

ISSN 2617-7544; eISSN 2617-7552

ӘЛ-ФАРАБИ атындағы ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ

ХАБАРШЫ

Психология және әлеуметтану сериясы

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ имени АЛЬ-ФАРАБИ

ВЕСТНИК

Серия психологии и социологии

AL-FARABI KAZAKH NATIONAL UNIVERSITY

THE JOURNAL

of Psychology & Sociology

№4 (91)

Алматы
«Қазақ университеті»
2024



ХАБАРШЫ

ПСИХОЛОГИЯ ЖӘНЕ ӘЛЕУМЕТТАНУ СЕРИЯСЫ
№4 (91) желтоқсан



04. 05. 2017 ж. Қазақстан Республикасының Ақпарат және коммуникация министрлігінде тіркелген

Қуәлік № 16504-Ж

Журнал жылына 4 рет жарыққа шығады
(наурыз, маусым, қыркүйек, желтоқсан)

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Әл-Фараби атындағы Қазақ ұлттық университетінің
«Қазақ университеті» баспа үйі.
050040, Алматы қаласы, әл-Фараби даңғылы, 71.

1-бөлім
ПСИХОЛОГИЯ

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PSYCHOLOGY

Раздел 1
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RESEARCH OF INDIVIDUAL-PSYCHOLOGICAL FEATURES OF PERSONALITY IN THE PERIOD OF EARLY YOUTH (USING THE EXAMPLE OF CHOOSING A PROFESSION)

The article presents the results of a correlation analysis of the relationship between temperamental and personal characteristics and the preferred choice of professional activities among high school students. The study is aimed at studying possible predictors in the situation of choosing a profession, in particular, temperament characteristics and dispositional personality traits during early adolescence. The methodological basis of the study was the work of the psychological content and characteristics of adolescence, the peculiarities of professional self-determination of the personality of a high school student. The study involved 68 high school students on the basis of No. 118 PUI school gymnasium of the Zhetysu district of Almaty. The first stage involved testing among subjects to collect and analyze the temperamental and personal characteristics of high school students, at the second stage the authors conducted an individual conversation about personal choices of professional activities. The results show that there are positive correlations between temperament parameters and dispositional personality traits on the one hand, and the choice of certain professions on the other. The obtained data on the professional values of modern youth, focusing on their personal choice, can be used as a basis for the development of career guidance programs for specialists working in educational institutions that contribute to the successful adaptation of school graduates to the requirements of the modern labor market in the Republic of Kazakhstan.

Key words: value sphere, choice, temperament, dispositional personality traits, age characteristics.

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Ерте жастық кезіндегі жеке-психологиялық ерекшеліктерді зерттеу (мамандық таңдау үлгісінде)

Мақалада жоғары сынып оқушылары арасында темпераментальдық және тұлғалық ерекшеліктер байланысын және кәсіби қызметті таңдауды корреляциялық талдау нәтижелері ұсынылған. Зерттеу кәсіпті таңдау жағдайындағы ықтимал болжамдарды, атап айтқанда, ерте жастық кезеңдегі адамның темпераменті мен диспозициялық ерекшеліктерінің ерекшеліктерін зерделеуге бағытталған. Зерттеудің әдіснамалық негізі жасөспірімдердің психологиялық мазмұны мен ерекшеліктерінің, жоғары сынып оқушысының кәсіби өзін-өзі анықтау ерекшеліктерінің жұмыстары болды. Зерттеуге Алматы қаласы Жетісу ауданы №118 МГ КММ базасында 68 жоғары сынып оқушысы қатысты. Бірінші кезеңде жоғары сынып оқушыларының темпераменттік және жеке ерекшеліктерін жинау және талдау үшін сыналушылар арасында тестілеу өткізу көзделген, екінші кезеңде авторлар кәсіби қызметті жеке таңдау туралы жеке әңгімелесу өткізді. Нәтижелер бір жағынан темперамент параметрлері мен жеке тұлғаның диспозициялық белгілері және екінші жағынан белгілі бір мамандықтарды таңдау арасында оң корреляциялық байланыстар бар екенін көрсетеді. Қазіргі жастардың кәсіби құндылықтары туралы алынған деректер олардың жеке таңдауына бағдарланып, мектеп түлектерінің Қазақстан Республикасындағы қазіргі заманғы еңбек нарығының талаптарына ойдағыдай бейімделуіне ықпал ететін білім беру мекемелерінде жұмыс істейтін мамандар үшін кәсіптік бағдарлау бағдарламаларын әзірлеу кезінде негізге алынуы мүмкін.

Түйін сөздер: құндылықтар саласы, таңдау, темперамент, тұлғаның диспозициялық ерекшеліктері, жас ерекшеліктері.

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Исследование индивидуально-психологических особенностей личности в период ранней юности (на примере выбора профессии)

В статье представлены результаты корреляционного анализа связи темпераментальных и личностных особенностей и предпочитаемого выбора профессиональной деятельности среди старшеклассников. Исследование направлено на изучение возможных предикторов в ситуации выбора профессии, в частности, особенностей темперамента и диспозициональных черт личности в период ранней юности. Методологической основой исследования стали работы психологического содержания и особенностей юношеского возраста, особенности профессионально-самоопределения личности старшеклассника. В исследовании приняли участие 68 учащихся старших классов на базе КГУ ШГ №118 Жетысуского района города Алматы. Первый этап предусматривал проведение тестирования среди испытуемых для сбора и анализа темпераментальных и личностных особенностей старшеклассников, на втором этапе авторами была проведена индивидуальная беседа о личном выборе профессиональной деятельности. Результаты показывают, что существуют положительные корреляционные связи между параметрами темперамента и диспозициональными чертами личности с одной стороны, и выбором определенных профессий – с другой. Полученные данные о профессиональных ценностях современной молодежи, ориентируясь на ее личный выбор, могут быть положены в основу при разработке профориентационных программ для специалистов, работающих в образовательных учреждениях, способствующих успешной адаптации выпускников школ к требованиям современного рынка труда в Республике Казахстан.

Ключевые слова: ценностная сфера, выбор, темперамент, диспозициональные черты личности, возрастные особенности.

Introduction

The analysis of the relationship between psychological characteristics of personality and life choices in early adolescence is a promising field of psychological research, both domestically and internationally, attracting considerable attention from the global scientific community (Zaichenko, 2015:72; Utemuratova, 2014; Ogunyewo, 2015). Moreover, the evolving economic landscape, especially in Kazakhstan, coupled with global labor market trends (Duisenbekov, 2021:169-174), necessitates more sophisticated career guidance approaches, highlighting the urgency of this research. Improving interpersonal relationships, the success of interactions between people, and increasing the level of efficiency in joint activities – all these problems are focused in the area of an individual's professional self-determination. Choosing a profession upon graduating from high school presents a decision-making situation that entails significant life changes, as the choice of profession will directly impact the overall nature of the senior high school student's life. Researchers have been focusing on understanding the unique characteristics of professional self-determination among high school students, especially the factors that shape it (Kondratenko, 2018:71-79). Thus, the research problem stems from the need to

study aspects of career decision-making during senior high school. There is a need to expand research in the area of factors influencing career choice and to systematize them, developing a model that would describe the determinants that, to one degree or another, condition the decision-making process.

In this regard, the authors set a goal to study the potential predictors of choosing a particular professional field based on an analysis of the relationships with personality and temperamental characteristics. It should be noted that we are talking about a personal choice of profession, formed as a result of complex internal activity, in which the value sphere plays a significant role. Thus, using modern statistical data processing methods, it is possible to analyze the characteristics of an individual's value system during early adolescence, using the example of career choice. This has become the primary goal of this study. At the same time, the object of the study are aspects of senior high school students' career choice, and the subject is the temperamental and personal characteristics of senior high school students. As a research hypothesis, it is proposed that there is a connection between temperamental and personality characteristics, and the choice of profession by high school students.

To verify the hypothesis and accomplish the research goal, the following tasks were established:

- to conduct a theoretical analysis of contemporary research on personality and temperament traits during early adolescence;
- to study the features of career choice in senior high school students and the factors that influence their professional decisions;
- to theoretically analyze studies investigating the question of how senior high school students' personality and temperament traits relate to their preferred career choices.

Literature review

Adolescence is characterized by transformations in cognitive functions. In particular, there is an intensive development of formal-logical intelligence, which allows high school students to engage in reflection based on logical operations and abstract concepts. Concurrently, short-term and long-term memory capacities increase, and the speed of processing information acquired from environmental and social interactions rises to adult levels. Metacognitive abilities are developing, which are expressed in a young person's ability to analyze their own thought processes, identify logical contradictions in argumentation, and apply effective problem-solving strategies (Rusalov, 1991:118-123). Thus, the educational activity of high school students acquires an increasingly pronounced character of activity directed towards self-development.

This study focuses on analyzing the social situation of senior high school students' development in the context of their professional self-determination. At this age, academic and vocational activities acquire a dominant role, requiring individuals to make conscious decisions about their future profession. It should be noted that the described process is not limited to rational choice but involves deep personal involvement, which to a greater or lesser extent is based on individual interests, inclinations, and values. According to N.S. Pryazhnikov (Mitina, 2022), the key goal of vocational self-determination is to form in high school students an internal readiness for independent realization both in the professional and personal spheres of life. This is not merely about constructing career plans, but also about finding meaning that will give the chosen activity personal significance. The process of an individual's professional self-determination is not static; it represents a dynamic interaction between the subject – the schoolchild – and the object – the profession. The individual must adequately assess their abili-

ties, compare them with the requirements of various professions, and take into account the limitations and risks associated with the labor market and other social factors.

The problem of vocational self-determination, being historically conditioned, exhibits evolution under the influence of transformations of the individual on the one hand, and of society on the other. Based on this, it is conditionally possible to distinguish two approaches to solving the problem of choosing a profession (Rogov, 2015:107-112). The first approach is diagnostic, focusing on identifying an individual's professional suitability (ideas proposed by A. Leon). It is assumed that the choice of profession can be made based on an assessment of individual abilities and inclinations. The second approach is educational, focusing on preparing for a profession-related life. Within this approach, particular attention is paid to the process of an individual's professional self-determination. While it cannot be definitively claimed that the educational approach fully explicates the phenomenon of personal agency and its capacity for self-development, an integrated approach is needed to comprehensively understand the characteristics of senior high school students' vocational self-determination, combining elements of the aforementioned approaches.

According to E.A. Klimov (2004), the situation of choosing a profession is based on considering one's own desires, abilities, and the needs of the surrounding society. Klimov (Slepko, 2015: 44-50) lists the following factors influencing a teenager's choice of profession (Figure 1).

Issues of career choice, individual career preferences, and the importance of career guidance in education and psychology are explored in the research of Kazakh scholars Zh. Aymautov, Kh.T. Sheryazdanova, M.K. Sadykova, A.Sh. Ikramova, I.B. Yusupova, N.S. Akhtaeva, and others (Beysmenbaev, 2015:145-151; Duysenbekov, 2021:169-174; Djakupova, 2016:265-268; Sadykova, 2019:18-23).

There are domestic studies on vocational self-determination and the factors influencing its formation (Beismembayev, 2015:145-151; Zhakupova, 2016:265-268; Sadykova, 2019:18-23). In particular, the role of employment strategies and professional activity style among modern youth is emphasized (Sadyrova, 2016:57), as well as the role of the development of the labor market as an external factor in the formation of a person's professional activity (Abdikeyeva, 2017:60).

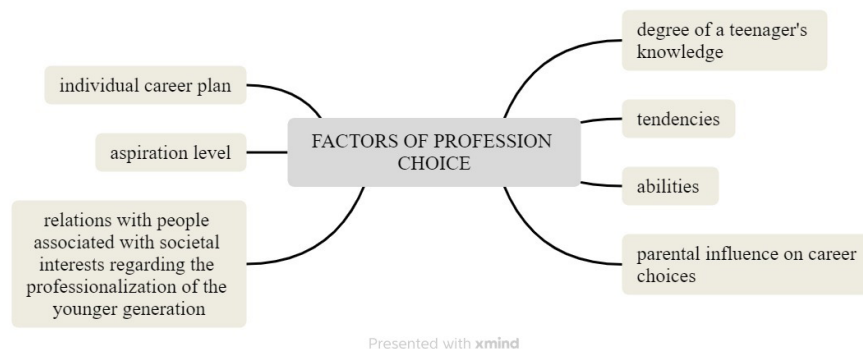


Figure 1 – Factors Determining Career Choice According to E.A. Klimov
Note – created by the author

In the works of I.M. Kondakov and A.V. Sukharev (Kondakov, 1989:158-164; Musaeu, 2022), an analysis of professional development theories among

foreign researchers is conducted. These theories are conventionally divided into five directions. A brief summary of the analysis is presented in Table 1.

Table 1 – Theories of Professional Development Among Foreign Researchers (Classification by I.M. Kondakova and A.V. Sukhareva)

<i>Direction</i>	<i>Representatives</i>	<i>Concept of Career Choice</i>
differential-diagnostic	F. Parsons, R. Kettell, R. Ammons	= a conscious process of matching one's own qualities with the external requirements of professional activity.
psychoanalytic	U. Moser, E. Burdin, Z. Roy	= a way to satisfy needs of different levels.
theory of decision-making	H. Tiedeman, G. O'Hara, D. Tiedeman	= a system of orientations in professional alternatives.
developmental theory	E. Ginzberg, S. Shartzer, B. Wolder, D. Super	= as an irreversible process of a series of interrelated decisions; it ends with the agreement of external and internal factors.
typological	J. Holland	= a component of the system of personality type, intelligence and self-assessment.

Note – prepared by the author

A comprehensive analysis of both foreign and domestic research on career choice reveals a multi-faceted perspective on this issue. Scholars strive to define career choice as an outcome of the interplay between internal and external factors, with individual psychological characteristics serving as prime examples of the former. They view career choice as a dynamic process embedded within the structure of personality.

In summary, a theoretical analysis of existing research reveals an extensive empirical database on factors that, to varying degrees, influence career choice and the conditions for successful professional realization. However, despite the diversity of existing models, the task of developing a universal model of professional type remains relevant. Such

a model would adequately reflect both the individual psychological characteristics of high school students and the characteristics of the professional environment.

Materials and methods

An experimental study to investigate the temperament and dispositional traits of high school seniors during the process of choosing a profession was conducted at the Communal State Institution "School-Gymnasium No. 118" in the Zhetysu district of Almaty city. Eighty-one participants aged 14 to 17 (9th to 11th graders) were involved in the study. Thirteen participants were excluded due to high levels of social desirability bias in self-report-

ed behavior, as assessed by the control scale of the Questionnaire of formal-dynamic properties of personality (Rusalov, 2009). Therefore, the data of 68 students were included in the subsequent analysis: 30 students from the 9th grade, 22 from the 10th, and 16 from the 11th. The average age was 15 years.

Within the framework of the experimental study, the following hypothesis was put forward: temperament traits and personality characteristics contribute to the formation of a specific type of senior high school student personality, which to some extent determines their choice of profession.

To collect data, diagnostic methods aimed at studying personality traits and temperament in early adolescence were used: the Big Five personality inventory adapted by A.B. Khromov; and the Rusalov's questionnaire of formal-dynamic properties of individuality (FDPI). Data were analyzed using IBM SPSS Statistics 20. Statistical tests included the independent samples t-test, Pearson's chi-square test, Spearman's rank correlation coefficient, Kol-

mogorov-Smirnov test for normality, and Cohen's kappa for inter-rater agreement.

1. The Big Five Factor Personality Inventory (BFPI; Khromov, 2000) is designed to provide a structural description of personality based on five primary traits: extraversion, openness to experience, agreeableness, conscientiousness, and neuroticism. The questionnaire used in the adaptation by A.B. Khromov consists of 75 bipolar statements that define forms of personality behavior in life situations. Participants were asked to read each statement and determine the degree of agreement on a rating scale from -2 to 2, indicating the polarity of the trait being investigated. After completing the forms, interpretation was carried out using a key: stimulus ratings of -2, -1, 0, 1, 2 were converted into scores of 5, 4, 3, 2, 1, respectively. For each trait, the sum of the corresponding statements was calculated. Low and high values determined the degree of deviation in one or the other direction of the trait. The substantive characteristic of each trait is presented in Table 2.

Table 2 – A Descriptive Breakdown of the Facets Comprising the Big Five Personality Model

<i>Dispositional characteristic</i>	<i>Content</i>	<i>High values</i>	<i>Low values</i>
Extraversion	external or internal locus of attention	Extraversion: a personality trait characterized by outgoingness, assertiveness, and a tendency toward sociability	Introversion: an inward orientation of the psyche, independence, and a desire for autonomy
Agreeableness	an individual's interpersonal orientation	Attachment: the need for interpersonal connections, responsiveness, and a desire to help	Individualism: a desire to distance oneself and focus on personal issues rather than collective concerns
Conscientiousness	degree of volitional behavior regulation, responsibility	Behavioral regulation: characterized by consistent patterns of activity and a high degree of self-control.	Naturalness: a tendency toward impulsivity, inconsistency, and lack of precision; a lack of deliberation in actions.
Neuroticism	degree of individual sensitivity	Emotionality: reactivity of negative emotion onset, high sensitivity to stressful situation	Emotional composure: self-reliance and self-assurance, rational responses to stressors.
Openness to experience	openness to knowledge and experience gained from the external world	Open-mindedness and curiosity: a lighthearted attitude towards life, characterized by openness to new experiences and a strong curiosity about both the inner and outer worlds	Pragmatism: a grounded and conservative outlook, a narrow focus of interests, and a closed-minded approach.
Note – prepared by the author			

2. The Rusalov Questionnaire of Formal-Dynamic Properties of Personality (Rusalov, 2009:165-178) is employed for diagnostic purposes to examine aspects of temperament within psychomotor, intellectual, and communicative domains. The

questionnaire consists of 150 statements designed to identify typical personality behaviors and assess the degree of their correspondence (characteristic, rather characteristic, slightly characteristic, uncharacteristic). Upon receiving the responses, the data

is processed according to a key that identifies 13 scales (including a control scale for social desirability), distributed across three temperament domains (Figure 2) and six integrative indices: psychomotor, intellectual, and communicative activity indices, a general activity and adaptability index, and a general emotionality index.

After applying the specified methodologies to the subjects, individual interviews were conducted, during which subjective responses to questions about profes-

sional preferences were recorded. During the conversation, questions were posed to guide the high school student towards selecting a preferred profession. Answers were recorded individually and analyzed for any inability to choose a career. Upon completion, a comprehensive list of professions was compiled, categorized into 6 professional types according to the J. Holland model (Rezapkina, 2005), including independent responses from participants who were unable to make a definitive choice (Table 3).

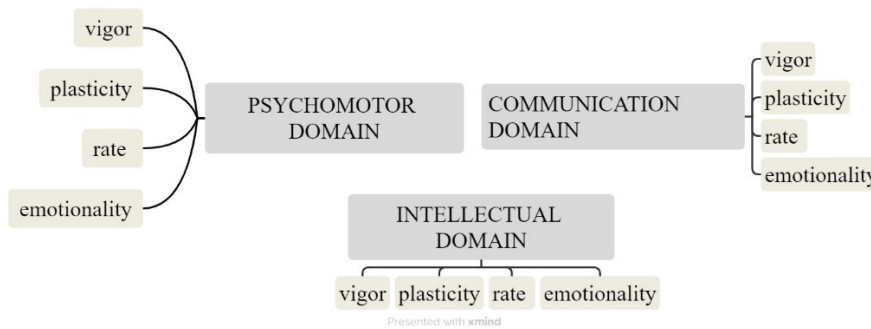


Figure 2 – Distribution of temperament traits across three behavioral domains (Rusalov’s FDPI)

Note 1 – Capital letters in dark gray rectangles denote spheres of personality behavior; capital letters in light gray rectangles denote temperament parameters

Note 2 – Created by the author

Table 3 – Comparison of individual preferences for preferred professions among high school students with professional types according to John Holland’s model

<i>Nº</i>	<i>Individual response</i>	<i>Professional type</i>
1	dentist, psychologist, doctor, tour guide and interpreter, pharmacist	social
2	sole proprietor, marketer, lawyer, attorney, businessman (businesswoman), diplomat	entrepreneurial
3	model, musician, designer, illustrator, actor, writer, makeup artist	artistic
4	financier, forensic scientist	conventional
5	programmer, translator	intellectual
6	engineer, cosmetologist, flight attendant, investigator, prosecutor, auto mechanic, cook	realistic
7	undetermined	
Note – created by the author		

As a result of comparing individual responses with professional personality types, 7 additional variables were obtained, reflecting the professional personality type of a senior high school student based on independent choice, including a situation of uncertainty. The purpose of using the interview method is to collect and analyze the conscious choice of a preferred profession by a senior high school student in a decision-making situation.

Results and discussion

The results of this study are revealed through a correlational analysis of the relationship between temperament traits, personality characteristics, and the personal choice of a preferred profession among high school students. The data from the analysis of temperament and personality parameters in relation to the personal choice of a profession among high school students are presented in Table 4.

Table 4 – Correlations between temperament parameters (Rusalov’s FDPI), personality traits (Big Five) and career choice (individual interview) for the entire sample

<i>Temperament Parameter</i>	<i>Professional type</i>			
	RE (ii)	IN (ii)	SOC (ii)	UND (ii)
Psychomotor emotionality			-,242*	
Intellectual plasticity			,303*	
Intellectual emotionality	-,263*	,288*		
Communicative vigor		-,242*		
Communicative speed			,269*	
<i>Personality Trait</i>				
Extraversion	-,256*			
Agreeableness	-,348**			
Conscientiousness	-,356**		,395*	-,247*
Neuroticism	-,356**			
Note 1 – * $p < .05$; ** $p < .01$				
Note 2 – Coefficients of significant correlation at the level of $p < .01$ are highlighted in bold.				
Note 3 – RE – realistic; IN – intellectual; SOC – social; UND – undetermined; (ii) – career choice during an individual interview				
Note 4 – created by the author				

1. The choice of professions categorized as realistic during the interview was negatively correlated with intellectual emotionality ($p < .05$), as well as Big Five personality traits of extraversion ($p < .05$), agreeableness ($p < .01$), conscientiousness ($p < .01$), and neuroticism ($p < .01$). In other words, high school students are more likely to choose realistic professions that involve solving concrete problems and physical activity if they are characterized by:

- emotional sensitivity regarding failures in intellectual activity;
- introversion, self-reliance, and a preference for independence;
- a tendency towards detachment, focusing on personal problems at the expense of social ones;
- a tendency towards impulsivity, lack of attention to detail, and inconsistent behavior;
- self-sufficiency and self-confidence, a rational response to stressful situations.

High school students characterized by emotional restraint, self-confidence in intellectual tasks, and a preference for autonomy and detachment, along with traits of carelessness, inconsistency, and sloppiness, are more likely to pursue careers in engineering, cosmetology, flight attendant, investigation, prosecution, auto mechanics, cooking, and other related fields. The findings are corroborated by recent British research (Tomšik, 2018:100-108), which highlights a negative correlation between choosing a teaching career and personality traits such as neuroticism.

roticism.

2. Choosing professions classified as intellectual during the interview was positively correlated with intellectual emotionality ($p < .05$) and negatively correlated with communicative energy ($p < .05$). In other words, high school students’ choice of intellectual professions is partially determined by their emotional sensitivity to failures in mental activity, on the one hand, and a low need for social contacts, on the other. The more sensitive a high school student is to failures in mental activity and the less they desire to interact with others, the more likely they are to choose professions such as programmer, translator, etc.

3. Choosing a social-type profession during an interview was positively correlated with intellectual plasticity ($p < .05$), communicative speed ($p < .05$), and conscientiousness ($p < .05$), and negatively with psychomotor emotionality ($p < .05$). That is, high school students who chose social-type professions demonstrated higher flexibility in switching between mental activities, faster speech, higher levels of self-regulated behavior, and lower emotional sensitivity during physical activity. The social professional personality type is also formed under the condition of low levels of psychomotor emotionality, as confirmed by some studies (Jaracz, 2021:287-834; Akiskal, 2005:201-206). The more a high school student seeks variety in intellectual activity, the better developed their speech speed, and the better

they are able to regulate their activities and remain self-assured when performing motor operations, the more likely they are to choose professions such as dentistry, psychology, medicine, tour guide-translator, pharmacy, and others.

Of particular interest are the findings of Japanese researchers who studied the temperamental characteristics of nurses (Tanaka, 2020: 700-710). Despite the fact that the experimental sample was older than the one presented in this article, it is worth noting the obtained data on a pronounced negative correlation between psychomotor emotionality and such communicative qualities as compassion and empathy, which are necessary in working with patients. Such subjects got tired faster, experienced less empathy and compassion, and were more prone to emotional burnout.

Conclusion

Consequently, the significance of investigating vocational self-determination is especially pronounced during the senior high school years, commencing in the 9th grade. As senior high school students approach graduation, the necessity of making a vocational choice becomes increasingly press-

ing. This choice is facilitated through the process of re-evaluating one's personal structure. The vocational decisions made by senior high school students during the transition to adulthood are primarily influenced by innate psychological attributes that shape the content of their behaviors and activities. Additionally, these decisions are shaped by personality traits, which represent an individual's inherent inclination to behave in specific ways.

The findings of this study can serve as a foundation for creating a comprehensive career guidance program tailored for psychologists, school counselors, and educators. This program can be seamlessly integrated into the professional practices of psychologists working in educational settings. Given the pivotal role of emotional intelligence in shaping career choices, it is essential to consider the unique developmental trajectory of this construct among 9th and 10th-grade students. This is particularly relevant when students are considering professions in the social (e.g., dentist, psychologist, doctor) and artistic fields (e.g., model, musician, designer). Career counseling in this context should prioritize individual consultations to facilitate a more in-depth exploration of the factors influencing students' career decisions.

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*Келіп түсті: 28 тамыз 2024 жыл
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PECULIARITIES OF THE MANIPULATIVE- GAME INTERACTION BETWEEN THE CITIZEN AND THE STATE

Distrust in the relationship between the citizen and the state leads to the dominance of manipulative-gaming interaction, which hinders both the development of civic identity and the establishment of partnerships between the citizen and the state. The aim of the article is a further conceptualization the doctrine of healthy and deformed relations between the individual and the state (in particular, analysis of the manipulative-gaming interaction between the citizen and the state. The theoretical model of “civic games” presented earlier is complemented by the concept of symmetrical and asymmetrical games practiced in the relations between the individual and the state. This concept is substantiated by the description of games initiated by the state: a game that is a “mirror image” of the civic game “Parasite”, as well as the asymmetrical game “Fighting Corruption”.

The scientific value of the article is related to the application of the doctrine of transactional analysis to the relations between the citizen and the state; its practical value lies in the disclosure of forms of manipulative-gaming interaction, which opens up the possibility of finding ways to replace it with rational partnerships. Eric Berne’s transactional analysis and the self-agency’s approach were used as the methodological basis for our research. Conclusion: manipulative-gaming interaction replace a healthy relationship between the individual and the state. It expresses itself in the so-called games (in Berne’s understanding), which are a surrogate for healthy relationships and are aimed at achieving a psychological (political) benefits that imitates the solution of existing problems. The author analyzes a pair of symmetrical games – “Parasite” and “Give me everything for your own benefit” – as well as an asymmetrical game initiated by the state – “Fighting Corruption”.

Key words: civic identity, games, manipulative interaction, relations, state.

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Азаматтар мен мемлекет арасындағы манипуляциялық-ойын әрекетінің ерекшеліктері

Азамат пен мемлекет арасындағы қарым-қатынаста болатын сенімсіздік манипуляциялық-ойын өзара әрекеттесуінің үстемдігіне әкеледі, бұл азаматтық бірегейліктің дамуына да, олардың арасындағы серіктестік қатынастардың орнатылуына да кедергі келтіреді. Бұл мақаланың мақсаты – жеке тұлға мен мемлекет арасында қалыптасқан салауатты және деформацияланған қатынастарды зерттеуді одан әрі тұжырымдау (атап айтқанда, азамат пен мемлекеттің манипуляциялық және ойын өзара әрекеттесуін талдау). Бұрын автор жасаған, мемлекет бастамашылық еткен ойындардың сипаттамасымен негізделген «азаматтық ойындардың» теориялық моделі: «Паразит» азаматтық ойынының «айна бейнесі» болып табылатын ойын, сондай-ақ «сыбайлас жемқорлыққа қарсы күрес» асимметриялық ойыны мақалада ұсынылған жеке тұлға мен мемлекет қатынастарында қолданылатын симметриялы және асимметриялық ойындар тұжырымдамасымен толықтырылады.

Зерттеудің әдіснамалық негізі ретінде Эрик Берннің транзакциялық талдауы және өзіндік агенттік тәсілі қолданылды. Мақалада осындай симметриялы ойындар – «Паразит» және «маған өз пайдаңыз үшін бәрін беріңіз», сондай-ақ мемлекет бастаған асимметриялық ойын – «сыбайлас жемқорлыққа қарсы күрес» талданады. Зерттеу барысында манипуляциялық ойын өзара әрекеттесуі жеке тұлға мен мемлекеттің салауатты қарым-қатынасын алмастырады деген қорытындыға келді. Ол салауатты қарым-қатынастың суррогаты болып табылатын және бар мәселелерді шешуге еліктейтін психологиялық (саяси) пайдаға қол жеткізуге (Берн түсінігінде) бағытталған ойындар деп аталады. Мақаланың ғылыми құндылығы осы жерде ілімнің қолданылуымен анықталады азамат пен мемлекеттің қарым-қатынасына транзакциялық талдау

практикалық құндылығы манипуляциялық-ойын өзара әрекеттесу нысандарын ашу болып табылады, бұл оны ұтымды серіктестіктермен алмастыру жолдарын табуға мүмкіндік береді.

Түйін сөздер: азаматтық сәйкестілік, ойындар, манипуляциялық өзара әрекет, қарым-қатынас, мемлекет.

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Особенности манипулятивно-игрового взаимодействия граждан с государством

Недоверие, существующее в отношениях гражданина и государства, приводит к доминированию манипулятивно-игрового взаимодействия, что препятствует как развитию гражданской идентичности, так и установлению партнерских отношений между ними. Целью данной статьи является дальнейшая концептуализация исследования здоровых и деформированных отношений, сложившихся между личностью и государством (в частности, анализ манипулятивно-игрового взаимодействия гражданина и государства). Теоретическая модель «гражданских игр», созданная ранее автором, обоснованная описанием игр, инициированных государством: игры, являющейся «зеркальным отражением» гражданской игры «Паразит», а также асимметричной игры «Борьба с коррупцией», дополняется представленной в статье концепцией симметричных и асимметричных игр, практикуемых в отношениях личности и государства.

В качестве методологической основы исследования были использованы транзактный анализ Эрика Берна и подход самоагентности. В статье анализируются такие симметричные игры — «Паразит» и «Отдай мне все ради собственной выгоды», а также асимметричную игру, инициированную государством — «Борьба с коррупцией». В ходе проведения исследования был сделан вывод, что манипулятивно-игровое взаимодействие подменяет здоровые отношения личности и государства. Оно выражается в так называемых играх (в понимании Берна), которые являются суррогатом здоровых отношений и направлены на достижение психологической (политической) выгоды, имитирующей решение существующих проблем. Научная ценность статьи определяется тем, что здесь было использовано учение о транзактном анализе к отношениям гражданина и государства; практическая ценность статьи заключается в раскрытии форм манипулятивно-игрового взаимодействия, что открывает возможность поиска путей его замены рациональными партнерствами.

Ключевые слова: гражданская идентичность, игры, манипулятивное взаимодействие, отношения, государство.

Introduction

Background and relevance of the topic. The relevance of the problem of psychological interaction between a citizen and the state has been growing steadily in recent years due to the political, economic, social-psychological changes taking place in the global political space. States are defending their borders, resisting external aggression, and changing their role in the global community; citizens are actively migrating and, as a result, acquiring citizenship of other countries and leaving the citizenship of the previous ones or acquiring dual or triple citizenship. All of this has a significant impact on civic identity, which develops or degrades under the influence of the enormous political upheavals and stresses that characterize contemporary reality. It is not only civic identity that is undergoing deformation, but also the typical ways of interaction between the citizen and the state.

Traditionally, the problem of interaction between a citizen and the state is analyzed as a problem of civic identity (which, in our opinion, is a significant narrowing of the problem) and is studied from this perspective. A certain intensification of research on civic identity was caused by the expansion of the European Union; both civic and so-called European (civilizational) identity were studied. However, discussions about the very phenomenon of civic identity, its ontological essence, are still ongoing.

Civic identity is often combined with the concepts of national and ethnic identity (Cohen et. al., 2013; Constant et. al., 2012, Curticean, 2007), and it is analyzed in the broad context of political behavior (Duckitt et. al., 2016), as well as daily activities related to the formation of pro-active attitudes towards civic participation (Krzywosz-Rynkiewicz et. al., 2011).

D. Sekulić and J. Sporer (2008) claim that civic identity is a “broader” concept than ethnic identity

ty. L. Hristova and A. Sekik (2013) described four types of relationship between civil and ethnic identity.

J. Pakulski and B. Tranter consider both nation and society as «imaginary communities», but define them differently. Society is seen as a large voluntary (civil) association, which is the main object of social affection and solidarity.

This is expressed in the institution of citizenship, a “strong” civic identity, and civic engagement. Membership in a society is seen as a matter of voluntary commitment, not of birth and/or kinship. Membership in society imposes moral obligations that are consistent with an understanding of civic rights and responsibilities (which includes compliance with the law) (Pakulski et. al., 2000).

I. Zhadan focuses on civic competencies, which implies the possibility of learning by obtaining information and practicing the necessary skills. She distinguishes four levels of civic self-identification: sign representation, interpretation of meanings, construction of meanings, and construction of conditions and rules for transforming reality. And the indicators of civic identification include subjective self-identification, locus of control of social responsibility, need for freedom, practices of civic interaction, possible “I” of the subject of civic interaction and strategies for achieving them, models of civic activity, time orientation, remoteness of power, integration into the civic community, and the meaning (goals) of citizenship (Zhadan, 2017).

We believe that the arguments of T. Bevez, who distinguishes political and legal competence, political activity, civic participation, and a sense of civic community in the content of civic identity, are correct, but we note that political activity is not a mandatory marker of civic identity, but rather of political identity (awareness of belonging to various political structures – socio-political organizations, political parties), which usually implies active political participation (Bevez, 2014).

We should agree with Petrovska I., who considers civic identity as a type of organizational identity, which is a valuable and meaningful experience that allows an individual to identify himself as a citizen of the state. It promotes the integration of personal attitudes toward citizenship, even as civic values/orientations change, and acts as a psychological regulator of civic behavior (Petrovska, 2021).

The author offers her own concept of healthy and surrogate relations between the individual and the state. While healthy relations involve rational exchange (for example, a citizen pays taxes – the

state ensures order and security for the citizen), surrogate relations involve their imitation in the form of games (in the sense of E. Berne) (Petrovska, 2019).

According to E. Berne, a game is understood as a series of mutually complementary repeated transactions which have a hidden motive and generate psychological profits for all players (such as self-justification, self-affirmation, revenge, etc.) (Berne, 1964). Surrogate relations can take place not only between individuals, but also between the citizen and the organization, with the state in particular. Their surrogacy lies in the fact that they serve as substitutes for healthy relations that involve the exchange of mutually beneficial and necessary transactions.

There are descriptions of, among other things, five types of the most typical games between a citizen and the state: “Persecution” (“The state oppresses me”), «Patriot» (“Only I love my country”), «Offended» («If not for this State”), «Parasite» (“You’ll pay me”) and “Labor Heroism” (“I make such a sacrifice for you”). These games are a type of manipulation by a citizen in relation to the state in order to gain psychological benefits (self-justification, justification of their own passivity or career failures, illicit enrichment, expression of resentment towards the state, etc.) (Khazratova et. al., 2024).

Summarizing the above, it should be noted that ethno-national identity implies identification with a representative of one’s own ethnic/national community (respectively, with speakers of one’s native language, ethnic culture, customs and traditions, etc.), while civic identity implies identification with a citizen of the state regardless of ethno-national identity, on the basis of belonging (“citizenship”) to a particular state. Thus, a citizen identifies with fellow citizens who have common organizational and legal problems of functioning in a given state and are looking for common solutions (Khazratova, 2015).

In our opinion, the reality of staying and functioning in the state for a citizen today is often stressful and traumatic. For example, the state declares quarantine and lockdown during a pandemic, conducts forced vaccination, carries out armed aggression against another state, and forces its citizens to kill and risk their own lives. The state justifies any coercion by the necessity and concern for citizens, which does not always inspire their trust. All of this has a significant impact on civic identity, which is increasingly moving away from healthy forms and acquiring various deviations.

At the same time, the stressfulness of reality alone is not a sufficient factor in the anomalization

of civic identity. There are examples when threats to the state (internal or external) led to civic consolidation and the recovery of civic identity. Obviously, the decisive factor is, among other things, the focus of the state's measures – either to protect the declared values (e.g., political freedoms and opportunities) or to move away from them and realize goals that are essentially opposite. It is also important that this orientation of the state's measures is reflected and interpreted in a certain way by the personality of each citizen, and it is this understanding of the state (“image of the state”) that determines the outcome of a citizen's transaction in interaction with the state. As we can see, this is a complex process in which not only the citizen, but also the state as an organization of society and a party to the interaction plays an active role.

This suggests that the analysis of the manipulative game interaction between the individual and the state should be realized not only in the context of the problem of civic identity, but in a broader context – the psychology of relations between the citizen and the state.

The goal of our article is to further conceptualize the doctrine of healthy and deformed relations between the individual and the state (in particular, those manifested in the form of manipulative game interaction).

This goal can be achieved by fulfilling the following **tasks**:

1. Determination of the main paradigms of relations between the individual citizen and the state as an organization of society and, on this basis, healthy (normal) and deformed forms of civic identity;
2. Identification of the main psychological features of manipulative and gaming interaction between the individual and the state (games);
3. Analyzing the role of the state in the manipulative game interaction of the citizen and the state;
4. Description and analysis of relevant games initiated by the state itself and beneficial to it.

The conceptual development of this approach can be carried out using such methods of theoretical analysis as: systematic approach, techniques of analogy, deduction and induction.

Paradigms of relations between the individual and the state as a criterion for determining healthy and unhealthy civic identity

The tradition of analyzing the relationship between the individual and the state originated with K. Jung. He recognized the problem of redirecting the responsibility of the citizen to the state, which increases the primacy (activity) of the state and is

responsible for the citizens' secondary status and dependence (Jung, 1958). His understanding of the problem, as well as the subject-oriented/ self-agency approach (Brushlinsky, 1996; Tatenko, 2006), give us the basis for identifying four paradigms of relations between the individual and the state, which can serve as criteria for the presence or absence of manipulative-gaming attitudes in interaction.

On this basis it can be considered four types of relationship between the individual and the state:

1) Object-subject – the citizen assumes the role of an object (secondary, dependent on the state) (“I am a small person, nothing depends on me”), whereas the state plays the role of a subject that makes decisions about the citizens' lives and is responsible for everything;

2) Subject-object – the citizen regards himself/herself as an active party in his/her relationship with the state, and sees the state as an unnecessary and harmful bureaucratic mechanism. As a result, the citizen feels entitled to deceive the “mechanism” and to “circumvent” its laws and rules;

3) Object-object – is a stressful and potentially traumatic relationship. The citizen sees the state as a depersonalized senseless mechanism, but also considers himself/herself an unnecessary and insignificant cog in this mechanism. Individuals perceive the state, its citizens, and the relationship between the state and its citizens as absurd and unjustified.

4) Subject-subject: the individual assumes responsibility for his/her life in the state, understands the problems and the goals of the state as an organization. The state respects the citizen, and the models for the development of the economy, infrastructure, and society generally aim to satisfy citizen needs (Khazratova, 2004).

Object-subject and subject-object paradigms lead to a distorting the relationship between the individual and the state. The object-object paradigm dehumanizes interactions and their participants, leads to the greatest distortions in civic identity. Fourth paradigm promotes equal development of both the individual and the state (Khazratova, 2004) and is optimal, but it rarely implements. In this context, the question arises of distinguishing between healthy (normal) and unhealthy relations between the individual and the state, as well as between healthy and deformed civic identity. As noted above, the subject-object, object-subject, and even more so the object-object paradigms underlie deformed relations between the individual and the state: at least one of the partners is interpreted as an object, i.e., its

intentions are considered secondary and dependent on the other.

Each of these varieties – healthy and unhealthy civic identity based on healthy or unhealthy relationships – contains, in our opinion, some other subtypes.

1. A healthy civic identity can be either mature or immature (underdeveloped). An immature civic identity can be considered healthy if it is present in a child or adolescent whose personality and social identity structure are not yet fully developed. Such a civic identity is in the process of development (the dynamics of which can be anything – high, low, or abrupt) and is in balance with other social identities. However, an underdeveloped civic identity in an adult and socially adapted person should be considered an anomaly, a deformation.

2. A deformed civic identity can be: a) abnormally immature; b) situationally deformed; c) stably deformed. Deformation of civic identity occurs as a response to adverse influences from the state (we are talking about both the state of citizenship and the state of an external aggressor, the state of emigrant preferences, etc.) In some cases, an absence/unforming of civic identity may have adaptive value (for example, in a “disputed” territory, where borders and sovereignty often change, the ability to quickly change one’s citizenship and identity may be an important survival skill).

Such deformation can be temporary and disappear without a trace later (for example, when moving to another country), or it can remain for life.

One of the deformations of civic identity (temporary or stable) is the manipulative attitude of a citizen towards the state, which forces him or her to engage in game/scenario interaction with it.

Literature review

The main psychological features of the manipulative and gaming interaction of a citizen with the state (game):

1. It should be noted that we distinguish these features based on the work of E. Berne, with the only difference being that E. Berne considered these features in the context of interpersonal transactions (Berne, 1964), while we consider person-organization transactions, meaning in particular such a specific organization as the state.

Repetition of transactions in interaction, repetition of the result (which can be potentially traumatic) and the problem that prompts these transactions.

As E. Berne noted, the game gradually turns into a life scenario.

2. The presence of an ulterior motive for manipulative-gaming interaction – the so-called psychological benefit. Both the citizen and the state may be interested in psychological benefit. While for a citizen a psychological benefit may consist in self-justification, self-assertion, and the use of state structures in personal interests. For the state it is the improvement of its image, the use of citizen resources without any compensation, and the approval of directions and strategies for the development of society that do not meet the interests of citizens.

3. The absence of a solution to the existing problem in the entire series of transactions between the individual and the state.

«Symmetrical» and «asymmetrical» games

Games in the interaction between the individual and the state in the concept of I. Petrovska were described as those initiated by the citizen and carried out by him for the sake of obtaining psychological gain (which is only a surrogate for the real solution of the citizen’s real problem in his relations with the state) (Petrovska, 2021). But can it really be assumed that manipulative-game interaction between the citizen and the state is always initiated by the citizen?

In the logic of any bilateral relationship, both parties are a priori active in the relationship – regardless of whether it is an interpersonal or intergroup (inter-organizational) relationship. Activity means not only that the initiator of transactions is alternately one or the other party, but also that each party actively responds to the other’s transactions by interpreting and accepting them. And each subsequent transaction is a response to the previous transactions of the other party. Therefore, even if one party “uses” the other as an object to realize its own goals, this is somehow accepted by the other party. It follows that in the manipulative-game interaction of an individual with the state, the latter is also a priori active.

Following Berne’s postulates, we take it as an axiom that all players receive some psychological benefit from the game (otherwise they would have no motivation to participate). And yet, the initiator of the game pursues primarily his own benefit and is likely to win more. Therefore, in different situations, each party may offer/impose its own game, which gives the prospect of greater gain. Therefore, we can describe games initiated by a citizen, but also games initiated by the state as an organization.

Such a game can be a mirror image of a similar game of the previous initiator – let's call it symmetrical.

Given this, it would be logical to consider and analyze the relevant games between the citizen and the state from the standpoint of the initiative of the parties and the psychological (political) gains of the main players. In this case, the described and analyzed games of citizens could be supplemented by games initiated and supported by the state.

Such symmetrical games may include, first of all, games aimed at achieving material and financial gains by one party (increasing its resources) at the expense of the other party through manipulation, i.e., a seemingly reasonable (but in fact false) demand to give/share/compensate for non-existent merits or expenses of the first party.

This is the case, in particular, with the pair of games "Parasite" (the citizen's game) and "Give me everything you have for your own benefit" (the state's game). Let us consider them sequentially according to the scheme developed by E. Berne.

This game analysis scheme includes: 1) thesis (the main purpose of the game); 2) goal (psychological gain for the main player); 3) roles; 4) paradigm (the most critical transactions at the socio-psychological level); 5) main moves in the game; 6) rewards; 7) antithesis (the ability to stop the game, reorient the main player to a more productive relationship) (Berne, 1964).

Exiting occlusion, according to the postulates of transactional analysis, always means transition to the position of the Adult (according to Berne's theory, the Adult is a sub-personality that is fundamentally different from the Parent and Child, who actually enter the game through mutually complementary transactions). The Adult organizes social interactions on the basis of respect for the partner, apriori equality of rights with him ("You are OK, I am OK"), mutual responsibility, so games are impossible here. It is from the Adult's position that a sincere, not a substitute partnership.

Materials and methods

"Parasite" (a civic game)

1) Main thesis: "You owe me and you will pay!" Here, the role of the persecutor is played by the Beneficiary who is diligently looking for opportunities to receive support from the State, to collect benefits, including through fraud.

2) Psychological benefit: implementation of hidden aggression against the State, social parasitism, self-affirmation.

3) Roles: the Beneficiary(Parasite) usually works in the public sector, never hesitates to declare his/her "rights"; for example, a Chernobyl victim, a single mother, a widow of an ATO veteran; State Representatives – for example, trade union employees, tax inspectors, accountants; Colleagues – for example, employees who do not have benefits and self-affirm in another way.

4) Paradigm: subject-object. The Beneficiary is an active, dissatisfied and aggressive consumer of State services. The State is the object, and the Beneficiary has no interest in the State's problems.

5) Main moves: a) the Beneficiary declares his/her rights; b) develops an aggressive attitude to any objections from State Representatives; defends his/her privileges even when they do not give him a pragmatic benefit; c) enters into a hidden confrontation with the Colleagues, possibly to compensate for the fact that the Beneficiary is not fully entitled to his/her benefits and "rights".

6) Rewards: the Beneficiary expresses hidden aggression, receives a material and financial benefit. The Colleagues, become asserted by the Beneficiary's loss ("Don't be a parasite, earn with professionalism), if they are opposed to him/her; or become asserted by the Beneficiary's success ("He proved his/her rights to our fraudulent state"), if they support him/her.

7) Exit: satisfaction from well-deserved earnings; trust in one's potential; experiencing solidarity with the State's problems; working towards a solution to the State's problems.

A similar game, initiated not by a citizen but by the state, can be called:

«Give me everything you have – for your own profit» (a state game)

1) The main thesis: "You are in my debt from the moment you were born. You owe me everything you have, therefore I have the moral and legal right to take it all. I am doing this for your/social profit."

2) Psychological benefit: justification of complete domination, transformation of a citizen with rights into a powerless subject. Moral reproach, unjustified self-aggrandizement and self-justification.

3) Roles: The State exploits the Subordinate, forcing him to work hard without sufficient remuneration, to give up his finances/property or life to protect the State. The Subordinate is disenfranchised, chained by fear of losing everything, but in

the hope that his life, time and body are his inalienable property. State Enforcer – a representative of a territorial military recruitment center or an organization that overloads the Subordinate with labor; a police officer. Ideologue (also known as propagandist, publicist) – a leader of public opinion who informs the Subordinate and justifies the position of the State from a logical, moral and legal standpoint.

4) The subject-object paradigm. This is the clearest form, the most open manifestation of the application of this paradigm.

5) The main movements are: a) The State finds itself in a difficult situation/ crisis or declares it; b) It appeals to the Subordinate to sacrifice what he has (finances, property, his life, the lives of his loved ones) for the common good (overcoming the crisis, protection from the enemy, etc.); c) The Ideologist justifies why such a sacrifice is absolutely necessary, and the State Enforcer forces the Subordinate to make this sacrifice; d) the Subordinate donates, time passes, nothing changes; e) the Ideologue continues to complain about the difficulties in the State (economic crisis, natural disasters, external aggression) and pushes for new donations.

6) Rewards: The State receives the image of the Victim, which entitles it to support, assistance, empathy and various kinds of donations from everywhere; the Subordinate receives the masochistic pleasure of self-destruction in favor of the State and loyalty from it (the pleasure is enhanced if he simultaneously observes the punishment of less loyal Citizens); the State Enforcer and the Ideologue enjoy their situational power over the Subordinate (the former – physical, the latter – manipulative).

7) Exit from the game: public awareness of the role of victims on the part of the Subordinate in the course of public dialogue (if the situation has not changed over time, therefore, victims on his side did not play a decisive role); recognition of the ineffectiveness of such public administration and rejection of the position of exploitation.

In both cases, the game is driven by an attempt to obtain an unlawful and unjustified benefit from the other party (in the game “Parasite” – by a citizen who takes a position of social parasitism, from the state; in the game “Give me everything you have – for your own profit” – by the state, which ruthlessly exploits the citizen). A couple of the games described above are symmetrical, since they are based on a similar motive and are realized by a certain analogy. However, there are also asymmetric games, those that have no analogues at the initiative of the other party.

One of these games is the one usually initiated by the state – the “Fighting Corruption”. Let’s describe it according to the scheme below.

«Fighting Corruption»

1) The main thesis: “We are mercilessly fighting corruption in our country, wait until we destroy it one day.”

2) Psychological benefit: getting a credit of public trust for the very intention to destroy corruption, postponing the moment of “starting an honest life”, creating a screen from the fuss around corruption; the opportunity to leave everything as it is;

3) Roles: The State in this game plays a dual role: a) The State that breaks free from the chains of corruption; b) The Corrupted State. (Un)Corrupt Citizen – wants to earn more money, but does not see “honest” ways; Anti-Corruption Fighters – search for and expose Corruptors; Corruptor – a citizen who has enriched himself dishonestly at the expense of the State.

4) Subject-object paradigm: public officials strongly oppose corruption and at the same time make it impossible to fight it.

5) Main movements: The state announces the fight against corruption; (Un)Corrupt Citizens dream of an honest and safe life without lies; Anti-Corruption Fighters hunt down the Corrupt and expose him; he bribes the Fighters and they release him after several ritualistic actions: TV exposure, public condemnation, and taking away funds. The Anti-Corruption Fighters look for the next Corrupt official to do the same thing to; eventually, the Anti-Corruption Fighters become Corrupt officials themselves. The (Non)Corrupt Citizen is also involved in transactions, although he is not allowed to make a lot of money: he is allowed to “earn” a little, and formally he is also involved in illegal transactions. This keeps him silent. In the end, there are no influential people left in the State except for the Corrupt, and it is they who create the rules and ensure exchange, the economy, regulate financial flows and the exercise of power. It turns out that the State is based on corruption and cannot exist without it.

6) Exit the game: realizing that the fight against corruption always generates more corruption. Corruption disappears when it becomes unprofitable and inexpedient. Public control over the activities of high-ranking officials and transparency of legal and financial processes can help to exit the game, although it is important to realize that this game is the most addictive.

The specificity of the State’s role in this game is its variability, the presence of two opposing inten-

tions: to destroy corruption and at the same time to preserve it. It appears to be a two-faced Janus, both a victim of corruption and a biased corrupt official. It seems that she deliberately deceives the (Un)Corrupt Citizen when she declares the fight against corruption. In fact, the State is interested in eradicating corruption to the extent that it impedes its development. Corruption does not destroy the state completely, but it significantly impedes its development and causes its primitive functioning. When it comes to serious reforms, the system seeks self-preservation and reproduces itself. The state is constantly moving “away” from corruption and “toward” it, remaining within a certain “corridor” beyond which it does not go. However, the “expansion” of this corridor is still possible.

Results and discussion

The described games are characterized by certain regularities.

First of all, it should be emphasized that we are talking about unhealthy, suboptimal (deformed) forms of interaction between the individual and the state. Even if at first glance it seems that one party benefits the other, the interaction is based on inauthentic, deformed relations between the citizen and the state (they can be based on fear, deep resentment, illusion, and lack of readiness for development). The deformation arises from the traumatic nature of the very reality of this interaction, although this trauma is not inevitable. At the same time, these forms are familiar and convenient for the “players”, so it is not easy to realize these games and get out of them.

One of their common features is repeatability, even if the games take place under different circumstances and with different partners, and if they produce undesirable results for the player.

The subject-object paradigms prevail in the described civic games. The initiator of the game – regardless of whether it is a citizen or the state – more often see themselves as subjects than objects in their relations with the other party. Thus, the citizen tries to use the resources of the state despite its interests (sees himself as a subject, the state as an object); the state is ready to exploit the citizen, his property, and life time (sees itself as a subject, the citizen as an object of use).

Of course, we should focus on clarifying the specifics of the role of the State: Are we using a metaphor when we say that “the state manipulates” or “the state plays games” with citizens?

Only partially. Since we interpret the state as an organization of society, and an organization (as well

as a group, for example, a family) can literally, not metaphorically, but literally engage in manipulative interaction with an individual (an employee of the organization, a family member), the state can also engage in manipulative and gaming interaction with a citizen in the literal sense of the word. For this purpose, various media, tools of ideological influence, techniques of building the external image of the state, etc. are often used.

The State can be represented in different ways – as strong or weak, as an aggressor or a victim, and this portrayal is usually consistent with the Main Player’s standard behavior. In a citizen’s mind, the State is often personified as a representative of the authorities: a policeman, a manager, a state official. At the same time, the citizens – the Main Player and the Auxiliary Players – appeal specifically to the State in their narratives; they condemn the State (the State and the government are condemned separately), and enter into an internal dialogue with the State. The above implies that people do not confuse power with the State, but actually enter into relations with the State as citizens.

At the same time, the State can also derive real benefits or losses from “civic games”. Even if the State appears aggressive or weak, it may benefit from these perceptions because they enable the State to compensate for organizational defects. Every State makes at least minimal efforts to encourage an activity of citizen. Therefore, various initiatives on the part of the state, including manipulative gaming initiatives, are a reality.

Some games are motivated by State ideological systems. It is no accident that the image of the Soviet Man, a modest individual who was principled and devoted to work at the expense of his personal life, was sacralized in the USSR. In the ideology of the United States, the image of a hero who is devoted to his/her work and risks his/her life to ensure the safety of his/her fellow citizens, was similarly sacralized (the ranger Woker, for example). The hidden meaning of these ideologems is to encourage citizens to participate in games that are beneficial for the State.

An analysis of this manipulative game interaction is needed to find a way out of the game for both the citizen and the state as an organization.

Conclusions

1. Manipulative-game interaction between a citizen and the state is a kind of unhealthy, subopti-

mal relationship between them. It is expressed in the so-called games, which are a surrogate/deformation of healthy relations between them and are aimed at achieving psychological (political) “winning” that creates the appearance of solving real problems in them/between them.

2. The above-mentioned game interaction is based mainly on the subject-object paradigm of relations between a citizen and the state, which means that the initiator of the game considers himself a subject and the other party to the relationship an object.

3. The participation of the state in manipulative game interaction with a citizen is not just a scientific metaphor. Since the state is an organization of society, it as an organization can carry out psychological manipulations in relation to a citizen aimed at illusory solution of legal/political and socio-psy-

chological problems. The point of this activity is to maintain the status quo.

4. Each game can be either symmetrical (“mirroring” the partner’s game – for example, games aimed at enrichment at the expense of the other party are observed both on the part of the citizen and the state) or asymmetrical (present only on one partner of the interaction). Nevertheless, all participants in games (both symmetrical and asymmetrical) receive psychological gains – a surrogate substitute for solving organizational problems.

The prospect of this research is further conceptual development of the above approaches, as well as the development of adequate methodological tools that would allow studying both manipulative gaming and other types of interaction between the citizen and the state.

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Келіп түсті: 19 қыркүйек 2024 жыл

Қабылданды: 30 қараша 2024 жыл

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PSYCHOLOGICAL FEATURES OF OBSESSIVE-COMPULSIVE DISORDER MANIFESTATION IN STUDENTS

In recent years, there has been an increase in cases of obsessive-compulsive disorder (OCD) among first-year students, highlighting the relevance of studying this issue. OCD is classified as a neurotic and stress-related disorder, often manifesting during adolescence and early adulthood. This disorder significantly affects social adaptation and professional development among young people, underscoring its social significance and the need for scientific investigation. The study aims to identify the effects and interactions of individual personality traits on the development of OCD in first-year students. The primary directions of the research include analyzing risk factors and predictors of OCD, such as genetic predisposition, family upbringing style, anxiety levels, and characteristics of personal control. The scientific and practical significance of this work lies in the necessity for early diagnosis and prevention of OCD among students, as this disorder reduces resilience, academic performance, and quality of life. Identifying key predictors enables the enhancement of mental health support programs and improves the effectiveness of interventions within the student population.

The research methodology is based on an interdisciplinary approach, integrating general, social, and clinical psychology. The study employed various methods, including the Symptom Checklist-90-R (SCL-90-R) screening test for psychopathology, adapted by N.V. Tarabrina; the Big Five Personality Test, adapted by L.F. Burlachuk; and the anxiety self-assessment scale by C.D. Spielberger. The main findings revealed that risk factors for OCD development may include individual personality traits such as heredity, authoritarian upbringing, high anxiety levels, excessive self-control, and a tendency toward pedantry. These factors form the psychological profile of first-year students showing symptoms of OCD. The value of the study lies in the in-depth understanding of OCD predictors and the potential to develop preventive strategies aimed at supporting students in conditions of increased academic and emotional demands. The practical significance of the study's findings is that the data obtained can be used to design comprehensive programs for psychodiagnostics and OCD prevention. These programs would aim to reduce psychological risks among students and foster an environment that supports their successful adaptation and self-realization in an academic setting.

Key words: obsessives, compulsions, disorder, students, self-control, anxiety.

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Оқушылардың обсессивті-компульсивті бұзылуының психологиялық ерекшеліктері

Соңғы жылдары кіші сынып оқушылары арасында обсессивті-компульсивті бұзылыс (ОКБ) көріністерінің өсуі байқалды, бұл осы мәселені зерттеудің өзектілігін көрсетеді. ОКБ – жасөспірімдік және жасөспірімдік жаста жиі көрінетін невротикалық және стресстік бұзылулардың бірі. Бұл бұзылыс жастардың әлеуметтік бейімделуіне және кәсіби дамуына айтарлықтай әсер етеді, бұл оның әлеуметтік маңыздылығын және ғылыми зерттеулер үшін өзектілігін анықтайды. Зерттеудің мақсаты – бірінші курс студенттері арасында обсессивті-компульсивті бұзылыстың дамуына жеке тұлғалық қасиеттердің ықпалы мен өзара әсер ету ерекшеліктерін анықтау. Зерттеудің негізгі бағыттарына генетикалық бейімділік, отбасылық тәрбие, алаңдаушылық деңгейі және жеке бақылау ерекшеліктері сияқты ОКБ қауіп факторлары мен предикторларын талдау кіреді. Жұмыстың ғылыми-тәжірибелік маңыздылығы студенттер арасында ОКБ-ны ерте диагностикалау және алдын алу қажеттілігімен түсіндіріледі, өйткені бұл бұзылыс жастардың өміршеңдігін, оқу үлгерімін және өмір сүру сапасын төмендетеді.

анықтау психикалық денсаулықты қолдау бағдарламалары мен колледж популяцияларына араласуды жақсарты алады.

Зерттеу әдістемесі жалпы, әлеуметтік және клиникалық психологияны қамтитын пәнаралық көзқарасқа негізделген. Зерттеу барысында N.V. бейімделген, психопатологияға арналған Symptom Checklist-90-R (SCL-90-R) скринингтік тесті сияқты әдістер қолданылды. Тарабрина, «Үлкен бестік» тұлға сауалнамасы (Л.Ф. Бурлачук бейімделген) және мазасыздықты өзін-өзі бағалау әдісі К.Д. Спилбергер. Зерттеудің негізгі нәтижелері ОКБ дамуының қауіп факторларына тұқым қуалаушылық, авторитарлық ата-аналық стиль, алаңдаушылықтың жоғары деңгейі, шамадан тыс өзін-өзі бақылау және педантизмге бейімділік сияқты жеке тұлғаның ерекшеліктері болуы мүмкін екенін көрсетті. Бұл факторлар ОКБ белгілерін көрсететін бакалавриат студенттерінің психологиялық портретінің негізін құрайды. Зерттеудің құндылығы ОКБ болжаушыларын терең түсінуде және академиялық және эмоционалдық стресстің жоғарылауы жағдайында студенттерді қолдауға бағытталған профилактикалық стратегияларды құру мүмкіндігінде жатыр. Жұмыс нәтижелерінің практикалық маңыздылығы мынада: алынған мәліметтерді студенттер арасындағы психологиялық тәуекелдерді төмендетуге және олардың білім беру ортасына сәтті бейімделуі мен өзін-өзі жүзеге асыруына жағдай жасауға бағытталған психодиагностика және ОКБ профилактикасының кешенді бағдарламаларын жасауға пайдалануға болады.

Түйін сөздер: обсессиялар, компульсиялар, тәртіпсіздік, студенттер, өзін-өзі бақылау, мазасыздық.

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Психологические особенности проявления обсессивно-компульсивного расстройства у студентов

В последние годы отмечается учащение проявлений обсессивно-компульсивного расстройства (ОКР) у студентов младших курсов, что подчеркивает актуальность исследования данной проблемы. ОКР относится к числу невротических и стрессовых расстройств, часто проявляющихся в подростковом и юношеском возрасте. Это расстройство существенно влияет на социальную адаптацию и профессиональное становление молодежи, что обуславливает его социальную значимость и актуальность для научного исследования. Цель исследования – выявить особенности влияния и взаимовлияния индивидуально-личностных характеристик на развитие обсессивно-компульсивного расстройства у студентов первых курсов. Основные направления исследования включают анализ факторов риска и предикторов ОКР, таких как генетическая предрасположенность, семейное воспитание, уровень тревожности и особенности личностного контроля. Научная и практическая значимость работы обусловлена необходимостью ранней диагностики и профилактики ОКР среди студентов, поскольку это расстройство снижает жизнестойкость, успеваемость и качество жизни молодежи. Выявление ключевых предикторов позволяет улучшить программы поддержки психического здоровья и повысить эффективность вмешательств в студенческой среде.

Методология исследования основана на междисциплинарном подходе, включающем общую, социальную и клиническую психологию. В исследовании использовались методы, такие как скрининговый тест для оценки психопатологии Symptom Checklist-90-R (SCL-90-R), адаптированный Н.В. Тарабриной, Личностный опросник «Большая пятерка» (адаптация Л.Ф. Бурлачука) и методика самооценки тревожности К.Д. Спилбергера. Основные результаты исследования показали, что факторами риска развития ОКР могут быть индивидуально-личностные особенности, такие как наследственность, авторитарный стиль воспитания, высокий уровень тревожности, чрезмерный самоконтроль и склонность к педантичности. Эти факторы составляют основу психологического портрета студентов начальных курсов, у которых наблюдаются признаки ОКР. Ценность проведенного исследования заключается в углубленном понимании предикторов ОКР и возможности создания профилактических стратегий, ориентированных на поддержку студентов в условиях повышенных учебных и эмоциональных нагрузок. Практическое значение итогов работы состоит в том, что полученные данные могут быть использованы для разработки комплексных программ психодиагностики и превенции ОКР, направленных на снижение психологических рисков среди студентов и создание условий для их успешной адаптации и самореализации в учебной среде.

Ключевые слова: обсессии, компульсии, расстройство, студенты, самоконтроль, тревожность.

Introduction

Obsessive-compulsive disorder (OCD) is more commonly categorised as a neurotic and depressive disorder that occurs in people with intact or even high intelligence and critical thinking. Physically, OCD conditions can manifest as rapid fatigue, decreased performance, sleep disturbances, and headaches. Cognitively, OCD conditions can manifest through memory impairments and lapses. Behavioural symptoms of OCD sufferers include aggressive or apathetic behaviour. Perceptual symptoms of OCD can be manifested by the appearance of hallucinations. It is worth noting that OCD symptoms occur periodically in any person, even those who are quite mentally healthy.

The development of OCD is accompanied by numerous symptoms reflecting both cognitive and personality disorders. Periods of increased risk for the formation of obsessive-compulsive disorder ages are: 3-5 years (formation of self-concept), 12-15 years (puberty); 16-20 years (moral development of personality); 45-55 years (menopause). Obsessions refer to a person's being overwhelmed by intrusive, unwanted thoughts or fears. Compulsions mean the occurrence of compulsive actions, urges arising contrary to reason, will, feelings, often even unacceptable for a particular person, because they contradict his moral and ethical properties. Compulsive reflections or "thought gumming" are internal debates in which arguments for and against even the simplest daily actions are endlessly reviewed (Tapalova, 2021). Regardless of many years of experience in clinical psychology on research of early diagnostics of obsessive-compulsive disorder, study of features of course of OCD at various character accentuations that is actual till this day.

The purpose of the research: to identify the effects and interactions of individual personality traits on the development of OCD in first-year students. The primary directions of the research include analyzing risk factors and predictors of OCD, such as genetic predisposition, family upbringing style, anxiety levels, and characteristics of personal control.

Literature review

Current state of research on the causes of obsessive-compulsive disorder

Discussion of the neurophysiological and biological basis for the emergence and development of obsessive-compulsive disorders deserves special attention in the scientific literature. Many authors have suggested that many mental disorders and addictions are related to a lack of the neurotransmitter serotonin or its low activity, which affects the functional activity of the brain. Tomographic scans show a decrease in the size of the caudate nucleus and disturbed frontal cortex activity, which researchers claim may be the cause of obsessive and compulsive behaviour in many young people (Robinson, 1995; Rogers, 1994). Other authors suggest that the lower frontal lobe cortex is the most active in people with OCD, and therefore such individuals are continually subjected to distressing thoughts and compulsive behaviours. PET imaging largely supports this hypothesis (Lib, 2011).

A few scientists supporting the biological theory of the development of OCD have data which prove, that in obsessive compulsive individuals we find pathological changes in the limbic system responsible for the emotional sphere, which leads to obsessions and compulsions accompanied by fears (Weiner, 2002).

However, the above-mentioned scientific studies on the neurophysiological mechanisms of OCD do not give us a complete answer about the causes of this disorder, since not all data are consistent with each other and there is no answer to the main question of brain disorders as a cause or consequence of the appearance of such neurotic states (Höhn-Saric, 1994).

Representatives of the psychological theory of the emergence of such neurotic conditions and cite a large amount of evidence that underlies OCD, and other neurotic disorders are personal psychological aspects.

Z. Freud believed that the basis of neurotic disorders consists of three types of anxiety. Such as: real anxiety, when one is threatened by real danger; neurotic anxiety, when everything is hidden in the

unexpressed unconscious and moral anxiety, when one is punished for the expressed unconscious, so one seeks protective mechanisms to reduce anxiety, and at the same time is subject to neurotic disorders (Freud, 1991).

Karen Horney attributes the emergence of such neurotic conditions to a Karen Horney attributes the emergence of such neurotic states to the very feeling of anxiety, which the author names basal anxiety. The author goes on to explain the emergence of this form of anxiety due to the loss of a sense of security in interpersonal relationships, leading to the emergence of intrapersonal conflicts. Dr Horney identified three groups of personalities prone to neurotic disorders:

- the first group showing signs of neurotic personalities are acutely reactive and dependent on the attitudes of others, their attention and approval.

- the second group of neurotic personalities are preoccupied with the characterization and evaluation of their own self. The main characteristics of this group are feelings of inferiority, cognitive distortions in the conviction of their own irrelevance and incompetence.

- The third group of neurotic personalities exhibit concerns and problems with low self-efficacy and self-affirmation of the self, such personalities are unable and unwilling to express their emotions and are unable to plan their own lives (Horny, 1997).

Renowned psychotherapist Aaron Beck, creator of the theory of development of neurotic disorder, explains the development of many human emotional disorders because of the construction of an inadequate reality in one's own unconscious level. On this preconscious level, a person prone to neurotic disorder perceives the surrounding life through cognitive distortions, which leads to disturbed thinking and destructive behavior (Beck, 2017).

The representative of the behavioral direction A. Bandura believed that fears, phobias and anxiety develop not as a result of real traumatic experiences but obtained by observing the fears of parents and other people (Bandura, 1977).

The representatives of the existential direction believe that neurotic anxiety is the basis of neurotic states. People who think that it is possible to experience the meaninglessness of existence begin to deceive themselves, believing that they can control all events both in relation to themselves and in relation to their loved ones (Bujenthal, 1998).

Numerous studies have been devoted to the problem of the influence of the level of intelligence on the occurrence and development of neurotic disorders. Experiments were conducted on a large research representative sample (more than 3,000 patients) and what was interesting was that scientists found that among the respondents subjected to the study there were no patients with an average level of intelligence. The obtained experimental results led to a reliable conclusion: neurotic disorders are not common in people with average intelligence. Much more often neurotic disorders were predisposed to people with a high level of intelligence or with a very low level of intelligence. (Eysenck, 1982).

Risk factors for developing OCD at a young age

As we mentioned above, neurotic disorders, in particular obsessive-compulsive disorders, are more often experienced by adolescents and thus constitute a risk group. Most likely, the causes lie in biological, hereditary, genetic factors, it is not excluded also in modern realities it can be psychological and social factors.

Biological, hereditary and genetic predictors of neurotic changes in personality include weak nervous system expressed in emotional sensitivity and lability, emotionally significant memory, heterochrony of functional development of the organism, temperament characteristics, outstanding abilities, giftedness.

Psychological factors include individual-personal character traits, character accentuations, which are especially pronounced in adolescence. Increased adolescent sensitivity, shyness, insecurity, mood swings, alexithymia, low level of pretensions can also be attributed to psychological factors.

Social factors in the development of neurotic disorders as obsessive-compulsive disorder include the climate in the family, authoritarianism and strictness of parents, offences, traumas and life unsettledness (Burlachuk, 1998).

Ambivalence in the behavior of adolescents and young adults is expressed in dissatisfaction and self-criticism on the one hand and lack of adequate self-esteem and inconsistency in judgement on the other.

However, they often set themselves extremely difficult unrealistic tasks that they cannot fulfill, and this leads them to failures and insurmountable obstacles, as a result of which such people fail and experience frustration. Prolonged frustration often manifests itself in the form of an inferiority com-

plex, which leads to neurotic obsessive-compulsive disorders.

Neurotic states in young people may arise situationally or may be personal characteristics, in other words, have tendencies to this disorder hidden deep inside, like a volcano and unknown to the person himself, but already interferes with the usual rhythm of life, communication with friends and work. Prevention of the syndrome consists in the prevention of stress, conflict situations, the creation of a favorable environment in the family, the exclusion of mental injuries at work. It is necessary to properly educate the child, not to generate feelings of fear in him, not to instill in him thoughts of his inferiority. Young people prone to OCD: anxious-suspicious people who have absorbed a certain attitude to life since childhood, when a tendency is formed to any anxiety-phobic disorders. Perfectionists and maximalists who live by the concepts: “everything should be perfect”; “everything or nothing”, you only need to study for “excellent”, be the best, and therefore, such boys and girls will have an acute fear of making mistakes, disgracing themselves and the fear of any failure. Often reasonable students are quick-thinking but take a very long time to make decisions. They try to calculate all the consequences, all the options, but they still doubt the decision and recheck it for a long time. They can scroll through even a simple, insignificant thought over and over again and they have distrust and fear of their own intelligence.

The aim of our study is to present experimental results on the identification of the influence of individual-personality personality traits on the occurrence and development of obsessive-compulsive disorder in elementary students.

Materials and methods

An experimental study was organized and conducted with students of the first, second- and third-year students of psychological and pedagogical specialties. The conducted psychodiagnostic study was aimed at identifying the symptoms of obsessive-compulsive disorder through the prism of individual and personal characteristics of students. At the formative stage it was planned to conduct training work and psychocorrective activities. Provide psychological assistance to develop motivational strategies to overcome obsessive thoughts (obsessions)

and obsessive actions (compulsions) associated with anxiety, anxiety and stressful situations with students of experimental groups.

After the formative stage of the study, the experimental group of students was subjected to a repeated control survey. At this stage we checked the effectiveness of the work done with the students of initial courses. The study was conducted during classes, during daytime hours and also in their free time. The subjects are students of the 1st, 2nd and 3rd courses of psychological and pedagogical specialties of the Institute of Pedagogy and Psychology at Abai university. The age of the subjects is 17-21 years old. The sample consisted of 68 people.

Methods of collecting information: To solve the problems of the empirical part of the work, a wide range of methods of psychological research is involved, in particular, the methods listed below. In our study, the following methods were used: A questionnaire on the severity of psychopathological symptoms (SCL-90-R); A personality questionnaire Big Five; Self-evaluation diagnostic technique of Charles-D-Spielberger.

Let's give a small description of the selected methods:

1. Symptoms Check List-90-Revised (SCL-90-R) by the authors of Derogates, Lipman, Covi, 1973, adapted by N.V. Tarabrina, 2007, a technique designed to determine the current status of patterns of psychological signs in pathology and in healthy subjects. During the psycho-diagnostic work, we took the Somatization (SOM); Obsessive -Compulsive (O-C); Interpersonal Sensitivity (INT); Depression (DEP); Anxiety (ANX) scales.

2. The “Big Five” personality questionnaire. Authors P. Howard, P. Medina and J. Howard in the adaptation of A. B. Khromov. The technique is intended for express diagnostics of five personality factors: extraversion – introversion; attachment – isolation; self-control – impulsivity; emotional instability – emotional stability; expressiveness – practicality. The main advantage of this questionnaire is its simplicity, which allows you to quickly make a judgment about the main personal characteristics of the students being tested. This questionnaire provides an opportunity for the subject to create his own psychological self-portrait within the framework of the Five-Factor Theory of personality. This self-portrait is based on the characteristics of personality traits and self-esteem of the subject.

The survey should not take more than 5-10 minutes, which makes the questionnaire easily applicable not only as a diagnostic tool, but also when consulting in clinical and non-clinical practice, during group examinations.

3. Methods of "Self-evaluation diagnostic technique of Charles-D-Spielberger (adapted by Yu.L. Khanin). Testing by this technique allowed us to identify situational anxiety as a variable and personal anxiety as a stable personal anxiety in the students tested. Activation of personal anxiety, which is detected when certain stimuli are stimulated, which are perceived by the person as dangerous and act as a trigger and a threat to self-esteem and self-respect. While situational anxiety for the individual is a certain state that is characterized by tension, unexplained anxiety due to certain conditions. Situational anxiety is an emotional response to stressors and is characterized by a peculiar intensity and dynamism in the time continuum.

Results and discussion

To identify students at risk of developing OCD using the SCL-90-R methodology, the entire study student sample was divided into coded subgroups: A, B, C, where group A was 2nd year (n – 21 people), group B was 3rd year (n – 26 people), and group C was 1st year (n – 21 people). The results obtained for group A, show the identification of 3 respondents with clear signs of OCD: we denote them as follows: A1 – 2.3 (12%); A3 – 2.2 (12%); A4 – 2.3 (12%), showed high symptomatological signs of predisposition to obsessive-compulsive disorder. There is no students in group B. with a predisposition to obsessive-compulsive disorder were identified.

The results obtained for group C – first-year students, were three students with clear signs of obsessive-compulsive disorder: C11 – 1.6 (9%); C16 – 1.6 (9%); C19 – 1.6 (9%).

Thus, as a result of the SCL- 90- R methodology, out of 68 examinees, 6 people with an average level of obsessive-compulsive disorder were identified, which is 8% of the total sum of the study group. The students designated by signs: A1 – 2.3 (20%); A3 – 2.2 (19%); A4 – 2.3 (20%); C11 – 1.6 (13%); C16 – 1.6 (14%); C19 – 1.6 (14%) showed a high level of predisposition to manifest obsessive-compulsive disorder.

The following stage of psycho-diagnostic work definition of personal characteristics was carried out by means of the questionnaire "Big Five". As it has been stated above, as a result of research by "SCL-90-R" technique 6 examinees with average level of predisposition to OCD were revealed. The data obtained by the Big-five and SCL-90-R methods will allow us to give an objective description of the psychological portrait of a student with signs of OCD.

As a result of the analysis of the results obtained by the Big-Five methodology, we came to the conclusion that subject A1 on the scale of extraversion – introversion has: High mental orientation to extraversion (53 (10%)), activity (14 (3%)), dominance (13 (2%)), sociability (11 (2%)), medium impressionability (9 (2%)) and guilt avoidance (6 (1%)). On the attachment – detachment scale: high level of attachment (57 (10%)), warmth (14 (3%)), cooperation (13 (2%)), suspiciousness (8 (1%)), average level of understanding (10 (2%)), and respect for others (12 (2%)). On the scale of self-control – impulsivity: high level of self-control (62 (11%)), relevance (11(2%)), perseverance (13(2%)), responsibility (12 (2%)), self-controlling behavior (14(3%)), prudence (12 (2%)). On the scale of emotional stability – emotional instability: high level of emotional stability (54 (10%)), anxiety (13 (2%)), tension (11 (2%)), emotional comfort (5 (1%)), self-criticism (12 (2%)), emotional lability (13 (2%)). On the expressiveness-practicality scale: average level of expressiveness (46 (8%)), curiosity (12 (2%)), inquisitiveness (9 (2%)), artistry (13 (2%)), insensitivity 4 (1%), average level of plasticity 8 (1%).

The data obtained for respondent A3 on the extraversion – introversion scale has: High mental focus on extraversion (63 (10%)), activity (13 (2%)), dominance (13 (2%)), sociability (12 (2%)), impressionability (12 (2%)) and manifestation of guilt (13 (2%)). On the attachment-disassociation scale, high levels of attachment (64 (10%)), warmth (14 (3%)), cooperation (14 (2%)), trustworthiness (11 (2%)), understanding (11 (2%)), and respect for others (14 (2%)). On the scale of self-control – impulsivity: high self-control (65 (11%)), urgency (14 (2%)), perseverance (13(2%)), responsibility (13(2%)), self-controlling behavior (13 (2%)), prudence (12 (2%)). On the scale of emotional stability – emotional instability: high level of emotional stability (63 (10%)), anxiety (15 (2%)), tension (11 (2%)),

depression (13 (2%)), self-criticism (13 (2%)), emotional lability (11 (2%)). On the expressiveness-practicality scale: high level of expressiveness (52 (8%)), curiosity (13 (2%)), inquisitiveness (11 (2%)), artistry (10 (2%)), medium level of sensitivity 8 (1%), medium level of plasticity 10 (2%).

Test taker A4 on the extraversion – introversion scale has: High mental focus on extraversion (63 (10%)), activity (14 (2%)), dominance (12 (2%)), sociability (12 (2%)), impressiveness (13 (2%)) and manifestation of guilt (13 (2%)). On the attachment-disassociation scale, high levels of attachment (65 (11%)), warmth (15 (2%)), cooperation (14 (2%)), average trustworthiness (10 (2%)), understanding (12 (2%)), and respect for others (14 (2%)). On the scale of self-control – impulsiveness: high level of self-control (66 (11 %)), urgency (15 (2%)), persistence (13 (2%)), responsibility (12 (2%)), self-control of behavior (13 (2%)), prudence (13 (2%)). On the scale of emotional stability – emotional instability: high level of emotional stability (60 (10%)), anxiety (12 (2%)), tension (13 (2%)), depression (12 (2%)), self-criticism (12 (2%)), emotional lability (11 (2%)). On the expressiveness-practicality scale: high level of expressiveness (54 (9%)), curiosity (13 (2%)), inquisitiveness (12 (2%)), artistry (11 (2%)), medium level of sensitivity 8 (1%), medium level of plasticity 10 (2%).

Test taker C11 on the extraversion – introversion scale has: High extroversion mental orientation (53 (11%)), medium activity level (8 (2%)), medium dominance (9 (2%)), sociability (13 (3%)), medium impressionability (10 (2%)), and manifestation of guilt (13 (3%)). On the attachment-indifference scale: low level of attachment (36 (11%)), indifference (3 (1%)), rivalry (6 (1%)), average level of trustworthiness (9 (2%)), average level of understanding (10 (2%)), and average level of respect for others 8 (2%). On the scale of self-control – impulsivity: average level of self-control (41 (8%)), irrelevance (6 (1%)), average level of persistence (8 (2%)), average level of responsibility (9 (2%)), average level of self-controlled behavior (9 (2%)), prudence (9 (2%)) On the scale of emotional stability – emotional instability: high level of emotional stability (56 (11%)), anxiety (11 (2%)), tension (11 (2%)), depression (13 (3%)), self-sufficiency (7 (1%)), emotional lability (14 (3%)). On the scale of expressiveness – practicality: high level of expres-

siveness (63 (13%)), curiosity (12 (2%)), inquisitiveness (15 (3%)), artistry (15 (3%)), insensitivity 7 (1%), plasticity 14 (3%).

Test subject C16 on the extraversion – introversion scale has: High mental focus on extraversion (60 (11%)), medium activity level (9 (2%)), dominance (13 (2%)), sociability (12 (2%)), impressiveness (13 (2%)), and manifestation of guilt (13 (3%)). On the attachment-disassociation scale: average attachment (48 (9%)), average display of warmth (9 (2%)), average cooperation (8 (1%)), average trustworthiness (9 (2%)), understanding (12 (2%)), and average respect for others 10 (2%). On the scale of self-control – impulsivity: average level of self-control (47 (8%)), irrelevance (7 (1%)), average level of persistence (10 (2%)), responsibility (13 (2%)), average level of self-controlled behavior (10 (2%)), carelessness (7 (1%)). On the scale of emotional stability – emotional instability: high level of emotional stability (60 (11%)), anxiety (11 (2%)), tension (10 (2%)), depression (14 (3%)), self-criticism (12 (2%)), emotional lability (13 (3%)). On the expressiveness-practicality scale: high level of expressiveness (63 (11%)), curiosity (11 (2%)), inquisitiveness (14 (3%)), artistry (14 (3%)), sensitivity 11 (2%), plasticity 13 (2%).

Respondent C19 on the Extraversion-Introversion scale has: Low extroversion (38 (10%)), medium activity (8 (2%)), subservience (7 (2%)), withdrawn (7 (2%)), medium impression seeking (9 (2%)), and guilt avoidance (7 (2%)). On the attachment-isolation scale, low levels of attachment (35 (9%)), indifference (6 (2%)), rivalry (7 (2%)), suspiciousness (7 (2%)), misunderstanding (7 (2%)), and average level of respect for others 8 (2%). On the self-control-impulsivity scale: low self-control (40 (10%)), irrelevance (3 (1%)), medium persistence (8 (2%)), responsibility (11 (3%)), self-controlling behavior (11 (3%)), carelessness (7 (2%)). On the scale of emotional stability – emotional instability: medium level of emotional stability (42 (11%)), medium level of anxiety (8 (2%)), relaxed (7 (2%)), medium level of depression (10 (3%)), medium level of self-criticism (8 (2%)), medium level of emotional lability (9 (2%)). On the expressiveness-practicality scale: low level of expressiveness (40 (10%)), conservatism (7 (2%)), realistic (7 (2%)), no artistry (7 (2%)), medium level of sensitivity 9 (2%), medium level of plasticity 10 (3%).

Table 1 – Correlation of characteristics of cognitive self-perception of a personality according to the Big Five methodology and indicators of OCD symptom severity according to the SCI-90-R methodology

	№	Psychological qualities of personality	Results revealed by the SCI-90-R methodology					
			A ₁	A ₃	A ₄	C ₁₁	C ₁₆	C ₁₉
Results revealed by the «Big – Five» methodology	1	Extraversion- intraversion	53 (10%)	63(10%)	63(10%)	53(11%)	60(11%)	38(10%)
	1.1	Activity – passivity	14 (3%)	13 (2%)	14 (2%)	8 (2%)	9 (2%)	8 (2%)
	1.2	Dominance – subordination	13 (2%)	13 (2%)	12 (2%)	9 (2%)	13 (2%)	7 (2%)
	1.3	Sociability – reticence	11 (2%)	12 (2%)	12 (2%)	13 (3%)	12 (2%)	7 (2%)
	1.4	Impression seeking – avoidance of impressions	9 (2%)	12 (2%)	13 (2%)	10 (2%)	13 (2%)	9 (2%)
	1.5	Manifestation – avoidance of guilt	6 (1%)	13 (2%)	13 (2%)	13 (3%)	13 (2%)	7 (2%)
	2	Attachment – detachment	57 (10%)	64 (10%)	65 (11%)	36 (7 %)	48 (9 %)	35 (9 %)
	2.1	Warmth – indifference	14 (3%)	14 (2%)	15 (2%)	3 (1%)	9 (2%)	6 (2%)
	2.2	Cooperation – competition	13 (2%)	14 (2%)	14 (2%)	6 (1%)	8 (1%)	7 (2%)
	2.3	Trustfulness – suspiciousness	8 (1%)	11 (2%)	10 (2%)	9 (2%)	9 (2%)	7 (2%)
	2.4	Understanding – incomprehension	10 (2%)	11 (2%)	12 (2%)	10 (2%)	12 (2%)	7 (2%)
	2.5	Respect for others – self-respect	12 (2%)	14 (2%)	14 (2%)	8 (2%)	10 (2%)	8 (2%)
	3	Self-control – impulsiveness	62 (11 %)	65 (11 %)	66 (11 %)	41 (8 %)	47 (8 %)	40 (10 %)
	3.1	Relevance – irrelevance	11 (2%)	14 (2%)	15 (2%)	6 (1%)	7 (1 %)	3 (1 %)
	Results revealed by the «Big – Five» methodology	3.2	Persistence – lack of persistence	13(2%)	13 (2%)	13 (2%)	8 (2%)	10 (2%)
3.3		Responsibility – irresponsibility	12 (2%)	13 (2%)	12 (2%)	9 (2%)	13 (2%)	11 (3 %)
3.4		Self-control behavior – impulsiveness (lack of self-control)	14 (3%)	13 (2%)	13 (2%)	9 (2%)	10 (2%)	11 (3 %)
3.5		Prudence – carelessness	12 (2%)	12 (2%)	13 (2%)	9 (2%)	7 (1 %)	7 (2%)
4		Emotional stability – emotional instability	54 (10 %)	63 (10 %)	60 (10 %)	56 (11 %)	60 (11 %)	42 (11 %)
4.1		Anxiety – carelessness	13 (2%)	15 (2%)	12 (2%)	11 (2%)	11 (2%)	8 (2%)
4.2		Tension – relaxed	11 (2%)	11 (2%)	13 (2%)	11 (2%)	10 (2%)	7 (2%)
4.3		Depression – emotional comfort	5 (1%)	13 (2%)	12 (2%)	13 (3%)	14 (3%)	10 (3%)
4.4		Self-criticism – self-sufficiency	12 (2%)	13 (2%)	12 (2%)	7 (1%)	12 (2%)	8 (2%)
4.5		Emotional lability – emotional stability	13 (2%)	11 (2%)	11 (2%)	14 (3%)	13 (2%)	9 (2%)
5		Expressiveness – practicality	46 (8 %)	52 (8 %)	54 (9 %)	63 (13 %)	63 (11 %)	40 (10 %)
5.1		Curiosity – conservatism	12 (2%)	13 (2%)	13 (2%)	12(2%)	11 (2%)	7 (2%)
5.2		Curiosity – realistic	9 (2%)	11 (2%)	12 (2%)	15 (3%)	14 (3%)	7 (2%)
5.3		Artisticity – lack of artistry	13 (2%)	10 (2%)	11 (2%)	15 (3%)	14 (3%)	7 (2%)
5.4		Sensitivity – insensitivity	4 (1%)	8 (1%)	8(1%)	7 (1%)	11 (2%)	9 (2%)
5.5	Plasticity – rigidity	8 (1%)	10 (2%)	10 (2%)	14 (3%)	13 (2%)	10 (3%)	

Conclusion

Thus, the conducted experimental study allows us to identify some predictors of the possible occurrence and development of obsessive-compulsive disorder at a young age. Such precursors of OCD are often genetic hereditary predisposition, individual-personal features acquired under the influence of authoritarian and strict family upbringing or on the contrary hyperepidemics. Also, the presence of a high level of self-control and anxiety. Long-term low mood is a clear predictor of OCD.

The respondents of the experimental group (A1, A3, A4, C11, C16, C19) had the following characteristics revealed by SCL-90 and Big Five personality questionnaire:

Respondent A1 was found to have high level of self-control, high level of responsibility, high level of prudence, high level of anxiety, high level of tension, high level of self-criticism, high level of emotional lability.

Respondent A3 was found to have high level of suggestibility, high level of guilt, high level of responsibility, high level of self-control, high level of prudence, high level of anxiety, high level of tension, high level of depression, high level of self-criticism, high level of emotional lability.

Subject A4 revealed: high level of suggestibility, high level of guilt, high level of responsibility,

high level of self-control, high level of prudence, high level of anxiety, high level of tension, high level of depression, high level of self-criticism, high level of emotional lability.

Subject C11 was found to have high level of guilt, high level of anxiety, high level of tension, high level of depression, high level of emotional lability.

Respondent C16 was found to have high level of suggestibility, high level of guilt, high level of responsibility, high level of anxiety, high level of depression, high level of self-criticism, high level of emotional lability.

Respondent C19 was found to have high level of responsibility, high level of self-control of behavior.

Based on the obtained experimental data, we have drawn up a psychological portrait of a young student with a predisposition to obsessive-compulsive disorder. Young students with a high level of the above-mentioned psychological qualities of personality most likely had a predisposition to obsessive-compulsive disorder.

Acknowledgment

This research is funded by the Kazakh National Pedagogical University named after Abai (agreement No. 0.1.1.55 – 15/276/24 dated 05.08.2024).

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Келіп түсті: 09 қыркүйек 2024 жыл
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PSYCHOLOGICAL RELATIONSHIP OF STUDENTS' LOGIC AND REASONING SKILLS IN THE CONTEXT OF CRITICAL THINKING

In the article, one of today's actual issues is in the direction of supporting new ideas proposed by young intellectuals. In the context of critical thinking, the theoretical and methodological bases of the psychological relationship between students' logic and reasoning skills were studied. In this direction, the concepts of "thinking", "critical thinking", "logic", "reasoning skills", "psychological relations of students' logic and reasoning skills on the basis of critical thinking" were defined, which allow for theoretical justification through a review of philosophical, psychological and pedagogical scientific literature.

In the course of the research, based on synergistic, motivational, and cognitive methodological foundations, the psychological relationship of students' logic and reasoning skills in the context of critical thinking structure done and An integrated diagram of the concepts related to the individual's critical thinking, understanding, modification, verification, determination and preparation of evidence, logical decisions and conclusions, cognitive skills and reasoning skills, mindset and communication was depicted.

As a result of the practical-experimental results organized in the direction of defining the theoretical-methodological bases studied by the authors in the article, in the context of critical thinking, through the function of the psychological relationship between the logic and reasoning skills of students, their thinking logic and reasoning skills have increased and their desire to obtain a successful education has increased, and in the process of entering into communication It was shown that he can express his own thoughts, provide evidence, analyze it, make optimal decisions, and get directions for regulating his activity and behavior.

Key words: thinking, critical thinking, logic, reasoning skills, understanding thought, change, evidence, positive thinking, cognitive skill, argumentation, analysis, logical decision.

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Сыни ойлау контекстінде оқушылардың логикасы мен пайымдау біліктілігінің психологиялық қатынасы

Мақалада бүгінгі күні өзекті мәселелердің бірі, ол зияткерлік жастардың ұсынатын жаңа идеяларына қолдау көрсету бағытында сыни ойлау контекстінде оқушылардың логикасы мен пайымдау біліктілігінің психологиялық қатынасының теориялық-әдіснамалық негіздері зерделенді. Бұл бағытта философиялық, психологиялық-педагогикалық ғылыми әдебиеттерге жасалған шолу арқылы теориялық тұрғыдан негіздеуге мүмкіндік беретін «ойлау», «сыни ойлау», «логика», «пайымдау біліктілігі», «сыни ойлау негізінде оқушылардың логикасы мен пайымдау біліктілігінің психологиялық қатынастары» ұғымдарына анықтама берілді.

Зерттеу барысында синергетикалық, мотивациялық, когнитивтік әдіснамалық тұрғыларды негізге алып, сыни ойлау контекстінде оқушылардың логикасы мен пайымдау біліктілігінің психологиялық қатынасының құрылымы жасалып, жеке тұлғаның сыни ойлауы, ойды түсіну, өзгерту, тексеру, айқындау мен дәлелдеме келтіру даярлығы, логикалық шешімі мен тұжырымдары, когнитивтік дағдылары мен пайымдау біліктілігі, ой-өрісі мен қарым-қатынасына қатысты ұғымдардың кіріктірілген сызбасы бейнеленді.

Авторлар мақалада зерделенген теориялық-әдіснамалық негіздерін айқындау бағытында ұйымдастырылған тәжірибелік-эксперимент нәтижелері нәтижелері ретінде сыни ойлау контекстінде оқушылардың логикасы мен пайымдау біліктілігінің психологиялық қатынасының қызметі арқылы олардың ойлау логикасы мен пайымдау біліктілігі арта түскені және табысты білім алуға деген ұмтылысы жоғарылап, қарым-қатынасқа түсу үдерісінде өзіндік ойын жеткізу, дәлелдеме келтіру, оған талдау жасау, оңтайлы шешім қабылдау, белсенділік пен мінез-құлқын реттеуге бағыт-бағдар алатыны көрініс тапты.

Түйін сөздер: ойлау, сыни ойлау, логика, пайымдау біліктілігі, ойды түсіну, өзгерту, дәлелдеме, позитивті ойлау, когнитивті дағды, аргументация, талдау, логикалық шешім.

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Психологическое соотношение логики учащихся и умений рассуждать в контексте критического мышления

В данной статье на материале изучения теоретико-методологических основ рассмотрена одна из актуальных на сегодняшний день проблема психологического соотношения логики учащихся и умения рассуждать в контексте критического мышления. На основе анализа философской, психолого-педагогической научной литературы авторами дано определение понятиям – «мышление», «критическое мышление», «логика», «умения рассуждать», «психологические соотношения логики учащихся и умения рассуждать в контексте критического мышления».

В ходе исследования на основе выявленных методологических подходов как синергетического, мотивационного, когнитивного осмысления была разработана структура психологического соотношения логики и умений рассуждать учащихся в контексте критического мышления, определена готовность к критическому размышлению личности, подвергая текст пониманию, изменению, проверке и доказательству мысли, когнитивным навыкам и умениям рассуждать, мышлению и общению, приведенным в формате логического решения и тождеств, изображена интегрированная схема понятий, данных в исследовании.

Авторы статьи отмечают, что выявленные теоретико-методологические основы исследования привели к определенным результатам опытно-экспериментальной работы посредством диагностирования уровня психологического соотношения логики учащихся и умений рассуждать, когда применяемые методики позволяют повысить уровни аргументирования и рассуждения, интегрируя стремление учащихся к успешному получению знаний. Такие результаты содействуют принятию оптимальных решений, регулированию своих действий и поведению в процессе вступления в общение, которые находят отражение в самовыражении, аргументации, анализе и самосовершенствовании.

Ключевые слова: критическое мышление, логика, рассуждение квалификация, психологическое соотношение, когнитивные навыки, аргументация, анализ, логическое решение.

Introduction

Critical thinking is a special activity in the 21st century that contributes to the formation of special qualities that allow for independent learning while increasing cognitive activity. The Council of Europe has revealed a set of competencies that the younger generation should acquire. One of these groups focuses on the information that includes students' «development of critical thinking methods». In the world education system, the need to form a competitive person who can think independently, analyze current issues and make optimal decisions while expressing a critical point of view is becoming one of the urgent issues.

The requirements for personal competences in the «Pedagog» standard of the Republic of Kazakhstan, adopted on December 15, 2022: support personal growth of students, creating a personal development trajectory; communication, preparation for self-development, emotional balance, resistance to stress, and the development of initiative by forming initiatives (The Teacher's Standard, 2022).

President of Kazakhstan Kassym-Zhomart Tokayev in his report entitled “New Kazakhstan is the implementation of new ideas of intellectual youth and the advancement of new technological processes in the country “ at the parliament meeting of the Republic of Kazakhstan on January 11, 2023: “New Kazakhstan” is public institutions and non-

governmental organizations in the creation of a civil society. implement bold initiatives of organizations, wisely solve social and resource problems, significantly increase the welfare of the country, support new ideas of intellectual youth and promote new technological processes in the country!” (Education Development Program, 2023).

In the educational system, it is not enough to form only one competence in the student. That is, the following metacompetencies based on the formation of mental activity of the student: collective intelligence, empathy, intelligence, etc. there is a need for development. In 2010, the American Management Association confirmed the relevance of the concept of 4K in educational standards. Entering the global education system, the main task is to form 4K qualities: communication, cooperation, teamwork, creativity, critical thinking in the student (Jumanova, 2020).

The 4K skill development program is clearly described in Chapter 2 of the National Education and Training Program of the Republic of Kazakhstan and shown as mandatory competencies aimed at formation:

- to be a person in accordance with the high demands of modern society;
- the need to develop critical, creative and positive thinking;
- formation of self-education and personal self-development skills in the process of development;
- formation and development of self-realization and interaction skills in the social environment, etc. (Educational standard of the RK, 2018).

Continuity of topic selection and purpose and objectives

The program of education development in the Republic of Kazakhstan for 2023-2029 mentions the need to actualize the value aspect of the content of professional education of students from traditional training programs, to develop global competencies, emotional intelligence, and critical thinking in educational programs.

Therefore, today, in the process of rapid change in the education system and its constant integration with new information, in the context of critical thinking in the development and formation of the personality, the logic and logic of students put forward the problem of studying the psychological aspects of reasoning skills.

The purpose of the study : to study the psychological relationship of logic and reasoning skills of students in the context of critical thinking from a theoretical and methodological point of view.

Form of research: psychological process of students’ logic and reasoning skills in the context of critical thinking

Research subject: psychological relationships of students’ logic and reasoning skills based on critical thinking

Objectives of the research:

1. Theoretical and methodological justification of psychological aspects of students’ logic and reasoning skills in the context of critical thinking.

2. Defining the concepts of “thinking”, “critical thinking”, “logic”, “reasoning skills”, “psychological relations of students’ logic and reasoning skills based on critical thinking “.

3. To describe the content of the psychological structure of students’ logic and reasoning skills through critical thinking during the learning process.

4. Diagnosis of the psychological relationship of the student’s logic and reasoning skills in the context of critical thinking.

Literature review

Aristotle’s philosophy became the basis of the idea that reveals the meaning and importance of “thinking”. A medieval philosopher who follows his opinion. Canterbury suggests “critical thinking” as a way to measure the truth of knowledge. A representative of the renaissance who continues this idea P.Pomponazzi describes the concept of analysis, which belongs to the components of “critical thinking”, with the concept of mind (Mareeva, 2006:148) (Figure 1).

The above-mentioned words “critical thinking”, “mind”, “thought”, “thinking” of the first philosophers are proof that they determine the characteristics of perception, analysis and comparison of concepts in the human mind and knowledge of truth and science.

Critical thinking is a product of the historical development of society and as a special form of human activity, we consider the concepts given in the sciences of psychology, pedagogy, and sociology as a basis.

Considering its psychological aspects, many famous psychologists J. Piaget, J. Bruner, We analyze the works of L.S. Vygotsky, S.L. Rubinstein.

The first L. Paul “...critical thinking is about improving your thinking when you think about two crucial things: critical thinking is about self-improvement; This improvement comes with the skills of applying assessment standards to correct the thinking process (Paul,2006:68).

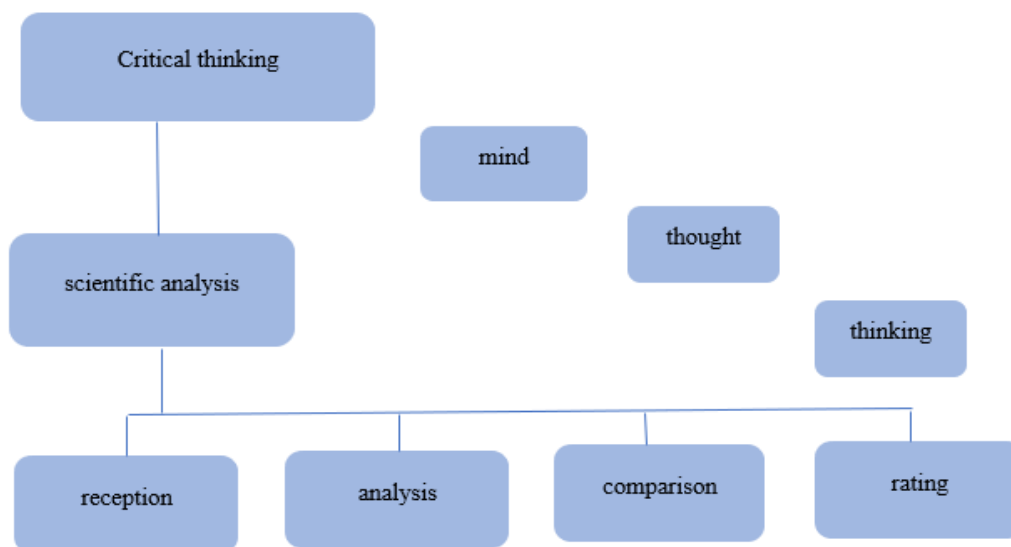


Figure 1 – Philosophical concepts of “Thinking”, “Critical thinking”

Halpern's definition of the concept of critical thinking in his scientific work reveals the nature of critical thinking, considers it from the perspective of “teaching to think” and “learning to think”, and offers to select the most effective methods for forming critical thinking activity (Halpern, 1987:76). According to him, It makes the rationale that critical thinking activities should be used to recognize rhetorical structures in argumentation.

The following group of researchers summarizes the concept of critical thinking as follows:

- to prove one's own thinking;
- awakening the act of motivation,
- checking judgment skills,
- evidence analysis, design, justification (Halpern, 1990: 108).

Zh. Barell said that the development of “critical thinking” contributes to the formation of the following qualities in a student: “... expressing different points of view, showing tolerance, controlling one's own impulsiveness in the search for a solution to a given problem; priority is given to listening to other ideas (Kopylova, 2001:26).

We group the definitions given to the concept of “critical thinking” by domestic scientists as follows:

- critical thinking is a logical, analytical, reflective, evaluative type of thinking based on one's own experience, independent, proven by various factors (Tashetov, 2017:171);
- critical thinking – the ability to receive new information, various events and real data, analyze it, design one's own solution (Sultanbek, 2021);

- critical thinking – the student's activity based on the knowledge, skills, and abilities acquired, the ability to research in the analysis of scientific judgments, the search for the optimal solution to the problem put forward by receiving educational information in the teaching process (Iskakova, 2018).

According to the object of the research, along with the concept of “critical thinking”, there is a need to clarify the meaning of the concepts of “judgment skills” and “logic”. If so, psychological law is able to explain the phenomenon that results through its own judgment and logic in explaining the new concepts in order to show the relationship between various phenomena and processes in action. For that, it is necessary to have research activity, scientific thinking style in the student's mind. First, if we take a deeper look at the meaning of the concept of “logic”, in Greek philosophy mind, consciousness, cognition, ability, Imagination is given as mind and “logic” (the logic of the case, logical absence) and to think about science (Antiseri, 2003:346). So think logic – we come to the idea of expressing one's opinion through a true representation of the concept of the objective world as a special type of mental activity. In logic, thought determines its path: if explaining a certain concept student think and come to a conclusion, there he is it can be seen that he did something. After all, he used to quote of proof structure, type and type, can identify the elements and show their own reasoning skills.

Based on the conclusions given by philosophers, pedagogues and psychologists in the above scientific works, we tried to explain the concepts

of “critical thinking”, “logic”, “judgment skills” in the following way. That is, critical thinking is the process of controlling the student’s ability to listen to educational information and propose a new idea through his own point of view and rational thinking, providing evidence, and cognitive skills. “Logic is an attempt to explain the relationship of various phenomena and processes through the mind of a person in such a way that his own true views and conclusions can be explained to new concepts.” “Qualification of reasoning is a student’s ability to understand the objective world through his own activity and independence, to show behavior and to express a thorough conclusion.” These definitions were the basis for revealing the main idea of our research. That is, “the psychological relationship between the logic and reasoning skills of students in the context of critical thinking” means the ability of the student to understand educational information in the teaching process, to effectively apply methods of self-evidence analysis to it, and to make true logical conclusions based on the ability to demonstrate impulsivity.

The act of critical thinking is the mind of a person of development base. In the learning process, the psychological relationship of students’ logic and reasoning skills in the context of student’s critical thinking is determined to some extent by the object of knowledge.

Materials and methods

In search of a solution to the tasks put forward by the research work, first of all, in defining the theoretical-methodological foundations of the psychological relationship between logic and reasoning skills of students in the context of critical thinking, we considered the methodological bases considered in our previously published scientific works in the following direction: synergistic; motivational; cognitive.

Revealing the psychological aspects of the synergistic platform, scientists P. Anokhina, E. Knyazev, S. Kurdyumova, N. Moiseeva, D. Mehtontseva, Kazakh scientists Z.Zh. Zhanabaev, M.S. Karakulova according to the proposal, the only feature is that it contributes to the search for a solution to some psychological situations. At the same time, it is in harmony that causes to distinguish complex systems related to fundamental research, to promote one’s ideas in the social environment. Based on the synergistic basis, the teacher provides guidance in the teaching process by offering an algorithm of ac-

tions that requires a certain critical decision, and the optimal solution by focusing the student’s current activity on the important principles of logic and reasoning, interaction and mutual support, providing evidence, independent thinking the main conclusion is realized by acceptance. The problem necessary for our research is solved by this situation, that is, the student is directed to personal creative activity through critical thinking, it allows the development of the mindset and the realization of mutual relations between learners (Molbassynova, 2023:45).

The motivational framework directs the individual to actual action as a process of changing his state and relationship. Motives act on the interconnection of needs and interests, aspirations and emotions, views and ideals. V.A. Solovyova examines the relationship between the renewal of motivations in action and the psychological conditions, for example, the success of critical thinking activities, the relationship between the dynamic and content components of logic and reasoning skills. He studied the mechanisms of the positive motives of the person in his actions and considered the relationship of individuality in solving problems (Solovyeva, 2008:59). Motivation, as the main personal psychological characteristic of a person, is a property that is an intermediate link between the activity of the human mind and natural connection in the system of social relations.

The cognitive base perceives the person as an “understander, analyst”. In the context of research, the direction of critical thinking through a cognitive platform is considered as a component of logic and reasoning skills. Two large groups of theories can be distinguished: “I” theories (A. Combs, K. Rogers) and theories that consider cognition as a component of emotion (S. Schechter, M. Arnold). The more the cognition is connected to the self-image, the more emotions are involved, as opposed to the self-theory. The second group of theories describes man as a rational being. Therefore, a person lives in a world of information that can be understood, evaluated, and used. A person’s action consists of three components : the action itself, thoughts, reflected in the ability to make a conclusion during the performance of a certain action (Bobkova, 2016:8).

This set of methodological foundations is recognized as a special phenomenon of the mental activity of an individual in clarifying the psychological relationship of students’ logic and reasoning skills in the context of critical thinking. It is a complex process that is not limited to a certain set of the student’s psychological nature, his logic of thinking

and reasoning skills in order to reveal this phenomenon widely.

The general concept of "critical thinking" is defined in many scientific literature. If we notice, for the first time philosophical concepts are used as the relationship between "mind", "thought", "thinking" and existence. In addition, "critical thinking" is accepted within the framework of comparison and evaluation of different concepts that act as an object of study.

Critical thinking is a widely discussed concept that requires the formulation of interrelated questions. Critical thinking is a concept that should be taught within individual disciplines, connecting skill sets developed in informal logic with philosophical considerations (Robinson, 2011:279). While the following studies described critical thinking as a dispute between "universalists" and "particularists" (Davies, 2013:530), Robert Ennis described critical thinking skills as accumulated 'abilities' and 'predispositions' (Ennis, 1987:12). John McPeck, on the other hand, recognized that critical thinking is a concept that can never be applied in a general sense, but to be effective, one must always focus on the "particular" (Giselsson, 2020).

Critical thinking, highlighted by D. Kluster, according to which it is:

- independent thinking (formulation of one's ideas and beliefs independently of others);
- thinking in which information is the starting point, not the end point (knowledge creates motivation, without which one cannot think critically);
- thinking that begins with asking questions and clarifying problems that need to be solved;
- thinking based on the pursuit of convincing arguments;
- social thinking (every thought is tested and honed when it is shared with others) (Kluster, 2005)

The opinion of the great philosopher Socrates, who gave the concept of "thinking" as the essence of achieving reality, has no doubt lost its relevance even today (Vodolazov, 2005: 134).

Critical thinking consists of a series of cognitive skills that increase the probability of success in education, profession and daily life issues (Franco, 2017). Development and establishment of these cognitive skills take a long time, and education plays a significant role in this process. For this reason, critical thinking is at the center of higher education today, and the development of critical thinking skills is considered one of the primary goals of higher education (Boonsathirakul et. al., 2021; Li, 2021;

Moore, 2013; Tsvetkova, 2018; Wilson, 2016). Academics consider the development of critical thinking skills a criterion of being gifted, which has psychophysiological grounds, thus, critical thinking level is accepted as an indicator of learning quality (Gilmanshina et. al., 2021). Furthermore, Bagheri and Nowrozi argue that professors and students must improve their critical thinking skills so that they can make a reasonable decision on any event. It is generally accepted that 21st century business world needs human resources with critical thinking skills (AlJaafi et. al., 2019). To this end, it is of paramount importance for academics to raise students with critical thinking skills (Silviariza et. al., 2021).

Results and discussion

As a result of the review of scientific theoretical literature, the main problem of critical thinking is the lack of methodologies and reliable methods to study this phenomenon. Thus, the problems that have arisen allowed to study various ways of forming the psychological aspects of reasoning skills and logic of students in the context of critical thinking, and to effectively organize the experimental process. Our main task is to create an environment that not only receives information, but also provides independent learning, makes decisions, and learns the methods of developing thinking, while developing critical thinking skills of students. Approaches aimed at developing critical thinking aim to achieve their goals by increasing students' cognitive activity and forming their creative skills.

Therefore, as a result of the theories of the psychological science of critical thinking that we considered, its scientific-practical basis opened up opportunities to describe the structure of students' reasoning ability and logic as follows (Figure 2).

Thus, through the cognitive process shown in the picture, the student is able to see and hear the real world, to make a correct judgment in acquiring new successful knowledge, to present evidence, to evaluate his own logic and reasoning skills. First of all, this student is special ability that we recognize, secondly, to the middle adaptation knowledge in the case of getting creativity process We accept that, thirdly, the student's thinking logic develops, fourthly, he gets into the relationship of making logical conclusions in his learning environment, and as a result, the psychological relationship of mind, logic of critical thinking and reasoning skills is formed to a person. the rotation process takes place.

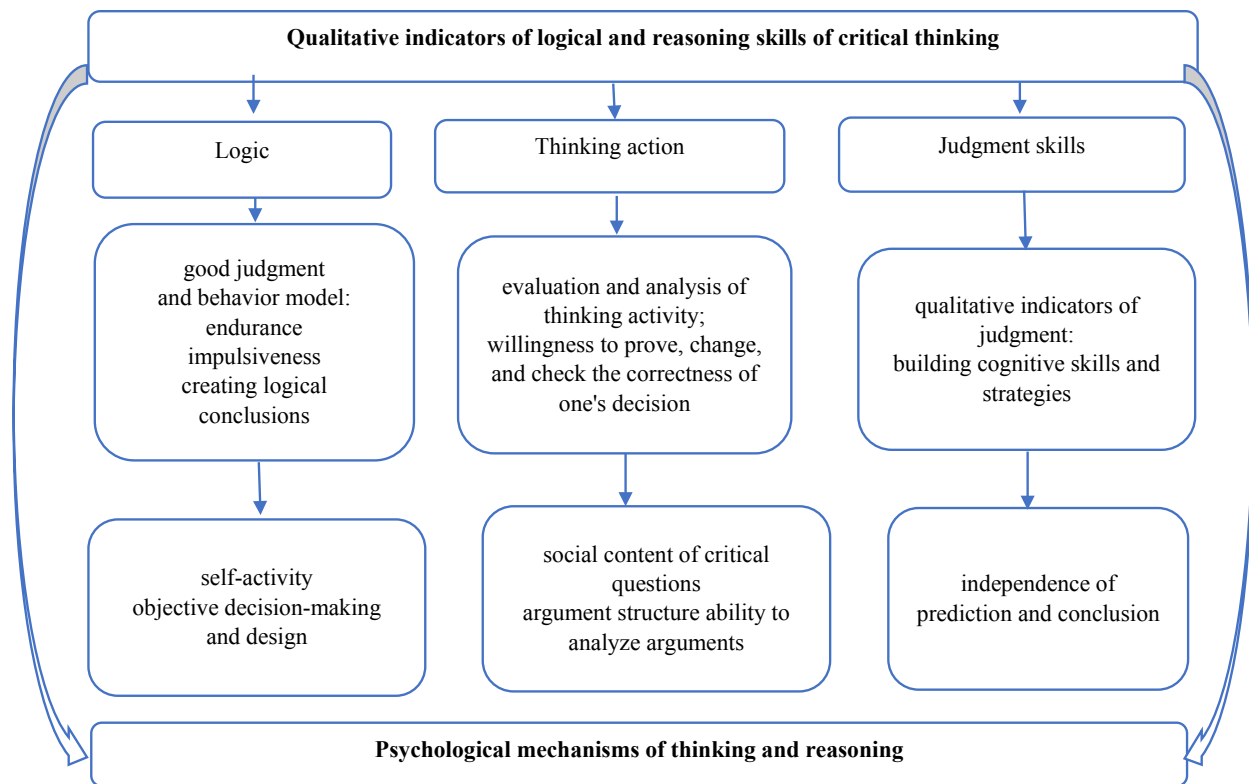


Figure 2 – Students’ logic and reasoning in the context of critical thinking psychological structure of qualification

Structures, picture content, in the context of critical thinking, were the basis for selecting the following methods for monitoring, evaluating, and determining the level of students’ reasoning skills and logic.

The purpose of the practical experiment: to determine the level of logical structure and development of reasoning skills of students in the context of critical thinking.

According to the research, a scientific-practical project is being planned in Alikhan Bukeikhan school, T. Ryskulov district, Zhambyl village, on the topic “Psychological-pedagogical foundations of developing students’ critical thinking and emotional intelligence in rural school conditions” in the 2022-2024 school years. 102 students of the named school participated in the research site.

During the determination phase of the practical experiment, diagnostic work was carried out on logical and reasoning levels in the context of critical thinking of 8th-9th graders. The following methods and methodologies were selected for the investigation: “Thinking Type” methodology for determining the type of thinking in students, “Starkey’s Criti-

cal Thinking Test” methodology for determining the aspects of critical thinking, “Zigzag” author’s methodology.

In the course of the practical experiment, we determined the types of thinking of 8-9th graders using the “Thinking Type” methodology. According to this methodology, students were given a questionnaire consisting of 40 questions. Respondents put “+” or “-” signs next to each question. The responses received were categorized as shown in the following table (Table 1).

Table 1 – Characteristics of the “Types of Thinking” methodology

No	Types of thinking in students	Questions
1	Material-active	1 6 11 16 21 26 31 36
2	Abstract-symbolic	2 7 12 17 22 27 32 37
3	Vocabulary is logical	3 8 13 18 23 28 33 38
4	Material – figurative	4 9 14 19 24 29 34 39
5	creative	5 10 15 20 25 30 35 40

The results of the survey were calculated by taking into account the answer signs (+ or -), the sum of points on each scale. We noticed that the higher the number of points, the clearer the student's type of thinking (Table 2)

Indicators of the levels of types of thinking show that through critical thinking students will be able to comprehensively develop their logic and reasoning skills.

In the course of the practical experiment, we determined the level of critical thinking of 8-9

graders using the «Starkey's Critical Thinking Test» methodology. The remote test consists of 27 questions, the results of the conducted test show that teenagers need to develop critical thinking levels (Figure 3-4).

During the study, we found that there was no significant statistical difference between experimental and control groups in the level of development of critical thinking of teenagers according to Starkey's critical thinking test.

Table 2 – Level indicators of students' thinking types according to the "Thinking type" methodology

No	Scales	Average scores			Down	Medium	Up
		0-2 points	3-5 points	Points higher than 6-8	0-2 points	3-5 points	6-8 points
					%	%	%
1	material-active	6	12	18	50.8	35.8	13.4
2	abstract-symbolic	7	8	14	37.4	46.2	16.4
3	vocabulary is logical	5	9	15	43.3	35.8	20.9
4	physical and figurative	6	13	16	47.8	34.3	17.9
5	creative	5	11	15	35.8	38.8	25.4

CRITICAL THINKING LEVELS

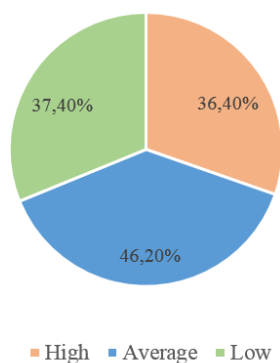


Figure 3 - Ex. critical thinking of the group levels

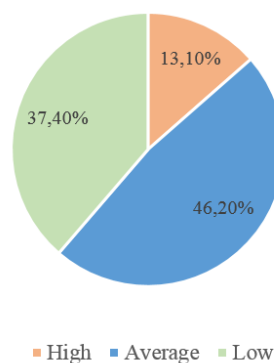


Figure 4 - Media. critical thinking of the group levels

In the course of the formative experiment, 8-9th graders were guided by the program of psychological exercises called «Open Question Area» for the development of logic and reasoning skills in the context of critical thinking, a collection of texts called «Reasoning Design» (making judgments based on a series of confused logical questions), debates, open questions field, essay, presentation, test tasks were compiled and work was carried out.

In the course of the research, in the final and control stages, while working with the collection of texts entitled «Design of Reasoning», the given tasks were described according to the table below (Table 3).

The study of the logical and reasoning skills of adolescents in the context of critical thinking according to the levels shown in Table 3 gave the following percentage indicators (Table 4).

Table 3 – Levels of logic and reasoning skills in critical thinking

No	Logic and reasoning skill levels	Tasks
1	Ability to create logical concepts, justifying their answers	Text 2-4
2	The ability to make sequential conclusions	5-6 texts
3	The ability to analyze the causes of phenomena and draw conclusions	1,7,8 text
4	Ability to analyze and evaluate the content of texts	Text 9-12
5	Ability to identify errors due to uncertainty and ambiguity of expressions and terms	Text 13-14
6	Ability to identify relevant (important) information in excess background	Text 15

Table 4 – logic and reasoning as a percentage of the qualification levels

Logic and reasoning skill levels		LC	SC	DC	AEK	DAA	IRI
Scores for logic and reasoning proficiency levels	8th grade students	3.23 37.2%	6.72 57%	2.01 35.1%	6.60 54.8%	1,2 2%	1.1 2.2%
	9th grade students	4.21 41.2 %	9.98 95%	3.41 43.2%	6.82 55.8%	2.5 3.7%	1.8 2.8%
Maximum score		10 points	11 points	7 points	12 points	4 points	3 points

As we can see from the results of the given table, it is possible to observe different percentage indicators of logic and reasoning skill levels in the context of critical thinking of teenagers by performing text tasks. Students of 8-9th grade performed these tasks without any worries during the lesson. Logical abilities of 9th graders in text analysis are 4% higher than 8th graders; 38% abil-

ity to draw sequential conclusions, 8.1 % ability to analyze the causes of phenomena and draw conclusions, 1 % ability to analyze and evaluate the content of texts , 1.7% ability to identify errors due to uncertainty and ambiguity of expressions and terms, redundant background the ability to identify relevant (important) information gives percentage indicators of 0.6% (Figure 5).

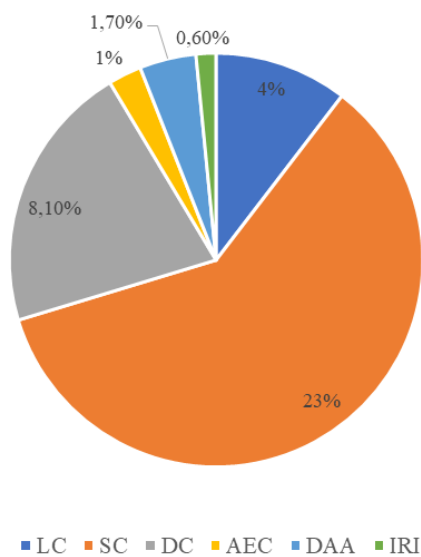


Figure 5 – Logic and reasoning in the context of critical thinking of adolescents qualification level indicator

We realized that these indicators showed optimal high results by continuously working with the proposed methods.

In the context of critical thinking of adolescents, the increase of logical and reasoning skills, psychological development and formation, the student reveals the secrets of the objective world, realistically portrays it in his mind, offers correct judgments and proofs while learning new successful knowledge, and is used to evaluate his own actions from a logical and critical point of view. Adaptation in the process of recognizing these qualities knowledge in the case of getting creativity created an active learning environment in the process, it allowed to show that the logic of critical thinking and reasoning skills formed the basis of being a person who formed a psychological relationship.

Conclusion

We studied the theoretical and methodological foundations of the psychological relationship of forming logical and reasoning skills in the context of students' critical thinking. Methodological foundations were described as synergistic, motivational,

cognitive, and their importance and meaning were revealed.

During the research, the psychological aspects of students' logic and reasoning skills in the context of critical thinking were theoretically and methodologically grounded. Concepts of "thinking", "critical thinking", "logic", "reasoning skills", "psychological relations of students' logic and reasoning skills based on critical thinking" were defined and analyzed. In the educational process, the content of the psychological structure of logic and reasoning ability of students through critical thinking was described and the structure determined by drawing was presented.

In order to prove the correctness of the studied theoretical teachings and the proposed structure, experimental work was carried out, and the models of diagnosing the psychological relationship of the student's logic and reasoning skills in the context of critical thinking and its results through mathematical statistical processing were clearly shown. That is, the level of students' critical thinking logic and judgment has increased, their ability to analyze the context, to express their own thoughts has been formed, and the models of providing evidence and determining their true nature have acquired a new character.

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Литература

Қазақстан Республикасының білім беруді дамытудың 2023-2029 жылдарға арналған бағдарламасы Қазақстан Республикасы Үкіметінің 2023 жылғы 28 наурыздағы № 249 қаулысы <https://adilet.zan.kz/kaz/docs/P2300000249>

Қазақстан Республикасы «Педагог» кәсіптік стандарты 2022 жылғы 19 желтоқсан <https://adilet.zan.kz/kaz/docs/V2200031149>

Білім берудің барлық деңгейінің мемлекеттік жалпыға міндетті білім беру стандарттары. Қазақстан Республикасы Білім және ғылым министрінің 2018 жылғы 31 қазандағы № 604 бұйрығы. <https://adilet.zan.kz/kaz/docs/V1800017669>

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Келін түсті: 27 қыркүйек 2024 жыл
Қабылданды: 04 желтоқсан 2024 жыл

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STEREOTYPICAL REPRESENTATIONS ANALYSIS IN THE KAZAKH CULTURAL AND LINGUISTIC ENVIRONMENT CONTEXT

This paper discusses how the presence of cultural and lingual differences could possibly influence the construction and perception of social stereotypes. Stereotypes are central to social perception and function in interpersonal interaction as heuristics for rapid processing of information about any social group. Therefore, this study intends to ruminate on how stereotypical thinking and social behavior in Kazakhstan might be influenced by cultural and lingual differences. The main areas to be researched are: analysis of stereotypes by means of warmth and competence, their impact on emotional and behavioral reactions toward different groups. This study is going to have a great scientific and practical value as the results will shape intercultural strategies for mutual understanding and decrease stereotypes as barriers in multicultural societies. To research the conditions under which linguistic sub-group affiliation (Kazakh, Russian, and bilingually affiliated Kazakhs) within a single ethnic group influences the perception of stereotypes in Kazakhstan, 172 students participated in an empirical study. The methods involved factor analysis to reveal perception key aspects.

The results testify to the presence of serious differences in the perception of interpersonal relations, public values, and self-esteem among representatives of different language groups and emphasize the importance of taking cultural characteristics into account within educational and social programs. Conclusions have confirmed that significant distortions in the perception of the world, based on cultural and linguistic differences, can evoke misunderstandings and conflicts in intercultural communication. That would contribute to understanding how differences in culture and language affect forming stereotypes and interpersonal relationships. The findings can be used for the development of social and educational programs towards fostering tolerance and the improvement of intercultural dialogue. The practical significance of the study lies in the fact that its results will be applied to produce intercultural educational programs and strategies aimed at a decrease in stereotypical barriers and an increase in intercultural interaction in different social settings.

Key words: social stereotypes, cultural differences, linguistic identity, Kazakh-speaking, Russian-speaking, bilingual, factor analysis.

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Мәдени және тілдік қазақ ортасы контекстіндегі стереотиптік түсініктерді талдау

Бұл мақалада мәдени және тілдік айырмашылықтардың әлеуметтік стереотиптердің қалыптасуы мен қабылдануына ықпалы қарастырылады. Стереотиптер әлеуметтік қабылдауда орталық рөл атқарып, кез келген әлеуметтік топ туралы ақпаратты тез өңдеуге арналған эвристика ретінде қызмет етеді. Осылайша, бұл зерттеу Қазақстандағы стереотиптік ойлау мен әлеуметтік мінез-құлыққа мәдени және тілдік айырмашылықтардың ықпалын зерттеуге бағытталған. Зерттелетін негізгі бағыттар: жылулық пен біліктілік арқылы стереотиптерді талдау, олардың әртүрлі топтарға қатысты эмоционалдық және мінез-құлықтық реакцияларға әсері. Бұл зерттеу үлкен ғылыми және практикалық маңызға ие болады, өйткені оның нәтижелері мультикультуралистік қоғамдарда өзара түсіністікті арттыру және стереотиптерді кедергілер ретінде азайту үшін мәдениетаралық стратегияларды қалыптастыруға көмектеседі. Қазақстандағы бір этникалық топ ішіндегі тілдік кіші топқа тиесіліктің (қазақ, орыс және екі тілді қазақтар) стереотиптерді қабылдауына әсерін зерттеу үшін 172 студент қатысқан эмпирикалық зерттеу жүргізілді. Әдістер қабылдаудың негізгі аспектілерін анықтау үшін факторлық талдауды қамтыды.

Нәтижелер әртүрлі тілдік топ өкілдерінің тұлғааралық қатынастарды, қоғамдық

көрсетіп, білім беру және әлеуметтік бағдарламаларда мәдени ерекшеліктерді ескеру қажеттілігін баса айтады. Қорытындылар мәдени және тілдік айырмашылықтарға негізделген әлемді қабылдаудағы айтарлықтай бұрмалаулар мәдениетаралық қарым-қатынаста түсінбеушілік пен қақтығыстарды тудыруы мүмкін екенін растады. Бұл мәдениет пен тілдің айырмашылықтары стереотиптерді қалыптастыруға және тұлғааралық қатынастарға қалай әсер ететінін түсінуге ықпал етеді. Алынған нәтижелер әлеуметтік және білім беру бағдарламаларын дамыту үшін тәзімділікті арттыруға және мәдениетаралық диалогты жақсартуға бағытталған. Зерттеудің практикалық маңыздылығы оның нәтижелерін әртүрлі әлеуметтік жағдайларда стереотиптік кедергілерді азайтуға және мәдениетаралық өзара әрекеттесуді арттыруға бағытталған мәдениетаралық білім беру бағдарламалары мен стратегияларын жасау үшін қолдануға болады.

Түйін сөздер: әлеуметтік стереотиптер, мәдени айырмашылықтар, тілдік сәйкестілік, қазақ тілді, орыс тілді, қос тілді, факторлық талдау.

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Анализ стереотипных представлений в контексте казахской культурной и языковой среды

В данной статье обсуждается как наличие культурных и языковых различий может повлиять на формирование и восприятие социальных стереотипов. Стереотипы являются центральными в социальном восприятии и функционируют в межличностном взаимодействии как эвристики для быстрого анализа информации о любой социальной группе. Таким образом, данное исследование направлено на размышления о том, как стереотипное мышление и социальное поведение в Казахстане могут быть подвержены влиянию культурных и языковых различий. Основные направления исследования включают анализ стереотипов по параметрам теплоты и компетентности, а также их влияние на эмоциональные и поведенческие реакции к различным группам. Это исследование будет иметь большое научное и практическое значение, поскольку его результаты помогут в разработке межкультурных стратегий для взаимопонимания и снижения стереотипов как барьеров в мультикультурных обществах. Для изучения условий, при которых языковая принадлежность (казахский, русский и билингвальный казахский) внутри одной этнической группы влияет на восприятие стереотипов в Казахстане, было проведено эмпирическое исследование с участием 172 студентов. Методы включали факторный анализ для выявления ключевых аспектов восприятия.

Полученные результаты исследования свидетельствуют о наличии значительных различий в восприятии межличностных отношений, общественных ценностей и самооценки среди представителей различных языковых групп, подчеркивая важность учета культурных особенностей в образовательных и социальных программах. Выводы подтвердили, что значительные искажения восприятия мира, основанные на культурных и языковых различиях, могут вызывать недопонимание и конфликты в межкультурном общении. Это способствует пониманию того, как различия в культуре и языке влияют на формирование стереотипов и межличностных отношений. Полученные данные могут быть использованы для разработки социальных и образовательных программ, направленных на развитие толерантности и улучшение межкультурного диалога. Практическая значимость исследования заключается в том, что его результаты будут применены для создания межкультурных образовательных программ и стратегий, направленных на снижение стереотипных барьеров и повышение межкультурного взаимодействия в различных социальных контекстах.

Ключевые слова: социальные стереотипы, культурные различия, языковая идентичность, казахоязычный, русскоязычный, билингвальный, факторный анализ.

Introduction

The stereotypes that we have in our minds affect the way we see others and the impressions they make on us. These serve as cognitive shortcuts that allow us to overgeneralize the behaviors of members of out-groups (Macrae, 1994:37). This study engages with the everyday language of stereotypes

that portray Kazakh people. Such cultural stereotypes and biases influence emotions and behaviors in social interactions between individuals and social groups (Cuddy, 2009:1). Because these stereotypes range from high to low regard and often involve power or rivalry, this domain merits additional investigation (Fiske, 2002:878). Stereotypes warp our perception of the environment and can lead to

cross-cultural breakdowns in communication. They can have good or bad outcomes and potentially be mistaken for other facets of human motives (Heine, 2009:369).

This research is motivated by the task of testing theoretical ideas about stereotypes and their behavioral outcomes while respecting cultural and linguistic boundaries. This mode of social identity processes can cause the creation of differences between groups, i.e., an «us» and a «them» (Tajfel, 1979:74). These contrasts can cause social frictions and disputes but can also encourage social integration. Additionally, cross-cultural and language-specific research tends to generalize stereotypes within larger groups, which may lead certain ethnicities or communities to be misunderstood (FitzGerald, 2017:223).

We studied this issue by surveying 172 participants and analyzing their stereotype scores according to their language background (Kazakh, Russian, or Kazakh-Russian bilingual). Our results showed a significant difference among these three groups concerning perceptions of interpersonal relationships ($F(2, 997) = 5.67, p < .005$), social values ($F(2, 997) = 7.31, p < .001$), and self-esteem ($F(2, 997) = 6.45, p < .01$). This implies that stereotype judgments about social behavior may be especially influenced by language identification.

Notably, the research by Cuddy et al. (Cuddy, 2009:1) emphasizes that the stereotype content of nearly every society in the world is evaluated mostly based on perceived competence and warmth, respectively related to socio-economic status and competition in intergroup relations. These findings lead us to argue that stereotypes can be quite flexible across cultural and linguistic lines and hence may uniquely influence everyday encounters and social solidarity in particular locales (Lee, 2010). Our study has also shown that in intercultural communication, cultural competence is necessary for avoiding stereotypes and promoting positive relationships between cultures (Patel, 2018:392).

Literature review

Stereotypes influence people even on a subconscious level, and social psychologists have spent a lot of time addressing how this type of influence affects our interactions with one another and cultural attitudes. The dimensions of warmth and competence have been identified as among the primary dimensions in social perception and play central roles in stereotyping and discrimination. Meta-analyses

have concluded that 60% to 80% of the variance in intergroup attitudes can be explained by these dimensions (Cuddy, 2007:631), (Russell, 2008:171). According to Pettigrew's intergroup contact theory, as long as interaction between groups is possible under the right conditions (which can produce what Pettigrew calls structured contact), then interpersonal prejudice and discrimination can be reduced. Empirical evidence shows that positive contact experienced under optimal conditions (e.g., equal status, institutional support) reduces stereotypes and prejudice, with a substantial negative relationship between contact and bias ($r = -0.41, p < .001$) (Pettigrew, 1998:65). Yet, stereotypes are fluid and can change over time or place. In a study by Cuddy et al. (Cuddy, 2009:1), it is suggested that stereotypes need not be set in stone as they have been traditionally portrayed but are malleable, persisting with greater or lesser strength across various cultures, bending to social conditions and cultural values.

More persistent positive societal impact comes from mutual understanding and collaboration between groups—a byproduct of successful intergroup interaction (Gaertner, 2000:41). Because they are typically collaborative, such interactions reinforce greater trust between individual members and help to break down the “us versus them” mindset.

Stereotypes can evolve over time and context. While much research on the societal effects of stereotypes has been undertaken in recent years, it is increasingly being revealed that this work underestimated the flexibility of stereotype endurance – such that movement along the dual dimensions is often expected based on setting and cultural models (Smith, 1998:89). In examining stereotype change actions, research by Crisp and Turner found that experiencing a variety of cultural examples could create transformative experiences when it comes to stereotypes, making changes in the expansiveness of our psychological perceptions (Crisp, 2010:367). In doing so, these changes can entirely wipe stereotypical frameworks and replace them with a more fluid understanding of what is socially acceptable. This underscores the necessity of further efforts to examine the malleability of stereotypes and social attitudes more generally, in order to reduce bias.

Grounded theories of stereotypes and behavior are significant in the field of social perception. According to Yzerbyt and Rogier, stereotyping leads to reducing complex groups to simplified images, thereby increasing prejudice and racism. Lippmann introduced the concept of stereotypes, which Allport expanded upon to discuss more fully how prejudice

is manufactured and impacts intergroup interactions (Lippmann, 1922:18), (Allport, 1954:56). Further research suggests that stereotypes about the warmth and competence of social groups may systematically impact emotional and behavioral responses to them, determining different kinds of discrimination or cooperation (Fiske, 2002:878). Meta-analyses reveal that social exclusion is associated with greater prejudice to a moderate degree ($r = .23$, $p < .001$).

The Stereotype Content Model (SCM) developed by Fiske et al. explains that stereotypes are placed on the warmth and competence map within an overarching environment. The validity of these dimensions to predict the functioning of intergroup relations is established in empirical research (Fiske, 2002:878). For example, positive intergroup relations are more strongly related to perceiving high warmth ($\beta = .52$, $p < .01$) (Fiske, 2002:878), (Brewer, 1999:429). Several studies have shown that in cases where groups are seen as both warm and competent, there is less prejudice and a consequently more fluidly integrated society (Capozza, 2000:120). Importantly, these results provide additional evidence for the utility of the SCM in intergroup dialogue as well as interventions designed to foster constructive conflict between groups and reduce bias.

Among studies of discrimination, stereotypes are significant in that they provide a way to explain how social behaviors can influence the use of inaccurate beliefs about others. Research by Dovidio et al. found that implicit prejudice directly predicts discriminatory behavior ($\Delta R^2 = .14$, $p < .05$). This underlines the significance of understanding unconscious bias to create inclusive communities (Dovidio, 2010:3). Work by Greenwald and Banaji demonstrates that a lot of bias (and many implicit stereotypes) are unconscious, so they are hard to mitigate because they happen all the time in everyday life or media. However, these researchers suggested that bias could be measured using the Implicit Association Test (IAT) to assist organizations and educational institutions in tackling issues relating to discrimination (Greenwald, 1995:4).

Materials and methods

Description of the Research Methodology

The research methodology utilized the free association method to identify stereotypes, which is based on the classic study by Macrae and colleagues. According to Macrae, stereotypes are a way of simplifying the social world and responding quickly without extensive analysis (Macrae, 1994:37). This

method helps to reduce conscious biases and allows for a deeper understanding of unconscious beliefs (FitzGerald, 2017:223). Previous research has confirmed the presence of ethnic stereotypes within both subgroups.

The method involved collecting free descriptions to gather data on stereotypes. The results indicated that Kazakh-speaking Kazakhs are perceived as warmer and more ethical, whereas Russian-speaking Kazakhs are associated with the development of personal qualities (Ospanova, 2024:162). A total of 172 participants took part in this study, with 86 from Kazakh-speaking groups and 86 from Russian-speaking groups, all from the Kazakh ethnic group.

The study aimed to explore how linguistic affiliation within the Kazakh ethnic group influences the formation of personal characteristics. A questionnaire was developed based on free associations of autostereotypes and heterostereotypes in Kazakh-speaking and Russian-speaking groups. The questionnaire revealed 26 types of characteristic personality traits (Ospanova, 2024).

This study examined the dominance of these personal characteristics within the Kazakh ethnic group, with a focus on the leading language of communication among Kazakh-speaking and Russian-speaking groups. The questionnaire used in the study consisted of two parts: the first part focused on general personal data, and the second part consisted of 18 statements about personal qualities, divided into three subgroups. The first group of questions aimed at maintaining relationships in the group, the second group of questions aimed at the qualities of personal development, and the third group of questions aimed at social values. The questionnaire is composed of female and male versions of questions and answers with which they agree or not. For example, "He (she) is friendly to others," "He (she) is interested in how others feel and how he (she) can be useful to them". The answer has a 5-point scale of choice: (1) = Doesn't look like me, (2) = Moderately unlike me, (3) = Hard to say, (4) = Moderately similar to me, (5) = Very similar to me, in two languages. Respondents who study in the Kazakh language were offered a questionnaire in the Kazakh language, and respondents who study in Russian were offered a questionnaire in Russian.

Factor Analysis: In order to discern the underlying structures within the survey data pertaining to how respondents perceive stereotypes, a factor analysis was performed. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy yielded a

value of 0.881, indicating that the data was indeed suitable for factor analysis. Furthermore, Bartlett's Test of Sphericity demonstrated a statistically significant correlation between the factors with a significance level of .000, confirming the feasibility of effectively simplifying the data into fewer factors (Fiske, 2002:878). The analysis revealed three key dimensions of stereotypes that explain a significant portion of the variability in the data and offer insights into which specific stereotypes are most prominent among different language groups. Notably, there were significant differences in perceptions between Kazakh-speaking and Russian-speaking respondents in the dimensions of autonomy, public life, and interpersonal relations. These differences align with previous research in social psychology (Capozza, 2000:120; Greenwald, 1995:4).

Sample: The demographic characteristics of study participants have been thoroughly analyzed to identify potential correlations with stereotypical perceptions based on cultural and linguistic factors. In Pettigrew's study, inter-group contact was identified as the determining variable in reducing stereotyping and understanding the dynamics of interaction among different language groups. Pettigrew's study concluded, "Social dominance and preferences, attitudes toward power and group status are often reflected in linguistic and cultural norms" (Pettigrew, 1998:65). This conclusion is supported by the research conducted by Sidanius and Pratto on social dominance and oppression (Sidanius, 1999:45). Furthermore, demographic information was compared and contrasted with research conducted by Smith and Bond, who based their study on social psychology in cross-cultural terms with a specific focus on how variations in different cultures could influence social behavior and perception (Smith, 1998:89).

Out of 172 responses from KazNU, the students in Almaty were analyzed. The questionnaire was administered online, and the responses in the Kazakh language were more numerous. However, the number of participants was reduced to 86 in each group to match the number of participants in the Russian language. According to the proficiency level in both groups, the following results were achieved: 7 respondents indicated that they didn't understand or speak, 22 respondents indicated that they understood but didn't speak, and 57 respondents indicated that they understood and spoke.

Data Collection and Analysis Process: The thematic analysis was conducted following the guidelines of Braun and Clarke to identify key themes and patterns in the data (Braun, 2006:77). This

qualitative method was supplemented by quantitative approaches based on the work of Tversky and Kahneman, who explored heuristics and biases in decision-making (Tversky, 1974:1124). Factor analysis revealed significant indicators for aspects such as patriotism (factor loadings of .695), religiosity (.618), and traditional family values (.605), underscoring their importance in the social dimension of stereotypes and highlighting the cultural specificity of the respondents' views. The findings confirm previous research that stresses the role of social and cultural factors in shaping stereotypes (Heine, 2009; Capozza, 2000).

Results and discussion

Part I

Results of bivariate Pearson correlation analyses indicated statistically significant associations between language affiliation and three factors: Self ($r = -0.104$, $p < 0.05$), Social ($r = -0.430$, $p < 0.001$), and Interpersonal relationships ($r = -0.164$, $p < 0.01$). Thus, the differentiation in stereotyping can be influenced to a great extent by the role of language identification. These findings are consistent with prior research, underlining the importance of language in creating or challenging stereotypical associations (Heine, 2009:369; Lee, 2010:1). Hence, language identity influences not only self-understanding but also public conduct and social interaction—all important in shaping cultural dynamics. It is essential to know these connections in order to create programs of intercultural education and strategies for the reduction of bias (Patel, 2018:392; Greenwald, 1995:4).

Second, a cross-tabulation analysis was conducted to study the possible relationships between language profiles of participants and their stereotypical beliefs in personal and interpersonal dimensions (see Table 1). Our analysis highlights the importance of taking language into account in social research interpretation and cross-cultural intervention and policy development.

Discussion I

In short, subjecting stereotypical thinking and language groups to factor analysis, correlation, and cross-tabular analysis reveals the complexity of the relationship. What has become apparent is that the stereotype we tend to think of as a concrete fixed scheme can be very fluid and nuanced. The findings highlight the importance of linguistic identity in shaping perceptions of personality within groups as well as social expectations and interpersonal interactions. More important for our purposes, it helps

to illustrate the way in which language influences the development and reformation of stereotypical beliefs, just as Greenwald and Banaji found biases in social norms and behavior woven into unconscious prejudice (Greenwald, 1995:4). The findings of this paper are consistent with the broader work by Heine and Buchtel (Heine, 2009:369) on cultur-

al dimensionality of personality and its impact on cross-cultural interdependent social relations. These findings emphasize the importance of understanding how cultural and linguistic factors activate stereotypes and suggest that effective strategies to reduce these stereotypes are needed to build more inclusive societies (Osanova, 2024:162).

Table 1 – Model matrix

Model matrix ^a

	composition		
	1	2	3
She(he) expresses her(his) opinions clearly and openly and stands up for them	,805		
She(he) knows how to protect her(his) boundaries and knows how to openly refuse others	,733		
She(he) is responsible for her words and actions, she(his) does what she says and promises to others.	,665		
She(he) has many intellectual interests: reading books, learning something new, developing specific skills	,629		
First of all, she(he) concentrates on her(his) personal goals and tasks that are important for her (his) career	,611		
She(he) is respected, she feels like a respected person	,608		
She(he) knows how to communicate with other people and be understood by them	,492		
Religion is very important to her(him), she(he) is a religious person		,832	
The traditional values that her(his) family adheres to strongly influence what is important in her life		,800	
She(he) feels patriotic for my country		,687	
She(he) wants to be useful to my country		,526	
She(he) am friendly to others, interested in how they feel and what can do for them			,788
She(he) is a warm, cheerful person			,705
If She(he) have something that may be needed by others I gladly share or give it to them			,608
She(he) like to invite colleagues/friends to her(his) place and offer them the best that she(he) have			,543

Method increases FACTORS – Main components
Rotation method - Promax with Kaiser normalization
a. rotation reached convergence in 5 iterations

Part II

Key findings of each section of the questionnaire

Our factor analysis identified three critical dimensions that stereotyping seems predicated on. With over half of the explained variance, dimensions of personal social qualities, community and patriotic values, and individual competence and self-esteem adequately explain the responses on stereotyping.

The explained variation size of 52.133% allows us to state that stereotypes are not formed by

chance. In fact, they result from the interaction of a complex of personal and sociocultural factors. For instance, high scores on personal social qualities may reflect interpersonal preferences and a desire for social harmony that particular individuals hold. All these assumptions were made by the research by Macrae and colleagues about the role of stereotypes in social perception (Macrae 1994:37).

Similarly, one can view the importance of social and patriotic values through the prism of universally

held beliefs about social identity and group membership that is reflected in the theory of intergroup conflict propounded by Tajfel and Turner (Tajfel, 1974:1124). It demonstrates how cultural values and national identity could empower in-group solidarity and influence stereotyping.

In particular, it was found that this might relate to perceptions of personal competence and self-esteem, intrinsic motivation, and the status of the person concerned. This broadly fits the model of stereotype content put forward by Fiske and her colleagues, in which a relationship between perceptions of competence and social standing is posited (Fiske, 2002:878).

Factor Analysis Statistical Results

Our study revealed significant differences in stereotyping between Kazakh-speaking and Russian-speaking respondents. The factor analysis uncovered the following key findings:

- *Personal Social Qualities (Self)*: In one study, the Kazakh-speaking participants scored an average of 4.42, slightly higher by 0.4 points compared to the average of the Russian-speaking group, which is 4.02. This difference suggests that social and interpersonal relations and self-esteem are given more importance in the culture of the Kazakh-speaking society. This result is consistent with research by Fiske and her group, whereby it is associated with

stereotypic content and perceived competence based on social status (Fiske, 2002:878).

- *Societal and Patriotic Values (Societal)*: The value has been rated 4.42 by the Kazakh-speaking group as opposed to 3.26 by the Russian-speaking group. This indicates a strong presence of national values and patriotism among the Kazakh-speaking group. The result supports Pettigrew and Tropp’s intergroup contact theory, suggesting that people holding such values significantly shape social stereotypes (Pettigrew, 2006:751).

- *Personal Competence (Interpersonal)*: Respondents whose native language is Kazakh gave a rate of 4.17, and those whose native language is Russian gave 3.79. The difference may be ascribed to various beliefs regarding the communicators by representatives of each culture and demonstrates how cultural identity shapes the development of interpersonal stereotypes. Heine and Buchtel also stress cultural relativism regarding personality (Heine, 2009:369).

The graph shows differences between two groups of respondents: those speaking Kazakh and Russian languages (*Figure 1*). The difference is reflected in three parameters: Self, Social, and Interpersonal. The chart above clearly shows how perception and stereotypes are formed under the impact of cultural and language factors.

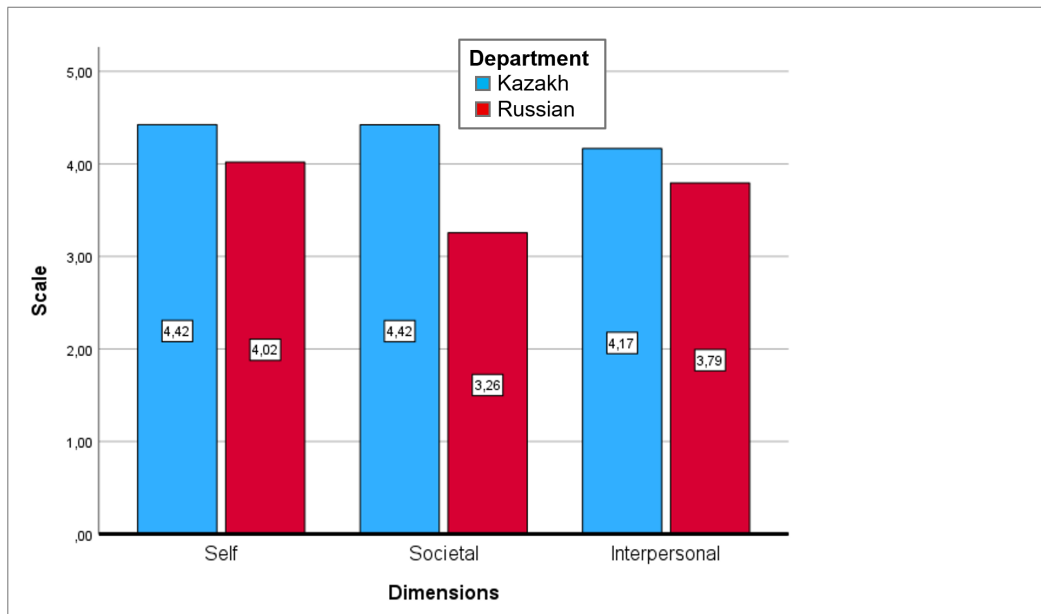


Figure 1 – Comparison of results across departments (Kazakh and Russian departments)

The Kazakh speakers demonstrate robust personal social features under the significant influence of the traditional cultural values of hospitality and sociability, which are integrative to the Kazakh culture. This articulation correlates further with Goffman's assertion of the uniqueness of the cultural norms governing behavior within a particular culture and the cultural values that immensely contribute to shaping personal social interactions in any given culture (Goffman, 1959:13). As these characteristics are attached to cultural values, they become stereotypical. But, these stereotypical attributes can also create a base for optimistic generalizations that tend to make social bonding and mutual understanding in that cultural context.

Yet the mundane fact is that factor analysis – or correlation and cross-tabular analysis among stereotypical thinking and language groups – only indicates a complex relationship. What is shown is that a stereotype that we believe to be very solid actually can be quite fluid and nuanced. Results illustrate how linguistic identity affects perceptions of personality within particular in-group contexts, and therefore other individuals' societal imaginations and behaviors. Moreover, it elucidates that language either creates or recreates those stereotypes – or, as Greenwald and Banaji refer to them, finding “biases in social behavior” (Greenwald & Banaji, 1995:4). These findings concur with the more general research of Heine and Buchtel in relation to cultural personality traits and their communication outcomes across multicultural societies (Heine, 2009:369). The findings show how activated stereotypes are partly driven by cultural and linguistic factors, underscoring the importance of reducing or minimizing stereotypes to build inclusive environments (Osanova, 2024:162).

Results, Statistical Analysis, and Interpretation

General Linear Model analysis was conducted on responses to determine whether there were differences in perceptions of these stereotypes between Kazakh-speaking and Russian-speaking participants. In Table 1, bold and italicized values indicate statistical significance ($p < .001$). These findings emphasize that language and culture are not just markers pointing to belonging with an identity group. Rather, they form a portion of the system of stereotypes and, by influencing them, contribute to their presence.

Finally, this difference in perception falls within the general idea that language and culture are the “powerful moderators” of the standard social perception heuristics presented by Macrae et al. (Mac-

rae, 1994:37). Using a generalized linear model, we confirm these differences and describe quantitatively how local linguistic identity may translate into daily social network formation and interpersonal interaction.

This means that the general linear model analysis is an essential step in understanding and critiquing culture-bound psychological dynamics, which have significant importance. Education, social policy, and intercultural communication strategies could take cues from this kind of analysis to challenge discriminatory tendencies and engage communities positively.

Conclusions

Our findings are consistent with Swann et al.'s account of identity fusion, that linguistic identity and culture form two facets of the same underlying construct (Swann, 2012:441). The integration of personal and social identity elements predicted by this aspect of social identity theory has its historical roots deep in the past, and their stereotypical reflection is evident in the image that unites all outgroup members.

Future research is needed to better understand when cross-cultural differences in stereotypes do and do not occur. These issues can bring serious adverse effects for any social integration and intercultural contact, so they deserve scrutiny of the process of stereotype formation and the role played by cultural, linguistic, or cognitive factors.

Sociologists, psychologists, educators, and policymakers should devise a plan which leads to better understanding and respect among such culturally diverse groups. These results provide novel insights into the structure and function of flexibility in prejudice and suggest potential improvements to intercultural education programs and general anti-prejudice efforts that are specifically designed to increase social harmony and decrease stereotyping (Allport, 1954:56; Pettigrew, 1998:65).

The findings suggest that stereotypes are context-sensitive and thus developed accordingly. At the same time, other innovative changes should be made through education and social transformation for a healthy socio-political environment and peace in society.

Consequently, the present study provides an opportunity to extend literature on stereotypes through cross-cultural comparison, as well as synthesize these stereotypic beliefs with well-established theory in our theoretical analysis. For instance, in Kazakhstan, there were higher mean scores of personal social competence among Kazakh speakers

compared to Russian speakers on this scale – with the possibility that a cultural norm favoring individual success and gain led to these results (Fiske, 2002:878).

For all characteristics, a significant difference was identified: the moral-cultural self-attitude and the degree of social and national-patriotic values in perception are revealed using Kazakh-speaking and Russian-speaking locals stereotypically. This appears to challenge Pettigrew’s work aiming to reduce prejudice through intergroup contact (Pettigrew, 1998:65).

Taken together, our results imply that cultural and linguistic differences intensify or decrease lay

stereotypes of human social bonds. The bilinguals, whose scores tended to fall between those of the two Kazakh and Russian speaker groups, might imagine themselves as bridge people with specific situations and possibilities.

So, Figure 2 above shows the results of our experiments, illustrating how stereotyping is situation-dependent and not entirely a monolithic entity. They exist at the confluence of intricate individual beliefs and the wider sociocultural-linguistic context, which has real pedagogical value when considering how any educational service might best foster intercultural understanding in these people.

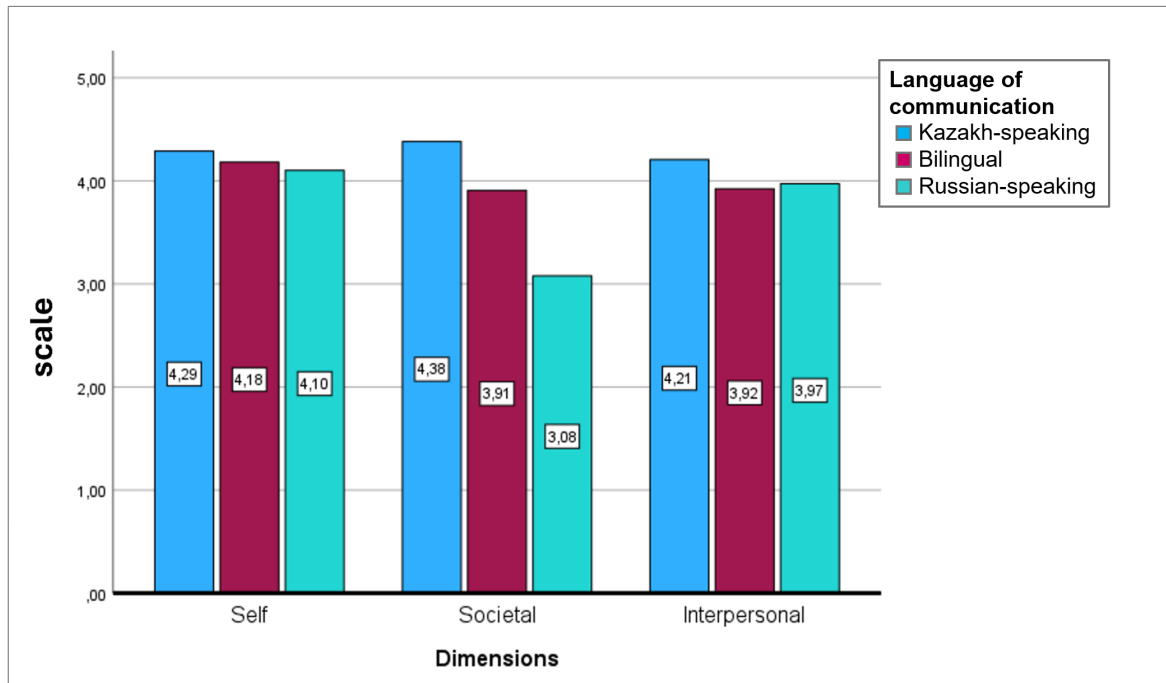


Figure 2 – Comparison of results by the language of communication (Kazakh-speaking, Bilingual and Russian-speaking)

Statistical Analysis

The results of the study suggest that stereotypical perceptions differ between Kazakh- and Russian-speaking groups of respondents. These differences were detected through statistical examinations such as correlation analysis and general linear modeling (GLM), an approach to model multiple dependent variables. These findings are indicative of the powerful influence that differences in linguistic and cultural backgrounds have on stereotypes.

In terms of personal social qualities, for example, the mean score for the Kazakh-speaking group

was higher by 0.57 points compared to the Russian-speaking group. This discrepancy may be due to differences in cultural values regarding individual accomplishment and interpersonal relationships. This can be seen from a cultural psychology point of view using notions of cultural universality and cultural specificity, as discussed by Heine (Heine, 2009:369).

Similarly, the substantial socio-cultural difference in the Social and Patriotic Values score, with a difference of more than 0.45 points, shows different levels of social norms and patriotism in the value

systems of cultural groups. Differences in social dominance and hierarchy perception may also be related to this variation, as noted by Sidanius and Pratto (Sidanius, 1999:45).

In “Personal competence and self-esteem,” another significant difference emerged, with an average difference of 0.24 points. This may be tied to differences in the ways people identify and position themselves socially—key concepts for how achievement and pride are connected to views about competence across cultures.

Finally, bearing these findings in mind along with those elicited by the statistical analyses ($p < .001$), it is worth noting that stereotypes have a multi-level nature, as they do not exist only at the level of individual predispositions but are also affected by interpersonal and cultural determinants. Hence, in the development of intercultural programs and policies intended to enhance intergroup relations and social understanding, it is imperative that these various influences are taken into account.

How Stereotypes Impact Cultural and Language Differences

The research demonstrated that language abilities affect biases of Kazakh-speaking, Russian-speaking, and bilingual respondents. This argues all the more that stereotypes and social behavior are mediated by cultural and linguistic identity. These discrepancies could simply be the result of differences among cultural paradigms, such as belief systems or norms and perceptions based on a language-oriented way of approaching categories, defining the world, and interpreting stimuli.

Cultural identity impacts stereotypes not just through direct learning and socialization but also in more subtle ways. For example, qualities like being hospitable and sociable are important in Kazakhstani culture, which, according to Tajfel and Turner’s theory of intergroup relations, may lead to more positive stereotypes about group members (Tajfel, 1974:1124).

Similarly, one must also recognize the role of culture in shaping behavior. Cultural norms and expectations are essentially the standards by which the behavior of individuals and groups is governed. It is therefore necessary to identify the stereotypes between groups that tend to predict whether members of those groups will integrate or not.

In addition, this study indicates the value of investigating mechanisms through which cultural and language-specific differences promote stereotyping. This is crucial for developing strategies and pro-

grams to bring intercultural learning into practice. Above all, stereotypes in various communities must be broken, and trust established among diverse cultural and linguistic groups to better understand one another and work together in collaboration.

Discussion II

The research also reveals that stereotypes affect culture and behavior in even more intricate ways. This holistic perspective is expanding classical models of social perception by emphasizing entirely new aspects, such as cultural specifics in perception, which become crucial for individual relationships. Significant cultural variability can induce fundamental alterations to universal psychological phenomena like stereotyping, previously thought of as impervious to change (Heine, 2002:903). Programs developed based on these findings will, in part, incorporate aspects of Goffman’s approach, highlighting the need to recognize that social roles and self-presentations are culturally specific (Goffman, 1959:13).

The results can further be used to design interventions that facilitate intercultural contact and communication in future research. This is especially key in this era of globalization and increasing cultural diversity, as being equipped to appreciate different points of view among various cultural groups is a vital skill needed for productive social cohesion. Furthermore, research on social dominance theory and its implications for stereotype formation provides potentially useful strategies for reducing bias and improving intergroup relations (Sidanius & Pratto, 1999).

These strategies could be in the form of educational and social programs that ease cultural boundaries and foster deeper intercultural dialogue. The results of this study also offer important directions for future studies in psychology and intercultural communication, such as investigating the interaction of linguistic and cultural differences with social stereotypes, as discussed by Greenwald and Banaji regarding unconscious biases and their impact on social interaction (Greenwald, 1995:4).

These findings are prime examples of how much culture and language contribute to the stereotype process. They support the assumption that cultural affiliation leads to statistically significant differences in stereotypes between Kazakh-speaking and Russian-speaking respondents. These results call for future multicentered investigations to establish tools allowing harmonious integration of the multitude of cultural and linguistic factors influencing public opinion.

This indicates that programs targeting a reduction in stereotypical attitudes and improved intercultural dialogue are worth formulating and implementing. To increase the tolerance level in society and foster a cooperative environment that builds an integrated society emphasizing diversity among cultures, components such as education, sensitivity training, activities that promote intercultural communication skills, and initiatives to increase understanding and cooperation among different cultural groups should be included.

Practical Contribution for Activities:

The research highlights dramatic differences in stereotype perceptions between language and cultural groups. It is possible to make use of all this information for the elaboration and improvement of intercultural pedagogical programs which eliminate stereotypical barriers to and create mutual understanding, tolerance in intercultural communication.

Teachers and educational administrators, for example, can use this data to develop courses that foster the ability of young people to reflect on stereotypes and prejudices. This may be done through creation of courses, training or workshops that openly discuss group projects and require varying activities to establish the ability to both learn from and about others, a new mindset if you will in which open discussion is key.

Research on Korean youth from Kazakhstan is a testament to the influence of ethnic stereotypes on identity and imaginations across cultures. À ce sujet, la recherche a mis en relation le souhait de tisser des liens fondamentés sur les qualités personnelles et non seulement sur l'appartenance ethnique (Aimaganbetova, 2019a :262). Doing so can help with cross-cultural relations.

It is only by means of creating intercultural educational and social programs – which can instill the aspiration to break through ethnic barriers ourselves and consider a person based on his qualities rather than ethnos. The main feature of such a space is personal qualities that generally make a public space welcoming for all, regardless of nationality or ethnicity, which practice intercultural understanding through everyday interactions.

The study underscores the demand for authentic young participation in setting policy for cultural inclusion and educational reform. The study found that by understanding the young people from CALD backgrounds and their contexts social workers are able to tailor programs.

This information can also be applied in corporate trainings to effectively achieve intercultural

relationships and harmonious working environment. Interpersonal skills and diversity management training can always assist in making sure we all jell despite where the walking culture is different from ours.

In international relations and diplomacy, this data can be helpful for constructing communication strategies which would as a matter of course both account for and respect cultural differences or even actively become negotiated tools of peace and cooperation between countries.

The applied importance of the research data lies in providing a focus for social and educational efforts to overcome cultural barriers, as well as in promoting open and tolerant intercultural communication. This study underlines the necessity of research, which can inform strategies that help break through cultural walls and build a more caring, fairer culture where all persons are treated with equal worth.

Linguistic identity and stereotype development

In emphasizing the great importance of linguistic identity in stereotype formation within Kazakh society, our research has compared differences in attitudes towards various social groups on both Kazakh-speaking and Russian-speaking communities. Significant numbers of stereotypes are preoccupied with such personal social qualities as belligerence, sociability, and citizenship or on check building wishes to perform in their interactions. This ranges from $r = -0.104$ to $r = -0.430$ on our data. Correlations like this imply that differences in language might serve to either strengthen or weaken stereotypes – and hence influence how we grow up interacting with different social groups across cultures.

Implications for the development of intercultural education programs to break down stereotype barriers and cultivate tolerant attitudes were discussed: it is important to focus on linguistic-cultural landscapes and diversity when designing such programs. They must be culturally and linguistically appropriate by being developed for different linguistic contexts that also respect the vitality of each language group, and should promote intercultural communication and cooperation, building relations thus.

Finally, an elucidation of the influence on stereotypes based upon linguistic identification would enable better educational and social policies to reduce intercultural negativity and encourage more positive interaction and integration among culturally diverse groups. Similar research provided by Heine and his associates offer even further proof that inclusive programs reflect public interaction in ways which simply countering the effect of heuristic ste-

reotypes will in fact reduce their detrimental image in an increasingly tolerant and just society (Heine, 2002:903)

Considerable awareness of intercultural dynamics

In the context of Kazakh cultural and language, this study results help understand cross-cultural stereotypes and behavior. Specifically, it explores how cultural and linguistic differences may shape stereotypes and even interpersonal engagement. The results underscore the need to take account of language identity and cultural meanings in social perception as well as interpersonal interaction for educational and employment policies.

These results may help implement better intercultural programs and policies, for a more successful intercultural communication and understanding in multicultural societies. A program which addresses the awareness of cultural differences and teach practical communication skills may decrease intercultural tensions within society.

There is a need for cultural responsive inclusion in educational practices at the early stage of life (Aimaganbetova, 2019b: 262). This includes fostering intercultural understanding, which would require e.g. creating curricula on intercultural competence or organizing trainings for teachers and social workers to facilitate better intercultural engagement.

In sum, this study demonstrates a considerable advance in establishing a value of such practices and strategies in promoting cross-cultural knowledge and appreciation among cultural groups reducing intergroup biases and improving social integration within culturally diverse communities.

The research sheds light on the process of stereotyping and provides substantial evidences that point out at how our culture or even regional practices effect language perception (Heine, 2009:369; FitzGerald, 2017:223). These factors should be accounted for in the organization of intercultural education and training programs that tackle stereotypes reduction through intercultural dialogue (Amit, 2013:153).

Educational programs including cultural and linguistic difference would increase the effectiveness of such programmes and build a wide acknowledgment and respect among participants from other cultures (Lee, 2010; Patel, 2018). It can also help break cultural barriers and bring social integration on various planes.

The stud underlines the necessity of future research on how certain cultural behavior and lan-

guage schema contribute to stereotype construction in different social environments (Smith, 2015:442).

The findings of this study can in turn be used to design aids and training which foster more systematic thinking about stereotypes and how they may be eluded (Pettigrew 1998:65; Cuddy et al. 2009). To achieve it, exercises, case studies, group-discussions; projects which facilitate participative learning processes would develop intercultural sensitivity and competence among participants to actively do the deconstruction of stereotypes which are already there in making of a more just and inclusive society (Fiske 2002: 878; Capozza, 2000: 120).

In short, we present a blueprint for further research and practice in intercultural education based on an overarching examination of the study of culture and linguistic barriers within a globalizing society (Greenwald, 1995:4).

Further Research Prospects

This study thus offers new avenues for investigating the way interventions may be effecting change in stereotypical perceptions. This requires research on the most useful educational and social strategies that can serve as an antidote to or a catalyst in open democratic polities, especially when considering the current climate of globalization and transnational cultural plurality (Smith, 2015:442).

Free Potential future research directions

1. *Intervention Experiments*: Examining the influence of various teaching and training programs, (e.g., ex-international pop dialogue training programs), on stereotypes and prejudices.

2. *Multiple Cultural View*: Examine the variation of stereotype perceptions and reactions among the cultural groups and also analyse how targeted kind learning changes these viewpoint.

3. *Social Networking/Technology*: Drawing attention to some of the new technologies altering the way many perceive, and are viewed by, people use digital technology transforming inter-cultural exchanges.

4. *Longitudinal Studies*: Carry out investigations that follow stereotyping over time after people have already been exposed to an intervention — and assess the sustainability of changes, as well as how far these changes go in influencing behaviors and social interactions.

The potential of research in these areas could largely improve our knowledge on the deterministic processes of perception and behavior transformations in a multicultural environment. These experiences are vital in crafting measures to reduce preju-

dice and foster intercultural dialogue and integration within a more inclusive and respectful society.

The concept of linguistic identity is essential for fostering positive intercultural relations.

Since the linguistic identity is the foundation of intercultural relations, positive intercultural relations can only be fostered if there is a respect for the linguistic identity. Findings demonstrate that linguistic identity has an important influence on perceived social stereotypes and values in Kazakh-speaking and Russian-speaking groups in Kazakhstan and underpin the profound impact cultural and linguistic factors have on social cognition and behavior (Ospanova, 2023:41). An understanding of these differences is vital for designing various educational and social programs that are aimed at enhancing harmonious intercultural interaction. To identify the cultural barriers and to bring better clarity between language groups, we can design teaching materials based on diversity in culture and train the teachers to effectively facilitate intercultural interaction.

Further studies should be done to understand how the social interaction of linguistic identity can be enhanced, and to find out strategies that make intercultural relations work better within educational institutions and outside them. This way, we can know how the benefits are enjoyed by different linguistic and cultural groups from each other, promoting integrated and inclusive ways for societies to progress.

The Influence of Ethnic Identity of Korean Youth in Kazakhstan on Intercultural Interaction

It is through such research that one is able to identify viable interventions and educational strategies to contribute positively to relationship building among the young people. These interventions can come in terms of clubs, mentorship, or academic ac-

tivities whose focus is towards mutual understanding and respect of people from different cultures. The research highlights the importance of identifying and acknowledging the diversity that is in the national education system. Understanding and appreciating each member of the society's individual contribution, regardless of their ethnic background, will highly value a just and functional society.

Conclusion

Summarily, our study identified significant cultural and linguistic differences in stereotyping and interpersonal attitudes in a multi-ethnic society. This is proof of how much one's linguistic identity and ethnicity are steeped in the social perception of others and the composition of relationships. It, therefore, becomes very important for educational and social programs to pick up this mantle and run with it in advocacy for intercultural education and ensuring that cultural diversity is made apparent. These efforts will increase understanding and cooperation across cultures, bringing respect for the value of each culture in society.

Much research is required so that we are able to understand how different interventions may change stereotypical views and be more effective in devising ways to cross the barriers created by cultures. This will help us advance toward creating a fair and inclusive society. It should be kept in mind that intercultural integration and education will only be successful when we are able to pay regard, accept, respect, and learn from these cultural diversities as well as the ongoing changes in our socio-cultural surroundings. It is through research and education that we can get rid of stereotypes in order to achieve global cooperation and mutual understanding.

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Section 2
SOCIOLOGY

Раздел 2
СОЦИОЛОГИЯ

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ASSESSMENT OF THE RELATIONSHIP BETWEEN RELIGION, SPIRITUALITY AND WELL-BEING AMONG YOUNG PEOPLE OF KAZAKHSTAN

The study investigates and evaluates the relationship between religion, spirituality, and well-being among young people. The study aims to understand how Kazakh youth's religiosity and spirituality affect their well-being. The importance of the study lies in its significant contribution to understanding social changes in Kazakhstan, providing both empirical evidence and conceptual ideas on the relationship between the aspects mentioned above. The research methods are based on the measurement of the Duke University Religiosity Index (DUREL) for assessment of organizational, non-organizational, and internal religiosity, and the Pemberton Happiness Index and the Gallup Healthways Well-being Index were also used to measure the well-being of respondents. The study included 2,654 participants from all regions of Kazakhstan, using quotas based on region, age group, and gender, ensuring data representativeness. The results of the study showed that religious and spiritual people feel more comfortable, with a high level of positive emotions and a lower level of negative ones such as stress and depression. Whereas atheists and agnostics, despite higher rates of optimism about future perceptions, face greater difficulties in managing stress. The value of the study is that it provides new evidence on how religious and spiritual factors affect youth well-being. The work contributes to understanding how religious beliefs contribute to emotional well-being. The practical significance of the study is that its results can be used as supporting material in the development of programs aimed at young people, taking into account religious and spiritual factors. The data obtained complement existing literature on the influence of religion and spirituality on well-being, opening up new possibilities for further research in this field.

Key words: sociology of religion, religiosity, spirituality, well-being.

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Қазақстан жастары арасындағы дін, руханият пен әл-ауқаттың өзара байланысын бағалау

Зерттеу жастар арасындағы діндарлық, руханият және әл-ауқат арасындағы байланысты зерттеуге және бағалауға бағытталған. Зерттеудің мақсаты қазақстандық жастардың діндарлығы мен руханилығы олардың әл-ауқатына қалай әсер ететінін түсіну. Зерттеудің маңыздылығы оның жоғарыда айтылған аспектілер арасындағы байланыс туралы эмпирикалық дәлелдер мен тұжырымдамалық идеяларды ұсына отырып, Қазақстандағы әлеуметтік өзгерістерді түсінуге қосқан елеулі үлесі болып табылады. Зерттеу әдістері ұйымдық, ұйымдық емес және ішкі діндарлықты бағалау үшін Дьюк университетінің діндарлық индексі (DUREL) өлшеуге негізделген және респонденттердің әл-ауқатын бағалау үшін Пембертонның бақыт индексі мен Gallup Healthways әл-ауқат индексі қолданылды. Зерттеуге жас тобына және жынысына негізделген квоталауды пайдалана отырып, деректердің репрезентативтілігімен Қазақстанның барлық өңірлерінен 2654 қатысушы қатысты. Зерттеу нәтижелері оң эмоциялардың жоғары деңгейі және стресс пен депрессия сияқты жағымсыз эмоциялардың төмен деңгейі болған кезде діни және рухани адамдар өздерін жақсы сезінетінін көрсетті. Атеистер мен агностиктер болашақты қабылдауға қатысты оптимизмнің жоғары деңгейіне қарамастан, стрессті басқаруда үлкен қиындықтарға тап болады. Зерттеудің құндылығы бұл діни және рухани факторлардың жастардың әл-ауқатына қалай әсер ететіні туралы жаңа мәліметтер береді. Жұмыс діни нанымдардың эмоционалды әл-ауқатқа қалай ықпал ететінін түсінуге ықпал етеді. Зерттеудің практикалық маңыздылығы оның нәтижелерін діни және рухани факторларды ескере отырып, жастарға бағытталған бағдарламаларды әзірлеуде көмекші материал ретінде пайдалануға болатындығында. Нәтижелер діндарлық пен руханилықтың әл-ауқатқа әсері туралы қолданыстағы әдебиеттерді толықтырады, бұл осы салада одан әрі зерттеуге жаңа мүмкіндіктер ашады.

Түйін сөздер: дін әлеуметтануы, діндарлық, руханият, әл-ауқат.

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Оценка взаимосвязи религии, духовности и благополучия среди молодежи Казахстана

Исследование направлено на изучение и оценку связи между религиозностью, духовности и благополучием среди молодежи. Цель исследования заключается в том, чтобы понять, как религиозность и духовность казахстанской молодежи влияют на их благополучие. Важность исследования заключается в его значительном вкладе в понимание социальных изменений в Казахстане, предоставляя как эмпирические доказательства, так и концептуальные идеи о связи между выше сказанными аспектами. Методы исследования основаны на измерении индекса религиозности Университета Дюка (DUREL) для оценки организационной, неорганизационной и внутренней религиозности, а также был применен индекс счастья Пембертона и индекс благополучия Gallup Healthways для оценки благополучия респондентов. Исследование включало 2654 участника из всех регионов Казахстана, используя квотирование на основе региона, возрастной группы и пола, обеспечивая репрезентативность данных. Результаты исследования показали, что религиозные и духовные люди чувствуют себя более благополучнее, где наблюдается высокий уровень положительных эмоций и меньший уровень негативных, таких как стресс и депрессия. В то время как атеисты и агностики, несмотря на более высокие показатели оптимизма относительно восприятия будущего, сталкиваются с большими трудностями в управлении стрессом. Ценность исследования заключается в том, что оно предоставляет новые данные о том, как религиозные и духовные факторы влияют на благополучие молодежи. Работа вносит вклад в понимание того, как религиозные убеждения способствуют эмоциональному благополучию. Практическая значимость исследования заключается в том, что его результаты могут быть использованы как вспомогательный материал при разработке программ, ориентированных на молодежь, учитывающих религиозные и духовные факторы. Полученные данные дополняют существующую литературу, касающуюся влияния религиозности и духовности на благополучие, что открывает новые возможности для дальнейших исследований в данной области.

Ключевые слова: социология религии, религиозность, духовность, благополучие.

Introduction

Relevance of the study. In recent years, among the young people of Kazakhstan, there has been a growing interest in religion and spirituality, in connection with which, the study of the relationship between religion, spirituality, and well-being in Kazakhstan is an important direction. In recent years, the growth of religiosity among Kazakh youth is not only growing but also spontaneous; young people often do not consciously come to religion. Young people come to religion in search of landmarks in life that are frequently related to personal experiences or problems (Abdiraiymova, 2023: 6). Moreover, young people do not always have deep knowledge of religion, and religious precepts, in connection with which they may practice a religion that combines superstition or occult practices (Maulsharif, 2022: 74). However, for some young people religion is not as part of their spiritual development and in this case they are more focused on spiritual practices, but these processes are part of the overall process. Although in some cases people separate spiritual practices from religious, they thus define them-

selves as «spiritual people» (Rysbekova, 2015: 26).

When studying religiosity and spirituality it is important to consider the relationship with various aspects of well-being, including life satisfaction, emotional balance, etc. Religiosity and spirituality have an immediate connection with the perception of subjective well-being. But this influence is different because spirituality positively affects well-being through such factors as a sense of purpose and interconnectedness, personal growth, and resistance to life difficulties (Ryff, 2021: 914). The influence of religiosity can vary depending on the level of religious adherence of a person (Villani, 2019: 1525). In general, religious, and spiritual values and beliefs contribute to the understanding of important life questions about the existence and meaning of life, which also helps improve well-being. In this regard, the analysis of the relationship between well-being and the level of religion/ spirituality among young people is of particular interest.

The subject of the research is to assess the relationship between religiosity, spirituality, and well-being. *The object of the research* is Kazakhstani youth aged 18 to 35.

The purpose of the research is to analyze and assess the relationship between religiosity, spirituality, and well-being.

Research question: how does religiosity or spirituality affect subjective and emotional well-being?

Literature review

The relationship between religion and well-being is evident in various aspects. Religious organizations have traditionally done a great deal of work in the field of social welfare, helping poor and needy people. It has also become the basis for modern social services, where the core is a set of values such as mercy and justice. Religious groups also continue to organize charitable projects and social services that directly improve the quality of life of vulnerable segments of society. Bufford (1991) argues that spiritual well-being plays a crucial role in the general perception of quality of life, as it conceptualizes spiritual well-being as having two aspects. The first is religious welfare, which has to do with human relations with the higher power. The second aspect is existential well-being, which consists of life satisfaction and meaning. People with high spiritual well-being are more satisfied with life and have better mental health indicators, and in this case, religion plays a central role in giving the person a harmonious and directed position in life (Bufford, 1991: 59).

The religiosity of prayer, belief, and worship helps to cope with life problems, reduce stress, and increase life satisfaction, practices such as prayer contribute to happiness and reduce stress, while religious beliefs, for example, seeking divine support have a positive impact on mental health and contributes to human well-being. Overall, spirituality improves well-being regardless of religiosity, as some studies show that high levels of well-being are observed among participants with high spirituality, whether or not it is related to religious practice (Wills, 2009: 49). Also, religiosity, which is not spiritual, is relatively insignificant in terms of psychological well-being and sometimes even associated with negative traits including dogmatism and lower self-realization (Ivtzan, 2013: 915; Achour, 2015: 984).

Moreover, religiosity may be associated with the search for meaning and significance of life, which in turn is closely related to higher levels of subjective well-being. For example, in religious people, religion becomes an integral part of the person and daily life and affects such feelings as humility, inner peace, and self-improvement, thus promoting emo-

tional stability and reducing stress. Religious communities can provide a fairly substantial network of social support, as in general religious activity strengthens social ties and creates feelings of belonging and support, which are positive factors for subjective well-being (Wills, 2009: 50; Tiliouine, 2009: 55; Achour, 2015: 985).

Religiosity has the greatest impact on psychological well-being in Western countries with a Christian majority, where social institutional and cultural factors have enhanced religious participation, while Eastern countries such as China and Japan, are people who practice Buddhism and Taoist religions with strong support for internal practices in forms of meditation and spiritual research that also improve psychological well-being but often do not reflect openly through violent emotions (Lai, 2013: 607; Bufford, 2023). People who are more likely to practice religiosity, using prayers and posts as well as giving to others, tend to demonstrate a higher level of subjective well-being. Especially important in times of ill health when religious practices can be used as a coping strategy that allows people to cope with life difficulties (Lai, 2013: 607; Tay, 2014: 163; Wenger, 2011: 520).

Religiosity is best understood as a multidimensional construction that includes ritual practices such as prayers or posts, and social practices associated with religious altruism. The interesting thing is that social aspects of religion, such as helping others and charity, seem to be more relevant for maintaining subjective well-being than ritual actions themselves (Williams, 2007; Tiliouine, 2009). Health problems do not diminish the influence of religion. On the contrary, people with health problems are very attached to religious practices as they become one of the ways to deal with disease and maintain their psychological balance. This is very relevant for countries with poor health, where religiosity may come to replace some of the missing supporting functions in pursuit of well-being. The relationship between religiosity and well-being remains consistent even with health-related adversities such as pain, anxiety, and sleep problems, which supports the hypothesis that religiousness acts internally by promoting psychological well-being. Religious altruism also predicts well-being more than ritual practice, especially in times when the person experiences stress and health problems, indicating that the social aspects of religiosity such as charity and helping others, play an important role in improving the overall well-being (Cummins, 2006; Tiliouine, 2009). Some studies show that the relationship be-

tween religion and well-being may not always be static, and their variability can be due to different factors. Religion influences well-being because it gives value to understanding oneself and fitting into society, no matter how complex or dynamic the relationship is, the sense of belonging, security, and meaning that comes from religious communities, is often added to personal well-being (Hackett, 2014: 398).

Materials and methods

The study used the Duke University Religiosity Index (DUREL) to measure religiosity, which covers three key aspects: organizational religiousness (participation in collective religious practices), non-organizational religiosity (individual religious practices), and inner religiosity (depth of personal religious beliefs). The scale gives a score from 5 to 27, which allows for the determination of the degree of religiosity of the respondent (MacDougall, 2024: 295). Well-being was measured by the Pemberton Happiness Index and the Gallup Healthways Well-Being Index, as well as the Gallup Healthways Well-Being Index. The Pemberton happiness index consists of two main components (Vazquez, 2012: 34). The first case is measured as «memorable well-being», which includes eleven points, which are measured by life satisfaction scales, subjective happiness, and psychological well-being, which are evaluated on a scale from 0 to 10, where high scores indicate higher levels of well-being. The second aspect measures «experienced well-being», and evaluates people's feelings and condition in real time. Includes ten points, covering positive and negative emotional events, the score of the well-being experienced also varying from 0 to 10. The Gallup Healthways Well-Being Index covers six aspects of well-being, such as overall life assessment, emotional and physical health, healthy behavior, work environment, and access to basic things. The subjective well-being of respondents was also studied using the Cantril scale, which is one of the widely accepted tools for assessing subjective life satisfaction (Skopec, 2014: 117).

In this study, the general population consists of young people aged 18 to 35 years, permanently residing in the territory of the Republic of Kazakhstan. The total sample size was 2654 respondents throughout Kazakhstan. To ensure a proportional distribution of respondents by region, the sample sizes were calculated according to the general population. Respondents were selected based on quotas

for key characteristics such as region of residence, age cohorts, and gender. The territory of the sociological survey covers all regions of the Republic of Kazakhstan – the cities of republican significance Astana, Almaty, and Shymkent, 17 regional centers, as well as rural settlements. Data collection was conducted in two languages - Kazakh and Russian, depending on the respondent's choice. Data analysis was performed using IBM SPSS Statistics, version 27.0.1.0, a licensed version.

Results and discussion

The study was conducted throughout Kazakhstan, including all 17 regions and 3 cities of republican importance. The analysis of data on the administrative division of Kazakhstan was recorded by geographical principle, where the southern, northern, western, eastern, and central regions. The survey included 2,654 respondents. The selection of respondents was made by a quota sample, taking into account such criteria as region of residence, age, and sex. Data collection was conducted in Kazakh and Russian languages using the Professional 3KA license program (license E-B-9979) from September to December 2023. The socio-demographic analysis showed the following distribution: 52.6% women (N = 1397) and 47.4% men (N = 1257). The age groups with the highest proportion of respondents were 18-24 years old – 55.2% (N = 1464), 25-29 years old – 21.7% (N = 576), and 30-35 years old – 23.1% (N = 614). According to the data obtained, the largest number of respondents live in megacities and southern regions due to the high population in these regions, therefore, the data show the following results by region: Southern region – 22.4% (N=594), Northern region – 9.7% (N=258), Western region – 13.9% (N=369), Eastern region – 6.3% (N=168), Central region – 4.4% (N=117). In the major cities, the indicators were as follows: Astana – 10.9% (N=288), Almaty – 25.9% (N=688), Shymkent – 6.5% (N=172). Urban population 81.3% (N=2159) and rural 18.6% (N=494).

Data on marital status showed that the majority of respondents are not married – 61.8% (N=1639), married – 27.5% (N=730), also divorced – 7.7% (N=203) and widows – 3.1% (N=81), the last category is the smallest group in terms of family status. In general, the data show a predominance of single or unmarried people in the sample of respondents, which is expected among young people. Further analysis of the presence of children shows that most of the sample, 65.8% of respondents (N=1745), do

not have children. The remaining respondents were as follows: 19.4% (N=515) reported having 1-2 children, 9.4% (N=250) had 3-4 children, and 5.4% (N=143) more than 4 children, which means that families with 1-2 children predominate among those with children.

The educational level of respondents distributed as follows: 48% (N=1274) have higher education, 4.6% (N=123) have postgraduate education, secondary education – 16.4% (N=435), secondary vocational – 10.4% (N=277), primary vocational – 4.9% (N=130), technical and professional – 4.0% (N=107). Respondents with primary education make up a smaller proportion – 3.8% (N=100), while the main secondary education – 7.1% (N=189). Only 0.7% (N=19) of respondents did not have any level of education, in general from the data it can be seen that most respondents have secondary or higher education.

The ethnic composition of respondents reflects the demographic structure of Kazakhstan. Kazakhs make up 64.7% (N=1716), which corresponds to the main ethnic group of the country. In the second place the Russians – 15.9% (N=421), which also corresponds to the significant role of this ethnic group, further data showed the following: Germans (2.4%, N=64), Uzbeks (3.1%, N=82), Uyghurs (3.0%, N=80), Ukrainians (1.9%, N=51), Tatars (3.2%, N=85), Tajiks (1.2%, N=33), Asians – 4.6 (N=122) are the category «Others».

The employment rate was 59.7% (N=1584), indicating a very high labor force participation rate. At the same time, 40.3% of respondents (N=1070) were not employed at the time of the survey, including unemployed students. The most represented sectors among the employed respondents are education, science, and culture (18.4%, N=291), commerce and catering (12.9%, N=204), IT (8.6%, N=137), and health (7.3%, N=116). The financial banking sector accounts for 6.2% (N=99), industry – 6.5% (N=103), lower proportions of respondents are in communication and transport (5.1%, N=81), public and municipal services (5.3%, N=84), construction (4.7%, N=75) and housing and public utilities (4.5%, N=72). Military service, clergy, and agriculture also represent some shares, albeit very small – from 1.6% to 4.9%.

The data on the material situation of families reflect the differentiation in the level of well-being since the most vulnerable category of the population is represented by 6.6% of families who do not have enough money even to meet basic physiological needs – food, in this case, the families are below

the poverty line. A slightly smaller group (14.6%) can afford food but have serious financial problems when buying clothes. The proportion of households that cannot afford to buy essential household durables is 21.4%, which places them in the lower middle class. This group can meet basic needs but has problems with buying expensive goods. The largest category – 27.7%, is the category of people who have enough money to buy basic household appliances but cannot afford additional and less needed goods that are expensive, this indicates that they are in the middle class, which is generally financially sound, but limited in its luxury. About 16.2% of households can provide for themselves, except for the purchase of cars and other expensive goods. The most well-off group was – 12.5%, who had no problems, their budget allowed them to buy everything without restrictions. This group includes the wealthiest families, and their standard of living can be described as very well-off. The results for the personal income of respondents were also very diverse. Low incomes below 45,000 tenge – observed in 12% (N=319). Interestingly, 87 respondents out of 319 are people over 25 years old. The significant category of respondents has income from 45 001 to 200,000 tenge (29.8%) and can be attributed to the lower and middle class.

The largest proportion of respondents is concentrated in the stratum with income 200 001-400,000 tenge and is 27.7%, which indicates their belonging to the middle class. This class has a stable income level that can fully meet basic needs. Further income from 500 001 tenge to 13.6% of respondents, which shows that in the structure of society, there is a small but significant share of citizens with high income and 10.6% of this category in the age 30-35 years, which is very expected. The last 9.9% indicated a lack of income, which is also expected since most of them are students, and some are also on maternity leave.

Questions on the identification of the level of religiosity, and spirituality showed that a high percentage of respondents consider themselves as spiritual people – 73.4% (see Figure 1). This can be explained by the importance of spiritual and ethical values among our population. In this context, spirituality can be understood not only in the religious sense but also in a broader sense as a desire for self-improvement, personal development respect for traditions, etc. In Kazakhstan, especially in rural areas, family and community ties are highly developed, where spiritual aspects of life, respect for elders, charity, and humanism play a significant role. These

aspects of spirituality can hardly be linked to religion alone, which may explain such a high percentage of those who identified themselves as spiritual but not. Religious people.

As shown in Figure 1, in comparison with spirituality, religious consider themselves – 55.7% (N=1477), this result can be explained by the historical context when during the Soviet Union religion was marginalized from public life, and although religious traditions were revived since the collapse of the Soviet Union, many Kazakhs still separate spirituality from religiosity. Moreover, the sense of modernization and urbanization can affect the younger generation, which also leads to a decline in religion, because with the growth of education and scientific views, playing a huge role, many have begun to question traditional religious beliefs or prefer to perceive religion as a minor part of their lives (Uecker, 2017: 147; McPhetres, 2018: 12). Also, the influence of globalization and cultural exchange through social networks has led to the spread of different philosophical and spiritual practices that are not necessarily related to religion. People are increasingly choosing individual paths of spiritual search, preferring to independently seek answers to important existential questions, and avoiding the rigid

framework of official religious institutions (Sbalchiero, 2024: 10). 57.3% of the respondents to some extent agreed with the statement «I consider myself both religious and spiritual», this may indicate that a significant part of people not only observe religious rites but also find spiritual development in religion. In Kazakhstan, where Islam is the dominant religion, religious rites are usually combined with spiritual practices. However, they disagree with the above statement – 50.6% of respondents noted that religion is more important than spirituality, which indicates that for some people spiritual and religious practices are not related. But in this case, the results also showed that the age factor has a significant influence on the perception of religious and spiritual aspects, as older respondents still preferred to consider themselves more spiritual than religious. In this case, it may be indicative of a more critical perception of religion and a shift in priorities toward spirituality in older age groups. For example, a total of 53.3% of respondents in the 18-24 age group are likely to agree that religion is more important than spirituality, and this figure already decreases as the age category increases. However, it is also interesting that the spread of atheistic views is also more common among 18-24-year-old (36%) respondents.

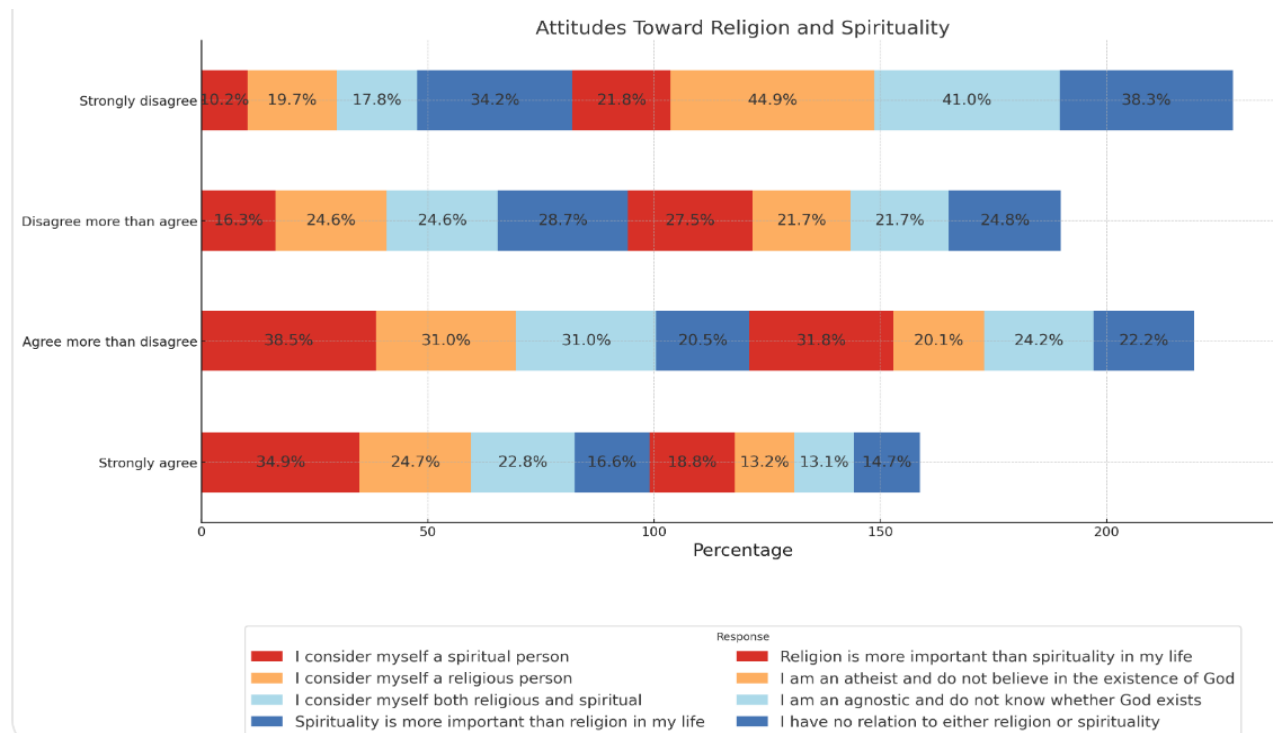


Figure 1 – Diverse beliefs: religion, spirituality, and non-religious perspectives

These figures decrease with the age of the respondent, as seen in the group of believers and atheists. For example, when asked «I am an atheist and do not believe in the existence of the Supreme God Allah», analysis by chi-square criterion showed that there is indeed a statistically significant relationship between age and belief. The value of the chi-square Pearson criterion is 19.162 with 6 degrees of freedom, and the p-value of this significance is 0.004, the result obtained will allow us to refute the null hypothesis, namely the hypothesis of no connection between variables and conclude that that age is a factor in how we treat religious and atheistic beliefs. The ratio of plausibility (19.781, $p = 0.003$) and linear-linear (9.588, $p = 0.002$) may be an important fact that as respondents age increases, the proportion of those who completely disagree with the atheistic claim, is increasing, and the approval rate is decreasing. Ultimately, young people between the ages of 18 and 24 tend to agree with atheistic views or express doubts more often than others. In contrast, older age groups (30-35 years) will express strong disagreement with these views, possibly due to different life experiences, social environments, and value orientations. Similar results were obtained regarding the belief «I am agnostic», the dispersion obtained shows that with increasing age respondents are less inclined to agree with agnostic statements. Overall, the result showed that young people in the category of 18-24 more strongly consider themselves religious or atheist, while young people aged 30-35 more choose spirituality.

Religiosity, spirituality, and well-being

One of the important factors in studying well-being is the level of subjective perception of life satisfaction. The study examined subjective well-being based on a Cantril scale, where results are almost equally divided between those who are at the bottom of the «suffering» ladder and those in the satisfactory position, the «struggling» ladder, and «prosperous». According to the results obtained, the scores of believers (48.7), spiritual (48.2), and those who identify themselves as both spiritual and religious (47.3%) are almost equal, and only the agnostics, atheists, and those who do not consider themselves to be in any category of indicators are about 10% higher. However, the sum of the categories of «struggling» and «thriving» have similar results. Although atheists may experience more crisis moments in their current state, they may have a relatively optimistic view of their future (see Figure 2). The State's General Assembly is not a party to the Convention.

The most optimistic about future well-being are atheists, agnostics, and people who do not fall into any category, as is confirmed by a moderate positive correlation shown in Figure 2. Religions show more restraint, and positive optimism in the perception of their future well-being, although this relationship is much weaker (0.121). Spiritual people show the weakest correlation (0.059), which may indicate that spirituality has a lesser effect on their perception of future well-being. The results emphasize that, regardless of religion or lack thereof, respondents have a positive perception of their future well-being, but atheists and agnostics show the most pronounced optimism. Some studies have similar results, which note that a higher level of subjective well-being in the future may be related to the development of analytical thinking in respondents who consider themselves atheists, or agnostics.

Atheists and agnostics tend to be more reflexive than religious believers, which partly explains why non-religious people may feel happier in the future. The higher level of analytical thinking can enable them to better cope with life problems and make more informed decisions (Pennycook, 2016). The results of the indicator of emotional well-being included the following indicators: smile, laughter, learning and doing something interesting, respectful attitude, pleasure, happiness, anxiety, sadness, anger, stress, and depression. Analysis of the presented table showing emotional well-being concerning religion and belief reveals significant differences in levels of both positive and negative emotions among different groups (see Fig. 3).

Religious respondents show the highest scores on key indicators of positive emotions, such as «smile/laughter» (58.8%), «respect» (65.8%) and «happiness» (60.5%), which may indicate greater satisfaction with life and strong social support. Spiritual respondents also show relatively high values for these categories, such as «happiness» (59.5%) and «respect» (64.5%), but they are slightly lower than religious ones. The category of atheists and agnostics shows noticeably lower positive emotions. For atheists, the «smile/laugh» rate is 44.5% and «happiness» 41.6%, which may indicate a less pronounced emotional satisfaction. Similar results are observed in agnostics, whose «smile/laughter» and «happiness» scores are 44.2% and 44.9%, respectively. Regarding negative emotions, atheists and agnostics show higher values of such indicators as stress, where the atheists – 32.2%, while the agnostics – 34.2%, depression (21.1% and 22.1%) and anxiety (35.0% and 39.4%).

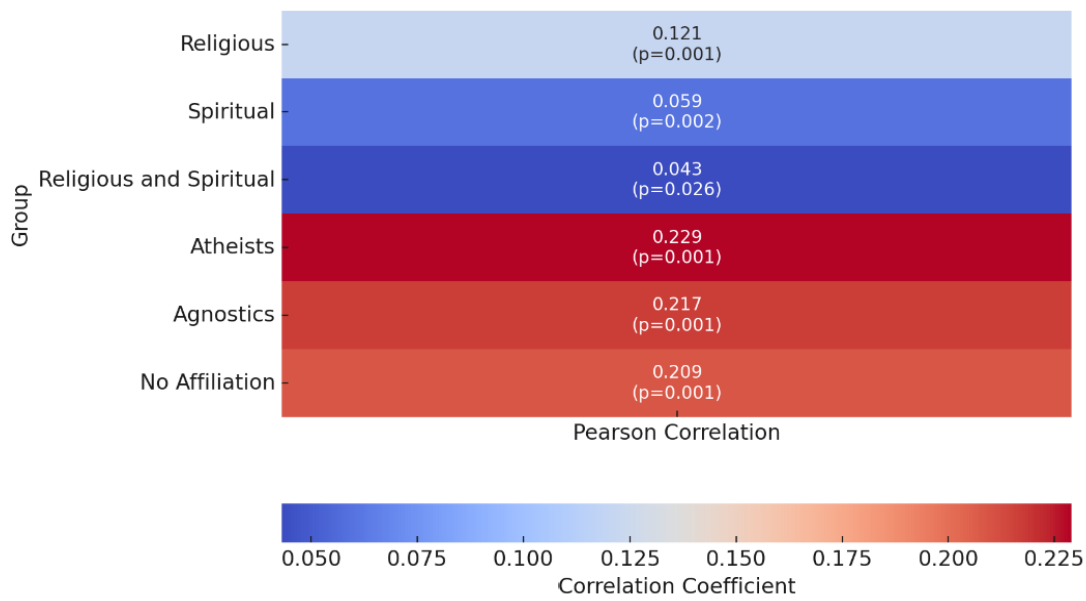


Figure 2 – Correlation of future well-being perception across different groups

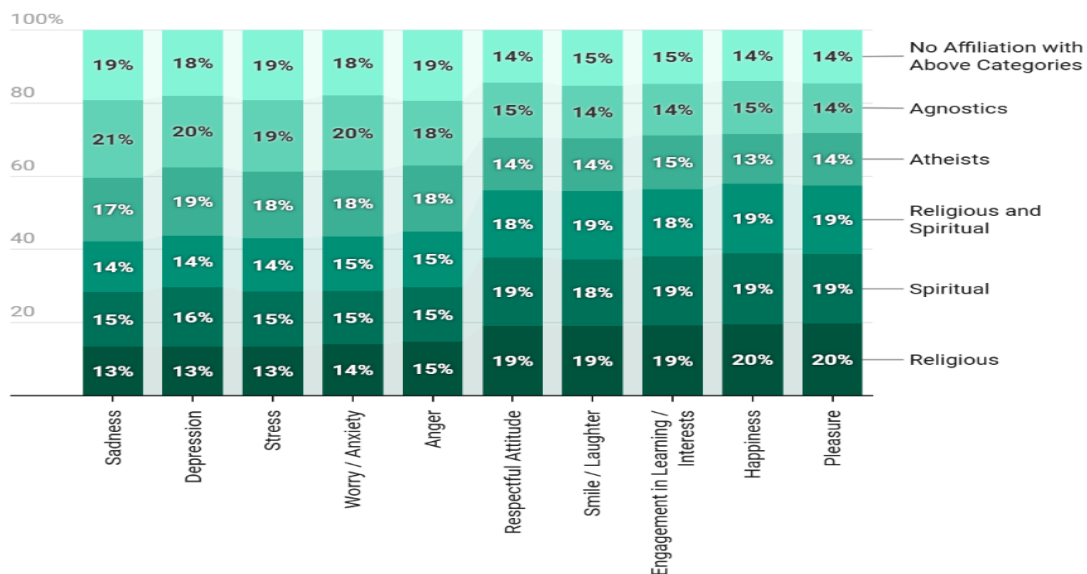


Figure 3 – Emotional well-being indicators across different belief groups

Moreover, anxiety and depression rates are also higher than those of religious and spiritual respondents. The results obtained may indicate difficulties in managing stress and experiencing negative emotions among atheists and agnostics compared to religious and spiritual respondents. Atheists and agnostics often face problems related to finding the ultimate meaning of life, which can lead to reduced

satisfaction with life and increased stress (Sedlar, 2018: 244). Atheists who do not make sense through religious beliefs may have difficulty finding a purpose in life, which affects their well-being. Religious people rely on their faith and the religious community to support them in managing stress and emotions, which becomes a coping mechanism that is less available to unbelievers (Park, 2013: 157).

Overall, the analysis shows that religious or spiritual beliefs are associated with higher levels of positive emotions and lower levels of negative states. This can be explained by both personal beliefs and social support inherent to religious and spiritual groups. At the same time, atheists and agnostics may have more emotional difficulties, which requires further study to understand the reasons for these differences. Other similar studies show that religious and spiritual beliefs can contribute to better emotional health and reduce the level of negative emotions such as anxiety and depression. Religious people tend to experience more positive emotions, such as happiness and satisfaction with life, through a sense of purpose, social support, and inner strength that religion or spirituality can provide (Villani, 2019: 1528).

Conclusion

The study of the relationship between spirituality, religiosity, and well-being revealed significant differences in levels of subjective and emotional well-being among groups of participants who differ in degree of religiousness or spirituality. The analysis showed that those who identify themselves as religious or spiritual personalities show statistically significantly higher positive emotion levels such as joy, and life satisfaction, and also significantly lower negative emotions, including stress, anxiety, and depression. It is important to note that the results of the study do not indicate a direct causal relationship, high level of well-being in believers may be due not only to religious or spiritual practices themselves but also to other factors correlated with religiosity. Respondents who identify themselves as believers often show a high social inclusion, and belonging to communities, which is known to have a positive impact on emotional well-being. Regular attendance at religious services can help to develop a sense of community and social support by providing access to mutual aid and emotional support. Moreover, many religious and spiritual teachings offer stress-coping strategies, self-regulation techniques, and a sense of meaning in life that can also help to reduce anxiety and depression.

The increased wealth is probably due to several interrelated factors. First, religious belief often provides a solid foundation for meaning and purpose in life, this sense of meaning acting as a buffer against stress, providing coping mechanisms and a sense of control over life's problems. Second, religious communities provide invaluable social support, thereby

enhancing emotional well-being. The sense of belonging and easily accessible support systems inherent in these communities mitigate feelings of loneliness and isolation, which are often essential factors for depression and anxiety. Finally, structured routines and rituals associated with religious practices can provide a sense of order and predictability, adding to emotional stability. Spiritual people, although they exhibit slightly lower positive emotions than their religious counterparts, still demonstrate a high level of happiness and respect. This suggests that the pursuit of spiritual growth and understanding, even beyond formal religious structures, plays a vital role in well-being. Spirituality often focuses on personal development, self-reflection, and the connection to something bigger than yourself, strengthening your inner strength and sense of purpose. The concrete manifestation of spirituality depends heavily on the cultural context in societies where spiritual values have important cultural significance, the benefits of spiritual practices will probably be more pronounced. In addition, the emphasis on awareness and self-awareness often found in spiritual practices can contribute to emotional regulation and stress-reduction techniques. In contrast, atheists and agnostics reported lower levels of positive emotions and higher levels of stress and depression. But this difference does not indicate an absolute connection, as it does not necessarily mean that atheism or agnostics inherently leads to lower well-being. Instead, it may reflect the lack of the above-mentioned benefits provided by religious or spiritual communities and belief systems. The lack of an already existing structure for meaning-building and coping mechanisms can make people more vulnerable to negative emotional states. However, the unexpected discovery was the high level of optimism about future well-being demonstrated by this group, as evidenced by a moderate positive correlation. The result suggests that atheists and agnostics can use alternative coping strategies, such as analytical thinking and forward-looking planning. Their critical thinking skills, often associated with skepticism about traditional beliefs, can allow them to maintain positive expectations for the future despite current emotional problems. Forward-looking, combined with as strong a reliance on autonomy and secular support networks as possible, can offer a unique path to well-being that requires further study. Further research should examine the specific coping mechanisms used by this group to better understand their resilience, despite the apparent absence of traditional religious or spiritual support systems.

The impact of socioeconomic factors, social support networks outside religious structures, and access to mental health resources should also be taken into account in future analyses, to provide a better understanding of the complex interactions between belief systems and well-being.

The article was prepared within the grant funding from the Science Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan (AR19679699 “Religiosity/spirituality, well-being and identity of Kazakhstani youth: a comparative country study”).

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*Келін түсті: 30 қыркүйек 2024 жыл
Қабылданды: 02 желтоқсан 2024 жыл*

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SOCIOLOGICAL STUDY OF WOMEN'S REPRODUCTIVE HEALTH IN ALMATY: DETERMINANTS AND DISEASES

This article presents the results of a sociological study aimed at studying the state of women's reproductive health in Almaty and identifying the factors influencing it. The main objective of the study is to analyze the socio-economic and socio-cultural determinants that determine the level of access to health services and awareness of women of reproductive age about preventive measures and disease risks. Particular attention is paid to the issues of accessibility and quality of health care, awareness of contraception and prevention methods, as well as the influence of existing cultural stereotypes on women's behavioral attitudes in the field of health.

The methodological study is based on a sociological survey conducted among 320 women living in the districts of Almaty. The questionnaire included a wide range of questions related to reproductive behavior, frequency of seeking medical care and the level of awareness and health. The results showed that women with low income and education face greater barriers to obtaining quality health services, which is associated with both financial constraints and socio-cultural norms that influence their perception of the need for health care.

The contribution of the study is to identify the need for comprehensive support aimed at improving women's reproductive health in Almaty. Based on the results, recommendations are proposed for the creation of programs that will increase access to health care and women's awareness of risks, as well as help overcome cultural barriers. The practical significance of the results lies in the possibility of their use in developing strategies that will increase women's awareness of health risks, ensure access to necessary health services, and create more favorable conditions for independent decision-making in the field of reproductive health.

Key words: reproductive health; sociology of medicine; reproductive behavior determinants; women in households; socio-cultural determinants of behavior.

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Алматы қаласындағы әйелдердің репродуктивті денсаулығын социологиялық зерттеу: детерминанттар мен аурулар

Бұл мақалада Алматы қаласындағы әйелдердің репродуктивті денсаулығының жағдайын зерттеуге және оған әсер ететін факторларды анықтауға бағытталған социологиялық зерттеудің нәтижелері берілген. Зерттеудің негізгі мақсаты – медициналық қызметтерге қолжетімділік деңгейін және репродуктивті жастағы әйелдердің алдын алу шаралары мен ауру қаупі туралы хабардарлығын анықтайтын әлеуметтік-экономикалық және әлеуметтік-мәдени детерминанттарды талдау. Медициналық көмектің қолжетімділігі мен сапасы, контрацепция және алдын алу әдістері туралы хабардар болу, сондай-ақ денсаулық сақтау саласындағы әйелдердің мінез-құлық қатынасына қалыптасқан мәдени стереотиптердің ықпалы мәселелеріне ерекше назар аударылады.

Әдістемелік зерттеу Алматы қаласының аудандарында тұратын 320 әйел арасында жүргізілген социологиялық сауалнамаға негізделген. Сауалнама репродуктивті мінез-құлыққа, медициналық көмекке жүгіну жиілігіне, хабардарлық пен денсаулық деңгейіне қатысты сұрақтардың кең ауқымын қамтыды. Нәтижелер табысы мен білімі төмен әйелдердің денсаулық

қабылдауына әсер ететін қаржылық шектеулер мен әлеуметтік-мәдени нормаларға байланысты сапалы медициналық қызмет көрсетуде үлкен кедергілерге тап болатынын көрсетті.

Зерттеудің үлесі – Алматы қаласындағы әйелдердің репродуктивті денсаулығын жақсартуға бағытталған кешенді қолдаудың қажеттілігін анықтау. Нәтижелер негізінде денсаулық сақтау саласына қолжетімділікті және әйелдердің қауіп-қатер туралы хабардарлығын арттыратын және мәдени кедергілерді жеңуге көмектесетін бағдарламаларды құру бойынша ұсыныстар жасалды. Нәтижелердің практикалық маңыздылығы әйелдердің денсаулыққа қауіп-қатер туралы хабардар болуын арттыруға, қажетті медициналық қызметтерге қолжетімділікті қамтамасыз етуге және ұрпақты болу денсаулығын сақтау саласында өз бетінше шешім қабылдауға неғұрлым қолайлы жағдайлар жасауға мүмкіндік беретін стратегияларды әзірлеуде оларды пайдалану мүмкіндігінде болып табылады.

Түйін сөздер: репродуктивті денсаулық; медицина әлеуметтануы; репродуктивті мінез-құлық детерминанттары; үй шаруашылығындағы әйелдер; мінез-құлықтың әлеуметтік-мәдени детерминанттары.

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Социологическое исследование репродуктивного здоровья женщин в Алматы: детерминанты и болезни

Данная статья представляет результаты социологического исследования, направленного на изучение состояния репродуктивного здоровья женщин в Алматы и выявление влияющих на него факторов. Основной целью исследования является анализ социально-экономических и социокультурных детерминант, определяющих уровень доступа к медицинским услугам и осведомленность женщин репродуктивного возраста о профилактических мерах и рисках заболеваний. Особое внимание уделяется вопросам доступности и качества медицинской помощи, информированности о методах контрацепции и профилактики, а также влиянию существующих культурных стереотипов на поведенческие установки женщин в области здоровья.

Методологические исследования базируются на социологическом опросе, проведенном среди 320 женщин, проживающих в районах города Алматы. Анкетирование включало широкий спектр вопросов, касающихся репродуктивного поведения, частоты обращения за медицинской помощью и уровня информированности и здоровья. Результаты показали, что женщины с низким уровнем дохода и образования сталкиваются с большими барьерами на пути к получению качественных медицинских услуг, что связано как с финансовыми ограничениями, так и социокультурными нормами, оказывающими влияние на их восприятие необходимости заботы о здоровье.

Вклад исследования заключается в выявлении потребности в комплексной поддержке, направленной на улучшение репродуктивного здоровья женщин в Алматы. Основываясь на результатах, предложены рекомендации по созданию программ, которые повысят доступность медицинской помощи и информированность женщин о рисках, а также помогут преодолеть культурные барьеры. Практическое значение результатов заключается в возможности их использования при разработке стратегий, которые позволят повысить осведомленность женщин о рисках для здоровья, обеспечат доступ к необходимым медицинским услугам и сформируют более благоприятные условия для самостоятельного принятия решений в области репродуктивного здоровья.

Ключевые слова: репродуктивное здоровье; социология медицины; детерминанты репродуктивного поведения; женщины в домохозяйстве; социокультурные детерминанты поведения.

Introduction

In recent decades, Kazakhstan has been actively working to improve its healthcare system, including the area of reproductive health and women's rights. However, issues related to fertility and reproductive

health remain relevant, particularly in the context of women's empowerment. A systematic review of literature in this field is an important step toward understanding the current state of affairs and identifying trends in the development of policies and programs aimed at improving women's reproductive health.

This topic focuses on a comprehensive study of the reproductive determinants of women from various scientific perspectives, including sociology, socio-economics, and public health. However, the primary focus is on examining the topic through the lens of health sociology. In modern society, reproductive health and women's rights take center stage in the context of social and gender issues. In Kazakhstan, as in many countries, the empowerment of women directly influences demographic indicators, public health, and economic development. Research on this topic becomes highly relevant in light of society's aspiration for more equitable and inclusive conditions for all its members.

A thorough analysis of literature on reproductive health and women's rights in Kazakhstan will shed light not only on the current state of the healthcare system but also on the factors influencing women's decisions regarding fertility. This includes access to modern contraceptive methods, maternal care services, and overcoming sociocultural barriers that may limit women's choices and self-determination in this critical aspect of their lives.

The importance of studying this topic is also linked to the fact that successful reproductive health strategies can become a key factor in achieving sustainable societal development, contributing to the improvement of future generations' health and the reduction of social inequalities. Such a systematic review of the literature will provide a necessary foundation for the development of effective gender-oriented healthcare strategies and social policies in Kazakhstan.

The issues surrounding reproductive and sexual health, the assessment of service quality and accessibility, and societal attitudes that influence reproductive behavior all require comprehensive and in-depth study. Researchers recognize the relevance and personal nature of these issues and aim to conduct a comprehensive analysis by dividing the topic into several components and territorial divisions, thus planning to fully investigate the reproductive determinants of women in Kazakhstan. A sociological study based on a large city such as Almaty is an important first step before conducting more extensive research across Kazakhstan. This approach ensures the effectiveness and reliability of the data collected and their subsequent extrapolation to the entire country.

In this article, we will conduct both theoretical and practical research on identifying reproductive determinants and attempt to understand the symptoms of reproductive system diseases in women

(based on their self-assessment of health). The practical significance of the study lies in increasing the efficiency of healthcare (the study of reproductive determinants and diseases in the reproductive system of women in Almaty provides important information for improving the healthcare system. Understanding the main factors influencing women's health will allow for the development of targeted programs and measures for the prevention and treatment of reproductive issues); the significance of empirical research for the development of social programs (the results of the study can be used to create and enhance social programs aimed at supporting women of reproductive age. This includes educational initiatives, counseling, and support aimed at improving overall health and reproductive well-being); the significance in shaping informed healthcare policy decisions (the data obtained can serve as a basis for developing healthcare policies that take into account the reproductive health characteristics of women in Almaty. This will help policymakers make informed decisions regarding resource allocation and focus efforts on the most critical areas); the importance of raising public awareness (disseminating the research results can contribute to increasing public awareness of the factors affecting women's reproductive health. This promotes a positive attitude towards reproductive issues and creates a supportive environment for sharing information and experiences).

Thus, the combination of analyzing reproductive determinants and diseases in the reproductive system of women in Almaty provides a practical, empirical foundation for improving women's quality of life and developing effective reproductive health care programs.

Justification for choosing a topic and goals and objectives

Fertility refers to the ability of an individual to conceive offspring. Reproductive health encompasses not only the capacity for reproduction and the freedom to decide when and how often to do so, but also the right to a satisfying and safe sexual life. The 1994 International Conference on Population and Development provided an extensive definition of reproductive health, covering all aspects related to the health and proper functioning of the reproductive system (UN, 1995). Scholars have attempted to integrate existing knowledge on women's empowerment and international development. In a sole review by Blanc, published more than a decade ago, research on the role of gender power dynamics in

sexual relationships and its impact on reproductive health was summarized (Blanc, 2001). Reproductive health includes the ability to control one's own fertility, experience a safe pregnancy, and have healthy children. This is critical for all women but remains a significant challenge, especially in low- and middle-income countries.

Although Kazakhstan has made significant progress in healthcare and family welfare, access to reproductive and sexual health services remains problematic. These issues are further exacerbated by a lack of knowledge and awareness about available services, fear of social stigma, low reproductive health literacy, and gender-based violence. Fertility is one of the key factors influencing population change, as it regulates the size and structure of a country's population. Concerns about reproductive health directly affect fertility rates.

The literature shows that fertility is influenced by various factors, including social, economic, demographic, and cultural aspects (Lal, Singh, Makun, Chand, Khan, 2021). It is clear that the empowerment of women is a reliable indicator of fertility trends in both developed and developing countries (Mumtaz et al., 2009).

Theoretical Importance

The study of reproductive determinants and diseases, as well as dangerous symptoms in women's health, holds high theoretical significance within the framework of the sociology of health. First, it can contribute to the development of theoretical concepts related to the impact of social and cultural factors on women's health. Analyzing reproductive determinants and diseases in the context of a city allows for a better understanding of how the sociocultural characteristics of a locality influence women's health. Second, the research will help expand the theoretical framework in gender studies and health sociology, allowing for a deeper understanding of how gender roles, social expectations, and economic factors affect women's health in a specific urban context.

Literature review

The study of issues related to reproductive health has always been relevant and began long before modern times. However, the sociological approach to examining these issues gained significant traction only from the 1970s. This article provides a literature review covering the chronology and key themes explored to date. It also examines the theo-

retical paradigms from which this problem is analyzed, offering a deeper understanding of its social aspects.

Sociological research on women's reproductive health has always been an important area of study, especially in the context of urbanized regions such as Almaty. This literature review aims to analyze existing studies in this field, focusing on key determinants related to reproductive health and diseases affecting women in urban settings.

Analysis of key topics and research approaches in the sociological aspect of studying the topic of reproductive health. Sociology of medicine and sociology of women's reproductive health began to form as an independent field of research in the second half of the twentieth century, when researchers and scientists from the social sciences began to analyze social factors that affect the outcomes of reproductive behavior, pregnancy and childbirth. Thus, such studies as "To have or to have not – Promotion and prevention of childbirth in gynecological work" Sally Macintyre (1974) and research "The good birth guide" Kitzinger Sheila (1978) showed us that until the 1970s, most studies focused exclusively on medical aspects, that is, all topics and problems of pregnancy and childbirth were studied exclusively following the paradigms of obstetrics and medicine. We think this is another reason for the relevance and need to study the topic of women's reproductive health and behavior, pregnancy and childbirth from the sociological aspect of science.

Only since the late 1960s have sociologists and social scientists begun to pay more attention to issues of research into women's reproductive behavior, namely, to issues of birth control and abortion, which has opened up new perspectives for analyzing reproductive health, taking into account the influence of social factors on it. These changes and the beginning of such studies in general have led to active discussions about the role of education in the process of managing childbirth and the need to include social aspects of research in the field of women's health. We have studied and draw attention to the fact that exclusively medical aspects of reproductive health are insufficient and ignore important social contexts. Even now in Kazakhstan we can say that the study of reproductive behavior in terms of the influence of social and other factors on them has not been studied much and widely, and the aspect of sociology, namely the sociology of medicine, is a special and unstudied part of science in Kazakhstan.

Considering what we have said above, we have defined the factors and directions of research in the

field of women's reproductive health. We would like to dwell on another work by Sheila Kitzinger "Woman as mother" (1978) and on the work of Ann Oakley "Becoming a mother" (1979). These researchers wrote most of all about the medical aspects of studying women's reproductive health and behavior, but we, the authors, want to talk about the multi-vector study of the topic of reproductive health, namely, always taking into account all factors, namely even the influence of social factors on the state of reproductive health and fertility. For example, in the book "Becoming a mother" Oakley considered how social and medical factors based on the first maternal consequences take into account the experience of qualitative studies of women during pregnancy and childbirth. It can be said that this emphasis on qualitative research methods makes it possible to better take into account additional impacts in various social and cultural contexts of women's problems. The second important work is Anna Cartwright "The dignity of labor? A study of childbearing and induction" (1979) which focused on key issues such as quality of care and conditions of birth, especially in urbanized regions. The 1979 study first looks at childbearing from three different perspectives: the eyes of women, directly experiencing the process; the eyes of midwives, providing care and support; and the perspective of consultant obstetricians, who make key medical decisions. We think this approach is interesting and relevant for Kazakhstan, where the interaction between the mother, the power staff and the family often includes not only medical aspects but also cultural ones. In Kazakhstan, midwifery practices can vary regionally, which is related to levels of urbanization and access to economic services. As a result, for example, women sometimes rely on the advice and assistance of traditional birth attendants, which can influence their perceptions and expectations of childbirth. On the other hand, in larger cities such as Almaty and Astana, women are more likely to use skilled obstetricians and gynecologists who can offer more advanced medical treatments, including induction of labor. This study looks more broadly at women's experiences of childbirth and how they perceive the level of information they were provided with during pregnancy. In Kazakhstan, as in many countries, access to information about childbirth and choices about methods of care can be limited. Women, especially in rural areas, are not always fully informed about methods of delivery, and, as the authors of this article argue, their ability to make independent decisions is reduced by their level of knowledge. This

affects their subsequent decisions regarding medical support and preparation for future reproductive decisions and childbirth. In this paper, author Anna Cartwright draws conclusions about how induction of labor is linked to broader policy and practice, responding to women's reactions to their own experiences. In Kazakhstan, the women's movement is still in its infancy, and reproductive rights issues are not yet widely discussed. However, growing interest in the quality of health care and international research in reproductive health may lead to new perspectives on women's role in important birth decisions. External guidelines that monitor birth experiences and development programs that provide comprehensive information about birth may change incentives and improve women's satisfaction with the birth process and decision-making actions on other reproductive behaviors.

Having identified the main works of feminist approaches to the study of behavior and the state of reproductive behavior, we would like to highlight one more work that is written by a critical approach and a feminist perspective in reproductive health research. Since the late 1970s, the sociology of reproductive health has increasingly used external approaches that challenge the cascade of paradigms. Feminist studies such as "Woman as Mother" by Sheila Kitzinger emphasize the degree to which women's experiences and rights in reproductive health are taken into account, including the right to choose the place and conditions for pregnancy and childbirth. Continuing their research, scholars have begun to approach this topic from the perspective of medical anthropology, exploring how cultural practices and beliefs influence women's perceptions of their health. For example, the work of Margaret Lock "Encounters with aging: Mythologies of menopause in Japan and North America", Emily Martin, Nancy Abelman and Charlotte Faircloth draw on cultural analysis data to examine traditions of influence and expectations regarding women's perceptions and experiences in the sphere of reproductive health, including treatment of diseases. Thus, the development of the sociology of reproductive health, as it is important to take into account not only medical but also social, cultural and legal aspects, ensures the comprehensive development of women's reproductive experience. Critical and feminist approaches allow for consideration of provisions in the field of reproductive health that were previously often ignored, opening up new horizons for research in this area.

The second approach is feminist political economy of health. This approach analyzes how economic and political factors influence access to healthcare services, including reproductive services for women. The research can assess which resources are provided to support women's health and how these resources are distributed in the city of Almaty. Key works in feminist political economy of health include those by Nancy Krieger (1999), Leslie R. Durrant, and Emily Oster (2012).

Empirical Analysis

From an empirical standpoint, studying women's health issues in Almaty provides a valuable resource for forming practical recommendations and strategies in public health. Focusing on reproductive determinants and diseases will help identify specific problems faced by women in this region. Empirical data can be used to adapt and develop healthcare programs that account for the cultural and social contexts specific to Almaty.

The value of studying reproductive determinants and diseases in the reproductive system of women in Almaty is significant, as there are studies proving the relevance and dangers of this problem on a global scale. In Kazakhstan, we are currently observing an interesting dynamic that shows both an increase and a decrease in birth rates in various regions of the country. Our hypothesis and research question focus on analyzing and understanding why there is a decline in birth rates. A decline in fertility initially leads to an increase in the working-age adult population compared to children, which could potentially lead to accelerated economic growth and a temporary «Demographic Dividend» (Starrs et al., 2018). The issue that may have impacted the decline in birth rates could arise from infertility among people of reproductive age.

Policies aimed at increasing birth rates through improved access to infertility treatments are being actively implemented to restore the demographic pyramid and enhance the positive economic impact of the working-age population. Specifically, such measures are being undertaken within programs proposed by De Geyter et al. (2020) and confirmed by the Central Intelligence Agency in its report *The World Factbook: Field Listing – Total Fertility Rate for 2022*. However, despite efforts in this area, global assistance in infertility treatment has had only a marginal effect on overall fertility rates. This is explained by the unequal and limited access to necessary treatments in most countries, as supported by research by Inhorn and Patrizio (2015), Chiware et al.

(2021), Duffy et al. (2021), Brodeur et al. (2022), and Karaga et al. (2023).

Environmental and lifestyle factors such as smoking, excessive alcohol consumption, obesity, and poor diet can negatively impact both male and female fertility. Additionally, exposure to pollutants, such as pesticides, can reduce the quality and quantity of gametes, contributing to infertility (Gore et al., 2015; Segal and Giudice et al., 2019; WHO, 2021; Skakkebaek et al., 2022; Giudice et al., 2023). Infertility, particularly secondary infertility, is notably prevalent in regions with high rates of sexually transmitted infections (STIs), as supported by data from Rowley et al. (2019) and WHO (2008). In low- and middle-income countries, infertility can be caused by tubal diseases related to complications following unsafe abortions and postpartum sepsis (Serour et al., 1988; Scholes et al., 1996; Tsevat et al., 2017).

The reasons for the decline in the overall fertility rate among both women and men vary by region and include socioeconomic, cultural, religious, educational, and environmental factors (Nargund, 2009; World Economic Forum, 2022).

However, over the past five years, some regions in Kazakhstan have observed a moderate recovery in fertility rates. This may be attributed to various factors, including increased fertility among women who have delayed motherhood, family support policies, improved access to assisted reproductive technologies (ART), and higher fertility rates among immigrant women (as demonstrated by studies from the Organization for Economic Cooperation and Development (OECD), 2009; De Geyter et al., 2020). Nonetheless, ART is believed to have contributed significantly to births in many countries, although the overall effect of ART is challenging to isolate from other factors.

The study of reproductive health among Kazakhstani women holds a prominent place in contemporary scientific research. Both Kazakhstani and international scholars focus on the impact of environmental issues, climate change, urbanization, social policy, ethnic-social factors, and the availability of medical services on women's health. The following section presents key studies on reproductive health and behavior among women.

The influence of environmental factors on the reproductive health of women in Kazakhstan. Research titled “The Health Status of the Reproductive System in Women Living in the Aral Sea Region” (Turdybekova et al., 2015) focuses on the reproductive health of women living in the Aral Sea region

and highlights the negative impact of environmental factors on female health. This study examined 1,406 women from the Kyzylorda region. The aim was to conduct a comprehensive clinical-functional and laboratory examination of women considering regional and environmental factors. The results showed a high prevalence of endocrine gynecological pathologies among the participants. A significant number of women exhibited a late onset of menarche (after age 16), a characteristic found in 39% of the participants. There was also a trend toward earlier menopause. Inflammatory diseases of the female genital organs were diagnosed in one-third of the women surveyed. Notably, data on reproductive losses revealed that every fourth woman in the ecological disaster zone had a history of miscarriage, spontaneous abortion, or non-viable pregnancies, with some cases occurring repeatedly. These findings suggest that women in regions with ecological issues are exposed to significant risks related to deteriorating reproductive health. Moving to other, more favorable regions is often not feasible due to various reasons, with low income or living standards being the most significant. This economic constraint, alongside ecological problems, exacerbates women's reproductive health issues and access to medical services.

Influence of Socioeconomic Factors on Reproductive Behavior and Health. From this perspective, the study by G.S. Dauletova, L.L. Karp, and K.S. Absattarova (The Indicators of Reproductive Behavior in Young Families as a Criterion of the Social and Economic Level of Society, 2012) explored the problem of reproductive health in women. The primary goal of the study was to determine factors affecting reproductive attitudes and childbearing motives. A quantitative data collection method was used, including a questionnaire administered to 1,017 respondents under the age of 39. The results indicated that the expected number of children in a family directly depended on the standard of living. With improved housing conditions and increased family income, the average expected number of children also increased. Statistically significant differences were found among women of Asian ethnic groups compared to other groups concerning desired and ideal number of children. The study results confirmed the researchers' hypothesis that family plans regarding the number of children significantly depend on specific living conditions.

Maternal and Child Health. In the article "Perinatal Care Indicators in Almaty, Kazakhstan for 2013-2017: A Cross-Sectional Study," the health

status of mothers and children in Almaty over a five-year period is examined. The authors emphasize the importance of maternal and child health for public health and societal well-being. The focus is on reducing maternal and child mortality, associated with optimizing obstetric services and implementing international perinatal technologies. The study conducted in Almaty showed stable general fertility rates and a decrease in adolescent fertility, indicating progress in the perinatal health system. Concerns were raised about a high level of extragenital pathology, necessitating additional measures for pregnancy planning and monitoring women's health of childbearing age. The availability of quality medical care in Almaty contributes to better maternal mortality rates compared to other regions of Kazakhstan. However, the study's results are limited to data from a single region, which does not allow for extrapolation to smaller cities and rural areas with lower levels of medical care access.

Various organizations are engaged in studying reproductive health in general. In Kazakhstan, significant contributions to the development and resolution of reproductive health issues have been made by several key organizations. These include the Kazakhstan Association of Reproductive Medicine (KARM), the Kazakhstan Association for Sexual and Reproductive Health (KMPA), the Republican Alliance of Associations for Reproductive Potential of the Population of Kazakhstan, and the International Clinical Center for Reproductive Health PERSONA. Notably, the work of UNFPA and UNICEF has significantly contributed to improving the reproductive health of Kazakhstan's population.

From the perspective of sociology and social sciences, research contributions have been made by scholars such as G.T. Alimbekova, A.B. Shabdenov, B.S. Baisserkin, R.A. Sisemaliev, G.M. Moldakulova, G.O. Abuova (2018), A.A. Bakytzhanova (2020), S.Zh. Imanbaeva, A.B. Sarsenov (2024), and other researchers.

In conclusion to the literature review section, it can be noted that the study of women's reproductive health is a multifaceted and complex field that encompasses a wide range of issues, from social determinants of health to environmental factors. Problems related to reproductive health are examined not only through biological aspects but also through social, cultural, and economic lenses, which is particularly important for urbanized regions such as Almaty.

The literature review indicates that despite significant efforts to improve access to infertility

treatment, reproductive health issues, and related problems, there are substantial barriers related to unequal resource distribution and disparities in education and access to medical services. An important aspect of the research is also the impact of age-related changes and lifestyle on fertility, which requires further investigation in the context of rapidly changing social conditions.

Moving on to the next section, methodology, we will discuss the methods and approaches to be used for investigating this issue, as well as how the empirical research will be conducted to identify and analyze the factors affecting reproductive health and reproductive determinants of women's behavior in Almaty.

Materials and methods

This study is devoted to the study of reproductive health and factors influencing behavioral determinants among women in the districts of Almaty. Only a comprehensive analysis of this topic, covering both theoretical and empirical aspects, allows us to identify insufficiently studied areas and fill gaps in real research. For this, several theoretical approaches and paradigms are used, the empirical part is based on quantitative sociological methods. In connection with the type of scientific literature and the objectives of this study, we put forward the following hypotheses:

1. Socioeconomic conditions have a positive impact on reproductive health in Almaty, especially in terms of access to preferential services and making reproductive decisions.

2. Families with different income levels use different approaches to family planning, which plays a role in the economic effect in reproductive behavior.

Research Object: The main focus is on the reproductive age of women (from 18 to 49 years old) living in households with different income levels in Almaty.

Subject of the study: The analysis focuses on the influence of socio-economic factors on the health of women of reproductive age, as well as the specifics of family planning practices among households with different income levels.

The purpose of our study is to provide an objective assessment of how family income affects women's reproductive health and behavioral attitudes. The study also aims to identify key socioeconomic

factors that influence reproductive function and analyze indicators of accessibility of reproductive health services.

Research objectives:

To determine the main indicators of reproductive health of women with different incomes.

To analyze socioeconomic conditions that influence reproductive decisions.

The study examines the accessibility and use of reproductive health services among women with different income levels.

To compare approaches to family planning and the study of women's reproductive health indicators.

Research design: The study is based on the principle of a cross-sectional quantitative design, which allows for more objective and publicly available results.

Sampling Method: A stratified random sampling method based on income levels will be used. This study aims to determine and explore the topic across Kazakhstan, adhering to the requirements for a representative sample. However, before conducting a nationwide study, the researchers tested their research and surveys within one city. The survey was conducted by specialized sociologist trainees from the Center for Public Opinion Studies.

Results and discussion

The study "Sociological Research on the Reproductive Health of Women in Almaty: An Analysis of Reproductive Determinants and Diseases" examines the opinions and experiences of women living in Almaty. Respondents were randomly selected, and a stratified random sampling method was used to ensure sample representativeness by income level. Stratification involves dividing the overall group into subgroups (strata) based on important characteristics (in this case, income level), and then randomly selecting respondents within each stratum. This approach allowed for comparisons of reproductive behavior among women in different income groups.

The survey included 320 women from 8 districts (40 women from each district) of Almaty: Alatau, Almaly, Auezov, Bostandyk, Zhetisu, Medeu, Naurzbyay, and Turksib. This section of the paper will discuss the results of our research.

Table 1 – Demographic indicators of respondents

Demographics	Indicators	Percentage (%)
1. Age of respondents	1. Under 18 years old	1,9
	2. 18-25 years old	58,4
	3. 26-35 years old	15,00
	4. 36-45 years old	21,9
	5. 46-55 years old	2,8
2. Nationality of respondents	1. Kazakh	97,2
	6. Uzbek	2,8
3. Religious beliefs of respondents	1. Islam	93,8
	99. Difficult to answer	6,3
4. Marital status	1. Married	29,4
	2. Divorced	1,3
	3. Single	69,4
5. Having children	1 child	9,7
	Two children	6,3
	Three children	12,2
	No children	69,4
	4 or more children	2,5

The survey results indicate that among the 320 respondents, 1.6% have incomplete secondary education, 12.5% have general secondary education, and 9.4% have secondary specialized education. This implies that most respondents hold higher education degrees. Among them, 47.8% have higher education without an academic degree, while 28.7% possess both higher education and an academic degree.

Having higher education or an academic degree undoubtedly has a significant impact on individuals' lives. However, it may also be associated with delayed motherhood, as professional engagement and associated stress factors can affect women's reproductive health, potentially leading to infertility.

This finding could serve as a basis for further research and discussion.

Regarding the socio-demographic profile of the respondents, 15.3% of the 320 participants are either temporarily unemployed or unemployed, 3.4% are on maternity leave or engaged in household duties, 15.9% work in the private sector (as employees), 26% are employed in public sector organizations, 8.1% are government officials, and only 1.9% are private entrepreneurs. The largest group of survey participants were students at various educational levels: 28.7% of the women surveyed were either doctoral or undergraduate students at the time of the study.

The sector of employment and type of occupation can significantly influence women's reproductive health and behavior. Employment in the private sector and public organizations may increase stress levels, negatively impacting reproductive function. At the same time, students and women on maternity leave may have different priorities, which also affects their decisions regarding motherhood.

In addition to education level and professional activity, another critical factor affecting women's reproductive health is the financial status and household income. Socio-economic living conditions of the respondents can significantly impact their access to medical services, nutritional quality, stress levels, and ability to plan pregnancies. Let us examine in more detail how income is distributed among the surveyed women and the potential impact on their reproductive behavior.

Among the respondents, 20% have a monthly income of up to 100,000 tenge, 19.1% earn up to 250,000 tenge, and 13.4% make up to 350,000 tenge per month. These figures pertain to individual income and include all sources of income, such as wages, benefits, and other forms of earnings. Only 3.1% of respondents reported an income of up to 500,000 tenge per month, while 11.6% earn less than 50,000 tenge. It is important to note that these

incomes often cover not only the woman’s personal needs but also those of the entire family. This can impact a woman’s ability to invest in her health and, in particular, seek medical care for reproductive health issues.

In the context of Kazakhstan, women often delay seeking medical care, with one reason being the challenges in accessing quality services at public medical institutions, such as long wait times and

insufficient service levels. Private clinics offer an alternative, but their services can be expensive and less accessible. The economic status of the family is also directly related to women’s reproductive and sexual behavior, as it influences their family planning decisions, frequency of medical consultations, and health care. Next, we will examine how the socio-economic status of respondents’ households affects their reproductive health.

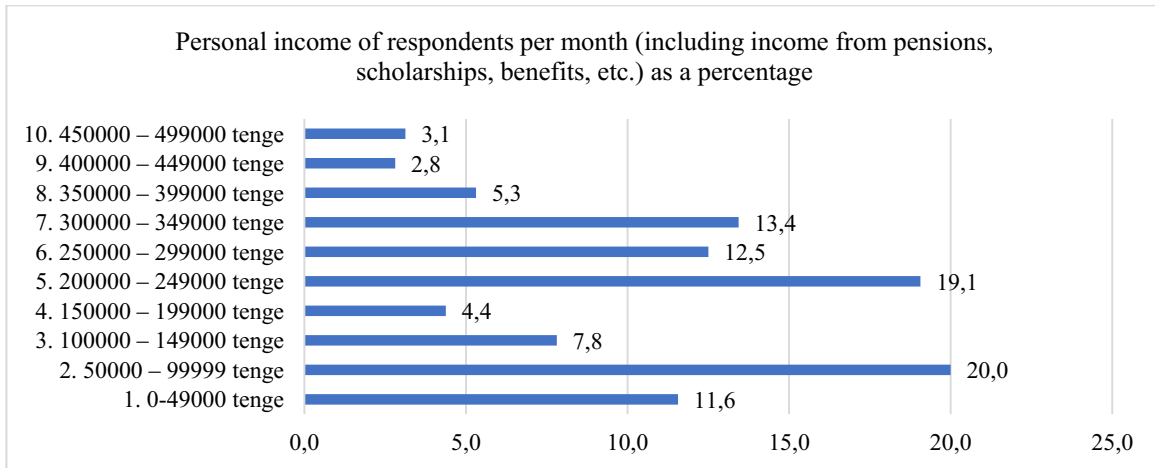


Figure 1 – Socio-economic status of respondents

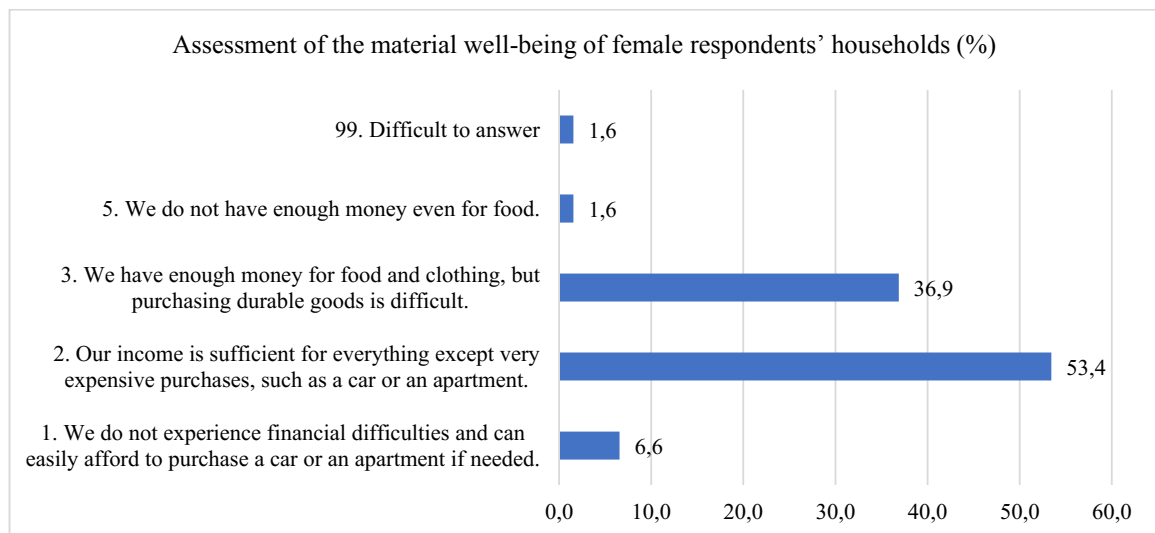


Figure 2 – Assessment of material well-being of female respondents' households

Assessment of the material well-being of respondents' households shows that 53.4% of women indicated that their household income is sufficient for everything except very expensive purchases, such as a car or an apartment. 36.9% of respondents reported that their income is adequate for food and clothing, but purchasing durable goods is challenging. The most difficult situation is faced by 1.6% of respondents, for whom even buying food is problematic due to insufficient funds. The same percentage of respondents chose not to answer this question.

Women's incomes and those of their households vary. Many households in Kazakhstan likely do not have reserves or funds specifically allocated for medical expenses or emergencies that may require healthcare expenditures. This also represents a problem that may put women in a precarious position.

The results show that the majority of the participants have a high level of education, which often leads to postponing motherhood due to professional qualities and stress factors. Such a delay can have negative consequences for reproductive health. The majority of the respondents are students, which also affects their priorities and behavior in the reproductive sphere. The income of the respondents is noticeably observed: about 20% of women have an in-

come level of up to 100,000 tenge per month, which limits their opportunities in the field of health care. More than 36% of the participants face difficulties in purchasing excluded goods, 1.6% even have difficulties in producing food, which again requires a complex financial requirement to access the terms of service provision. Thus, education and financial status take into account important factors affecting women's reproductive health. These data indicate the need for research and development aimed at improving the quality of health services and reducing financial costs, taking into account the problems faced by women.

In the next section, we will look at the main results of our study in detail. Reproductive health is a key factor in demographic and social processes. This study pays special attention to the analysis of factors influencing women's reproductive decisions, including family attitudes, financial aspects, plans to expand the family and maintaining the period of having children. To understand the level of health care and understand its quality, questions about symptoms experienced over the past 12 months and visits to health facilities are also necessary. The study identifies the main factors and reasons that can influence women's reproductive health, decisions and behavior.

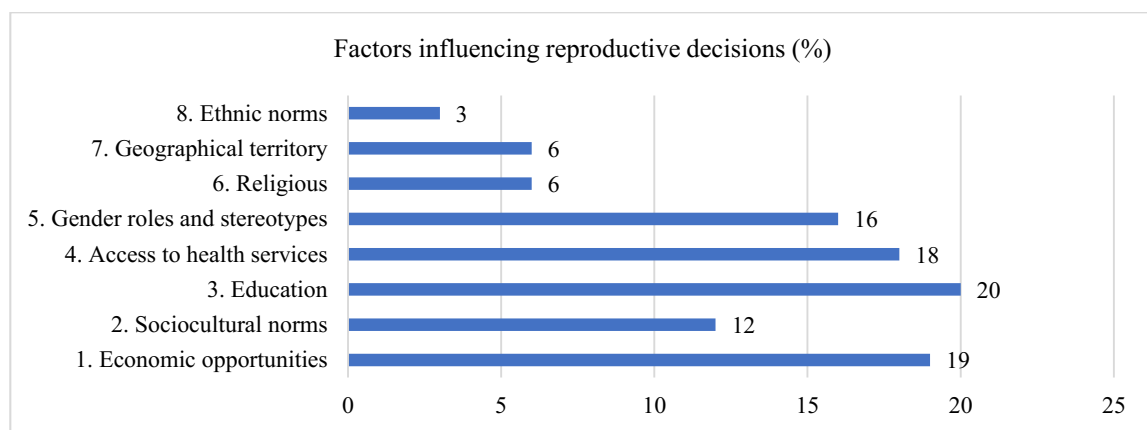


Figure 3 – Factors Affecting Women's Reproductive Decisions in Households

This question is aimed at identifying key determinants such as access to opportunities, the influence of socio-cultural norms and economic resources. According to the results of the study, 20% of women note that their level of education has a significant impact on their reproductive attitudes and choices. Education can be considered one of

the fundamental factors influencing reproductive decisions for several reasons. Firstly, it plays an important role in awareness and decision-making regarding marriage, sexual relations and approaches to motherhood. Secondly, education is directly related to the level of women's awareness of reproductive and sexual health, which contributes to

a more balanced approach to family planning and health care.

Another factor that has a significant impact on reproductive decisions is the availability of opportunities and resources, including health, social and economic services. This aspect is an important basis for confident motherhood planning and reproductive behavior strategy in general. For example, a woman who has access to quality health care and social support is more likely to make informed decisions about the time and conditions of childbirth, which reduces possible risks. The histogram provided in the study illustrates how diverse factors can

influence women’s reproductive behavior. For example, looking at income, education, and access to services together helps us understand what triggers different approaches to reproductive health. Figure 4 shows how financial considerations influence decisions to have children, highlighting the economic consequences of such decisions and their long-term effects on women and families. Of course, it should be noted that reproductive decisions are complex processes that depend on many factors, and understanding their interactions can help us design more effective support and information programs for women of different social groups.

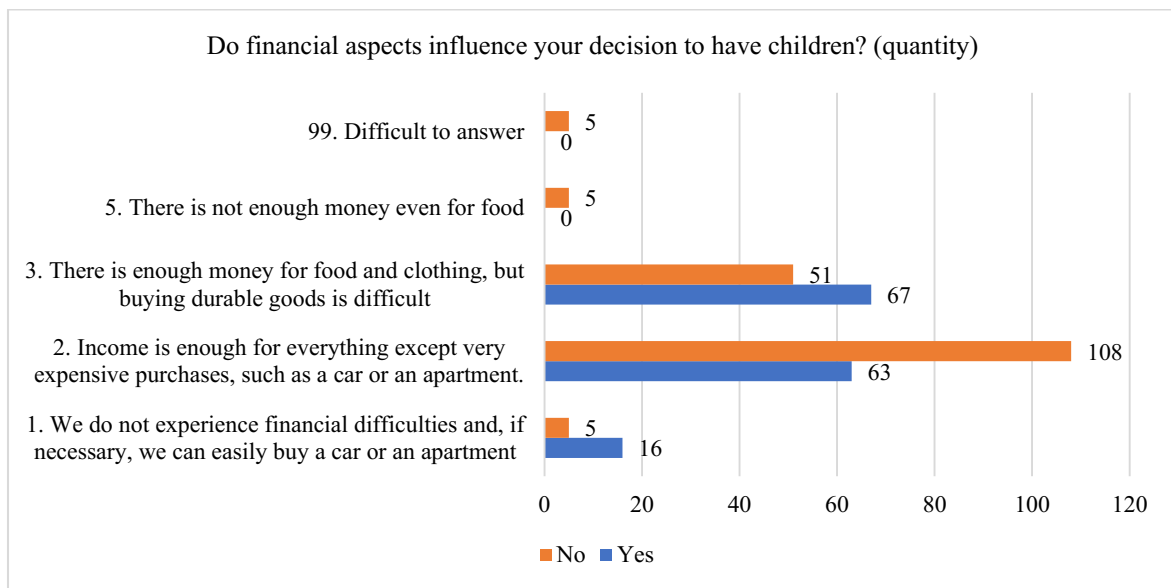


Figure 4 – Analysis of the influence of financial aspects on the decision to have children. The influence of economic consequences on the reproductive decision

When considering the question “Do financial aspects influence your decision to have children?” we see that the respondents’ opinions are divided. Of the 320 women surveyed, 146 (46%) answered affirmatively, which confirms the presence of a financial component in their family planning decisions. However, the remaining 174 women (54%) noted that their reproductive plans do not depend on financial circumstances, which indicates the multifaceted motives underlying such decisions. A more in-depth analysis reveals important patterns related to household income levels. Among those who reported income sufficient to cover all daily needs, with the exception of major purchases (e.g. a car or apartment), the majority (108 respondents) stated that financial factors do not influence their

decision to have children. This highlights that for a certain proportion of families, reproductive decisions are not directly tied to financial status and are considered within the framework of longer-term life priorities.

Nevertheless, 63 women in this category noted that financial status has some influence on their choice. This may be explained by the fact that family planning is often associated with a long-term financial perspective, taking into account not only current income, but also future expenses related to raising children, providing quality education and health care. Perhaps such respondents realize that stable upbringing of a child requires not only love and care, but also the opportunity to provide the child with a reliable basis for development.

Thus, the obtained data suggest that although for many women financial resources are not a decisive factor in family planning, their importance increases among those who look at this issue from the point

of view of long-term financial stability. Financial confidence in the future can contribute to making a positive decision to have children, allowing it to be viewed as an important and meaningful event in life.

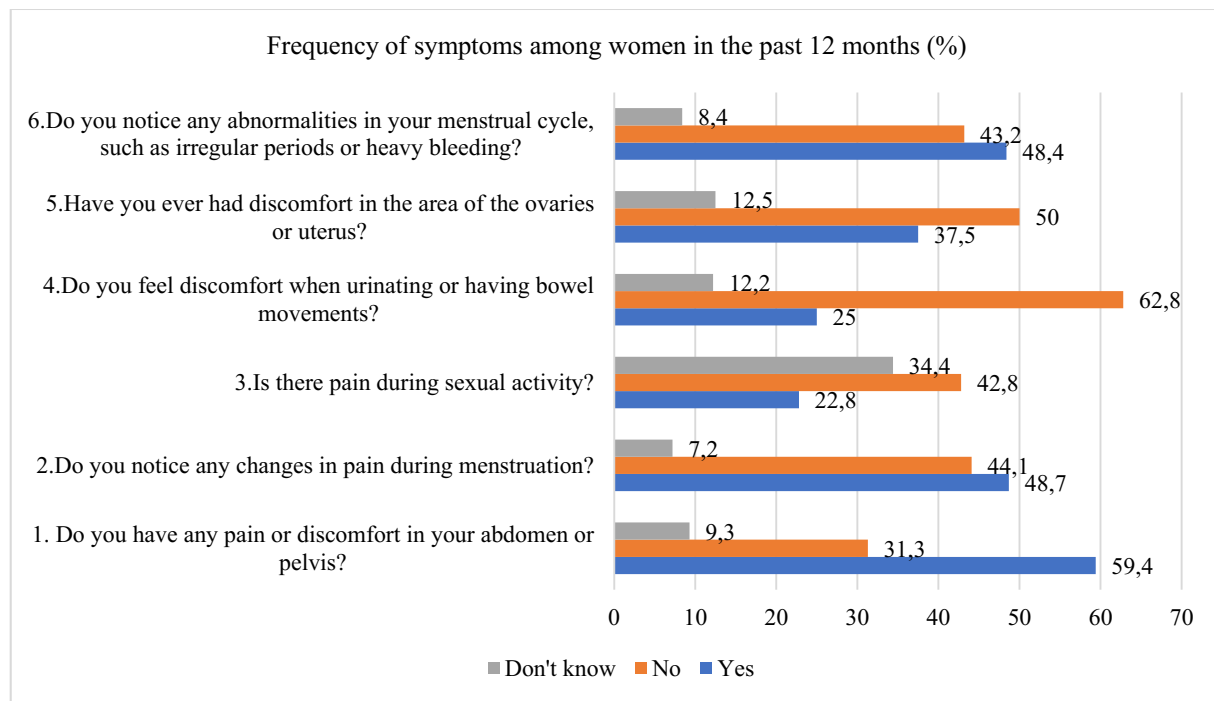


Figure 5 – The question in the questionnaire “Have you had any of the following symptoms in the past 12 months?” helps to better understand women’s self-assessment of their reproductive health

The survey results show that over the past year, respondents have frequently experienced various symptoms that affect their reproductive health. For example, more than half of the women (59.4%) reported pain or discomfort in the abdomen or pelvis, 48.7% mentioned painful menstruation, and 48.8% – menstrual cycle disorders, such as irregular periods or heavy bleeding. Pain in the uterus or ovaries was also a common symptom for 37.7% of respondents. These complaints indicate the prevalence of problems that can significantly affect the quality of life and reproductive plans of women. Long-term or frequent pain, for example, can affect decisions related to childbearing, creating additional difficulties for conception. Cycle disorders may indicate reproductive diseases, such as endometriosis or polycystic ovary syndrome, which require medical intervention. Of particular interest is the question of whether women seek medical help for such symptoms. In practice, many tend to perceive them as insignificant or postpone a visit to the doctor. The rea-

sons are varied – from lack of time and finances to insufficient awareness of possible risks. Such ignoring of symptoms can lead to serious complications, including infertility and chronic diseases of the reproductive system. To prevent such consequences, it is extremely important not only to identify common symptoms, but also to raise women’s awareness of the importance of timely visits to specialists. Educational programs and improved access to medical services can play an important role in this, which will help reduce barriers for those who want to take care of their health.

Another significant aspect of the study was the influence of financial factors on the decision to have an abortion. The survey included the question: “Do you think financial status influences women’s decisions regarding abortion?” This item allowed us to identify the extent to which financial resources influence such important reproductive decisions as the choice between continuing or terminating a pregnancy.

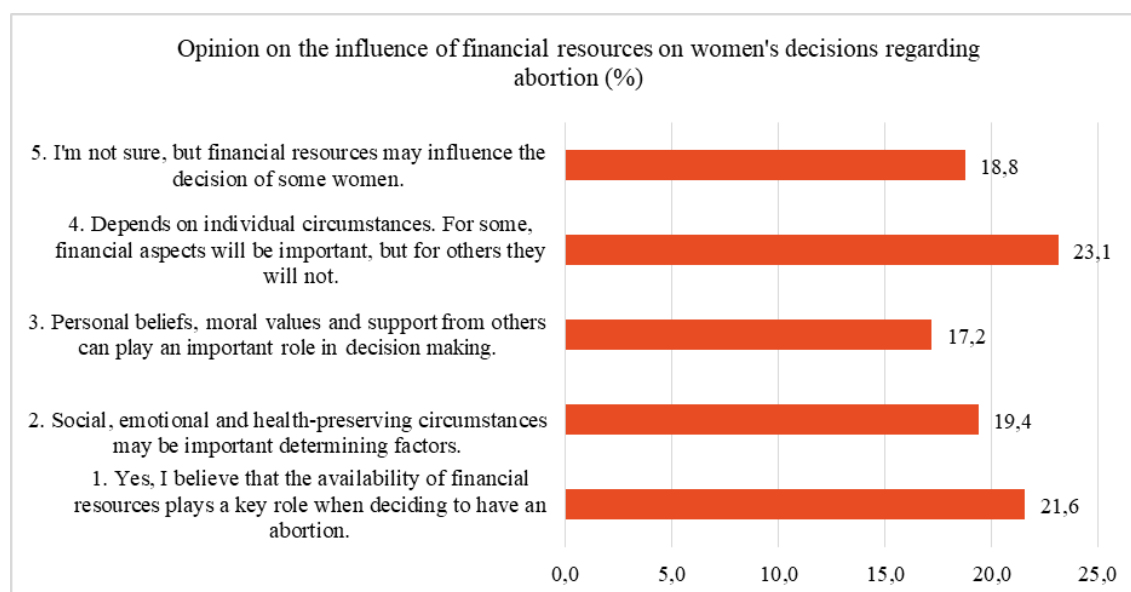


Figure 6 – Perceptions of the influence of financial status on abortion decisions. Question from the survey: “Do you think financial status influences other women’s decisions regarding abortion?”

Women’s reproductive health is an aspect that requires not only a medical, but also a social and economic approach. Making decisions about pregnancy or abortion often depends on available financial resources, especially in conditions of economic instability. The study revealed opinions that women’s financial situation can significantly influence such decisions. Thus, some respondents indicated that lack of funds, lack of stable income or employment push them to choose abortion in order to avoid financial difficulties in raising a child. However, not all women make decisions based on financial difficulties. Many respondents are sure that other factors, such as emotional support, social circumstances or personal beliefs, can be more significant. In their opinion, even with limited financial resources, women sometimes continue pregnancy, believing that they can cope with difficulties. Our study showed that although financial stability can be a significant factor, it does not always determine the decision. Thus, 23.1% of respondents noted that the choice depends on the circumstances, and 21.6% indicated that financial aspects are the main ones. At the same time, 19.4% believe that social and economic aspects can have a greater impact on decision-making. These data confirm that each case is individual and requires a comprehensive approach that takes into account not only economic but also social and cultural factors.

Women’s reproductive health in Almaty is also associated with problems such as access to qual-

ity health care and awareness of preventive methods. The high level of reproductive diseases among women can be explained not only by economic but also by cultural barriers, such as stereotypes that limit access to care.

Thus, to improve the level of women’s reproductive health, a comprehensive approach is important, including improved access to health services, health education and community support. Eliminating stereotypes and raising awareness contribute to women making informed and free decisions about their own health.

While respecting uniqueness, we also see the importance of reflecting these issues in research and practice to provide women with quality support and understanding of their needs.

Conclusion

This sociological study on women’s reproductive health in Almaty has identified important socioeconomic and cultural determinants that significantly affect women’s health status and behavioral patterns. It was found that factors such as education level, financial stability, and cultural norms play a key role in ensuring access to health services and in women’s awareness of potential risks to their health. These findings highlight the importance of a comprehensive approach to improving reproductive health that should include not only medical support, but also social and economic measures aimed

at removing barriers to quality and affordable health care.

Financial instability, high levels of employment, persistent stereotypes, and limited access to high-quality health services continue to limit opportunities for health protection, especially for women with low incomes and lower levels of education. These groups remain the most vulnerable to adverse conditions, making it difficult for women in the region to achieve optimal health and well-being. At the same time, financial constraints and inequality in access to medical information continue not only to limit opportunities for choice, but also to lack the necessary knowledge about prevention and timely seeking of help.

To solve these problems, it is necessary to develop targeted programs that will improve access to health care for all social groups, as well as con-

duct educational and information campaigns aimed at raising women's awareness of the risks and possible methods of their prevention. It is important to actively work to overcome social stereotypes that can restrain women from seeking medical help and self-preservation. In addition, recognition of the important relationship between socio-economic conditions and women's reproductive health becomes a necessary step in creating effective strategies aimed at improving their quality of life.

Thus, the results of this study indicate the need for a comprehensive analysis of existing barriers and improvement of the health care system, taking into account the socio-cultural characteristics of the region. This will create conditions for comprehensive support of women's health in Almaty, increase their awareness and the ability to make more independent decisions regarding their reproductive health.

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Келіп түсті: 24 қыркүйек 2024 жыл
Қабылданды: 02 желтоқсан 2024 жыл

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CONSTITUTIONAL REFLECTIONS ON ACADEMIC FREEDOM: THE SOUTH AFRICAN EXPERIENCE

This study explores the intricate landscape of academic freedom within the constitutional framework of the Republic of South Africa (RSA). It emphasizes the interplay between academic freedom, institutional autonomy, and public accountability. The research examines various approaches to exercising academic freedom as a constitutional right, drawing on global best practices and assessing their relevance to South Africa's unique socio-political context. By analyzing judicial precedents, institutional practices, and societal dynamics, the study aims to offer nuanced insights into the evolving nature of academic freedom within the constitutional framework. The responsible exercise of academic freedom requires ethical considerations and respect for the rights of others. A balanced approach is essential to reconcile academic freedom with civic responsibility, ensuring that the quest for knowledge does not infringe upon individual dignity, privacy, or other fundamental rights. The study employs a diverse methodology, including a comprehensive legal analysis of constitutional provisions, a comparative assessment of international models, detailed case studies of South African Higher Education Institutions (HEIs), and interviews with stakeholders. This holistic approach, which integrates both qualitative and quantitative data, facilitates a more nuanced examination of academic freedom within the context. In essence, academic freedom is a pillar of South Africa's democratic culture, promoting intellectual inquiry, innovation, and societal progress. Its proper implementation, driven by ethical principles and institutional support, is critical to maintaining higher education's integrity and contributions to a just and equitable society.

Key words: academic freedom, bill of rights, constitution, South Africa, higher education, innovation, societal progress.

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Академиялық еркіндік туралы конституциялық ойлар: Оңтүстік Африка тәжірибесі

Берілген зерттеуде Оңтүстік Африка Республикасының (RSA) конституциялық шеңберіндегі академиялық еркіндіктің күрделі салалары қарастырылады. Бұл жұмыста академиялық еркіндік пен институционалдық автономияның және мемлекеттік органдардың есеп беруге міндеттілігі арасындағы байланыс көрсетіледі. Зерттеу әлемдік озық тәжірибеге сүйене және олардың Оңтүстік Африканың бірегей әлеуметтік-саяси контекстіне сәйкестігін бағалай отырып, конституциялық құқық ретіндегі академиялық еркіндікті жүзеге асырудың әртүрлі тәсілдерін қарастырады. Сот прецеденттері мен институционалдық тәжірибелерді және әлеуметтік динамикаларды талдау арқылы зерттеу конституциялық шеңберде академиялық еркіндіктің дамып келе жатқан табиғатын терең түсінуді дамытуға бағытталған. Академиялық еркіндікті жүзеге асыру этикалық ойларды ескеруді және басқалардың құқықтарын құрметтеуді талап етеді. Білімге ұмтылу адамның жеке қадір-қасиетін, жеке өміріне қол сұғылмаушылықты немесе басқа да негізгі құқықтарды бұзбауын қамтамасыз ете отырып, академиялық еркіндікті азаматтық жауапкершілікпен үйлестіріп отыратын теңдестірілген көзқарас қажет. Зерттеуде конституциялық ережелерді жан-жақты құқықтық талдауды, халықаралық үлгілерді салыстырмалы бағалауды, Оңтүстік Африканың жоғары оқу орындарының (ЖОО) егжей-тегжейлі жағдайлық зерттеулерін және мүдделі тараптармен сұхбаттарды қамтитын әртүрлі әдіснама қолданылады. Сапалық және сандық деректерді біріктіретін бұл біртұтас ыңғай қарастырылып отырған контексте академиялық еркіндікті неғұрлым егжей-тегжейлі тексеруге ықпал етеді. Шын мәнінде академиялық еркіндік Оңтүстік Африканың демократиялық мәдениетінің тірегі болып табылады, ол интеллектуалды ізденістерге, инновацияларға және әлеуметтік прогреске ықпал етеді. Оны

және институционалдық қолдауды басшылыққа ала отырып, дұрыс іске асыру жоғары білімнің тұтастығын және оның әділ және тең құқықты қоғамға қосатын үлесін сақтау үшін өте маңызды.

Түйін сөздер: академиялық еркіндік, құқықтар туралы билль, конституция, Оңтүстік Африка, жоғары білім, инновация, әлеуметтік прогресс.

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Конституционные размышления об академической свободе: опыт Южной Африки

В данном исследовании рассматриваются сложные области академической свободы в конституционных рамках Южно-Африканской Республики (ЮАР). В работе подчеркивается взаимосвязь между академической свободой, институциональной автономией и подотчетностью государственных органов. В исследовании изучаются различные подходы к осуществлению академической свободы как конституционного права, опираясь на передовой мировой опыт и оценивая их актуальность для уникального социально-политического контекста Южной Африки. На основе анализа судебных прецедентов, институциональной практики и социальной динамики, исследование нацелено на формирование глубокого понимания эволюционирующей природы академической свободы в конституционных рамках. Осуществление академической свободы требует рассмотрения этических аспектов и уважения прав других. Сбалансированный подход необходим для примирения академической свободы с гражданской ответственностью, гарантируя, что стремление к знаниям не ущемляет индивидуальное достоинство, частную жизнь или другие основополагающие права. В исследовании применена разнообразная методология, включающая всесторонний правовой анализ конституционных положений, сравнительную оценку международных моделей, подробные тематические исследования южноафриканских высших учебных заведений (ВУЗов) и интервью с заинтересованными сторонами. Этот целостный подход, который объединяет как качественные, так и количественные данные, способствует более детальному изучению академической свободы в рассматриваемом контексте. В сущности, академическая свобода является столпом демократической культуры Южной Африки, содействующей интеллектуальным исследованиям, инновациям и общественному прогрессу. Ее надлежащая реализация, обусловленная этическими принципами и институциональной поддержкой, имеет решающее значение для поддержания целостности высшего образования и его вклада в справедливое и равноправное общество.

Ключевые слова: академическая свобода, билль о правах, конституция, Южная Африка, высшее образование, инновации, общественный прогресс.

Introduction

Academic freedom is a fundamental principle in democratic societies, encouraging intellectual exploration, innovation, and social advancement. In South Africa, academic freedom is a vital aspect of its developing democracy, enshrined in the Bill of Rights of the 1996 Constitution. This marked a significant shift from the authoritarian era, during which intellectual discourse was stifled. Protecting academic freedom is essential not only for the progression of knowledge but also for allowing universities to act as strongholds of critical thought and societal reflection. Given South Africa's unique historical and socio-political landscape, analyzing academic freedom within its constitutional context is both relevant and necessary.

This study explores the intricate relationship between academic freedom, institutional auton-

omy, and public accountability in South African higher education, highlighting the crucial role of higher education institutions (HEIs) in creating environments that encourage intellectual dialogue and the free flow of ideas. The significance of academic independence is immense, as it nurtures a dynamic intellectual climate where critical thinking, creativity, and the pursuit of knowledge can thrive, driving innovation, social progress, and a robust democracy (Council on Higher Education, 2010). Many scholars support this notion. Barendt (2010) argues that government interference in academic matters, such as faculty hiring or curriculum oversight, severely undermines academic independence. Likewise, the Academy of Science of South Africa (ASSAf) advocates for academic freedom as the cornerstone of independent critique, which is vital for scientific advancement and societal influence (ASSAf, 2010).

Academic freedom has been widely examined in global contexts, with researchers like Altbach (2001); Rena and Eyob (2009) and Barendt (2010) underscoring its importance in enhancing educational quality and fostering innovation. In South Africa, the legacy of apartheid poses distinct challenges and opportunities for the realization of academic freedom. Researchers such as Cloete, Maassen, and Bailey (2015) have examined the intricacies of academic freedom in the post-apartheid context, shedding light on the conflicts between institutional autonomy, public accountability, and the calls for decolonization and equity. Despite these insights, there is still a considerable gap in comprehending how academic freedom is both exercised and constrained within South Africa's constitutional framework.

In a country where the remnants of apartheid have deeply impacted the educational system, the constitutional guarantee of academic freedom stands as a symbol of hope for a more equitable and just society. Nevertheless, the application of academic freedom must be balanced with ethical considerations and respect for the rights of others, ensuring that the pursuit of knowledge does not infringe upon individual dignity, privacy, or other fundamental rights. A brief review of the literature reveals that academic freedom is a widely recognized concept in global higher education discussions. Scholars like Altbach (2001); Rena and Eyob (2009) and Tierney (2001) have extensively researched the significance of academic freedom in promoting educational quality and innovation. Altbach (2001) highlights the essential connection between academic freedom and educational excellence, asserting that the ability to freely explore and critique ideas is vital for the advancement of knowledge. Conversely, Tierney (2001) emphasizes the institutional aspects of academic freedom, arguing that autonomy is crucial for universities to operate effectively as hubs of learning and research. Cloete, Maassen, and Bailey (2015) have investigated the challenges and opportunities related to academic freedom in South Africa's post-apartheid society, stressing the need for a nuanced approach that considers the country's unique sociopolitical context.

While previous studies have explored various facets of academic freedom, there is a notable lack of thorough research that examines the relationship between academic freedom, institutional autonomy, and public accountability specifically within the South African context. This gap highlights the need for a detailed analysis that considers the unique

socio-political challenges that South African higher education institutions (HEIs) face in the post-apartheid era. Despite the extensive literature on academic freedom, there remains a significant void in understanding how this concept operates within South Africa's constitutional framework. Although earlier research has addressed different elements of academic freedom, comprehensive studies focusing on its connection to institutional autonomy and public responsibility in South Africa are scarce. This study aims to fill this gap by utilizing a diverse methodology that includes a thorough legal analysis of constitutional provisions, a comparative assessment of international models, in-depth case studies of South African HEIs, and interviews with stakeholders. By incorporating both qualitative and quantitative data, this research offers a more nuanced exploration of academic freedom within the constitutional context, shedding light on its evolving nature.

The primary objective of this study is to examine the practice of academic freedom as a constitutional right in South Africa, focusing on how global best practices can be adapted to fit the country's distinct sociopolitical landscape. The research aims to provide a comprehensive understanding of how academic freedom can be effectively exercised while maintaining ethical standards and respecting the rights of others. The study aspires to deliver a thorough insight into the efficient practice of academic freedom, ensuring that ethical considerations and the rights of individuals are upheld. The aim is to offer politicians, university leaders, and scholars' practical guidance on how to balance academic freedom with civic responsibility, ensuring that the quest for knowledge serves the greater good of society. The main contribution of this study lies in its thorough examination of academic freedom within the context of South Africa's constitutional framework. By analyzing legal precedents, institutional practices, and societal factors, the paper presents a detailed overview of the elements that influence the practice of academic freedom. It also highlights the significance of ethical considerations in exercising academic freedom and offers actionable recommendations for achieving a balance between academic freedom and civic duty. Moreover, the study emphasizes the role of institutional support in promoting academic freedom, stressing the need to cultivate an environment that encourages intellectual exploration and creativity. The structure of this paper reflects the intricate nature of the topic. Following this introduction, the second section will deliver an in-depth legal analysis of relevant constitutional

provisions. This will be succeeded by a comparative examination of international models of academic freedom, drawing insights from established democracies. Next, the study will provide detailed case studies of South African Higher Education Institutions (HEIs), illustrating the practical application of academic freedom. Interviews with stakeholders will enrich the analysis by incorporating perspectives from academics, administrators, and students. Finally, the study will offer a nuanced view of academic freedom in South Africa, concluding with a discussion on its vital role in a thriving democracy and recommendations for its optimal implementation in South African higher education. Throughout the research process, ethical considerations will remain a top priority, with data collection adhering to established protocols to ensure the anonymity and confidentiality of participants. The analysis will be undertaken objectively and transparently, considering any potential biases or constraints. Finally, this study emphasizes the critical significance of academic freedom in South Africa's democratic culture, which fosters intellectual inquiry, innovation, and societal advancement. Its appropriate execution, guided by ethical values and institutional support, is vital to ensuring higher education's integrity and contributions to a just and equitable society. This study intends to inform policy and practice by offering a complete examination of academic liberty within the constitutional framework, as well as contribute to current efforts to develop South Africa's higher education sector.

Literature review

Academic freedom is a cornerstone of democratic societies, fostering intellectual inquiry, innovation, and social progress. South Africa's enshrinement of academic freedom in its 1996 Constitution marked a significant departure from its authoritarian past, where intellectual expression was heavily suppressed. This literature review critically examines academic freedom within South Africa's constitutional democracy, exploring key concepts, themes, and research gaps, while situating the study within the broader discourse on academic freedom, institutional autonomy, and public accountability.

Conceptualizing Academic Freedom

Academic freedom is broadly defined as the ability of scholars and educational institutions to pursue knowledge, research, and teaching without undue interference from external forces, particularly the government (Altbach, 2001; Rena and Eyob, 2009).

This freedom is essential for higher education institutions (HEIs), as it fosters an environment conducive to unrestricted research and the free exchange of ideas. Academic freedom encompasses individual freedom, institutional autonomy, and freedom of expression, each critical to maintaining the integrity of higher education (Barendt, 2010). This balance is crucial to ensure that academic activities respect privacy, dignity, and intellectual property rights (Council on Higher Education, 2010). The South African Constitution's Bill of Rights explicitly guarantees academic freedom, reflecting a commitment to democratic values and the safeguarding of intellectual discourse (Cloete, Maassen, & Bailey, 2015).

However, academic freedom is not without its limits. It should be practiced with a sense of social responsibility and an awareness of the rights of others. The analysis will be carried out in an objective and transparent way, considering any potential biases or limitations. Ultimately, this study underscores the critical role of academic freedom in South Africa's democratic framework, which fosters intellectual exploration, innovation, and societal advancement. Its successful implementation, guided by ethical standards and institutional support, is essential for upholding the integrity of higher education and its contribution to a fair and equitable society. This research seeks to inform policy and practice by offering a comprehensive examination of academic freedom within the constitutional framework, while also contributing to ongoing efforts to improve South Africa's higher education system.

The Importance of Academic Freedom. Scholars argue that academic freedom is essential for nurturing critical thinking, innovation, and social justice. It enables higher education institutions (HEIs) to act as independent voices, holding governments accountable and fostering societal advancement (Rena, 2002; Glover, 2008; Bassett, 2013). In democratic societies, academic freedom underpins the quest for knowledge, which is crucial for social development (Council on Higher Education, 2010).

Institutional Autonomy and Government Influence. Institutional autonomy refers to the level of self-governance that universities need to make independent decisions without external political and financial pressures (Tierney, 2001). While government funding is important, excessive regulation can lead to self-censorship and restrict the breadth of research and teaching. Striking a careful balance between state oversight and institutional autonomy is essential for protecting academic freedom (Coun-

cil on Higher Education, 2010; Cloete, Maassen, & Bailey, 2015).

Effects of Student Protests. Movements like #FeesMustFall have brought attention to issues of access, equity, and the necessity for curriculum decolonization in higher education. These protests have been instrumental in shaping higher education policies and have underscored the importance of inclusive and equitable academic practices (Nyamnjoh & Luescher, 2022; Soudien, 2023). However, these movements can also disrupt academic activities, creating challenges for the preservation of academic freedom.

Limitations of Academic Freedom. Although academic freedom is essential, it does have its boundaries. Scholars acknowledge the importance of balancing this freedom with ethical responsibilities and public accountability (Bassett, 2013). Universities are socially obligated to operate with transparency and address public concerns, ensuring that their academic endeavors have a positive impact on society (Council on Higher Education, 2010).

Challenges to Academic Freedom. In South Africa, despite constitutional protections, academic freedom encounters numerous challenges, such as government interference, student protests, and institutional pressures. Overreaching government control can hinder independent research, while disruptive protests may restrict open dialogue. Furthermore, institutional priorities like securing funding and maintaining a favorable public image can lead to self-censorship among scholars (Council on Higher Education, 2010; Sabinet African Journals).

Role of Decolonization. Decolonizing the curriculum is vital for strengthening academic freedom by questioning Eurocentric viewpoints and encouraging intellectual diversity. This initiative aligns with the core principles of academic freedom, promoting a more inclusive and representative educational environment (Heleta, 2022).

Research Disparities and Practical Implications. While much of the current literature emphasizes the theoretical aspects of academic freedom, there is a notable lack of practical guidance for academics and institutions on navigating the challenges of academic freedom in the South African context (Bassett, 2013). This study aims to fill this gap by investigating effective strategies for exercising academic freedom while considering ethical responsibilities and public accountability.

Theoretical Framework

The theoretical framework for this study is based on Academic Freedom Theory, along with

Institutional Autonomy and Public Accountability, and further contextualized through Public Value Theory (PVT). This integrated approach offers a thorough analysis of the intricate dynamics that affect academic freedom in South Africa. Academic Freedom Theory: Academic freedom is understood as the capacity of academics and educational institutions to seek knowledge, conduct research, teach, and share ideas without excessive interference from outside forces, especially the government (Altbach, 2001; Rena, 2002; Barendt, 2010). This theory is essential for grasping the significance of higher education in democratic societies, particularly in post-apartheid South Africa, where the remnants of state control over universities are still present. Academic freedom includes individual liberty, institutional independence, and freedom of expression, all of which are vital for promoting intellectual exploration and innovation.

Institutional Autonomy: Institutional autonomy signifies the ability of universities to self-govern without external political and financial pressures (Tierney, 2001). It is a key component of academic freedom, as it empowers institutions to make decisions based on academic merit rather than outside influences, thus preserving the integrity of their educational missions (Barendt, 2010). In the South African context, institutional autonomy is crucial for safeguarding academic freedom from unwarranted government interference, ensuring that universities can function independently and contribute to societal advancement (Cloete, Maassen, & Bailey, 2015).

Public Accountability: Public accountability refers to the responsibility of higher education institutions (HEIs) to operate in a transparent and responsible manner, ensuring they meet societal expectations and needs (Council on Higher Education, 2010). While academic freedom and institutional autonomy are vital, they must be balanced with public accountability to guarantee that universities act ethically and have a positive impact on society. This balance is especially significant in addressing South Africa's historical injustices and current socio-political challenges. Public Value Theory (PVT) highlights the importance of public institutions, such as universities, in generating value that extends beyond mere economic benefits, thereby enhancing the overall well-being of society (Moore, 1995; Rena, 2002; Boyne, 2003). In the South African higher education landscape, PVT serves as a framework for assessing how universities can navigate the tension between academic freedom and their pub-

lic obligations, especially in a setting where social justice and equity are critical. By prioritizing the creation of public value, universities can align their academic pursuits with societal needs, fostering a more just and equitable community.

Integrating Theories

Combining Academic Freedom Theory, Institutional Autonomy, Public Accountability, and Public Value Theory creates a strong framework for examining the South African higher education system. This perspective enables a deeper understanding of the interplay between freedom and accountability, the historical and social factors influencing academic freedom, and the policy ramifications of maintaining this balance within South Africa's democratic environment. By analyzing these elements, the study offers actionable insights for policymakers, university leaders, and scholars on how to preserve academic freedom while honoring institutional autonomy and public accountability.

The theoretical framework established in this study provides a thorough perspective for investigating the practice of academic freedom within South Africa's constitutional context. By reconciling academic freedom with institutional autonomy and public accountability, and framing these ideas through Public Value Theory, this research seeks to deliver practical guidance for policymakers, university leaders, and scholars. Through this approach, the study examines the careful balance necessary to ensure that higher education institutions function freely, ethically, and effectively, thereby contributing to the intellectual and cultural advancement of the nation.

Methodology and data

The study is set against the backdrop of South Africa's higher education system, concentrating on the constitutional provisions that safeguard academic freedom and their implementation across various Higher Education Institutions (HEIs). Given South Africa's intricate socio-political history, it offers a distinctive setting for examining the interplay between academic freedom, institutional autonomy, and public accountability.

Participants in this research include a varied group of stakeholders from several South African universities. This group consists of academic staff, university administrators, students, and representatives from regulatory bodies like the Department of Higher Education and Training (DHET) and the Council on Higher Education (CHE). This diver-

sity guarantees that the study encompasses a broad spectrum of viewpoints regarding the practice and challenges of academic freedom within the South African landscape.

Sampling Method. The study utilizes a purposive sampling approach, selecting participants who possess direct experience or involvement with matters concerning academic freedom in South Africa. This includes individuals from institutions that have been central to discussions on academic freedom, such as those engaged in the #FeesMustFall movement or institutions recognized for their support of decolonization initiatives.

The selection criteria also encompass individuals who have published work or participated in policymaking related to academic freedom. This purposive sampling method ensures that the data gathered is rich, pertinent, and deeply informed by the experiences and insights of key stakeholders.

Data Collection Methods. The first phase of data collection involved a thorough review of pertinent literature, including academic journals, books, policy documents, and legal texts. Key sources were accessed through databases like Google Scholar, Scopus, and institutional repositories. This literature review was instrumental in identifying the theoretical frameworks, historical context, and ongoing debates 3.2. Interviews: Semi-structured interviews were carried out with the chosen participants to collect qualitative data. The interview guide aimed to delve into participants' perspectives on academic freedom, the challenges they encounter, and their experiences regarding institutional autonomy and public accountability. Depending on the participants' availability and preferences, the interviews took place either in person or through video conferencing platforms.

Document Analysis. Alongside the interviews, the study also involved an examination of institutional documents, including university policies on academic freedom, public statements from university officials, and relevant court rulings. These documents offered additional context and helped to validate the findings from the interviews.

Research Procedure. The research procedure was methodical, starting with the identification of key stakeholders and the creation of interview guides and data collection tools. The interviews were conducted over three months, with each session lasting between 45 to 90 minutes. All interviews were audio-recorded with the participants' consent and transcribed verbatim for further analysis. Document analysis was performed simultane-

ously with the interviews, enabling the researcher to integrate insights from institutional policies and legal documents into the ongoing analysis.

Data Analysis.

Thematic Analysis. The data gathered from interviews and documents were analyzed through thematic analysis. This approach was selected for its adaptability and effectiveness in uncovering patterns within qualitative data (Braun & Clarke, 2006). Thematic analysis involved coding the data to highlight key themes related to academic freedom, institutional autonomy, and public accountability.

Coding Process. The coding process was iterative, allowing for continuous refinement and adjustment. The research began with open coding to identify initial patterns in the data. This was followed by axial coding, which helped to refine and categorize these patterns into broader themes. Finally, selective coding was employed to pinpoint core themes that directly addressed the research questions. NVivo software was utilized for the coding process, aiding in the organization and analysis of substantial qualitative data.

Triangulation. To ensure the validity and reliability of the findings, data triangulation was implemented. This involved cross-referencing the themes identified in the interview data with insights from document analysis and the literature review. Triangulation confirmed the consistency of the findings and provided a more comprehensive understanding of the issues at hand.

The choice of qualitative methods, particularly thematic analysis, is justified by the study's goal to explore complex and nuanced issues surrounding academic freedom. Thematic analysis is particularly effective for this type of exploratory research, as it allows for an in-depth understanding of participants' experiences and perspectives. Additionally, the combination of interviews and document analysis ensures that the study's findings are rooted in both lived experiences and institutional contexts.

The study adhered to strict ethical guidelines throughout the research process. Informed consent was obtained from all participants, who were assured of the confidentiality and anonymity of their responses. Ethical approval for the study was granted by the relevant university ethics committee.

While the study offers valuable insights into academic freedom in South Africa, it does have its limitations. The purposive sampling method, while ensuring relevance, may restrict the generalizability of the findings. Moreover, the reliance on self-reported data during interviews could introduce

bias. Nevertheless, these limitations are addressed by the study's strong methodological design, which includes triangulation and the incorporation of multiple data sources.

This methodology offers a thorough framework for examining the practice of academic freedom in South Africa. By integrating qualitative data from key stakeholders with document analysis and an extensive literature review, the study provides a nuanced perspective on the challenges and opportunities that academic freedom faces within the country's constitutional context.

Results and discussion

The findings of this study are structured around the key research questions: the practice of academic freedom in South Africa, the challenges it encounters, the role of institutional autonomy, and the balance between academic freedom and public accountability. The qualitative and quantitative data gathered from interviews, document analysis, and secondary sources are compared with existing literature and interpreted to deliver a comprehensive understanding of the issues involved.

Practice of Academic Freedom in South Africa

Qualitative Findings. Interviews with academic staff and administrators indicated that academic freedom is generally viewed as a fundamental right, deeply embedded in the post-apartheid constitutional framework. However, its implementation varies widely across institutions. More established universities tend to have a stronger tradition of academic freedom, while newer institutions, especially those in historically marginalized areas, often face external pressures that hinder their autonomy. One participant remarked, "*Academic freedom exists more as a theoretical concept than a practical reality in many of our institutions.*"

Data collected through surveys revealed that 65% of respondents believe their institution respects academic freedom, yet only 40% feel completely free to engage with controversial or politically sensitive topics. This indicates a gap between the perceived presence of academic freedom and its actual practice in everyday academic life.

The findings align with existing literature, especially the research by Cloete, Maassen, and Bailey (2015), which pointed out that while academic freedom is protected by South Africa's constitution, its application varies significantly among institutions. This observation underscores the impact of institu-

tional history and geographical location on the degree to which academic freedom is exercised.

The difference between perception and reality suggests that although academic freedom is legally safeguarded, the cultures within institutions and external influences play a crucial role in how it is practiced. This indicates that academic freedom in South Africa depends not only on legal structures but also on the socio-political environment of each institution.

The results indicate that for academic freedom to be fully realized in South Africa, there needs to be a concerted effort to enhance institutional cultures that promote it, especially in newer and historically marginalized institutions. This also points to the necessity for policy changes that tackle the unique challenges these institutions face.

Challenges Facing Academic Freedom

Participants shared various challenges to academic freedom, such as government interference, financial limitations, and student activism. Government interference was particularly highlighted in the selection of university leadership and the emphasis on research topics that align with national interests. One academic remarked, *“There’s a subtle pressure to align our research with government priorities, which can stifle genuine academic inquiry.”*

Survey data indicated that 55% of academics believed that government policies had a negative effect on their academic freedom, especially concerning research funding and curriculum development. Furthermore, 70% acknowledged that financial pressures, particularly the necessity to obtain external funding, shaped their research decisions.

These results align with the concerns expressed by Nyamnjoh and Luescher (2022), who contended that government influence and financial instability pose significant threats to academic freedom in South Africa. The existing literature suggests that these issues are not exclusive to South Africa but are prevalent in many nations where academic institutions depend heavily on state funding.

The findings imply that academic freedom in South Africa is hindered by a mix of state influence and financial reliance. This dual pressure fosters an environment where academics might feel obligated to align with government or market-driven priorities, thereby restricting the breadth of independent inquiry.

This situation underscores the necessity for enhanced financial independence and a diversification of funding sources for South African universities. Moreover, it is essential to implement policies that

protect academic freedom from state interference to uphold the integrity of academic research and teaching.

In terms of institutional autonomy, the interviews highlighted that while it is highly valued, its application is inconsistent. Some participants felt their institutions had adequate autonomy to shape their academic agendas, while others reported considerable external pressures from both government and private funders. A university administrator remarked, *“Our autonomy is often compromised by the need to secure funding, which inevitably influences our academic priorities.”*

Survey responses indicated that 60% of participants believed their institution had sufficient autonomy, but only 45% felt this autonomy applied to all areas of academic decision-making, such as curriculum design and research priorities. These findings are consistent with the theoretical framework proposed by Tierney (2001), which underscores the significance of institutional autonomy in protecting academic freedom. However, they also reflect the challenges noted by Glover (2008), who pointed out that autonomy is frequently undermined by external financial pressures. The mixed views on institutional autonomy suggest that while it is acknowledged as vital for academic freedom, it is not fully realized in practice. This reveals the tension between autonomy and financial dependence, which can hinder institutions’ ability to function independently. The findings suggest that enhancing institutional autonomy is essential for safeguarding academic freedom. This necessitates policy changes to minimize external interference and initiatives to secure alternative funding sources that uphold academic integrity.

Balancing Academic Freedom with Public Accountability

Participants generally concurred that academic freedom should be balanced with public accountability, though opinions varied on how to achieve this balance. Some argued that excessive focus on accountability could lead to self-censorship, while others contended that accountability is crucial for ensuring academic work remains relevant to societal needs. One participant remarked, *“While academic freedom is essential, we also have a duty to the public, which necessitates some level of accountability.”* Survey data revealed that 50% of respondents felt their institution had found the right balance between academic freedom and public accountability, while 30% believed that public accountability was the findings indicate that public accountability is acknowledged as essential, yet there are worries that it

might occasionally overshadow academic freedom. This highlights the ongoing discussion about how to maintain the independence of academic work while ensuring it remains socially responsible.

The results suggest that policies should strive to establish a balance that safeguards academic freedom while also holding institutions accountable for their contributions to society. Achieving this may necessitate clearer guidelines on how to manage the relationship between these two principles.

Conclusion

This study sought to investigate the practice and challenges of academic freedom within the framework of South Africa's constitution, particularly focusing on the interplay between institutional autonomy and public accountability in Higher Education Institutions (HEIs). The research revealed that although academic freedom is legally protected, its implementation varies widely among institutions, shaped by factors such as historical context, geographical location, and external influences. Challenges to academic freedom include government intervention, financial limitations, and the demand for public accountability, all of which can restrict independent research. The importance of institutional autonomy is significant but often inconsistently applied, with many institutions facing difficulties in balancing autonomy with financial reliance. Ultimately, while public accountability is deemed important, there are concerns that it may sometimes compromise academic freedom.

This study enhances our understanding of academic freedom in South Africa by examining the intricate relationship between constitutional protections, institutional practices, and external pressures. It offers practical insights into the difficulties faced by South African higher education institutions (HEIs) in upholding academic freedom, especially amid financial and governmental constraints. The findings indicate that academic freedom in South

Africa depends on various factors, such as institutional autonomy, government influence, and financial stability. The research underscores the necessity for policies that safeguard academic freedom from outside pressures while ensuring institutions remain accountable to the public. The challenges highlighted in the study are not exclusive to South Africa; however, the country's unique socio-political context adds a layer of complexity that demands careful attention. The findings have important implications for policymakers, university leaders, and academics. There is a pressing need for policies that enhance institutional autonomy and shield academic freedom from external interference. Universities should also aim to diversify their funding sources to lessen their financial reliance on the state and private donors. Furthermore, clearer guidelines are needed to balance academic freedom with public accountability, allowing institutions to address societal needs without sacrificing their academic integrity. While the study offers valuable insights, it does have limitations. The purposive sampling method, while relevant, may restrict the generalizability of the findings. Additionally, the reliance on self-reported data from interviews could introduce bias. Nevertheless, these limitations are addressed by the study's strong methodological design, which includes triangulation and the use of multiple data sources. The qualitative approach was selected to better understand the intricate and multifaceted aspects of academic freedom, as these elements may not be adequately represented through quantitative methods alone. Recommendations for future research include investigating the long-term effects of government policies on academic freedom in South Africa, especially concerning funding and institutional independence. There is also a need for comparative studies that look at how academic freedom is exercised in other nations with similar socio-political environments. Furthermore, research could examine the influence of technology and globalization on academic freedom, particularly regarding the digital transformation of education.

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*Келіп түсті: 23 қыркүйек 2024 жыл
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INTERNAL MIGRANTS IN THE PERCEPTION OF THE HOST POPULATION OF KAZAKHSTANI CITIES

The purpose of this article is to identify and comparatively analyze the perception of internal migrants by representatives of the host urban society. In the study, a series of focus groups were conducted in three cities to collect data, namely, Astana, Almaty and Shymkent. Discussion questions focused on the following topics: the image of the city in the minds of residents; urban identity, sense of attachment and urban culture; attitudes towards internal migration and internal migrants; practices of interaction with internal migrants. The article presents some results of the research project IRN AP09058370 "Social integration of internal migrants into the local community of large cities: social networks, social capital and development of urban space", funded by the Ministry of Education and Science of the Republic of Kazakhstan. The results of the study show that residents of the three cities understand the processes of internal migration, which they regard as a natural phenomenon. In the cities, there is a division into «us» and «them», distancing citizens from internal migrants. The findings can be further used to forecast and adopt certain measures in migration and urban policy.

Key words: city, internal migrants, perception, host society.

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Қазақстандық қалалардың қабылдаушы тұрғындарының ішкі мигранттарды қабылдауы

Берілген мақаланың мақсаты болып қабылдаушы қалалық қоғам өкілдерінің ішкі мигранттарды қабылдауын анықтау және салыстырмалы талдау табылады. Зерттеу барысында үш қалада, атап айтқанда, Астана, Алматы және Шымкентте деректер жинау үшін фокус-топтар сериясы жүргізілді. Талқылауға арналған сұрақтар келесі тақырыптарға арналды: жергілікті тұрғындардың көзқарасындағы қала бейнесі; қалалық сәйкестік, ынтық болу сезімі және қала мәдениеті; ішкі көші-қонға және ішкі мигранттарға қатынас; ішкі мигранттармен өзара әрекеттесу тәжірибесі. Мақалада Қазақстан Республикасы Білім және ғылым министрлігі қаржыландыратын IRN AR09058370 «Ірі қалалардың жергілікті қауымдастығына ішкі мигранттардың әлеуметтік интеграциясы: әлеуметтік желілер, әлеуметтік капитал және қала кеңістігін дамыту» зерттеу жобасының кейбір нәтижелері берілген. Зерттеу нәтижелері көрсеткендей, үш қала тұрғындарының ішкі көші-қон процестері туралы түсінігі бар, оны табиғи құбылыс деп санайды. Қалаларда «біз» және «бөтен адамдар» деп бөліну бар, бұл қала тұрғындарын ішкі мигранттардан алшақтатады. Нәтижелер болашақта көші-қон мен қала саясатының белгілі бір шараларын болжау және қабылдау үшін пайдаланылуы мүмкін.

Түйін сөздер: қала, ішкі мигранттар, қабылдау, қабылдаушы қоғам.

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Внутренние мигранты в восприятии принимающего населения казахстанских городов

Целью настоящей статьи является выявление и сравнительный анализ восприятия внутренних мигрантов представителями принимающего городского общества. В исследовании для сбора данных была проведена серия фокус-групп в трех городах, в частности, в г.Астана, г.Алматы и г.Шымкент. Вопросы для обсуждения были сфокусированы на следующих темах: образ города в представлениях местных жителей; городская идентичность, чувство привязанности и городская культура; отношение к внутренней миграции и внутренним мигрантам; практика взаимодействия с внутренними мигрантами. В статье представлены некоторые результаты исследовательского

проекта IRN AP09058370 «Социальная интеграция внутренних мигрантов в местное сообщество крупных городов: социальные сети, социальный капитал и развитие городского пространства», финансируемого Министерством образования и науки Республики Казахстан. Результаты исследования показывают, что у жителей трех городов есть понимание процессов внутренней миграции, к которым они относятся как к естественному явлению. В городах наблюдается деление на «своих» и «чужих», дистанцирующих горожан от внутренних мигрантов. Выводы в дальнейшем могут быть использованы для прогнозирования и принятия тех или иных мер миграционной и городской политики.

Ключевые слова: город, внутренние мигранты, восприятие, принимающее общество.

Introduction

The need to study the integration of internal migrants and their perception by the host society in the Kazakhstan context is due to the continuous urbanization of the population and the increasing intensity of internal migration in the country. A significant part of the migration flow and urban population is concentrated in large cities such as Astana, Almaty and Shymkent, which make up 37% of the total urban population of the country (Shaimardanova, 2022).

According to the three-stage theoretical model, the social integration of internal migrants is a complex and multidimensional process that can be divided into three successive stages: circular or educational migration, urban settlement, and urban integration (Sun et al., 2022). Each of these stages has its own characteristics related to the purposes of migration, the identity of migrants, aspects of social integration, and the role of urban policies. Urban integration is the final stage, in which migrants interact with the local population and take part in the life of the city. This stage promotes the establishment of social ties and the formation of social capital, which is a key aspect of successful integration. Cultural factors such as linguistic and urban identity also play an important role in this process, determining the «visibility» of internal migrants. Social interaction between rural-urban and urban migrants and the local population becomes a bridge that promotes mutual understanding and strengthens socio-cultural ties. Thus, the understanding of integration encompasses a mutual, two-way process of adaptation that develops between migrants and the host community.

The purpose of this article is to identify and comparatively analyze the perception of internal migrants by representatives of the host urban society. The main research focus was to answer the question: *How are internal migrants perceived by the local population?* Understanding these processes is important for the formation of effective urban policies

aimed at supporting the social integration of internal migrants and creating a harmonious urban society, where each member has the opportunity to realize their potential and contribute to its development.

Literature review

In the Kazakhstani context, various issues of urbanization and internal migration are covered in detail in the works of foreign and domestic researchers (Tazhin&Tazhimbetov, 1993; Abzhaliyeva, 2000; Kozhamkulova, 2000; Alexander et al., 2007; Asanbayev, 2010; Sultangaliyeva, 2010; Zhusupova&Kenesov, 2012; Danzer, 2013; Nurushева, 2013). The peculiarities of adaptation and perception of various categories of internal migrant groups by urban residents, including rural, intercity (Zabirova, 2002; Makhmutova, 2012) are determined by their lifestyle, social identity, socioeconomic status and cultural differences, inequality in terms of their power and resources (Yessenova, 2005; Bissenova, 2017). However, more research is needed that raises important issues of integration of internal migrants and at the same time highlights the role of the host society in this process. It is these aspects that this study seeks to update and explore in addition to the existing body of knowledge.

Materials and methods

This study examines the attitude of local society towards internal migrants as the main structural and cultural conditions that determine the success of the integration of internal migrants into urban society.

The empirical basis of the study was formed by the data of focus groups with local residents of the cities. In order to identify the attitude of representatives of the host urban society towards internal migrants, a series of focus groups (Belanovsky, 1996) were conducted in three cities: Astana, Almaty and Shymkent.

The study participants were divided into two age groups: the first group included people aged 18 to

35, the second group – from 36 to 52 years. The total number of participants was 52 people, including 26 men and 26 women. The discussion questions focused on the following topics: the image of the city in the minds of local residents; urban identity, sense of attachment and urban culture; attitude towards internal migration and internal migrants; practice of interaction with internal migrants.

Conceptualization of concepts and categorization of cases and coding were carried out by means of inductive and then deductive analysis. At the same time, data collection and analysis, periodically replacing each other, represented an interconnected and intertwined process. Processing and analysis of qualitative data were carried out in the MAXQDA program.

Results and discussion

Astana, Almaty and Shymkent have a common origin, associated with the creation of military fortifications during the times of Tsarist Russia. However, despite this common historical beginning, each of these cities has undergone a unique development, which has formed their «character». Migration is one of the key factors influencing the formation of urban culture in these cities. Throughout the history of these cities, they have attracted migrants from different regions and countries. Migrants brought with them their own cultural heritage, contributing to the formation of a multi-layered urban culture of each of these megapolises.

Attitudes towards internal migration and internal migrants. Residents of large cities view internal migration as a natural and necessary phenomenon caused by various factors, including economic difficulties such as unemployment, low wages, and unfavorable living conditions in rural and other regional areas. They also believe that internal migration provides cities with the necessary labor potential:

«As for migration, why not, let them come. Labor is always needed in any field. Even people from the village can demonstrate the qualities of workers that city dwellers don't have. Why not, let them come» (female, 37 years old, Astana);

«This is a completely natural process, our attitude towards it is the 20th thing because it is the same all over the world, there is a migration from small towns, from villages to big cities... and we have to put up with it, we have to adapt to it, that is, nothing can be done about it» (male, 47 years old, Almaty).

«I understand the newcomers, they are not coming to Almaty because they have a good life, they are fleeing from dying villages» (male, 26 years old, Almaty);

«We welcome people who come to the city. Shymkent is expanding, we have no objections or bad thoughts. They can come and increase the population of this place and contribute to its development» (male, 36 years old, Shymkent).

The image of a migrant in the minds of city dwellers. An analysis of the opinions of city dwellers allows us to conclude that the city of Shymkent is experiencing an influx of predominantly young migrants from villages and small towns. The category of young migrants can be divided into two subcategories: students who come to the city to obtain higher education, and young workers looking for work and employment:

«Young people come to Shymkent to work, for example. They mainly come from Turkestan and other regions. There are many young people... students, for example...» (male, 29 years old, Shymkent);

«The leading universities are in Shymkent. Our students come to study from remote areas. Young families from villages and regions often come to us. Because now the city of Shymkent is expanding. Being a metropolis, many residential buildings are being built for the residents of Shymkent. It's right that they come. We don't mind» (male, 36 years old, Shymkent).

Thus, in Shymkent, migration from neighboring rural and small towns predominates, while migration from large cities, including Almaty and Astana, is less common. This observation confirms that the city's characteristics, such as its traditional character and the prevalence of the Kazakh language, may influence the choice of migration destination for the population.

Almaty residents distinguish internal migrants by gender and age structure, noting that mostly young migrants of both sexes come to the city. Among young migrants, the category of students predominates, who come to Almaty to get higher education and stay in the city after completing it, becoming qualified specialists. City residents recognize this category of migrants as «benefit», which may be since these young people contribute to society by working and paying taxes. In addition, the successful integration of this category of migrants indicates their ability to accept the norms and values of the city of Almaty:

«In my opinion, these are students. A lot of students come, and many go on to find employment... A lot of people come from northern Kazakhstan. From my observations. And you can also notice that in the summer our public transport is much freer than during school. We have significantly fewer people during the three summer months. What does this mean? That students go home in the summer. Therefore, I think first of all it is the youth, a lot of youth, newcomers in particular.» (female, 30 years old, Almaty);

«Both genders, not very highly qualified, mostly rural population, in my opinion. Well, work, well, probably, if there is a good job... they generally work everywhere» (male, 47 years old, Almaty).

According to observations by urban residents, three categories of migrants are distinguished within the urban environment based on their place of origin: «rural», «from other/northern regions» and «southerners». The attitude of urban residents towards each of these categories may vary. The first category – «rural» includes migrants who have moved from rural areas or villages. The attitude of the urban population towards this category may be mixed. On the one hand, they may be perceived as less educated, which may be accompanied by stereotypes about a low standard of living and mentality. On the other hand, their migration may be perceived as a result of the desire to improve their living conditions or find better economic opportunities. The second category – «from cities/northern regions» includes migrants who have come from other regions of the country or cities, especially northern regions. The attitude towards this category is usually more favourable, since they come from regions similar to the urban environment in culture and language. This may contribute to a more harmonious adaptation and be more easily accepted by the urban population:

«I think they are from the countryside. Because they are students again, these are grants. And grants are issued more to rural areas, there are certain quotas there. They are easier to accommodate in dormitories and so on. I think, percentage-wise, I think it's more from rural areas. But there are also just from cities. Usually those from big cities are like that, you know, it's even difficult to distinguish them. For example, from Karaganda, from central Kazakhstan, there from Taldykorgan, it's difficult to distinguish them from Almaty residents, I don't know, I noticed that» (male, 27 years old, Almaty).

The third category – «southerners» includes migrants who came from other southern regions of the country. The attitude towards this category of

migrants may be associated with the assumption of some differences in language, culture and lifestyle, as well as with special economic conditions in their original regions. This can lead to various stereotypes or prejudices:

«Well, our migrants in Almaty are mostly southerners. Most come from Dzhambul, Shymkent and regions. Well, I don't know, I'm not particularly delighted with these people. We don't need these southerners» (woman, 48 years old, Almaty).

Based on the information provided, we can try to analyze the following categories of internal migrants in Astana. «Youth» – this category, as in Shymkent and Almaty, refers to young migrants, possibly students or graduates who come to Astana in search of education or work:

«Mainly young people come to us, young people, because they believe that Astana is the city of the future and that here you can achieve something, develop your business. Let's say, get a good education. We have a lot of young people from different cities, regions and, let's say, according to my friends, many go to the capital because they think that this is the city of the future, there are many prospects here» (woman, 37 years old, Astana).

«Southerners» is a category of migrants who move from the southern regions of Kazakhstan. Like Almaty, in Astana this category of migrants is subject to stigmatization and is the most visible among other internal migrants:

«As far as I have noticed, people come from the south wanting to earn more. Well, you can divide them into 2 types: the edgy ones and the kinder ones. The edgy ones can get to you, if you don't like something, they can yell at you, argue. And there are more good-natured ones, when, for example, you go to the market, they will accept you as if you were a brother» (m., 18 years old, Astana).

«Civil servants» – this category includes migrants attracted to work in state organizations or administrative institutions. This group of migrants mainly lives on the left bank of the Ishim river and is associated with this territory. Their presence on the left bank may be associated with the predominant placement of state institutions and offices in this part of the city.

«Handymen» – this category describes migrants engaged in various physical or unskilled jobs. This may include construction workers, loaders, cleaners and market workers, etc.

«My opinion is that the main part, I can safely say 70%, of internal migrants are government employees who want to find themselves here and ad-

vance their careers. The remaining 30 percent, I believe, are laborers who are trying to find and feed themselves and their families, because they cannot survive in their cities with a small salary, and accordingly they are trying to find a place in the sun here. We are trying to feed ourselves. And, probably, students come too. Because they study and stay here, many work here part-time, they stay here, they like it here, and many stay here» (woman, 38 years old, Astana).

The study confirms the presence of several categories of migrants in Astana, including «civil servants», «handymen», «youth» and «southerners». Observations of the study participants indicate that the bulk of internal migrants in Astana are civil servants who seek career growth and find themselves in the city. In addition, a significant portion of migrants are general workers who are looking for opportunities to support themselves and their families, due to difficult conditions and low salaries in their hometowns. In addition, youth is also a significant category of migrants attracted by the prospects of development, education and development of their own business in Astana. With regard to «southerners» – migrants from the southern regions of the country, various opinions are expressed, including negative stereotypes associated with socio-economic and cultural differences. At the same time, the study also points to similarities in behavior and character between local residents of Astana and migrants from neighboring cities and regions such as Kokshetau, Pavlodar and Petropavlovsk.

Conclusion

Almost all residents of the three cities have an understanding of the internal migration processes, which they regard as a natural phenomenon. They

express an understanding of the current situation: the lack of work in villages and other regions, which provokes active migration to their cities. It should be noted that in the cities of Almaty and Astana, there is a clear division into «ours» and «strangers», while in Shymkent such distancing of city residents from internal migrants is not observed. In Almaty and Astana, «ours» are those who speak Russian, who accept and replicate practices characteristic of urban norms, and do not impose their traditions and norms «brought» from their native lands. «Strangers», on the contrary, are those who speak Kazakh, who do not accept urban practices, and impose their norms and values, alien to city residents. In Shymkent, where migration flows originate from nearby villages and small towns, the division into «ours» and «others» does not occur. It can be assumed that this occurs due to the homogeneity of the linguistic landscape and the similar socio-cultural component. And this fact can explain why internal migrants from other, presumably Russified cities, do not migrate to Shymkent.

If we consider internal migrants by category, we find one common category for all cities – young people of both sexes who either go to big cities to get a higher education or to find a job. At the same time, as the city residents themselves note, this is the most «good» category, since they integrate into the urban society easily and also bring good to society. In Almaty and Astana, there is a category of «southerners», which the residents of these cities treat with prejudice. They are the most «visible», along with «rural», since they differ in their behavioral model and language factor.

Local residents of the three cities note the ambition of internal migrants who want to earn money, get a city higher education, and generally improve their living conditions.

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Келіп түсті: 20 қазан 2024 жыл
Қабылданды: 02 желтоқсан 2024 жыл

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THE FORMATION OF PROFESSIONAL PREFERENCES AMONG HIGH SCHOOL STUDENTS IN KAZAKHSTANI SCHOOLS

The choice of future profession is an important stage in the life of every high school student. Changes in the labor market transform models and methods of career selection which lead to changes in the professional preferences of young people. Throughout the career decision-making process, high school students may encounter conflicts between their interests, personal plans, and external circumstances. The article provides insights from a sociological study conducted among high school students. The study aims to examine the process of forming professional preferences of high school students. The sample size is 558 high school students. The socio-demographic structure of the respondents covers all important characteristics such as gender, type of school, nationality, and place of residence. According to the results obtained, the majority of students have made some degree of determination regarding their professional choice. The influence of career guidance work is evident in making decisions about future professions. High school students who independently undergo career guidance activities show comparatively high decisiveness in comparison with high school students who are limited to career guidance activities within the school. Most high school students have seen changes in their professional preferences over the past three years, largely influenced by shifts in the labor market and guidance from parents, teachers.

The data obtained can be used to optimize the organization of career guidance work in schools and to forecast the professional choices of school youth. The theoretical significance is associated with a deeper understanding of the process of forming professional preferences of high school students, taking into account various factors and decision-making about profession choice.

Key words: profession, professional preferences, type of school, state school, labor market, career guidance work.

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Қазақстан мектептерінің жоғары сынып оқушыларының кәсіби ұстанымдарының қалыптасуы

Болашақ мамандықты таңдау әрбір жоғары сынып оқушысының өмірінде маңызды кезең. Еңбек нарығындағы жаңартулар жастар ортасында кәсіби ұстанымдардың өзгеруіне ықпал етуде. Кәсіби таңдау жасауда жоғары сынып оқушыларының қызығушылықтары мен жеке жоспарлары және сыртқы орта факторлары арасында қарама-қайшылықтар болуы мүмкін. Мақалада жоғары сынып оқушылары арасында жүргізілген әлеуметтанулық зерттеу нәтижелері ұсынылған. Зерттеу жоғары сынып оқушыларының кәсіби ұстанымдарының қалыптасу ерекшеліктерін талдауға бағытталған. Іріктеу жиынтығы 558 жоғары сынып оқушыларын құрайды. Респонденттердің әлеуметтік-демографиялық құрылымы жыныс, мектеп типі, ұлт, тұрғылықты мекен-жай секілді барлық маңызды көрсеткіштерді қамтиды. Алынған мәліметтерге сүйенсек, оқушылардың басым бөлімі таңдайтын мамандығы туралы әр түрлі сенімділік деңгейде шешім қабылдаған. Кәсіби айқындалуда кәсіби бағдарлау жұмысының ықпалы байқалады. Өз бетінше профориентациялық кеңестер қызметін алған жоғары сынып оқушылардың болашақ мамандығы туралы сенімділік деңгейі мектепте жүргізілген профориентациялық жұмыспен шектелген қатарластарына қарағанда жоғарылау. Жоғары сынып оқушыларының басым көпшілігінің соңғы үш жылда кәсіби ұмтылыстары өзгерген. Өзгеріске еңбек нарығындағы жағдай және ата-ананың, мұғалімдердің кеңестері әсер еткен.

Алынған мәлімет кәсіби бағдарлау жұмыс тиімділігін арттыруда, мектеп оқушыларының кәсіби таңдауын болжауда қолданыс таба алады. Теориялық маңыздылық жоғары сынып оқушыларының кәсіби ұстанымдарының қалыптасуын әр түрлі факторлар ықпалын ескере отырып түсінуге негіз болуымен байланысты.

Түйін сөздер: мамандық, кәсіби ұстанымдар, мектеп типі, мемлекеттік мектеп, еңбек нарығы, кәсіби бағдарлау жұмысы.

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Формирование профессиональных предпочтений старшеклассников казахстанских школ

Выбор будущей профессии является важным этапом в жизни каждого старшеклассника. Преобразования на рынке труда формируют новые модели и формы выбора профессии, которые ведут к изменениям в профессиональных предпочтениях молодежи. В процессе выбора профессии могут возникнуть противоречия между интересами и личными планами старшеклассника и внешней по отношению к нему ситуацией. В статье представлены данные социологического исследования, проведенного среди старшеклассников. Исследование направлено на изучение процесса формирования профессиональных предпочтений старшеклассников. Объем выборки составляет 558 старшеклассников. Социально-демографическая структура респондентов охватывает все важные характеристики, такие как – пол, тип школы обучения, национальность и место проживания. Согласно полученным результатам, большинство старшеклассников определились с профессиональным выбором в разной степени. В выборе будущей профессии прослеживается влияние дополнительной профориентационной работы. Старшеклассники, которые самостоятельно проходили профориентационную работу вне школы, проявляют сравнительно высокую решительность в выборе профессии в сравнении со старшеклассниками, которые ограничились прохождением только профориентационной работы в школе. У большинства старшеклассников за последние три года менялись профессиональные предпочтения, вследствие изменений спроса на рынке труда, рекомендаций родителей и учителей.

Полученные данные могут быть использованы в оптимизации организации профориентационной работы в школах, в прогнозировании профессионального выбора школьной молодежи. Теоретическая значимость связана с углублением понимания процесса формирования профессиональных предпочтений старшеклассников с учетом различных факторов и принятия решения о выборе профессии.

Ключевые слова: профессия, профессиональные предпочтения, тип школы, государственная школа, рынок труда, профориентационная работа.

Introduction

Success in one's professional life largely depends on the choice of future profession. Choosing a profession is linked both to social mobility and to socio-economic inequality, which persists into adulthood (Robertson, 2014; Bubić and Ivanišević, 2016). Choosing a profession within society is regarded as a social process wherein individuals, who are the decision-makers, possess an understanding of the professional division of labor. They are aware of distinct job roles, the requisite knowledge, skills, and abilities (specialties) needed for specific tasks or professions, as well as the methods for acquiring these competencies. Moreover, they recognize the opportunities available for applying these skills and knowledge.

The complexity of selecting a profession increases with age, as noted by Gati and Saka (2001). Young children tend to express their ideal career aspirations, focusing on what they envision for their future. However, as children mature, their perspective on career choice evolves into a dynamic interplay between personal growth and external influences, as observed by Howard and Walsh (2011).

During the career decision-making process, adolescents undergo a phase of self-discovery, where they contemplate their aspirations and explore various available pathways, as highlighted by Porfeli and Lee (2012). Opting for the right career path not only nurtures individuality but also contributes significantly to long-term well-being and job satisfaction (Kunnen, 2013).

Scholars identify two type of strategies in higher education choice made by school leavers. The first can be described as strategy where higher education identified as a social lift while the second – as an opportunity to belong to a certain social group. Therefore it is customary to distinguish two classical approaches to the study of educational strategies such as structural and subjective which are based on the understanding of education as one of the key mechanisms of individual socialization. Within the framework of the structural approach, obtaining an education is considered as achieving an appropriate social status, which is associated with rational grounds for choosing a future profession, qualifications and form of employment (Jardim et. al., 2017). At the same time, designing an educational trajectory is of great importance from the point of view of a gradu-

ate's economic preferences, since education is a certain indicator and allows us to assume a certain level of future wages and general well-being of a person (Deneulin et. al., 2009). The subjective approach involves analyzing the activity of the students as a subject implementing the strategy and chosen line of behavior during the educational process which are guided by their own needs and desires. In this vein, students' educational strategies are described in the works of I. Green-Demers, E. A. Skinner, M. J. Belmont and others (Legault et.al., 2006), which involved studying the motivation of students, the goals set and the chosen means of achieving it, determined by the values and ideas of the social environment (Jardim et.al., 2017). However, There is a growing trend in the importance of higher education for success in life and the significance of socio-economic factors in the choice of higher education (Baker et al., 2007), which has a powerful impact on the formation of educational strategies based on status and success in obtaining higher education.

American studies concerning university choice by school leavers highlight rational economic model, social model and expanded model which combines characteristics of both models. Rational economic model can be measured by indicators such as financial restrictions, the reputation of the university, future professional career and earnings while social model contains the influence of cultural and social capital – socio-economic background, prospects and academic achievements of students. Expanded model consists of factors such as cultural and social capital, support from college advisors and faculty, college status, and grant support (Kinzie et al., 2004)

Additionally, social dynamics play a pivotal role, influenced by key influencers such as family members, educators, caregivers, peers, and societal obligations (Wu et al., 2015). Individuals swayed by these interpersonal dynamics highly regard the perspectives of significant figures in their lives, often seeking guidance and depending on their input. At times, they may even compromise their own aspirations to accommodate the preferences of others (Guan et al., 2015).

Research indicates that cultural norms significantly impact the career decisions of young individuals (Wambu et al., 2017; Hui et al., 2018; Tao et al., 2018). Culture, defined as the shared mindset distinguishing one community from another, has been extensively analyzed across diverse nations. Students, from countries where individualistic culture is dominated, tend to consider their own inter-

ests in making higher education choice. It is common for western and US societies. Students who are originally from countries where collectivistic culture is dominant usually demonstrate different pattern in process of decision-making. They experience significant impact of social environment, group values and parents' advice. It is common for students from Asian and African countries (Hofstede, 2011).

In the process of making career decisions, individuals often encounter conflicts between their personal interests, plans, and external factors, which can result in substantial adjustments to their plans. The stability of graduates' interests and attitudes significantly influences their career choices, highlighting the importance of having strong convictions rather than being swayed by random circumstances. This stability is essential for attaining high levels of productivity and job satisfaction among young professionals. Contemporary researchers, both domestic and international, highlight the significance of motivation in individuals' professional self-determination, which is a key aspect of personal self-realization.

Scientific research methodology

The article presents the results of a survey conducted in the cities of Shymkent, Almaty, Astana, and in the Almaty and Turkestan regions. The sample size consisted of 558 high school students, including 114 (20.4%) from Shymkent, 79 (14.2%) from the Turkestan region, 145 (26%) from the Almaty region, 114 (20.4%) from Almaty, and 106 (19%) from Astana. In the Turkestan region, the survey was conducted in the Zhetysai district, and in the Almaty region, in the cities of Shelek, Talgar, and Raiymbek districts. In total, 424 respondents (76%) were from urban areas and 134 (24%) from rural areas. The socio-demographic structure of the respondents covers all important characteristics. 84.6% of the surveyed students attend general education schools, 24.4% attend specialized schools, and 6.4% attend Nazarbayev Intellectual Schools (NIS). 47.5% of students study in the Kazakh department, and 52.5% study in the Russian department. Regarding nationality, students of Kazakh nationality prevail – 76.9%, followed by Russian – 7.7%, Uzbek – 5.9%, Uyghur – 32 (5.7%), and representatives of other nationalities (Tatar, Korean, German, Greek, Ukrainian, Iranian, Azerbaijani, Turkish) – 3.8%. The obtained data were processed using SPSS version 21.

Results and discussion

Professional choice of high school students. According to the obtained data, the majority of students have determined their professional choice to varying degrees: 59.7% have fully decided, 30.5%

are more inclined to do so. Among the surveyed youth, the proportion of those undecided about their professional choice is 9.9%. Analysis by gender in terms of professional self-determination did not reveal statistically significant differences. The data are presented in Table 1.

Table 1 – Distribution of answers to the question “Have you determined your professional choice?” by gender

№	Response options	Gender		Total in sample
		Male	Female	
1	Yes	60,7%	58,7%	59,7%
2	Rather yes	29,4%	31,5%	30,5%
3	No	9,9%	9,8%	9,9%

The analysis of the question “Have you determined your professional choice?” by school type where students study demonstrates several differences. Students studied in specialized schools tend to be certain about their coming professional choice compared to students studying in public schools. The proportion of respondents who have already decided about professional choice is 64.0% among specialized schools’ students while among public school students their proportion is 58.9%. The

proportion of students who have not decided yet about which profession to choose is 9.9% in sample. Among specialized schools’ students their rates are lower compared to public school students for 2.1%. This variance can be attributed to differences in the intensity of career guidance initiatives between the two types of schools, with specialized schools generally providing more robust career guidance programs than general education schools. Detailed data can be found in Table 2.

Table 2 – Distribution of answers to the question “Have you determined your professional choice?” by school type

№	Response options	School type	
		General state	Specialized
1	Yes	58,9%	64,0%
2	Rather yes	30,9%	27,9%
3	No	10,2%	8,1%

Language is one of the indicators of self-identification for an individual. Therefore, we decided to analyze the question regarding professional self-determination in terms of the language of instruction in school. This analysis suggests that students who are instructed in Kazakh are more inclined to have finalized their professional decisions. Among students taught in Kazakh, the overall proportion of those who have settled on a career path stands at 93.6%, whereas among those instructed in Russian, this figure is lower at 86%. Consequently, the percentage of students who remain undecided

about their professional choices is twice as high among those taught in Russian compared to their Kazakh-speaking counterparts, with rates of 13% and 6.4%, respectively. The data are presented in Table 3.

In making decisions about future professions, the influence of the type of career guidance work is also evident. Students who independently underwent career guidance activities demonstrate comparatively higher decisiveness in their choices compared to students who limited themselves to career guidance activities provided by the school.

Table 3 – Distribution of responses to the question “Have you determined your professional choice?” by language of instruction in school

№	Response options	Language of instruction in school	
		Kazakh	Russian
1	Yes	64,5%	55,3%
2	Rather yes	29,1%	31,7%
3	No	6,4%	13,0%

Ranking the responses regarding the choice of professional activity indicates an increasing attractiveness of natural sciences among school students. Thus, one-third of the students plan to choose natural sciences, constituting 30.5% of the total. The attractiveness of social and humanitarian sciences remains stable, with 26.7% of students deciding to study in

this field. Information technology completes the top three attractive professional fields, with 21.3% of surveyed students planning to pursue careers in this area. Less attractive professional trajectories among students include economics and legal sciences, with only 9.5% of students planning to study in these fields. The data are presented in Table 4.

Table 4 – Professional Directions Preferred by High School Students

№	Professional Fields	Responses
1	Natural Sciences	30,5%
2	Social and Humanities Sciences	26,7%
3	Information Technology	21,3%
4	Technical Sciences	18,8%
5	Foreign Languages	17%
6	Art	10,2%
7	Economic Sciences	9,5%
8	Legal Sciences	9,5%

A comparative analysis of students’ professional preferences by regions shows that in the Almaty region, “Natural Sciences” and “Social and Humanities Sciences” were the most preferred, at 31.7% and 26.2%, respectively. In the city of Almaty, “Natural Sciences” and “Information Technologies” are 32.5% and 28.1%, respectively. In the capital, “Social and humanities” is 32.1% and “Natural sciences” is 23.6%. In the city of Shymkent, “Social and humanities” and “Natural sciences” are equally attractive 28.9%. In the Turkestan region “Natural sciences” is 36.7% and “Social and humanities” is 30.4%.

It is important to take into account that the majority of students (82.5%) have changed their pro-

fessional preferences over the past three years, of which 45.3% changed their professional choice significantly, 37.2% changed their initial choice slightly.

The main factors that influenced changes in the professional preferences of students are: 1) changes in the labor market, 2) advice from parents, relatives, friends, 3) availability of employment in different areas of employment. Every third graduate takes the above factors into account when choosing a future profession. The least important factors are: vocational guidance at school and the work of universities and colleges to attract applicants. The data is presented in Table 5.

Table 5 – Factors influencing the professional choice of high school students

Factors of choice	Percentage of observations
Changes in the labor market and demand for professions	38,0%
Advice from parents, relatives, and friends	37,8%
Availability of employment opportunities in different fields of work	37,1%
Changes in their interests for self-realization	34,6%
State educational policy (support for universities, number of grants, etc.)	31,5%
Information on the Internet and in the media	26,9%
Self-obtained information from educational organization websites	12,0%
Professional orientation in school	6,8%
Work of universities and colleges to attract applicants	4,8%

High school students who strive to receive a grant make up 85.6%. Accordingly, the share of those planning to study for a fee or at a foreign university is 14.4%. A comparative analysis demonstrates that the rate of those wishing to study on the basis of a state grant is higher among high school students of regional and regional schools in comparison with their peers studying in the cities of Almaty, Astana and Shymkent. Differences are also observed in the following indicators:

- by type of school: high school students of general education schools more often show a desire to receive a state grant in comparison with high school students of specialized schools, respectively 86.1% and 84.9%.

- by language of instruction: high school students of Kazakh-language schools are more likely

to receive a grant (87.9%) compared to students of Russian-language schools (83.6%).

The ranking of respondents' answers regarding educational plans after graduation shows that the majority of high school students strive to enroll in the best universities, including those located in large cities. High school students also pay special attention to the proximity of the university when planning their education after graduation. Studying at a college or secondary specialized educational institution is the least attractive for high school students; only 1.3% plan to study in these types of educational institutions. The desire to study at a foreign educational institution prevails among high school students from urban schools, in particular the cities of Almaty and Shymkent. The data is presented in Table 6.

Table 6 – Educational plans of high school students after graduation

Educational Plans After Graduation	Percentage of observations
To enroll in a Kazakhstani university that provides the best education in the chosen field	47,8%
To receive education at universities in the largest cities of Kazakhstan – Astana and Almaty	32,9%
To enroll in a university in my city or the nearest city	30,9%
To enroll in a foreign university that offers the best education in the chosen field	22,8%
To enroll in a university where there are more chances of receiving an educational government grant	15,5%
To start working	9,5%
To obtain a profession in a college or vocational school	1,3%

Analysis of respondents' answers to the question "Have your professional preferences changed over the past 3 years?" indicates that the overwhelming majority of high school students changed their professional preferences to varying degrees: 45.3% changed to a significant extent and 39.2% to a slight extent. Only 11.8% of all surveyed respondents have not changed their initial professional preferences over the past 3 years. The share of students who did not have specific professional preferences is 3.6% while rest of the students have decided on their professional preferences. The data is presented in Table 7.

84.5% of all students surveyed changed their initial professional preferences to varying degrees within three years. Analysis of factors shows that

the top three reasons for changes are: transformations in the labor market and demand for professions – 38.0%, advice from parents, relatives, friends – 37.8% and availability of employment in various fields of employment – 37.1%. The significance of such factors in the transformation of students' professional preferences indicates that they are sensitive to changes in the labor market and employment opportunities in the process of professional self-determination. The least significant factor in changing the professional preferences of students is professional orientation organized by universities and colleges to attract applicants. Only 4.8% of all respondents noted it as a factor that influenced their decision to change their professional preferences. All data are presented in Table 8.

Table 7 – Distribution of answers to the question "Have your professional preferences changed over the past 3 years?"

№	Response options	Percentage
1	Yes, significantly	45,3
2	Yes, insignificantly	39,2
3	No	11,8
4	There were no special preferences	3,6
5	No answer	,4

Table 8 – Factors that influenced the transformation of professional preferences of high school students over the past 3 years

№	Factors	Percentage
1	Changes in the job market and demand for occupations	38,0%
2	Guidance from family members, relatives, and acquaintances	37,8%
3	Job prospects across diverse employment sectors	37,1%
4	Changes in self-realization interests	34,6%
5	State educational policy (support for universities, number of grants, etc.)	31,5%
6	Information on the Internet, informational media	26,9%
7	Self-obtained information from educational organization websites	12,0%
8	Universities' and colleges' efforts to attract prospective students	4,8%

A comparative analysis of the significance of factors in changing the professional preferences of high school students by gender illustrates that there are no statistically significant differences. There are minor differences in the ranking of the importance of the following factors: (1) availability of employment in different areas of employment, (2) information on the Internet, information media, (3) the work of universities and colleges to attract applicants. The importance of employment availability in dif-

ferent areas of employment is slightly higher among female high school students compared to male high school students and the figure is 17.0% and 15.2%, respectively. The same trend is observed in assessing the importance of "information on the Internet, information media"; this factor is slightly more important for girls than for boys, 12.1% and 11.3%, respectively. The work of universities and colleges to attract applicants, on the contrary, is slightly more important for boys (2.8%) than for girls (1.5%), but

in general, in the hierarchical ranking, this factor is the least important in both groups. The data is presented in Table 9.

The hierarchy of factors influencing the change in professional orientations among high school students over the past three years remains consistent across different school types. However, there is a slight difference in the degree of significance of individual factors, such as: (1) changes in the labor market and demand for professions; (2) state educational policy (support for universities, number of grants, etc.); (3) information on the Internet, informational media. In forming professional preferences, changes in the labor market and demand for professions are more significant for students in general education schools, with percentages of 19.9%

and 16.0%, respectively. However, it is worth noting that this factor is among the top three factors in importance for both groups in changing students' professional preferences over the past three years. Additionally, state educational policy (support for universities, number of grants, etc.) is more significant for students in specialized schools compared to those in general education schools, with percentages of 15.6% and 13.4%, respectively. However, information on the Internet, informational media is less significant for students in specialized schools: only 8.6% of students in specialized schools rely on this source in reassessing their professional preferences, while among students in general education schools, the percentage is 12.2%. The data is presented in Table 10.

Table 9 – Influential Factors Shaping High School Students' Career Preferences Over the Past 3 Years, Segmented by Respondents' Gender

№	Factors	Gender	
		Male	Female
1	Changes in the labor market and demand for professions	16,7%	16,4%
2	Advice from parents, relatives, and friends	16,6%	16,4%
3	Employment opportunities in various fields of employment	15,2%	17,0%
4	Changes in self-realization interests	15,6%	14,6%
5	State educational policy (support for universities, number of grants, etc.)	13,7%	13,7%
6	Information on the Internet, informational media	11,3%	12,1%
7	Self-obtained information from educational organization websites	5,0%	5,5%
8	Professional orientation in school	3,1%	2,8%
9	Universities' and colleges' efforts to attract prospective students	2,8%	1,5%

Table 10 – Factors Impacting the Evolution of High School Students' Career Preferences in the Last 3 Years, Categorized by School Type and Language of Instruction

Factors	School type		Language of study	
	General	Specialized	Kazakh	Russian
Changes in the labor market and demand for professions	16,0%	19,9%	17,4%	15,8%
Advice from parents, relatives, and friends	16,7%	15,1%	16,1%	16,8%
Employment opportunities in various fields of employment	16,3%	15,6%	16,1%	16,2%
Changes in self-realization interests	15,2%	14,5%	14,4%	15,7%
State educational policy (support for universities, number of grants, etc.)	13,4%	15,6%	14,1%	13,4%
Information on the Internet, informational media	12,2%	8,6%	13,4%	10,2%
Self-obtained information from educational organization websites	5,1%	5,9%	4,8%	5,6%
Professional orientation in school	3,0%	2,7%	2,3%	3,5%
Universities' and colleges' efforts to attract prospective students	2,1%	2,2%	1,5%	2,7%

Regarding the language of instruction, variations are noted in the following aspects: (1) shifts in the labor market and profession demand, (2) alterations in self-fulfillment interests, and (3) access to information on the Internet and media. The impact of labor market changes and profession demand on reshaping professional preferences is more pronounced among students instructed in Kazakh compared to those in Russian. 17.4% of students in Kazakh-language classes and 15.8% of students in Russian-language classes changed their professional preferences based on this factor. In contrast, the impact of alterations in professional interests is more significant among students receiving instruction in Russian compared to those in Kazakh, with the proportion of students altering their professional preferences due to this factor being 15.7% in the Russian group and 14.4% in the Kazakh group. Furthermore, information sourced from the Internet and media holds greater significance for students instructed in Kazakh than for those instructed in Russian, with respective proportions of 13.4% and 10.2%. Full data is presented in Table 10.

Conclusion

The professional preferences of high school seniors are shaped by socio-economic and political changes. According to the obtained data, the majority of high school students have determined their professional choices to varying degrees. However, a comparative analysis by school type indicates that students from specialized schools have been more decisive in their choices. The influence of the type of career guidance activities is also evident in making decisions about future professions. High school seniors who have independently undergone career guidance activities demonstrate comparatively higher determination in their choices compared to

students who have relied solely on school-based career guidance.

It is important to note that the majority of high school students have changed their professional preferences over the past three years. The main factors influencing these changes include: 1) changes in the labor market, 2) advice from parents, relatives, and friends, and 3) availability of employment opportunities in various fields. One-third of high school seniors consider these factors when choosing their future profession. The least significant factors include: professional guidance in schools and the efforts of universities and colleges to attract applicants.

Ranking the factors by their importance in changing professional orientations over the past three years among high school seniors, by school type, shows that the hierarchical structure is identical in both groups. While there exists a minor distinction in the level of significance attributed to specific factors, including (1) changes in the labor market and profession demand, (2) state educational policies (such as university support and grant allocation), and (3) information accessed through the Internet and media, it is evident that “changes in the labor market and profession demand” hold greater importance in shaping the professional preferences of students attending specialized schools compared to those in general education schools. Conversely, students in specialized schools assign comparatively less significance to information sourced from the Internet and media. Thus, modern trends in the labor market and new requirements for specialists necessitate a proper assessment of one’s attitudes and abilities, as well as consideration of labor market needs. Traditional career choice strategies among school youth lead to ineffective employment. Currently, global socio-economic changes in the structure of the national economy and the value priorities of school youth are shaping new models and forms of career choice.

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Келіп түсті: 23 сәуір 2024 жыл

Қабылданды: 28 тамыз 2024 жыл

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

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

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

Научная методология должна включать в себя:

- исследовательский вопрос(-ы);

-
- выдвигаемую гипотезу (тезис);
 - этапы исследования;
 - методы исследования;
 - результаты исследования.

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

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- В разделе Результаты и Обсуждение – приводится анализ и обсуждение полученных вами результатов исследования. Приводятся выводы 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»

Индекс 050040

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БИН 990140001154

КБЕ 16

АО «First Heartland Jýsan Bank»

ИИК KZ19998СТВ0000567141 – тенге

ИИК KZ40998СТВ0000567151 – USD

БИК TSESKZKA

АВТОРЛАРҒА АРНАЛҒАН АҚПАРАТ

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

Корреспонденция авторы журналға жариялау үшін ілеспе хат ұсынуға міндетті.

Авторларға қойылатын талаптар (мақаланы рәсімдеу үшін ҮДГІ-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 – FTAMA 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 мақаланызда 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” (БФСБК тізбесіне кіретін басылымдарға қойылатын талаптар) сөйкес.

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 (<http://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.

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Индекс 050040

Мекенжай: Алматы қ., Әл-Фараби даңғылы, 71

БИН 990140001154

КБЕ 16

АО «First Heartland Jysan Bank»

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- Brief description of the research methodology.

- Main results and analysis, conclusions of the research work.

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Key words / phrases – 3-5 in the Russian, Kazakh and English languages.

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Scientific methodology should include:

- research question (s);

- put forward hypothesis (thesis);

- stages of research;

- research methods;

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

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