, a definition similar to that proposed by Bandura (1997) is used: "Self-efficacy refers to the beliefs (or confidence) of a human individual in terms of his ability to mobilize motivation, cognitive resources and actions necessary to successfully complete a specific task in a given context" (Colombo, 2010).

Also, based on the work of Luthans and his colleagues (2004), various characteristics of personal effectiveness can be presented in the form of a diagram, as defined in the concept of psychological capital (Figure 2).

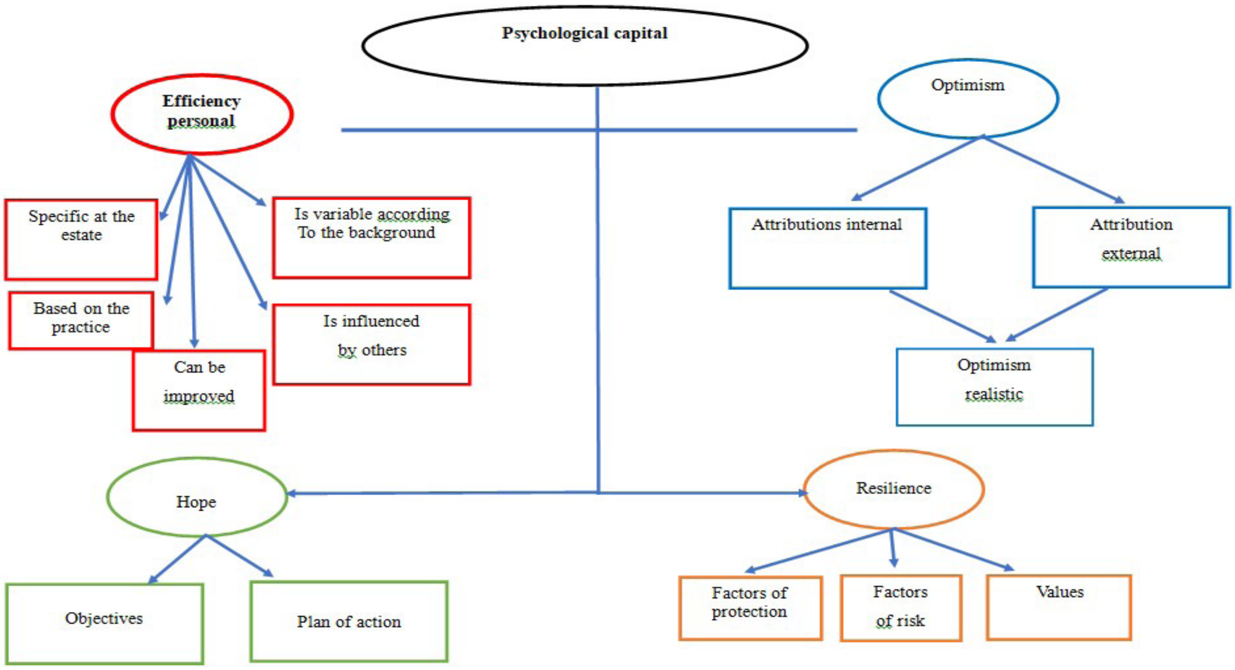

Figure 1 – The concept of psychological capital and its aspects

Note – compiled by the author based on (Luthans, 2004)

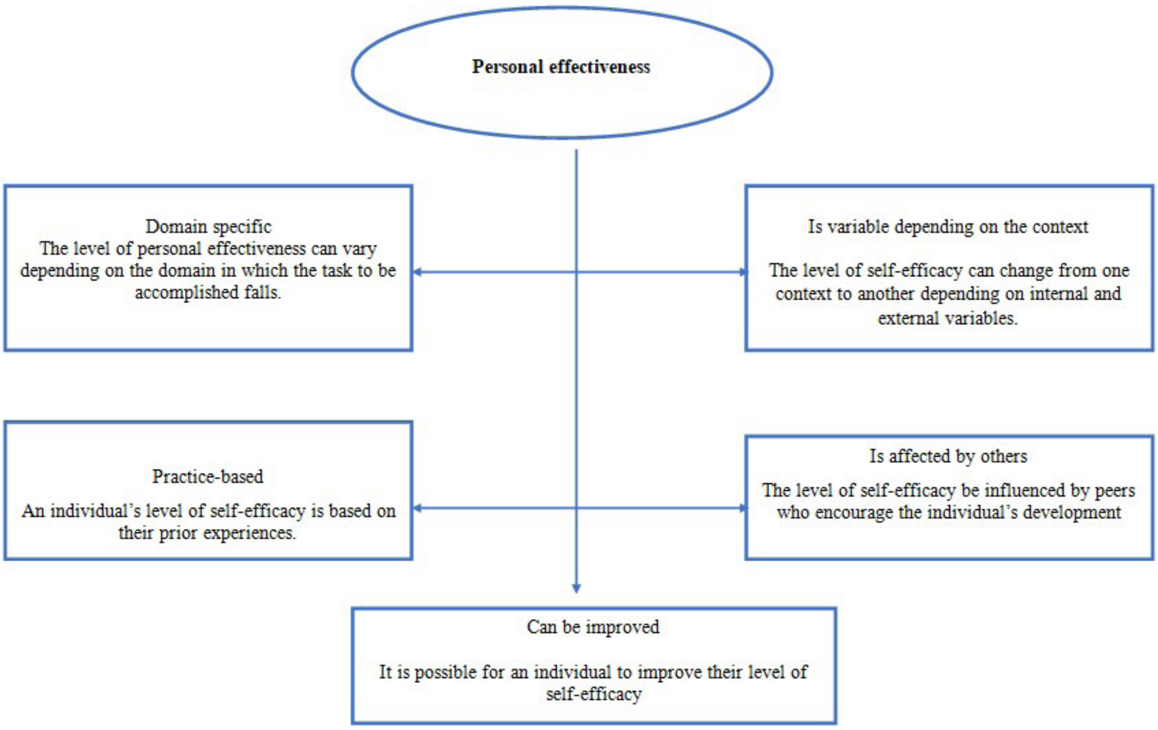

Figure 2 – Measuring personal effectiveness in the concept of psychological capital

Note – compiled by the author based on (Luthans, 2004)

Dimension 2: Optimism.

Optimism is defined as the expectation that positive outcomes are usually the result of life events (Volmer et al., 2008). The measurement of optimism within the framework of the concept of psychological capital, in addition to including the previous definition, is based on the definition proposed by Seligman (1998), which states that optimism consists in adopting a certain style of internal attribution (i.e. attribution to personal and permanent factors) of positive events and in adopting an external style of attribution (i.e. contextual and temporary factors) of negative events. Luthans, Youssef and Avolio (2007) clarify that these powers are not limited to cognitive aspects only, but also include attribution of emotions and motives, as well as a person's propensity for the future. In addition, the authors (Lutance et al., 2007) add that the concept may be the subject of a certain social desirability and that naive optimism should be distinguished from realist optimism. Indeed, it would be dangerous for an individual to systematically perform internal tasks when he has a positive experience and systematically external attributions when he is experiencing a negative experience. Both positive and negative events are often the result of the mutual influence of internal and external variables that lead to the result. Realistic optimism allows an individual to relativize the importance of internal and external factors depending on the context. Figure 3 shows how optimism is reflected in the concept of psychological capital.

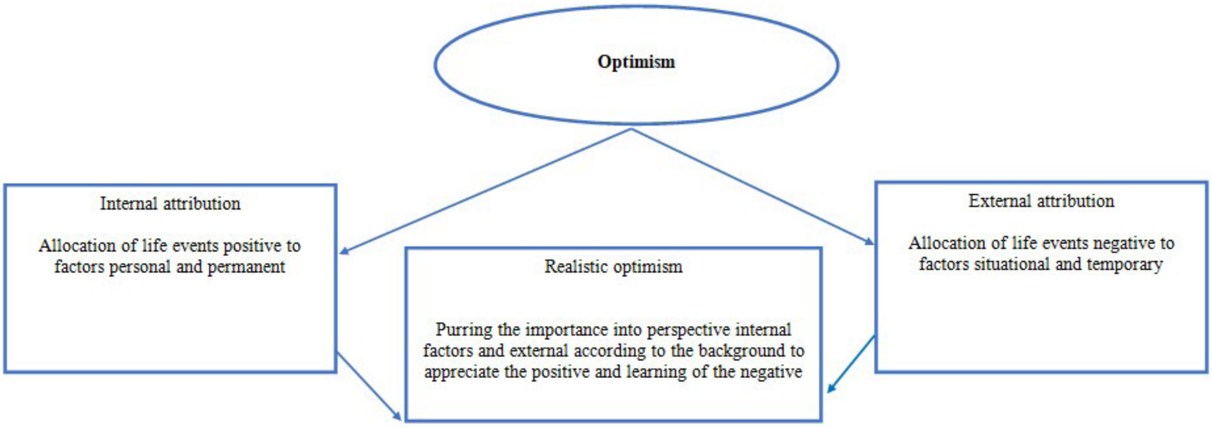

Figure 3 – Measuring optimism in the concept of psychological capital

Note – compiled by the author based on (Luthans, 2004)

Dimension 3: Hope.

To define hope as an integral dimension in the concept of psychological capital, Luthans and his colleagues (2004) based on the work of Snyder, which offers the following definition: "Hope is defined as a thought process for our own purposes, taking into account our motivation to strive to achieve these goals (objectives) and achieve them (action plan)" (Snyder et al., 1991). Due to the fact that the authors insist on the components "goals" (agency) and "action plan" (paths) and that they are mutual, complement each other and are positively related, but are not synonymous with each other. Figure 4 shows hope as defined in the concept of psychological capital.

Dimension 4: Sustainability.

Sustainability is a concept that has been thoroughly studied in terms of a child's adaptability during his development (Bobadilla et al., 2015). It can be defined as "a class of phenomena characterized by entrepreneurship and supporting the efforts necessary to achieve a goal, an action plan. The ability to generate alternative plans or circumvent obstacles that appear." (Dewar et al., 2019). As part of the positive psychology of labor, Luthans (2002a) suggests that resilience allows you to return to normal life after negative events, as well as tune in to future positive developments.

Psychological capital includes three key elements that affect human resilience: protective factors or assets, risk factors and values. Protective factors or assets are resources that help a person cope with stress. These resources can be psychological, such as emotional stability, or social, such as peer support (Griffin et al., 2007).

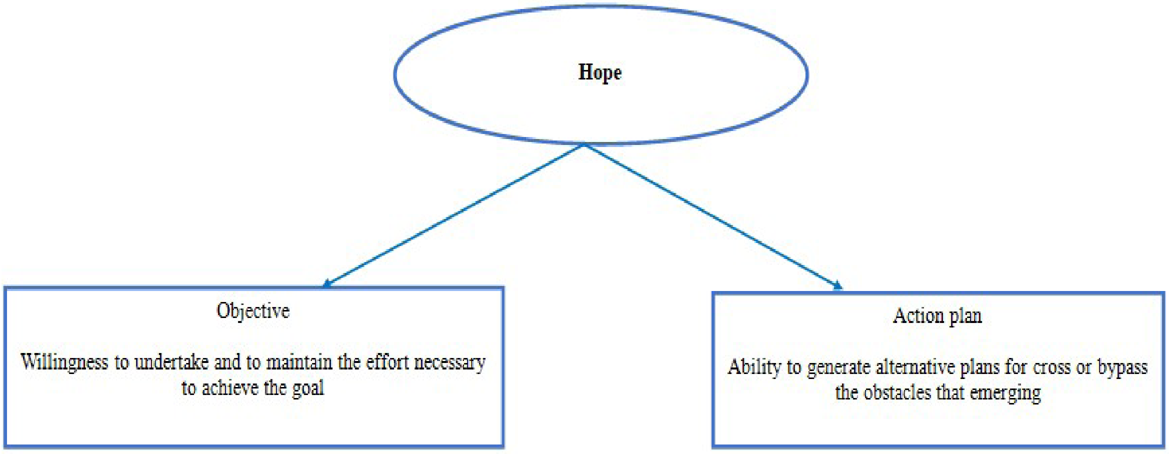

Figure 4 – Measuring hope in the concept of psychological capital

Note – compiled by the author based on (Luthans, 2004)

Risk factors are: the opposite of protective factors, variables that increase a person's vulnerability in a stressful situation. From an individual point of view, these risk factors can take the form of dysfunctional experiences or behaviors such as anxiety, burnout at work, as well as many other conditions that can affect a person. In the end, the personality value system affects resilience, allowing the person they encounter to confront significant life events, positive or negative, assign meaning to them and rise above current difficulties. Figure 5 demonstrates sustainability as defined in the concept of psychological capital.

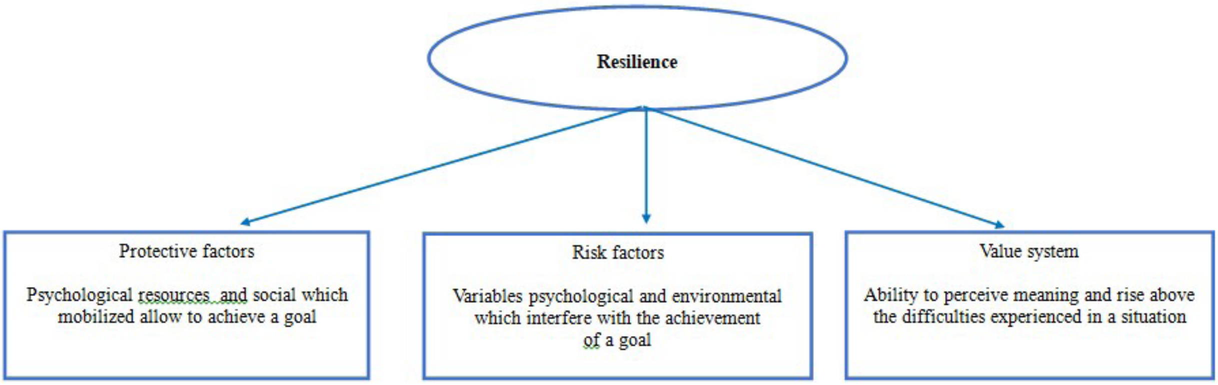

Figure 5 – Measuring sustainability in the concept of psychological capital

Note – compiled by the author based on (Luthans, 2004)

Currently, there are three PsyCap measurement scales developed by Fred Luthans and his collaborators. The most frequently used tool in the literature is the 24-point psychological capital questionnaire. It is derived from scales measuring self-efficacy, hope, resilience and optimism (Chen, 2023). Each sub-dimension includes 6 points, and the answers are collected on a 6-point Likert scale.

Overall, the PCQ-24 demonstrated interesting psychometric qualities. First, the four-dimensional structure contributing to the second-order variable was confirmed by confirmatory double factor analysis on several different samples.

There is a short version of the psychological capital questionnaire, PCQ-12, which includes 4 points for expectations, 3 points for efficiency, 3 points for sustainability and 2 points for optimism. These elements are selected from those that make up the 24-element version. This short version was created for use in long questionnaires, where psychological capital is examined simultaneously with other variables, and this is done in order not to reduce the response rate.

Finally, there is also an "implied dimension" of psychological capital, the I-PCQ, developed by Motowidlo (2003), aimed at minimizing social desirability bias and based on small stories that the respondent can relate to. PCQ-24, as well as its short version and translations, are copyrighted by Mind Garden, but it can be used for free for research purposes.

Rubina (2008) compared responses to PCQ-12 from employees of a large multinational firm in 12 countries and in 9 languages. The research results show that the structure of psychological capital remains the same in different cultures for three of the four dimensions.

A study by Luthans and his colleagues (2007) revealed the relationship between psychological capital and its components, as well as between each of the four dimensions. The study involved two groups: the first included more than 150 management students from an American university, and the second more than 100 engineers and technicians from a large company on the Fortune 100 list. These correlations are presented in tables 1 and 2.

Table 1 – Correlations of measurements of psychological capital among students

	Hope	Resilience	Personal effectiveness	Optimism	PsyCap
Hope	1				
Resilience	0,47	1			
Personal effectiveness	0,51	0,40	1		
Optimism	0,61	0,49	0,44	1	
PsyCap	0,83	0,72	0,78	0,81	1
Note – compiled by the author based on (Luthans, Avolio et al., 2007)					

Table 2 – Correlations of measurements of psychological capital among specialists and engineers

	Hope	Resilience	Personal effectiveness	Optimism	PsyCap
Hope	1				
Resilience	0,54	1			
Personal effectiveness	0,50	0,42	1		
Optimism	0,42	0,34	0,61	1	
PsyCap	0,81	0,71	0,81	0,78	1
Note – compiled by the author based on (Luthans, Avolio et al., 2007)					

Discussion

The author notes that there is a general connection between various aspects of PsyCap (psychological capital), as well as between these aspects and overall design. It also points to 16 differences between the dimensions of psychological capital. In order to fully understand each aspect of PsyCap, it is important to pay attention to their similarities and differences, as detailed below.

Hope and personal effectiveness.

The main difference between hope and personal effectiveness lies in their stability in different contexts. Hope is a more sustainable concept, as it does not depend on a specific task and remains constant regardless of the situation. The person with the highest level of hope has strong will and resources to achieve the goal in any area.

On the contrary, self-efficacy can be influenced by many context-specific factors, such as the presence of colleagues who are morally supportive of the individual and factors associated with the particular task, such as the perception of one's level of competence in the field in question. In other words, self-efficacy can vary depending on the context, while the level of human hope can be considered relatively constant regardless of the context.

Hope and resilience.

Resilience and hope may be perceived as similar in the sense that they demonstrate some flexibility in the individual. The hope component of the action plan shows flexibility in adapting to obstacles and changing plans. Resilience, on the other hand, involves using personal resources to manage risks and find meaning in life experiences. In both cases, man adjusts to adverse conditions. However, the two concepts differ in what causes them.

Indeed, the concept of sustainability can be seen as emerging, especially after personality events, while the hope and its component in a plan of action to achieve a specific goal cannot be applied in that context.

Hope and Optimism.

The concepts of hope and optimism differ in the way they are expressed in a person. Hope is more concrete and practical than optimism, which refers more to the general expectation of positive results. Hope involves the development of concrete action plans to achieve the goals, while optimism focuses on the assessment of life events.

Optimism in this sense is thus closer to the notion of hope, where in both cases the person shows a desire to achieve a positive result. A person can be very optimistic, but stuck in the face of the difficulties that stand between him and his goal because he has no hope – in particular, a component of the action plan – that would enable him to develop an alternative plan for the way forward.

Personal efficiency and sustainability.

As Lutins (2004) and his colleagues point out, it is possible to distinguish between the concepts of personal efficiency and resilience by analysing their interrelationships. Indeed, Bandura (1997) mentions that self-efficacy has a positive effect on a person's ability to withstand adversity. That is, the more a person has a sense of personal effectiveness with respect to the task at hand, the more likely it is that he will be resilient by mobilizing his protective factors to address risk factors and give meaning to the experience. There is thus a causal relationship between the two variables in which self-efficacy increases resilience.

Personal efficiency and optimism.

Self-efficacy and optimism are similar in that they are both related to a person's confidence in achieving a positive outcome. This is due to the fact that self-efficacy is the level of confidence in one's ability to successfully perform a specific task, and optimism is defined as the general expectation of a positive outcome in relation to various life events. But optimism is a concept that is less context-dependent and not limited to the specific means that will be used to achieve the goal. On the other hand, self-efficacy depends on the specific task and context in question and is also directly related to the development of strategies that will achieve the desired result.

Resilience and optimism.

The concepts of sustainability and optimism are quite different and therefore do not require much distinction. Suffice it to say that sustainability is the mobilization of the individual in connection with a significant life event. On the other hand, optimism is man's tendency to anticipate positive outcomes and attribute more positive events to internal factors and negative ones to external factors.

In addition to the overall relationship of PsyCap to attitudes and behaviors in the workplace, it is interesting to focus on the conceptual aspects and relationships they may have with attitudes and behaviors in the workplace. Yousef and Lutins (2007) have conducted two studies in which they used different data collection methods for three of the four PsyCap parameters (i.e. optimism, hope and resilience) to link them to variables such as satisfaction, as well as workplace efficiency. In the first study, data were provided by the participants themselves. In the second study, data were collected at an effectiveness evaluation meeting with the line manager (table 3).

Table 3 – Correlation of hope, optimism and resilience with positive attitudes and behaviour in the workplace

Study 1 (self-reported results)			
	Optimism	Hope	Resilience
Performance	0,16	0,22	0,14
Satisfaction with the work	0,28	0,34	0,22
Well-being at work	0,35	0,31	0,30
Commitment to work	0,09	0,10	0,12
Study 2 (results via performance evaluation meetings)			
	Optimism	Hope	Resilience
Performance	0,23	0,16	0,00
Satisfaction with the work	0,20	0,36	0,21
Well-being at work	0,32	0,42	0,30
Commitment to work	0,07	0,14	0,14
Note – compiled by the author based on (Luthans, Avolio et al., 2007)			

In addition to measuring sustainability, which has zero correlation with performance, each of the three dimensions (optimism, hope and resilience) has a weak or moderate relationship with positive attitudes and working behaviour, assessed in these studies. We have thus concluded that psychological capital and its aspects are directly related to positive attitudes and behaviour in the workplace.

Conclusion

One of the features of PsyCap is that it is not an isolated concept and that it plays a role in the dynamics of the work environment. This characteristic makes the PsyCap concept worthy of the attention of researchers and managers, since it implies that interference with psychological capital can affect a person's attitude and behavior at work.

Thus, psychological capital seems to have an even stronger impact on psychological health in the workplace than on productivity. This can have important practical consequences. Indeed, psychological capital can be viewed not only as a precursor to productivity, but also as a harbinger of mental health in the workplace. Thus, an increase in psychological capital in organizations would allow for "win-win" events for both parties involved (employers and employees), even if training is considered as a way to increase psychological capital, so far, few studies have considered the precursors of psychological capital in life situations.

This finding also opens the way to new research perspectives. However, it should not be overlooked that the results presented here do not allow us to determine the significance of the causal relationship, that is, to decide whether psychological capital is the source of productivity and psychological health in the workplace. This survey opens up new perspectives for research that requires longitudinal design. The results obtained from PCQ-24 in English, as a rule, show that it is psychological capital that is the precursor of performance, but this result requires reproduction in other cultural contexts.

As for psychological health in the workplace, the prior nature of psychological capital at this stage remains a hypothesis that needs to be tested. The same applies to its possible indirect effect in the relationship between psychological capital and individual achievements. Nevertheless, both of these hypotheses are theoretically compatible with the systemic model of psychological health in the workplace.

The results obtained in this work may encourage HR managers to focus more on psychological capital. For example, when applying for a job, they could pay special attention to the internal resources that potential candidates possess. They could also adopt practices that value the development of positive psychology in the workplace. This practice can reduce the costs associated with staff turnover and will contribute to the formation of an organizational culture based on the importance and value of everyone's inner strength.

On the other hand, the development of self-efficacy, hope, optimism and resilience is crucial for the formation of desirable organizational attitudes and behaviors. In this regard, we urge managers to realize the importance of spreading positive sentiments among their employees, as they are a role model for employees. Thus, managers will benefit from creating a favorable environment for the development of their employees' psychological resources. In other words, working conditions should contribute to the emergence of positive attitudes towards the current and future professional situation. For example, setting specific, achievable and measurable goals, delegating authority, and implementing collective management can enhance certain aspects of psychological capital, such as self-efficacy and hope.

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ANALYSIS OF DIGITAL SOCIALIZATION CONCEPTS: INDICATORS AND CRITERIA OF DIGITAL SOCIALIZATION

In the era of the development of global digital platforms for social communication, it is important to scientifically substantiate the concept and structure of the process of digital socialization of an individual. Digital socialization of the younger generation is considered as a process aimed at developing social skills for effective interaction in the digital environment, relationships and identity through digital technologies. The purpose of the study was to conduct a comparative analysis of the leading modern concepts of digital socialization and to highlight the indicators and criteria of digital socialization of an individual. Based on the results of the analysis of the concept of digital socialization, the author's questionnaire "Diagnostics of the level of digital socialization of adolescents in the educational environment" was developed. As part of this study, a survey was conducted among students of secondary comprehensive schools in Uralsk and district schools in the West Kazakhstan region. The study identified the need for comprehensive psychological work to develop a skill in the creative use of digital technology, ability to think critically with media sources, and instill skills of emotional self-control and regulation in online communication. The results of this study complement knowledge in the field of social psychology, psychological diagnostics of personality. The identified indicators and criteria of digital socialization can be used as a basis for developing new methods of psychological diagnostics of the level of successful digital socialization of children and adolescents.

Key words: digital socialization; digital technologies; digital culture; digital environment; online space; successful digital socialization.

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Цифрлық әлеуметтену тұжырымдамаларын талдау: цифрлық әлеуметтенудің көрсеткіштері мен критерийлері

Әлеуметтік коммуникацияның жаһандық цифрлық платформаларының даму дәуірінде жеке тұлғаның цифрлық әлеуметтену процесінің тұжырымдамасы мен құрылымын ғылыми негіздеу маңызды. Өскелең ұрпақты цифрлық әлеуметтендіру цифрлық технологиялар арқылы цифрлық ортада тиімді өзара әрекеттесу, қарым-қатынас пен сәйкестілік үшін әлеуметтік дағдыларды дамытуға бағытталған процесс ретінде қарастырылады. Зерттеудің мақсаты цифрлық әлеуметтендірудің жетекші заманауи тұжырымдамаларына салыстырмалы талдау жүргізу және жеке тұлғаның цифрлық әлеуметтенуінің көрсеткіштері мен критерийлерін бөліп көрсету болды. Цифрлық әлеуметтендіру тұжырымдамасын талдау нәтижелері бойынша «Білім беру ортасындағы жасөспірімдердің цифрлық әлеуметтену деңгейінің диагностикасы» авторлық сауалнамасы әзірленді. Осы зерттеу аясында Орал қаласындағы жалпы білім беретін мектептер мен Батыс Қазақстан облысындағы аудан мектептерінің оқушылары арасында сауалнама жүргізілді. Зерттеу цифрлық технологияны шығармашылықпен қолдану дағдысын, БАҚ көздерімен сыни тұрғыдан ойлау қабілетін дамыту, желідегі қарым-қатынаста эмоционалды өзін-өзі бақылау және реттеу дағдыларын қалыптастыру үшін кешенді психологиялық жұмыстың қажеттілігін анықтады. Бұл зерттеудің нәтижелері әлеуметтік психология, тұлғаның психологиялық диагностикасы саласындағы білімді толықтырады. Сандық әлеуметтендірудің анықталған көрсеткіштері мен критерийлері балалар мен жасөспірімдердің табысты цифрлық әлеуметтену деңгейін психологиялық диагностикалаудың жаңа әдістерін әзірлеу үшін негіз ретінде пайдаланылуы мүмкін.

Түйін сөздер: цифрлық әлеуметтену; цифрлық технологиялар; цифрлық мәдениет; цифрлық орта; онлайн кеңістік; нәтижелі цифрлық әлеуметтену.

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Анализ концепций цифровой социализации: показатели и критерии цифровой социализированности

В эпоху развития глобальных цифровых платформ социальной коммуникации важно научно обосновать концепцию и структуру процесса цифровой социализации личности. Цифровая социализация молодого поколения рассматривается как процесс, ориентированный на развитие социальных навыков эффективного взаимодействия в цифровой среде, отношений и идентичность посредством цифровых технологий. Цель исследования заключалась в проведении сравнительного анализа ведущих современных концепций цифровой социализации и выделении показателей и критериев цифровой социализированности личности. Методология исследования основана на анализе ведущих зарубежных концепциях цифровой социализации личности. По итогам анализа концепции цифровой социализации разработана авторская анкета «Диагностика уровня цифровой социализированности подростков в образовательной среде». В рамках данного исследования проведено анкетирование учащихся средних обещеобразовательных школ г. Уральска и районных школ Западно-Казахстанской области. В рамках проведенного исследования определена необходимость комплексной психологической работы по развитию культуры поведения в цифровом пространстве, развитию навыков креативного использования цифровых технологии, развитию способности к критическому мышлению в работе с медиаисточниками, привитию навыков эмоционального самоконтроля и саморегуляции в онлайн-общении. Результаты данного исследования дополняют знания в области социальной психологии, психологической диагностики личности. Выделенные показатели и критерии цифровой социализированности могут быть применены как основа для разработки новых методик психологической диагностики уровня успешной цифровой социализированности детей и подростков.

Ключевые слова: цифровая социализация; цифровые технологии; цифровая культура; цифровая среда; онлайн-пространство; успешная цифровая социализация.

Introduction

The problem of digital socialization is becoming more and more urgent in today's globalized world, where the boundaries of interaction and communication between people using digital technologies (social networks, messaging applications, video conferencing platforms and etc.) are being erased. Digital socialization has become a process that allows more actively differentiating and maintaining a personally significant system of social relations and interacting with reality online. Digital socialization in present realities has a significant impact on people's well-being, mental health and social integration. In the modern world many people spend their main time in the online space respectively and digital platforms actively influence their social communications. This leads to the manifestation of a number of psychological problems, such as cyberbullying, social isolation and dependence on social networks. Another important aspect of the digital socialization problems covers the problem of digitalization of all levels of education. The listed aspect of the problem actualized the need for scientific analysis of problem of the younger generation's successful digital socialization. The problem of studying the digital socialization process remains open, which in turn actualizes the need to develop a methodology and content of psychodiagnostics tools to determining the level of digital socialization of children and adolescents (definition criteria and indicators of digital socialization).

In the scientific field, digital socialization is considered as a process of integration and adaptation of an individual to the digital space through the differentiation of a digital culture of communication. The digital socialization process for the modern generation is an experience of communication in online games, etc. This social experience is a set of social skills for effective interaction in a digital environment. These are skills and abilities to find and use the necessary information, respond adequately to messages and comments, comply with ethical and personal cybersecurity standards.

The object of this research the level of digital socialization of adolescents in urban and rural schools aged 13-15 years.

The subject of the research was the scientific substantiation of indicators and criteria of digital socialization of adolescents.

The purpose of the research is a comparative scientific analysis of modern psychological concepts and highlight of criteria and indicators of digital socialization of adolescents.

Research objectives:

- to conduct a comparative analysis of approaches to understanding the digital socialization process in foreign and national psychology;
- to analyze results of international research on psychological aspects of younger generation's digital socialization;
- describe advantages and disadvantages of digital socialization;
- identify indicators and criteria for assessing the digital socialization level;
- to draw up a questionnaire on the diagnosis of the digital socialization level of adolescents and carry out research.

Among the present scientific and psychological approaches to analyzing the digital socialization problem of adolescents, we used:

- the impact of digital technologies on mental health, well-being and social relationships (Orben et al., 2022; Gazzaley et al., 2016);
- Internet security, digital literacy and the impact of digital technologies on social relationships (Livingstone, 2008):
- psychological aspects of the impact of digital technologies on identity formation, social support and privacy issues (Amichai-Hamburger, 2017).

In foreign psychology and the psychology of the CIS countries, the concept of digital socialization is defined in different ways.

In foreign psychology, digital socialization is described as a process in which a person acquires social skills, rules of behavior and experience of interaction in a digital environmental. In the psychology of the CIS countries, the concept of digital socialization has not yet become standard and is rarely used. However, within the framework of research in the field of digital psychology, digital socialization can be considered as a process of personal adaptation to digital culture and the formation of digital identity. Also, in this context, digital socialization may include the construction of social skills and abilities necessary interaction in online communities and social networks.

There are many present scientists researching the problem of digital socialization and formulating scientific concepts to understand this phenomenon. Among foreign scientists, studies by Livingstone, Turkle, Boyd, Twenge, etc., should be noted.

S. Livingstone (2002) represented the concept of digital education. This concept is addressed to parents who must ensure the safe use of digital technologies to preserve their psychological and mental health. To do this, children need to till digital competencies to prevent online risks. S. Livingstone (2008) considers digital socialization as a learning process to acquire knowledge, skills and attitudes for the effective use of digital media resources. This allows children to overcome the problems of cyberbullying, exposure to negative content and violation of privacy boundaries (2011).

S. Livingstone defines digital socialization as a complex, continuous process that is influenced by many individual, social and cultural factors. In her opinion, it is important to take these factors into account in the application of digital media for the maturation of positive digital citizenship. S. Livingstone's research provides insight into the process of adaptation of the younger generation to the changing digital landscape and the differentiation of responsible use of digital media.

S. Turkle (2012) in his research examines the impact of digital technologies on human self-identification. He is the author of a concept (Turkle, 2005) describing the till of a sense of self-isolation in online communication. According to S. Turkle, digital socialization has both a positive and negative impact on the social development of an individual. Among the negative consequences of digital socialization are S. Turkle (2015) notes the opportunity to avoid personal contacts, which negatively affects the till of a sense of empathy and understanding of others. He also notes (Turkle, 2015) the emerging desire to present oneself in the online environment only from the best side, to form a false digital image of oneself without flaws.

In his research, D. Boyd (2007) considers digital socialization as a process of assimilation of social norms and rules of online communication with other people. At the same time, he notes the profound transformation of the structure and content of communication and worldview of young people. D. Boyd (2014) draws attention to the importance of social and cultural contexts that influence the content of digital socialization of a particular person. He notes the importance of a critical understanding of the role of digital media in shaping the lifestyle of the modern young generation.

D. Tweng (2017) investigated the problem of the impact of social media surveys on the mental health and moral well-being of young people. An interesting characteristic given by D. Tweng for the generation he called "iGen". This is a generation with an increased level of anxiety, prone to constant emotional experiences and depression, and having problems with self-identification. According to D. Tweng (2017), a decrease in the amount of time devoted to personal communication leads to the maturation of a sense of social isolation and social loneliness.

Considering the digital socialization problem research in the CIS countries, it is necessary to note the research of G.U. Soldatova (2013). She considers digital socialization as a process of formation of stable personal and professional qualities necessary for a person to function effectively in an information and communication environment. In the course of digital socialization, in her opinion, digital identity, social communication skills in social networks, the foundations of morality and ethics of the digital environment, and digital skills are formed. According to G.U. Soldatova (2017) for successful digital socialization, it is necessary to learn not only technical skills, but also social skills for effective search and application of the necessary information, productive interaction in online communities, skills to ensure of personal information and the differentiation of digital literacy.

Literature review

As part of the scientific analysis, research by a group of foreign scientists (Danby et al., 2018) is interesting. S.J. Danby, M. Fleer, K. Davidson, M. Hatzigianni investigated the peculiarities of the influence of digital technologies on the daily experience of children in school, at home and other communities. The study revealed a significant impact on the content of children's social experience of the content of online games, social networks and various mobile technologies. The need for the differentiation of digital literacy and parental support in the use of digital media was noted.

The research by G. Johnson, K. Puplampu (2008) examines the impact of the Internet on children forward movement. The Internet is a multifactorial, global socio-ecological system that has a complex impact on the forward movement of the modern generation of children. The authors have originated the structure of the ecological technosystem of the Internet, which has a multi-level impact on the socio-cultural maturation of an individual, family, peer group and various communities. They emphasize the importance of socially active position of parents, teachers in differentiation a culture of safe and responsible Internet use among children.

G. Johnson (2015) in his research "Internet use and child development: Validation of the ecological techno-subsystem" introduced the structure of the ecological technosystem. The research included a survey of parents of children aged 8 to 18 years in Canada, during which the relationship between the use of the Internet and the differentiation of the child was studied. The results of the research confirmed that individual, family and cultural factors are decisive in this process. The research also showed that the amount of time children spend online is negatively related to academic performance, but positively related to social skills and self-esteem. In this research recommends the adoption of measure to maturation trust in the family and mediation of parents in the use of the Internet, the differentiation of digital literacy and critical thinking skills.

In the experiment of J. Smith, B. Hewitt and Z. Skrbis (2015), the dynamics of changes in the value orientation and behavior of young people under the influence of the Internet in the transition to youth age were studied. The research is based on a survey of young people aged 16-25 in Australia. The authors use the concept of "digital socialization" to describe the process of forming a value attitude to the Internet based on social interaction and experience. The study noted the dynamics of changes in value orientations when using the Internet from adolescence to adolescence. Thus, J. Smith, B. Hewitt, Z. Skrbis identified the evolution of value orientations in three directions: instrumental (the Internet as a tool for achieving specific goals), social (the Internet as a means of social communication and co-creation), expressive (the Internet as a means of self-expression and identity differentiation).

A. Stornaiuolo (2017) investigated the features of digital socialization through social networking sites (SNSs). According to the author, SNSs provides teenagers with an important space for differentiation digital literacy, forming self-identity, discussing and sharing social experiences, sharing content, and managing their own circle of online communication with peers.

In research by G.U. Soldatova (2013), the level of digital competence of adolescents and their parents was studied. The research was organized throughout Russia among adolescents aged 12-17 years and their parents and included research of the level of knowledge in the field of computer technology, online skills, use of mobile devices, knowledge in the field of information security, knowledge of programming languages, etc. This research showed that teenagers spend more time online than their parents and have a higher level of digital competence. However, both teenagers and their parents have a limited understanding of information security. This can lead to various problems related to identity leakage and Internet fraud.

Psychologists E.P. Belinskaya and T.D. Marcinkovskaya (2018), having analyzed the results of an empirical research of a sample of 100 young (17-27 years old) respondents, came to the conclusion that in some cases the virtual environment contributes to strengthening personal identity. This trend is typical for young people with an informational style of personal identity. It is typical for them to make decisions based on the analysis of all available information, and the online and offline context complement each other and create a single communication space. Users with a normative (diffuse) identity style are more susceptible to the negative consequences of online communication: it is difficult for them to identify themselves in the online space because the virtual world does not provide such clear and unambiguous social instructions; in online contexts they face the same problem that does not allow them to successfully adapt.

G.U. Soldatova's work "Digital socialization in the cultural and historical paradigm: a changing child in a changing world" (Soldatova, 2018) presents the result of a research of the effects of digital technology on the socialization of children in the modern world. The concept is based on the cultural and historical theory of L.S. Vygotsky, where human social development takes place in the context of the social and cultural environment of life. The analysis of trends in the differentiation of modern children's culture through digital technologies, the positive and negative impact of a large flow of information and content on the socialization of personality is presented, the importance of the role of parents and teachers in the organization of the digital environment for the successful socialization of children in the modern digital world is determined.

The research by a group of scientists (Soldatova et al., 2022) presents approaches to the use of digital technologies for the cognitive and socio-emotional differentiation of children and adolescents, as well as aspects related to parental practices in the use of these technologies in a family context:

- the cognitive sphere of children and adolescents with various indicators of digital socialization;
- the impact of digital technologies on children's neurocognitive indices;
- cognitive characteristics of children and adolescents with different intensity of Internet use (optimal "digital" time);
- the relationship between cognitive maturation of children and adolescents and psychological well-being online and offline.

In another research, T.A. Poskakalova, M.G. Sorokova (2022), analyzing the main aspects and trends in digital communication (progress of social networks, increased use of mobile devices, increased online communication time, etc.), note that digital communication of young people is characterized by brevity and emotionality of text messages, as increase in the use of emoticons and emojis, the use of multimedia formats. The research showed that online communication has almost no effect on the value of personal communication. Social networks attract boys and girls with the possibility of free expression, the ease of using various messengers, thanks to which young people usually communicate with their friends. In most cases, the circle of such communication is small and amounts to up to 5 people per day. Surrounding yourself with a real circle of acquaintances helps young people avoid aggressive messages and bullying on social networks, as most of them have such experiences from the past. Social media also helps to combat feelings of loneliness and receive emotional support.

Materials and methods

The research methodology is based on the analysis of leading foreign concepts of digital socialization of the individual using methods of analysis of literary sources (axiomatic method, apperception method, descriptive method, aspect analysis), theoretical methods (analysis and synthesis, generalization and systematization, comparison and comparison, induction and deduction), empirical methods (psychodiagnostics testing method, methods of statistical and mathematical processing). The ideas of Orben, Przybylski, Blakemore, Gazzaley, Rosen, Livingstone, Amichai-Hamburger are analyzed as the main concepts of digital socialization. Based on the analysis of leading foreign concepts (Livingstone, Turkle, Boyd, Twenge, Danby, Fleer, Davidson, Hatzigianni, Johnson, Puplampu, Smith, Hewitt, Skrbis, Stornaiuolo, Soldatova, etc.), the advantages and disadvantages of the digital socialization process are determined, the results of the study of the dynamics of the development of the digital socialization process of the younger generation are analyzed, the indicators and criteria of digital socialization, the content of the criteria for diagnosing the level of digital socialization of children and adolescents are identified.

The identified indicators and criteria of digital socialization were used to develop a methodology for psychological diagnostics of the level of successful digital socialization of children and adolescents. The author's questionnaire "Diagnostics of the level of digital socialization of adolescents in the educational environment (13-15 years old) (author-compiler A.S. Irgaliyev)" was used as a psychodiagnostics technique. The questionnaire includes 30 questions on 7 scales: 1. communication in digital social networks and instant messengers; 2. use of digital technologies in educational activities; 3. knowledge of the culture of behavior in the digital space; 4. development of creative skills; 5. ability to critical thinking; 6. experience in using various digital technologies; 7. ability to self-control and self-regulation in online communication. Interpretation of the questionnaire results made it possible to determine the level of digital socialization of the subjects. As part of this study, a survey was conducted among students of secondary comprehensive schools in Uralsk and district schools in the West Kazakhstan region. A total of 328 adolescents aged 13-15 years participated in the research.

Results and discussion

The analysis of modern concepts made it possible to highlight both the advantages and disadvantages of digital socialization.

Among the advantages of digital socialization:

- opportunities for the formation of social ties and communication: modern digital technologies present a wide range of opportunities for communication without geographical restrictions with representatives of various societies, states, regardless of the language of communication;
- differentiation of communication skills: during daily online interaction, young people have the opportunity to improve their writing and speaking skills;
- access to various information: the online space can be a resource for analyzing information and maturation children's interests and abilities on this;
- a sense of communication: belonging to a certain online community gives a child a sense of confidence and social support, avoiding feelings of loneliness;
- forward movement of creativity and self-expression: digital technologies and platforms provide an opportunity for creative self-expression and creativity through the creation of various content (video, music, images, etc.);
- acquaintance with new cultures: the opportunity to communicate with representatives of different cultures, mentalities to expand knowledge of the world, maturation tolerance and empathy.

However, in addition to the advantages of digital socialization can also be noted:

- the risk of cyberbullying and obscene behavior: in the online environment among teenagers, the problem of psychological bullying is often manifested, which is difficult for adults to control. Cyberbullying has a negative impact on emotional well-being and lowers self-esteem;
- negative impact on mental health: uncontrolled use of digital technologies leads to the upgrowth of Internet addiction, anxiety, depression, social maladjustment, emotional instability;
- accessibility of negative content: through digital technologies, children can access content with science of violence, pornography, extremist propaganda, etc.;
- the risk of developmental growth dependent behavior: excessive use of digital technologies can form dependent, addictive behavior that has a negative impact on both the physical and somatic and psychoemotional maturation of children and adolescents;
- social isolation: the predominance of online communication can lead to social phobia, self-isolation from a group of peers, and degradation of personal communication skill.

It is important for parents and teachers to control the digital socialization process, monitor online activity in visiting various digital content, and minimize cyber risk. To guide young people and support the maturation of digital skills of cognition of the world around them for educational purposes. Parental control can be expressed in setting time limits for using smartphones, online games, encouraging an open dialogue on the risks and benefits of digital technologies, and differentiation trust in sharing free time and leisure.

To assess the quality of digital socialization of children and adolescents, psychological diagnostics is important, which allows determining the degree of success in the digital space and, more importantly, the degree of differentiation of social communications skills.

We have identified the main criteria for assessing a child's socialization in a digital environment (including educational):

1. The level of accessibility to high-quality digital resources: the child's access to modern computer programs, Internet resources, educational platforms, media resources, interactive virtual environments, etc.;

2. Digital technology application skills and competencies: the child's knowledge and competencies in the application of various digital technologies in learning and self-maturation;

3. Digital literacy: the child's skills in working with information of various formats, skills of safe and ethical behavior in an online environment, critical thinking skills;

4. Social activity in the digital space: active participation in social networks, digital communities based on the differentiation of communication skills with various groups of people, a wide range of friends;

5. Social skills: the ability to build productive communication in the digital space, to build trusting and rational relationships in an online environment;

6. Psychological stability: stress resistance, skills of overcoming problematic situations, skills of emotional self-regulation and self-control, successful overcoming of attempts at Internet bullying, adequate self-esteem in an online environment.

Difference methods can be used to conduct psychological diagnostics of the level of digital socialization. These can be survey and questionnaire methods to collect information about the child's knowledge and skills of using digital technologies, adaptability and willingness to work successfully in a digital environment. In this case, it is possible to apply the method of expert checkup of the child's behavior in the online space, analyze digital traces and the quality of his digital communication. When choosing methods of psychological diagnosis, it is important to take into account the age, individual and personal characteristics of the child, to adapt them as much as possible to the needs of parents and teachers.

As part of our scientific research, an author's questionnaire was originated "Diagnostics of the level of digital socialization of adolescents (13-15 years old) in an educational environment" (author-compiler A.S. Irgaliyev). The questionnaire includes 30 questions on 7 scales. The questionnaire is personalized, with 5 ranked answer options depending on the scale. Each answer is rated from 1 to 5 point according to the key.

The questionnaire "Diagnostics of the level of digital socialization of adolescents (13-15 years old) in an educational environment" includes the following 7 scales:

- scale 1 "Communication in digital social networks and messengers" consists questions on the assessment of the amount of the time spent by teenagers on social networks, the number of friends on social networks, the level of activity in groups and communities, the ability to maintain remote communication (4 questions);

- scale 2 "The use of digital technologies in educational activities": computer proficiency, office software skills, ability and willingness to use electronic educational resources, ability and desire to share experience and knowledge in an online environment (4 questions);

- scale 3 "Knowledge of the culture of behavior in the digital space": knowledge and compliance with safety rules when using digital technologies, the ability to adhere to ethical standards during digital communication, compliance with norms and rules of behavior in the online environment, conflict prevention skills in the online environment (4 questions);

- scale 4 "Differentiation of creative skills": the ability to use digital technologies to create new project, games, multimedia presentations and other materials, showing interest and creativity in digital technologies (5 questions);

- scale 5 "Critical thinking ability": the ability to analyze information obtained from digital sources, distinguish between facts and opinions, evaluate the reliability and usefulness of information, form your own opinions by analyzing different media sources (4 questions);

- scale 6 "Experience in using various digital technologies": the level of experience and skills in working with mobile devices, personal computers, game consoles, smart TVs and other devices, the ability to quickly adapt to new technologies (5 questions);

- scale 7 "The ability to self-control and self-regulation in online communication": the ability to control the time of using digital technologies, find a balance between online and offline activities, the ability to manage your emotional state when using digital technologies, the ability to self-regulate online behavior (4 questions).

The interpretation of the questionnaire results is carried out in accordance with the answer key. The total amount of points allows to determine the level of socialization of a teenager: high – 120-150 points; average – 75-119 points; low – 30-74 points.

As part of this research, in the 2023-2024 academic year (using the above-mentioned author's questionnaire), pupils of secondary comprehensive schools in Uralsk and district schools in the West Kazakhstan region were surveyed. A total of 328 adolescents aged 13-15 years participated in the study. The final results of the research are presented in table 1 and figure 1.

Table 1 – Results of psychological diagnostics using the questionnaire “Diagnostics of the level of digital socialization of adolescent (13-15 years old) in an educational” (author-compiler A.S. Irgaliyev) of teenagers of urban and rural school of the West Kazakhstan region

No	Name of the scale	Max and min scale values	The average value	
			adolescents of the urban school	adolescents of the rural school
1	Communication in digital social networks and messengers	4-1	3,98	3,61
2	The use of digital technologies in educational activities	4-1	3,72	3,18
3	Knowledge of the culture of behavior in the digital space	4-1	2,98	2,87
4	Differentiation creative skills	5-1	3,15	3,28
5	The ability to think critically	4-1	2,86	2,78
6	Experience in using various digital technologies	5-1	4,59	3,56
7	The ability to self-control and self-regulation in online communication	4-1	3,1	3,54

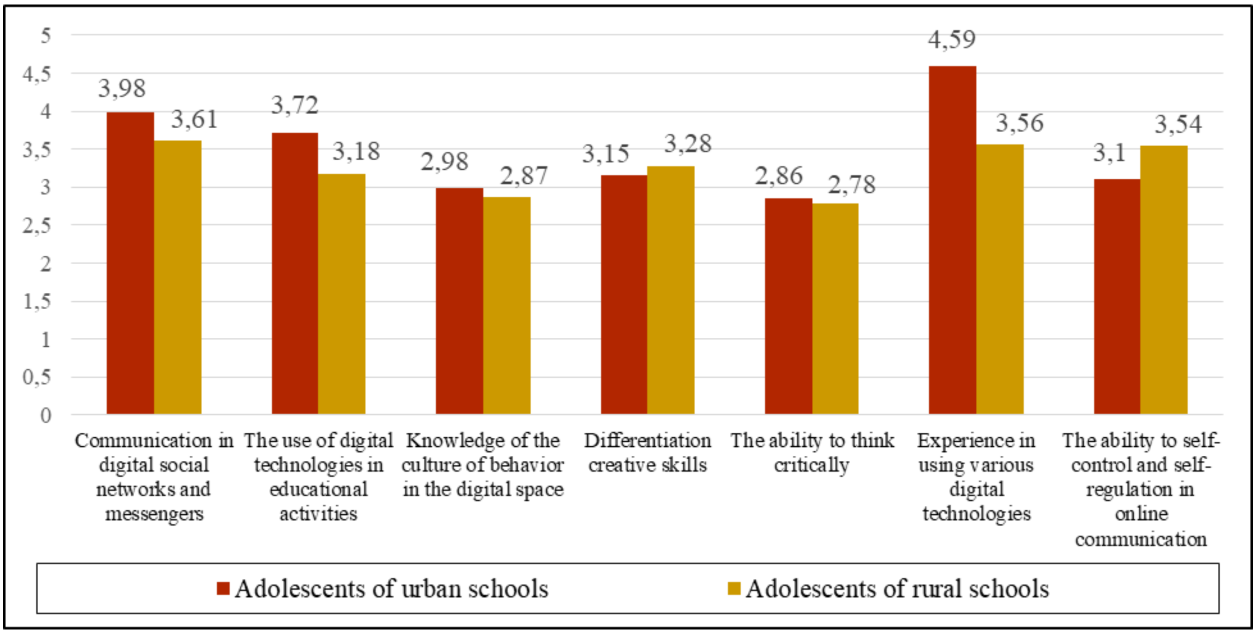

Figure 1 – Results of psychological diagnostics using the questionnaire “Diagnostics of the level of digital socialization of adolescent (13-15 years old) in an educational” (author-compiler A.S. Irgaliyev) of teenagers of urban and rural school of the West Kazakhstan region

The analysis of the results of psychological diagnostics using the questionnaire “Diagnostics of the level of digital socialization of adolescent (13-15 years old) in an educational” (author-compiler A.S. Irgaliyev) of teenagers of urban and rural school of the West Kazakhstan region (table 1, figure 1) showed:

- on a scale of 1 “Communication in digital social networks and messengers”, the average value for teenagers studying in urban schools (3,98) is slightly higher than for teenagers in rural schools (3,61). Both values on this scale correspond to a high level of digital socialization and are interpreted as the fact that adolescents of the sample spend significantly more time on social networks, have a wide range of real and virtual friends on social networks, show a high level of activity in online groups and communities, and strive to maximize online communication with all significant peer groups and adults.

- according to the scale 2 “The use of digital technologies in educational activities”, the average value among adolescents studying in urban schools

(3,72) is slightly higher than among adolescents in rural schools (3,18). The value on this scale among teenagers in urban schools refers to a high level of digital socialization. At the same time, for teenagers in rural schools, the value refers to the average level of digital socialization, which can be interpreted as the presence of problems that prevent the full use of digital technologies in the educational process of rural schools (poor quality of connection, the need for further equipment with multimedia educational tools, etc.). Nevertheless Internet, in the sample of adolescents, the level of computer proficiency, skills in working with office programs, the ability and willingness to use electronic educational resources, the ability and desire to share experience and knowledge in an online environment is quite high.

- according to the scale 3 “Knowledge of the culture of behavior in the digital space”, the average value for adolescents studying in urban schools (2,98) and for adolescents in rural schools (2,87) has almost the same value. Both values on this scale correspond to the average level of digital socialization. This is interpreted as the fact that adolescents in the sample as a whole have a general understanding of compliance with safety rules when using digital technologies, adhere to the norms of rules and ethics during digital communication in the educational process, comply with the norms and rules of behavior in the online environment. Nevertheless, in an “uncontrolled” online environment, teenagers are not always able to distinguish between dangerous, negative content and prevent conflicts in the online environment.

- on a scale of 4 “Differentiation of creative skills”, the average value of adolescents studying in urban schools (3,15) is slightly lower than that of adolescents in rural schools (3,28). Both values on this scale correspond to the average level of digital socialization. These indicators are interpreted as the ability of adolescents in the sample to use digital technologies to create template projects, games, multimedia presentations and other materials, showing sufficient interest and creativity in digital technologies within the framework of educational tasks.

- on a scale of 5 “Critical thinking ability”, the average value of adolescents enrolled in urban schools (2,86) is slightly higher than that of adolescents in rural schools (2,78). Both values on this scale correspond to the average level of digital socialization. This value is interpreted as the ability to compare information obtained from digital sources, but difficulties in distinguishing reliable facts, opinions and evaluating the usefulness of information, difficulties in formulating one’s own opinion based on a comparative analysis of different media sources.

- on a scale of 6 “Experience in using various digital technologies”, the average value of adolescents studying in urban schools (4,59) is significantly higher than that of adolescents in rural schools (3,56). The value on this scale in urban school adolescents refers to a high level of digital socialization, and in rural school adolescents to an average. As you can see, teenagers in urban schools have more experience and skills working with modern mobile devices, personal computers, game consoles, smart TVs and other devices, and are able to adapt to new technologies faster than students in rural schools.

- on a scale of 7 “The ability to self-control and self-regulation in online communication”, the average value for adolescents studying in urban schools (3,1) is slightly lower than for adolescents in rural schools (3,54). Both values on this scale correspond to the average level of digital socialization. According to the survey, teenagers in rural schools show more patience and emotional self-control when using digital technologies compared to students in urban schools. Teenagers of urban schools do not always rationally use the time allocated to digital technologies, while teenagers of rural schools are more successful in maintaining a balance between online and offline activities, the ability to manage their emotional state, and are capable of self-regulation of online behavior.

Conclusion

Based on the results of our research, the scientific experience of studying the problem of digital socialization was analyzed. An analysis of foreign and domestic concepts of digital socialization has shown that this problem requires further scientific research. The problem of psychological diagnosis of the level digital socialization also remains one of the little-studied and poorly understudied.

The indicators and criteria of digital socialization that we have identified can be applied in the creating of form, questionnaire, tests, expert check-up for the psychological diagnosis of the level of digital socialization of adolescents. With further application, these criteria and indicators of digital socialization should be adapted to different categories of adolescents (gifted, at-risk children, deviant children, children with developmental delays, etc.) and taking into account age and individual characteristics. So, for junior pupils, the diagnostic technique can be more simplified, including an assessment of the ability to control time spent in the digital space, distinguish between safe and dangerous online activity, knowledge of the basics of cybersecurity, etc. For teenagers and senior pupils, the methodology of psychological diagnostics should include an assessment of the competence to manage their emotional state when using digital educational platforms, social networks, online games, self-regulation skills of online behavior, and the ability to analyze cyber risks. It is also important that the methodology is understandable for teachers and parents, who will be able to use the diagnostic results for their own purposes to improve the quality of education and upbringing.

Thus, according to the results of the conducted research using the questionnaire "Diagnostics of the digital socialization level of adolescent (13-15 years old) in an educational" (author-compiler A.S. Irgaliyev) among teenagers of urban and rural school of the West Kazakhstan region, we see that the average level of digital socialization prevails in the sample. These indicators determine the need for comprehensive psychological work to differentiation a culture of behavior in the digital space, skills for the creative use of digital technology, the ability to think critically when working with media sources, instill of emotional self-control and self-regulation on online communication.

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ASSESSMENT OF COGNITIVE FUNCTIONS IN PATIENTS WITH BRAIN TUMOR

Brain tumors is leading to an extreme influence on life quality and an increase in mortality, are becoming as common diagnose in the world. The identification of individual differences in cognition and well-being along with integration of modern approaches in early diagnosis of brain tumors, presurgical preparation and postsurgical rehabilitation significantly impact on the treatment of brain tumors. Existing literature showed that individual differences and personality profile influence cognitive functions preservation after surgery rehabilitation. Along with various methodological approaches to the study of brain tumors at the structural, functional, behavioral, psychophysiological levels we used psychometric measurements of cognitive functions and well-being in patients with brain tumors.

In our empirical part of the study the reliability parameters of psychometric tests in Russian and Kazakh languages were analyzed. The relationships between the parameters of emotional well-being and mental state were found: the higher the emotional well-being than the lower the likelihood of problems with thinking and understanding.

The results obtained can be used for better planning of postsurgical rehabilitation of brain tumor patients.

Key words: brain tumors, EEG, personality traits, diagnostic tests.

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Миында ісігі бар науқастардың когнитивті функцияларын бағалау

Өмір сапасының күрт төмендеуіне және өлім-жітімнің өсуіне әкелетін ми ісіктері әлемдегі ең көп таралған аурулардың біріне айналуда. Ми ісігі бар науқастарды ерте диагностикалауда, операция алдындағы дайындықта және операциядан кейінгі оңалтуда заманауи тәсілдерді біріктірумен қатар, когнитивті функциялардағы индивидуалды айырмашылықтарды анықтау ми ісіктерін емдеуге айтарлықтай әсер етуі мүмкін. Ғылыми әдебиеттерді талдау индивидуалды айырмашылықтар мен жеке тұлғаның профилі операциядан кейінгі оңалтудағы когнитивті функциялардың сақталуына әсер ететіндігін анықтады. Құрылымдық, функционалдық, мінез-құлық, психофизиологиялық деңгейлерде ми ісіктерін зерттеудің әртүрлі әдістемелік тәсілдерімен қатар біз миында ісіктері бар науқастарда когнитивті функциялар мен әл-ауқаттың психометриялық өлшемдерін қолдандық.

Зерттеудің эмпирикалық бөлімінде орыс және қазақ тілдеріндегі психометриялық тесттердің сенімділік параметрлері талданды. Эмоциялық әл-ауқат пен когнитивті функциялардың параметрлері арасында байланыс табылды: эмоциялық әл-ауқат неғұрлым жоғары болса, ойлау мен түсінуде болатын проблемалар соғұрлым төмен болады.

Нәтижелер миында ісіктері бар науқастарды операциядан кейінгі оңалтуды жақсырақ жоспарлау үшін пайдаланылуы мүмкін.

Түйін сөздер: ми ісіктері, ЭЭГ, тұлғаның ерекшеліктері, диагностикалық тесттер.

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Оценка когнитивных функций у пациентов с опухолью мозга

Опухоли головного мозга, приводящие к экстремальному снижению качества жизни и росту смертности, становятся одними из самых распространенных заболеваний в мире. Выявление индивидуальных различий в когнитивных функциях наряду с интеграцией современных подходов в ранней диагностике, предоперационной подготовке и послеоперационной реабилитации пациентов с опухолями головного мозга могут оказать существенное влияние на лечение опухолей головного мозга. Анализ научной литературы выявил факт того, что индивидуальные различия и профиль личности влияют на сохранность когнитивных функций в постоперационной реабилитации. Наряду с различными методическими подходами к изучению опухолей головного мозга на структурном, функциональном, поведенческом, психофизиологическом уровнях мы использовали психометрические измерения когнитивных функций и благополучия у пациентов с опухолями головного мозга.

В нашей эмпирической части исследования были проанализированы параметры надежности психометрических тестов на русском и казахском языках. Были обнаружены взаимосвязи между параметрами эмоционального благополучия и когнитивных функций: чем выше эмоциональное благополучие, тем ниже вероятность возникновения проблем с мышлением и пониманием.

Полученные результаты могут быть использованы для лучшего планирования послеоперационной реабилитации пациентов с опухолями головного мозга.

Ключевые слова: опухоли мозга, ЭЭГ, особенности личности, диагностические тесты.

Introduction

One of the most pressing issues in modern neurosurgery are brain tumors (Olszewska, 2015; Pei et al., 2015). Such diseases are characterized by high cognitive dysfunctions in patients, as well as influence on their well-being, social relationships, emotional state and adjustment to the socio-economic aspects of life. Within the framework of the multimodal approach, it is assumed that the presurgical planning should involve the functional MRI for mapping cognitive functions (Lau et al., 2016, Morrison et al., 2016, Silva et al., 2018), diffusion tensor imaging, electroencephalography, as well as behavioral and psychometric measurements of cognitive functions (Lemaitre et al., 2021; Barbara Tomasino et al., 2023). Cognitive dysfunctions associated with brain tumors are observed in 90% of patients. In most cases, these impairments arise not only from the tumor location, but also from surgical intervention, radiation therapy and chemotherapy (Loughan et al., 2019). These side effects of brain tumors are not fully understood. Some cognitive changes are temporary, while others may persist for a long time. Long-term consequences in most cases are cognitive problems associated not with loss of skills, but with problems of slow learning due to deterioration of executive functions. These include working memory, flexible thinking and self-control. Often there is a lack of attention, processing speed and the ability to perform tasks (Lemaitre et al., 2021).

Literature review

Various treatments can directly affect the brain, such as cell growth, inflammation, and blood flow (Lemaitre et al., 2021).

Tumor pressure effects on brain tissues and nerve cells, hemorrhages, and vascular occlusion. Early signs of the tumor are not only physiological symptoms such as headache, vomiting, dizziness, convulsive syndrome, vision problems, but also such cognitive dysfunctions as lack of initiative, aggression, euphoria, hallucinations, causeless cheerfulness, apathy, memory disorders, attention disorders, and thinking problems (Loughan et al., 2019).

According to the diagnostic scheme of the World Health Organization (WHO) (Louis et al., 2007), variety of factors, such as correspondence of tumor cells to normal cells, rate of growth, tumor margins, are the bases of classification of tumors as I, II, III, and IV grades. Among this classification, grade III is characterized by abnormal cells which are infiltrate between neighboring cells, and the most malignant tumor grade IV are rapid proliferated into surrounding tissues (Hill et al., 2002; Kralik et al., 2014). New classification of CNS tumors based on phenotype/genotype expression and growth pattern and behavior (Louis et al., 2016). Common and lethal form of CNS tumors is glioblastoma (GBM) (Chen, McKay, Parada L.F., 2012), which radiographically reflected by subregions enhanced (ET) and non-enhanced tumors (NET), as well as peritumoral edematous/invasive tissue (ED). GBM creates by glial cells and grows by infiltrating surrounding tissues. The median overall survival GBM patients remains 12–16 months (Chen et al., 2012). An important feature of any brain tumor is the development of a volumetric structure in a limited space. This leads to compression of the brain and causes a serious condition.

Brain tumors significantly worsen well-being and lead to psychological and physical suffering, decreased quality of life, and cognitive dysfunctions. The negative burden of a brain tumor leads to a significant deterioration in a person's life in the personal, educational, work, and social spheres. Adult patients with brain tumors experience problems such as slow cognitive processing, memory deficits, and decreased attention (Loughan et al., 2019).

There are other factors that can affect dysfunction of cognitive processes such as attention, memory, and thinking: medications, anesthesia, infection, hormonal changes, stress, anxiety, or depression, fatigue, sleep disturbances and others (Tomasino et al., 2023).

Some studies have found behavioral changes such as irritability, hypoactivity, anticipatory disorders, and lack of interest in 40–50% of patients with brain tumors. It has been found that neuroticism is a strong predictor of postsurgical behavioral disorders, such as hypoactivity (Lemaitre et al., 2021).

Properly organized and timely diagnostics of a brain tumor can significantly reduce negatively effect on patient's physiological state, significantly shorten the treatment and recovery periods.

Key issues in brain tumor diagnosis and treatment are relationship between personality characteristics and brain tumors. Patient's personality traits help to identify main mitigating and an aggravating circumstance feature. Understanding personality disorder development could be by identification connections between personality traits and brain tumors.

Thus, at present, to provide high-quality medical care to brain tumor patients, the study of the relationship between such brain diseases and personality, psychophysiological characteristics is relevant and in demand.

Degree of development of the problem

Even though the issue of treating glial tumors has been well studied, the importance of presurgical planning and diagnostics of several psychophysiological and psychological characteristics of brain tumor patients in Kazakhstan has not yet been sufficiently disclosed. Foreign tests and questionnaires that allow assessing the psychological state of brain tumor patients also remain little known to our specialists. Such psychometric information with behavioral and psychophysiological data allows to personalize the presurgical approach and successful recovery in the postsurgical period. Thus, the introduction of non-invasive methods into clinical practice that allow early detection of CNS tumors, as well as presurgical and postsurgical psychodiagnostics of brain tumor patients, is a pressing issue in modern healthcare.

The aim of this study is translation and primary adaptation of widely known several foreign psychometric tests in the diagnosis of brain tumors, as well as the study of the relationship between psychophysiological and personality traits of brain tumor patients in a Kazakhstani sample.

Materials and methods

The study was conducted at the National Center of Neurosurgery in Astana. This article includes only preliminary results of psychometric and psychophysiological data of the Kazakhstani sample. Study permission was obtained from the Ethics Committee. Participation in the study was voluntary and patients of the National Center of Neurosurgery signed an informed consent form, which informed with aims of the research and possibility to complete participation at any study stage.

The main including criteria in the research were:

a) conformity with the groups' parameters;

b) keeping of motor upper limbs functions (actions with objects, writing, manual skills, non-existence of paresis or paralysis, hyperkinesis, apraxia);

c) maintenance of intelligence;

d) availability of appropriate vision correction (glasses, lenses, etc.);

d) voluntarily participation in all research stages.

The main exclusion criteria from undergoing research were:

a) psychiatric diseases and cognitive disorders diagnosed by a neurologist, preventing the cognitive tasks' performance;

b) instruction violations;

c) voluntary refusal to participate at any stages of the research.

Methods to achieve the aim of the reseaerch:

A) next psychometric questionaries were translated and adapted into Russian and Kazakh languages:

1) The Mini-Mental State Examination, MMSE (Folstein, Folstein and McHugh, 1975) consists of 22 tests to identify (screen) cognitive impairments and to assess the dynamics of the state: orientation in place and time, short-term memory, attention and mental arithmetic, word reproduction and speech, ability to write, read, draw, perceive logical constructions, and perform sequential actions. Based on the results of the Mini-Mental State Examination (MMSE, Folstein, Folstein and McHugh, 1975), a possible decrease or impairment of cognitive function due to brain diseases is determined. Summing up all answers of the subject according to scoring system: 0 points are awarded for an incorrect answer; the correct answer is estimated at 1 point; if the subject does not answer the question, 3 points are awarded; if the subject's answer cannot be interpreted due to some physical limitations, 9 points are awarded. Results' interpretation of the Mini-Mental State Examination (MMSE, Folstein, Folstein and McHugh, 1975) is based not only on the quantitative calculation of points, but also on their qualitative assessment by a specialist. For example, if the quantitative result of the scale is below 13 points, an additional consultation with a neurologist is required in order to exclude dementia, whereas if the total result is equal to or higher than 26 points, this indicates relative preservation of cognitive functions in brain diseases. This widely known scale has also been translated and adapted for the Russian-speaking population, and work is currently underway to translate and adapt the Kazakh-language version;

2) Montreal Cognitive Assessment, MoCA (Nasreddine, 1996) was developed for express screening of cognitive impairments in such areas as attention and concentration, memory, speech, executive functions, visual-constructive skills, counting and orientation. Thus, the maximum possible number of points that a subject can score is 30 points, while the normal indicator is 26 points and above; 25 points or less indicates the presence of cognitive impairments. The questionnaire, consisting of 30 items, has been translated and adapted into 46 languages, including Russian. Translated and adapted into Kazakh;

3) The Culture Fair Intelligence Test CFIT (Cattell, 1958) for determining the features of thinking contains graphic tasks like puzzles and consists of 4 tests (Test 1, Test 2, Test 3, Test 4). Moreover, each test includes from 8 to 14 tasks, and the tasks are arranged in order of increasing complexity. The tests begin with 2-3 trial tasks (examples), which are performed together with the experimenter for the subject to understand the instructions. Then the test tasks are performed by the subject independently. Processing the results of the culturally free CFIT test consists of summing up the raw scores for each of the 4 subtests with their subsequent conversion to an intelligence quotient using age norm tables. Thus, the average norm of the intellectual coefficient is the range from 90 to 110 points, while results below 90 points indicate that the subject has a mental retardation, and indicators exceeding 110 points indicate high intelligence.

4) The Functional Assessment of Cancer Therapy – Brain, FACT-Br (Weitzner et. al., 1995) is measure health-related quality of life in brain tumor patients. Functional assessment depend on statements abouy physical well-being, social and family well-being, emotional well-being and functional well-being, and identifies patient's problems. This questionnaire has undergone linguistic and cultural adaptation for the Russian-speaking population and is available on the website https://loinc.org/LP146506-3/, and has also been translated into Kazakh "FACT-G – oncology and the development of cancer care" and adapted by A.A. Kozhayev (S.Zh. Asfendiyarov Kazakh National Medical University, Almaty Oncology Center).

During statistical data processing, procedures were carried out to confirm the reliability of the tests translated into Russian and Kazakh with the Cronbach's alpha indicator, correlation analysis using the Pearson r-criterion, and one-way ANOVA analysis of variance. The SPSS IBM Statistics 26 program was used for statistical analysis.

Participants

A total of 122 participants aged 23 to 75 years from among patients of the Joint Stock Company "National Center for Neurosurgery" were examined, of which 61 men and 61 women underwent a full examination using all examination methods: 1) neuropsychological diagnostics; 2) performance of cognitive tasks; 3) EEG study. This article reflects only preliminary data of 10 participants of the experimental sample who were examined in Kazakh, 10 participants of the experimental sample who were examined in Russian. The average age of the sample was M = 48.14, SD = 15.35. The study sample was balanced by language and gender and by a certain type of tumor localization (glioma, astrocytoma, benign and malignant forms) in the frontal-parietal regions of the brain. The study of the control sample is ongoing, the data for which are still at the stage of collection and formation. It should be noted that for several objective reasons (urgency of operations, patient refusal to participate at any stage of the study, claustrophobia in the patient, etc.) not all participants completed all stages of the study. Table 1 shows the number of participants who completed each stage of the study.

Table 1 – Quantitative indicators of those examined who completed each stage of the study, reflected in this publication

Research stage	Number of subjects who passed the stage
Neuropsychological diagnostics	21
The lexical decision task in EEG research	31

Results and discussion

The validity and reliability of the obtained data were assessed using the Cronbach alpha coefficient, the results of which confirmed the reliability of the questionnaires. The reproducibility of the research data was ensured by the competent design of the experiment and statistical processing of the obtained data (Table 2).

In general, the results are quite high Cronbach's α, indicating the consistency and validity of the questionnaires used, except for several indicators (possibly due to the small sample).

We present the data of psychometric tests only for the group of patients, since the collection of data from the group of healthy people is ongoing. Table 3 presents the average data for each of the indicators of psychometric tests for the group of patients.

Table 2 – Cronbach's alpha reliability indicators for the psychometric methods used

Test	Cronbach's alpha reliability indicators	
	Language of testing	
	Kazakh	Russian
The Functional Assessment of Cancer Therapy – Brain (FACT-Br)		
Physical well-being	0,776	0,708
Social/family well-being	0,605	0,727
Functional well-being	0,872	0,768
Montreal Cognitive Assessment, MoCA	0,913	0,684
Culture Free Intellect Test, CFIT		
Test 1	0,698	0,696
Test 2 (graphic tasks)	quality indicator	quality indicator
Test 3	quality indicator	quality indicator
Test 4	quality indicator	quality indicator

Table 3 – Average indicators of psychometric tests

Test		Language of testing	
		Kazakh	Kazakh
The Functional Assessment of Cancer Therapy – Brain (FACT-Br)	Physical well-being	9,29 (6,21)	4,57 (3,27)
	Social/family well-being	20,71 (4,68)	17,57 (5,47)
	Emotional well-being	10,14 (5,49)	6,07 (1,59)
	Functional well-being	18,71 (6,42)	16,07 (6,26)
	Additional concerns	40,43 (7,16)	37,43 (9,10)
Mini-Mental State Examination, MMSE		25,71 (3,15)	24,31 (10,85)
Montreal Cognitive Assessment, MoCA		20,14 (10,19)	22,50 (10,87)

Continuation of the table

Test		Language of testing	
		Kazakh	Kazakh
Culture Free Intellect Test, CFIT	Test 1	0,83 (0,75)	0,75 (0,75)
	Test 2 (graphic tasks)	0,67 (0,82)	0,67 (0,89)
	Test 3	1,33 (0,82)	1,50 (1,09)
	Test 4	0,83 (0,98)	0,58 (0,67)
	Total score	3,67 (2,25)	3,50 (2,07)

1. At the next stage were conducted a correlation analysis to testing the hypothesis of relationship between the personality traits of brain tumor patients. Statistically significant correlation results are presented in Table 4.

Data presented in the Table 4, there are reliable significant correlations between the indicators of emotional well-being and mental state (p=0.003), and this relationship is negative: the higher the indicators of emotional well-being, the lower the likelihood of problems with thinking or communication, problems with understanding and amnesia (memory).

2. Next, a correlation analysis of the personal characteristics of patients with EEG data was carried out when performing the lexical task. Correlation analysis did not reveal any significant relationships between the test data and the EEG data.

Table 4 – Significant correlations between psychometric tests (Pearson r-coefficient)

Test	Mini-Mental State Examination, MMSE	Montreal Cognitive Assessment, MoCA	Culture Free Intellect Test, CFIT
Physical well-being (FACT-Br)	-0,442	-0,002	-0,207
Social/family well-being (FACT-Br)	-0,031	-0,011	0,339
Emotional well-being (FACT-Br)	-,634(**)	-0,289	-0,129
Functional well-being (FACT-Br)	-0,273	-0,113	0,04
Additional concerns (FACT-Br)	-0,257	0,31	-0,116

Conclusions

Analysis of the data obtained using the Functional Assessment of Cancer Therapy – Brain (FACT-Br), Mini-Mental State Examination, MMSE, MoCA, CFIT tests showed a statistically significant relationship between the indicators of emotional well-being and mental state.

The data we obtained can be useful in presurgical and postsurgical diagnostics of brain tumor patients using modern foreign tests, measuring electrical activity when performing a cognitive task. Thus, the study showed that a multimodal approach to studying brain tumors allows us to obtain much more information about brain functions in a functional mode.

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MOTIVATION AND HARDINESS IN PARALYMPIC SPORT

Paralympic sport provides an opportunity for people with disabilities to achieve significant heights of functional capabilities, thereby increasing their ability to personal development and integration into society. The issues of inclusion related to the organization of preparation for competitions from the point of view of studying the psychological characteristics of Paralympians are one of the central problems of modern society. The aim of the study was to study the characteristics of sports motivation and hardiness of Paralympians.

The study involved 60 Paralympic athletes, and 3 methods were used: E.A. Kalinin's MSA, Tropnikov's methodology for the motives of sports activity, and the test of resilience in the adaptation of Leontiev, Rasskazova. The peculiarities of sports motivation and hardiness of Paralympians were revealed depending on sex and level of sports qualifications. It is shown that hardiness and control are the key constructs of the motivational system of Paralympians. The conducted research is of particular value for the further development of Kazakhstani sports psychology, which in recent years has begun to pay great attention to Paralympians, studying the characteristics of their sports motivation and hardiness.

Key words: paralympic sports, sports motivation, motivational profile, hardiness.

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Паралимпиадалық спорттағы мотивация және өмірге төзімділік

Паралимпиадалық спорт мүмкіндігі шектеулі адамдарға функционалдық мүмкіндіктердің маңызды деңгейіне қол жеткізуге мүмкіндік береді, осылайша олардың жеке дамуы мен қоғамға интеграциялану қабілетін арттырады. Зерттеудің мақсаты паралимпиадалық спортшылардың спорттық мотивациясының және өмірге төзімділік ерекшеліктерін зерттеу болды.

Зерттеуге 60 паралимпиадалық спортшы қатысып, 3 әдістеме қолданылды: Е.А. Калинин СБМ, В.И. Тропниковтың спорттық іс-әрекет мотивтерін зерттеу әдістері, Д.А. Леонтьев пен Е.И. Расказованың бейімдеуіндегі төзімділік тесті. Жынысы мен спорттық біліктілік деңгейіне байланысты паралимпиадашылардың спорттық ынтасы мен өмірге төзімділік ерекшеліктері анықталды. Төзімділік пен бақылау паралимпиада спортшыларының мотивациялық жүйесінің негізгі құрылымдары екені көрсетілген. Жүргізілген зерттеулер соңғы жылдары паралимпиадашыларға көп көңіл бөле бастаған қазақстандық спорт психологиясын одан әрі дамыту үшін, олардың спорттық ынтасы мен өмірге төзімділігінің ерекшеліктерін зерттеу үшін ерекше құнды болып табылады.

Түйін сөздер: паралимпиадалық спорт, спорттық мотивация, мотивациялық профиль, өмірге төзімділік.

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Мотивация и жизнестойкость в паралимпийском спорте

Паралимпийский спорт дает возможность людям с ограниченными возможностями здоровья достигать существенных высот функциональных возможностей, повышая тем самым, их способность к личностному развитию и интеграции в общество. Целью данного исследования явилось изучение особенностей спортивной мотивации и жизнестойкости спортсменов-паралимпийцев.

В исследовании участвовало 60 спортсменов паралимпийского спорта, было использовано 3 методики: МСД Е.А. Калинина, методика изучения мотивов спортивной деятельности В.И. Тропникова, тест жизнестойкости в адаптации Д.А. Леонтьева и Е.И. Рассказовой. В ходе проведения исследования были выявлены особенности спортивной мотивации и жизнестойкости паралимпийцев в зависимости от пола и уровня спортивной квалификации. Результаты исследования также показали, что жизнестойкость и контроль выступают ключевыми конструктами мотивационной системы паралимпийцев.

Проведенное исследование имеет особую ценность для дальнейшего развития казахстанской спортивной психологии в целом, которая в последние годы стала уделять большое внимание подготовке параолимпийцев, изучению особенностей их спортивной мотивации и жизнестойкости.

Ключевые слова: паралимпийский спорт, спортивная мотивация, мотивационный профиль, жизнестойкость.

Introduction

Paralympic sport is an important part of international sport competitions. The inclusion of people with disabilities in sport activities has enormous implications for people with disabilities and society as a whole. Paralympic sport provides an opportunity for people with disabilities to achieve substantial functional performance and has become an elite sport in many ways due to the increased intensity of training, athletic performance and improved training methods. Paralympians constantly have to deal with various challenges, including abuse in sport, risky behaviour, functional limitations, psychological stressors, normalized pain, health risks and inequality (Fagher, 2019: 24).

In recent years, the number of sports included in the Paralympic Games has increased, priorities have changed in the system of athletic training for people with disabilities, the number of participants in the Paralympic trials is regulated by using handicap classification mechanisms for Paralympic athletes, the requirements for limiting the functional capabilities of athletes in various disciplines of Paralympic sports have been reduced, etc. (Abalyan, 2016:37). Another reason for the growth is that the involvement of people with disabilities in Paralympic sports significantly increases their ability for personal development (Bardiovský et al., 2013:104) and self-realization, reduces negative emotional states (Kokun, 2021:436; Dieffenbach, 2012:110).

Banack (2011) points out that athletes with disabilities are characterized by high intrinsic motivation, among which there are such motives for engaging in sports activities as: developing a positive attitude towards life, strengthening identity, improving health, as well as sports skills, competence and competitiveness (Huang, 2006:373), possibility of self-realization, pleasure, physical development, reward and support, stress relief (Omar-Fauzee, 2010:269), also the most important motives were related to social problems and overcoming them (Torralba, 2017:58). The study by Debbie Van Biesen and Sofie Morbee identified only three motivational types in a group of Paralympic athletes. In the first profile, all types of motivation were present, but amotivation was dominant, in the second profile, the autonomous type of motivation was the most prominent, although to a small extent, and in the third profile, the controlled type of motivation was dominant (Van, 2023).

However, Cardoso et al. (2018) emphasizes the need for assistance to Paralympians in managing sports motivation and developing the necessary mental skills. Success and high sporting performance depend on the Paralympic athlete himself: the ability to independently assess his own capabilities and resources, plan his own activities, his ability to self-control during competitions and wisely distribute his strength and time (Shuba, 2017:143). The system of modern training of Paralympic athletes is determined by the requirements for maintaining a high level of competitiveness and performance.

There is limited research on the motivational characteristics of Paralympic athletes, with some studies being conducted within the framework of self-derivation theory (Jefferies et al., 2012:280; Banack et al., 2011:729). Research suggests that autonomy in Paralympic athletes can be explained by psychological qualities such as hardiness (McLoughlin et al., 2017:422). According to the concept by Fletcher and Sarkar (2012), hardiness is an important component in the life of a person with a disability and corresponds to protection from the potential negative impact of stressors that arise from the behavioral and mental processes of athletes. Higher hardiness in athletes allows them to maintain good motivation and psychological functioning to achieve their goals (Sarkar, 2017:3; Nascimento, 2020:3).

Machida et al. found that social support from family members, teammates, and coaches was fundamental to the development of hardiness and motivation in Paralympic athletes. Hardiness and motivation are important components in sport, as athletes must use and optimize a range of mental abilities to cope with the pressures they experience (Machida et al., 2013:1061). Hardiness is a factor that influences both controlled and autonomous sports motivation (Nascimento et al., 2020:7).

The study of the relationship between sports motivation and hardiness in Paralympic athletes is of great relevance, mainly because these phenomena are significant for this specific group of athletes.

Literature review

Based on the above, it is necessary to conduct a detailed study of the motivational determinants and components of resilience. In this regard, we are investigating the structure of sports motivation, resilience, involvement in sports activities, readiness for risk.

Within the scope of our research, our aim is to correlate different approaches of motivation and self-determination of athletes. STD in its main points (Ryan et al., 2021), closely resembles Leontiev's model of personal potential (Leontiev, 2023), which includes three substructures: the potential for self-determination (choice of need), the potential for achievement (motivation), and the potential for persistence (hardiness). Their collaborative work serves as a tool, an instrument of personality, if it wants to act based on its own motivation rather than under the influence of internal impulses and external pressure. However, in our view, Leontiev's (2023) approach does not overcome the opposition between external and internal motivation, and the predominance of external motivation is understood as the influence of "alien" motivation. Whereas in the approach of E. Deci and R. Ryan, this opposition is overcome, and motivation is considered as a continuum, where the contribution of external motivation can positively influence sports achievements (Ryani, 2020).

Building on the work of Gordashnikov and Osin (2009) and the self-determination theory of Standage and Ryan (2020), we have divided the studied motives and needs into two groups: internal motives and external motives. Internal motivation includes motives such as the achievement motive, struggle motive, self-improvement motive, knowledge motive, character and mental qualities development motive, physical perfection motive, aesthetic pleasure and thrill-seeking motive, motivation for well-being and health improvement, and the motive for acquiring useful life skills and knowledge. External motivation includes motives such as the need for approval, enhancement of prestige, desire for fame, as well as a collectivist orientation and the motive for social interaction.

Hardiness is viewed by us, on the one hand, as motivation for coping (Nikitina, 2017) with emerging sports difficulties, and on the other hand, as a psychological mediator (Kudinov et al., 2017; Sulistianta et al., 2022), a resource for self-regulation (Loginova et al., 2016) ensuring the preservation of the athlete's potential for self-realization in sports activities.

Materials and methods

Research bases were the Sports club for people with disabilities "Mergen" and the Federation of Paralympic Sports of Kokchetav, Shymkent, Taraz. The study involved 60 Paralympic athletes (athletes with diagnoses of pituitary dwarfism, slirdomutism, the absence of lower extremities and paralysis of the lower extremities): 33 men and 27 women. The average number of years in sports was 9.2 years for men and 8.9 years for women.

Psychodiagnostic measurements were conducted using four selected diagnostic methods: Maddi's Hardiness Test (adaptation by Leontiev and Rasskazova), questionnaire "Motives of Sports Activities" (MSA Kalinin) and Tropnikov's Methodology for Studying Motives of Sports Activities. When developing the scale for assessing the level of motives, the author relied on the Yerkes-Dodson law, which suggests that the best results are achieved at moderate motivation intensity.

Statistical data processing was carried out using the SPSS program, version 26.0: comparative analysis (Mann-Whitney U-criterion, Kruskal-Wallis H-criterion) and correlation analysis (Spearman's criterion).

Results and discussion

We conducted a comparative analysis of the motivational characteristics of athletes in the three study groups. Descriptive statistics according to the MSA method of E.A. Kalinin are presented in Table 1.

The first place among Paralympic athletes is taken by the motive of self-improvement (M=31.1), the level of motivation is optimal, the obtained result coincides with the results of the survey presented above; the second place among Paralympic athletes is occupied by the motive of achievement (M=30.9), the level of motivation is optimal; the third place among Paralympic athletes is occupied by the motive of struggle (M=27.6), the level of motivation is low; and the fourth place is taken by the motive of encouragement (M=26.4), the level of motivation is low; the last place among Paralympic athletes is occupied by the motive of communication (M=23.9), the level of motivation is low.

Using the Mann-Whitney U-test, sex differences in the expression of individual motives according to the MSD questionnaire were identified in the group of Paralympic athletes; the data obtained are presented in Figure 1.

Table 1 – Descriptive statistics of individual motives in Paralympians using the MSA method

	Range	Minimum	Maximum	Mean	Std. Deviation
achievement	30.0	10.0	40.0	30.89	7.17
struggle	30.0	10.0	40.0	27.60	7.02
self-improvement	30.0	10.0	40.0	31.11	7.25
communication	27.0	9.0	36.0	23.91	6.93
encouragement	30.0	10.0	40.0	26.41	8.14

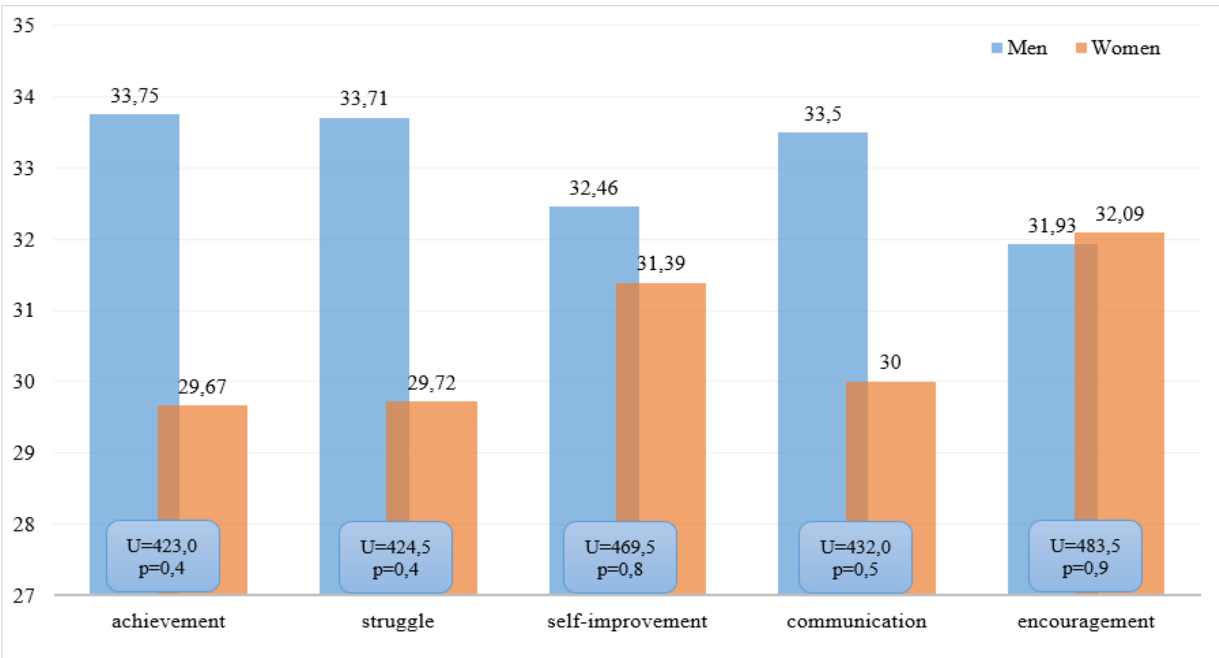

Figure 1 – Sex differences in the expression of individual motives in Paralympians using the MSA method

The data presented in Figure 1 show that in the group of Paralympians, the expression of individual motives for achievement, self-improvement, struggle, communication and encouragement is the same for both men and women. Both male and female Paralympians are equally focused on achieving high performance in sports, try to maximize their capabilities, enjoy training, strive to develop their willpower and the ability to overcome challenges on the way to success.

Then a comparison was made in the expression of motives depending on the level of sports qualification of Paralympians. The obtained data are presented in Table 2.

The significant differences were revealed in the expression of sports motives in the group of Paralympians depending on the level of sports qualification for encouragement, this motive is more tangibly developed in the subgroup of MS. Table 3 presents descriptive statistics using the Tropnikov's methodology.

Table 2 – Differences in the expression of individual motives in Paralympians using the MSA method, depending on the level of sports qualifications

Variables	Kruskal-Wallis H-criterion and significance level	Qualification	Ranks
achievement	H=0,477 p=0,788	MS	33,34
		CMS	29,31
		N	32,69
struggle	H =0, 391 p=0,822	MS	33,53
		CMS	29,66
		N	32,42
self-improvement	H =0,235 p=0,889	MS	32,94
		CMS	33,25
		N	30,87
communication	H =2,717 p=0,257	MS	38,34
		CMS	31,22
		N	29,13
encouragement	H =5,905 *p=0,050*	MS	43,91
		CMS	26,38
		N	27,27

Table 3 – Descriptive statistics of individual motives in athletes according to Tropnikov's methodology

	Range	Minimum	Maximum	Mean	Std. Deviation
communication	32.0	8.0	40.0	23.95	7.94
knowledge	16.0	4.0	20.0	14.06	4.49
material well-being	32.0	8.0	40.0	20.58	7.33
character and mental qualities development	28.0	12.0	40.0	32.33	8.27
physical improvement	36.0	14.0	50.0	39.50	8.84
well-being and health enhancement	32.0	8.0	40.0	23.47	7.41
aesthetic pleasures and thrill-seeking	33.0	12.0	45.0	34.00	8.63
acquisition of useful life skills and knowledge	22.0	8.0	30.0	18.57	5.76
need for approval	20.0	5.0	25.0	14.88	6.15
enhancement of prestige	40.0	10.0	50.0	33.66	9.55
collectivist orientation	28.0	7.0	35.0	23.14	8.97

The group of leading motives includes 4 motives (Krasmik, 2023a:81): physical improvement M=39.5; aesthetic pleasures and thrill-seeking M=34.0; enhancement of prestige M=33.7; developing character and mental qualities M=32.3. *The group of main motives includes 4 motives*: communication M=24.0; well-being and health enhancement M=23.5; collectivist orientation M=23.1; material well-being (M=20.6). *The group of poorly developed motives consists of three motives*: acquisition of useful life skills and knowledge M=18.6; the need for approval M=14.9; the knowledge (M=14.1).

The resulting hierarchy of motives has some similarities with the motivation profile according to the Kalinin MSA method: in particular, we are talking about the dominant motives of self-improvement and achievement.

Using the Mann-Whitney U-test, sex differences in the expression of individual motives according to the V.I. Tropnikov questionnaire were identified in the group of Paralympians; the data obtained are presented in Figure 2.

As follows from the data presented in Figure 2, significant sex differences in 3 motives for sports activity were identified (Krasmik, 2023a:83):

- Communication is more expressed in male Paralympians, they like joint training with friends, the opportunity to be part of a team, and have fun during joint training;

- Material well-being is more expressed in male Paralympians, they are more interested in the material component of sports activity, the opportunity to get housing, benefits, and visit different countries of the world;

- Acquisition of useful life skills and knowledge is more expressed in male Paralympians, it is important for them to develop skills that are valued by other people and can be useful not only in sports activities, but also in other areas of life.

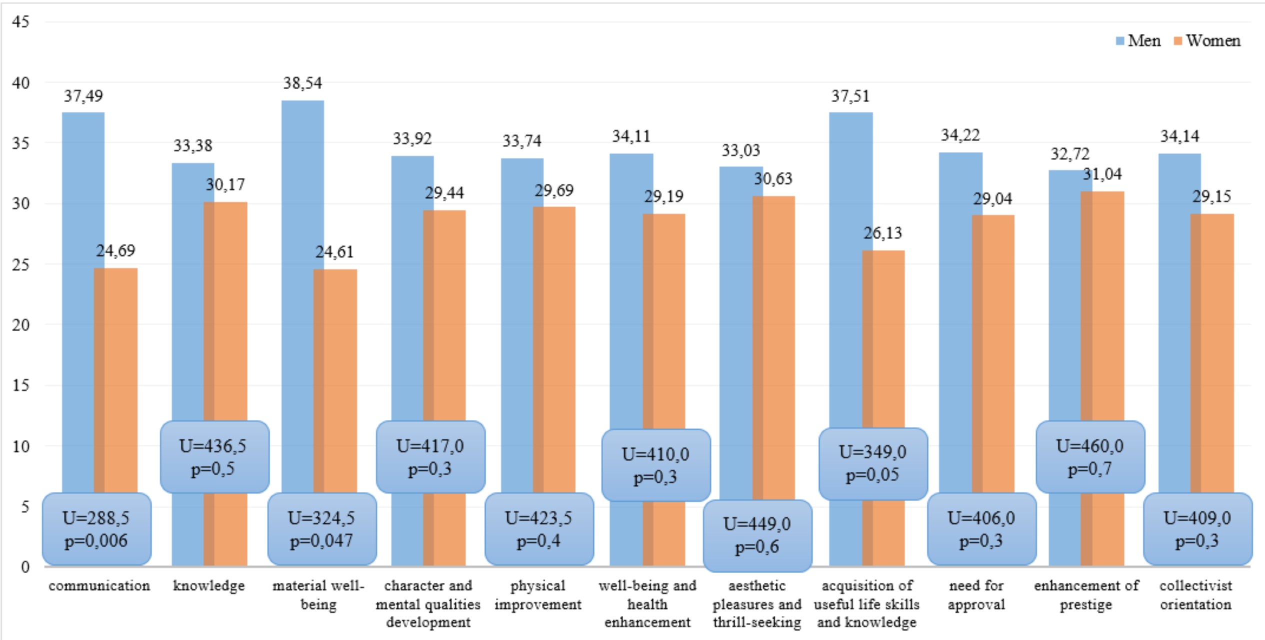

Figure 2 – Sex differences in the expression of individual motives in Paralympians according to V.I. Tropnikov's methodology

Figure 3 presents the data on the expression of motives depending on the level of sports qualification of Paralympians.

According to the results presented in Figure 3, significant differences in the importance of sports motives depending on their level of sporting qualification. The need for approval is more significant in the MS subgroup; it is important for them that important people (coach, family, friends, fans) noted their results, supported them at competitions and were proud of their victories.

The hardiness among Paralympians is 71.3 points (see Table 4), which corresponds to the average level of coping with stressful situations and indicates a formed motivation for transformational coping during training, competitions, defeats and in cases of injury (Krasmik, 2023a:83).

The commitment level is 29.0 points and corresponds to a low value, which indicates that Paralympians do not find enough chances to realize themselves and their potential in sports; training, competitions, and sports activities do not always bring pleasure and satisfaction. This trend is typical for 54% of the sample, 39.8% have average commitment indicators, and only 6.2% of Paralympic athletes have high commitment indicators in sports activities.

The control indicator is 26.5 points, which corresponds to the average value. Paralympic athletes understand that good preparation for competitions and struggle allow them to impact the victory in competitions, but does not guarantee 100% victory. They have a strong feeling that they choose their path of professional self-realization in sports activities.

The challenge indicator is 15.8 points, which corresponds to the average level, which indicates that Paralympians understand that both victories and defeats contribute to their development as professional athletes and they are willing to compete, taking on challenges to win performances.

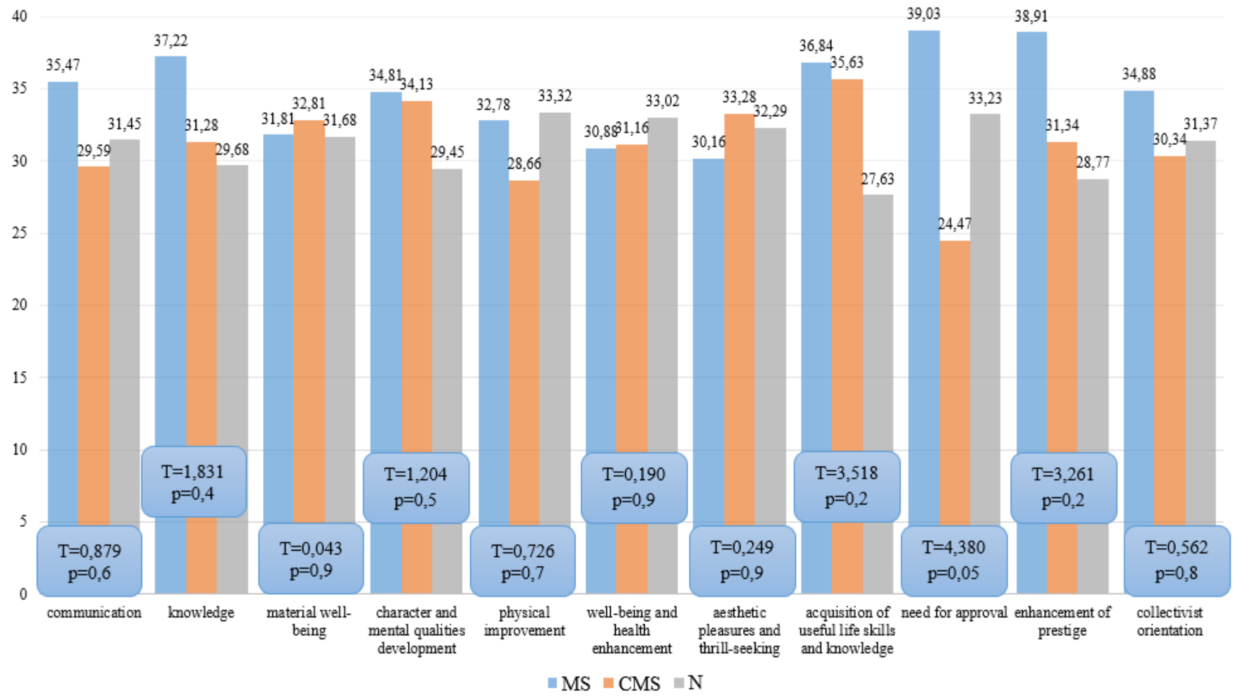

Figure 3 – Differences in the intensity of individual motives in athletes according to Tropnikov's methodology depending on the level of athletic qualification

Table 4 – Descriptives statistics on hardiness

	Range	Minimum	Maximum	Mean	Std. Deviation
commitment	54.0	.0	54.0	29.04	9.61
control	48.0	.0	48.0	26.49	9.20
challenge	30.0	.0	30.0	15.81	6.25
overall hardiness level	132.0	.0	132.0	71.34	23.51

Using the Mann-Whitney U-test, sex differences in the expression of hardiness indicators in Paralympians were identified; the data obtained are presented in Figure 4.

From the data presented in Figure 3 it follows that the group of Paralympians is characterized by the same level of hardiness for both men and women.

Next, a comparison was made in the expression of hardiness indicators from the level of sports qualification in Paralympians (see Table 5).

The data presented in Table 5 show that in the group of Paralympians, their skill level does not influence the development of hardiness and its components (commitment, challenge, control).

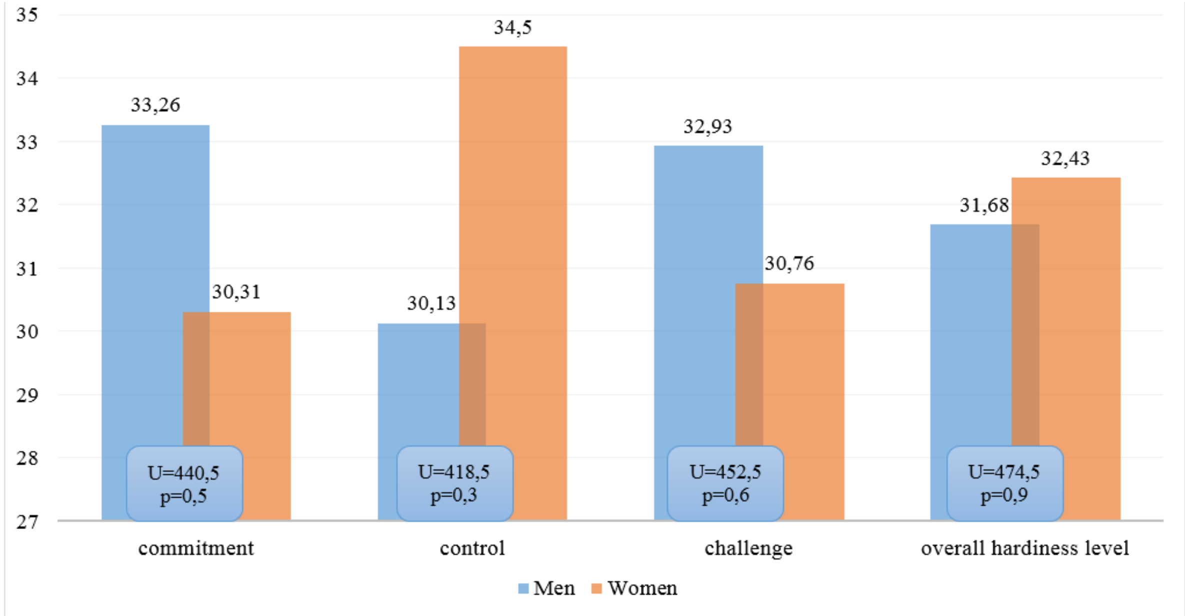

Figure 4 – Sex differences in the expression of indicators of hardiness in Paralympians

Table 5 – Differences in the expression of hardiness indicators among Paralympians depending on the level of sports qualification

Variables	Kruskal-Wallis H-criterion and significance level	Qualification	Ranks
commitment	H=0,645 p=0,724	MS	34,53
		CMS	32,94
		N	30,21
control	H=0,423 p=0,809	MS	34,50
		CMS	31,72
		N	30,85
challenge	H=0,480 p=0,787	MS	32,75
		CMS	34,22
		N	30,47
overall hardiness level	H=0,308 p=0,857	MS	33,59
		CMS	32,88
		N	30,73

The further conducted correlation analysis of the interrelations of the studied motives and hardiness indicators in the group of Paralympic athletes allowed us to obtain the following results, presented in Table 6-7. For ease of data perception, only significant correlations are presented in the correlation tables.

The data presented in Table 7 show that the components of hardiness are positively correlated with the motives of sports activity:

- Commitment is associated with three positive correlations with the motives of sports activity: the need for communication (r=0.415**), the need for encouragement (r=0.243*) and the need for self-improvement (r=0.283*). Consequently, we can say that the motives of communication, encouragement, and self-improvement fill sports activity with the energy that gives athletes pleasure, captivates them during the period of preparation for competitions, allowing them to focus on practicing technique, daily efforts, and overcoming themselves.

- Control is associated with 5 positive correlations with the motives of sports activity: with the need for achievement (r=0.280*), the need for struggle (r=0.292*), the need for self-improvement (r=0.355**), the need for communication (0.319**) and the need for encouragement (r=0.295**).

- Challenge is associated with one positive correlation with the need for encouragement (r=0.355**).

- The overall level of hardiness is associated with 4 positive correlations with the motives of sports activity: with the need for achievement (r=0.288*), the need for self-improvement (r=0.313**), the need for communication (0.347**) and the need for encouragement (r=0.334**).

Table 6 – Relationship between sporting motives (MSA) and indicators of hardiness

	commitment	control	challenge	overall hardiness level
achievement		0,280*		0,228*
struggle		0,292*		
self-improvement	0,283*	0,355**		0,313**
communication	0,415**	0,319**		0,347**
encouragement	0,243*	0,295**	0,355**	0,334**

Table 7 – The relationship between the studied motives according to the Tropnikov's methodology and the indicators of hardiness

	commitment	control	challenge	overall hardiness level
communication	0,247*	0,265*	0,295**	0,262*
material well-being	0,349**	0,435**	0,395**	0,424**
character and mental qualities development	0,311**	0,262*	0,214*	0,274*
physical improvement	0,230*	0,280*		0,226*
well-being and health enhancement	0,390**	0,355**	0,294**	0,354**
aesthetic pleasures and thrill-seeking		0,229*	0,328**	0,241*
acquisition of useful life skills and knowledge	0,271*		0,218*	0,228*
need for approval	0,366**	0,425**	0,264*	0,375**
enhancement of prestige	0,263*	0,245*		0,241*
collectivist orientation			0,262*	

According to the data provided by Table 8 it is evident that in the group of Paralympic athletes the components of hardiness are positively correlated with the motives of sports activity:

- Commitment is associated with 8 positive correlations with the motives of sports activity: the communication (r=0.247*), the material well-being (r=0.349**), the developing character and mental qualities (r=0.311**), the physical improvement (r=0.230*), the well-being and health enhancement (r=0.390**), the acquisition of useful life skills and knowledge (r=0.271*), the need for approval (r=0.366**) and the enhancement of prestige (r=0.263*).

- Control is associated with 8 positive correlations with motives for sports activities: communication (r=0.265*), material well-being (r=0.435**), developing character and mental qualities (r=0.262*), motive for physical improvement (r=0.280*), well-being and health enhancement (r=0.355**), aesthetic pleasures and thrill-seeking (r=0.229*), the need for approval (r=0.425**) and enhancement of prestige, desire for fame (r=0.245*).

- Challenge is associated with 8 positive correlations with motives for sports activities: communication (r=0.295**), material well-being (r=0.395**), developing character and mental qualities (r=0.214*), well-being and health enhancement (r=0.294**), aesthetic pleasures and thrill-seeking (r=0.328**), the acquisition of useful life skills and knowledge (r=0.218*), the need for approval (r=0.264*) and collectivistic orientation (r=0.262*).

- The overall level of hardiness is associated with 9 positive correlations with the motives of sports activities: the communication (r=0.262*), the material well-being (r=0.424**), the developing character and mental qualities (r=0.274*), the physical improvement (r=0.226*), well-being and health enhancement (r=0.354**), the aesthetic pleasures and thrill-seeking (r=0.241*), the acquisition of useful life skills and knowledge (r=0.228*), the need for approval (r=0.375**) and the enhancement of prestige, desire for fame (r=0.241*).

The results of the correlation analysis of the interrelations of sports motivation and hardiness in the group of Paralympic athletes show a large number of fairly close connections, where the leading role is given to control and the general level of hardiness. At the same time, the level of hardiness and its individual components in Paralympic athletes corresponds to a low level, which may indicate insufficient fulfillment of motives for sports activity. That is, they are actualized as "known" motives, but not as really effective ones, motivating the realization of potential in sports activity

Conclusion

The conducted research showed that the obtained profile of motivation of Paralympic athletes differs from the model of motivation of high-class athletes (Sopov, 2010:58), where the leading motive is an inflated motivation for achievement. Paralympic athletes have optimal motivation for two motives – self-improvement and achievement.

Both men and women in Paralympic sports are equally strongly focused on achieving success in sport, want to make the best use of their abilities, enjoy training, and strive to develop the will and ability to overcome difficulties on the way to achieving the highest performance. However, male Paralympians prefer to train together, develop skills that are valued by others and are focused on the material benefits that sports activities can provide.

The formation of motives in Paralympic athletes is associated with the growth of sports qualifications: the higher their qualifications, the more developed is the orientation towards encouragement and approval. Shamich (2020) showed in his dissertation research that material incentives (salary, uniform, bonuses, etc.) are significant subjective incentives for sports in the group of Paralympic athletes with the highest level of results, which is consistent with our findings.

For Paralympic athletes, a high significance of a collective orientation and their inclination towards social interaction is evident. Research conducted on athletes with visual impairments has shown that achieving social identity and regulating social relationships play a crucial role in sport motivation (Seyedi et al., 2022:28). Thus, involving persons with limited abilities in sports significantly enhances their capacity for personal development and integration into society (Dehghansai et al., 2020: 502981). A study by Van Biesen and Morbee (2023) identified only three motivational types in the group of Paralympic athletes. In the first profile, all types of motivation were present, but amotivation dominated. In the second profile, the autonomous type of motivation was most pronounced, albeit to a minor extent. In the third profile, the controlled type of motivation was dominant (Van Biesen & Morbee, 2023: 1099399).

Some researchers (da Silva et al., 2022: 53534; Penetrante, 2023:31), following Cardoso (2018), indicate the need for support for Paralympic athletes to develop motivation and develop the necessary mental and social skills.

The level of hardiness of Paralympic athletes remains consistently low regardless of the improvement of sports skills, the achievement of new levels of sports qualifications, which can reduce the motivation of sports activity of the athlete. Data from a study by Rogaleva et al. (2023) show the opposite result, which the overall level of hardiness significantly differs depending on the level of qualification of athletes.

The results of the correlation analysis in the group of Paralympic athletes show a large number of positive relationships between sports motivation and hardiness in the group of Paralympic athletes. Two components of hardiness – control and the general level of hardiness have the greatest influence on maintaining motivation, since they are interconnected with almost all motives. Among the motives that are most interconnected with the components of hardiness, we can highlight the need for encouragement, the need for approval, the communication, material well-being, development of character and mental qualities, and the well-being and health enhancement. Research by Nascimento et al. (2020) also showed a high association between hardiness and intrinsic motivation in Paralympic athletes.

The identified features and relationships will allow adjusting the program for training Paralympic athletes for competitions, defining the main points for the work of a sports psychologist. It should be noted that in Kazakhstan, the Paralympic Federations often do not have a sports psychologist on a permanent basis, this work is carried out only from time to time and the entire psychological burden falls on the coaches. This situation occurs because when sports psychologists in Kazakhstan are trained, the specifics of Paralympic sports is not taken into account, such as presence of psychological trauma, stigmatization in society (which a sports psychologist or coach cannot always avoid) and lack of support (there are fewer publications about Paralympic sports and less coverage in the media).

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INVESTIGATING THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP STYLE ON EMPLOYEES JOB SATISFACTION AND TURNOVER INTENTION IN THE SOUTH AFRICA PUBLIC SECTOR

This study sought to investigate the influence of transformational leadership style on employees' job satisfaction and turnover intention in the South Africa Public Sector. Surprisingly, only fewer studies have been conducted in South Africa to find the reasons behind public sector employees job satisfaction and turnover intention. This study employed a quantitative research approach, and a self-administered structured questionnaire was used to collect data from 250 participants around the North West province of South Africa. The Statistical Package for the Social Sciences (SPSS) was used to analyse data. The statistical tests used including descriptive statistics, Cronbach's alpha, and Spearman's rank-order correlation. The results revealed that the positive correlation between transformational leadership and employees' job satisfaction leans towards a small effect size or no practically significant correlation ($r = .228$), while a negative correlation between transformational leadership and turnover intention leans towards a small effect or no practically significant correlation ($r = -.091$). Leaders in public sector departments should pay more attention to their followers' job satisfaction and turnover intention to help them feel connected to the organisation. Recommendations for future research were also provided. The research results strengthen the significance of attributes of transformational leadership in leading officers in the public sector organisations in South Africa that wish to promote positive attitudes in employees and their work climate.

Key words: transformational leadership, employees, job satisfaction, turnover intention; South Africa, public sector.

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Трансформациялық көшбасшылық стилінің Оңтүстік Африка мемлекеттік сектор қызметкерлерінің жұмысқа қанағаттануы мен ауысу ниетіне әсерін зерттеу

Зерттеуде авторлар трансформациялық көшбасшылық стилінің Оңтүстік Африканың мемлекеттік секторы қызметкерлерінің жұмысқа қанағаттанушылығына және ауысу ниеттеріне әсерін зерттеуді мақсат етті. Бір қызығы, Оңтүстік Африкада бүгінгі күнге дейін бюджеттік сала қызметкерлері арасында жұмысқа қанағаттану және ауысу ниетінің себептерін анықтау үшін салыстырмалы түрде аз зерттеулер жүргізілді. Зерттеу сандық зерттеу әдісін қолданды және өзін-өзі басқаратын құрылымдық сауалнама Оңтүстік Африканың Солтүстік-Батыс провинциясының айналасындағы 250 қатысушыдан деректерді жинау үшін пайдаланылды. Деректерді талдау үшін әлеуметтік ғылымдарға арналған статистикалық пакет (SPSS) пайдаланылды. Пайдаланылған статистикалық сынақтарға сипаттамалық статистика, Кронбах альфасы және Спирменнің дәрежелік корреляциясы жатады. Зерттеу нәтижелері трансформациялық көшбасшылық пен қызметкерлердің жұмысқа қанағаттануы арасындағы оң корреляцияның әсер ету көлемінің шамалы болуға бейім екенін немесе іс жүзінде маңызды корреляцияның ($r = .228$) жоқтығын көрсетті, ал трансформациялық көшбасшылық пен кадрлық ауысу ниеті арасындағы теріс корреляцияның шамалы бейімділігі барын немесе іс жүзінде маңызды корреляцияның болмауын ($r = -.091$) көрсетті. Мемлекеттік сектордың басшылары қызметкерлерге ұйыммен байланысуға көмектесу үшін жұмысқа қанағаттану мен айналымға көбірек көңіл бөлуі керек. Зерттеу сонымен қатар болашақ зерттеулерге ұсыныстар берді. Зерттеу нәтижелері Оңтүстік Африкадағы мемлекеттік сектор ұйымдарындағы қызметкерлердің оң көзқарасы мен жұмыс ортасын қамтамасыз еткісі келетін жоғары лауазымды тұлғалардың трансформациялық көшбасшылық қасиеттерінің маңыздылығын қолдайды.

Түйін сөздер: трансформациялық көшбасшылық, қызметкерлер, жұмысқа қанағаттану, жұмыс күшінің ауысу ниеті, Оңтүстік Африка, мемлекеттік сектор.

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Исследование влияния трансформационного стиля лидерства на удовлетворенность работой и намерение сменить место работы сотрудников государственного сектора Южной Африки

В данном исследовании авторы стремились изучить влияние трансформационного стиля лидерства на удовлетворенность работой и намерение сменить место работы сотрудников государственного сектора Южной Африки. Примечательно то, что в Южной Африке до сегодняшнего момента было проведено сравнительно мало исследований, направленных на выявление причин удовлетворенности работой и намерения сменить место работы сотрудников государственного сектора. В исследовании применен количественный исследовательский подход, а также самостоятельно заполняемый структурированный вопросник для сбора данных от 250 участников по всей северо-западной провинции Южной Африки. Для анализа данных использовался статистический пакет для социальных наук (SPSS). Используемые статистические тесты включают описательную статистику, альфу Кронбаха и ранговую корреляцию Спирмена. Результаты исследования показали, что положительная корреляция между трансформационным лидерством и удовлетворенностью работой сотрудников склоняется к небольшому размеру эффекта или отсутствию практически значимой корреляции ($r = .228$), в то время как отрицательная корреляция между трансформационным лидерством и намерением сменить место работы кадров склоняется к небольшому эффекту или отсутствию практически значимой корреляции ($r = -.091$). Руководители структур государственного сектора должны уделять больше внимания удовлетворенности работой и текучести кадров, чтобы оказать содействие сотрудникам в их установлении связи с организацией. По итогам исследования также были представлены рекомендации для будущих исследований. Результаты исследования подтверждают значимость признаков трансформационного лидерства у ведущих должностных лиц в организациях государственного сектора в Южной Африке, которые хотели бы способствовать позитивному настрою сотрудников и рабочей среде.

Ключевые слова: трансформационное лидерство, сотрудники, удовлетворенность работой; намерение кадров сменить место работы, Южная Африка, государственный сектор.

Introduction

The modern-day organisational environment has shaped the call for new styles of leadership to inspire positive transformation and enhancement (Sart, 2014). Transformational leadership is the most common leadership style that can be adapted to improve modern-day organisational work performance (Khan & Varshney, 2013; Mohamed et al., 2016). Transformational leadership style refers to the practice that management in an organisation adopts to convert organisational values into actions, vision into realities, difficulties into innovation, separation into harmony, and risk into rewards (Kouzes & Posner, 2012). Transformational leadership is considered as a style of leadership that motivates lower-level employees to be engaged, committed, and satisfied, with no intention of leaving the organisation (Kouzes & Posner, 2012).

According to the National Development Plan Vision 2030, although the transition of the South African economy from the apartheid leadership styles to the democratic state leadership style has been a success, the country is still in need of transformational leadership style and public leadership roles in its public sector departments. With all these challenges, the country needs a breed of leadership which is visionary, developmentally oriented, innovative, empowerment-oriented, and supportive. According to leadership theories, one of the differentiating characteristics of transformational leadership style is to effectively create an ideal vision or goal for the department or organisation (Bryman, 1992; Conger & Kanungo, 1988; Yukl).

The degree of job satisfaction and turnover intention of employees is more significantly dependent on the transformational leadership style and public leadership roles. Moreover, leadership is vital to job satisfaction and turnover intention of employees, and has a substantial impact on organisational performance, efficiency, and behavioural outcomes (Amankwaa & Anku-Tsede, 2015). It is crucial to achieve job satisfaction among employees and to reduce turnover to retain productive and efficient employees, especially in public sector entities (Long et al., 2014:117). Employees' rate of job satisfaction and high rate of turnover intention have become significant concerns in public sector departments because of the impact thereof on productivity, the quality of products or services and therefore on profitability (Mehreza & Bakria, 2019).

Transformational leadership style has been linked to employees' positive outcomes and encourages employees to obtain higher-order requirements like self-realisation and self-worth (Khan & Khan, 2016). Other scholars (Brown & Treviño, 2006; Newman et al., 2015; Qing et al., 2019) posit that transformational leadership is a vital resource to the organisation as it is positively and significantly related to the motivation and job satisfaction, performance, and commitment of employees. Purba, Oostrom, Born, and Van der Molen (2016) found that the trustworthiness of leaders in an organisation has an impact on relationships between leaders and employees.

This article focuses on one of the aspects has not been investigated, of the influence of transformational leadership style on employees' job satisfaction and turnover intention in South Africa Public Sector. This study seeks to find out from employees' perspective whether the leadership style is among the many factors for the low job satisfaction and high turnover intention. Consequently, the research question which this study seeks to answer is: Is there an interconnection between transformational leadership style, job satisfaction and turnover intention?

Literature review

Theoretical framework

The transformational leadership theory provides an understanding of the duality that leaders face in current organisational settings (Mitiku, Hondeghem & Troupin, 2017; Trottier, Van Wart & Wang, 2008). Transformational leadership is focused upon securing of changes in the organisation through interactive dealings between the leading person and other role players (Van Wart, 2013). Compared to other leadership theories, transformational leadership is focused upon the needs and input of employees with the aim to transform the organisational workforce into leaders by empowering and inspiring them (Khan & Khan, 2016).

Transformational theory, also known as the relationship theory, places emphasis on the relationship between organisational leaders and the workforce (Amanchukwu, Stanley & Ololube, 2015). Khan and Khan (2016) concur that transformational leadership will elevate motivation and ethical standards for both the employees and leaders, based on shared values, beliefs and goals. This theory explains that leadership is a process by which leaders motivate, inspire and engage employees by assisting them to reach their potential. A relationship might be created that will lead to job contentedness and motivation, so that employees would become committed to the organisation (Amanchukwu et al., 2015).

Transformational leadership

Transformational leadership is considered as a style of leadership that motivates lower-level employees to be engaged, committed, and satisfied, with no intention of leaving the organisation (Kouzes & Posner, 2012). Transformational leadership style and actions have been found to have a significant positive effect on enhancing employees' work performance behaviour, thereby increasing the general organisational performance (Ali et al., 2014; Mohamed et al., 2016). According to Al-Ababneh (2013), leadership style is described as the form of behaviour portrayed by line managers in an organisation during working with and through others, as they perceive it.

According to Ariyabuddhiphongs and Kahn (2017), transformational leadership style can be regarded as the most important factor to create a high level of job satisfaction and a lower turnover intention. Opposite to that, Long et al. (2012) argue that a transformational leader is a calibre of leader with the ability to inspire, stimulate and transform subordinates to strive harder to accomplish beyond expectations. Amankwaa and Anku-Tsede (2015) are of the opinion that a transformational leadership style will assist in motivating both the line managers and employees at a moral level and will create a better prospect for organisational growth. Tummers and Knies (2015) contend that a transformational leadership style does not complement the precise aspects of public leadership roles in public section organisations.

Characteristics of transformational leadership

Transformational leadership shows various characteristics, of which each of them has a unique impact on different employee workplace attitudes and behaviour, such as work engagement, job satisfaction, turnover intention and job performance (Ali, Lodhi, Orangzab, Raza & Ali, 2018). According to Hart and Quinn (1993), efficient leaders are described as visionary, inventive, energetic, and participatory. Their personalities show charisma, and they do not shy away from transformation. Their leadership style is aimed at empowerment and motivation of others. Saloni (2019) revealed that the three main leadership competencies for the survival of an organisation are the ability of the leaders to be aware of the reality of a situation, and to react effectively on the perceived reality, even in the absence of resources to evaluate important consequences carefully. The abilities to rapidly learn from previous practical knowledge gained and to include such lessons into future for execution are equally important. Long et al. (2012) identify four types of transformational leadership behaviour or characteristics, namely idealised influence, inspiring motivation, intellectual urge, and individualised consideration.

Idealised influence, also known as charismatic influence, attributes or behaviour refers to transformational leaders with consistent underlying ethics, principles, and values. They view the needs of others as more important than their own and are prepared to share risks with other people (Sart, 2014). Transformational leaders with idealised influence show sensitive concerns and awareness of employees' needs, such as job satisfaction (Jung & Chow, 2008; Khan & Khan, 2016). According to Mitiku et al. (2017), idealised influence refers to attributes of leaders which inspire people led by them to follow in their footsteps, while their confidence and loyalty are stimulated.

Inspirational motivation provides a source of morale boosting and challenges employees to reach a set of organisational goals (Khan & Khan, 2016:4). More specifically, inspirational leadership captures a transformational leader's ability to create passion, positive attitudes, and team spirit. Others are inspired to see in their mind's eye a promising future and purpose, and challenge provided within their work (Mitiku et al., 2017:368).

Followers who are stimulated intellectually will be encouraged to become more creative and original regarding problem-solving skills (Khan & Khan, 2016). Transformational leaders encourage people to utilise different approaches to situations or difficulties they experience; to look from a different angle, for example by investigating intrinsic presumptions so that difficulties can be reframed (Mitiku et al., 2017:368).

Transformational leaders support their followers by encouraging training and mentoring activities aimed at accomplishment of full potential (Van Wart, 2013). These include provision of opportunities to improve knowledge. Individuals' needs for development and accomplishment receive attention and a helpful atmosphere to improve learning and development is established (Sun & Anderson, 2012).

Employees' job satisfaction

Job satisfaction represents an employee's positive experience of various factors such as remuneration, chances for promotion, co-workers and the work as such, which encourage an employee to work efficiently (Agarwal & Sajid, 2017:129). Research has shown that employees' level of job satisfaction is mostly related to leadership style as well as organisational value standards like job performance, frequency of absence from work and turnover (Judge, Parker, Colbert, Heller & Llies, 2001). Bowling et al. (2018) argue that job contentment is vital for success in the organisation, because it is related to valued organisational standards, such as job performance, frequency of absence from work, and turnover. Moreover, employees' dissatisfaction with their jobs will generate a negative impact on their performance and subsequently result in higher turnover intention.

When the combination of intrinsic/motivators and extrinsic/hygiene under which employees work is conducive, the employees will always be satisfied with their jobs (Ohunakin et al., 2016). Conversely, Alshmemri, Shahwan-Ak, and Maude (2017) assert that motivational factors from line managers and potential regarding earnings are the most critical factors that satisfy employees in an organisation. Eason, Mazerolle, Monsma and Mensch (2015) reason on the other hand that dissatisfaction with a job is a primary predictor of turnover intention of employees. Other scholars (Cakmak et al., 2015:30; Yigit, Dilmac & Deniz, 2011) believe that the assurance of life satisfaction is one of the most important factors to assure that people's lives are contented, and that the meaningfulness of their lives will improve. Cakmak et al. (2015:30) support this view in the way that one manner for a person to obtain life satisfaction is to experience satisfaction in the area where they are mostly present, namely their life at the workplace; therefore, job satisfaction makes it possible to enjoy life satisfaction.

Research identified various factors contributing to employees' motivation or satisfaction in the workplace (Khan et al., 2010). These factors include personal morale, positive interconnections, and management built on insight in individual and group behaviour. All these factors are realised through interpersonal skills like 'motivating, counselling, leading and communicating' (Khan et al., 2010; Weihrich & Koontz, 1999). Ward (2019) explains that job satisfaction can be divided into two affective components: employees' feelings regarding certain work facets and overall feelings of job satisfaction.

Facets of job satisfaction

The importance of job satisfaction has been questioned in organisational research (Bowling, Wagner & Beehr, 2018). The various facets of job satisfaction evaluate employees' attitude towards aspects of their job. The most common facets of satisfaction attracting attention to be researched are the job as such, supervision, co-workers, payment, and promotional opportunities (Bowling et al., 2018). Ward (2019:61) explains that individual employees will evaluate facets of their job before deciding whether he or she is satisfied with the job. Research has found that each of these five facets of job satisfaction is highly reliable and consistent for measuring employees' job satisfaction. Furthermore, each of these facets was positively related to global job satisfaction, and negatively related to employees' turnover intention (Bowling et al., 2018; Martins & Proenca, 2012).

Regarding the job as such, studies have also found that employees' job satisfaction positively correlates with employees' favourable cognitive beliefs about whether their current job provides opportunities for prestige, personal growth, and job security (Bowling et al., 2018; Storbeck & Clore, 2007). One of the apparent predictors or facets of employees' job satisfaction is how well employees are treated by their direct supervisor (Bowling et al., 2018:388). Earlier studies showed that social support from supervisors will be positively correlated, while mistreatment by a supervisor will correlate negatively with employees' satisfaction (Duffy, Ganster & Pagon, 2002).

Prior research predicted that employees' level of satisfaction with co-workers is to some extent resulting from the interpersonal treatment they receive from co-workers (Bowling et al., 2018). In this regard, social support from co-workers is anticipated to relate positive to the level of job satisfaction, while mistreatment from co-workers is anticipated to relate negative to employees' level of job satisfaction.

Employees' satisfaction with payment is related to an individual's perception of the organisation's administration policies and perceptions of fairness regarding payment (Williams, McDaniel & Nguyen, 2006). Cakmak et al. (2015:30), argue that if employees perceive that they are being rewarded less, even though they are working more, they will develop a negative attitude towards their colleagues, managers and work as well as dissatisfaction in their jobs.

Based on organisational justice theory (Colquitt, 2012), satisfaction with promotional opportunities is expected to result from the perceived fairness with which promotions are awarded within one's organisation. It is therefore predicted that promotion-focused distributive justice and promotion-focused procedural justice (Beehr, Nair, Gudanowski & Such, 2004; Webster & Beehr, 2013) would both be positively related to the FSS promotion subscale.

Turnover intention

Employees are a valuable and productive resource for any organisation, and they play an essential role in the sustainable growth and development of an organisation (Singh, 2019). However, one of the most challenging tasks for leaders in an organisation is to retain existing employees. Organisations risk losing large sums of money due to employees' voluntary turnover rates (Purba et al., 2016). Traditionally, studies showed that negative job attitudes, such as low levels of job satisfaction, are the most important causes of employees' turnover intention (Harman et al., 2007:51). Employees' turnover intention is regarded as the actual behaviour of an employee voluntarily quitting the organisation (Yang et al., 2019). Ngo-Henha (2017:2760) describes it in yet another way by stating that employee turnover refers to a situation where an employee in an organisation ceases to be a member of the organisation. Scholars have shown that employees' actual turnover behaviour is positively related to their turnover intention (Lee, Ha-Brookshire, 2017:465; Yang et al., 2019:2).

Employees' turnover intention has been found and identified as a strong predictor of actual turnover that will always have a negative impact on the organisation (Bryant & Allen, 2013; Erat et al., 2012). Gatling, Hee Jung and Jungsun (2015) argue that although actual employees' turnover is influenced by difficult circumstances in the workplace, employees' turnover intention is related to employees' intention to quit their current organisation due to perceived management behaviour as well as withdrawal behaviour such as inadequate performance in the workplace and poor attendance.

Reasons for employees' turnover intention

An organisational workforce always needs guidance and direction. Ahmed et al. (2016) suggest that an effective leadership style and role might assist the organisation in lessening the incidence of employees' turnover intention in their respective organisation. Employee turnover can either be voluntary or involuntary and can be affected by leadership styles and roles (Ali, Jan & Tariq, 2014). Involuntary employee turnover is the termination of employees' services initiated by the organisation, while voluntary turnover is termination of services initiated by the employee (Greyling & Stanz, 2010). Ngo-Henha (2017) classified employees' turnover intention into three different categories, namely: unavoidable turnover, desirable turnover, and undesirable turnover. Ngo-Henha (2017) further explains that undesirable employees' turnover intention might occur due to retirement, sickness, or family matters, while desirable turnover applies to incompetence of employees. Contrasted to that, undesirable turnover can also occur when competent, skilled, and talented employees intend to quit the organisation against the will of their leaders.

Employees' reasons to leave an organisation are different, and may be ethical, personal, cultural, professional, and technological, and/or because of job dissatisfaction (Ziy-Ur-Rahma, Lavanya & Devi, 2018). On the other hand, Erat et al. (2012) reveal in their study that employees' turnover intention is influenced by factors such as employees' decision to quit the organisation, management's attitudes towards performance management, outside job demands, job satisfaction, remuneration, job enrichment and stability. Ahmed et al. (2016:88) found that employees' turnover intention is influenced by factors such as organisational stability, leadership style and roles, remuneration level, the industry, working conditions, training, and supervision.

Scholars have revealed that employees' turnover intention can be considered by an organisation as an effective substitution for actual force turnover (Jaros et al., 1993; Muliawan et a., 2009; Tett & Meyer, 1993). Bothma (2011) proclaims that employees' turnover intention can also be influenced by personal and contextual factors such as alternative employment opportunities and the external job market. Harman et al. (2007) endorse that expectation of outcomes such as low earnings potential and promotional opportunities are motivations behind employees' turnover intentions.

Research has mostly focused on negative workplace attitudes such as low levels of job satisfaction (Harman et al., 2007), and ineffective leadership style and role (Arwa, 2017). Ethical, personal, cultural, professional, and technological factors (Ziy-Ur-Rahman et al., 2018), and management attitudes towards performance management (Erat et al., 2012) can be considered as motivational factors for employees' turnover intention. There is a need to investigate the influence of positive factors such as transformational leadership style and public leadership on employees' turnover intention. In addition, factors such as achievement of personal work-related goals that suit employees' personal needs to a greater extent should also be considered.

Transformational leadership style and employees' job satisfaction

It is broadly accepted that transformational leadership is the 'most effective' form of leadership. The effectiveness thereof encourages employees' organisational commitment and work engagement and motivates them to act in ways which are to the advantage of the organisation and its interested parties (Bottomley, Mostafa, Gould-Williams & Leon-Cazares, 2016; Mostafa, 2019; van Knippenberg & Sitkin, 2013).

The styles of leadership have significant influence on the behaviour of employees (Bennett, 2009; Karsten et al., 2009; Holmes et al., 2013:804). Cakmak et al. (2015) found in their study that there is indeed a positive medium-level association between transformational leadership style and employees' level of job satisfaction. Saleem (2015) supports these findings and further elaborates that transformational leadership is positively associated with job satisfaction. This implies that transformational leaders can bring about changes in the psychological frames of mind of members of the organisation because of their stimulating and motivating behaviour.

Transformational leadership style and employees' turnover intention

Transformational leadership enhances the outcomes of employees (Mostafa, 2019). De Gennaro (2018) found in Italian context that, when line managers in public sector institutions are confronted with on-going changes, they act as transformational leaders and display the objectives of the ability to influence inherent motivations to ensure acceptance of the change. By doing so, employees in an organisation can be convinced to perceive the changes as to the benefit of administration.

Compared to the public leadership roles, transformational leadership style is known as a leadership style or role model whom employees respect, trust and try to compete with (Carmeli et al., 2013). Transformational leaders are caring and concerned about their subordinates and treat them fairly; therefore, they have good relationships with their subordinates. Factors like meaningfulness of communication trust between all parties and frankness support these relationships (Mostafa, 2019). Transformational leaders promote teamwork and unity within groups and friendship. Stronger connections between group members are formed as a result.

According to Bottomley et al. (2016), transformational leadership inspires employees to surpass their projections regarding work. The more complex psychological needs of followers are fulfilled, and their potential is developed. Mostafa (2019) supports this view in the way that transformational leadership raises the level of association of employees with their work. The feeling that their contributions to the organisation are valuable is enhanced. Increased satisfaction and involvement with a person's job will most probably be achieved. As a result of all the above-mentioned factors employees will maintain higher levels of flexibility, strength, and excitement while they are working. Gyensare, Kumedzro, Sanda and Boso (2017) found in their study that transformational leadership had a negative connection to voluntary turnover intention (= -.16,p < 0.01). The results of a study by Park and Pierce (2020:6) showed that turnover intention was directly predicted by transformational leadership (β =−0.210; p≤ 0.01). It was shown that transformational leadership style practised by local office directors could directly be connected to a negative and direct influence on the turnover intentions of child welfare workers.

Research design and methods

This study design and data collection method were determined by the need to gather sufficient data to investigate the influence of transformational leadership style on employees' job satisfaction and turnover intention in the South Africa Public Sector. Quantitative research was considered suitable for this research study as it supports the positivist paradigm. Quantitative research approach gives a quantitative or numerical description of trends, attitudes, or opinions of a population by studying a sample of the population (Creswell, 2014).

Population, sample and sampling technique

Hennink, Hutter and Bailey (2011) mention that the target population for a research study should be aimed at respondents with specific, applicable knowledge and experience to probably contribute to more insight into the phenomenon being investigated. The target population for this study comprises of all employees from levels 1-12, excluding management levels in selected public sector departments in the North West region of South Africa. The total population from levels 1-12 was 786.

A convenience sampling technique was used to test the unit of analysis for this study. A representative sample of the population for the research was calculated by using Krejcie and Morgan's (1970) work on determination of the size of a sample. The study embraced the relation:

$$n = \frac{p(1-p)N.X^2\alpha(1)}{d^2(N-1)+p(1-p)X^2(1)}$$

Where
n =sample
Proportion, p = 0.50 (for maximization)
N = Total population
d = Error margin (Degree of accuracy) = 5% = 0.05

$\chi^2_\alpha(1) = \chi^2_{0.05}(1) = 3.841$, and *p*=5%=0.05.

Using the Total population, N, of 786 employees, the approximate total of the minimum sample size was provided by:

$$n = \frac{0.5(1-0.5)(786)(3.841)}{0.05^2(786-1)+0.5(1-0.5)(3.841)} = \frac{754.7565}{2.9228} = 258$$

To attain the objectives of the study, a total of 258 questionnaires were distributed to the respondents.

Data collection

Self-administered survey questionnaires were used to collect data for this study. A survey questionnaire was considered appropriate for this research study because respondents tend to be more honest in their responses regarding contentious matters, specifically because their responses are anonymous (Kabir, 2016). The questionnaire consisted of closed-ended questions that prompted the respondents to choose an option from a predefined list. Closed-ended questions were considered appropriate for this study as respondents could respond to the questions in a truthful way, and the responses could be easily coded and statistically analysed. The survey questionnaire consisted of the following four sections.

Section A: Demographic characteristics.

This section consisted of seven questions. The section collected data for a statistical purpose relating to participants' demographic characteristics such as gender, age group, job level, unit and geographical location.

Section B: Transformational leadership survey

This section consisted of seven items adapted from the transformational leadership survey instrument based on the Global Transformational Leadership Scale (GTL) (short version) developed by Carless, Wearing and Mann (2000). Data were collected from participants with regard to their perceptions towards their team leader. Each item was anchored by a five-point Likert-type response. Participants were asked to rate their responses by indicating with an 'X' the number that reflected each response the best, namely: 1 = never, 2 = rarely, 3 = sometimes, 4 = very often and 5 = always.

Section C: Employees Job satisfaction

This section collected data about the participants' levels of job satisfaction in their current job. Each item was anchored by a five-point Likert-type response. Participants were asked to indicate the extent of their disagreement or agreement with each statement. To respond to the items, they had to mark the number picturing their response the best, with an 'X', namely: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree. The job satisfaction survey instrument was adapted from the Facet Satisfaction Scale (FSS) introduced by Beehr *et al*. (2006). Five items were used per subscale to evaluate satisfaction with general facets of (a) work as such; (b) supervision; (c) co-workers; (d) remuneration, and (e) opportunities to be promoted.

Section D: Turnover intention survey

This section examined respondents' intentions to continue working for their respective Public Sector Departments. Respondents had to indicate how often they would undertake certain actions. The turnover intention survey instrument with the coding of the Likert scale ranging from 1 = never, 2 = seldom, 3 = sometimes, 4 = often was adapted from the validation of the turnover intention scale introduced by Bothma and Roodt (2013). Turnover intention has been measured by using the short version six item scale adapted from the 15 item scale originally established by Roodt (2004).

All respondents were required to reply to an identical list of questions to prevent any biases that might have arisen and to generate valuable data as required for achievement of the objectives of the study. The researcher personally administered the questionnaire to all the selected participants for the study. Permissions to conduct research in public sector departments were collected from relevant authorities. After permission had been granted, the researcher approached the participants and briefly explained the objectives of the study to them before distributing the survey questionnaire. Respondents had to complete the questionnaire within two days' time. The researcher then collected the completed questionnaires for later analysis.

A total of 258 questionnaires were handed out to respondents. 250 completed questionnaires have been returned, representing 96.9% response rate. Eight questionnaires, rendering a response rate of 3.1%, have not been returned. A high response rate has been achieved because the researcher and four other colleagues were involved in the administering process of the questionnaire. The 250 completed questionnaires were checked for missing data by making use of the procedures recommended by Schlomer, Bauman and Card (2010). No missing data have been identified. The completed questionnaires have been analysed by using SPSS.

Results and discussion

Demographic characteristics

The analysis reveals that the majority (60.0%) of the respondents were female, while 40% were males. It has further been revealed that almost half (45.2%) of the respondents were between the ages of 40-49 years, representing a mature labour force, according to Bothma and Roodt (2013). Less than one per cent (0.4%) were above the age of 59 years. The reason for the low response rate of the age group above 59 years is because the target population for this study excluded employees at top management levels (i.e., position above level 12).

In terms of the post level category, more than four fifths (82.0%) of the respondents have been occupying a post between level 5 to level 8, with only a few (2.8%) of the respondents occupying a position between level 1 to 4, as shown in Table 4.1. With regard to the number of service years in the public service, the majority (42.2%) of the respondents have been working there ranging from 10 to 19 years. Only a few (1.6%) of them have been working for more than 39 years.

From Table 4.1, it can be deduced that almost one third (31.2%) of respondents held a national senior certificate/matric and another third (31.2%) a degree or diploma. On the other hand, only a few (0.8%) held a master's degree or other qualification (2.0%) respectively.

Almost a quarter (24.0%) of the respondents were working at the Dr Kenneth Kaunda office and almost another quarter (23.2%) at the Regional office. Almost an equal proportion of the respondents were working at the Bojanala (18%) and Dr Ruth Segomotsi Mompati (18.4%) offices. The majority (70.0%) of the respondents were working in the grant administration section, while the remainder of the respondents were working in the corporate services (10.0%), finance (9.2%); general admin (6.4%), and other sections (4.4%).

Descriptive analysis of variables

This section contains a descriptive analysis of transformational leadership, public leadership roles, job satisfaction and turnover intention.

Descriptive analysis of transformational leadership

Section B of the questionnaire measured the respondents' perceptions of the seven types of leadership behaviour of their managers as explained by

Carless *et al*. (2000). Respondents had to indicate the number that represented their response the best. A five-point Likert scale was used, indicating: 1 = never, 2 = rarely, 3 = sometimes, 4 = very often, and 5 = always, as shown in Table 1.

The combined responses reveal that in total, 46.4% of the respondents indicated that their managers very often or always communicated an explicit and progressive vision of the future (M = 3.33; SD = 1.373). Almost half (49.6%) of the respondents specified that their managers very often or always treated staff as separate persons, and promoted and inspired their development (M = 3.35; SD = 1.345). 49.2% of the respondents indicated that their managers very often or always gave encouragement and recognition to staff (M = 3.23; SD = 1.417). Additionally, 48.4% of the respondents were of the opinion that their managers very often or always fostered confidence, involvement and collaboration among team members (M = 3.21; SD = 1.352), while 46% indicated that their managers very often or always inspired innovative thinking about problems and questioning of presumptions (M = 3.14; SD = 1.307). Furthermore, 44.4% of the respondents indicated that their managers were very often or always clear about their values and acting according to their personal articulated principles and values (M = 3.19; SD = 1.3141). Finally, 42% of the respondents indicated that their managers very often or always instilled a feeling of dignity and respect in others and motivated them because of their own example of competency (M = 3.11; SD = 1.352).

Table 1 – Participants' perceptions of the transformational leadership behaviour of their managers (N=250)

Scale and items		Mean	SD	Never	Rarely	Sometimes	Very often	Always
Transformational leadership style scale								
1	Communicates a clear and positive vision of the future	3.33	1.373	14.4	12.0	27.2	18.8	27.6
2	Treats staff as individuals. Supports and encourages their development	3.35	1.345	14.4	10.8	25.2	24.8	24.8
3	Gives encouragement and recognition to staff.	3.23	1.417	19.2	10.8	20.8	26.4	22.8
4	Fosters trust. Involvement and cooperation among team members	3.21	1.352	16.0	15.2	20.4	28.8	19.6
5	Encourages thinking about problems in new ways and questions assumptions	3.14	1.307	16.4	14.8	22.8	30.8	15.2
6	Is clear about his/her values and practices which he/she preaches	3.19	1.314	13.6	18.0	24.0	24.8	19.6
7	Instils pride and respect in others and inspires me by being highly competent	3.11	1.384	17.2	17.6	23.2	20.8	21.2

Descriptive analyses of the public leadership roles

Section C of the questionnaire measured the respondents' perceptions of the types of behaviour of their managers in public leadership roles. Respondents had to indicate the number that represented their response the best. A five-point Likert scale indicated: 1 = never, 2 = rarely, 3 = sometimes, 4 = very often and 5 = always, as shown in Table 2.

The frequencies reveal that most (66.0%) of the participants indicated that their managers sometimes, very often or always encouraged them to explain their actions to various stakeholders (M =3.16; SD = 1.363). 74.0% of the respondents indicated that their managers sometimes, very often or always encouraged them to inform stakeholders of their ways of working (M = 3.35; SD = 1.306), and 67.6% of the respondents indicated that their managers sometimes, very often or always provided them an opportunity to throw light on their ways of doing for involved parties' understanding (M = 3.17; SD = 1.397). Moreover, the majority (81.2%) of the respondents indicated that their managers sometimes, very often or always emphasized the importance of answering questions from clients (M = 3.74; SD = 1.259). 75.2% of the respondents indicated that their managers sometimes, very often or always strived to make sure that actions of their organisational units are shared in an open and honest way with other people (M = 3.44; SD = 1.388). 76.4% of the respondents indicated that their managers sometimes, very often or always encouraged them that the rationale behind some decisions taken have to be made clear to interested parties (M = 3.52; SD = 1.330).

Furthermore, the category responses indicated that 84.88% of the respondents specified that their managers sometimes, very often or always emphasised to them the importance to abide by the law (M = 3.91; SD = 1.226). 84.4% of the respondents stipulated that their managers sometimes, very often or always provided them with methods to follow rules and regulations stipulated by government, correctly (M = 3.92; SD = 1.236). 83.6% of the respondents indicated that their managers sometimes, very often or always emphasised that they should carry out government policies properly (M = 3.84; SD = 1.277), while 78.4% of the respondents indicated that their managers sometimes, very often or always ensured that they follow the rules accurately and properly (M = 3.62; SD = 1.401).

Table 2 reveals that 54.4% of the participants indicated that their managers never or rarely did not encourage them or their co-workers to act in accordance with political decisions, even when interested parties questioned their behaviour in that regard (M = 2.45; SD = 1.414), while 55.6% of the respondents indicated that their managers never or rarely encouraged them and their co-workers not to endanger associations with political leaders, in spite of possible risks involved (M = 2.39; SD = 1.469). 57.6% of the respondents indicated that their managers never and rarely encouraged them and their co-workers to carry out political decisions, in spite of the possibility of more responsibilities involved (M = 2.34; SD = 1.423). The majority (66.8%) of the respondents stated that their managers never or rarely encouraged them and their co-workers to support decisions made on the basis of political preference, notwithstanding possible weaknesses (M = 2.06; SD = 1.311). 62.4% of the respondents indicated that their managers never or rarely encouraged them or their co-workers to promote political decisions, even when they realise drawbacks (M = 2.23; SD = 1.420).

Finally, the combined responses reveal that 66.0% of the respondents indicated that their managers sometimes, very often or always encouraged them to maintain various contacts with other organisations (M = 2.92; SD = 1.499). In total 74% of the respondents indicated that their managers sometimes, very often or always encouraged them to put considerable energy into exploring new contacts (M = 3.05; SD = 1.418). 65.6% of the respondents indicated that their managers sometimes, very often or always, or never or rarely motivated them and their co-workers to collaborate with people from their networks on a regular basis (M = 3.16; SD = 1.487). 65.2% of the respondents indicated that their managers sometimes, very often or always motivated them and their co-workers to establish numerous contacts with people from other departments than their own (M = 3.08; SD = 1.456). The majority (51.2.%) of participants' managers encouraged them and their co-workers to familiarise other people with contacts on their personal networks (M = 2.58; SD = 1.316), while 66% of the respondents indicated that their managers sometimes, very often or always encouraged them and their colleagues to act as key players between different organisations (M = 3.05; SD = 1.392).

Table 2 – Participants' perceptions of the leadership roles of their managers (N=250)

Scales and items		Mean	SD	Never	Rarely	Some-times	Very often	Always
Accountability leadership								
1	Encourages my colleagues and me to explain our actions to various stakeholders	3.16	1.363	15.6	18.4	21.6	23.6	20.8
2	Encourages us to inform stakeholders of our way of working	3.35	1.306	11.6	14.4	26.0	23.6	24.4
3	Provides us with the opportunity to explain our behaviour to stakeholders	3.17	1.397	18.4	14.0	20.4	26.4	20.8
4	Emphasises that it is important that we answer questions from clients	3.74	1.259	6.4	12.4	20.0	23.6	37.6
5	Strives to ensure that we openly and honestly share the actions of our organisational unit with others	3.44	1.388	15.2	9.6	20.0	26.8	28.4

Continuation of the table

	Scales and items	Mean	SD	Never	Rarely	Some-times	Very often	Always
6	Encourages us to explain to stakeholders why certain decisions were taken	3.52	1.330	10.8	12.8	20.8	25.2	30.4
	Rule-following leadership							
7	Emphasises to my colleagues and me that it is important to follow the law	3.91	1.226	5.2	9.2	20.8	18.8	46.0
8	Gives my colleagues and me the means to properly follow government rules and regulations	3.92	1.236	5.2	10.4	18.0	20.0	46.4
9	Emphasises that my colleagues and I should carry out government policies properly	3.84	1.277	8.0	8.4	17.6	24.0	42.0
10	Ensures that we accurately and properly follow the rules	3.62	1.401	13.2	8.4	19.2	21.2	38.0
	Political loyalty leadership							
11	Encourages my colleagues and me to support political decisions, even when other stakeholders confront us with it	2.45	1.414	38.8	15.6	18.0	17.2	10.4
12	Encourages me and my colleagues not to jeopardise the relationship with political heads, even if that entails risks	2.39	1.469	44.8	10.8	16.8	16.0	11.6
13	Encourages me and my colleagues to implement political decisions, even if that means undertaking additional responsibilities	2.34	1.423	43.6	14.0	18.0	13.6	10.8
14	Encourages me and my colleagues to defend political choices, even if we see shortcomings.	2.06	1.311	52.0	14.8	14.4	12.8	6.0
15	Encourages me and my colleagues to support political decisions, even when we see downsides.	2.23	1.420	47.6	14.8	16.0	10.4	11.2
	Network governance leadership							
16	Encourages me and my colleagues to maintain many contacts with other organisations	2.92	1.499	27.6	11.2	25.6	13.2	22.4
17	Encourages me and my colleagues to invest substantial energy in the development of new contacts	3.05	1.418	21.2	12.4	28.0	16.8	21.6
18	Motivates me and my colleagues to work together regularly with people from our networks	3.16	1.487	22.4	12.0	16.4	25.2	24.0
19	Motivates me and my colleagues to develop many contacts with people outside our own department	3.08	1.456	23.2	11.6	20.4	24.0	20.8
20	Encourages me and my colleagues to introduce others to contacts on our own networks	2.58	1.316	30.0	18.8	22.4	21.2	7.6
21	My supervisor encourages me and my colleagues to be a key player between different organisations	3.05	1.392	22.0	12.0	20.8	29.2	16.0

Descriptive analysis of job satisfaction

Section D of the questionnaire assessed the job satisfaction levels of respondents. Participants had to indicate their opinion by choosing the number that represented their view the best, namely: strongly disagree = 1, disagree = 2, somewhat disagree = 3, neither agree nor disagree = 4, sometimes agree = 5, agree = 6 and strongly agree = 7. The responses for each category were combined, for example: the disagree category percentage was calculated by adding up the percentages of the strongly disagree, disagree and sometimes disagree categories. The agree category was also combined by adding up the somewhat agree, agree, and strongly agree categories.

The results of descriptive statistics reveal that more than a half (54%) of the participants agreed that they were very pleased with the types of activities that they performed in their jobs (M = 4.56; SD = 1.953). 56.8% of the participants agreed with the statement that they would feel more satisfied with their jobs if they were performing duties different from their current ones (M = 4.69; SD = 1.873). The majority of the respondents (60.4%) agreed that they were more satisfied with the kinds of tasks they were currently performing than with most of the other tasks they have ever performed (M = 4.87; SD = 1.820). Similarly, 60.4% of the respondents agreed that they were satisfied with their tasks performed at work (M = 4.68; SD = 1.829), while 48.4% of the respondents agreed that all in all, they would rather have some other kind of duties in their work (M = 4.25; SD = 1.785).

The combined responses of the descriptive analysis further expose that 54,4% of the respondents agreed that they were very pleased with the way they were being supervised (M = 4.43; SD = 2.019), while 46% of the respondents agreed that they would experience more job satisfaction if their manager had not been working there as well (M = 3.64; SD = 1.998). In total, 43.8% of the respondents agreed that they were more satisfied with their current manager than with almost any manager they had worked for in the past, while 37.8% of the respondents disagreed (M = 4.03; SD = 2.056). More than a half (52.0%) of the participants agreed that they were very satisfied with their manager (M = 4.42; SD = 2.109), while 39.2% of the respondents agreed that they would rather work under another manager (M = 4.00; SD = 2.080).

The combined responses of the items of the co-worker scale revealed that 41.2% of the respondents agreed that they were very happy to work together with their colleagues (M = 4.46; SD = 1.951), while more than one third (38.4%) of the respondents agreed that they would enjoy more satisfaction with their jobs if their colleagues had not been working there too (M = 3.86; SD = 2.092). Only 34.8% of the respondents agreed that they were more satisfied to work together with their colleagues than with almost any colleagues they had ever worked with previously (M = 4.20; SD = 1.955). Almost half (49.6%) of the respondents agreed that they were very satisfied with their co-workers (M = 4.50; SD = 1.998). Furthermore, only 30.4% of the respondents agreed that they would rather work with some other kind of co-workers (M = 3.62; SD = 1.956).

In addition, the combined responses indicate that 48.0% of the respondents disagreed that they were not very happy with the amount of money earned (M = 3.64; SD = 2.149), while 37.2% disagreed that they would enjoy more satisfaction with their jobs if their remuneration were not so insufficient (M = 3.86; SD = 2.124). More than half (54.0%) of the respondents disagreed that they were more satisfied with their current remuneration than almost ever before (3.26; SD = 1.990), and 48% of the respondents disagreed that they were very happy with what they earned (M = 3.62; SD = 2.157). Opposite to that, 54.0% of the respondents agreed that they would rather have earned better payment (M = 4.56; SD = 2.193).

Finally, half (50.0%) of the respondents agreed that they were very happy with the opportunities available for promotion (M = 4.40; SD = 2.113), while 48.8% of the respondents agreed that they would be more satisfied with their jobs if the opportunities for promotion were not so meagre (M = 4.35; SD =2.163). On the other hand, a combined total of 42.8% of the respondents disagreed that they were more satisfied with the current opportunities available for promotion than with almost any previous promotional opportunities in their past (M = 3.77; SD = 2.056). Furthermore, 42.8% of the respondents disagreed that they were very satisfied with, and 41.6% of the respondents disagreed that they were dissatisfied with the opportunities available for promotion (M = 3.98; SD = 2.132). 58.4% of the respondents disagreed that they would rather have more opportunities for promotion (M = 4.67; SD = 1.900).

Table 3 – Participants' job satisfaction levels (N=250)

Scales and items	M	SD	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Sometimes agree	Agree	Strongly agree
Work itself									
1. Overall. I am very pleased with the types of activities that I do on my job.	4.56	1.953	10.4	10.4	8.0	17.2	6.8	32.8	14.4
2. I would be more content with my job if I were doing tasks that are different from the ones I do now.	4.69	1.873	7.2	10.0	10.0	16.0	9.6	30.4	16.8

Continuation of the table

Scales and items	M	SD	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Sometimes agree	Agree	Strongly agree
3. I am more satisfied with the types of work I currently do that with almost any other work I have ever done.	4.87	1.820	7.6	6.8	6.4	18.8	8.8	34.0	17.6
4. All in all. I am very satisfied with the things I do at work.	4.68	1.829	7.2	10.8	7.2	14.4	18.0	27.2	15.2
5. All in all. I would rather have some other kind of duties in my work	4.25	1.785	10.0	10.0	12.4	19.2	16.8	24.0	7.6
Supervision									
6. Overall. I am very pleased with the way my manager supervises me.	4.43	2.019	12.4	11.2	9.2	12.8	12.8	25.6	16.0
7. I would be more content with my job if my manager did not work here.	3.64	1.998	20.8	16.4	8.8	18.8	10.0	17.6	7.6
8. I am more satisfied with my manager than with almost anyone I have ever worked for.	4.03	2.056	11.6	8.0	18.5	12.4	18.1	13.3	11.6
9. All in all. I am very satisfied with this person as my manager.	4.42	2.109	15.6	8.8	7.2	16.4	10.0	22.0	20.0
10. All in all. I would rather work for some other manager.	4.00	2.080	14.4	8.4	21.6	9.2	12.4	17.6	14.4
Co-workers									
11. Overall. I am very pleased to work with my co-workers	4.64	1.951	10.8	7.6	6.0	21.2	13.2	19.6	21.6
12. I would be more content with my job if my co-workers did not work here.	3.86	2.092	18.8	15.6	8.4	18.8	8.0	16.8	13.6
13. I am more satisfied with my co-workers than with almost anyone I have ever worked with before.	4.20	1.955	14.0	10.8	8.0	22.0	10.4	23.2	11.6
14. All in all. I am very satisfied with my co-workers.	4.50	1.998	11.2	9.6	8.8	20.8	8.0	21.6	20.0
15. All in all. I would rather work with some other kind of co-workers.	3.62	1.956	18.4	16.0	15.2	20.0	6.8	13.6	10.0
Pay									
16. Overall. I am very pleased with how much money I earn.	3.64	2.149	23.6	19.2	5.2	12.8	12.0	15.6	11.6

Continuation of the table

Scales and items	M	SD	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Sometimes agree	Agree	Strongly agree
17. I would be more content with my job if my pay were not so low.	3.86	2.124	19.6	16.0	6.0	21.2	8.0	13.2	16.0
18. I am more satisfied with my pay now than I have almost ever been.	3.26	1.990	27.6	18.0	8.4	19.6	7.6	11.2	7.6
19. All in all. I am very satisfied with my pay.	3.62	2.157	23.2	18.8	6.0	18.4	6.8	12.0	14.8
20.All in all. I would rather have better pay.	4.56	2.193	15.6	10.4	2.8	17.2	8.0	19.2	26.8
Promotion									
21. Overall. I am very pleased with my opportunities for promotion.	4.40	2.113	15.2	10.4	6.0	18.0	7.2	23.6	19.2
22. I would be more content with my job if my promotion opportunities were not so poor.	4.35	2.163	15.2	13.6	4.4	18.0	7.6	19.2	22.0
23. I am more satisfied with my opportunities for promotion now than with almost any other promotional opportunities I have ever had.	3.77	2.056	20.8	16.4	5.6	16.4	12.4	20.0	8.4
24. All in all. I am very satisfied with my chances for promotion.	3.98	2.132	19.2	13.6	8.8	15.6	6.8	22.8	13.2
25. All in all. I would rather have more opportunities for promotion.	4.67	1.900	8.4	10.8	6.8	15.6	12.8	28.8	16.8

Descriptive analysis of turnover intention

Section E of the questionnaire measured respondents' intention to leave the organisation over the last nine months. The frequencies revealed that more than 17.6% of the respondents indicated that they never considered leaving their jobs, while 28.4% indicated that they were considering it continuously (M = 3.37; SD = 1.423). Only 15.2% indicated that they were very satisfied, and 28.8% indicated total dissatisfaction with their jobs regarding fulfilment of their personal needs (M = 3.35; SD = 1.407). 9.6% indicated that they were never frustrated if not provided an opportunity in the work situation to realise their personal goals in relation to their work, compared to 36.8% being frustrated at all times (M = 3.59; SD = 1.345). 12% indicated that they have never envisaged another job that would fulfil their personal needs to a greater extent, while 43.2% had done so at all times. (M = 3.80; SD = 1.366). Furthermore, 13.6 % indicated that, should they receive such an offer, they would highly unlikely accept any job at the same remuneration level as currently, compared to 37.2% that would most probably accept such an offer (M = 3.56; SD = 1.405). 16.4% of the respondents indicated that they were always looking forward to another day at work, compared to 26.0% who indicated that they had never done so.

Table 4 – Participants' turnover intention (N=250)

Scale and items		Mean	SD
1	How often have you considered leaving your job?	3.37	1.423
2	How satisfying is your job in fulfilling your personal needs?	3.35	1.407
3	How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals	3.59	1.345
4	How often do you dream about getting another job that will better suit your personal needs?	3.80	1.366
5	How likely are you to accept another job at the same compensation level should it be offered to you?	3.56	1.405
6	How often do you look forward to another day at work?	3.40	1.357

Reliability of the constructs

Cronbach's alpha was used to examine the reliability of the constructs used in this study. Cronbach's alpha coefficient with values of above 0.7 is usually acceptable, and values above 0.6 are acceptable in the instance of exploratory research (Field, 2014). Field (2014) further indicates that, in the initial stages of research, values of 0.5 will suffice, but interpretation should be made with discretion. The reliability for these eight construct was considered satisfactory and acceptable. A summary of the internal consistency results of the constructs used for the study is provided in Table 5.

Table 5 – Construct reliability

Construct	Cronbach's alpha	Number of items
Transformational Leadership	0.94	7
Job Satisfaction	0.71	20
Work itself	0.72	3
Supervision	0.67	5
Co-workers	0.59	3
Pay	0.59	5
Promotional opportunities	0.53	4
Turnover intention	0.76	6

Spearman's rank-order correlation analysis

Spearman's rank-order (hierarchy) correlation analysis was calculated to assess the strength and direction of the linear associations between transformational leadership style and job satisfaction as well as turnover intention. Spearman's rho and p-values of the correlations are shown in Table 1 below. P-values are reported to provide a complete explanation, although these would not be interpreted, since a convenience sample was used instead of a random sample. The interpretation was based on the effect sizes or Spearman's rho, and Cohen's (1988) guidelines for the purpose of interpreting the magnitude of a correlation were used to interpret the Spearman's rank-order correlation. Specifically, a correlation coefficient of ~0.1 was recommended to be considered as a small effect or no practical significant correlation relationship; a correlation coefficient of ~.30 was considered as a medium effect or practically visible correlation, and a correlation coefficient of ~.50 was considered to represent a large effect or practically significant correlation (Gignac & Szodorai, 2016).

A review of Table 1 reveals a positive correlation between transformational leadership and employees' job satisfaction, although leaning towards a small effect size indicated no practically significant correlation (r = .228). There is only a small effect or no practically significant negative correlation between transformational leadership and turnover intention (r = -.091).

Table 6 – Spearman's rank-order correlation analysis between transformational leadership and job satisfaction as well as turnover intention

		Transformational leadership
Job satisfaction	Correlation	$.228^{**}$
	Sig. (2-tailed)	.000
Turnover intention	Correlation	-.091
	Sig. (2-tailed)	.152

Conclusion

The objective of this study was to investigate the influence of transformational leadership style on employees' job satisfaction and turnover intention in the South Africa Public Sector. It could be concluded that respondents had slightly positive perceptions towards the transformational leadership behaviour of their managers. The findings of this research study are in this regard consistent with the findings of a previous study in which employees' perceptions of transformational leadership significantly predicted satisfaction with communication, their jobs, as well as support, encouragement and recognition given to them (Banks, McCauley, Gardner & Guler, 2016). The research findings of Ölçer (2015), revealed that leaders who practice transformational leadership styles are successful to accomplish meaningful higher levels of commitment.

The findings of this study revealed a minor positive interconnection between transformational leadership and employees' job satisfaction, indicative of no practically significant relationship. The findings of the study do not correlate with findings from other studies, according to which transformational leadership style enhances employees' job satisfaction (Sow, Murphy & Osuoha, 2017; Cakmak *et al.*, 2015; Long *et al*., 2014; Saleem, 2015).

This study showed a weak negative interconnection between transformational leadership and turnover intention, which indicates no practically significant relationship. This result differs from the study done by Ölçer (2015), which findings indicated that an effective transformational leadership style increases employees' job satisfaction and decreases their turnover intention. However, other studies revealed a negative correlation between the components of transformational leadership and turnover intention (see Sow *et al*., 2017). Gyensare et al. (2017) also found in their study a negative relation of transformational leadership to voluntary turnover intention (r = -.16).

Managerial implications and recommendations

This study bodes important implications for managerial practices. The research results strengthen the significance of attributes of transformational leadership in leading officers in the public sector organisations in South Africa that wish to promote positive attitudes in employees and their work climate. The managerial implication is that public sector organisations in South Africa seeking a way of increasing employees' satisfaction have to consider paying more attention to their followers' job satisfaction facets and turnover intention to help their followers feeling connected to their working environment. Furthermore, public sector managers should revise the role of their organisational culture, remuneration, adaptable working hours, career progression and communication as possible strategies to reduce employees' turnover intention.

The findings revealed that transformational leadership style and public leadership roles are critical factors having an influence on employees' job satisfaction and turnover intention. Therefore, a significant workplace relationship should be developed in public sector organisations in which transformational leadership style and public leadership roles need to be employed. Another managerial implication is that middle as well as top-level management should attempt to bring about an environment of trust, respect, loyalty and recognition for their workforce as an effect to lessen employees' turnover intention (Gyensare, Anku-Tsede, Sanda & Okpoti, 2016).

On the basis of findings of this research study, specific recommendations are made. Public sector organisations should provide their leaders with leadership training programmes at all levels. Managers should be made aware of the practices and behaviour expected from transformational leadership, for example: the communication of an explicit, positive future vision; behaviour towards staff members as unique persons; to assist and inspire their development by providing morale boosting and acknowledgement; to cherish confidence, involvement and collaboration among team members; to encourage reflection on difficulties innovatively, and to question presumptions. They should be specific regarding values and act according to their articulated principles and values. A feeling of dignity and respect should be instilled in others, and they should be motivated because of their managers' example of competency. Public managers should fulfil their leadership roles effectively and efficiently. In accordance with the recommendations of Tummers and Knies (2015), managers should practice and behave according to the principles and expectations required from the different roles, for example: accountability leadership motivates employees to explain and justify their deeds to different internal and external stakeholders. Public managers should motivate employees to promote the interest of the ruling party. Public managers should promote network governance leadership by motivating employees to engage and work in the best interest of stakeholders. Public managers should demonstrate rule-following leadership by inspiring their employees to always comply with rules, procedures, and policies.

Some of the strategies managers could implement to reduce turnover intention include the offering of market-related remuneration; opportunities to study; benefits and security; opportunity to work in a self-governing way; inclination towards merit; career progression; expedited upward development; effective communication; diversity in the workforce; employment of skilled workers; training and development; flexible work hours; effective leadership, and to create a healthy work culture (Cloutier, Felusiak, Hill & Pemberton-Jones, 2015; Singh, 2019; Al Mamun & Hasan, 2017).

Limitations and areas for future research

The scope of the study was limited within the transformational leadership style as independent variables and their interconnection with employees' job satisfaction and turnover intention as dependent variables in public sector in the North West region of South Africa. A quantitative research approach was employed, and the data collection was limited to a specific region in South Africa, namely the North West region. Furthermore, participants for the study were limited to employees holding posts from levels 1-12, excluding senior management levels. In this regard, the results for the study were not generalised to the entire public sector employees in South Africa.

Future research regarding this field should be conducted on a longitudinal basis so that data can be collected at a different point in time to provide additional support to model the causality between transformational leadership style and public leadership roles with job satisfaction and turnover intention. A future researcher should develop a self-assessment research instrument whereby leaders can evaluate their own leadership styles and roles. More research could further enhance the body of knowledge on the subject by including subjective variables such as employees' performance indicators (Abelha, da Costa Carneiro & Cavazotte, 2018), and specific dimensions of organisational culture (Sow et al., 2017).

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ӘЛЕУМЕТТАНУ

Раздел 2

СОЦИОЛОГИЯ

Section 2

SOCIOLOGY

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TRANSFORMATION OF THE FAMILY INSTITUTION: SOCIOLOGICAL ANALYSIS OF NEW CHANGES IN MARRIAGE AND FAMILY RELATIONSHIPS

The emergence of new positions on the issues of gender equality and justice, as they arise in the context of social liberalism and economic reconstruction, serve to ensure equality between men and women. Furthermore, they facilitate the advent of novel approaches to the birth and upbringing of children, and accelerate the transformation of the family institution. The reconciliation of new positions in marriage-family relations and the succession of generations represents an urgent problem that requires sociological analysis.

The authors of the article conducted an analysis of the system of sociological theoretical and methodological concepts aimed at explaining the changes in the institution of the family. They also conducted a secondary analysis of the sociological research data (N: 1,200 respondent) on the topic "Kazakhstan Families – 2022", which was conducted by the NJSC "Kazakhstan Institute of Public Development". This multifaceted approach enabled the identification and analysis of the changes occurring in marriage and family relations in Kazakhstan.

The findings of the analysis indicated that the attitudes and stances of Kazakhstani individuals with regard to the family are characterised by a degree of conservatism. Furthermore, the findings of the study indicate that Kazakhstani individuals place a high value on traditional family values and strive to maintain them. Nevertheless, the most significant value for a contemporary family is care and mutual respect, as well as support, which in the modern era is referred to as an "ecological relationship".

A conceptual analysis of the transformation of the family institution and its interpretation in practice through the results of sociological research has the potential to inform theoretical and methodological decisions in the development of proposals for the regulation of marriage-family relations for submission to state structures and research institutes.

Key words: family institution, family transformation, institutional approach, deinstitutionalization, diversification, institutional logic, queer theory.

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Отбасы институты трансформациясы: неке-отбасы қатынастарындағы жаңа өзгерістерді әлеуметтанулық талдау

Гендерлік теңдік пен әділеттілік мәселелері бойынша жаңа ұстанымдардың пайда болуы әлеуметтік либерализм мен экономиканы қайта құру жағдайында туындайтындықтан, ерлер мен әйелдердің теңдігін қамтамасыз етуге қызмет етеді. Сонымен қатар, олар балалардың туауы мен тәрбиесіне жаңа көзқарастардың пайда болуын жеңілдетеді және отбасы институтының трансформациясын жеделдетеді. Неке-отбасы қатынастарындағы жаңа ұстанымдар мен ұрпақтар сабақтастығын үйлестіру әлеуметтанулық талдауды қажет ететін өзекті мәселе.

Мақала авторлары отбасы институтындағы өзгерістерді түсіндіруге бағытталған әлеуметтанулық теориялық және әдістемелік тұжырымдамалар жүйесіне талдау жүргізді және «Қазақстандық қоғамдық даму институты» КеАҚ жүргізген «Қазақстандық отбасы – 2022» тақырыбы бойынша әлеуметтанулық зерттеу деректеріне (іріктеме – 1 200 адам) қосалқы талдау жүргізді. Осы кешенді бағыт Қазақстандағы неке-отбасы қатынастарында болып жатқан өзгерістерді анықтауға және талдауға мүмкіндік берді.

Талдау нәтижелері қазақстандық тұлғалардың отбасына деген көзқарасы мен ұстанымы белгілі дәрежеде консерватизммен сипатталатынын көрсетті. Сонымен қатар, зерттеу нәтижелері қазақстандықтардың дәстүрлі отбасылық құндылықтарды жоғары бағалайтынын және оларды сақтауға ұмтылатынын көрсетеді. Дегенмен, қазіргі отбасы үшін ең маңызды құндылық – қамқорлық пен өзара сыйластық, сонымен қатар қазіргі жағдайда «отбасындағы тұрақты қарым-қатынас» деп атайды.

Отбасы институтының трансформациясын тұжырымдамалық талдау және оны әлеуметтанулық зерттеу нәтижелері арқылы тәжірибеде интерпретациялау мемлекеттік құрылымдар мен ғылыми-зерттеу институттарына неке-отбасы қатынастарын реттеуде ұсыныстар әзірлеуде теориялық және әдіснамалық шешімдерді қалыптастыру әлеуетіне ие.

Түйін сөздер: отбасы институты, отбасының трансформациясы, институттық бағыт, деинституционализация, диверсификация, институционалды логика, квир-теория.

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Трансформация института семьи: социологический анализ новых изменений в брачно-семейных отношениях

Новые позиции по вопросам гендерного равенства и справедливости, возникшие в условиях социального либерализма и экономической перестройки, способствуют обеспечению равенства между мужчинами и женщинами, новым подходам к рождению и воспитанию детей, а также ускоряют трансформацию института семьи. Актуальность согласования новых позиций в семейно-брачных отношениях и преемственности поколений требует социологического анализа.

В статье проведен анализ теоретико-методологических концепций, объясняющих изменения в институте семьи, а также вторичный анализ данных социологического исследования НАО «Казахстанский институт общественного развития» на тему «Казахстанские семьи – 2022» (выборка – 1 200 человек). Данный комплексный подход позволил выявить и проанализировать изменения в семейно-брачных отношениях в Казахстане.

Результаты анализа показывают, что мнения и позиции казахстанцев относительно семьи остаются по своей сути консервативными. Население страны в целом высоко ценит семейные ценности и стремится их сохранить. Тем не менее, для современной семьи наиболее значимыми являются забота, взаимное уважение и поддержка, что в современном контексте можно определить, как «экологичные отношения».

Концептуальный анализ трансформации института семьи и его апробация через результаты социологического исследования имеют значительный потенциал для формирования теоретико-методологических решений. Эти решения могут служить основой для выработки рекомендаций для государственных структур и исследовательских институтов в регулировании семейно-брачных отношений.

Ключевые слова: институт семьи, трансформация семьи, институциональный подход, деинституционализация, диверсификация, институциональная логика, квир-теория.

Introduction

It is evident that the pace of social change in the contemporary era is rapid, and the resulting crises in all areas of society demonstrate that social institutions are ill-prepared to adhere to the norms and regulations demanded by global modernisation, or that they lack the capacity to uphold their fundamental values. For centuries, the family, which has been considered the primary value for an individual and a crucial social institution in any society, has undergone transformational processes due to the advent of new rules brought about by the post-industrial society and capitalist market relations. The value attributed to the family has diminished, and individuals have adopted new attitudes towards marriage and the family, leading to the emergence of various dysfunctions and the establishment of new norms within the functional dynamics of this institution.

American family historian S.Coontz posits that the relationship between men and women has undergone a more profound transformation in the past three decades than it did over the preceding three millennia (Coontz, 2005: 4). In the modern era, individuals are compelled to choose between pursuing personal self-development and establishing a family. The creation and upbringing of children requires a substantial investment of resources, including time, financial capital, spiritual capital, and cultural capital. The decision to marry and start a family is a deliberate and logical one, yet it also entails considerable costs. The contemporary younger generation is conscious of the fact that they are undergoing a significant transition from a lifestyle that is "comfortable" to one that is more structured and demanding. They are aware that their education, personal characteristics, economic status and other factors will influence the way they live their family life.

In examining the evolution of marriage and family relations, it is essential to contextualise these changes within a historical and global framework. The analysis of the evolution of the family institution requires the examination of historical patterns of marriage, child-rearing, gender roles and kinship structure practices. These provide a basis for understanding the dynamics of the present of family institute. Furthermore, an analysis of the conceptualisation of the contemporary transformation of the family institution, which is occurring as a result of global trends, provides the foundation for elucidating the nature and significance of local changes.

Literature review

Since the end of the 20th century, scholars have offered divergent perspectives on the transformations occurring within the family institution. For example, according to the physiologist D.Blankenhorn and the sociologist D.Popenoe, family changes represent a clear example of disintegration and institutional failure to preserve the family (Blankenhorn, 1995; Popenoe, 1993). British sociologist S.Abrutyn and American sociologist J.H.Turner posit that changes in the family represent a form of "adaptive modernization". They argue that the family as a social institution has undergone a transformation, assuming a new position within the broader system of social institutions (Abrutyn et al., 2011).

The American scientists who are studying the new wave of family transformation have identified a number of institutional directions that support a number of conclusions. These include the superiority of family life based on marriage, the birth and upbringing of children in a complete family with parents, and the importance of aiming for a family that adheres to the established rules. They also emphasise the stability of marriage, the priority of family interests over individual interests, and structural changes in the family. This allows for consideration within the functional concept (Knapp et al., 2019). This approach views the family as an institution that performs its functions within the framework of established rules, norms, and values. It considers two potential avenues for change: a critical perspective, which views the family's transformation as a crisis, and a positive perspective, which perceives the family as adapting to new demands.

The maintenance of social institutions is dependent on three fundamental "pillars": regulatory (law and religion), normative (values and rules), and cultural-cognitive (Cherlin, 2020:63). Those representing the new institutional approach focus on the final pillar, namely the evolution of the family institution. According to this perspective, institutional activity does not necessitate conscious deliberation on the part of the actor, who instead views cognitive patterns as an inherent aspect of their daily life. Cognitive models, in turn, undergo transformation in different cultural contexts (Cherlin, 2020:65).

A review of recent studies on changes in the family reveals a common focus on the processes of deinstitutionalisation, disintegration and detraditionalisation, which collectively shape the character of the family institution. Those who espoused the deinstitutionalisation perspective sought to ascertain the potential of the family as an institution in an individual's life. Consequently, the future of the family institution shifted its focus from an examination of its structural aspects to an investigation of the necessity of a family unit for the individual and the opportunities it can provide for personal growth. The focus of researchers shifted from an examination of the external aspects of family and marriage to an investigation of their internal content and the psychological processes involved in these relationships. Those who espouse the deinstitutionalisation perspective posit that social norms, cultural and social structures that constrain and regulate individuals in the formation of their personal lives will become less prevalent. In this regard, the primary focus is on the expansion of individual requirements (Gurko, 2016:181), for example, the individualized marriage described by A.Cherlin (Cherlin, 2020:63), as well as the transformation of marriage into a partnership, as defined by E.Burgess (Burgess, 1945). The process is described by contemporary researchers as the reconstruction of the family model tradition. In the view of the British sociologist A.Giddens, for those who are sexually "normal", love is associated with having sex through marriage. Nevertheless, it is becoming increasingly prevalent for two individuals to engage in a relationship without the formalities of marriage (Giddens, 2007). As postulated by the American sociologist P.Amato, individuals are disinclined to assume obligations towards another person. They are only prepared to assume responsibility for their partner when the couple is in a state of mutual happiness and their needs are being met (Amato, 2004:960).

A.Cherlin, a proponent of the deinstitutionalisation approach, identified three key factors that contributed to the reconstruction of the institution of marriage. Firstly, there was a shift in the social context in which the individual was situated. Secondly, the labour market underwent significant changes, becoming accessible primarily to women. Thirdly, there was a transformation in the resource environment, with the advent of contraceptives. Furthermore, internal contradictions emerged, resulting in a redistribution of the roles of spouses (Cherlin, 2020: 65).

The process of deinstitutionalisation does not result in the complete disappearance of marriage. However, within this context, researchers have proposed that those who adhere to a traditional cultural model of the family should no longer adhere to traditional practices but rather make a conscious decision to form a traditional family (Collier, 1997). Those espousing this perspective characterise the shifts in the marital relationship as a transition from an institutionalised order to a partnership, wherein initially there is a normative control, but subsequently this loses its power and becomes a privatised marriage. The primary perspective in this description is expressive individualism, which is characterised by personal growth, introspection, and the recognition of one's needs. The privatisation of family-marriage relations imbues them with a market character. Individuals are increasingly reluctant to adhere to the roles and statuses prescribed by the institutional structure. Instead, they are exercising greater autonomy in determining the content and nature of their family-marriage relations, based on their personal preferences and interests. This includes opting for alternative forms of marriage, such as civil marriage, childfree and etc. The subsequent approach, which assesses the evolution of family dynamics, examines the recent shifts in family structures as a diversification rather than an individualisation of family forms. As posited by I.Levin, the social construction of an individual's family unit implies the existence of a multitude of familial concepts (Levin, 1999:93). Furthermore, American philosopher S.L.Gardner posits that the proliferation of family forms engenders a perception of family life in which "individuals accept each other as they are" (Gardner, 2006:238). Those representing the diversification perspective challenge the conclusions of the socio-institutional approach, oppose the judgments of the deinstitutionalization perspective, and seek to conceptualize the individual within the context of family and marital relations, moving beyond the boundaries of institutional and deinstitutionalization concepts.

British feminist sociologist C.Smart posits that it is crucial to examine the intricacies and diversity of interpersonal connections that individuals forge in the contemporary era. Qualitative empirical work that explores the relational, memory, autobiographical, imaginative and embeddedness of how family life is constructed and lived will identify elements of individuation that attempt to preserve traditional elements. From this perspective, a useful conceptual framework for understanding recent changes in the family is to consider how kinship and obligations provide the context for choice, and how individual choice is shaped along a continuum where individualisation and traditionalism are balanced. The core tenet of the sociologist's concept is that individuals are situated within a system of relations that offers products that reflexively select the aspects deemed most significant to them (Smart, 2007:498). British sociologists R.Pahl and L.Spencer, who espouse a similar viewpoint, contend that qualitative empirical research demonstrates that individuals can experience a sense of connection and loyalty to others within their communities, while simultaneously maintaining a conscious and balanced approach to their relationships, avoiding isolation, anomic tendencies, or narcissistic selfishness (Pahl et al., 2010).

From the perspective of those who advocate diversification, the most crucial aspect of analysing the family is to acknowledge the diversity of family life. J.Sprey, Doctor of Philosophy, Researcher of the Family Institute, posits that in the study of family issues, researchers should refrain from evaluating divorce, remarriage, step fatherhood, cohabitation under a contract, and marriage with a member of the opposite sex as deficiencies of the modern institutionalisation of family-marriage relations. Instead, they should be regarded as integral components. It is imperative that the diversity that characterises modern family life is considered and analysed. It must be interpreted not as deinstitutionalised individualisation, but as a transformation of the family that must be included in "alternatives" in the overall structure (Sprey, 2009:17). Canadian sociologist S.Lauer and British sociologist C.Yodanis argue that the recognition of diversity does not necessitate the development of theories concerning the decline of traditional family structures. According to these researchers, alternative forms of marriage exist alongside the traditional institution and have been institutionalised to a certain extent. However, the traditional institution of marriage continues to perform its function alongside these alternatives (Lauer et al., 2010).

Another common direction in the analysis of modern changes in the family is M.Weber's concept of modernity and the theory of institutional logic. M.Weber's concept allows for the explanation of modern institutional dimensions in terms of different, competing terms of "order of life" and "field of values". Each of these is shaped by its own "internal logic" and "immanent legitimacy". M.Weber posits that each value field is characterised by its own internal logic, which is distinguished, identified and defined by the differentiation of its institutional logic from other competing institutional logics. M.Weber's concept of the "field of values" encompasses various aspects of modernity, including the family, science, politics, economics, religion, aesthetics, and eroticism (Weber, 2004: 215).

In terms of institutional logic, the relationship between the subject and the institute is not characterised by antagonism; rather, it is a constitutive one. The subject exhibits a genuine conviction in the institution's existence. In line with M.Weber's sociology of religion, the American sociologist R.Friedland posited that the underlying substance of institutional logic is presented as a 'God' that believers love and obey (Friedland, 2014a). In the view of the Canadian philosopher C.Taylor, family members act on the basis of what they perceive to be the right course of action in family relationships, without necessarily considering the wider benefits that such actions might bring to the family (Taylor, 1989:74). The American sociologist R.Friedland and the French philosopher J.L.Marion posit that this love constitutes a higher sentiment than the subject, whereby an individual loves others as they love themselves (Friedland, 2014b; Marion, 2007).

This framework allows for the analysis of the family without imposing the constraints of a pre-defined "family" or other mould. From an institutional perspective, the family can only be sustained in the mode of "indispensable love", wherein the subject becomes oriented toward values that transcend the familial unit, or in the presence of respect and loyalty. As posited by the historian J.Gillis, modern individuals construct an imaginary family based on their personal values and ideal relationships, which they aspire to actualize. In the event that this familial construct fails to align with their idealized vision, they may experience depression (Gillis, 1996). Furthermore, as postulated by M.Weber, the concept of the family represents a higher substance that endures regardless of how it is conceptualised (Weber, 2004).

In addition, researcher of globalization processes of modern changes in the family, author of the concept of "Risk Society" – U.Beck linked changes in the family with process of individualization. The scientist posits that prior to the advent of industrial society family life was oriented towards a collective purpose and enterprise (such as a family farm or workshop). The advent of the "welfare state" in industrial society resulted in the implementation of state benefits for women, even in the absence of gainful employment. This form of state permitted women to make autonomous decisions and engage in action, while also facilitating their involvement in the labour market. Consequently, familial relationships underwent a transformation, shifting from a collective orientation towards a pursuit of individual interests. The focus has shifted to an individually planned life, as outlined by U.Beck. In his work on individualisation, U.Beck puts forth the following concept of the pre-industrial family: "In the pre-industrial family, relations were structured according to the principles of work and economic organization. The family unit comprised men, women, the elderly, and children. However, the time and activities of these individuals were coordinated and subordinated to a common goal, namely the preservation of the farm or workshop. The family functioned as an organised community, wherein the individual interests, feelings and motives of its members were subordinated to the collective goal of the family itself. It was not the individual, but common goals and tasks that played an important role. In this regard, the pre-industrial family can be defined as a "community of needs" underpinned by "cooperative obligations" (Beck, 2002).

U.Beck, who defined the family in the context of industrial society as "post-family", offers the following description: "If, historically, the family was the primary social unit, contemporary individuals are attempting to define themselves as autonomous beings, each with distinct expectations and interests regarding the family." Individuals possess a range of capabilities and responsibilities. In conclusion, the outlines of male-only and female-only lives within the family are becoming apparent (Beck, 2002).

The recent emergence of same-sex marriage as a new trend in family-marriage relations has become an actual issue on the global stage. In response to this phenomenon, countries around the world have adopted two distinct positions. One group has legalised same-sex marriage and criminalised discrimination on the grounds of sexual orientation. The other has recognised same-sex marriage as a form of union that is not legally recognised and has sought to address the promotion of this form of marriage. The scientific academic environment has interpreted the concepts related to these marital relations within the framework of gender theories. Towards the end of the 20th century, a new field of study emerged, namely queer studies and queer theory, which sought to provide an explanation of same-sex relationships. This theory examines the emergence, function, and development of both normative and deviant forms (models) of sexuality and their carriers within specific cultural and social contexts. The representatives of this direction, which was developed within the framework of the post-structuralism critique of identity, argue that sexual desires, experiences and identities are not interconnected. The tenets of queer theory posit that the relationship between anatomical sex, gender, and sexual desire is not as stable as is commonly assumed. In accordance with this concept, the subject of queer theory is a distinct theoretical approach that employs a critical analysis of the prevailing normative methods of cognition and action that are used to support one of the groups that are organised according to the characteristics of sexual diversity and that oppose the other (Voroncov, 2012).

Research methodology and methods

This article presents an analysis of the transformational processes occurring within the Kazakhstani family institution. The object of research is Kazakh families undergoing new changes, and the subject of research is the emergence of new positions within the evolving institution of the family, which is subject to significant influence from the process of globalisation.

In the course of the research, the secondary data analysis of the results of the sociological research conducted by the NJSC "Kazakhstan Institute of Public Development" (hereinafter the Institute) in the framework of the preparation of the national report "Kazakhstan Families – 2022" was employed as the research method.

Sampling:

In the field phase of this study, a survey was conducted using the "face-to-face" method. A total of 1,200 respondents were included in the sample. The survey was conducted in 14 regions and three cities of republican significance. The study employed a stratified multistage sampling methodology. The selection was made in the following stages, in accordance with the population of the regions and cities of republican importance. Moreover, the sample size was calculated according to the urban-rural principle in each region. The sample size was distributed between rural and urban areas, with the latter divided into regional centres, small towns and district centres, as well as villages. This was done in accordance with the characteristics of the region and statistical data.

Data collection:

The data was collected using a structured questionnaire designed by the Institute in accordance with the principles of sociological research. The survey comprised a series of closed questions, which were divided into six sections. The following areas were covered in the survey:

Section 1: family principles.

Section 2: marriage and divorce.

Section 3: family policy in the Republic of Kazakhstan.

Section 4: state social support for vulnerable families.

Section 5: reproductive health of men and women.

Section 6: parents and children.

Data Analysis:

The data were subjected to quantitative analysis. Descriptive statistics, including frequencies and percentages, were employed to analyse the quantitative data. The data were analysed using the statistical database SPSS 26.0.

Ethical Considerations:

Informed consent was obtained from all participants before the survey. The participants were assured of the confidentiality of their responses, and their participation in the survey was voluntary.

Results and discussion

According to the research subject, the findings of the sociological research into the changes and new positions within the Kazakh family institution were analysed. The respondents were asked to identify the family values that were of greatest importance to them. The findings of the study indicate that the most significant value for Kazakhstani families is the act of caring for one another and maintaining mutual respect (72.8%), while the second most important value is love (39.5%). It is notable that the respondents selected answer options that describe traditional values less than, those that describe relationships in a modern family. These include succession of generations (4.5%), helping parents and elders (15.9%), and socialising with close relatives, family holidays, anniversaries, etc. (9.9%). These findings demonstrate that traditional values espoused by Kazakhstani families have undergone a transformation, evolving to encompass a greater emphasis on respecting the personal boundaries and autonomy of modern individuals (Figure 1).

A correlation analysis conducted at the regional level revealed that the family value of "helping parents and elders" is more prevalent in the following regions: the Atyrau region (38.5%), the Kostanay region (37.1%), and the Mangistau region (26.8%). Furthermore, the family value of "Socialising with close relatives, family holidays, anniversaries, etc." was identified as a significant factor among the surveyed families. In particular, the regions of Kostanay (27.4%), Pavlodar (15.4%), and Kyzylorda (14.6%) demonstrated a notable prevalence of this perspective. These findings challenge the conventional wisdom that kinship relations and traditional values are less prominent in the northern regions of the country.

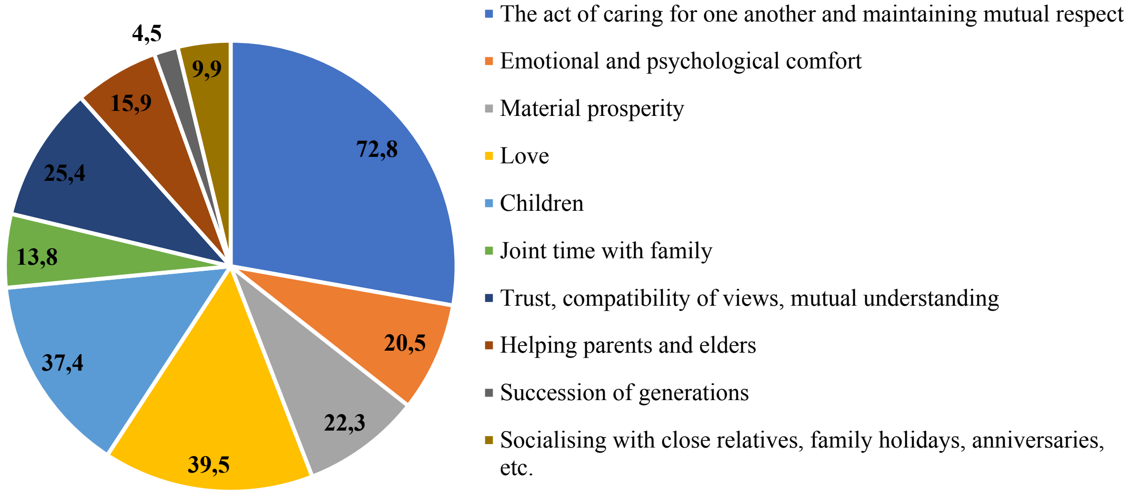

Figure 1 – Kazakhstani family values

A correlation analysis of the key family values expressed by survey participants across their age range revealed the following patterns:

- The importance of taking care of each other, showing mutual respect and support is most prevalent among those aged 18-28.

- The pursuit of emotional and psychological well-being is most common among those aged 61 and above.

- Material prosperity is most sought after by those aged 29-45.

- Love is most prevalent among those aged 18-28.

- Having children is most common among those aged 61 and above.

- Furthermore, the data indicates that spending time together, taking family holidays, celebrating anniversaries, and other similar activities are most prevalent among the 18-28 age group.

- Trust, compatibility of views, and mutual understanding are most common among the 46-60 age group.

- The 18-28 age group is most likely to engage family value such as helping parents and elders.

- The 61+ age group is most likely to prioritize the succession of generations.

- Finally, respondents aged 46-60 indicated that interaction with close relatives is the most important aspect of their lives (Figure 2).

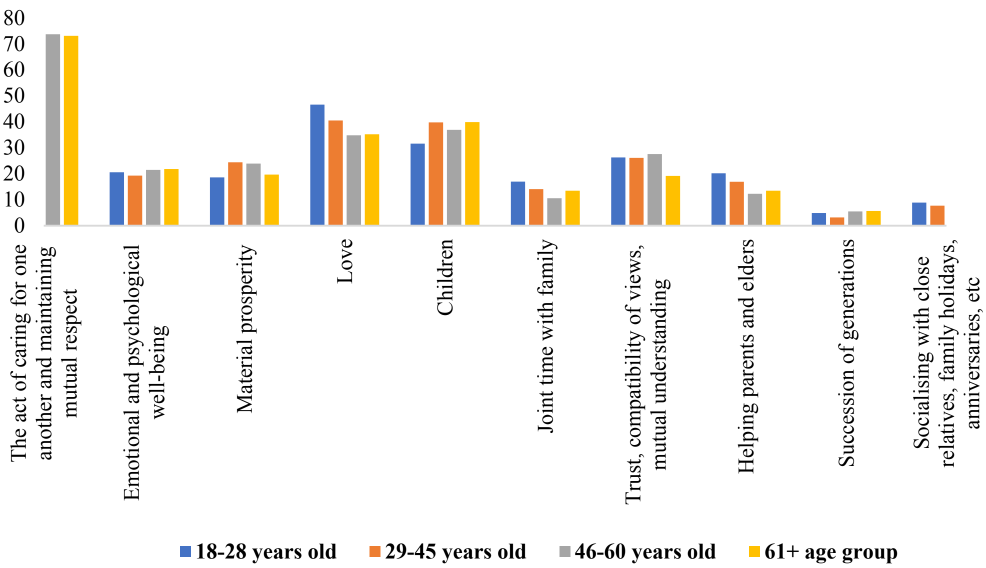

Figure 2 – Family values (by age group, %)

In order to ascertain the status of Kazakhs within the familial power structure, the survey participants were posed questions pertaining to the distribution of authority and responsibilities within the family unit. The responses indicated that traditional and patriarchal attitudes continue to exert significant influence in Kazakhstan, with nearly half of the respondents affirming that men should assume a dominant role in manage family (46.6%).

The analysis of this question by gender revealed no significant difference in the views of men and women on this issue. The proportion of men who believe that "a man should rule" was 47.4%, while the proportion of women who held this view was 45.9%.

Nevertheless, a liberal/egalitarian perspective on the distribution of power within the family was also discernible. For instance, 28.8% of respondents indicated that there is no designated head of the family, with significant decisions being collectively made (Figure 3).

The analysis of responses to the question by age cohort revealed that the traditional position is more prevalent among Kazakhstani respondents aged 29-45 and 45-60 (51.6% and 53.9%, respectively), while the egalitarian approach is more characteristic of participants over 65 years old (35.2%).

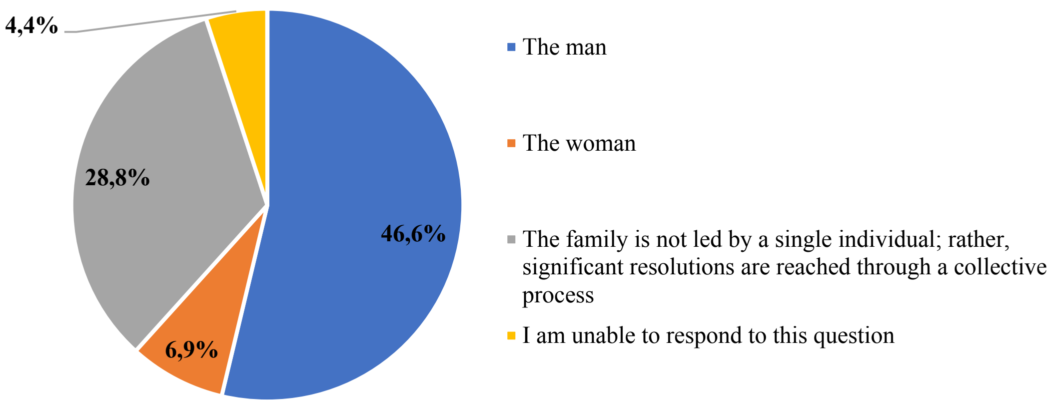

Figure 3 – «Power» in the family

Furthermore, the regional analysis of the data obtained in response to this question indicates that the traditional attitude towards the issue of power in the family is predominantly observed among residents of the Atyrau, Kyzylorda and Mangistau regions (respectively, 64.1%, 62.5% and 58.5%). The most prevalent position among respondents from Astana city (43.6%) and the Kostanay region (43.5%) is that of egalitarianism.

The findings of the study indicate that there is a perception of equality between spouses with regard to the division of parental duties within the family unit in Kazakhstan. Specifically, spouses are responsible for and undertake the following family obligations in a manner that is perceived to be equal:

- financial support (45.8%);
- family budget management (54%);
- walking with children (71.9%);
- organising free time together with children (72.3%);
- taking children to extra clubs and sports sections (62.8%);
- taking children to kindergarten and school (62.3%);
- checking homework (54.5%);
- treatment of the child if they are sick (62.4%).

Nevertheless, an analysis of the division of responsibilities within the family unit revealed that the provision of material support for the household is predominantly assigned to men (50.4%). Furthermore, it was observed that the majority of tasks related to childcare are performed jointly and equally by the mother, with percentages ranging from 21.5% to 39%.

In examining the distribution of responsibilities within the family in the housing domain, a notable observation emerged. A greater proportion of Kazakhstani respondents who rent an apartment believe that both spouses are responsible for the financial support of the family (75%) compared to those who live in their husband's parents' house. Furthermore, respondents who live in their husband's parents' house perceive themselves to be more responsible for the family income than others (65.2%) (Figure 4). These particular social data demonstrate that the rigorous standards of the market society necessitate logical decision-making and accountability in the allocation of responsibilities within the family. In a traditional extended family, it is customary for the male head of the household to assume responsibility for providing for the family. In contrast, in an egalitarian family that rents an apartment, the husband and wife typically share this responsibility.

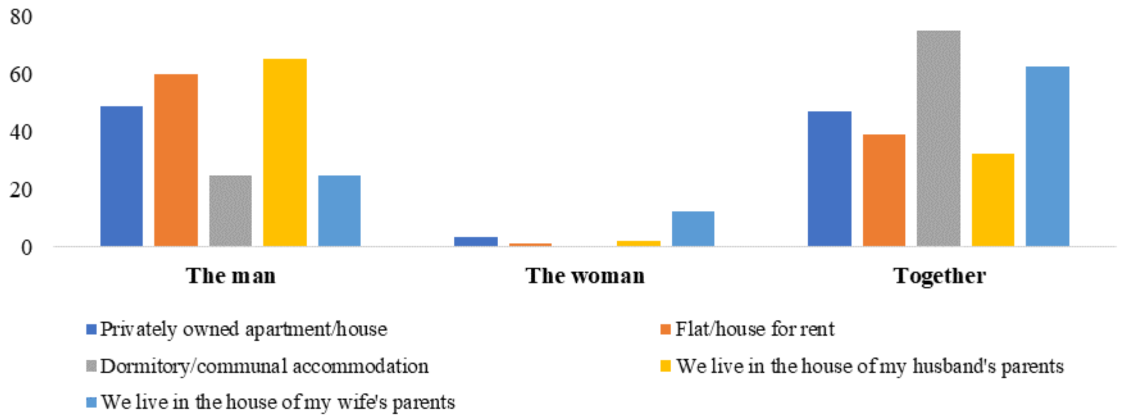

Figure 4 – Division of responsibilities in the family (in the housing division of the respondents)

The Kazakhstani public's stance on civil marriage, a prevalent contemporary form of marital and familial union, was not unambiguous. A positive assessment of this type of marriage was given by 28.3% of those who participated in the survey, while 32.8% of respondents displayed a negative attitude. A further 33.1% of respondents indicated a neutral stance on the matter. A total of 5.9% of respondents from Kazakhstan indicated that they had difficulty answering this question.

The correlation analysis of the data obtained during the study revealed the following relationship: respondents who are not registered in Civil Status Registration bodies and are not married according to religious ceremonies demonstrated a greater propensity to support civil marriage (59.5%) than other groups. Among these respondents, the rate of those who expressed a negative attitude towards civil marriage was only 4.8%. This represents the lowest rate of those who hold a negative opinion about civil marriage. Conversely, the highest proportion of those who do not enter into a civil marriage was identified among those who were registered in the Civil Status Registration bodies or married according to religious rites (40.9%) (Figure 5).

Additionally, the demographic most supportive of civil marriage is comprised of citizens with professional and technical education (34.1%), respondents aged 29-45 (30.2%), and men (30.5%).

With regard to the question of same-sex marriage, it is evident that there are a number of different approaches and positions with regard to its interpretation. The survey data allowed for the determination of the opinions held by Kazakhstani citizens regarding this phenomenon. The research findings indicate that the majority of Kazakhstani citizens hold a negative view of same-sex marriage, with 86.7% expressing such an attitude. A mere 0.5% of respondents expressed support for this type of relationship, while 6.6% indicated a neutral stance (figure 6). The correlation analysis revealed that the majority of those who support this type of relationship are individuals who have only entered into a marital union through a marriage ceremony (3.7%), respondents with secondary education (0.9%), and respondents aged 29-45 (0.6%).

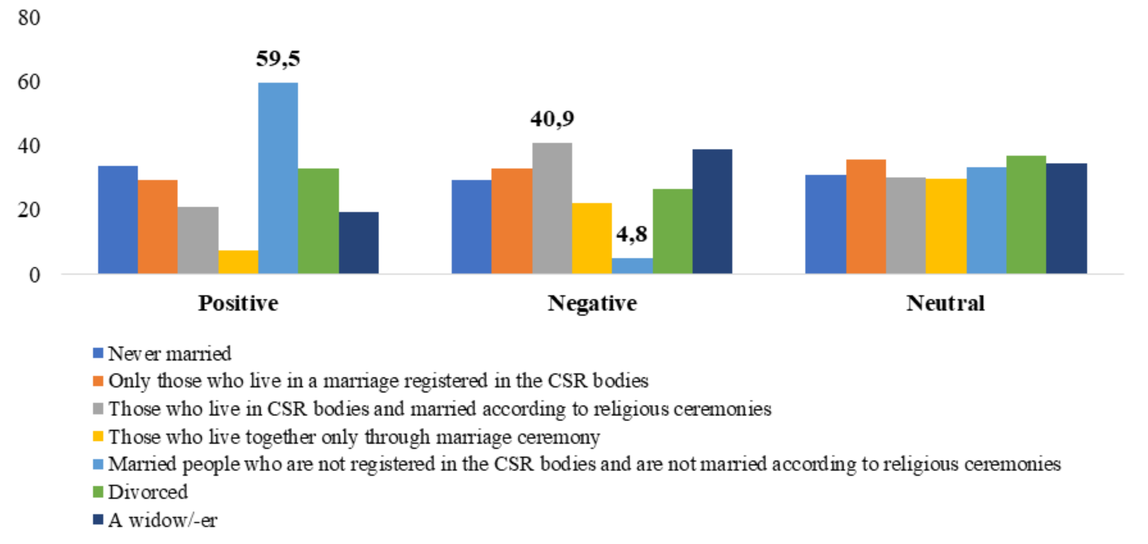

Figure 5 – Attitude towards civil marriage (in the breakdown of respondents' marital status, %)

Figure 6 – Attitudes toward same-sex marriage

A further aspect that reflects the contemporary character of marital relations is the attitude towards premarital sexual intercourse. The majority of respondents in Kazakhstan expressed a negative opinion of premarital sex (56.7%), while 7.5% indicated support for this practice. The attitudes of men towards premarital sexual relations are similar to those indicated above, although there is a notable discrepancy: Of those with a negative opinion, 46.7% expressed support, while 9.7% of those in favour of premarital sex held a negative view.

A correlation analysis of the responses to this question revealed that those who support premarital sex are predominantly individuals who are not registered with Civil Status Registration bodies and have not been married according to religious ceremonies. Specifically, 19.0% of those who support a woman's premarital relationship and 23.8% of those who support a man's premarital relationship fall into this category.

A regional analysis of attitudes towards premarital sexual intercourse between men and women revealed a correlation between support for this practice and the regions of Akmola and Almaty. Specifically, the majority of individuals who expressed support for this relationship were located in Akmola (18.0% of men and 20.0% of women) and Almaty (21.0% of men). The figures for the region are 0.4% and 17.5%. In contrast, those who espouse an opposing viewpoint, particularly those who hold a negative view of premarital sexual relations among men, are predominantly residents of the Atyrau (71.8%) and Kyzylorda (72.9%) regions. Similarly, those who do not support premarital sexual relations among women are primarily residents of the Atyrau (94.9%) and Zhambyl (87.9%) regions. One of the most striking findings of the correlation analysis is that none of the residents of the Atyrau and Mangistau regions endorse the notion of a woman entering into a relationship before marriage. In general, the sociological data obtained on this question demonstrate that the attitudes of citizens in the western and southern regions of the country towards premarital sex are characterised by traditional and patriarchal values (Figure 7).

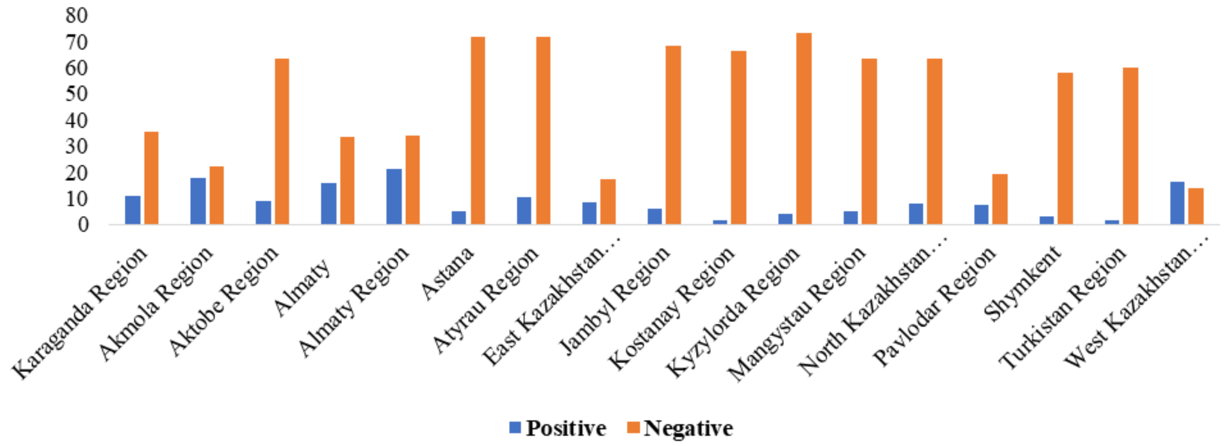

Figure 7 – View of men's premarital sex (by region, %)

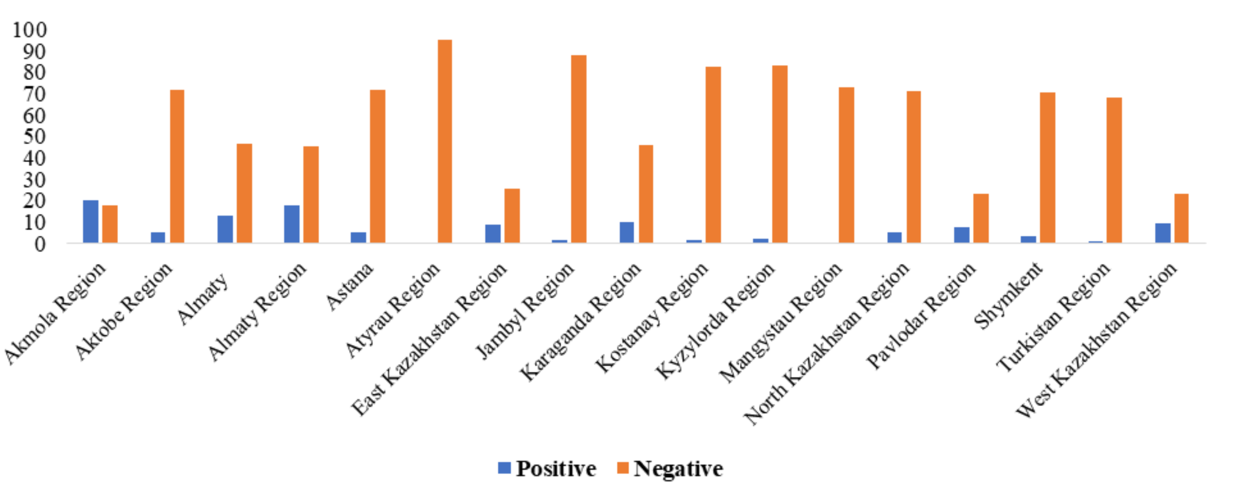

Figure 8 – View of women's premarital sexual relations (by region, %)

The analysis of the data from the sociological research indicated that the opinions and positions of Kazakhstani citizens regarding the family remain conservative in nature. The population of the country as a whole holds family values in high regard and is committed to their preservation. Nevertheless, the most significant value for a contemporary family is the provision of care and mutual respect, as well as support, which can be defined as "ecological relations within the family" in the modern context. The respondents did not ascribe a high level of importance to the values – succession of generations, the provision of assistance to parents and elders, the fostering of socialisation with close relatives, the celebration of family holidays, anniversaries, and so forth, ranking them between 7 and 10 in terms of their significance.

It is well documented that modern market capitalism has contributed to the entry of women into the labour market. This trend is also evident in Kazakhstani society, with a corresponding shift in the distribution of family responsibilities. The results of the study demonstrate this. Nevertheless, the study revealed that, with regard to the matter of power within the family unit, the patriarchal approach continues to exert a dominant influence. Additionally, the survey findings indicated the presence of gender-based stereotypes in the distribution of responsibilities within the family unit. These stereotypes entail the assumption that men are the primary providers for their families, while women are primarily responsible for the care of their family members.

A recent trend that has gained significant traction across the globe, including in Kazakhstan, is the growing acceptance of cohabitation within a civil marriage. Findings from recent research indicate that there is a relatively narrow gap between individuals who hold positive and negative attitudes towards this phenomenon.

Meanwhile, the majority of Kazakhstanis are opposed to same-sex marriage, with only six respondents expressing support for this type of relationship.

Concurrently, Kazakhstani society adheres to traditional norms regarding the sacredness of marriage, which is perceived as a sacred bond that should be preceded by sexual relations, particularly among women, who disapprove of premarital sexual intercourse.

Conclusion

In light of the family's pivotal role in society, it is possible to examine it from a multitude of perspectives, drawing upon a diverse array of paradigms, theories, and concepts. This expansive topic lends itself to interdisciplinary analysis, offering a rich avenue for investigation. Nevertheless, when it comes to the sociological study of the family, it is a challenging endeavour to select a system of concepts comprising a specific set of theories and concepts. An effective conceptual system for explaining the transformation of the family institution should integrate a range of sociological theories, including structural functionalism, Marxism, symbolic interactionism and gender theory, among others.

An examination of the theoretical and methodological approaches to the study of the family allows researchers to gain a deeper understanding of the complex issues associated with the transformation of marriage and family relations. This, in turn, enables the development of strategies for the creation of stable family structures in a variety of social contexts.

The secondary analysis of sociological study, entitled "Kazakhstan Families – 2022", which is analysed in the article, allows us to ascertain the opinions of citizens of the country regarding family values, marriage-family relations and contemporary trends in the family institution. It also permits us to determine the extent of approval of modern theories and concepts of the transformation of the family institution.

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OPTIMIZATION AND ADAPTATION OF THE GLOBAL IDENTITY SCALE: MEASURING GLOBAL-LOCAL RELATIONS

Global influences and local conditions shape diverse cultural identities, underscoring the importance of robust tools for measuring these phenomena. The aim of this research is to measure global-local relations reflecting various aspects of cultural dynamics that shape youth identity in Kazakhstan, based on an optimized and adapted Global Identity Scale (GIS).

The study's scientific and practical significance emerges as global influences reshape local structures, requiring methodologies to capture these changes. These measurements help understand and address the challenges of demographic groups in a globalizing world.

Methodology: The study optimizes and adapts GIS to explore the cultural preferences of Kazakhstani student youth. Data were collected through surveys, with participants equally selected from two groups: ethnically homogeneous (Kazakhs, N = 225) and heterogeneous (others, N = 225). A total of 426 cases were analyzed in IBM SPSS. Constructs such as "globalists", "localists", "glocalists", and "negativists" were developed to cover different identity orientations based on the GIS scale.

Main results and analysis, conclusions: Data analysis using paired t-tests indicated that most statements show statistically significant differences between the assessments of globalists and localists. The results reflect a predominance of globalization while maintaining traditional local identities. This combination indicates a generational shift towards global identity, independent of ethnic background.

This study contributes valuable insights to the ongoing discourse on global and local identity, particularly in a post-colonial context like Kazakhstan, and expands academic understanding of cultural identity dynamics.

The study's practical significance lies in its provision of significant information. Future work could expand through panel studies to track changes in identity perception among a broader youth demographic over time, particularly in response to global events or national policy changes.

Key words: global-local relations, identity constructs, measurement, GIS, students.

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Жаһандық-жергілікті қатынастарды өлшеу үшін жаһандық сәйкестік шкаласын оңтайландыру және бейімдеу

Жаһандық әсерлер мен жергілікті жағдайлар әртүрлі мәдени бірегейліктерді қалыптастырады және оларды өлшеу үшін сенімді құралдардың болуы маңызды болады. Зерттеудің мақсаты оңтайландырылған және бейімделген GIS жаһандық сәйкестік шкаласы негізінде Қазақстандағы жастардың бірегейлігін қалыптастыратын мәдени динамиканың әртүрлі аспектілерін көрсететін жаһандық-жергілікті қарым-қатынастарды өлшеу болып табылады.

Ғылыми және практикалық өзектілігі: Жаһандық әсерлер жергілікті кеңістіктерге енген сайын, олар дәстүрлі құрылымдар мен қарым-қатынастарды өзгертіп, осы түрлендірулердің нюанстарын қабылдай алатын сенімді әдіснамаларға қажеттілікті тудырады. Мұндай өлшемдер зерттеушілер мен практиктерге тез жаһандану жағдайында демографиялық топтың алдында тұрған нақты қажеттіліктер мен қиындықтарды жақсы түсінуге және шешуге мүмкіндік береді.

Әдістеме: зерттеу қазақстандық студенттердің мәдени бейімділіктерін зерттеу үшін GIS-шкаласын оңтайландырады және бейімдейді. Мәліметтер сауалнама әдісімен жиналды. Қатысушылар екі топтан тең пропорцияда таңдалды: этникалық біртекті (қазақтар, N 225) және гетерогенді (басқалар, N225). IBM SPSS жүйесінде барлығы 426 жағдай талданды. Әртүрлі сәйкестік бағдарларын түсіру үшін GIS шкалалары негізінде «глобалистер», «локалистер», «глокалистер» және «негативистер» конструкциялары жасалды.

Негізгі нәтижелер мен талдаулар, қорытындылар: Жұптастырылған t-тесттерді қолдану арқылы деректерді талдау көптеген мәлімдемелер жаһаншылдар мен жергілікті тұрғындардың бағалаулары арасында статистикалық маңызды айырмашылықтарды көрсететінін көрсетті. Нәтижелер дәстүрлі жергілікті бірігейліктердің сақталуымен бірге, жаһаншылдықтың үстемдігін көрсетеді. Бұл комбинация этникалық тегіне қарамастан жаһандық сәйкестікке қарай ұрпақтың ауысуы туралы айтады. Жалпы, бұл зерттеу жаһандық және жергілікті сәйкестілік туралы жалғасып жатқан дискурсқа құнды үлес қосады, бірегейлік динамикасының академиялық түсінігін ілгерілетеді, бұл әсіресе Қазақстан сияқты постколониялық жағдайдағы елдерге қатысты.

Тәжірибе үшін салдары: Зерттеу маңызды ақпарат береді, бірақ болашақ жұмыс уақыт өте кең ауқымдағы жастардың жеке басын қабылдаудағы өзгерістерді, әсіресе жаһандық оқиғаларға немесе ұлттық саясаттағы өзгерістерге жауап ретінде бақылау үшін панельдік зерттеулерді қамтуы мүмкін.

Түйін сөздер: жаһандық-жергілікті қатынастар, бірегейлік қатынастар, өлшеу, GIS, студенттер.

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Оптимизация и адаптация шкалы глобальной идентичности: измерение глобально-локальных отношений

Глобальные влияния и местные условия формируют разнообразные культурные идентичности и становится важным иметь надежные инструменты для их измерения. Целью исследования является измерение глобально-локальных отношений, отражающие различные аспекты культурной динамики, формирующей молодежную идентичность в Казахстане, на основе оптимизированной и адаптированной шкалы глобальной идентичностей GIS.

Научная и практическая значимость: Поскольку глобальные влияния проникают в локальные пространства, они меняют традиционные структуры и отношения, вызывая необходимость в надежных методологиях, которые могут уловить нюансы этих преобразований. Такие измерения позволяют исследователям и практикам лучше понимать и решать конкретные потребности и проблемы, с которыми сталкивается эта демографическая группа в быстро глобализирующемся мире.

Методология: исследование оптимизирует и адаптирует GIS для изучения культурных предпочтений казахстанской студенческой молодежи. Данные собраны опросным методом. Участники отобраны равными соотношениями из двух групп: этнически гомогенные (казахи, N 225) и гетерогенные (другие, N225). Проанализированы всего 426 случаев в программе IBM SPSS. Для охвата разных ориентаций идентичности на основе GIS созданы конструкции «глобалисты», «локалисты», «глокалисты» и «негативисты».

Основные результаты, анализ и выводы: Анализ данных с использованием парных t-тестов показал, что большинство утверждений показывают статистически значимые различия между оценками глобалистов и локалистов. Результаты отражают преобладание глобализма, но с сохранением традиционных локальных идентичностей. Это сочетание говорит о поколенческом сдвиге к глобальной идентичности, независимо от этнической принадлежности. В целом, это исследование вносит ценный вклад в продолжающийся дискурс о глобальной и местной идентичности, особенно в постколониальном контексте, таком как – Казахстан, расширяя академическое понимание динамики культурной идентичности.

Практическое значение: исследование предоставляет значимую информацию для будущих исследований, которые смогут расширяться за счет панельных исследований для отслеживания изменений в восприятии идентичности более широкого круга молодежи со временем, особенно в ответ на глобальные события или национальные изменения в политике.

Ключевые слова: глобальные и местные отношения, конструкт идентичностей, өлшей, GIS, студенты.

Introduction

In contemporary era, characterized by enhanced global interconnections, understanding the dynamics between global and local relations has become crucial for academics, policymakers, and practitioners. The intricate interplay between the global and the local impacts a broad spectrum of social spheres, from economics and politics to cultural identity. Research in this domain primarily focuses on analyzing the interaction between local culture and global cultural currents, reflecting complex processes with particular attention to their influence on shaping youth identity, especially in non-Western cultures (Arnett, 2002). Despite the significance of this phenomenon, empirical data on this issue remain sparse.

As Grimalda and et al. highlight, pervasive and comprehensive globalization is likely to radically alter people's self-perception, social identity, attachment to local communities versus global communities, and their values. In response to globalization, some young people may seek to revive traditional cultural practices, resisting global influences and returning to their cultural heritage. On the other hand, globalization may allow individuals to blend elements of their local and global cultures, which helps them navigate various cultural contexts and feel part of a broader global community. However, in this process, some people find it more difficult to adapt to the rapid changes occurring in their culture. The images, values, and opportunities they perceive as part of the global culture undermine their belief in the value of local cultural practices. At the same time, the pathways of global culture seem too foreign to everything they know from their immediate experience; they may feel excluded from both their local culture and the global culture, truly belonging to neither (Arnett, 2002).

Understanding these states of identity is crucial as global influences and local conditions complement each other, providing an analytical toolkit for examining cultural, social, and political changes and helping to understand how unique and diverse cultural identities and social structures are created. For most of the world, the process of forming a cultural identity has changed dramatically in recent decades (Jensen et al., 2011).

Following the local-global construct proposed by J. Arnett to discuss the psychological consequences of globalization, Y. Zhang and A. Khare developed a 19-item scale for empirically measuring this construct, which was later refined and modified for ease of use (Zhang et al., 2009). Subsequent refinements by researchers, in collaboration with another scholar, demonstrated that the proposed 8-item scale possessed comparable reliability and predictive validity (Tu et al., 2012). The authors assert that this scale further facilitates the research and measurement of the local-global identity construct in practice, thus confirming the versatility of this measurement scale.

The aim of this research is to measure global-local relations reflecting various aspects of cultural dynamics that shape youth identity in Kazakhstan, based on an optimized and adapted Global Identity Scale (GIS).

In this article, we analyze the states of identities defined using an optimized and adapted scale on a sample of two student groups, ethnic kazakhs and others (non-kazakhs), and demonstrate the sociometric properties of this scale and its reliability. To do this, we address the following research question: *How do the everyday cultural practices and preferences of university youth reflect their identity in the contexts of local and global culture?*

Literature review

Globalization exerts significant influence on youth at both global and local levels. The increasing flow of trade, finance, culture, ideas, and people, along with resistance to these flows, are key components of globalization that impact cultural values, identity formation, moral reasoning, and the well-being of youth (McKenzie, 2019).

The interplay between globalization and the concepts of "global" and "local" identities highlights the dynamic tension and synergy that characterizes the contemporary cultural landscape, underscoring how global forces interact with local realities to shape individual and collective identities. According to J.Arnett "global identity" is "that gives them a sense of belonging to a worldwide culture and includes an awareness of the events, practices, styles, and information that are part of the global culture. Individuals who achieve a "global identity," often referred to as "global citizens", are those capable of formulating an identity that seamlessly and effortlessly transitions between cultures. "Local identity" is considered to be "based on the local circumstances, environment, and traditions of the place where one has grown up" (Arnett, 2002).

As theory elaborated by Giddens, identity in the late modern period has become a reflexive process, shaped by choices among diverse lifestyle options. This reflexive nature of identity is echoed in Arnett's analysis, where he defines the intermediary state between local and global as bicultural or hybrid, wherein individuals adapt to globalization by developing identities that enable them to engage with both their local culture and the global community (Arnett, 2002).

According to Rudometov, the ongoing debate since 1989 over global-local relations highlights the dichotomy between cultural homogenization and hybridity, underscoring the limitations of each perspective in fully capturing the dynamic interplay of identities in a globalized world. This discourse has led to a predominant interpretation of globalization through the lens of hybridity – a cultural logic that emphasizes the blending and interaction of diverse cultures. This brings us to the concept of glocalization, originally popularized by R. Robertson, who posited that globalization entails the simultaneous impact and interplay of global and local elements, thus reflecting a dynamic integration rather than a mere collision of cultures (Rudometov, 2015).

As a result of the increasing volume of research published across various disciplines and fields, the thesis of glocalization has evolved into a more complex version of globalization. The primary elements of glocalization include: (1) Diversity as the essence of social life; (2) Not all differences are obliterated; (3) History and culture operate autonomously, imparting a sense of uniqueness to the experiences of groups, whether they are cultures, societies, or nations; (4) Glocalization mitigates the fear that globalization acts like a tidal wave, obliterating all distinctions; (5) While glocalization does not promise a world free from conflicts, it offers a more historically grounded and pragmatic worldview (Roudometof, 2016).

While the concept of glocal hybridity describes the emergence of new third cultures, significantly impacting higher education globally, and the idea of cultural hybridity is popular in 21st-century academia, glocalization serves as a distinct term that reflects the nuanced relationships between global and local phenomena (Rudomenov, 2015). The concept of hybridity in globalization suggests that some ideas and practices are fully assimilated, others are modified, and yet others are rejected to preserve key aspects of national identity (Blum, 2016).

Arnett also discusses the experiences of people who cannot fully embrace either their local culture or the global culture, resulting in a state of exclusion from both. This condition can lead to feelings of alienation and impermanence as these individuals struggle to find a clear cultural identity or guidelines for interpreting their experiences in a globalized world. This phenomenon is particularly relevant in the context of globalization, where the pressures of cultural homogenization can lead some people to feel disconnected from both their heritage and the wider global culture. Arnett used the term "identity confusion" to describe this situation (Arnett, 2002).

Empirical research into global and local identities becomes geographically and methodologically diverse, and effectively elucidates how individuals become who they are and how they operate within their sociocultural contexts. For instance, South African researcher Daniel Hammett (2009) notes that "the use of everyday items and clothing by students to demonstrate their interaction with global popular culture, as well as the local significance attributed to these practices, underscores the need to consider the relationship between the global and the local." He employed American fashion and hip-hop music, along with mobile phones, to analyze the impact of globalization on expressions of local identity (Hammett, 2009).

Researchers in Bolivia have noted that "in discussions about the relationship between culture and social networks, globalist students often mentioned three holidays borrowed from the United States that are increasingly commercialized and sold on the mass market: Valentine's Day, Halloween, and Thanksgiving. All three, widely celebrated on social networks, are seen as examples of how American traditions, in contrast to Bolivia's rich cultural heritage, are perceived as global". Globalization antagonists among the students explained that they aimed to reach a broader global audience by sharing photos and videos of typical Bolivian tourist sites; they also referenced Facebook video posts dedicated to traditional holidays and ceremonies. Some students emphasized the importance of the English language in conveying the beauty of their country and cultural traditions to an international audience (Paola, 2023).

Materials and methods

Optimization and Adaptation of Research Tools – Global Identity Scale (GIS)

In the scholarly literature, the measurement of ethnic identity/acculturation has gained popularity (Berry, 2005; Phinney, 1990), where individuals are surveyed regarding the extent of their identification with both the dominant national culture and their specific minority subculture. The study of immigrants and cultural ethnic minorities has shifted focus towards globalization and the resulting increased interconnections between diverse ethnocultural groups (Berry et al., 2022). In J.W. Berry's approach, individuals choose different paths in their efforts to cope with the changed cultural climate.

Arnett (2002) introduced the construct of local-global identity to discuss the psychological implications of globalization. Cheng Min in his study developed the Global Identity Survey, modeled after Phinney's (1992) Multigroup Ethnic Identity Measure, in which respondents expressed their preferences between local and global cultures through 41 statements (Cheng, 2009). Based on this methodology, we created our own version of the measurement instrument, optimizing and adapting the original GIS. From a methodological standpoint, the optimization and adaptation of measurement tools are not only standard practice but also a necessary condition for conducting quality scientific research in the social sciences (Schwartz et al., 2008).

Initially, we developed identity constructs (ICs) comprised of four groups: "localists", "globalists", "glocalists", and "negativists" (Table 1). To identify the most appropriate items for each construct – specifically for "localists" and "globalists" – we submitted inquiries to four experts in the social and humanities sciences. Each expert was requested to select eight items that best aligned with the designated constructs.

Following a comparison of the experts' responses with our own research, we selected the most suitable items for each of the specified ICs. From the remaining statements, we further identified eight items that, in our opinion, reflect tendencies towards openness, flexibility, adaptability to change, as well as towards multicultural identity, multifaceted self-perception, and cultural exchange for the "glocalist" construct.

Within our study, we identified an additional construct, "negativists," to which we attributed eight remaining statements. This construct, based on J. Arnett's concept of "identity confusion", characterizes a category of respondents who neither accept the local nor the global culture and do not exhibit tendencies toward glocality, remaining in a state of alienation. These respondents demonstrate a negative attitude towards both their national affiliation and its cultural elements. Since the Likert scale was employed to systematically assess participants" attitudes towards various events or phenomena, these respondents had no opportunity for constructive suggestions other than selecting ratings for the presented statements. All statements were assessed on a five-point scale (1 – strongly disagree, 5 – strongly agree).

Table 1 – Identity constracts

Localists	Globalists	Glocalists	Negativists
I am happy to be Kazakh (-stanese)	I prefer to call myself a citizen of the world	I am proud of my Kazakh (-stani) heritage	I do not have a strong sense of belonging to Kazakhstan
I am not enticed by another culture or country.	I enjoy meeting and learning about people from other cultures and countries.	I am active in organizations and social groups primarily consisting of Kazakhs.	I am not attracted to Kazakh culture
I do not enjoy participating in foreign cultural practices such as festivals and ceremonies	I actively participate in events and organizations with representatives from other cultures or countries	I frequently participate in traditional cultural practices, such as traditional festivals.	I do not like being among Kazakhs
I do not like the cuisine of other countries and cultures.	I love the cuisine of other countries and cultures.	I try to adapt to the lifestyle in foreign cultures or countries.	I do not like Kazakh cuisine
I enjoy local television and cinema.	I enjoy films and television programs from other countries and cultures.	I would like to study or live abroad for a period.	I do not like Kazakh music
I like traditional clothing and hairstyles.	I like foreign styles of clothing and hairstyles.	I have a clear sense of what the Kazakh background means to me.	Sometimes I wish I were born in another country
I do not spend much time with people from other cultures or countries.	I would like to work for a foreign company.	I enjoy learning and knowing foreign languages.	I do not have a strong sense of belonging to the global community
I prefer local culture to global culture.	I love the music of other countries and cultures.	I am always up to date with international relations.	I do not try to be friends with people from other cultures or countries

Based on the proposed constructs, the following hypotheses will be tested:

H_1. In kazakhstani society "globalists" prevail over "locals".

H_2. Negativists" tend to reject all local cultural patterns, while having no clear attitude towards global processes.

Research Design

1. Sample: A disproportionate random sampling method was employed – this is a method of selecting elements from a population for inclusion in a study where the population is divided into groups, each with its unique characteristic, while the sample sizes from different groups are not proportional to their sizes in the population. The sample comprised 450 individuals – students currently enrolled at universities in Almaty; the selection criteria were based on ethnicity with equal numbers of kazakh (225) and others (225) ethnicities. Ethnic affiliation (kazakh, russian, uzbek, etc.) of the respondents was considered as a demographic indicator for further inclusion in the "other" group; it was used to segment identity constructs (ICs) into groups _k (responses from kazakhs) and _nk (responses from non-kazakhs) for comparison of means in statistical analysis. Since the sample included a small number of americans, nigerians, Indians, mongolians, and those who identified as "mixed," we want to emphasize the focus of our analysis: it is crucial for us to examine the relationship between ethnic identity and to what extent respondents in the compared groups associated themselves with the identity constructs we developed.

2. *The empirical method* of data collection for this study is a survey. The survey was conducted from November 1 to December 20, 2023. Before the survey was carried out, participants were informed about the purpose of the research, which aims to identify global and local cultural attitudes among kazakhstani student youth. Therefore, within the context of this GIS survey, terms such as "kazakh," "kazakhstani," and "traditional" used in identity indicators refer not to the Kazakh ethnicity, but to the respondents' affiliation with Kazakhstani society. This assumption was made to explore to what extent the construct of the nation – kazakhs as a country, without the "stan" – is perceived or acts as a barrier in their self-identification.

Thus, ethnicity was chosen as the first independent variable that may influence the direction of identity in the context of global-local relations. Gender was selected as the second independent variable. Gender and ethnic affiliation are closely related to cultural norms and expectations that define roles and behavior in society. These expectations can vary across cultures, and understanding these differences helps analyze how individuals assimilate elements of global culture or remain within their cultural identity, which is more closely associated with ethnicity.

Data Analysis and Research Results

For data processing and statistical analysis, the SPSS program was utilized. After cleaning and processing the collected data, the number of valid cases amounted to 426, which provides a reliable sample for analysis.

Considering that the respondents were university students, the average age of the participants was 20.22 years, with a standard deviation of 2.61. The age group ranged from 16 to 35 years.

We used the ANOVA test to assess the impact of the categorical independent variables – gender and ethnicity on the dependent variables. It was established that the differences between the statements included in the GIS and the ethnic affiliation and gender of the respondents were $p \geq 0.05$, meaning the differences are not statistically significant.

To statistically test the hypothesis that "globalists predominate over localists in Kazakhstani society", a paired t-test was used to compare mean values between two groups of statements: Pair 1 – "I am happy to be Kazakh – I prefer to call myself a citizen of the world", Pair 2 – "I am not enticed by another culture or country – I love meeting and learning about people from other cultures and countries", Pair 3 – "I do not like participating in foreign cultural practices such as festivals and ceremonies – I actively participate in events and organizations with representatives from other cultures or countries", Pair 4 – "I do not like the cuisine of other countries and cultures – I love the cuisine of other countries and cultures", Pair 5 – "I love local television and cinema – I love films and television programs from other countries and cultures", Pair 6 – "I like traditional clothing and hairstyles – I like foreign styles of clothing and hairstyles", Pair 7 – "I do not spend much time with people from other cultures or countries – I would like to work for a foreign company", Pair 8 – "I prefer local culture to global culture – I love music from other countries and cultures" among the same respondents (Table 2).

Table 2 – Paired t-test of «local-global» statements of ICs

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	-,507	1,362	,066	-,637	-,377	-7,683	425	,000
Pair 2	1,045	1,550	,075	,897	1,192	13,898	424	,000
Pair 3	,354	1,550	,075	,207	,502	4,719	425	,000
Pair 4	1,700	1,686	,082	1,539	1,860	20,810	425	,000
Pair 5	,472	1,276	,062	,350	,593	7,631	425	,000
Pair 6	-,094	1,125	,055	-,201	,013	-1,722	425	,086
Pair 7	,817	1,444	,070	,679	,954	11,679	425	,000
Pair 8	,580	1,401	,068	,446	,713	8,544	425	,000

As shown in Table 2, for Pair 1 the mean value is -0.507, with a p-value < 0.001, indicating statistical significance: the data demonstrate that “localists” rated the statement higher than “globalists”. For Pairs 2, 3, 4, 5, 7, and 8, the p-value < 0.001, indicating statistically significant differences between the scores of “globalists” and “localists” in favor of “globalists”; for Pair 6, the mean value is -0.094, with a p-value = 0.086, showing no statistically significant difference between globalists and localists for this item. For further analysis, we exclude the statements “I like traditional clothing and hairstyles” from the “localist” construct and “I like foreign styles of clothing and hairstyles” from “globalist” as irrelevant statements.

Thus, most statements show statistically significant differences between the scores of globalists and localists. In most cases, globalists rated the statements higher than localists. This may indicate that among the respondents, globalists predominate.

Furthermore, the results obtained from the two main data collection groups – Kazakhs (_k) and others (_nk) – are presented according to the four constructs within which the study of identities is organized.

As shown in Table 3, globalists have almost identical mean values in both the _k category (25.6009) and the _nk category (25.6085). This may indicate more pronounced globalization trends or worldviews among these respondents, regardless of ethnic affiliation.

The mean values in the “localists” construct indicate that the scores of localists on the _k scale are higher than on the _nk scale: this may suggest a higher rating of some aspect, for example, 68.8% of Kazakhs responded “strongly agree” to the statement “I am happy to be Kazakh”, whereas only 31.2% from the “others” group did so. Conversely, 36.8% of “Kazakhs” and 63.2% of “others” indicated they “strongly disagree” with this statement (Pearson Chi-Square: p-value < 0.001). The smallest standard deviation is in “Localists_nk” (3.07937), indicating more homogeneous responses in this group; localists in the “Kazakhs” _k group (21.5915).

Table 3 – Descriptive statistics

	N	Mean	Std. Deviation
Localits_k	213	21,5915	4,76102
Globalists_k	213	25,6009	5,59779
Glocalists_k	213	28,1878	5,67953
Negativists_k	213	17,6714	6,76178
Localists_nk	213	20,6808	3,07937
Globalists_nk	213	25,6085	4,32808
Glocalists_nk	213	27,7547	4,15302
Negativists_nk	213	21,5094	4,73215

The "glocalists" construct does not show statistically significant differences between the "Kazakhs" and "others" groups. However, the highest mean values among all constructs are seen in glocalists_k and glocalists_nk, particularly on the _k scale, which may indicate their most positive attitude towards both global and local cultural aspects.

Hypothesis 2 test – negativists exhibit the lowest mean values in both categories: 17.6714 for _k and 21.5094 for _nk, which may suggest a more negative or critical perception of certain aspects (likely related to local cultural patterns). The highest standard deviation in the "negativists_k" group (6.76178) indicates a greater heterogeneity of views, meaning a significant spread of opinions among participants of this group (Table 3).

The negative correlation coefficient presented in Table 4, equal to -0.202 (significance level 0.003 for a statistically significant link) between "negativists_nk" and "globalists_nk", suggests that a higher level of negativism in one subgroup is associated with a lower level of globalism in the other, and vice versa. The positive correlation coefficient between "negativists_k" and "globalists_k" of 0.188 with statistical significance (0.006) may indicate some common trend or relationship between negativism and globalism in this context.

Table 4 – Correlations

**. Correlation is significant at the 0.01 level (2-tailed).			
		Globalists_k	Negativists_k
Globalists_k	Pearson Correlation	1	,188**
	Sig. (2-tailed)		,006
	N	213	213
Negativists_k	Pearson Correlation	,188**	1
	Sig. (2-tailed)	,006	
	N	213	213
**. Correlation is significant at the 0.01 level (2-tailed).			
		Negativists_nk	Globalists _nk
Negativists _nk	Pearson Correlation	1	-,202**
	Sig. (2-tailed)		,003
	N	212	211
Globalists _nk	Pearson Correlation	-,202**	1
	Sig. (2-tailed)	,003	
	N	213	212

Thus, statistically significant correlations between negativists and globalists in different contexts (_nk and _k) suggest that there are certain relationships between these two perspectives, but they can vary depending on the context. High average values in categories related to global views and worldviews indicate that participants in this group are inclined to accept and integrate global values and attitudes, regardless of their cultural or national background. This may be indicative of the formation of a mixed or hybrid identity, where global and local elements combine to create a new type of identity that is convergent.

Discussion

In this study, we have demonstrated a measurement that provides insight into the identities of young individuals, employing an optimized and adapted analytical toolkit to examine cultural practices and factors. Global identity is considered in the context of its relationship with local identity.

The predominance of data towards global views and worldviews indicates that participants in this group are inclined to adopt and integrate global values and attitudes, regardless of their cultural or national background. However, there is a noticeable positive correlation between global identity and a negative attitude towards cultural practices, suggesting that as individuals become more engaged in global networks, their sense of global identity becomes more complex, even to the point of alienation. The presence of statistical correlation between negativists and globalists may indicate a potential for changes in one of the constructs depending on the context.

The study also highlights a significant mediating effect of global identity on the propensity for cooperation at the global level. This confirms the formation of a mixed or hybrid identity – a glocal identity – where global and local elements are integrated, leading to a greater readiness to collaborate with others around the world. Although this trend is widely observed, the processes and mechanisms involved in forming hybridity remain insufficiently studied (Blum, 2016).

Such measurements, in our view, aid in understanding how various influences contribute to the formation of diverse cultural identities and social structures between global and local cultural realities, enabling researchers and practitioners to better comprehend and address specific needs and challenges in shaping national identity. In particular, when studying global identity, such research reveals "enigmatic" empirical results that suggest different contextual meanings of the global community (Pichler, 2012).

As Arnett highlighted, today's youth rarely grow up knowing only one culture; increasingly, they interact directly with people from different cultures through travel, encounters in their own country, and indirectly via social media and other mass media. These interactions impact their everyday life in numerous ways, from daily habits such as language use and diet to major life decisions about where to work and whom to marry. Consequently, the development of cultural identity has become more complex, and it is no longer about becoming an adult member of a single culture but rather a task of navigating both local and global cultures.

In Kazakhstan, identity formation is often considered at a collective level, reflecting the country's postcolonial context (Bisenova et al., 2016). According to Adams, the postcolonial discourse is relevant for analyzing the Eurasian region, which justifies its applicability to Kazakhstan as well (Adams, 2008). The postcolonial context of Kazakhstan in identity studies is closely linked to the processes of national identity formation: an active re-evaluation of historical heritage, language policy, the incorporation of courses dedicated to national history, culture, and literature into curricula, and the characteristics of foreign policy where the country aims to carve out its niche on the international stage, contributing to the formation of a modern, independent state image (Kabaziev, 2022; Kolbachayeva, 2018).

At the same time, studies reveal complex processes of value transformation within the country, including changes in their hierarchy and sources of formation. There is a marked movement towards the European model, although different value blocks adapt at varying speeds. For instance, the shift away from paternalism occurs significantly faster than from collectivism, while individualistic consciousness is also actively integrated into the value structure of Kazakhstanis (Kabaziev, 2022).

Similar to other non-Western states, Kazakhstan exhibits a high degree of heterogeneity. According to Parekh, heterogeneity is a crucial aspect of cultural development, especially in developing countries, as it allows for the coexistence of multiple cultural influences and the adaptation of global cultural elements to local contexts (Boli et al., 2001; Parekh, 2003). This potentially facilitates a more active expression of global identity, particularly considering recent political changes and accelerating cultural transformations. This underscores the importance of integrating a national perspective into the study of global identity and critically assessing the impact of various cultural practices.

Limitations of this study: The results of this research may be distorted due to common errors such as methodological bias, which often arises during the optimization and adaptation of research tools. The use of different survey ways and translation issues may also have influenced the results. However, considering previous research showing a more widespread prevalence of strong global identity in less developed regions of the world, it is debatable how much methodological bias will be a limiting factor in studying global identities, regardless of the context.

Conclusion

The study of global and local identity, measured using the Global Identity Scale (GIS), has provided significant data on the cultural dynamics among the student youth of Kazakhstan. Educational programs and academic exchanges make students ideal subjects for examining identity trends.

Statistical analysis has shown that respondents lean towards a global identity, confirming the significant influence of familiarity with global cultures and values on their perception of their own identity.

Simultaneously, traditional and global cultural preferences can coexist without conflict, demonstrating the complex interplay between global influence and traditional values. Despite significant advancements in the study of the psychology of globalization, as noted by Arnett (2002), there is a lack of methods for measuring such identity. The development of identity constructs, such as "glocalists" and "negativists", broadens the understanding of the diverse ways of integrating global and local cultural elements. This approach highlights the broad spectrum of identity adaptation, extending beyond the binary categorization of global and local, and emphasizes the complexity of cultural integration.

It cannot be definitively stated that there is a predominance of globalization trends among the youth of Kazakhstan. The existence of a "negativist" group, expressing a critical or negative attitude towards national elements, indicates the presence of cultural resistance, which may be due to various factors, including economic conditions, language barriers, and personal experiences of cultural integration. The noticeable trend towards a global identity among the youth underscores the need for educational programs oriented towards global citizenship and preparing students for life in an increasingly interconnected world.

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SOCIAL ISOLATION OF ELDERLY PEOPLE IN URBAN SPACES

The growing number of problems experienced by the elderly living in the cities of Kazakhstan, who experience social isolation, are causing a new perspective on the problem. The purpose of the research is to examine the impact of social and spatial isolation on daily activities and the loneliness perception of elderly people living in Kazakhstan cities. 78 senior citizens participated in this study from these three locations; they filled out questionnaires which were then used to collect data regarding their loneliness levels as well as how often they feel cut off from others around them due to where they reside. The responses were analyzed statistically through SPSS software version 27 for Windows which employed both descriptive statistics techniques alongside the correlation analysis method to reveal any possible relationships existing among different variables considered by researchers during the investigation process. It is suggested that in Kazakhstan cities, research is needed to develop comprehensive programs that take into account social status and resource accessibility as well as the necessity for social contacts and support of family ties. Study results can be used to work out effective strategies aimed at preventing and overcoming social isolation among old people living in towns of Kazakhstan thus improving their life quality and creating a friendlier environment for citizens of all age groups. The findings of the research emphasize the importance of purposeful assistance to elderly persons for their social integration to improve their quality of life and makethe urban environment more friendly to all groups of the population.

Key words: social isolation, elderly individuals, urban space, Kazakhstan, loneliness, social connections.

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Қалалық кеңістіктегі қарттарды әлеуметтік оқшаулау

Қазақстан қалаларында тұратын, әлеуметтік оқшаулануды бастан өткерген егде жастағы адамдар бастан кешіретін проблемалардың санының артуы мәселеге жаңа көзқарас туғызуда. Зерттеудің мақсаты – Қазақстан қалаларында тұратын егде жастағы адамдардың күнделікті іс-әрекетіне әлеуметтік және кеңістіктік оқшауланудың әсерін және жалғыздықты қабылдауды зерттеу. Зерттеуге үш қаладан 78 қарт адам қатысты. Сауалнама жүргізу үшін әлеуметтік кеңістіктік оқшаулану мен жалғыздықты бағалайтын сауалнама пайдаланылды. Деректер сипаттама статистикасы мен корреляциялық талдауды қамтитын SPSS 27 нұсқасы бағдарламалық құралының көмегімен талданды. Зерттеу жалғыздық пен әлеуметтік оқшаулану деңгейінің жас, жалғыз тұру және жұмыссыздық сияқты факторлармен маңызды корреляциясын анықтады. Әлеуметтік мәртебе мен ресурстарға қолжетімділікті ғана емес, сонымен қатар әлеуметтік байланыстар мен отбасылық қарым-қатынастарды қолдау қажеттілігін де ескеретін кешенді бағдарламаларды әзірлеуге назар аудару қажет. Зерттеу нәтижелерін Қазақстан қалаларындағы егде жастағы азаматтардың әлеуметтік оқшауланyуының алдын алу және жеңудің тиімді стратегияларын әзірлеу үшін пайдалануға болады, бұл олардың өмір сүру сапасын жақсартуға және барлық жас топтары үшін неғұрлым инклюзивті қалалық ортаны құруға мүмкіндік береді. Зерттеу нәтижелері егде жастағы адамдардың өмір сүру сапасын жақсарту және халықтың барлық топтары үшін неғұрлым инклюзивті қалалық ортаны құруға ықпал ету үшін олардың әлеуметтік интеграциясын мақсатты түрде қолдаудың маңыздылығын көрсетеді.

Түйін сөздер: әлеуметтік оқшаулану, қарт адамдар, қалалық кеңістік, Қазақстан, жалғыздық, әлеуметтік байланыстар.

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Социальная изоляция пожилых людей в городском пространстве

Решение проблемы социальной изоляции пожилых людей в городских районах Казахстана становится все более актуальным в связи с растущими трудностями, с которыми сталкивается стареющее население при поддержании социальных связей и участии в общественной жизни. Цель исследования выявить влияние социальной пространственной изоляции на повседневную деятельность и восприятие одиночества пожилых жителей городов Казахстана. В исследовании приняли участие 78 пожилых людей из трех городов. Для проведения опроса была использована анкета, оценивающая социальную пространственную изоляцию и одиночество. Данные были проанализированы с использованием программного обеспечения SPSS версии 27, которое включало описательную статистику и корреляционный анализ. Исследование выявило значимую корреляцию между уровнем одиночества и социальной изоляции с такими факторами, как возраст, одинокое проживание и безработица. Необходимо уделять внимание разработке комплексных программ, учитывающих не только социальный статус и доступ к ресурсам, но и потребности в социальных контактах и поддержке семейных отношений. Результаты исследования могут быть использованы при разработке эффективных стратегий профилактики и преодоления социальной изоляции пожилых граждан в городах Казахстана, что позволит повысить качество их жизни и создать более инклюзивную городскую среду для всех возрастных групп. Результаты подчеркивают важность адресной поддержки социальной интеграции пожилых людей с целью повышения их уровня жизни, а также продвижения к более инклюзивному городскому пространству для всех.

Ключевые слова: социальная изоляция, пожилые люди, городское пространство, Казахстан, одиночество, социальные связи.

Introduction

Increasing life expectancy globally has become a major challenge for older persons living in urban areas of Kazakhstan, given its growing relevance in the face of significant social and demographic changes. Unfortunately, because of this trend, older persons now face a higher risk of social exclusion than ever before. This has adversely affected their physical and mental health, resulting in a deterioration in their quality of life. This issue remains extremely topical, even though there are few studies on it specifically focusing on the social exclusion of older persons within the city of Kazakhstan. Neglect of comprehensive analysis and understanding of the factors affecting the social integration of older persons in urban settings severely limits the ability to develop effective prevention and coping strategies. For that reason, there was an urgent need to study the issue in greater depth. So looking into how big the problem is, figuring out why older people feel alone in cities, and coming up with good ideas will create a solid social policy. This policy aims to make life better for older folks living in Kazakhstan's urban areas.

The problem of research

The issue with investigating the social isolation of elderly people in urban areas of Kazakhstan is that as the proportion of the elderly population increases, it becomes more difficult for them to sustain social ties and engage in public life. Urban spaces are usually designed with a bias towards the youthful and working class and so may not offer appropriate conditions for active participation by aged persons. This is worsened by the absence of special social services programs, inadequate public transport systems, architectural barriers that impede movement as well as low levels of awareness about these problems among both governments at different levels or societies as a whole contribute greatly towards the isolation of aged members within our communities. The research therefore seeks to determine particular dimensionsthat make up this challenge including among others socio-cultural factors pertaining thereto; accessibility levels within the city's infrastructural facilities especially those meant for use by handicapped persons like parks and toilets and last but not least medical matters like whether there are any psychological issues affecting interaction among old folks who live alone or with others but still feel lonely at times. Solving these puzzles not only will benefit those above sixty years of age alone rather than all citizens regardless of their age groups as well will bring brought closer together while at the same creating more accommodating town environments than ever before.

The object of the study is the social isolation of elderly people in the cities of Taldykorgan, Konaev, and Almaty.

The subject of the study is the phenomenon of social isolation among elderly citizens in the urban environment.

The research aims to determine the influence of socio-spatial isolation on the daily activities and perception of loneliness among elderly individuals residing in different cities (Taldykorgan, Konaev and Almaty) in Kazakhstan.

Research question: What is the impact of socio-spatial isolation on the daily activities and perception of loneliness among elderly individuals from different cities (Taldykorgan, Konaev and Almaty) in Kazakhstan?

Social spatial exclusion refers to an individual's limited social contacts and restricted access to resources within a specific spatial realm. Geographic location, social structures, economic status, physical mobility, and technological possibilities are some ofthe many reasons that account for this phenomenon. In particular, it affects the elderly people most, who often confine their social connections within certain places or facilities where they can find necessary help or supporting materials. 'With them gone', what follows? According to research findings from different studies on social isolation among aged persons; if nothing is done about it soon enough (before long) then there will be a poor quality of life experienced due to increased stress levels caused by intensified feelings of loneliness resulting from depression which is one of its effects also. In addition to this, their social network may be weakened as well as their accessibility to health care services, etc., since some of these networks could have been established on a neighborhood basis(Schnell, 2001: 622), (Buffel, 2013: 89).

The results of the study can be used to develop effective strategies for preventing and overcoming the social isolation of older citizens in the cities of Kazakhstan, thereby helping to improve their quality of life and create a more inclusive urban environment for all age groups.

Literature review

Buffel T. is deepening the social exclusion of older persons in urban areas, highlighting key aspects of this complex problem. They discuss factors that contribute to social exclusion, such as loss of social cohesion, reduced mobility, financial constraints, and changes in social networks (Buffel, 2014: 800). The distinction between social isolation and loneliness is emphasized, defining the former as a lack of contact and the latter as a subjective sense of loneliness (Buffel, 2013: 90), (Buffel, 2015: 13). The challenges of measuring social exclusion are recognized, and the authors propose a comprehensive assessment that takes into account both objective aspects such as social fragmentation and subjective aspects such as perceived social exclusion. The study focuses on the dynamics of neighborhoods, focusing on the experiences of disadvantaged urban areas in Belgium and England (Buffel, 2014: 802). The importance of community involvement and social participation in combating social exclusion among older persons is emphasized, offering social activities and social initiatives as potential strategies (Buffel, 2014: 803). (Buffel, 2015:17), (Klapka, 2020: 239).

Frantál B. promotes the understanding of social exclusion, emphasizing the important role of everyday activities in the perception of isolation and loneliness. They present a model of sociospatial isolation based on diaries and questionnaires measuring components such as passivity, isolation, and loneliness. Factors such as income, leisure time, age, sex, education, health, financial opportunities, and spatial mobility influence socio-spatial isolation (Frantál, 2020: 325). It is important to note that the study highlights the gender-specific nature of loneliness, especially for women who experience a decrease in family contact during their old age. Activities such as nature trips, sporting events, cultural events, public gatherings, and restaurant visits are effective in reducing isolation and loneliness among older people (Frantál, 2020: 327). Policies proposed to address the identified barriers include the expansion of a flexible workplace, the development of digital skills among older persons, and the provision of accessible and safe public transport (Frantál, 2020: 329), (Klapka, 2020: 238).

Lapena K. writes that social isolation and loneliness highlight their close connection. Social exclusion is defined as the objective absence of relationships, and loneliness is described as the subjective experience of an unpleasant lack of social connections(Lapena, 2020: 1488), (Klapka, 2020: 239). The study notes that the social exclusion of older persons is influenced by factors such as living in disadvantaged areas, poor health, loneliness, and triggers such as retirement or severe loss (Lapena, 2020: 1488), (Frantál, 2020: 322). Loneliness is reported to be higher in southern Europe, including Spain, where it is 11.5 percent among people over 60 years of age. Interventions aimed at reducing social exclusion and loneliness among older persons in urban areas should take into account contextual circumstances, such as cultural aspects, household type, location, or area income. The authors stress the importance of adapting measures to the specific needs and circumstances of the target population and assessing success beyond process indicators (Lapena, 2020: 1489), (Landeiro, 2017: 78), (Klapka, 2020: 241).

Dahlberg and McKee talk about the social complexities that older adults face, such as atmospheric phenomena, as well as difficult situations (Dahlberg, 2018: 177), (Yaylagül, 2021: 197). They highlight challenges facing older people in middle regions, including limited social security, limited access to services, and reduced neighborhood cohesion. Quantitative research is highlighted as the most important for understanding and comparing economic phenomena in the face of variable climate and change (Dahlberg, 2018: 176). The result highlights the particular challenges faced by older people in traditional settings and raises the need for targeted interventions to address social employment issues in these communities. Understanding and solving the problems of social projects is crucial for improving the well-being and social cohesion of people in cities (Dahlberg, 2018: 177). In their early work, Dahlberg and McKee examined the financial exclusion paid to people in border regions during twenty years of social problems. They highlight the challenges facing urban residents, including changing social structures, shrinking social networks, and limited access to public resources. Implementation understands the impacts that have a significant impact on well-being and quality of life and provides targeted interventions and strategies that take into account the specific type and context of care for people in cities. According to Dahlberg, informal care provided by friends, friends, and neighbors is critical to preventing social failure and negative consequences caused by unmet care needs (Dahlberg, 2016:3).

Miranti and Peng provide insight into the broader concept of social exclusion among older people in Australia. Although their work does not directly address social exclusion, it provides a valuable context for understanding the factors contributing to social exclusion and the potential consequences of social exclusion (Miranti, 2015: 112). Spoor M. Views social exclusion among older persons through the lens of multidimensional social exclusion (Spoor, 2013: 139). The article emphasizes three key aspects: exclusion from economic life, social services, civil life, and social networks. Access to health care, medicines, social protection, infrastructure, and transport is considered crucial to well-being. Inequalities in political, cultural, and civic opportunities are discussed, highlighting the importance of addressing all three dimensions to reduce social exclusion and improve the well-being of older persons (Spoor, 2013: 139).

Arkhipov and Aringazina discuss the relationship between social exclusion or loneliness and chronic illness among older persons. The study highlights the importance of understanding this relationship for the development of health and social policies. Loneliness is considered a risk factor for depressive symptoms, and primary prevention strategies are proposed as a promising approach. Social exclusion is associated with an increased need for medical care and various medicines for chronic diseases (Arkhipov, 2022: 110).

Stickley et al. highlight the consequences of social exclusion and loneliness among older persons in the countries of the former Soviet Union. Economic difficulties, including high divorce rates and male mortality, contribute to social exclusion. Social disintegration affecting access to essential goods and services, including health care, is highlighted. The study discusses the relationship between loneliness and poor health, highlighting the importance of addressing loneliness in improving quality of life and reducing the risk of adverse health effects associated with social exclusion (Stickley, 2013: 679).

Krivo L.Y. et al argue that in urban areas, disadvantaged and advantaged people experience social exclusion. High-income households in affluent areas can be just as isolated as disadvantaged households. Ethnoracial dynamics exacerbate social exclusion, as African Americans, Latinos, and residents of neighborhoods where many Latinos face additional penalties. The authors call for more comprehensive site data, emphasizing the need for a thorough understanding of the sources and consequences of social exclusion for different ethno-racial groups (Krivo, 2013: 141).

Lamanna M. et al. discuss the relationship between public transport and social exclusion in the elderly. In urban areas, older persons may face social exclusion due to transport-related factors. Barriers such as accessibility problems, safety problems, lack of awareness, and discomfort in the use of public transport contribute to a decrease in social activity. The authors advocate for age-friendly transport initiatives, including improved accessibility, specialized services, educational programs, and improved user experience for older passengers, to promote social integration and connections between urban older persons (Lamanna, 2020: 393).

LevasseurM.M. emphasizes the critical role of older people's participation in society in strengthening the vitality of communities, promoting health, and preventing disability. The study focuses on older people in rural areas to reduce isolation and vulnerability by identifying and prioritizing needs for social participation (Levasseur, 2020:4).

Weldrick R. and GrenierA. challenge the dichotomy of rural and urban exclusion by emphasizing the influence of geographical, spatial, and place-based factors on social exclusion. They advocate for the inclusion of living conditions, neighborhoods, institutions, accessibility, and perceived safety in research and policy interventions, advocating for a broader conversation about social exclusion, inequality, and exclusion (Weldrick, 2018:76).

According to Poscia A. et al., overcoming social isolation and loneliness among older adults is of global importance. Their extensive review explores different interventions that cover group, mixed, and individual approaches while focusing on the potential efficacy of new technologies and participation in society-oriented art projects in mitigating social isolation (Poscia, 2018: 133), (Devine, 2019: 273). The authors stress the need for further research to enhance methodological rigor, which would ensure reliable evidence on intervention effectiveness (Poscia, 2018: 133).In the same vein, Khosravi P. elaborates in great length on the detrimental effects of social isolation and loneliness on the health and well-being of elderly people Khosravi, 2016: 594), (Cohen, 2017:3). Their study identifies a whole range of negative consequences associated with social isolation, starting from cognitive decline and increased mortality risk to sleep quality disturbance, decreased physical activity, worsened mental health, and susceptibility elevation to conditions such as Alzheimer's disease (Cohen, 2017:4). The authors stress the prevalence of social isolation among elderly individuals and advocate for alternative strategies to mitigate its deleterious impact (Khosravi, 2016: 594). Kozyreva P.M. discuss the prevalence ofsocial isolation among elderly people—paying particular attention to the sharpening of isolation during the COVID-19 pandemic crisis (Parlapani, 2020). The authors emphasize the importance of studying social isolation in old age and loneliness, especially in the context of adaptation to the current Russian reality, noting that the issues must be addressed to promote social well-being (Kozyreva, 2022: 46).

Jacquipbek A.A. explores social exclusion in the context of factors influencing social exclusion, such as ageism and negative perceptions of aging. The review highlights the importance of social relations in reducing social exclusion, as well as the potential risks associated with social exclusion, including its impact on health and well-being (Zhakypbek, 2019: 44).

Lipich T. discusses various factors contributing to the social isolation of elderly people, including changes in social status, loss of contacts, excessive free time, and traumatic situations related to retirement. They identify the role of gerontological centers in developed countries as innovative approaches to the problem of social isolation resolution and assistance in resocialization for the well-being and integration of elderly people (Lipich, 2012:46).

The challenges faced by elderly people during the COVID-19 pandemic are addressed by Mirzakulova et al. (2022), focusing on the negative implications of social isolation, increased loneliness, and reduced emotional well-being (Klapka, 2020: 241), (Mirzakulova, 2022: 158). The study explores how the elderly are adapting to digital technologies as a means of overcoming social isolation during the pandemic, providing an understanding of their response to challenges posed by the disruption of social ties (Mirzakulova, 2022: 158).

In conclusion, an extensive review of the literature has deepened the multifaceted problem of social exclusion among older persons in urban and rural settings. The differentiation of social exclusion and loneliness was emphasized, with emphasis on the objective absence of social ties and the subjective sense of loneliness (Matthews, 2016: 339). The review identified many contributing factors, including loss of social cohesion, reduced mobility, financial constraints, and changes in social networks. Various studies have highlighted the importance of individual action, community participation, and social participation to combat social exclusion among older persons. Cultural, economic, and contextual circumstances were found to be influential, underlining the need for interventions that take into account the specific needs and circumstances of different population groups. The impact of social exclusion on health and well-being was carefully studied, with adverse effects such as increased risk of chronic morbidity, poor cognitive functioning, and higher risk of mortality. The COVID-19 pandemic has become an important factor exacerbating social exclusion, requiring adaptable responses to unforeseen challenges (Smith, 2020). The review of the literature highlights the importance of addressing socio-spatial factors, ethno-racial dynamics, and the impact of living conditions on social exclusion. It challenges the dichotomy between rural and urban exclusion, advocating a broader discussion of social exclusion, inequality, and exclusion. The importance of public transport, public art, and new technologies in addressing social exclusion was also recognized and calls for future research to improve methodological quality and provide conclusive evidence of effective interventions. Looking at what the research says shows we need to tackle social exclusion in older people from all angles. We should consider how different factors work together and make sure our solutions fit the specific needs of different groups. The thoughts shared here help build knowledge that can shape policies, actions, and programs to improve the lives and social connections of older folks.

Materials and methods

Representatives from three cities took part in the study: Taldykorgan, Konaev and Almaty. The total number of study participants was 78 elderly people: 27 from Taldykorgan (N=27), 23 from Konaev (N=23), and 28 from Almaty (N=28). Some questionnaires were distributed by the students and relatives to their grandparents living in the mentioned cities, while another part of the questionnaire was distributed by the researchers themselves to single elderly people to obtain monetary compensation. The sample did not include elderly people living in nursing homes. The subgroups of respondents from different cities did not differ significantly in age, gender, number of children, or proportion of the economically active population. The data collection tool used was the Older People's Questionnaire, which was developed by Böcker (2017) and previously used in a study by Frantál (2020).The questionnaire included questions about perceptions of isolation and loneliness, and the survey lasted a week, from 9 to 15 October 2023. The questionnaire allowed us to estimate the frequency of leisure activities at home and the frequency of activities outside the home. including work. The purpose of the evaluation was to identify the subjective perception of social exclusion using a scale developed by Frontal (2020), consisting of 9 statements with answers in the format of a 5-point Lightkert scale. The Frontal scale (2020) developed by the author included scales from previous studies, namely the «Scale of Social Exclusion», Cornwall and Waite's Perceived Isolation Scale (2009), «Scales of Emotional and Social Loneliness» by Geerweld and Van Tilburg (2010), and California University Loneliness Scale» Russell (1996). The survey also included a section on socio-demographic characteristics (Klapka, 2020: 239). The data were analyzed using the SPSS version 27 software using descriptive statistics, mapping table, and correlation analysis (Böcker, 2017: 831), (Frantál, 2020: 322), (Cornwell, 2009: 31), (Gierveld, 2010: 121), (Russell, 1996: 20), (Klapka, 2020: 240), (Buffel, 2013: 91).

Results and discussion

The results of the study show that Table 1 shows several key aspects that reflect the socio-demographic profile of the respondents (Klapka 2020: 241). The first important aspect is the age structure dominated by respondents aged 65 years and over (51.5 percent), indicating a predominance of older persons in the sample before retirement age. Women make up a large majority (64.1 percent) due to their longer life expectancy. Those with higher education predominate (56.4 percent). Data on marital status show that most respondents are not alone in their households (70.5 percent). Concerning the number of children, it can be seen that most of them have one or two children (67.9 percent), which may affect the level of family support in old age. Income distribution has a major concentration in the range of 100 001-300,000 tenge, indicating a moderate level of income. The structure of employment status shows that the majority of respondents are retired (57.7 percent), which may have an impact on their access to resources and participation in government programs.

Table 1 – Socio-demographic characteristics of respondents

Age	**N**	**%**
less than 65	19	24,4
65-69	21	26,9
70-74	15	19,2
75-79	9	11,5
80 and more	14	17,9
Gender	**N**	**%**
M	28	35,9
F	50	64,1
Education	**N**	**%**
School diploma	15	19,2
College diploma	19	24,4
Bachelor's degree	37	47,4
Doctoral or candidate degree	7	9,0
Place of residence	**N**	**%**
Almaty	28	35,9
Taldykorgan	27	34,6
Konaev	23	29,5
Living alone	**N**	**%**
Yes	23	29,5
No	55	70,5
Number of children	**N**	**%**
0	3	3,8
1	28	35,9
2	25	32,1
more than 3	22	28,2
Household income	**N**	**%**
45001 – 100.000 KZT	18	23,1
100.001 – 200.000 KZT	42	53,8
200.001 – 300.000 KZT	15	19,2
300.001 – 400.000 KZT	3	3,8
400.001 – 500.000 KZT	0	0
more than 500.000 KZT	0	0
don't have an income	0	0
Work activity	**N**	**%**
I work full-time	22	28,2
I work part-time	11	14,1
Pensioner	45	57,7

The analysis of the survey results in Figure 1 shows several key observations. Firstly, the majority of respondents (56.4%) spend a significant amount of time at home after retirement. It's possible that this is because of personal preferences or external factors, like the COVID-19 pandemic. Secondly, there is a certain level of activity in keeping up with news from their past work, as reported by 30.8% of the respondents. Maintaining this interest suggests that many elderly individuals maintain connections with former colleagues and remain interested in their professional activities. Moreover, 44.9% of the respondents expressed a willingness to dedicate time to learning and improving their professional skills, indicating a desire for self-development. Additionally, retirement provides an opportunity to dedicate more time to hobbies, as confirmed by 28.2% of the survey participants. The importance of family relationships should also be noted, as the majority of respondents (62.8%) stated that they are willing to discuss their joys and concerns with their loved ones, highlighting the significance of family support and communication. The opinions of the respondents regarding working during retirement are also interesting, as the majority of them (53.8%) believe that working during retirement interferes with their enjoyment of this stage of life, indicating a desire for rest and freedom from obligations.

However, half of the respondents (51.3%) experience feelings of loneliness after retirement, which may be due to limited social activity or lack of support from loved ones. Furthermore, a significant portion of the respondents (42.3%) expressed concern that their children have their responsibilities and cannot visit them frequently. Additionally, the observation showed that more than half of the respondents (51.3%) confirmed a low interest in social activities, stating that they cannot spend much time in the company of friends and acquaintances. Low social activity and infrequent meetings with friends and family contribute to the growing social isolation of the elderly. Overall, the analysis of the survey results provides insights into the needs and preferences of elderly individuals after retirement and identifies important aspects of their life and well-being.

Statement	Response [%]				
	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I spend almost all my time at home since I retired	0	56,4	24,4	19,2	0
I am actively involved in news from former work and work specialisation	0	30,8	38,5	30,8	0
I can spend a lot of time meeting my friends and acquaintances	0	28,3	20,5	51,3	0
I can spend a lot of time learning and increasing my professional skills	5,1	16,7	44,9	33,3	0
In retirement, I can focus more on my hobbies that I couldn't do before	6,4	28,2	28,2	32,1	5,1
I can make me happy by buying something nice for myself	10,3	44,9	26,9	17,9	0
I can talk and share my troubles and joys with my partner and family	5,1	62,8	12,8	15,4	3,8
Our children have their own worries and do not have much time to visit us	7,7	39,7	10,3	42,3	0
I have often feelings of loneliness since I retired	14,1	37,2	26,9	15,4	6,4

Figure1 – Results of respondents' answers on the assessment of social isolation of elderly people according to B. Frantál, P. Klapka

The correlation analysis in Table 3 showed significant links between some factors and levels of loneliness and social exclusion among older persons. First, age has a strong negative correlation with loneliness and social exclusion (-0.436 and -0.539, respectively), indicating that with age people tend to experience greater loneliness and social exclusion. Furthermore, living alone is also highly correlated with loneliness and social exclusion (0.430 and 0.191 respectively), confirming that people living alone are more likely to feel loneliness and social exclusion. Employment also has a strong negative correlation with loneliness and social exclusion (-0.677 and -0.711, respectively), suggesting that older workers feel less alone and isolated than the unemployed. The analysis thus shows that age, loneliness, and lack of employment are important factors that significantly affect the level of loneliness and social exclusion among older persons.

Table 3 – Results of Spearman correlation analysis of social isolation and loneliness

	Loneliness	Social isolation
Age	-,436**	-,539**
Gender	0,32	-,025
Education	0,37	,220
Living alone	,430**	,191
Number of children	,007	-,198
Household income	-,256**	-,259**
Work activity	-,677**	-,711**
***Correlation is significant at the 0.01 level (2-tailed).*		

The correlation analysis reveals that income has a moderate negative link to loneliness and social exclusion (-0.256 and -0.259). This suggests that older people with higher incomes tend to feel less lonely or isolated. But it's worth noting that income's correlation isn't as strong as other factors like age, employment, and living alone. This might mean that while income has an impact on loneliness and social exclusion levels, it's not as crucial and could be overshadowed by other elements such as social standing, resource availability, and chances to interact. Still, for older folks higher incomes might open doors to a range of social activities like joining events, activities, or clubs, which could help reduce loneliness and social exclusion. So even though income plays a part in loneliness and social isolation among older people, its effect might be less straightforward and more intricate than the influence of other factors such as age and employment.

The study's findings shed light on several key aspects of the respondents' socio-demographic profile. Age structure stands out as the main feature, with people 65 and older making up 51.5% of the group showing a high number of older folks nearing retirement. Women make up a big chunk (64.1%) of the respondents likely because they tend to live longer. People with college degrees or higher are in the majority (56.4%). When it comes to relationships most respondents don't live by themselves (70.5%), and a good number have one or two kids (67.9%), which could affect how much family support they get in their golden years. Most people in the study make between 100,001 and 300,000 tenge putting them in the middle-income bracket. Looking at jobs, we see that retirees make up the biggest group (57.7%), which might affect how they tap into resources and take part in government programs. The study also found that after retiring most respondents (56.4%) spend a lot of time at home. This could be because they want to or because of outside factors like the COVID-19 pandemic. At the same time, 30.8% of respondents still keep up with news from their old jobs showing they stay in touch with former workmates. It's worth noting that 44.9% of respondents say they're up to learn new things and sharpen their work skills showing they want to keep growing. most respondents (62.8%) think it's crucial to talk about their ups and downs with their loved ones highlighting how important family support is to them.

Even so, 51.3% of those surveyed feel lonely after retiring because they don't get out much or their family doesn't check in often. Also, 42.3% worry that their kids are too busy with their own lives to stop by. More than half (51.3%) say they're not that interested in hanging out with others, which shows older folks are becoming more cut off from society.

The analysis of correlations showed strong links between certain factors and how lonely and isolated people felt. Age has a big negative connection to loneliness and social isolation. This means that as people get older, they often feel more lonely. Living by yourself also has a close tie to feeling lonely and cut off from others. This backs up the idea that folks who live alone are more likely to deal with these issues. Having a job also has a strong negative link to loneliness and social isolation. This suggests that older adults who work don't feel as lonely or isolated as those who don't.

Also, health status and getting health care were found to be key factors that have an influence on social isolation and loneliness. People with long-term illnesses or who couldn't see a doctor were more likely to feel cut off. Social life also matters a lot: joining clubs going to events or helping out as a volunteer helps fight loneliness and isolation. New tech is important too: older folks who often go online and use social media tend to feel less lonely. This means that to cut down on loneliness and social isolation for older people, we need to look at the whole picture. We should make it easier to get health care, help people stay social, and teach them how to use computers and the internet.

Conclusion

To wrap up this research, our survey and correlation analysis shed light on some crucial points about retired people's lives and what contributes to their feelings of loneliness and being left out. For starters, we found that most retirees spend a lot of their time at home. Despite this, however, restrictions on social contact and feelings of loneliness are becoming serious problems within this group. This is confirmed by the correlation analysis, which shows strong links between levels of loneliness and social exclusion and factors such as age, loneliness, and unemployment. age. This is probably due to the decline in social interactions and the loss of social roles that characterized employment. Living alone also has a significant impact on loneliness and social exclusion due to reduced daily interaction. It is also worth noting that employment has a positive impact on the level of loneliness and social exclusion. This is supposed to happen through regular communication with colleagues and the preservation of social roles. However, the impact of income on loneliness and social exclusion is less significant than other factors. This suggests that access to resources is not always able to fully compensate for the loss of social ties or roles inherent in active employment. Based on these results, integrated programs are being developed that go beyond social status and access to resources. but also the need for social contacts, support, and opportunities for participation in public life. In addition, low family relationships should be noted as they have a significant impact on levels of loneliness and social transfers among people. Overall, these results include the complex social problems faced by older persons in modern society and the need for a targeted approach to support their social opportunities to improve their quality of life.

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PROFESSIONAL PREFERENCES OF URBAN AND RURAL HIGH SCHOOL STUDENTS: COMPARATIVE ANALYSIS

The actuality of the problem of professional preference defining and studying of high school students is increasing. This is due to the fact that the successfulness of a professional orientation work in schools is one of the important indicators of modernization of Kazakhstani education as a guarantee of future youth employment and competitive positions in labour market. Given article is devoted to the studying the professional preferences of urban and rural high school students. The aim of the research is determining factors, similarities and differences that affecting on professional preferences of urban and rural high school students.

In theoretical part of the given article was made an overview of scientific conceptions of professional preferences of high school students. The empirical part shows the results of the research conducted by questionnaire method among students (N = 270) of urban and rural high school students (Almaty city and Almaty region).

The results of the research demonstrate that students of urban high schools apply independently career guidance and counselling institutions outside of school, as well as rural youth prefer only school career guidance activities. Psychological testing is the widely used form of professional orientation work in urban and rural schools. The main factors which were affected by changes in the professional preferences of urban youth are the demand for particular specialities in the labour market, as well as on students of rural schools affect of social ties. Rural youth don't have a concrete position in choosing not only a profession, also a higher educational institution. The high level of remuneration is very important in future job as urban as rural youth.

The results of the study can be used to develop recommendations and further improve the effectiveness of vocational guidance for young people in the education system.

Key words: profession, professional preferences, choice of profession, career guidance, schoolchildren, rural youth, urban youth.

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Қала және ауыл жоғары сынып оқушыларының кәсіби қалаулары: салыстырмалы талдау

Жоғары сынып оқушыларының кәсіби қалауларын анықтау және зерттеу мәселесінің өзектілігі артуда. Себебі, мектептерде кәсіптік бағдар берудің жетістігі жастардың болашақта жұмысқа орналасуының және еңбек нарығындағы бәсекеге қабілетті позициялардың кепілі ретінде қазақстандық білім беруді жаңғыртудың маңызды көрсеткіштерінің бірі болып табылады. Мақала қала мен ауылдың жоғары сынып оқушыларының кәсіби қалауларын зерттеуге арналған. Зерттеудің мақсаты қала және ауыл мектептерінің жоғары сынып оқушыларының кәсіби қалауларына әсер ететін факторларын, айырмашылықтары мен ұқсастықтарын анықтау.

Мақаланың теориялық бөлімінде жоғары сынып оқушыларының кәсіби қалауларына қатысты ғылыми тұжырымдамаларға шолу жасалынды. Зерттеудің эмпирикалық бөлімінде қалалық және ауылдық мектептердің (Алматы қаласы мен Алматы облысы) жоғары сынып оқушылары (N = 270) арасында сауалнама әдісімен жүргізілген зерттеу нәтижелері ұсынылған.

Зерттеу материалдары негізінде қаланың жоғары сынып оқушылары мектептен тыс кәсіби бағдар беретін ұйымдар мен кеңес беретін мекемелерге өз бетінше жүгінетіні, ал ауыл жастары жүгінбейтіні айқындалды. Қала мен ауыл мектептерінде кәсіби бағдар жұмыстарының ішінде ең кеңінен қолданылатын түрі психологиялық тестілеу. Зерттеу көрсеткендей, қала жастарының кәсіби бейімділігінің өзгеруіне еңбек нарығындағы белгілі бір мамандықтарға сұраныстың өзгеруі, ал ауыл мектептеріндегі мектеп оқушылары үшін әлеуметтік байланыстар әсер етеді.

жастарының тек мамандық емес, жоғары оқу орнын таңдауда нақты ұстанымы жоқ. Қала және ауыл оқушылары үшін еңбекақы деңгейі өте маңызды.

Зерттеу нәтижелері бойынша ұсыныстар әзірлеу және білім беру жүйесінде жастарға кәсіптік бағдар берудің тиімділігін одан әрі арттыру үшін пайдалануға болады.

Түйін сөздер: кәсіп, кәсіби қалау, мамандық таңдау, кәсіби бағдар, оқушылар, қала жастары, ауыл жастары.

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Профессиональные предпочтения городских и сельских школьников старших классов: сравнительный анализ

Актуальность проблемы определения и изучения профессиональных предпочтений школьников старших классов возрастает. Это связано с тем, что успешность профориентационной работы в школах является одним из важных показателей модернизации казахстанского образования как залога будущего трудоустройства молодежи и конкурентных позиций на рынке труда. Статья посвящена изучению профессиональных предпочтений городских и сельских старшеклассников. Цель исследования – определить факторы, сходства и различия, влияющие на профессиональные предпочтения школьников старших классов городских и сельских школ.

В теоретической части данной статьи сделан обзор научных концепций профессионального предпочтения старшеклассников. Эмпирическая часть представляет результаты исследования, проведенного методом анкетирования среди учащихся старших классов (N = 270) городских и сельских школ (г. Алматы и Алматинская область).

Результаты исследования демонстрируют, что школьники старших классов города ориентированы обращаться в профориентационные и консультационные учреждения вне школы, в то время как сельская молодежь предпочитает только школьные профориентационные мероприятия. Наиболее широко используемой формой профориентационной работы в городских и сельских школах является психологическое тестирование. Исследование показало, что на изменение профессиональных предпочтений городской молодежи влияет изменение спроса на определенные специальности на рынке труда, а для школьников сельских школ – социальные связи. Сельская молодежь не имеет четкой позиции в выборе не только профессии, но и высшего учебного заведения. Очень важным как и для городских, так и сельских школьников является уровень оплаты труда.

Результаты исследования могут быть использованы для разработки рекомендаций и дальнейшего повышения эффективности профессиональной ориентации молодежи в системе образования.

Ключевые слова: профессия, профессиональные предпочтения, выбор профессии, профориентация, школьники, сельская молодежь, городская молодежь.

Introduction

The choice of a future profession is one of the most important decisions in the life of any high school student. The professional choice is influenced by several factors: parental advice, Internet resources, personal decisions or preferences, career guidance work at school, etc. It can affect not only the personality of young people but also the socio-economic problems at the state level. That is, there is an increase in the need for certain professions in society and a shortage of personnel. Therefore, the right choice of future profession is necessary from the very beginning in schools. Although the professional choice of high school students depends on personal goals, life positions, strategies and abilities, purposeful and systematic career guidance work allows you to determine students' professional interests, values and orientation. The problem of determining professional preferences has always been among the most pressing.

Normally, high school students face many difficulties in the process of professional choice. In solving such problems, the head of state K. Zh. Tokayev proposes the need for early implementation of comprehensive measures in schools that will help students make rational professional choices (Tokayev, 2021).

In many, the problem of vocational guidance of schoolchildren and its system began to be studied in the pedagogical, as well as in the social and humanitarian Sciences. Proir to analize theoretically the professional preferences of the students in sociological science, first of all let's dwell on the concept of career preferences.

In different countries, the measures and forms of assistance to students in choosing a professional profession are different. Among them, let's analyze the experience of several advanced countries. In England, at the beginning of the 20th century, the economic situation was unstable and the number of unemployed categories of people increased sharply. To resolve this issue in the country, the first professional orientation work was carried out. Such works included works aimed not only at young people, but also at people of middle age, and these works were carried out by anyone, without resorting to the help of of a special specialist. As a result of such systematic work, the UK solved and regulated the problems of unemployment, staff shortages, etc. (Roberts, 2013). The Netherlands also has a career guidance practice aimed at developing the student's professional competence and personal abilities. Therefore, career guidance services are not limited to providing information about the labour market, universities, etc., but involve the identification and development of personal abilities and professional inclinations of high school students (Tewierik et al., 2015). In modern conditions, several prestigious universities in the United States have special Centers for the study of career. The purpose of the centres is to contribute to the preservation of economic stability in the country or a particular region by compiling a list and map of professions necessary for society. The results of the conducted research are submitted as recommendations to school management in each region, and special specialists engaged in Career Guidance work.

Literature review

Professional orientation consists of a large-scale system of work carried out in various forms. One of the types of them is the determination of professional preferences. The concept of career guidance is the object of study of some social and humanitarian sciences, such as Psychology, Sociology, Political Science, etc., and the research features of each are different. The main goal of professional orientation work in any form is to help in choosing a future profession. An American psychologist who studied the choice of profession from a psychological point of view associates the name Holland. According to his concept, when choosing the right profession, it is important to consider the personal qualities and personality characteristics of the individual, and his preferences (Holland, 1997). This is because choosing a profession that does not consider the person's professional preferences and does not correspond to their abilities may in the future make him not work in that professional field at all or move on to his desired profession (Kimongo-Kemboi, 2016). At the same time, young people with a profession tend to choose a good profession and make decisions.

Although many people believe that profession choice is a personal decision, studies have shown that a number of factors influence students' final choices such as family, school, community, social and economic factors (Ferry, 2006). Among these factors, parents have an important influence on the choice of professions. Additional research has shown that parents influence the career choice of students more than teachers (Kniveton. 2004). Some scientists suppose that children cannot engage in particular professions, or even cannot think about it without parental permission (Taylor et al., 2004). A. Henderson and K. Mapp approve that children study better and visit best schools only then, parents are engaged and involved (Henderson et al., 2002). In the A. Roe's opinion. Upbringing styles have a significant influence on a child's career decisions, especially when choosing personality-orientated careers. A. Roe comes to the conclusion that the most important aspect of this is the child's proximity to the parents. Thus, considering parental involvement as a major factor influencing students' career choices, the researcher investigated the career preferences of high school students in relation to parental involvement at secondary school level in Malwa region of Punjab (Roe, 1957).

The study professional desire involves analyzing various situations of professional choice, exploring its motivational aspects, and examining the peculiarities of its realization (Skosireva et al., 2020). Considering the context of established social relations and cultural institutions is crucial. In M. Eyo and P. Edet's opinion, the profession choice is a decision that most people make at some point in their lives (Eyo et al., 2011). The Oxford English Dictionary describes a profession as the course or development of a person throughout life or in a particular part of life. According to F. Mish, "Profession" is a certain skill that a person acquires, which is necessary for his life. And desire means a choice in the realization of the conceived. Professional preference is the freedom to choose a profession of one's own choice, referring to the type of occupation that is considered attractive to young people regardless of the state of the labour market (Mish, 2004).

It was Holland who comprehensively explored the concept of vocational desire from a psychological perspective. As we have already noted, the main conclusion of the researcher is to determine the professional preferences of the individual in what profession he has a predisposition and to propose a list of professions that correspond to his abilities and skills. Holland uses a psychological test as a means of identifying these. Through this tool, a typological portrait of the personality is created, helping to choose professions that are close and inclined to oneself, depending on the character of the personality (Holland, 1993). From the point of view of Super, people do not immediately from a decision about their future profession. At the stage of personality development, it undergoes many changes and can be influenced by various factors (Super, 1952). Therefore, it is advisable to Start Career Guidance work not only among high school students but also in elementary grades. The work started at an early stage will be a systematized and comprehensive work aimed at identifying students‘ professional preferences.

The career guidance service of general educational organizations has the following main structural elements (or directions):

- professional diagnosis;
- professional counselling;
- professional preference;
- social and professional adaption;
- professional education (Gaxiola et al., 2015).

One of the negative consequences of high school students during their schooling is the lack of formation of personal professional interests and labor motives, as well as insufficient attention to the problem of their timely professional self-determination. As a result, young people who graduate from school may spend several years "looking for their place in life" without studying or working. That is why the work on determining the professional preferences of high school students in schools is one of the main stages of their future professional development.

The emergence of new, modern professions and various changes in society in the professional and educational spheres have created difficulties for high school students in making decisions regarding their future professions. Of course, students' choice of profession is influenced by educational institutions, family, friends, and the internet, but it is not easy to choose a profession that corresponds to their preferences and personal abilities. Especially the remote location of rural areas from the city and the lack of availability of many resources cause difficulties in professional determination and decision-making for rural schoolchildren. Therefore, there may be differences in the formation and determination of professional preferences of students of urban and rural schools, and in the ways of choosing a profession in the end. Under this, we attempted to conduct a comparative analysis to identify the most important factors affecting the professional trajectory strategies, and professional preferences of high school students in urban and rural schools.

Material and methods

The study was attended by high school students aged 15-17 years from Almaty and rural settlements of the Almaty region. The collection of empirical data was carried out from October to December 2023. The sample total is 270 respondents. Almaty city – 135 students, Almaty region-135 students. The purpose of the study is to identify the differences and similarities in the professional preferences of urban and rural schoolchildren and strategies for choosing a profession. The article was prepared within the framework of the scientific project of the Ministry of Science and Higher Education of the Republic of Kazakhstan 14870735 "Transformation of professional preferences of high school students of urban and rural schools: comparative sociological analysis". The survey was conducted among high school students of 14-17 years old by applying the questionnaire method. The survey consists of several parts. The first part raises questions related to the socio-economic situation of the family, the second part raises questions about the career guidance work organized and carried out at school, and the third part raises questions related to determining the professional position of the student. Structure of the sample population: by gender: (Almaty city) boys – 55.3%, girls – 44.7%; (Almaty region) boys – 34.5%, girls – 65.6%. The obtained data were analyzed in SPSS software version 21.

There are several reasons why these regions have been chosen as the testing ground for the comparative study: Almaty is a major administrative, educational and cultural, financial and business center. The city of Almaty ranks first in the republic in terms of the number of public and private secondary educational institutions providing general education. Almaty region is the administrative center. Although it is one of the closest regions to Almaty city, it differs in the level of general secondary education from neighboring settlements.

Results and discussion

The school is engaged not only in teaching and education but also in the personal lives of students and the process of choosing a future profession necessary for society. Before receiving professional higher education in higher education institutions, schoolchildren receive the first information about the world of professions and the nature, importance of the profession in general education institutions. In the course of Career Guidance work, such information is provided and taught to make the right professional decisions. On the basic of the questions presented in the second part of the survey, respondents were asked: “Has there been vocational guidance work in the school in the last two years?”

Almost half (49.1%) of the students in Almaty city had career guidance several times, and 65.6% of students in Almaty region showed that career guidance was conducted several times in the last two years. 43.0% of urban schoolchildren reported that only one or two vocational selection activities were conducted in their schools, while 28.3% of rural schoolchildren had only conducted it once or twice. Unfortunately, it was also known that no career guidance work was done at all. Thus, 7.9% of urban respondents and 6.2% of rural respondents stated that they never heard of career guidance and never had it (Table 1).

Table 1 – Has there been vocational guidance work in the school in the last two years?

Answer options	Almaty city	Almaty region
	%	%
Yes, several times	**49.1**	**65.5**
Once-twice	**43.0**	28.3
Never	7.9	6.2

In order to determine in what form of activity career guidance out in the school, respondents were asked: “What form of career guidance work is carried out in your school?”.

Table 2 – What forms of career guidance work is carried out in your school?

Answer options	Almaty city	Almaty region
	%	%
Personal consultation	22.8	27.2
Psychological testing	**46.9**	**52.6**
Tests on defining professional preferences	**34.2**	**44.1**
As s discussion with teachers	21.9	**33.8**
Meetings with various profession representatives	23.9	25.5
Thematic events about any sphere of economy, professional activity	3.5	6.2
Watching university presentations, videos, news, educational and professional films	**26,3**	**29,0**
Visiting professional organizations with teachers	7,9%	10,3%
Visiting universities and colleges of Kazakhstan with teachers of schools	11,4%	13,8%
There was no career guidance at school	2,6%	4,1%

*Note. Since respondents were given the opportunity to mark more than one answer option, the overall response rate exceeds 100 %

Almost half of schoolchildren in Almaty city (46.9%) and Almaty region (52.9%) who took part in the study indicated that one of the activities aimed at helping them choose their future profession is a psychological test. It became known that next place is occupied by the “test to determine professional preferences” (urban schoolchildren – 34.2% and rural schoolchildren – 44.1%). Then comes professional orientation among schoolchildren of Almaty region through “talking to teachers” (33.8%) and “watching university presentations, videos, films about education and professional activity” (29.0%). And for urban students, “watching university presentations, videos, films about education and professional activity” and (23.7%) “meetings with representatives of various professions” are one of the three most important types of professional orientation. Along with this, visits to higher education institutions and colleges for counseling meetings are a type of career guidance conducted in schools. Because, in our opinion, it is much easier to visit a vocational education organization. Since it is obvious that there is competition between universities and colleges to attract new applicants, so higher education institutions are interested in cooperation with schools. For example, 11.4% of urban and 13.8% of rural respondents to the study showed that they went to higher education and colleges with their teachers.

Only 7.9% of urban and 10.3% of rural high school students use visiting of professional organizations with teachers as a form of vocational guidance (Table 2). The results of the research show that contact with professional organizations (companies, various employers, etc.) in urban and rural school is not established correctly at the required level. Taking into account the fat that in Soviet times such experience was widely used and gave ten results, we believe that today it is necessary to introduce such experience in general education institutions. That is, after the school determines the professional abilities and skills of students through a psychological test, meetings with the heads of institutions on their professional inclinations, and familiarization with workplaces will undoubtedly contribute to the correct choice of future professions for young people.

According to the data in Table 3, it is known that more than half of rural schoolchildren (57.2%) have never visited organizations and institutions providing career guidance outside school, and 30.7% of urban schoolchildren have never visited institutions providing career guidance on their own. However, almost half of the urban young people – 43.9 per cent – made several visits to vocational guidance outside school. This can be explained by the fact that there are many different centers in Almaty that prepare high school students for the United National Test, help them to choose a profession in foreign universities. It has been established that only 19.3 per cent of rural schoolchildren have applied for assistance outside school several times (only pupils from rural areas close to Almaty can this possibility) (Table 3).

Table 3 – Did you visit out of school establishment and organizations of counseling on professional orientation in last two years?

Answer options	Almaty city	Almaty region
	%	%
Yes, several times	**43.9**	19.3
Once-twice	25.4	23.4
Never	30.7	**57.2**

Table 4 – What types of professional guidance outside of school have you personally participated in?

Answer options	Almaty city	Almaty region
	%	%
Personal counseling	**27.2**	**16.6**
Psychological testing	**22.8**	**22.1**
Testing on defining professional preferences	17.5	**24.8**
Measures and meetings with Kazakhstan universities' students	9.6	2.8
Measures and meetings with Kazakhstan colleges' students	9.6	4.1
Fairs, meetings with representatives of foreign universities	0.9	3.4
Independent search and review university presentations, videos, news, educational and professional films	21.9	**25.5**
I didn't participate in career guidance outside of school	**33.3**	**42.8**

* Note. Since respondents were given the opportunity to mark more than one answer option, the overall response rate exceeds 100 %

According to the survey results presented in the table, the majority of urban (33.3%) and rural school students (42.8%) did not participate in career guidance activities outside school. Students of Almaty region 25.5% of independent career guidance in choosing a future profession spend as "independent search and viewing of university presentations, video clips, news stories, films about education and professional activity". It has been established that the next place among senior pupils of rural schools is occupied by the "test for determining professional preferences" (24.8%). The same "psychological testing" for urban (22.8%) and rural (22.1%) schoolchildren is a form of career guidance outside of school. Events, meetings, university fairs with students of Kazakhstani universities and colleges take the last place for urban and rural students. This is due to the fact that such forms of career guidance are organized by heads of school and universities (Table 4).

Answers to the question "*In your opinion, what classes in the school help students to choose a future profession?*" urban and rural schoolchildren in the study were similar. The first three events were defined as "meetings with people who have achieved signification success in their field", "meetings with representatives of various professions and fields of activity" and "organized contacts with university students who graduated from a given school". In addition, 21.1% of students in Almaty region and 17.5% of students in Almaty city noted that such events as "thematic meetings with university teachers" help students to choose their future profession. Because we find it useful hundreds of meetings to get information about what universities, what educational programs they prepare and what are the conditions of admission in large cities or in their cities. Pupils in rural areas (23.4%) and urban school students (34.2%) believe that professional choice should be made at "creative competitions in the field of education Olympiads". The need for counseling can be further demonstrated from the response to our inquiry. The survey for rural (22.8%) and urban (20.2%) schoolchildren in the choice of future profession shows that such factor as "personal professional consultation with school specialists" helps.

Choice of profession is important in the choice of vocational educational and future professional activity. Therefore, to find out whether the respondents have made/not made a professional choice, the question "*Have you decided on your professional choice*?" was asked.

According to the survey results, more than half of urban (60.5%) and rural (55.2%) schoolchildren have already decided on their professional choice. This indicates that students have a subjective understanding of their place in the professional environment. It became known that only 33.3 per cent of urban and 33.8 per cent of rural youth had not made a meaningful, concrete decision. Among the respondents who took part in the study, there were those who have not yet made their professional choice (Almaty city – 6,1 per cent, Almaty region – 11.0 per cent). In general, the level of confidence of urban and rural youth in choosing a profession is quite high. It can be said that when a person initially pays attention to a certain profession, occupation and makes a conscious choice, then after his graduation the society will be provided with a highly qualified specialist ready to work according to the received knowledge (Table 5).

Table 5 – Making a decision on professional selection

Answer options	Almaty city	Almaty region
	%	%
Yes	**60,5%**	**55,2%**
Not particular	33,3%	33,8%
No	6,1%	11,0%

To define this question in more detail, respondents were asked "*Have your professional preferences changed over the last 3 years?*". More than half of rural schoolchildren (52.4 per cent) had significant changes in their occupational preferences, while 35.2 per cent of respondents had minor changes. Only 12.5% of rural senior pupils had no permanent and special preferences. Meanwhile, 42,1 per cent of urban students changed their occupational preferences and 42.1 per cent showed a slight change, while 15.8 per cent of urban students showed that their occupational preferences had not changed and they had no particular preference in choosing their occupation. To determine the factors that influenced the change of professional preferences, we were asked to answer the question "*Specify what influenced the change of your professional preferences over the last 3 years?*" let us try to analyze the obtained results.

Table 6 – Specify what influenced the change of your professional preferences over the last 3 years? (you can choose 3 answer options)

Answer options	Almaty city	Almaty region
	%	%
Availability of employment in various employment sectors	**34.2**	29.7
Educational policy of the state (support of universities, number of grants, etc.)	28.1	32.4
Changes in the labor market and demand for specialties	**40.4**	**38.6**
Advice of my parents, relatives and friends	31.6	**48.3**

Continuation of the table

Answer options	Almaty city	Almaty region
	%	%
Professional orientation in school	5.3	8.3
Changes in my interests in self-improvement	**38.6**	**40.7**
Work of universities and colleges to attract applicants	1.8	4.1
Information obtained independently from the websites of educational organizations	12.3	11.7
Information on the Internet, mass media	22.8	25.5

* Note. Since respondents were given the opportunity to mark more than one answer option, the overall response rate exceeds 100 %

Respondents were asked to choose the three most important answers, and differences in the ranking of answers were observed between urban and rural schoolchildren. For example, for urban students, the top three factors that influenced the change in their professional preferences were: changes in the labour market and demand for specialties (40.4%), changes in interests in self-improvement (38.6%) and the availability of employment, in various areas of employment (31.6%). For rural schoolchildren: advice from parents, relatives, friends (48.3%). Changes in my interests in self-improvement (40.7%) and changes in the lsbour market and demand for specialties (38.6%). Based on the analysis of the data, the main factor that influenced the change in the proffesional preferences of urban schoolchildren was the *demand on the labour market*, and for rural schoolchildren, it was the *advice of parents, relatives, acquaintances and friends* that contributed to the transformation of their recent choice of profession. Therefore, it became clear that the influence of social ties prevails for rural schoolchildren who make the final decision ti choose a profession. 32.4% of schoolchildren in Almaty region and 28.1% in Almaty city were influenced by the educational policy of the state, i.e. the number of state grants allocated for training in certain specialities also led to a change in their professional prefernces. In the process of analyzing the influence of sources of information on the Internet, and social networks on changes in the professional preferences of high school students of urban and rural schools, no significant difference was observed. This indicator was 22.8% for high school students in Almaty and 25.5% for high school students in Almaty region. The change in the professional preferences of high school students at the city school was influenced by the following important factors: a change in the labour market, high self-interest and future employment opportunities. Rural schools were the first three important factors for high school students: social contacts, personal interests and demand in the labour market (Table 6).

By the question *"What professional areas do you prefer?"* we wanted to determine the final decisions made by high school students of urban and rural schools.

Table 7 – What professional field do you want in the future?

Answer options	Almaty city	Almaty region
	%	%
Natural sciences	**32.5**	**31.7**
Technical sciences	**26.3**	17.9
Informational technologies	**28.1**	20.7
Social-humanitarian sciences	17.5	**26.2**
Economical sciences	7.9	10.3
Juridical sciences	7.9	4.8
Foreign languages	12.3	19.3
Art	9.6	10.3

Based on the analysis of the data, three leading professional choice areas of high school students can be distinguished: 1. Natural Sciences; 2. Information technologies; 3. Technical Sciences. There is no significant difference in the choice of Natural Science direction between urban high school students (32.5%) and Rural High School students (31.7%). From a regional point of view, statistically significant differences were observed in the level of choice of some professional direction by high school students in urban and rural schools. 28.1% of high school students from city schools chose the direction of Information Technology and 20.7% of high school students from rural schools. 26.3% of urban high school students decide to choose technical sciences and 17.9% rural high school students preferred technical sciences. This choice can be explained, first of all, by the fact that these professions are in demand today, and also because of the large number of government educational grants for them. In addition, it can be concluded that modern urban schoolchildren are better acquainted with the requirements of the labour market than rural schoolchildren are. Few of the respondents chose economic and legal sciences. For example, if only 7.9 per cent of school children in Almaty city plan to choose economic and legal sciences, while 4.8 per cent of pupils in Almaty region indicated that choose legal sciences and 10.3 per cent economic sciences. Based on the analysis of the data it was found that 12.3% of students of Almaty city and 19.3% of students of Almaty region choose the professional direction "foreign languages". We believe that the reason for this is that today learning a foreign language is necessary to be competitive in the labour market. If earlier the knowledge of a foreign language determined only the level of a person's education, now there is need for knowledge of English as the language of new technologies and commerce (Table 7).

To the question "*Specify what is important for you in your future profession, occupation?*", the majority of urban (63.9%) and rural (58.3%) schoolchildren have indicated that "high level of salary" is very important for them. As a Russian researcher N. A. Tsvetkova notes, although there is a transformation of value orientations of modern youth, today for young people the profession is necessary to achieve the necessary material prosperity and is an indicator of a successful life (Tsvetkova, 2000). The answers of urban and rural youth are similar, and it was found that the second most important is "career growth opportunity", and the third most important is "highly qualified profession, job". As we all know, today's urban and rural youth also aspire to higher wages. Of course, in modern society material wellbeing plays an important role, and a person with higher education gas higher chance of self-development and success in his future profession.

On this issue, several differences were found between the urban and rural students. For example, for rural students (62.8 per cent), "the allocation of many educational grants in their chosen profession" is considered very important, while for urban students, government educational grants are not very important (48,2 per cent). In our opinion, the low importance of receiving a state grant for educational for graduates of urban schools is explained by the fact that some of them intend to study in foreign universities.

To further analyse this response and identify plans to receive free education in Kazakhstan's higher education institutions, respondents were asked to answer the question: "*Are you trying to get or win a state grant for education?*". According to the results of the study, it is known that more than half of urban (57.9 per cent (and (66.2 per cent) high school graduates hope to receive a scholarship and make every effort to obtain it. At the same time, there are also those who say "it is not important for me" (urban – 19.3%; rural – 11.0%), those who are not confident in their successes and abilities and believe that they have few opportunities to get a grant, there were also answers (urban – 6.1%; rural – 10.3%) and "no, I do not make necessary efforts" (urban – 7.0%; rural – 6.9%).

Conclusion

Socio-economic sustainble development of the country depends on the rational organization and implementation of career guidance work in schools. Timely and systematic career guidance in schools affects student's future career choice and professional decisions. Such competent decision will regulate the country's labor market and provide it with the necessary labour resources. UK, USA, etc. there is a need to analyze effective practices in developed countries and introduce new international models of career guidance in schools in the country.

In the study, we tried to determine how the existing vocational guidance system works, opportunities and limitations for urban and rural schools. As a rule, the resources of the city's schools are sufficient to determine the professional preferences of students. However, based on the analysis of the data, the reverse fact was established: career guidance work is carried out in rural schools more often than in City Schools. However, students in rural areas do not receive independent extracurricular career guidance services (57.2% of respondents have never visited such services). It was found that high school students of the city resort to the services of professional not form the school, but from special career guidance centres (43.9%).

In our opinion, the Career Guidance work provided by the school for schoolchildren of the city is ineffective.

Psychological testing is a common type of professional orientation characteristic of urban and rural schools. At the same time, it also showed the importance of meetings with employers and people who have achieved professional success in making the right professional decisions in the future.

In general, according to the results of the study, we noticed that the level of confidence in choosing a profession is quite high among urban and rural young people. The survey results revealed some differences in the change of respondents' professional preferences over the last 3 years depending on the place of residence: it is known that the main factor influencing the change of professional activity of senior pupils in Almaty is the *demand in the labour market*, while pupils in rural areas are still influenced by the *advice of parents, relatives, acquaintances, friends* to change their professional preferences, i.e. to make professional decisions. Advice from parents, acquaintances, friends means that they are involved in choosing a profession for rural pupils. This is due to the fact that, unlike urban youth, rural youth do not really understand that changing profession affects market conditions, that they should have the ability to adapt, etc. Although the scope of digital technologies has expanded, rural youth are not sufficiently familiar with such information as professional characteristics of the current labour market, location of educational institutions for their chosen specialties, etc. In future employment, urban (63.0 per cent) and rural (58.3 per cent) schoolchildren said that a "high level of salary" was very important.

In conclusion, we can say that professional preference depends on the quality and efficiency of the career guidance work carried out at schools. This is since today, as one of the ways to prevent and solve social problems, such as unemployment, insufficient labour resources in certain areas, etc., the importance of measures to identify the professional preferences of students, which are carried out in schools from an age, is growing. Such a set of measures should be organized taking into account urban and rural characteristics, and resources.

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- Краткое описание методологии исследования.
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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.

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- методы исследования;
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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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ИИК KZ19998CTB0000567141 – тенге
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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 ресімделеді.

Библиографиялық сілтемелерді рәсімдеу үшін Mendeley Reference Manager құралын пайдалана аласыз.

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Article structure:

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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.
- Annotation of at least 150 words in Russian, Kazakh and English.
- 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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Key words / phrases – 3-5 in the Russian, Kazakh and English languages.

Subsequent page (new):

- Introduction consists of the following main elements:
- Justification for the choice of topic; relevance of the topic or problem. In justifying the choice of the topic based on the description of the experience of predecessors, it is reported that there is a problem situation (the absence of any research, the emergence of a new object, etc.). The relevance of the topic is determined by the general interest in the study of this object, but the lack of comprehensive answers to the existing questions, it is proved by the theoretical or practical significance of the topic.
- 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:

- research question (s);
- put forward hypothesis (thesis);
- stages of research;
- research methods;

- research results.

- In the section on literature review – fundamental and new works on the research topics of foreign authors in English (at least 15 works), analysis of these works from the point of view of their scientific contribution, as well as research gaps that you supplement in your article should be covered ...

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- Conclusion, conclusions – generalization and summing up of the work at this stage; confirmation of the truth of the statement put forward by the author, and the author's conclusion about the change in scientific knowledge, taking into account the results obtained. Conclusions should not be abstract, they should be used to summarize research results in a particular scientific field, with a description of proposals or opportunities for further work.

- 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:

The main scientific publications, advanced research methods that are applied in this field of science and on which the author's work is based are cited.

Avoid excessive self-citations.

Avoid excessive references to publications of authors of the CIS / USSR, use world experience.

The bibliographic list should contain fundamental and most relevant works published by well-known foreign authors and researchers on the topic of the article.

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.

For bibliographic references, you can also use the Mendeley Reference Manager.

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