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# ХАБАРШЫ

Психология және әлеуметтану сериясы

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1-бөлім  
**ПСИХОЛОГИЯ**

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Section 1  
**PSYCHOLOGY**

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Раздел 1  
**ПСИХОЛОГИЯ**

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## PSYCHOLOGICAL STUDY OF PERSONAL READINESS FOR CHANGE AND ACTUAL FUNCTIONAL STATES OF ADOLESCENTS

This study is aimed at studying the psychological aspects of adolescents' personal readiness for change and their functional conditions. Modern teenagers face a lot of social and psychological changes, so their ability to adapt plays an important role. The main purpose of the study is to study the features of the current functional state and psychological readiness of adolescents for changes.

The scientific and practical significance of the study lies in the fact that its results can be used to develop programs aimed at providing effective assistance to adolescents during psychological support and counseling. The results are especially relevant for improving methods of psychocorrection and stress management.

In the course of the study, the methods "Fatigue – Monotony – Boredom – Stress" and "Personal change readiness survey" were used, assessing the functional conditions of adolescents and their readiness for change. The results showed a high level of mental fatigue and stress in adolescents, which has a negative impact on their adaptation. Despite the fact that most teenagers have a low level of qualities such as passion, resourcefulness, courage and adaptability, their optimism is at a very high level, and self-confidence and tolerance to uncertainty are manifested at an average level, which indicates the need for additional support and motivation for their development.

The results of the study can also serve as a basis for practical recommendations to school psychologists and teachers on the development of emotional and psychological stability of students.

This study contributes to the understanding of the main factors affecting the personal development of adolescents and their psychological stability, and also contributes to improving the effectiveness of psychological support programs in the educational process.

**Key words:** personal readiness, functional conditions, stress, fatigue, psychological stability.

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### Жасөспірімдердің өзгеріске тұлғалық даярлығы мен өзекті функционалды жағдайларының психологиялық зерттелуі

Бұл зерттеу жасөспірімдердің өзгерістерге тұлғалық даярлығы мен олардың функционалды жағдайларының психологиялық аспектілерін зерттеуге бағытталған. Қазіргі заманғы жасөспірімдер көптеген әлеуметтік және психологиялық өзгерістерге тап болады, сондықтан олардың бейімделу қабілеті маңызды рөл атқарады. Зерттеудің негізгі мақсаты – жасөспірімдердің өзгерістерге психологиялық дайындығының және өзекті функционалды жағдайларының ерекшеліктерін зерттеу.

Зерттеудің ғылыми-практикалық маңыздылығы психологиялық қолдау мен кеңес беру барысында жасөспірімдерге тиімді көмек көрсетуге бағытталған бағдарламаларды жасауға мүмкіндік береді. Әсіресе, психокоррекция және стресс басқару әдістерін жетілдіру үшін зерттеу нәтижелері қолданылуы мүмкін.

Зерттеу барысында «Шаршай – Монотония – Зерігу – Стресс», «Өзгерістерге тұлғалық даярлық» әдістемелері қолданылып, жасөспірімдердің психикалық жағдайлары және өзгерістерге тұлғалық даярлықтары бағаланды. Зерттеу нәтижелері жасөспірімдердегі психикалық шаршай

мен стресс деңгейінің жоғары екенін көрсетіп, олардың бейімделуіне кері әсер ететінін дәлелдеді. Жасөспірімдердің көпшілігінде құмарлық, тапқырлық, батылдық және бейімделу қасиеттері төмен деңгейде байқалса да, олардың оптимизм деңгейі өте жоғары, ал сенімділік пен екі ұштылыққа толеранттылық көрсеткіштері орташа дәрежеде көрінеді, бұл олардың дамуына бағытталған қосымша қолдау мен ынталандырудың қажеттілігін көрсетеді. Сондай-ақ зерттеу нәтижелері мектеп психологтары мен педагогтарға оқушылардың эмоционалдық және психологиялық тұрақтылығын дамыту бойынша практикалық ұсыныстар жасауға негіз бола алады.

Бұл зерттеу жасөспірімдердің тұлғалық дамуына, психологиялық тұрақтылығына әсер ететін негізгі факторларды түсінуге ықпал етіп, білім беру процесіндегі психологиялық қолдау бағдарламаларының тиімділігін арттыруға үлес қосады.

**Түйін сөздер:** тұлғалық даярлық, функционалдық жағдай, стресс, шаршау, психологиялық тұрақтылық.

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### **Психологическое исследование личностной готовности к переменам и актуальных функциональных состояний подростков**

Данное исследование направлено на изучение психологических аспектов личностной готовности подростков к изменениям и их функциональных состояний. Современные подростки сталкиваются со множеством социальных и психологических изменений, поэтому их способность к адаптации играет важную роль. Основная цель исследования — изучить особенности актуального функционального состояния и психологической готовности подростков к изменениям.

Научно-практическая значимость исследования заключается в том, что его результаты могут быть использованы для разработки программ, направленных на оказание эффективной помощи подросткам в ходе психологической поддержки и консультирования. Особенно актуальными результаты являются для совершенствования методов психокоррекции и управления стрессом.

В ходе исследования применялись методики «Утомляемость – Монотония – Скука – Стресс» и «Личностная готовность к изменениям», оценивающие психические состояния подростков и их готовность к изменениям. Результаты показали высокий уровень психического утомления и стресса у подростков, что оказывает негативное влияние на их адаптацию. Несмотря на то, что у большинства подростков наблюдается низкий уровень таких качеств, как увлечённость, находчивость, смелость и адаптивность, их оптимизм находится на очень высоком уровне, а уверенность в себе и толерантность к неопределённости проявляются на среднем уровне, что указывает на необходимость дополнительной поддержки и мотивации для их развития.

Результаты исследования также могут служить основой для практических рекомендаций школьным психологам и педагогам по развитию эмоциональной и психологической устойчивости учащихся.

Данное исследование способствует пониманию основных факторов, влияющих на личностное развитие подростков и их психологическую устойчивость, а также вносит вклад в повышение эффективности программ психологической поддержки в образовательном процессе.

**Ключевые слова:** личностная готовность, функциональное состояние, стресс, утомляемость, психологическая устойчивость.

## **Introduction**

The modern socio-economic and socio-cultural situation, which characterizes the multifaceted and ambiguous process of transformation of Kazakhstan's society, encourages a closer look at the issue of socialization of the younger generation, its integration into society, the search for ways to ensure the effectiveness of this process, the identification of factors complicating its course.

Adolescents living in the modern world can often be subjected to the destructive influence of certain social factors, groups and their individual representatives.

One of the distinctive features of adolescence, when the difficulties presented by modern society for adolescents expose them to a state of stress and determine the nature of social adaptation, is the intensive expansion of the teenager's living space, the space of their social activity, the circle of acquaintances.

tance and communication, and the information field. A new degree of freedom due to the weakening of home control inherent at this age contributes to the development of new places of entertainment, entry into various environments, and subcultural associations.

Adolescence is accompanied by alternating periods of adaptation. In addition, not all of them are suitable for the socialization of a teenager, the latter may not be ready to face the negative phenomena of life, to resist their spontaneous and sometimes purposeful influence on their mind and behavior, and to remain defenseless in front of them.

Therefore, it is the task of preparing the younger generation to resist negative social influences, forming personal readiness of young people for such resistance, which is one of the conditions for their successful and positive social adaptation. In this context, in addition to healing the environment and neutralizing the impact of its victimogenic factors, educational and preventive work aimed at increasing criticality and selectivity in interaction with society, developing the ability to morally and psychologically resist its negative effects is of particular importance.

Stressful conditions are one of the factors related to the genesis and formation of personality during adolescence, which is characterized by quantitative and qualitative changes, and hormonal explosion. Active psychophysical maturity, cognitive dissonance, interpersonal and intrapersonal conflicts can be the causes of stress. Adolescence is characterized by intensive psychophysiological development and reconstruction of the child's social experience, which should be taken into account when considering the problem of stress resistance. A teenager faces many problems, the negative impact of which leads to a stressful situation (Krasnova, 2016). Problems at home (family conflict, parental abuse, etc.) contribute to stress (Fredrickson et al., 2009).

Everyone can recall moments in their lives when their psychological well-being improved or worsened. Today, the study of concepts and theories that help to understand the process of personality change is relevant in psychology, especially it plays an important role in explaining the characteristics of individual readiness for change of people with different levels of psychological well-being.

The complex relationship between personality and actions is determined by the mental regulation of human behavior, the structure of personal qualities and their role in the development of activity directed towards a specific goal. Also, the characteris-

tics of the activity, its operational, spatial-temporal and other features are important. Since this system is dynamic, the process of adaptation of personality and activity structures is ongoing. This process is reflected not only in the actualization of mental components of a person in relation to actions, but also in the development of a person.

Everyone has moments when they face difficulties, because today's world is constantly changing. Change is dynamic, and dynamic is life. Therefore, if a person wants to continue their life, they must learn to manage changes and deal with them purposefully. This is called the process of self-improvement.

In adolescence, the period of physical maturity ends, and important social events take place at this time: obtaining a passport, the possibility of marriage, and criminal responsibility begins. Also, at this age, the main task is the problem of choosing professional education. Some young people start a career at this period and face the need for self-determination, which can disturb the balance of the inner world. When choosing a future profession, there is a need to give up other opportunities, which can increase internal tension.

At this stage, young people need to prove that they have the ability to make adult and independent decisions and support it because later it will be much more difficult to form independence and life courage.

It is important to consider the personality's readiness for change during adolescence. As components of preparation, one can consider the psychological approach, knowledge about the motives of the activity, its form and methods, the skills of using them in practice, and the attitude towards this activity. A person's readiness for purposeful action is closely related to their psychological attitude, because it requires a certain effort to achieve it. In psychology, attitude is interpreted as a state of readiness formed on the basis of past experience, the ability of a person to react to a certain situation.

The relevance of the topic of empirical research is explained by the presence of unresolved theoretical and practical questions on the psychological readiness of a person for changes in the state of youth development. In addition, there are reasons to believe that there remain issues that require general psychological, theoretical, and empirical research in this area.

The relevance and necessity of studying the psychological resources of individual preparation for student activities is obvious, since one of the main



tasks at this age stage is personal and professional development, preparation for independent life and qualified activities as a specialist. Changing social conditions leave an imprint on the process of forming readiness for student activities, although the requirements for the personal and professional characteristics of graduates of higher educational institutions remain high. Such qualities as the ability to regulate and plan one's own actions, set goals, self-organization and self-management are of great importance. Students should have a sufficiently high level of development of reflection, the ability to assess their own activity and the surrounding reality, have communicative competence, value orientations (Antsyferova, 1994; Argyle, 2013).

### Literature review

Changes in various forms of human life require adaptation to the modern situation, which significantly affects their activity, actions and general condition. For example, social, economic, or technological changes affect people's lifestyles and behaviors, requiring them to acquire new skills, revise their actions, and adapt to new situations. Such changes may require a person to mobilize internal resources, increase their activity, or even reconsider their life values. The increase in instability and uncertainty in society is especially noticeable in transition periods. In such a situation, it is very important to determine the psychological resources of young people's personal readiness for action, to properly direct their potential and to study their adaptive abilities. These resources play an important role in increasing the resilience of young people to life challenges and changes (Buravleva et al., 2022).

It has been proven that the formation of personal readiness of adolescents to resist the negative consequences of Internet socialization is influenced by a complex of factors that can be conditionally divided into two groups: external (information-technological environment, natural and socio-cultural factors) and internal (biological and individual psychological features) (Khodaev, 2024).

Robicek et al. (2012) distinguished four components of personal growth, two of which affect cognitive thinking (i.e., planning and readiness to change), and two that assess behavioral activity (i.e., intentional behavior and resource utilization). Using a structural equation modeling approach, the authors showed that all four components of personal growth initiation (ie, planning, readiness for change, intentional behavior, and resource utilization) pre-

dicted various commitments and research processes, with planning being the most consistent predictor.

We encounter a variety of stressful events in our daily lives that affect resilience (Zhang et al., 2019). These can range from difficulties in personal relationships to problems related to work, education, or health. Stressful situations can weaken a person's emotional state, behavior and general well-being. However, the ability to resist such difficulties, that is, stress resistance, depends on the psychological stability and adaptability of a person.

It is known that psychological stress is a complex structure. It consists of many factors related to the internal state of a person and the influence of the environment. Stress is not limited to emotional pressure, but also includes physiological, cognitive and behavioral reactions. External factors (e.g. complex events in life, work, social relations) and internal factors (personal characteristics of a person, emotional stability, past experience) affect the occurrence of stress. The interaction of these factors determines the level of stress and ways to overcome it. Yes, indeed, stressors begin to affect a person from the moment they are born. After birth, the child begins to adapt to the environment, this is their first experience of stress. Unsatisfied physical needs (for example, hunger, cold or heat), getting used to a new environment, and emotional needs can be stressful for a child. Various stressors throughout life, including social, emotional, and physical factors, have complex effects that contribute to a person's mental and physical development. A person's response to stressors shapes his or her psychological defense mechanisms and coping abilities (Kramer et al., 2009) and occurs in every person's daily life activities, and stressors and the person's ability to cope with stress play a central role in adolescent distress and psychopathology (Compas et al., 1993). A positive correlation was found between the level of anxiety of schoolchildren and their emotional indicators such as neuroticism or emotional instability (Mi, & Mynbayeva, 2022). In our opinion, it may arise in connection with excessive information overload, social isolation issues. The abundance of social networks, news and other sources of information puts great pressure on children's psyche. Bullying and bullying online can lower a child's self-esteem and harm their mental health. Spending too much time on gadgets makes children feel isolated and distant from real life.

Cross-sectional studies have found consistent, albeit modest, correlations of stressful events with psychological, behavioral, and somatic problems.

Stressful life events represent life experiences that cause changes in a person's life and require coping and adaptive strategies (Compas, 1987). G.S. Hall's (1904) view that adolescence is a period of heightened "storm and stress" is being revised in light of current research. G. S. Hall's "storm and stress" theory described adolescence as a very difficult and conflictual period. According to him, during this period, teenagers experience very strong emotions, often quarrel with their parents and tend to take risks. The author provides a brief history of storm and stress and examines 3 key aspects of this approach: conflict with parents, mood swings, and risky behavior. In all three areas, evidence supports a modified view of storm and stress that takes into account individual differences and cultural variability. Not all teens experience storms and stress, but storms and stress are more common during adolescence than at any other age. Or in other words, of course, there are many changes during adolescence, but these changes do not necessarily appear in the form of "storm and stress".

Modern research does not fully confirm Hall's theory. Of course, there are many changes during adolescence, but these changes do not necessarily appear in the form of "storm and stress".

Why is Hall's theory being revised today?

Individual differences: not all teenagers are the same. Their experience, behavior and development may vary.

Cultural differences: different cultures experience adolescence differently. In some cultures, teenagers are given more freedom, while in others, stricter requirements are placed on them.

Social conditions: family, school, friends, and society have a major influence on adolescent development.

Advances in research methods: modern researchers use many new methods to study adolescent development, allowing them to obtain accurate data that was not available in Hall's time.

Adolescence from a modern point of view:

Stage of change and development: physical, emotional and social changes occur during this stage.

Formation of personality: a teenager tries to define who they are, and forms their values and goals.

Risk-taking: some teens may be risk-takers, but not all teens are.

Importance of social connections: friends and family play a big role in a teenager's life.

Hall's theory has played an important role in shaping our understanding of adolescence. However, modern research shows that adolescence is much

more complex and diverse. Adolescent development depends on many factors and each adolescent has its own characteristics.

Adolescence is an important processing time in academic, cognitive, social, physiological, and physical changes (Arnett, 1999) and a delicate period of development characterized by exposure to stressful life events and their debilitating effects on mental health (Byrne et al., 2007). Stressful life events among adolescents have attracted the attention of many researchers (Raklova, 2013; Dupéré et al., 2018; Mukhamediyev, 2022; Han et al., 2018; Humphreys et al., 2018). In addition, many studies have shown that stressful life events can have a profound effect on a person's adjustment (Sandler et al., 1994; Rod et al., 2009), and stressful life events during adolescence are associated with reduced well-being, poor mental health, anxiety, and depression (Troy et al., 2011). The more complex the new environment is (the number of social relations, the complexity of joint activities, the higher the social heterogeneity), the greater the changes in it, and therefore the more difficult the social-psychological adaptation will be (Baishukurova et al., 2012). Other studies have shown that stressful life events played an important role as a cause of high school dropout (Dupéré et al., 2018), and high levels of stress were associated with reduced hippocampal volume in adolescents (Piccolo and Noble, 2017). Thus, stressful life events have a negative impact on the physical and mental health of adolescents. Therefore, adaptation of adolescents to the environment is an important issue that the whole society should pay special attention to (Maclean et al., 2016; Mi et al., 2022; Chen et al., 2019). However, mediating processes that explain the relationship between perceived stressful life events and psychological and personal readiness for change and adolescent functional states remain to be identified. Therefore, it is important to study the individual readiness and functional states of adolescents for change, as well as the psychological mechanisms underlying these psychological states during adolescence.

## Materials and Methods

A total of 187 people participated in the study, including 36 men and 151 women. Potential participants were selected by answering an online survey between August 11 and October 12, 2021. The age of the participants ranged from 14 to 19 years (mean = 16.80, standard deviation (SD) = 1.15). The results are presented in Table 1.



**Table 1** – Descriptive statistics of the age of the subjects

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Standard deviation</b>
Age range	187	14.00	19.00	16.7914	1.15206
N valid (according to the list)	187				

During the study, the «Fatigue – Monotony – Boredom – Stress» method (H.E. Plath, P. Richter) and the «Personal change readiness survey» (A. Rolnic, S. Heather, M. Gold, C. Hull) were used (Plath, Richter, 1984). The reliability of the test was tested by Cronbach's alpha coefficient in SPSS 23.

The method «Fatigue – Monotony – Boredom – Stress» (Ermuedung\_Monotonie\_Saetting\_Stress. BMS-Handanweisung). «Fatigue – Monotony – Boredom – Stress» methodology was developed by German scientists H.E. Plath and compiled by P. Richter. The method was translated into Kazakh and tested. Cronbach's alpha was equal to 0.933.

The method «Fatigue – Monotony – Boredom – Stress» is designed to assess the clarity of the above-mentioned components of the current functional state and is used individually or in groups.

The questionnaire consists of 40 statements, and a 4-point scale is used for evaluation:

- 1 – almost never,
- 2 – sometimes,
- 3 – often,
- 4 – almost always.

Fatigue, monotony, boredom and stress coefficients are calculated according to the processing key, and a personality profile is created according to those four current conditions.

The method «Fatigue – Monotony – Boredom – Stress» measures the following parameters: fatigue; monotony; mental boredom; and stress.

By choosing one of the points of the scale: 1, 2, 3 or 4, the respondent indicates the degree of agreement with the mentioned opinion. The selected score is recorded on the answer sheet next to the serial number of the corresponding comment.

«Personal change readiness survey» (PCRS) methodology (A. Rollnick, S. Heather, M. Gold, C. Hull). PCRS (Personal change readiness survey) methodology was developed by Canadian scientists A. Rollnick, S. Heather, M. Gold and compiled by C. Hall (Rollnick et al., 1992).

This version of the PCRS methodology was translated into Kazakh and approved. Cronbach's alpha was equal to 0.935. Understanding the features of adaptation to change can help protect peo-

ple from stress in the most vulnerable situations. The questionnaire determines the parameters that correspond to the framework of positive psychology: passion, resourcefulness, optimism, courage, adaptability, confidence and tolerance to uncertainty.

The methodology of “Personal change readiness survey” consists of 35 items, and the responses of the examinees are evaluated from 1 (does not match at all) to 6 (high level of match) with a point of agreement with each statement. The authors also used the same six-point scale in their study.

When comparing symptoms in two groups, comparisons were made using the Mann-Whitney U test. Spearman's correlation coefficient was used as a measure of the relationship between indicators.

*Methodological justification of the research:* methodological principles (the principle of development, the principle of determinism) and the opinions of scientists who analyze the problems related to the study of the concept of psychological readiness for changes.

*Purpose of the study.* To study the features of the psychological readiness of adolescents for changes.

*Research hypothesis.* There is a direct connection between the psycho-emotional state of adolescents and their psychological readiness for change; boys and girls show differences in manifestations of components of psychological readiness for change.

*Research questions:*

1. Analysis of works on the actual functional condition of adolescents of different sexes and features of adaptation to changes;

2. Empirical study and comparison of specific functional conditions and features of adaptation to changes of adolescents of different sexes.

Mathematical processing of the results was carried out using the SPSS-23 data analysis package.

## Results and Discussion

The first stage of research. Personal change-readiness survey (PCRS) by A. Rolnic, S. Heather, M. Gold and C. Hull and H.E. Plath and P. Richter's methodology “Fatigue – Monotony – Boredom –

Stress” (“Ermüdung-Monotonie-Sättigung-Stress”) were translated and adapted into the Kazakh language. According to the “Personal change readiness survey”, the Cronbach’s Alpha size was equal to 0.935, while according to the “Fatigue – Monotony – Boredom – Stress” methodology, the Cronbach’s Alpha size was equal to 0.933. A Cronbach Alpha’s coefficient equal to or higher than 0.9 indicates sufficient reliability of the methodology. A high level of Cronbach’s Alpha coefficient on the basis of standardized points indicates a high degree of reliability of these methods.

The second stage of research. To assess the reliability of the differences in the aspects of the current functional conditions and adaptation to changes in an independent group of respondents of different

genders, and to evaluate the features of the current functional conditions, a statistical analysis was carried out using the Mann-Whitney U test.

The third stage of research. Statistical analysis was carried out using Pearson’s correlation criterion to determine the relationship between the actual functional status of adolescents and adaptation to changes.

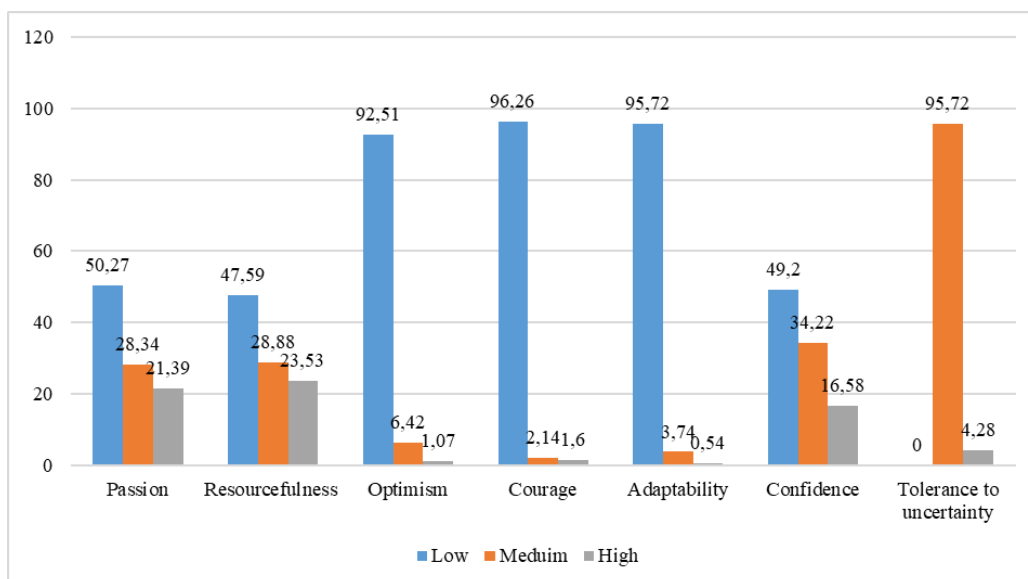
In the course of the research the adolescents’ indicators of fatigue, monotony, mental boredom, and stress were studied through the methodology of the “Fatigue – monotony – boredom – stress”; while passion, resourcefulness, optimism, courage, adaptability, confidence, tolerance to uncertainty – through the “Personal change readiness survey”. The result is presented in Table 2 below.

**Table 2** – Personal change readiness survey of adolescents

	Passion	Resourcefulness	Optimism	Courage	Adaptability	Confidence	Tolerance to uncertainty
Low	50,27	47,59	92,51	96,26	95,72	49,2	0
Medium	28,34	28,88	6,42	2,14	3,74	34,22	95,72
High	21,39	23,53	1,07	1,6	0,54	16,58	4,28

The diagram of indicators of passion, resourcefulness, optimism, courage, adaptability, confidence, and tolerance to uncertainty of adolescents according to the «Personal change readi-

ness survey» is presented below. By displaying the results visually, the low, medium and high level contributions of each indicator are clearly visible.



**Figure 1** – Personal change readiness survey of adolescents (%)

As we can see from Figure 1, the majority of teenagers (50.27%) have a low quality of passion. This indicator means that their internal motivation and enthusiasm for certain activities is weak. Low passion indicates a lack of genuine interest and enthusiasm in a particular field or goal. This level of obsession is usually characterized by indifference to activities, difficulty achieving long-term goals, and dependence on extrinsic motivation. For this group of teenagers, it is important to arouse their interest and increase internal motivation. According to this indicator, 28.34% of teenagers had a medium level of passion. This indicator shows that although they are interested in a certain activity, they lack sufficient enthusiasm and internal motivation to develop it regularly and purposefully. Adolescents with a medium level of passion are sometimes willing to put in the effort to achieve their goals, but may be dependent on external circumstances or support. It is important to keep them constantly stimulated and motivated, which allows them to develop their passions more deeply and to be more committed to their activities. It was found that 21.39% of teenagers have a high level of passion. Therefore, teenagers in this group are genuinely interested and enthusiastic about their activities, spare no effort and work hard to achieve a certain goal. They have a high level of internal motivation, which encourages them to be active in various fields, acquire new knowledge and skills. Such teenagers tend to develop themselves, try to achieve their goals despite obstacles and can be an example for others.

In terms of the quality of resourcefulness, it was found that 47.59% of teenagers have a low level, that is, their ability to think creatively and innovativeness is limited. Such teenagers may have difficulty coming up with new ideas or solving complex problems.

28.88% have a medium level of resourcefulness, which means that they rely on standard solutions and sometimes use creative approaches, but may not always actively use this ability.

And 23.58% have a high level of resourcefulness. These teenagers are able to use unique methods to solve complex problems and offer creative ideas. They tend to think innovatively, easily adapt to changes and make unique decisions than others.

Interesting information on the quality of optimism was revealed: it was observed that the percentage of optimism is very low in the majority of teenagers, i.e. 92.51%. This shows that they look to the future with little confidence, do not easily accept difficulties and tend to think negatively. 6.42%

of teenagers have a medium level of optimism, that is, although they are sometimes optimistic, in some cases, feelings of doubt or anxiety can be observed. And 1.07% have a high level of optimism, which means that they are very positive, do not lose faith even in difficult situations and always try to see the bright side.

According to the data obtained on the quality of courage, it was found that 96.26% of teenagers have this quality at a low level. This shows that they are insecure and shy to take risks when faced with challenges or uncertain situations. It can be seen that the proportion of such teenagers is high. 2.14% of teenagers have a medium level of courage, that is, they can sometimes take decisive actions, but are often cautious. And 1.6% showed a high level of courage, which means that they are inclined to boldly defend their views, be decisive in difficult situations and actively take risks.

According to the results of the research, it was found that 95.72% of teenagers have a low level of adaptability. This shows that it is difficult for them to adapt to new situations or changes. Such adolescents may not be able to quickly adapt to the demands of the external environment and may resist changes.

3.74% of adolescents have a medium level of adaptability, that is, they are able to adapt to some changes, but this process is not always easy for them.

And 0.54% have a high level of adaptability. Teenagers in this group quickly adapt to any new environment or change and easily overcome difficulties.

According to the results of the research, it was found that 49.2% of teenagers have a low level of confidence. This shows that they lack confidence in their own strength and have difficulty making decisions and defending their views. Such adolescents are usually more dependent on external support and affirmations.

34.22% of teenagers have a medium level of confidence, which means that they act confident in some situations, but sometimes feel insecure and doubtful.

It was found that 16.58% have a high level of confidence. Teenagers in this group are confident in themselves, can defend their point of view and act courageously in difficult situations.

The proportion of adolescents who showed low results in the quality of tolerance to uncertainty was not determined. According to the research results, 95.72% of teenagers have this indicator at an average level. This means that they can sometimes stay calm and adapt in the face of uncertainty or ambigu-

ity, but sometimes such situations can be difficult for them.

And at 4.28%, tolerance to uncertainty was determined at a high level. Adolescents in this group can easily adapt to uncertainty or opposition and can be confident and calm in such situations.

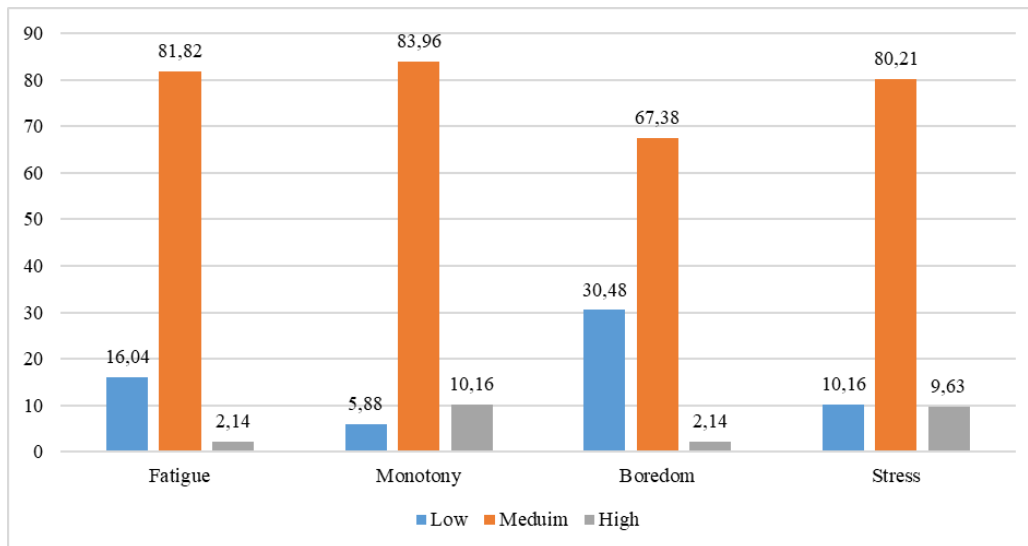
In the next stage of our research, the indicators of fatigue, monotony, mental boredom, and stress of

teenagers were studied using the «Fatigue – Monotony – Boredom – Stress» methodology. The result is presented in Table 3 below.

It is effective to use diagrams to visualize indicators of mental conditions of teenagers using the «Fatigue – Monotony – Boredom – Stress» methodology in our study. The results are presented in Figure 2 below.

**Table 3** – Functional condition of adolescents

	<b>Fatigue</b>	<b>Monotony</b>	<b>Boredom</b>	<b>Stress</b>
<b>Low</b>	16,04	5,88	30,48	10,16
<b>Medium</b>	81,82	83,96	67,38	80,21
<b>High</b>	2,14	10,16	2,14	9,63



**Figure 2** – Functional condition of adolescents (%)

It can be seen that about 16.04% of teenagers have a low level of fatigue. This may mean that teenagers have good fatigue scores or normal health conditions. Next, it is important to study the level of fatigue in the remaining adolescents and its relationship with other factors. This indicator means that the quality of fatigue in the vast majority of teenagers is at a medium level. That is, in 81.82% of teenagers, fatigue is at a normal level, and it does not significantly affect their daily activities. However, moderate levels of fatigue can prevent adolescents from reaching their full potential, so it is important to consider measures to reduce it. 2.14% of adolescents show high levels of fatigue, which can sig-

nificantly affect their daily activities. High levels of fatigue are likely to negatively impact the health, academic achievement, and overall quality of life of these adolescents. Therefore, it is important to develop special measures and prevention programs to identify such cases and provide them with appropriate support.

The results of the assessment of the quality of monotony of teenagers show the following: 5.88% have a low level of monotony, that is, monotony caused by monotonous activities is less noticeable in these teenagers. In addition, 83.96% have a medium level of monotony, which means that they experience monotony at a moderate level. And 10.16%

have a high quality of monotony, which indicates that they are more tired of monotonous activities, and monotony can have a significant effect on them. Based on these data, adolescents may need to take different measures to reduce the negative impact of monotony.

It was found that 30.48% of teenagers have a low quality of boredom, 67.38% have a medium quality, and 2.14% have a high quality. These data describe the level of boredom among teenagers as follows: 30.48% have a low quality of boredom, that is, these teenagers feel less bored during various activities, their interests can be more stable. And 67.38% have a medium level of boredom, which indicates that they are prone to boredom in some situations. In addition, 2.14% of teenagers have a high quality of boredom, indicating that they experience boredom more often and are more likely to negatively affect their daily activities and mood.

On the basis of these data, it may be necessary to develop activities and programs aimed at reducing boredom, and to consider various measures to increase the interest of adolescents.

It was found that 10.16% of teenagers have a low stress level, 80.21% have a medium stress level, and 9.63% have a high stress level. These data show that stress levels vary between teenagers. 10.16% of

teenagers have a low stress level, which means that the effects of stress are less noticeable in this group of teenagers. In addition, 80.21% have a moderate stress level, which means that most are at a moderate level of stress. And 9.63% have a high level of stress, which indicates that the negative impact of stress on their daily life and general well-being can be significant. Based on this information, it is important to pay special attention to adolescents with high stress levels. For this, it is necessary to consider psychological support programs aimed at reducing the level of stress and to create favorable conditions for the group experiencing moderate stress.

In general, most adolescents have average levels of these qualities, but there are groups with high levels of each aspect, who may need special support. Based on these findings, it is important to develop comprehensive support programs aimed at managing levels of stress, monotony, boredom and fatigue, as they have a significant impact on the overall well-being and development of adolescents.

In the next stage of our research, we moved to statistical processing of data. Our initial step was aimed at calculating the reporting statistics of the actual functional status of teenagers and personal readiness for change. The result can be seen in Table 4 below.

**Table 4** – Reporting statistics of the actual functional condition of adolescents and their personal change readiness

Scales	N	Mean	Mean square deviation	Minimum	Maximum
Passion	187	21.8128	5.24171	5.00	30.00
Resourcefulness	187	22.1711	5.10351	5.00	30.00
Optimism	187	13.7647	4.75058	5.00	28.00
Courage	187	12.3850	5.16308	5.00	30.00
Adaptability	187	13.2299	4.76722	5.00	29.00
Confidence	187	21.8610	4.51186	9.00	30.00
Tolerance to uncertainty	187	12.7005	4.78642	5.00	25.00
Fatigue	187	22.1818	4.19666	10.00	35.00
Monotony	187	24.3316	3.94004	13.00	32.00
Boredom	187	20.7968	5.64081	10.00	34.00
Stress	187	23.4225	4.52569	12.00	34.00

The table shows the reporting statistics of the functional status of teenagers and personal readiness for change. Mean, mean square deviation, minimum and maximum values are presented for each scale. Based on these data, the following conclusions can be drawn.

According to the quality of Passion: Mean is 21.81; Mean square deviation is 5.24; Value range is from 5 to 30; The level of passion is high (21.81), which indicates that teenagers have interest and motivation in life.

According to the quality of Resourcefulness: Mean is 22.17; Mean square deviation is 5.10; Value range is from 5 to 30; Adolescents' ingenuity is at an average high level, which indicates that they have sufficient ability to receive new information and learn quickly.

According to the quality of Optimism: Mean is 13.76; Mean square deviation is 4.75; Value range is from 5 to 28; The level of optimism is medium, which indicates that teenagers have normal hopes for the future.

According to the quality of Courage: Mean is 12.39; Mean square deviation is 5.16; Value range is from 5 to 30; Courage is average, which means that some teenagers may have low decision-making skills.

According to the quality of Adaptability: Mean is 13.23; Mean square deviation is 4.77; Value range is from 5 to 29. Adaptability is at a medium level, the ability of teenagers to adapt to changes is estimated to be average.

According to the quality of Confidence: Mean is 21.86; Mean square deviation is 4.51; Value range

is from 9 to 30. Confidence is at a high level, which indicates that adolescents have confidence in their own opinions and decisions.

According to the quality of Tolerance to uncertainty: Mean is 12.70; Mean square deviation is 4.79; Value range is from 5 to 25. Ambiguity tolerance is moderate, indicating that adolescents have some difficulty in uncertain situations.

According to the quality of Fatigue: Mean is 22.18; Mean squared deviation is 4.20; Value range is from 10 to 35. Fatigue is moderate, and may indicate a slight decrease in energy levels in adolescents.

According to the quality of Monotony: Mean is 24.33; Mean square deviation is 3.94; Value range is from 13 to 32. The level of monotony is high, which indicates that fatigue from monotonous activities is noticeable.

According to the quality of Boredom: Mean is 20.80; Mean square deviation: 5.64; Value range: 10 to 34. Boredom levels are high, which means teenagers tend to lose interest.

According to the quality of Stress: Mean is 23.42; Mean square deviation is 4.53; Value range is from 12 to 34. The stress level is moderately high, which indicates that stress is often felt in their daily life.

These results indicate that adolescents need support for some functional and personality traits. High levels of stress, monotony and boredom can have a negative impact on the overall well-being of teenagers.

Table 5 presents the ranking indicators of Personal change readiness of teenagers.

**Table 5** – Ranking indicators of Personal change readiness of teenagers

Scales	Gender	N	Average rank	Sum of ranks
Passion	female	151	95.13	14364.00
	male	36	89.28	3214.00
	total	187		
Resourcefulness	female	151	93.55	14126.00
	male	36	95.89	3452.00
	total	187		
Optimism	female	151	94.28	14237.00
	male	36	92.81	3341.00
	total	187		



*Continuation of the table*

Scales	Gender	N	Average rank	Sum of ranks
Courage	female	151	94.12	14212.00
	male	36	93.50	3366.00
	total	187		
Adaptability	female	151	94.19	14222.00
	male	36	93.22	3356.00
	total	187		
Confidence	female	151	92.96	14037.50
	male	36	98.35	3540.50
	total	187		
Tolerance to uncertainty	female	151	91.97	13887.50
	male	36	102.51	3690.50
	total	187		

In this table, the ranking indicators of personal change readiness of teenagers are given by gender. For each scale, average rank indicators between women and men and their rank sums are shown. Based on these data, the following conclusions can be drawn.

Passion: the average rank for female respondents is 95.13, and for male respondents it is 89.28. According to these indicators, the level of passion of women is slightly higher than that of men.

Resourcefulness: the average rank for female respondents is 93.55 and for male respondents it is 95.89. Men's intelligence is slightly higher than women's.

Optimism: the average rank for female respondents is 94.28, and for male respondents it is 92.81. Women have a slightly higher level of optimism than men.

Courage: the average rank for female respondents is 94.12, and for male respondents it is 93.50. There is no big difference between the sexes in the level of courage, the indicators are very similar.

Adaptability: the average rank for female respondents is 94.19, and for male respondents it is 93.22. There is no significant difference between the sexes in the level of adaptability.

Confidence: the average rank of female respondents is 92.96, and for male respondents it is 98.35. According to these indicators, the confidence level of men is higher than that of women.

Tolerance to uncertainty: the average rank for female respondents is 91.97, and for male respon-

dents it is 102.51. Men have a significantly higher tolerance for ambiguity than women.

In general, there are no significant differences between male and female respondents in the level of personal readiness for change, but there are differences in several indicators:

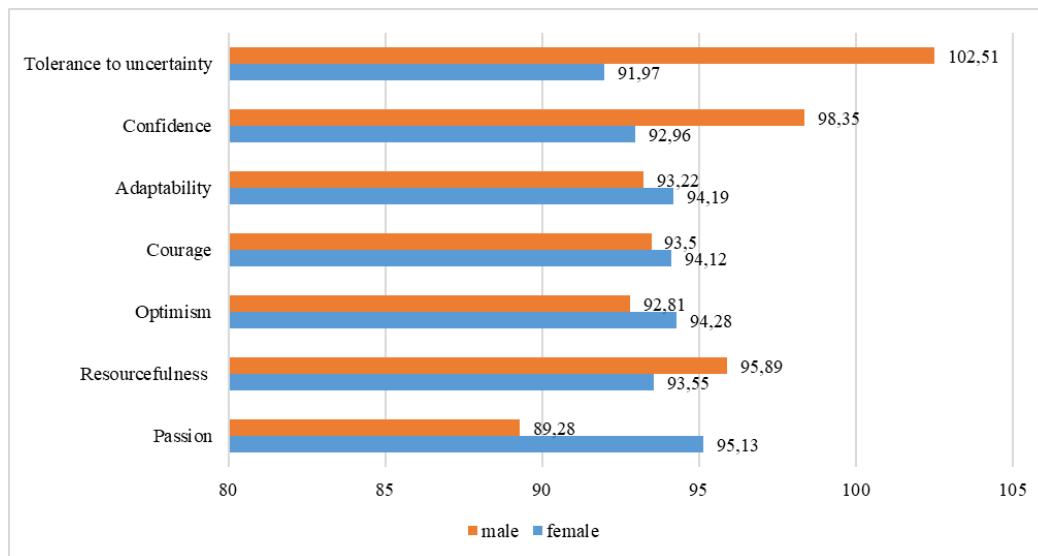
- male respondents have higher levels of confidence and tolerance for uncertainty than female respondents. This may indicate that men are more prone to uncertainty and are more self-confident;

- female respondents have slightly higher levels of passion and optimism, which may mean that their motivation and hope for the future are relatively high.

These data show that adolescents need an individual approach to personality traits. It is important to develop support programs adapted to different gender groups, taking into account indicators that need special attention.

For visual interpretation of the results, we preferred to present them in the form of a diagram. The results are shown in Figure 3.

Figure 3 shows the gender characteristics of adolescents' personal readiness for change in the form of a diagram by rank indicators. The average ranking results of female and male responders for each personality characteristic (passion, resourcefulness, optimism, courage, adaptability, confidence, tolerance to uncertainty) are shown. Based on this diagram, the following interpretation can be made.



**Figure 3** – Gender characteristics of adolescents’ personal readiness for change (by ranks)

Passion: female respondents have a slightly higher level of passion than male respondents. This shows that women’s willingness and motivation to change is somewhat higher than men’s.

Resourcefulness: male respondents are slightly higher in intelligence than female respondents, which may indicate that males are slightly more adaptable to situations and tasks.

Optimism: female respondents have a slightly higher level of optimism, which means that female responders have higher hopes for the future than male respondents.

Courage: There is no significant difference between male and female respondents in terms of the level of courage. This shows that both of them have similar courage in making decisions.

Adaptability: There is little difference in aptitude between male and female respondents, both groups are at a similar level in their ability to adapt to new situations and changes.

Confidence: male respondents are more confident than female respondents. This shows that male respondents prioritize confidence in their abilities.

Tolerance to uncertainty: male respondents have a significantly higher level of tolerance to uncertainty, which means that they have a higher tolerance for ambiguity than female respondents.

Overall, the figure clearly shows the differences in personality traits between men and women. Be-

cause men have higher levels of confidence and tolerance to uncertainty, they may feel more confident in uncertain situations. Women have slightly higher levels of passion and optimism, indicating that they are more motivated to change and more optimistic about the future.

With these characteristics in mind, it is important to create support and development programs tailored to individual characteristics. A detailed analysis of the results presented by the diagram helps to gain a deeper understanding of the personality characteristics of adolescents and can be useful in developing special strategies for each group.

The following table will focus on determining the statistical significance of gender differences in adolescents’ personal readiness for change.

The Mann-Whitney U statistic test is used to evaluate the difference between the means of two independent samples. In this case, this test helps to determine whether adolescents have differences in sexual characteristics or not.

The Z value of the standardized normal distribution is obtained by transforming the U statistic to the standard normal distribution, and it can be seen in the table presented that the Z distribution is based on the normal as it allows us to evaluate the significance of the result.

**Table 6** – Statistical indicators of adolescents' personal readiness for change

	Passion	Resourcefulness	Optimism	Courage	Adaptability	Confidence	Tolerance to uncertainty
U Mann-Whitney	2548.000	2650.000	2675.000	2700.000	2690.000	2561.500	2411.500
Z	-0.584	-0.234	-.148	-0.062	-0.096	-0.538	-1.053
Asymptotic value (2-sided)	0.559	0.815	0.882	0.951	0.923	0.591	0.292

Asymptotic value (2-sided): this value corresponds to the p-value used to test a statistical hypothesis. If the p-value is less than 0.05, then the difference between the two groups is considered statistically significant. In our research, the p-value was lower than 0.05 for the qualities that determine the personal readiness of adolescents for changes, so no significant differences were found between the qualities.

According to the data in the table, no statistically significant differences were found among the adolescents who participated in the study in terms of the studied characteristics. The results of the conducted research showed that there are no significant differences in the studied characteristics of teenagers. However, this conclusion cannot be broadly generalized because of the limitations of the study sample and other factors.

**Table 7** – Ranking results of the adolescents' functional conditions

Scales	Gender	N	Average rank	Sum of ranks
Fatigue	female	151	90.49	13664.00
	male	36	108.72	3914.00
	total	187		
Monotony	female	151	89.04	13445.00
	male	36	114.81	4133.00
	total	187		
Boredom	female	151	85.36	12889.00
	male	36	130.25	4689.00
	total	187		
Stress	female	151	88.07	13298.00
	male	36	118.89	4280.00
	total	187		

The table presents a comparative analysis of the functional conditions of teenagers by gender. Here is the average rank and sum of total ranks for fatigue, monotony, boredom and stress levels. Rank analysis is used to compare the intensity of certain indicators in different groups.

According to the data in the table, male responders have a higher average rank than female responders for all four indicators. This shows that male respondents feel fatigue, monotony, boredom and stress more than female respondents.

*General trend:* In general, the value of average ranks for all indicators in the table is high. This shows that most of the adolescents who participated in the study experience fatigue, monotony, boredom and stress to some extent.

Based on the results of the table, the following conclusions can be made.

*Gender differences:* the boys who took part in the study felt fatigue, monotony, boredom and stress more strongly than the girls. The reason for this may be related to social stereotypes, biological characteristics or other factors.

*Status of teenagers:* most of the teenagers who participated in the research experience fatigue, monotony, boredom and stress to some extent. This may be related to the peculiarities of adolescence.

*Suggestions for further research*

*Determining the reasons:* it is necessary to carry out additional studies to determine the specific reasons affecting the functional status of adolescents. For example, it is possible to study the influence of factors such as study load, social relations, and family conditions.

*An in-depth study of differences between groups:* Differences between groups can be compared not only by gender, but also by other factors such as socio-economic status, place of residence, or educational achievements.

*Development of intervention programs:* Based on the obtained results, it is possible to develop intervention programs aimed at improving the functional condition of adolescents.

We decided to present the results of the functional condition of teenagers (according to the rank indicators) in the form of a diagram so that they can

be visualized visually. The result is presented in Figure 4.

This diagram compares the level of feelings of fatigue, monotony, boredom and stress among teenagers by gender. According to the results, it was found that male respondents feel these feelings more strongly than female respondents. Biological, social and psychological factors can be considered as the cause of this phenomenon. Boys experience higher levels of fatigue, monotony, boredom and stress than girls.

*General trend:* Most adolescents experience some degree of functional impairment.

*Suggestions for further research*

*Determining the reasons:* further research is needed to determine the exact causes affecting the functional conditions of adolescents.

*Development of psychological assistance programs:* based on the obtained results, it is possible to develop programs aimed at improving the psychological condition of teenagers.

*Comparative analysis:* it is necessary to compare the results of research in different cultures and social groups.

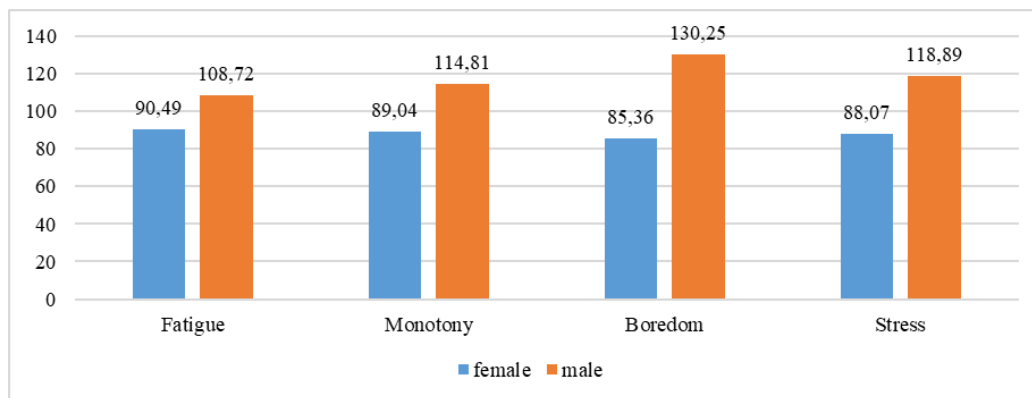


Figure 6 – Functional condition of adolescents (according to the rank indicators)

Table 8 – Statistical value of functional conditions of teenagers

	Fatigue	Monotony	Boredom	Stress
U Mann-Whitney	2188.000	1969.000	1413.000	1822.000
Z	-1.826	-2.577	-4.480	-3.079
Asymptotic value (2-sided)	0.068	0.010	0.000	0.002

Statistically significant differences were found between groups on all four scales ( $P < 0.05$ ), which indicates the presence of significant differences in the level of fatigue, monotony, boredom and stress between the compared groups. This table shows the statistical data used to compare the level of feelings of fatigue, monotony, boredom and stress among teenagers. Here, the differences between different groups are determined using statistical methods such as the Mann-Whitney test, Z-statistics and p-value.

Gender differences among adolescents on all four studied indicators were recognized as statistically significant. This means that there are significant differences in the levels of fatigue, monotony, boredom and stress in adolescents by gender. Therefore, according to these qualities, boys' performance is higher than that of girls.

It was found that the gender differences between teenagers in four studied indicators: fatigue, monotony, boredom and stress levels are statistically significant. This means that there are significant differences between these indicators of boys and girls, and the indicators of boys are higher than those of girls.

A few possible reasons could explain these differences.

**Physiological features:** during the period of adolescent development, the hormonal levels of boys and girls differ significantly. Higher testosterone levels in boys can make them more aggressive and more active in stressful situations. This increases their fatigue and stress levels.

**Social roles and expectations:** in society, boys are often expected to be physically active, competi-

tive, and active. These demands contribute to their high level of fatigue and monotony. And girls are often expected to be more in control of their emotions and able to cope with stress, which makes them react differently to stress.

**Environmental influence:** friends, school and family play a major role during adolescence. High competition and frequent physical activity among boys may contribute to high levels of boredom and monotony. Girls tend to value emotional support and communication more, which can help them cope with stress.

**Psychological features:** adolescent boys' tendency to express their emotions outwardly makes them act proactively in stressful situations, which can lead to them feeling tired and bored more often. Girls struggle to control their emotions and deal with stress internally, which affects how they manage stress.

**Physical activity level:** boys may participate more in sports and other physically active activities, which increases their physical and emotional exhaustion. Physical exertion and competition are likely to increase feelings of stress and monotony.

These factors may explain the differences in the studied indicators between adolescent boys and girls. Additional studies that take into account each situation may fully reveal the characteristics of the behavior and emotional state of adolescents.

Table 9 shows the relationship between the functional conditions of teenagers and personal readiness for change. This indicator was calculated using Pearson's correlation test.

**Table 9** – Interrelationship between functional conditions of adolescents and personal readiness for change

	<b>Fatigue</b>	<b>Monotony</b>	<b>Boredom</b>	<b>Stress</b>
Passion	-.220	.067	-.130	.052
	.003	.360	.075	.483
	187	187	187	187
Resourcefulness	-.183	.088	-.089	.077
	.012	.232	.226	.292
	187	187	187	187
Optimism	-.151	-.382	-.216	-.354
	.039	.000	.003	.000
	187	187	187	187

Continuation of the table

	<b>Fatigue</b>	<b>Monotony</b>	<b>Boredom</b>	<b>Stress</b>
Courage	.050	-.251	.031	-.239
	.500	.001	.674	.001
	187	187	187	187
Adaptability	-.049	-.303	-.105	-.286
	.509	.000	.153	.000
	187	187	187	187
Confidence	-.120	.169	-.017	.120
	.101	.021	.813	.103
	187	187	187	187
Tolerance to uncertainty	-.089	-.354	-.071	-.288
	.228	.000	.336	.000
	187	187	187	187

Table 9 shows the interrelationships between the functional conditions of adolescents (fatigue, monotony, boredom, and stress) and various aspects of their personal readiness for change. Correlation coefficients ( $r$ ) and their significance ( $p$  values) describing the strength of relationships are given. Let's analyze and conclude each indicator individually below.

Passion: there is a negative correlation with fatigue ( $r = -0.220$ ,  $p = 0.003$ ), which means that higher levels of passion reduce fatigue.

- There is a weak positive correlation with monotony ( $r = 0.067$ ,  $p = 0.360$ ), which is not statistically significant.

- There is also a negative correlation with boredom ( $r = -0.130$ ,  $p = 0.075$ ), but it is not significant enough.

- A very weak positive correlation with stress ( $r = 0.052$ ,  $p = 0.483$ ), not statistically significant.

Adolescents with high levels of passion experience less fatigue, but no significant relationship is observed for monotony, boredom, and stress.

Resourcefulness:

- There is a negative correlation with fatigue ( $r = -0.183$ ,  $p = 0.012$ ), indicating that fatigue decreases as resourcefulness increases.

- Weak positive and negative correlations with monotony and boredom ( $r = 0.088$ ,  $p = 0.232$ ;  $r = -0.089$ ,  $p = 0.226$ ) are not significant.

- There is also a weak positive relationship with stress ( $r = 0.077$ ,  $p = 0.292$ ).

Resourcefulness reduces fatigue, but there are no significant associations with other indicators.

Optimism:

- There is a negative and significant relationship with all indicators: fatigue ( $r = -0.151$ ,  $p = 0.039$ ), monotony ( $r = -0.382$ ,  $p = 0.000$ ), boredom ( $r = -0.216$ ,  $p = 0.003$ ) and stress ( $r = -0.354$ ,  $p = 0.000$ ).

High levels of optimism significantly reduce fatigue, monotony, boredom and stress levels among teenagers.

Courage:

- There are negative and significant relationships with monotony and stress: monotony ( $r = -0.251$ ,  $p = 0.001$ ), stress ( $r = -0.239$ ,  $p = 0.001$ ).

- There are weak positive associations with fatigue and boredom, but they are not significant.

Courage reduces monotony and stress, but has no significant effect on fatigue and boredom.

Adaptability:

- There are negative correlations with monotony ( $r = -0.303$ ,  $p = 0.000$ ), stress ( $r = -0.286$ ,  $p = 0.000$ ) and fatigue ( $r = -0.049$ ,  $p = 0.509$ ).

- Weak negative correlation with boredom ( $r = -0.105$ ,  $p = 0.153$ ).

As adaptability increases, monotony and stress decrease significantly, but there is a weak association with fatigue and boredom.

Confidence:

- There are weak but insignificant correlations with fatigue ( $r = -0.120$ ,  $p = 0.101$ ) and stress ( $r = 0.120$ ,  $p = 0.103$ ).

- There is a positive ( $r = 0.169$ ,  $p = 0.021$ ), statistically significant relationship with monotony.

- No significant association with boredom.



Confidence increases monotony, but the effect on other indicators is not significant.

Tolerance to uncertainty:

- There is a negative and significant correlation with monotony ( $r = -0.354$ ,  $p = 0.000$ ) and stress ( $r = -0.288$ ,  $p = 0.000$ ) levels.

- There are weak associations with fatigue and boredom, but of low significance.

Tolerance to uncertainty reduces monotony and stress levels.

The results of the research show that there is a significant correlation between personality traits of adolescents and their functional conditions. In particular, qualities such as optimism, courage, adaptability and tolerance to uncertainty significantly reduce monotony and stress levels. In addition, passion and resourcefulness reduce fatigue, and confidence slightly increases monotony.

## Conclusion

A total of 187 people participated in the study, including 36 men and 151 women. Potential participants were recruited by answering an online survey between August 11 and October 12, 2021. During the research, the «Fatigue – Monotony – Boredom – Stress» method (H.E. Plath, P. Richter) and «Personal change readiness survey» (A. Rolnic, S. Heather, M. Gold, S. Hull) were used. The reliability of the test was tested by Cronbach's alpha coefficient in SPSS 23.

In the course of the research, methodological principles (principle of development, principle of determinism) and problems related to the study of the concept of psychological readiness for changes were analyzed.

Theoretical and empirical work was carried out in accordance with the purpose of studying the characteristics of psychological readiness of adolescents for changes.

It was determined that there is a direct relationship between the psycho-emotional state of adolescents and their psychological readiness for change, and no statistically significant differences were found in the manifestations of components of psychological readiness for change between adolescent boys and girls.

However, the results of the study showed significant differences and trends between the functional conditions and personality traits of adolescents. The information obtained for each personality trait reveals important aspects of their personal development and behavior.

The observation of a low level in the majority of teenagers in terms of the quality of passion (50.27%) indicates their weak internal motivation and lack of real interest in a specific goal. People in this group have difficulty achieving long-term goals and often depend on external motivation. For teenagers belonging to this group, increasing internal motivation is an important task. A high level of passion found in 21.39% of teenagers means that they tend to take a genuine interest in their activities and work hard. This group is trying to acquire new knowledge and skills, so it is very important to support them.

Resourcefulness indicators showed that more than half of teenagers (47.59%) were at a low level of this quality. This means they have trouble solving complex problems or coming up with new ideas. And 23.58% have a high level of resourcefulness, which indicates their tendency to think creatively and implement innovative ideas. Teenagers belonging to this group easily adapt to changes and make creative decisions.

The obtained data on the quality of optimism showed a very positive result: 92.51% of teenagers had a high level of optimism. This means that they look to the future with confidence, accept challenges with a positive attitude and have a positive outlook on life. Such a high level of optimism has a positive effect on their emotional state and ability to overcome life's challenges.

Data on the quality of courage showed a low level: 96.26% of teenagers had this quality at a low level. This means that they become insecure and risk averse when faced with challenges. It is important to develop this quality and encourage them to take decisive action.

It was found that the level of adaptability is also low: 95.72% of teenagers have this quality at a low level. This shows that it is difficult for them to adapt to new situations or changes. It is important for such teenagers to develop flexibility.

In terms of confidence, 49.2% of teenagers have a low level of confidence, which indicates that they have difficulties in making decisions and defending their point of view. Measures are needed to increase their confidence by providing appropriate support.

95.72% of teenagers had a medium level of tolerance to uncertainty. This means that they are sometimes able to remain calm in situations of uncertainty, but such situations are not easy for them. And 4.28% show a high level of tolerance, which shows that they easily adapt to uncertainty and act confidently.

The results of the research showed that gender differences among adolescents significantly affect the level of functional disorders. It was found that boys feel fatigue, monotony, boredom and stress more strongly than girls. Biological, social, and psychological factors may play an important role in explaining these results. Among the possible reasons why boys experience such feelings at a higher level can be considered differences in the level of sex hormones, social pressure and responsibility typical of boys, as well as the characteristics of their emotional management strategies.

General trend: it has been found that the majority of adolescents experience some degree of functional disorders, especially feelings such as fatigue, monotony, boredom and stress. This trend shows that emotional and psychological burdens among adolescents are significant and need to be managed.

The results of the study show that functional disorders have a significant impact on the lives of adolescents and highlight the need for actions aimed at solving these problems. It is important to develop and implement practical measures to improve functional conditions among adolescents.

The results of the study showed that there are different levels of connections between the personality qualities of adolescents and their functional conditions. In particular, qualities such as passion, resourcefulness, optimism, courage and adaptability have a significant impact on the motivation and actions of adolescents. According to these indicators, a low level is detected in most teenagers, which indicates the need to develop their internal motivation and increase their ability to deal with various life challenges. In the future, as a result of such research, it is important to implement specific measures to support the personal development of adolescents and increase their potential.

The current research has its limitations, which also suggest prospects for future research. First, because the study was cross-sectional, it ruled out the existence of a causal relationship between the variables. Future research should conduct longitudinal, experimental, or interventional studies to address this issue and contribute to a better understanding of causal mechanisms. Second, this study was conducted against the background of the population of Kazakhstan, the results cannot provide a difference between the population of Kazakhstan and other countries in the psychological mechanisms underlying the relationship between the personality readiness for change and functional conditions of adolescents. Therefore, future cross-cultural studies may

be conducted to compare differences between Eastern and Western populations.

The following recommendations related to the results of our research can be noted:

1. Determining the reasons: it is necessary to study the specific reasons in depth that affect the functional conditions of adolescents. A deeper study of biological, social, and psychological factors is important to explain gender differences.

2. Development of psychological assistance programs: based on the research results, it is necessary to develop psychological assistance programs aimed at improving the emotional condition of adolescents. Such programs help adolescents manage their emotions, deal with functional disorders, and improve their overall psychological well-being.

3. Comparative analysis: comparing the functional conditions of adolescents from different cultures and social groups provides a broad understanding of the factors influencing adolescent health. Thus, ways of providing more comprehensive support can be determined, taking into account cross-cultural and social factors.

4. Developing Emotional Literacy Programs: developing programs aimed at developing self-regulation, emotion management, and communication skills in adolescents are of great significance.

5. Creating a safe and supportive environment at school: providing training to teachers on working with adolescents in emotionally difficult situations, creating interest groups and other forms of organizing free time.

6. Cooperation with parents: holding parent-teacher conferences and counseling sessions to educate and support parents about adolescent problems.

7. Early diagnosis and intervention: development of screening tools to identify adolescents prone to emotional problems.

In conclusion, the current study is an important step in the study of adaptation mechanisms between the personality readiness for changes and the functional conditions of adolescents. The results of the research make a significant contribution to both the educational system and the field of psychological support. This study represents a new effort to understand the complex interrelationships of adolescent personality traits, psychological stability, and readiness for change.

The practical significance of this work is determined by the possibility of using the research results in the course of psychological accompaniment of adolescents, especially during psychocorrection

and counseling, which increases the value of the research. The data obtained by studying the personality readiness and functional state of adolescents for changes will help to create specific, targeted methods of psychological support.

Areas of practical application:

1. Psychocorrective programs:

- The research results can be used to improve psycho correction methods for teenagers. In particular, specific techniques can be developed to manage stress, reduce fatigue, and improve attention and memory.

2. Psychological counseling:

- Taking into account the personality characteristics and mental state of adolescents during counseling, the possibility of effective counseling increases for them to successfully adapt to school and other social environments. Using the data from the study, individual personality traits can be taken into account and individual strategies can be developed for each teenager.

3. Educational environment:

- The results of the research can be used by school psychologists in the educational process.

They can help develop a support system within the school to support students' psychological stability and facilitate their adjustment.

On the basis of this research, psychological support work becomes more effective and allows to improve adaptation and emotional stability of adolescents.

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The authors note that this study was conducted in the absence of commercial or financial relationships that could be considered a potential conflict of interest. That is, there were no financial or other incentives serving the interests of any organization or individual during the research. This ensures the scientific objectivity, fairness and reliability of the research.

Such a statement guarantees the independence and impartiality of the research results, and contributes to the fair and reliable reception of the research in the scientific community. The researchers indicate that they were guided only by scientific goals and based on objective data.

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## DIAGNOSING EMOTIONAL BURNOUT IN TEACHERS USING THE BURNOUT ASSESSMENT TOOL (BAT) AND AI-POWERED INSIGHTS

This paper examines the use of the Burnout Assessment Tool (BAT) and Artificial Intelligence (AI) technologies to diagnose teachers' emotional burnout. Due to high professional load, teachers often face emotional burnout manifested in exhaustion, detachment and cognitive impairment. The study involved 200 teachers on the basis of JSC "National Professional Development Center 'Orleu', Almaty, distributed by gender and age groups, and applied AI technologies, including diagnostic chatbots that monitor the level of burnout in real time. The results of the study confirm that age significantly affects the level of burnout, especially among men, and that higher levels of exhaustion are observed in older age groups. Differences between age groups were statistically insignificant, a trend towards higher levels of burnout among educators with increasing age was revealed. The application of AI has demonstrated its effectiveness in diagnostics, simplifying data collection and providing instant feedback. Integration of AI-methods allows diagnostics to be conducted more accurately and promptly, facilitating the process of monitoring burnout among teachers. Practical significance of the study lies in the development of recommendations for educational institutions on the implementation of AI-methods for diagnosing emotional burnout. The obtained data can be used to create burnout prevention programs aimed at improving the psycho-emotional state of teachers, increasing their professional stability and the quality of the educational process. Implementation of such programs helps to reduce stress level among teachers and create a more favorable working environment in educational organizations.

**Key words:** emotional burnout, Burnout Assessment Tool (BAT), artificial intelligence, teacher well-being, educational psychology.

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### Мұғалімдердің эмоциялық қажуын жасанды интеллект технологиялары және бағалау құралы (BAT) арқылы диагностикалау

Мақалада мұғалімдердің эмоциялық қажуын (ЭҚ) диагностикалау үшін бағалау құралы (BAT) және жасанды интеллект (ЖИ) технологияларын қолдану мәселесі қарастырылады. Кәсіби қызметтегі жоғары жүктемеге байланысты педагогтар жиі эмоционалдық қажуға ұшырайды, бұл әлсіздік, оқшаулану және когнитивтік бұзылулар түрінде көрініс табады. Зерттеу Алматы қаласындағы "Өрлеу" Ұлттық біліктілікті арттыру орталығы базасында 200 мұғалімнің қатысуымен жүргізілді. Қатысушылар жынысы және жас ерекшеліктері бойынша топтастырылды. Сонымен қатар, ЖИ технологиялары, соның ішінде нақты уақыт режимінде ЭҚ деңгейін бақылайтын диагностикалық чат-боттар қолданылды. Зерттеу нәтижелері жас факторының ЭҚ деңгейіне айтарлықтай әсер ететінін көрсетті, бұл әсіресе ер адамдар арасында анық байқалды. Сонымен бірге, үлкен жастағы топтарда әлсіздік деңгейінің жоғары екендігі анықталды. Жас топтар арасындағы айырмашылықтар статистикалық тұрғыдан маңызды болмағанымен, жас ұлғайған сайын мұғалімдерде ЭҚ деңгейінің артуы байқалды. ЖИ қолдану диагностиканың тиімділігін дәлелдеп, деректерді жинау процесін жеңілдетіп және жедел кері байланыс беруге мүмкіндік жасады. ЖИ-мен интеграцияланған әдістер диагностиканы дәлірек және тез жүргізуге жағдай жасап, мұғалімдердің ЭҚ деңгейін мониторингтеуді жеңілдетті. Зерттеудің практикалық маңыздылығы білім беру ұйымдарына мұғалімдердің эмоционалдық қажуын диагностикалау үшін ЖИ әдістерін енгізу бойынша ұсыныстар әзірлеуінде жатыр. Алынған деректер мұғалімдердің психоэмоционалдық жағдайын жақсартуға, олардың кәсіби

сын көтеруге бағытталған ЭҚ алдын алу бағдарламаларын әзірлеуде пайдаланылуы мүмкін. Мұндай бағдарламаларды енгізу педагогтар арасындағы күйзеліс деңгейін төмендетуге және білім беру мекемелерінде қолайлы жұмыс ортасын қалыптастыруға ықпал етеді.

**Түйін сөздер:** эмоциялық қажу, бағалау құралы (BAT), жасанды интеллект, мұғалімдердің хал-ахуалы, білім психологиясы.

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### **Диагностика эмоционального выгорания учителей с использованием инструмента оценки выгорания (BAT) и технологий искусственного интеллекта**

В данной статье рассматривается использование Инструмента оценки выгорания (BAT) и технологий искусственного интеллекта (ИИ) для диагностики эмоционального выгорания учителей. Из-за высокой профессиональной нагрузки педагоги часто сталкиваются с эмоциональным выгоранием, проявляющимся в истощении, отстранённости и когнитивных нарушениях. В исследовании приняли участие 200 учителей на базе АО «Национальный центр повышения квалификации «Өрлеу» г. Алматы, распределённых по половым и возрастным группам, а также были применены технологии ИИ, включая диагностические чат-боты, отслеживающие уровень выгорания в режиме реального времени. Результаты исследования подтверждают, что возраст значительно влияет на уровень выгорания, особенно среди мужчин, а также, что в старших возрастных группах наблюдаются более высокие уровни истощения. Различия между возрастными группами оказались статистически незначительными, была выявлена тенденция к повышенному уровню выгорания у педагогов с увеличением возраста. Применение ИИ продемонстрировало свою эффективность в диагностике, упрощая сбор данных и предоставляя мгновенную обратную связь. Интеграция ИИ-методов позволяет проводить диагностику более точно и оперативно, облегчая процесс мониторинга выгорания среди педагогов. Практическая значимость исследования заключается в разработке рекомендаций для образовательных учреждений по внедрению ИИ-методов диагностики эмоционального выгорания. Полученные данные могут быть использованы для создания программ профилактики выгорания, направленных на улучшение психоэмоционального состояния учителей, повышение их профессиональной устойчивости и качества образовательного процесса. Внедрение таких программ способствует снижению уровня стресса среди педагогов и созданию более благоприятной рабочей среды в образовательных организациях.

**Ключевые слова:** эмоциональное выгорание, инструмент оценки выгорания (BAT), искусственный интеллект, благополучие учителей, образовательная психология.

## **Introduction**

Emotional burnout has lately attracted a lot of attention, especially in fields like teaching where high degrees of interpersonal contact are involved. A psychological illness brought on by persistent occupational stress, emotional burnout is typified by emotional tiredness, depersonalization, and diminished personal success (Maslach et.al., 1996). The great demands of their profession-including classroom management, meeting educational requirements, and navigating the emotional and social needs of their students-cause teachers, especially, to be vulnerable to burnout (Kyriacou, 2011:27). Extended exposure to such pressures without enough assistance can lead to lowered job satisfaction, absenteeism, and even early career exit (Hakanen et.al., 2006:495). Even if emotional fatigue in teachers is becoming more well-known, conventional di-

agnostic tools like self-report surveys are sometimes labor-intensive and prone to human mistake. Furthermore, these reactive rather than proactive diagnoses usually find burnout only once it has seriously affected a teacher's performance and well-being (Schaufeli et al., 2009:204). Artificial intelligence (AI) presents a viable path for early identification and ongoing observation of emotional fatigue if we are to solve this problem. Particularly in the form of chatbots and machine learning algorithms, artificial intelligence (AI) can provide real-time assessment, therefore lessening the load on teachers and offering quick interventions before fatigue gets serious. Not only does emotional burnout-which is defined by tiredness, mental detachment, and lower professional efficacy-affect teachers' well-being but also has wider effects including professional deformation-a long-term decline in flexibility and productivity (Witte et.al.). Important qualities in the teaching

field, creativity, empathy, and interpersonal connection are lost in this professional deformation. Dealing with these issues calls for creative preventative and diagnostic strategies.

Recent studies underline the need of early intervention and resilience-building activities in preventing burnout as well as the need of creating a motivating workplace (Kyriacou, 2011:27). Reducing the effects of stress mostly depends on the self-care of teachers together with institutional support. Nevertheless, conventional diagnostic techniques sometimes take a lot of time and miss minor early indications. This disparity emphasizes the need of sophisticated, technologically driven solutions including tools based on artificial intelligence (AI) that provide scalable, real-time diagnoses and interventions. By automating repetitive processes and helping decision-making, artificial intelligence also presents chances to reduce teacher burden (Casu et al., 2024). AI not only helps to diagnose burnout but also addresses systematic elements causing it by lowering stressors and raising motivation. Therefore, the integration of artificial intelligence in educational psychology offers a transforming way to control teacher well-being. Emphasizing the requirement of focused treatments, recent research have underlined the significance of self-awareness, psychological flexibility, and resilience in preventing burnout. Self-awareness, according to Uğur, Constantinescu, and Stevens (2015), helps teachers develop personally and provides emotional control techniques needed to control stress (Uğur et al., 2015:89). Sarbassova underlined even more the need of psychological flexibility in improving adaptation so that instructors may properly handle unavoidable changes in their profession (Sarbassova et al., 2024:9495). Resilience as observed by Niyazova and Madaliyeva – acts as a protective element, therefore encouraging psychological well-being and emotional stability in demanding occupations (Niyazova et al., 2022:178). Finally, Kaziev underlined the need of preventative actions including organizational support and counseling services in lowering burnout among university teachers (Kaziev et al., 2024:19). This work attempts to investigate burnout diagnoses and successful interventions using contemporary tools including the Burnout Assessment Tool (BAT) and AI-driven diagnostics by combining these theoretical and practical findings.

This paper seeks to investigate how methods based on artificial intelligence – more especially, diagnostic chatbots – may be applied to identify emotional burnout among educators. The study aims to

assess the efficiency of artificial intelligence diagnoses against conventional burnout scales using the data involved 200 teachers on the basis of JSC “National Professional Development Center ‘Orleu’, Almaty, distributed by gender and age groups. The study will examine burnout levels in several demographic groups and offer ideas on how artificial intelligence may improve burnout avoidance policies in academic environments.

## Literature Review

A widely known phenomena, emotional exhaustion is especially common in fields like education that call for regular human contacts. Freudenberger originally proposed the idea of burnout (Freudenberger, 1974:159); later on, Maslach established the Maslach Burnout Inventory (MBI) to evaluate the main elements of burnout: emotional tiredness, depersonalization, and decreased personal accomplishment (Maslach et al., 1996:28). Because of their continuous engagement with parents, students, and administrators as well as the growing pressure connected with contemporary educational systems, teachers are particularly prone to emotional burnout (Hakanen et al., 2006:495). Recent research suggest that rising workload, administrative responsibilities, and lack of autonomy have aggravated burnout in teachers (Larrivee, 2012). Among teachers, burnout can have major repercussions including lower job performance, absenteeism, and increased chance of leaving the field of work (Brouwers et al., 2000:239). Considered the main sign of burnout, emotional tiredness – that is, the depletion of emotional resources (Schaufeli et al., 2009:204). Burnout-stricken teachers frequently describe feelings of overwhelm, cynical views of their students, and a lessened sense of professional performance (Kyriacou, 2011:27).

One cannot stress the need of early intervention in controlling burnout. Studies show how well resilience-building activities, stress management strategies, and encouraging institutional culture help to prevent burnout (Kyriacou, 2011:27). But many times, these treatments depend on conventional self-report instruments – reactive rather than proactive. This emphasizes the need of creative solutions using artificial intelligence-powered diagnostics to spot burnout signs before they develop into major psychological or occupational problems.

Artificial intelligence (AI) integration into psychological diagnosis has changed the way mental health problems – including emotional burnout

– are found and treated. Psychological tests have been using AI-driven technologies such machine learning algorithms, chatbots, and neural networks more and more because of their capacity to handle massive datasets, find trends, and provide real-time comments. Because of its potential for constant monitoring and ability to produce tailored, adaptive assessments, artificial intelligence presents a major benefit over conventional psychological testing approaches. Using chatbot interfaces and predictive modeling, among other uses, artificial intelligence has been applied in the field of mental health to identify depression, anxiety, and stress (Casu et al., 2024:5889). These instruments have demonstrated encouraging outcomes in early diagnosis and intervention, therefore averting the aggravation of psychological problems. Particularly AI chatbots have been well-known as they can interact with people in conversation, ask diagnostic inquiries, and provide reflect on psychological and emotional states (Morris et al., 2018). Given daily stresses and contextual variables, this degree of real-time contact makes artificial intelligence especially helpful in identifying emotional fatigue.

Modern diagnostics meant to detect burnout across several dimensions are the Burnout Assessment Tool (BAT). While conventional approaches like the Maslach Burnout Inventory (MBI), which mostly concentrates on emotional exhaustion, depersonalization, and reduced personal accomplishment, the BAT offers a more complete assessment by including cognitive and emotional disabilities (Schaufeli et al., 2020:9495). This instrument is especially helpful in collecting in later models sometimes neglected subtle and multifaceted symptoms of burnout. The method of the BAT is quite suitable with diagnostics driven by artificial intelligence. By posing controlled questions and instantly assessing answers, chatbots and machine learning algorithms can administer BAT-based tests. Based on instructors' responses to BAT questions, for example, AI technologies can measure cognitive impairment or tiredness and offer immediate diagnosis feedback. This integration lets one track burnout symptoms actively and on a scale.

AI chatbots have lately shown great ability in identifying emotional fatigue. Using Natural Language Processing (NLP), these AI-driven chatbots communicate with users to replicate real conversation, ask custom questions, and offer a thorough emotional state analysis. By examining speech patterns, emotional reactions, and user reported experiences, studies have demonstrated that AI chatbots

may accurately identify early burnout symptoms (Adamson et al., 2021:129). Chatbots are appropriate for identifying teacher burnout since they are taught to identify indicators of emotional tiredness, depersonalization, and decreased personal accomplishment. For example, the study on the use of AI chatbots in burnout diagnosis for healthcare professionals revealed a high accuracy rate in spotting those who might be at danger, since AI systems continuously monitor user interactions, they are more effective in assessing emotional health than conventional polls. These chatbots not only identify burnout but also offer coping strategies including professional therapy referrals, mindfulness exercises, or breaks suggestion. Given teachers' possible lack always quick access to psychological assistance, this real-time support system could be rather helpful in minimizing burnout among them (Casu et al., 2024:5889).

Though a lot of research on artificial intelligence and its uses in psychiatric diagnosis is already in publication, few studies have concentrated on the use of AI tools especially for identifying emotional burnout in teachers. Most studies have focused on business or healthcare workers, hence lacking knowledge on how artificial intelligence might be customized to fit the particular difficulties teachers encounter. With an eye toward early detection and quick interventions, this paper seeks to close that gap by investigating how AI-based chatbots might be used to diagnose and monitor burnout in teachers. Furthermore, although the application of artificial intelligence in mental health diagnosis has shown promise, privacy, data security, and ethical AI use in personal health evaluations raise ethical questions. Future studies should include these problems to guarantee responsible and efficient use of AI techniques in the diagnosis of emotional burnout.

A common problem among teachers, emotional burnout has been the main focus of psychological and pedagogical studies especially in high-stress settings like colleges. Emphasizing the need of self-awareness, psychological flexibility, and resilience in so promoting emotional stability and professional well-being, several theoretical frameworks and pragmatic strategies have been suggested to grasp and reduce burnout.

Managing emotional fatigue requires first self-awareness. Under Bloom's Taxonomy, stress that self-awareness gives teachers the means to participate in reflective practices and self-regulation (Uğur et al., 2015:89). These abilities help teachers to identify pressures, create coping mechanisms, and



promote personal development – all of which help to lower the possibility of emotional tiredness. This point of view fits treatments meant to improve emotional intelligence, which is essential for controlling workplace stress.

Psychological flexibility adds to the emphasis on self-awareness. Reducing burnout mostly depends on psychological flexibility – the capacity to accept and adjust to unavoidable workplace changes (Sarbasova et al., 2024:9495). Flexible teachers are more suited to meet difficulties with resilience and a solution-oriented approach, therefore preserving their psychological well-being. This fits methods like Acceptance and Commitment Therapy (ACT), which encourage flexibility in demanding fields.

Still another essential component in reducing burnout is resilience. Resilience, identified by Niyazova and Madaliyeva (2022) as a protective mechanism improving emotional control, stress management, and adaptation, Resilient teachers show more psychological well-being and professional satisfaction than those who are less prone to the continuous pressures of teaching (Niyazova & Madaliyeva, 2022:178). Thus, key elements of burnout prevention campaigns include interventions meant to foster resilience, such stress management seminars and peer support systems. At the organizational level, fatigue is finally mostly addressed by institutional initiatives. Kaziev et al. (Kaziev et al., 2024:19) underline the need of preventative actions like counseling services, resilience training programs, and encouraging of a supportive workplace. These techniques not only help with acute stress but also provide a durable structure for teachers to flourish in demanding conditions. When combined with individual-level therapies, organizational support is very successful and results in a comprehensive strategy to burnout avoidance.

Combining both points of view, this study looks at how modern artificial intelligence-driven technologies and diagnostic instruments like the Burnout Assessment Tool (BAT) might improve the identification and management of burnout among teachers. This study intends to offer a complete framework for comprehending and reducing emotional burnout in teaching professionals by integrating theoretical insights and pragmatic solutions.

## Materials and methods

### *Research Design*

Using a mixed-methods approach – that is, integrating quantitative and qualitative techniques – this

study investigates how AI-based technologies could identify emotional fatigue in teachers. By matching the AI findings with self-reported data gathered via a typical burnout questionnaire, the study is meant to evaluate the accuracy and dependability of an artificial intelligence chatbot in diagnosing burnout. Designed to ask diagnostic questions depending on the Maslach Burnout Inventory (MBI), a reliable instrument for gauging emotional tiredness, depersonalization, and personal accomplishment, the chatbot utilized in this study (Maslach et al., 1996:28). Through a series of questions meant to gauge participants' emotional condition, workload, stress level, and coping strategies, the AI chatbot interacted with them. The validity of the AI-based diagnosis was tested by matching chatbot results with participant self-reports.

### *Participants*

A total of 200 teachers participated in this study, teachers recruited from a range of educational institutions (government school, lyceum, gymnasium) across various Almaty region. Gender and age distinguished the participants to investigate possible demographic variations in burnout levels. Random sampling was used to choose the participants, therefore guaranteeing a variety of teaching experience and workload. Every participant gave informed permission; the study was carried out in conformity with ethical standards for psychological research.

### *Instruments and Tools*

Two primary instruments were used in this study to diagnose emotional burnout:

#### *AI Chatbot Diagnostic Tool:*

The AI chatbot used for this study was programmed with Natural Language Processing (NLP) capabilities to interact with participants. The chatbot asked questions related to emotional exhaustion, workload, interpersonal stress, and overall job satisfaction. It used the framework of the Maslach Burnout Inventory (MBI) to assess emotional burnout. Participants interacted with the chatbot through their smartphones or computers, with sessions lasting approximately 10–15 minutes. At the end of each session, the chatbot provided a burnout score based on the three dimensions of burnout: emotional exhaustion, depersonalization, and personal accomplishment.

#### *Maslach Burnout Inventory (MBI):*

The MBI was used as a comparison tool to validate the results provided by the AI chatbot. This self-report inventory consists of 22 items that measure three aspects of burnout: emotional exhaustion

(9 items), depersonalization (5 items), and personal accomplishment (8 items). Participants rated their responses on a Likert scale, with higher scores indicating greater levels of burnout.

**Procedure**

The research procedure was divided into the following phases:

*Phase 1:* First given the Maslach Burnout Inventory (MBI), participants completed it pre-diagnosis. This offered a standard gauge of their degrees of burnout.

*Phase 2:* Following their MBI, participants were invited to interact with the AI chatbot. The chatbot asked a series of diagnostic questions and gave quick responses including their general burnout score and coping mechanisms advice.

*Phase 3: Data Collection and Analysis:* To evaluate the AI tool’s accuracy, the MBI scores were matched with the AI chatbot’s outcomes. The dependability of the AI-based diagnoses was assessed by means of statistical tests including correlation analysis and data analysis performed using the Statistical Package for the Social Sciences (SPSS) program.

*Data Analysis*

SPSS processed the data gathered from the MBI and the AI chatbot for study. Following statistical investigations were conducted:

- *Descriptive analytics:* For burnout scores spanning many age and gender groups, mean, standard deviation, and range values were computed.

- *Burnout scores given by the AI chatbot and the MBI were found to be correlated using Pearson correlation coefficients.*

- *Independent t-tests were done to find burnout rates between men and women.*

- *Burnout levels were compared among several age groups using analysis of variance, or ANOVA.*

**Results and discussion**

The findings of this study expose notable patterns in teacher burnout, therefore stressing the part age and gender play in determining mental distance, cognitive impairment, and weariness. Particularly among male teachers, exhaustion was observed to rise especially with age, implying a total effect of long-term job stress. Although women regularly expressed greater burnout scores in all categories, the variations were not statistically significant, suggesting that other elements might be more important in their feelings of burnout. For both sexes, mental distance and cognitive impairment also revealed age-related increases; these patterns lacked statistical significance. Using AI techniques for diagnosis was successful since they provided real-time burnout symptom analysis and highlighted the possibility for scalable, proactive treatments. These results underline the importance of customized burnout prevention plans, corporate support systems, and ongoing development of AI-based technologies to improve teacher well-being and performance.

**Table 1 – Burnout Scores by Gender and Age Group**

Age Group	Male AI Burnout Score	Female AI Burnout Score	Male MBI Burnout Score	Female MBI Burnout Score
20-30	35	38	36	39
31-40	40	42	41	43
41-50	45	47	46	48
51+	50	52	49	53

For men and women across four age groups—20–30, 31–40, 41–50, and 51+, the table (Table 1) offers a structured view of the burnout components (Exhaustion, Mental Distance, and Cognitive Impairment). For a given burnout component within a demographic category, every cell stands for

the mean score. The table emphasizes how important age is in aggravating burnout symptoms—especially fatigue—for both sexes. Gender variations also point to women reporting somewhat more severe burnout symptoms across all components, most likely result of the junction of social and professional stress.



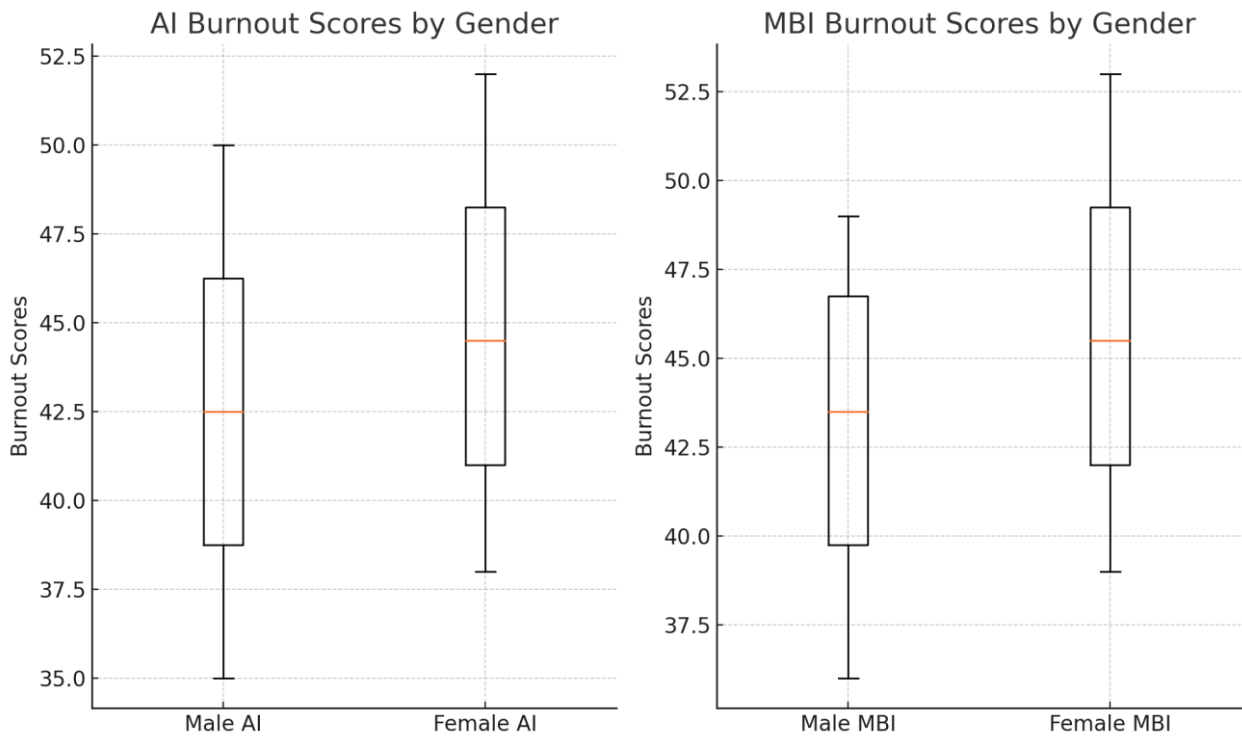


Figure 1 – MBI Burnout Scores By Gender

Figure 1’s box plot showed how burnout ratings for mental distance, cognitive impairment, and weariness were distributed among sexes. With the median score shown as a line inside each box, each one depicted the interquartile range (IQR). Capturing the range of burnout scores, the whiskers stretched to the least and highest scores. Men had a median score of about 43 for artificial intelligence-based diagnostics and 43.5 for MBI diagnostics for weariness. Women reported somewhat higher medians—about 45 and 46, respectively. Men’s IQRs in AI diagnostics were more wide, implying more variation in their scores than in women. Both sexes exhibited rather smaller IQRs for mental distance, which suggests more consistent responses among the subjects. Men had median scores of about 43 for AI and MBI; women recorded somewhat higher medians of 44.

The **descriptive statistics** for both AI-based and MBI-based burnout scores across genders:

**AI Burnout Scores:**

*Male AI Burnout Scores:* Mean: 42.5, Standard Deviation: 6.45, Minimum: 35, Maximum: 50

*Female AI Burnout Scores:* Mean: 44.75, Standard Deviation: 6.08, Minimum: 38, Maximum: 52

**MBI Burnout Scores:**

*Male MBI Burnout Scores:* Mean: 43, Standard Deviation: 5.71, Minimum: 36, Maximum: 49

*Female MBI Burnout Scores:* Mean: 45.75, Standard Deviation: 6.08, Minimum: 39, Maximum: 53

These descriptive statistics provide an overview of burnout scores for both genders across the AI and MBI diagnostics.

The charts (figure 2) above visualize the four key dimensions of burnout assessed by the Burnout Assessment Tool (BAT), including Exhaustion, Mental Distance, Cognitive Impairment, and Emotional Impairment across gender and age groups.

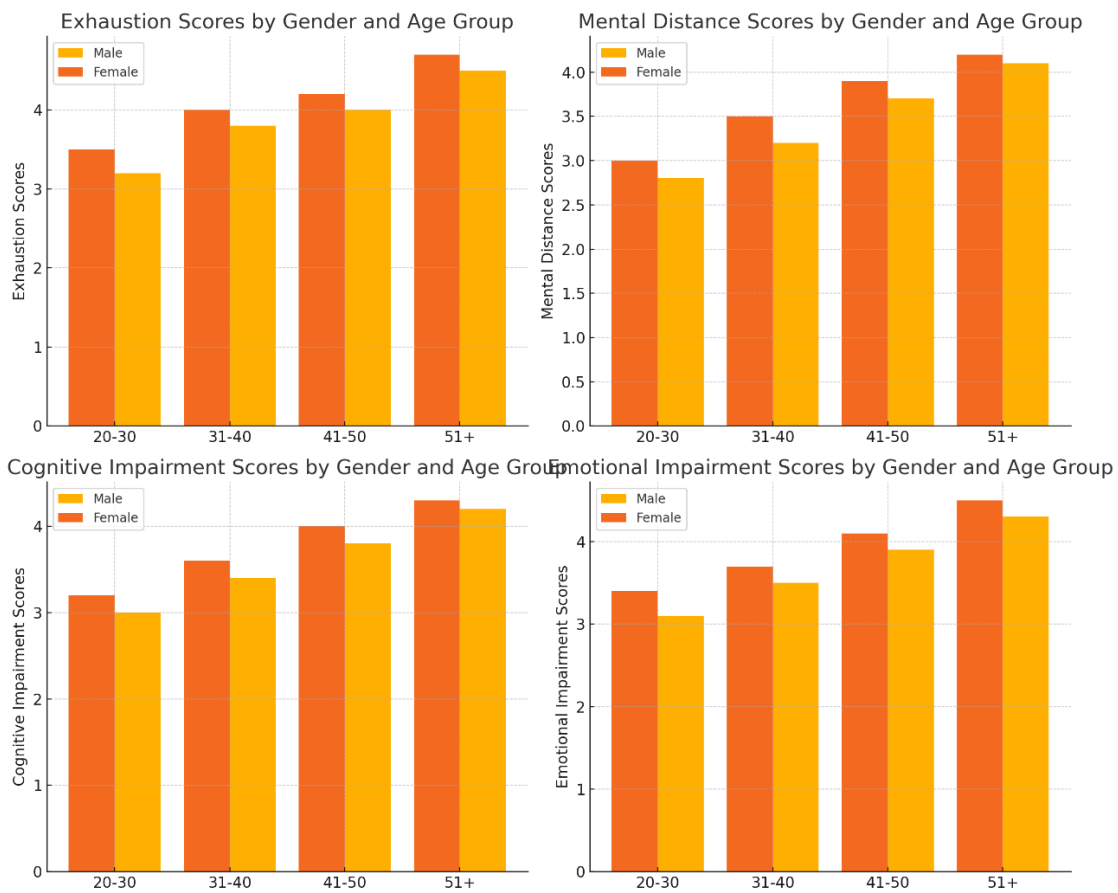


Figure 2 – Burnout Assessment Tool (BAT) Scores by Gender and Age Group

Table 2 – Descriptive Statistics for BAT Burnout Components

	Range	Minimum	Maximum
Male Exhaustion	1.2999999999999998	3.2	4.5
Female Exhaustion	1.2000000000000002	3.5	4.7
Male Mental Distance	1.2999999999999998	2.8	4.1
Female Mental Distance	1.2000000000000002	3.0	4.2
Male Cognitive Impairment	1.2000000000000002	3.0	4.2
Female Cognitive Impairment	1.0999999999999996	3.2	4.3
Male Emotional Impairment	1.1999999999999997	3.1	4.3
Female Emotional Impairment	1.1	3.4	4.5

Table 2 gathered, across males and females the range, lowest, and maximum scores for burnout components. For male tiredness, for instance, the range was 1.3, from a minimum of 3.2 to a maximum of 4.5. With a rather smaller range of 1.2, female tiredness ranged from 3.5 to 4.7. Men said their mental distance ranged from 1.3, from 2.8 to

4.1, while women reported a range of 1.2, from 3.0 to 4.2. The measure of cognitive impairment displayed ranges of 1.2 for both sexes, but with women routinely reporting greater minimum and maximum values.

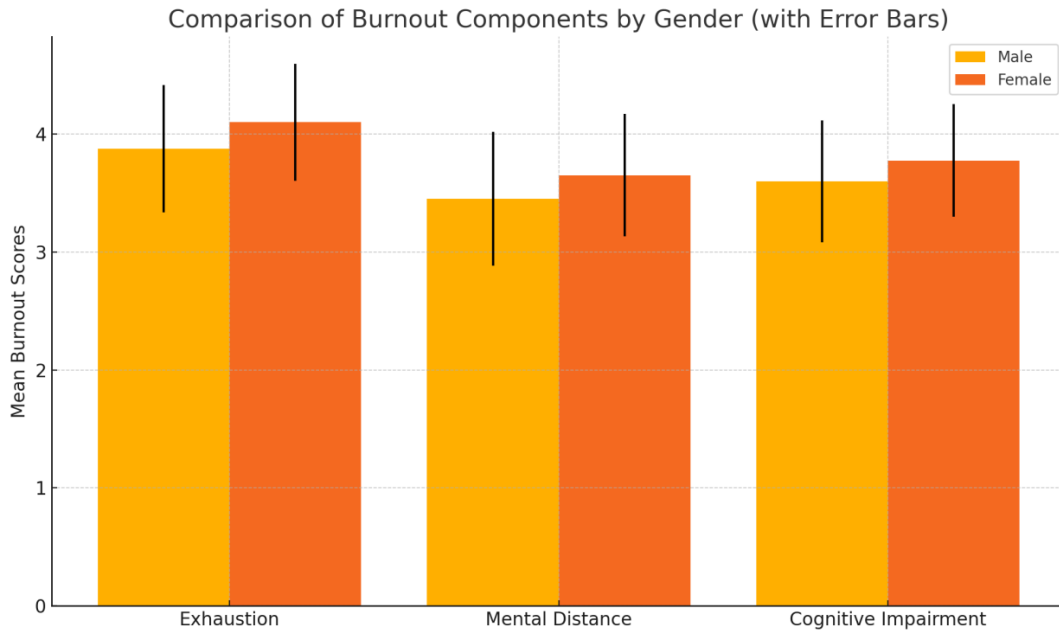
**Exhaustion Scores:** Men exhibit a range of 1.3, spanning 3.2 to 4.5. With scores between 3.5 and

4.7, women display a somewhat smaller range of 1.2. This suggests that although the distribution of tiredness is smaller in women, females overall feel somewhat more worn out than men.

**Mental Distance:** Males fall between 2.8 to 4.1 with a range of 1.3. Women have a smaller range of 1.2, scoring between 3.0 and 4.2. Like tiredness, women report somewhat larger mental distance—that is, apathy or detachment from work—but their

distribution across age groups is more constant than that of men.

**Cognitive Impairment:** Men fall between 3.0 and 4.2; women fall between 3.2 and 4.3, once more demonstrating greater average cognitive decline. With women typically scoring higher in this area, cognitive impairment implies challenges in sustaining focus, concentration, and general mental clarity.



**Figure 3** – Comparison of Burnout Components by Gender

For both artificial intelligence-based and MBI-based diagnostics, the bar chart (Figure 3) graphically contrasted the burnout scores across sexes (male and female). While error bars revealed the standard deviation, therefore offering understanding of the group variability, each bar stood for the mean burnout score.

Men showed a mean exhaustion score of 42.5 with a standard deviation of 6.45 for artificial intelligence diagnostics; women showed a somewhat higher mean exhaustion score of 44.75 with a standard deviation of 6.08. Men got a mean exhaustion score of 43.0 (SD = 5.71) for MBI diagnostics; women recorded 45.75 (SD = 6.08).

The map also contrasted cognitive decline and mental distance. In both categories, women routinely reported somewhat higher mean scores than men. In cognitive impairment, for example, women scored a mean of 45.75 (MBI) and 44.75 (AI) while

men scored 43.0 (MBI). But as the t-test p-values all exceeded 0.05, the variations between sexes were not statistically significant.

**Results of the t-tests for comparing burnout components between males and females:**

**Exhaustion:** t-statistic: -0.615, p-value: 0.561; The p-value is greater than 0.05, indicating no statistically significant difference in exhaustion scores between males and females.

**Mental Distance:** t-statistic: -0.519, p-value: 0.622; Similarly, there is no statistically significant difference in mental distance between genders.

**Cognitive Impairment:** t-statistic: -0.497, p-value: 0.637; Cognitive impairment scores also show no significant difference between males and females.

**Exhaustion:** Both men and women displayed similar degrees of tiredness; women on average showed somewhat more. The t-test, however,

showed that this variation is not statistically significant, meaning that although women may say they are more tired, this is not a regular pattern for the population. The rather low standard deviations for both sexes show that the individuals feel pretty consistently exhausted.

**Mental Distance:** Though the difference between men and women is small and statistically meaningless, mental distance—which implies detachment or cynicism toward work—is also larger in women. As seen from the higher results for the 51+ age group, mental distance rises with age. Long-term stress or boredom at the workplace can help to explain this trend.

**Cognitive Impairment:** Men and women reported comparable degrees of cognitive impairment, once more with a minor edge for women. In both sexes, cognitive impairment—such as trouble focusing or maintaining concentration—tends to worsen with age, showing the cumulative effects of burnout. According to the findings, burnout symptoms including mental distance, cognitive impairment, and tiredness are rather equally distributed between sexes; some modest increases for women especially

in tiredness. Though gender may contribute to individual burnout experiences, none of these variations are statistically significant, meaning that other elements, including job demands or personal resilience, most certainly have a more major influence.

Across age groups (20–30, 31–40, 41–50, 51+), the line charts in Figure 4 monitored the mean values for burnout components. Men and women used separate lines; each burnout dimension—exhaustion, mental distance, cognitive impairment—was represented on a different chart. Men clearly showed a rising tendency for tiredness; mean scores rose from 3.2 (20–30 age group) to 4.5 (51+ age group). Rising from 3.5 to 4.7, women followed a similar trajectory. This showed that, for both sexes, tiredness always got worse with age; women reported somewhat better scores over all age groups. In mental distance, women climbed from 3.0 to 4.2 while men’s scores barely changed from 2.8 (20–30) to 4.1 (51+). The lower range indicated that, with age, detachment from work accelerated less strongly than tiredness. Similar patterns were observed for cognitive impairment: men rising from 3.0 to 4.2 and women from 3.2 to 4.3.

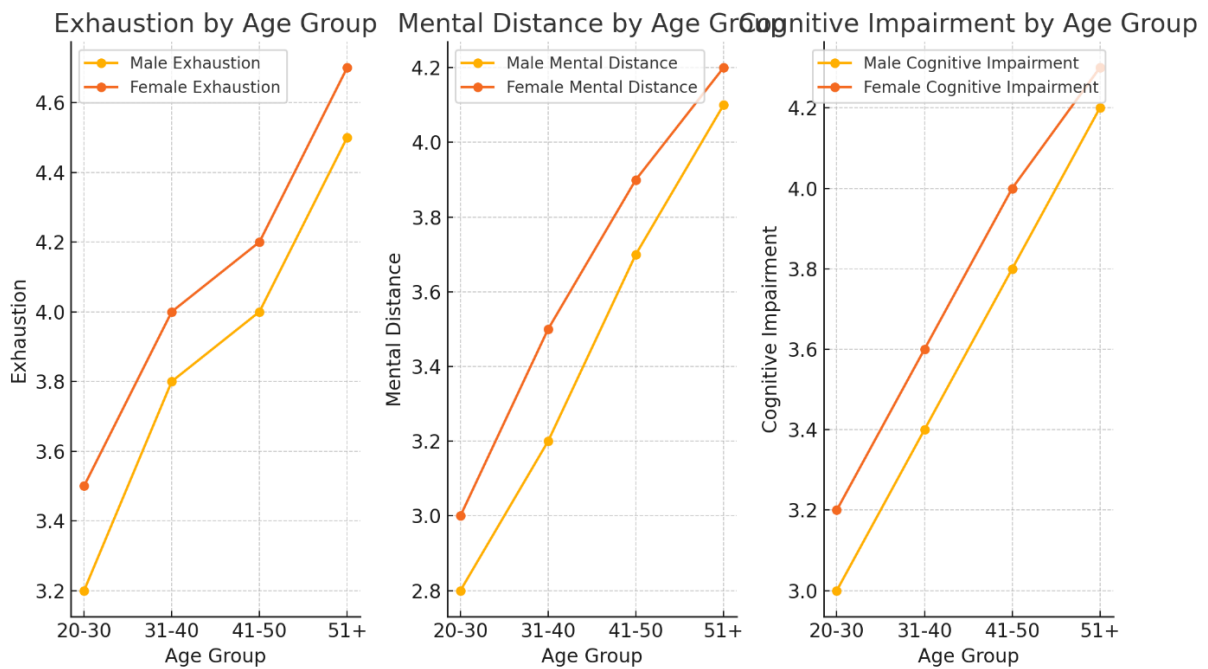


Figure 4 – Exhaustion, Mental Distance, Cognitive Impairment by Age Group

**Exhaustion:** Both males and females show a noticeable increase in exhaustion as age increases, with the 51+ age group reporting the highest exhaustion scores. Females consistently report higher exhaustion than males across all age groups.

**Mental Distance:** As one ages, mental distance—which implies a detachment from work—grows. Particularly in the senior age groups, women show a more higher increase, suggesting more work disengagement in later career phases.

**Cognitive Impairment:** it follows a similar rising pattern with age; women show better scores than men in every age group. This shows older people have trouble keeping mental clarity and concentration.

**ANOVA Results Summary:**

- **Male Exhaustion:** F-statistic: 3.39, p-value: 0.028. This result is **statistically significant** ( $p < 0.05$ ), indicating that there are significant differences in **male exhaustion scores** across different age groups.

- **Female Exhaustion:** F-statistic: 0.35, p-value: 0.789. This is not statistically significant, mean-

ing no significant differences in **female exhaustion scores** across age groups.

- **Male Mental Distance:** F-statistic: 0.23, p-value: 0.878. No significant differences in **male mental distance** across age groups.

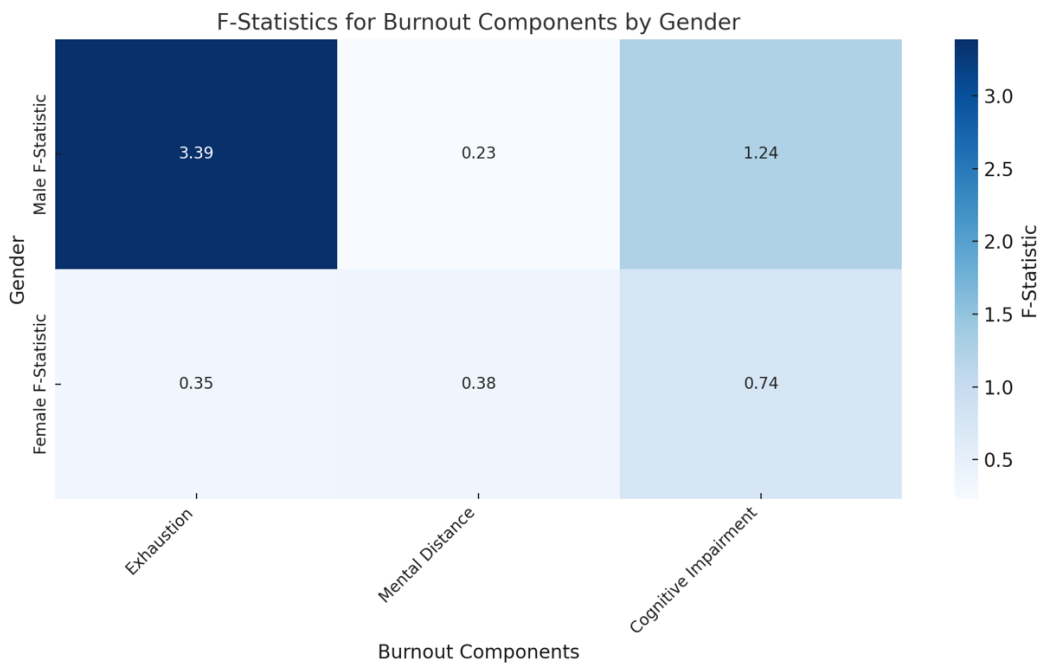
- **Female Mental Distance:** F-statistic: 0.38, p-value: 0.768. No significant differences in **female mental distance** across age groups.

- **Male Cognitive Impairment:** F-statistic: 1.24, p-value: 0.310. No significant differences in **male cognitive impairment** across age groups.

- **Female Cognitive Impairment:**

- **F-statistic:** 0.74, **p-value:** 0.535. No significant differences in **female cognitive impairment** across age groups.

The significant finding for **male exhaustion** indicates that **age** is a key factor in increasing exhaustion levels for males. This confirms the trends observed in the visualizations where exhaustion scores rose consistently with age for males. For females, there were no significant differences in any burnout components across age groups, suggesting that factors other than age may influence their burnout experiences.



**Figure 5 – ANOVA Results Summary**

The ANOVA table (Figure 5) compared burnout scores across age groups for each gender and burnout component. For male exhaustion, the F-statistic

of 3.39 ( $p = 0.028$ ) indicated a significant difference in scores across age groups, confirming that exhaustion increased significantly with age for males.

For females, the p-value for exhaustion (0.789) was not significant, suggesting that age did not substantially influence their exhaustion levels. Similarly, for mental distance and cognitive impairment, p-values for both genders exceeded 0.05, indicating no statistically significant differences across age groups.

This table made clear which burnout dimensions age affected and underlined the importance of male tiredness as a main age-related element. Men's level of weariness varies much depending on their age group. Men teachers claim they get significantly more weary as their age increases. This suggests, particularly in terms of exhaustion, age-related factors like extended exposure to work stress or less physical resilience could help to induce burnout. Although women consistently rated higher than men on weariness, age had no significant influence. This implies that factors other than age, such workload intensity or personal situation, could influence female weariness degrees more. Men and women demonstrated increasing mental distance and cognitive decline as age increased; yet these differences were not statistically significant. This suggests that although burnout symptoms linked to mental distance (e.g., detachment from work) and cognitive impairment (e.g., difficulty concentrating) rise with age, the variation is not great enough to be considered as a consistent trend across the group.

*Recommendations:*

*Targeted Interventions for Older Teachers:* Because older male teachers are much more likely to be tired, schools should create programs to help teachers over 40 avoid and deal with stress. Some ways to avoid long-term burnout are stress management classes, lighter workloads, or more flexible schedules.

*Further Research on Female Burnout:* This topic of female burnout needs even more research. Since age did not seem to have much of an effect on how exhausted women were, we should look into other things that might make female teachers' fatigue in the future. One way to look at how work-life balance, care responsibilities, or support systems at work can all lead to burnout is by the word "effect."

*Holistic Burnout Management Programs:* Some signs of burnout, like memory loss and mental distance, got a little worse with age. Because of this, institutions should think about putting in place more

comprehensive programs to avoid burnout that look at both physical and mental health. For example, they could offer cognitive exercises or mental health support to help people who are dealing with long-term burnout.

*Longitudinal Studies:* Longitudinal studies tracking teachers for a few years might be beneficial in order to better understand how stress varies with time. One would acquire understanding of how age, length of employment, and other circumstances influence the emergence of burnout.

## Conclusion

Focusing on three basic dimensions – exhaustion, mental distance, and cognitive impairment – this study examined the diagnostic patterns of emotional burnout among instructors. The Burnout Assessment Tool (BAT) provided a framework for the study to expose significant patterns in burnout experiences depending on age and gender. The results showed that burnout is mostly caused by age, especially for male teachers whose levels of tiredness rise noticeably with age. This emphasizes for older male teachers the whole effect of extended stress exposure. Conversely, whereas women claimed consistently higher burnout levels in all spheres, there were no appreciable variations between age groups, implying that elements other than age most certainly affect female burnout. Moreover, whereas for both sexes mental distance and cognitive decline rose with age, the variations were not statistically significant. These results suggest that although aging generates burnout symptoms, its impact varies in many different ways and between sexes. In the end, addressing teacher burnout requires tailored solutions depending on demographic criteria, particularly age and gender. Although additional research is needed to pinpoint the specific reasons of female burnout, older male teachers could benefit from targeted therapy reducing work-related tiredness. Encouragement of sustainable well-being and productivity in the teaching profession hinges on a proactive, all-encompassing approach to burnout avoidance. Although age appears to be a major factor in male tiredness, burnout is a complex problem with a sophisticated response needed. Combining age-specific interventions with more general burnout prevention plans helps lower burnout and raise teacher well-being generally.



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## CHARACTEROLOGICAL TRAITS OF ADOLESCENTS PRONE TO SUICIDAL BEHAVIOR

This article is dedicated to the study of certain characterological traits of adolescents prone to suicidal behavior. The issue of researching suicidal behavior is particularly significant for modern Kazakhstan, where official statistics annually show a significant upward trend in the suicide rate among adolescents.

Relying on the commonly accepted psychological profile of a suicidal individual, we classified depression, life dissatisfaction, suicidal intentions, and tendencies as the key characterological traits of adolescents prone to suicidal behavior in our study. Examining these traits provides an opportunity for a deeper analysis of this phenomenon and helps identify predictors contributing to the development of suicidal behavior.

The object of the study was adolescents aged 13 to 16. The aim of the research was to examine the characterological traits of adolescents prone to suicidal behavior.

In 2023, the study was conducted in schools in Almaty and involved students from grades 8 to 11. The methodological toolkit consisted of three techniques.

The value and significance of the study lie in its results, which identified the characterological traits of adolescents prone to suicidal behavior, ultimately contributing to the prevention of suicidal risks.

**Key words:** suicidal behavior, students, characterological traits, etc.

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### Суицидтік мінез-құлыққа бейім жасөспірімдердің сипаттамалық ерекшеліктері

Бұл мақала суицидтік мінез-құлыққа бейім жастардың кейбір мінездемелік ерекшеліктерін зерттеуге арналған. Суицидтік мінез-құлықты зерттеу мәселелері ресми статистика жыл сайын жасөспірімдер арасындағы суицид деңгейінің айтарлықтай өсу динамикасын көрсететін қазіргі Қазақстан үшін ерекше маңызға ие.

Суицидтің жалпы қабылданған психологиялық портретіне сүйене отырып, зерттеу жүргізу кезінде біз суицидтік мінез-құлыққа бейім жасөспірімдердің негізгі сипаттамалық ерекшеліктеріне депрессияны, өмірлік қанағаттанбауды, суицидтік ниеттер мен бейімділікті жатқыздық, оларды зерттеу осы құбылысты тереңірек талдауға және суицидтік мінез-құлықтың дамуына ықпал ететін болжаушыларды анықтауға мүмкіндік береді.

Зерттеу объектісі – норматиптік топтағы жасөспірімдер және 13 пен 16 жас аралығындағы тәуекел тобындағы жасөспірімдер. Зерттеудің мақсаты – суицидтік мінез-құлыққа бейім жасөспірімдердің мінездемелік ерекшеліктерін зерттеу.

Зерттеу 2023 жылы Алматы мектептерінде жүргізілді; әдістемелік құралдарға 3 әдістеме кірді.

Нәтижелер білім алушылардың негізінен суицидтік ниеттерді қалыптастырудан сақтандырылмағанын және алдын алуды тек тәуекел тобымен ғана емес, сонымен қатар норматиптік топпен де жүргізу қажет екенін көрсетеді. Зерттеудің құндылығы мен маңыздылығы

желері бойынша суицидтік мінез-құлыққа бейім жасөспірімдердің сипаттамалық ерекшеліктері анықталды, бұл жалпы суицидтік тәуекелдердің алдын алуға ықпал етуі мүмкін.

**Түйін сөздер:** суицидтік мінез-құлық, тәуекел тобы, норматиптік топ, білім алушы жастар, мінездемелік сипаттамалар және т.б.

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### **Характерологические особенности подростков, склонных к суицидальному поведению**

Данная статья посвящена изучению некоторых характерологических особенностей молодежи, склонной к суицидальному поведению. Вопросы исследования суицидального поведения имеют особую важность для современного Казахстана, где официальные статистические данные ежегодно демонстрируют значительную динамику роста показателя по суицидам у подростков.

Опираясь на общепринятый психологический портрет суицидента, при проведении исследования к основным характерологическим особенностям подростков, склонных к суицидальному поведению, мы отнесли депрессию, жизненную неудовлетворенность, суицидальные намерения и наклонности, изучение которых дает возможность глубже проанализировать данный феномен и выявить предикторы, способствующие развитию суицидального поведения.

Объект исследования – подростки нормотипичной группы и подростки, входящие в группу риска, в возрасте от 13 до 16 лет. Цель исследования – изучение характерологических особенностей подростков, склонных к суицидальному поведению.

Исследование проводилось в 2023 году в школах Алматы; методический инструментарий включал 3 методики.

Полученные результаты показали, что учащиеся в принципе не застрахованы от формирования суицидальных намерений и поэтому профилактику необходимо проводить не только с группой риска, но и с нормотипичной группой. Ценность и значимость проведенного исследования заключается в том, что по его результатам были выделены характерологические особенности подростков, склонных к суицидальному поведению, что в целом может способствовать превенции суицидальных рисков.

**Ключевые слова:** суицидальное поведение, группа риска, нормотипическая группа, учащаяся молодежь, характерологические особенности и др.

## **Introduction**

Suicide is one of the most pressing issues in modern society, raising concerns among experts from various fields worldwide. Suicide-related mortality is a critical global problem and remains a key issue on the agenda of many countries. According to the World Health Organization, more than 800,000 people die by suicide each year worldwide. It is important to highlight that suicide is the second leading cause of death among individuals aged 15 to 29 (Preventing Suicide: A Community Engagement Toolkit, 2018). Furthermore, according to WHO statistics, “suicide ranks 8th among all causes of death and 1st among causes of violent death” (Suicide in the World: Global Health Estimates, 2019).

The high mortality rates due to suicide, particularly among young people, underscore the need to

study their characterological traits as a foundation for developing effective prevention measures. In turn, comprehensive research on suicidal behavior is essential for understanding these traits and enhancing approaches to suicide prevention.

According to modern perspectives – “suicidal behavior consists of internal or external forms of mental acts driven by thoughts of ending one’s own life” (Cash, 2009: 613–619; Maughan, 2013).

The realm of suicidal behavior is highly heterogeneous (Syrokvashina, 2017: 60–75), and the assessment of suicide risk, specifically, determining which factors should be considered the most important predictors largely depends on the approach used to examine suicidal behavior. Diagnosing suicidal behavior is further complicated by the fact that many researchers now argue that standardized suicide risk scales fail to capture key aspects of sui-

ciality. This is because they are based on limited understandings of suicide causes and are primarily designed for rapid assessment.

Cases of self-destructive behavior are determined by levels of impulsivity and the severity of depressive or pathocharacterological components (Fedunina et al., 2018: 33–52). The intensity and significance of stress serve as key predictors of suicidal thoughts, while the pattern of psychological distress and risk factors for suicidality largely depends on the nature of the stressful situation experienced (Fedunina et al., 2017: 668–671). It is widely acknowledged that suicidal behavior follows a continuous developmental process encompassing four main stages: suicidal thoughts, suicidal planning, suicide attempts and completed suicide (Turecki, 2021: 515–527).

Most researchers argue that official statistics primarily document clear cases of completed suicides and are largely limited in providing insights into the personality traits of individuals prone to suicidal behavior, as well as the underlying causes leading to suicide (Lukashuk, 2015: 15–19; Lyubov, 2014: 10–19). Therefore, analyzing key factors allows us to identify the characterological traits common among adolescents at risk of suicidal behavior, gain a deeper understanding of this phenomenon, and determine the predictors that contribute to its development.

The study of youth suicidal behavior is particularly important in Kazakhstan, as official statistics show a significant upward trend in suicide rates. According to the Committee on Legal Statistics and Special Records of the General Prosecutor's Office of the Republic of Kazakhstan, 3,805 suicides were recorded in the country in 2019, reflecting a 7.4% increase from 2018. Among these cases, 180 involved minors, compared to 178 in the previous year. Additionally, 4,784 suicide attempts were registered in 2019, surpassing the 2018 figure of 4,234 cases (Committee on Legal Statistics and Special Records of the General Prosecutor's Office of the Republic of Kazakhstan, 2020).

In 2021, 147 completed suicides and 373 suicide attempts were recorded among adolescents in Kazakhstan, while in 2022, these numbers rose to 155 completed suicides and 390 attempts. These statistics highlight the widespread prevalence of suicide in Kazakhstan, with a noticeable upward trend in both completed suicides and suicide attempts among adolescents in recent years (General Prosecutor's Office of the Republic of Kazakhstan: www.

gov.kz). In 2024 alone, 453 suicides among minors were documented (Analytical Report, 2024:22). According to the General Prosecutor's Office of Kazakhstan, an analysis of youth suicidal behavior revealed that 70% of cases involved individuals who were mentally healthy, 25% were classified as having antisocial behavior, and 5% were identified as being at high risk for suicidal behavior (Committee on Legal Statistics and Special Records of the General Prosecutor's Office of the Republic of Kazakhstan, 2020).

The National Report "Youth of Kazakhstan" identifies certain typological characteristics of young people prone to suicidal behavior, in addition to analyzing statistical data and expert opinions.

The report seeks to construct a psychological and social profile of individuals at risk of suicide. It states: "Suicidal individuals come from diverse age groups, social backgrounds, and economic statuses. However, certain characteristics, along with psychological and biosocial factors, may contribute to suicide. These include anxiety, depression, financial instability, lack of housing or stable employment, psychological trauma, feelings of loneliness, and difficulties in relationships or family life" (Uderbayeva et al., 2020).

Thus, the key characterological traits associated with young individuals prone to suicidal behavior include depression, life dissatisfaction, and suicidal ideation and tendencies, some of which were the subject of our study.

*Object of the study:* Adolescents in Kazakhstan aged 13 to 16.

*Research objective:* To identify and analyze the characterological traits of adolescents at risk of suicidal behavior.

## Materials and Methodology

A research program comprising 4 stages was designed to investigate the characterological traits of Kazakhstani youth at risk of suicidal behavior (see Figure 1).

*The first stage* – the methodological phase, focuses on analyzing theoretical and methodological approaches to suicidal behavior.

*The second stage* – the psychodiagnostic phase, involved organizing the survey, defining the research sample, selecting methodologies for conducting the diagnostic study and developing electronic test forms.



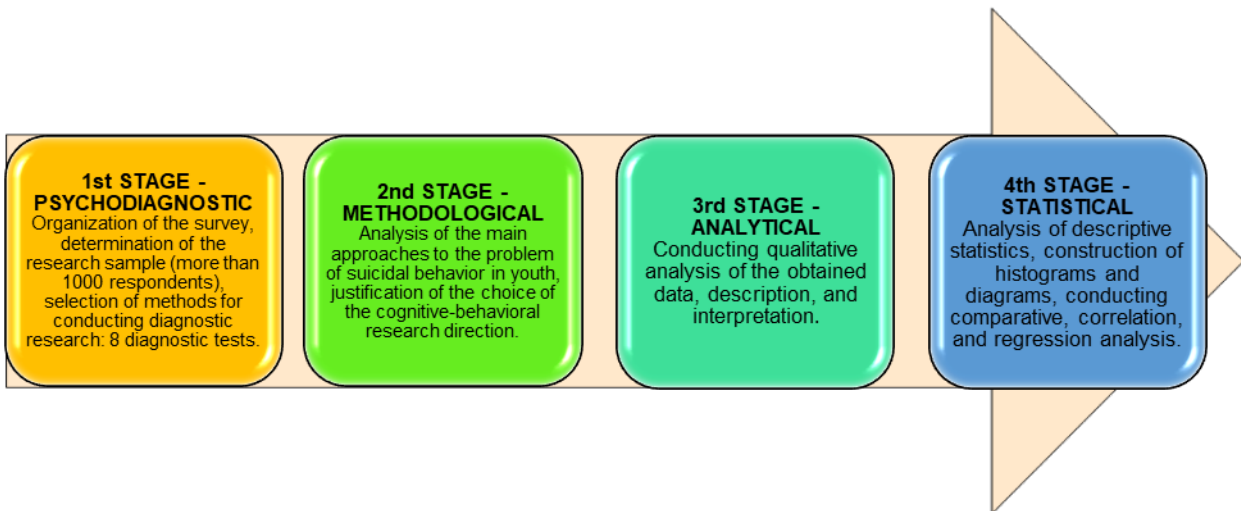


Figure 1 – Research Framework for Examining Suicidal Behavior in Youth

For the investigation of *suicidal behavior propensity*, three questionnaires were utilized: the Big Five Inventory (BFI), a five-factor personality assessment; B. Newgarten’s Life Satisfaction Index (LSI), adapted by N.V. Panina; and a suicide risk questionnaire (modified by T.N. Razuvaeva).

Data were collected using computer technologies, with the entire battery of instruments deployed on an electronic platform. The widget code is provided below; to integrate it on any website, simply switch the text editor to HTML mode and insert the widget code (see Figure 2).

```

<<!-- Online Test Pad Test Widget (#158963)-->
<div id="otp_wgt_zvpz5ntesuoqu"></div>
<script type="text/javascript">
  var otp_wjs_dt = (new Date).getTime();
  (function (w, d, n, s, rp) {
    w[n] = w[n] || [];
    rp = {};
    w[n].push(function () {
      otp_render_widget(d.getElementById("otp_wgt_zvpz5ntesuoqu"),
        'onlinetestpad.com', 'zvpz5ntesuoqu', rp);
    });
    s = d.createElement("script");
    s.type = "text/javascript";
    s.src = "//onlinetestpad.com/js/widget.js?" + otp_wjs_dt;
    s.async = true;
    d.getElementsByTagName("head")[0].appendChild(s);
  })(this, this.document, "otp_widget_callbacks");
</script>>
  
```

Figure 2 – Widget Code for Administering Tests on the Electronic Platform

In order to participate in the study, each participant needed to have followed the link: <https://onlinetestpad.com/t/metodsforadult-1828>. This link was adapted for compatibility with all devices supporting Android or iOS operating systems. Consequently, respondents could access it via desktop computers, laptops, tablets or any smartphone.

After providing their information (with the social network link being optional) and reviewing the instructions, participants were able to begin the psychodiagnostic assessments (see Figure 3).

After completing the test, the respondent could immediately view the test results along with their interpretation.



The figure consists of two side-by-side screenshots of a web-based survey interface. Both screenshots have a header titled 'Методики'.  
 The left screenshot is titled 'Инструкция к тесту' and contains the following text: 'Добрый день, уважаемый респондент! Благодарю за проявленный интерес к прохождению психологического тестирования, направленного на диагностику иррациональных установок, стратегий поведения в стрессовых ситуациях и многое другое. Инструкция: "Выбери один из предложенных ответов, который в большей степени характеризует тебя". Среднее прохождение данных методик занимает 25 минут.' Below the text is a section 'Заполните форму регистрации' with three input fields: 'Пол' (Gender), 'Возраст' (Age), and 'Ссылка на социальную сеть' (Social media link). At the bottom, it says 'Количество вопросов в тесте: 145' and has a 'Далее' (Next) button.  
 The right screenshot shows the survey questions. The first question is 'Иметь дело с некоторыми людьми может быть неприятно, но это никогда не бывает ужасно.' Below the question are six radio button options: 'Полностью согласен', 'в основном согласен', 'слегка согласен', 'слегка не согласен', 'в основном не согласен', and 'полностью не согласен'. At the bottom, there is a 'Далее' (Next) button and a 'Завершить' (Finish) button.

Figure 3 – Account displaying the Survey (original language preserved)

Additionally, it should be noted that for each series of tests, a dedicated account was created to host a collection of methodological instruments used in the study. The research was conducted anonymously and no personally identifying information (e.g., first and last names) was collected.

**The third stage** – technical and statistical in nature, involving the export of tables. Subsequently, all data were downloaded as a Microsoft Excel file and then adapted for use in SPSS for further analysis and statistical processing of the obtained data.

**The fourth stage** – the analytical phase, involved discussing the obtained results, comparing them with existing scientific data, findings from contemporary research and drafting final conclusions.

### Literature review

The foundation of theoretical and conceptual research on suicidal behavior was laid by the works of Z. Freud, who regarded suicide as a consequence of the breakdown of an individual's social bonds and the ensuing social alienation (Freud, 2018), and by E. Durkheim, who, in his seminal work *Suicide* and based on statistical data, posited that social factors are the primary explanation for suicide (Lewis, 2012).

Following Durkheim, T. Joiner, Van Orden, and other researchers have placed particular emphasis on the importance of social relationships. According to their theory, suicidal behavior comprises three constructs: two that define suicidal desire – namely, thwarted belongingness and perceived burdensomeness and one that focuses on the capability for suicide. The interpersonal theory of suicide posits an interrelationship among these constructs, which accounts for the progression from suicidal ideation to serious suicidal behavior (Van et al., 2010: 575–600).

K. Meninger, building on Freud's ideas, concurred that there exists a perpetual struggle within an individual between the drive for life and the drive for death. Moreover, the American psychoanalyst sought to explain suicide by attributing it to internal aggression and a desire to leave this world-factors arising from loneliness, adverse living conditions or experiences of psychological trauma (Meninger, 2000).

C.G. Jung, in contrast to Z. Freud, asserted that the unconscious is the primary cause of suicide, arguing that individuals, in doing so, seek spiritual rebirth. Meanwhile, A. Adler maintained that all people contend with their inherent limitations, and those who are unable to overcome them tend to develop aggression toward more successful individuals. Thus, those who choose to end their lives by suicide aim to evoke feelings of guilt and sympathy in others (Adler, 1995).

E. Erikson also believed that suicide is influenced more by external factors rather than instincts, as Z. Freud claimed. He argued that young people's vulnerability to stress leads to an identity crisis, which can manifest in various ways, such as difficulties in choosing a career, involvement in different groups, or substance and alcohol use. E. Fromm, on the other hand, viewed suicide as an act of protest. He saw it as an expression of defiance and a step toward freedom in the pursuit of happiness. Fromm also emphasized the deep connection between the body and the mind, stating that "a person cannot free themselves from mental suffering without freeing themselves from the body, yet the body wants to live." As a result, this creates a kind of "conflict" for the suicidal individual in carrying out their intention (Fromm, 2009).

According to K. Horney, suicide stems from inner conflict, feelings of inferiority, or an idealized self-image. It can also result from disrupted relationships, which contribute to neurotic conflict and

heighten the sense of not meeting social standards (Horney, 1997).

A. Bandura, within the social-cognitive approach, argued that people tend to punish themselves when they violate their internal moral standards. He saw the main motive for suicide as an attempt to resolve a psychologically traumatic situation through a conscious decision to end one's life. K. Rogers believed that suicide results from a loss of faith in oneself, which leads to feelings of hatred and contempt for life. In other words, it occurs when there is a disconnect between a person's self-concept and their actual experiences (Feldstein, 1999).

V. Frankl, in his works "The Suffering of Meaninglessness in Life", "Yes to Life: A Psychologist in a Concentration Camp" and "Man's Search for Meaning", emphasized that it is the sense of meaning in life that enables a person to survive under any circumstances. In other words, people who have life goals demonstrate a stronger will to live. Thus, it is the loss of meaning in life that makes a person more prone to suicide (Frankl, 2004).

The analysis of classical works by renowned psychologists suggests that no single theory has yet been developed to unify all perspectives on the nature of suicide and its characteristics. Each scholar, within the framework of their own theory, interprets suicide in their own way and identifies different factors that influence suicidal behavior.

When it comes to Kazakhstan, the issue is especially relevant, as the country ranks among the world leaders in suicide rates. This makes research in this area particularly important. Among Kazakhstani scholars, notable studies by (S. A. Altynbekov, G. A. Joldygulov, B. M. Ashirbekov and others) examine suicide as both a medical and psychological issue.

In the context of this issue, according to data from the National Center for Scientific and Technical Information (NTI) ([https://nauka.kz/page.php?page\\_id=107&lang=1](https://nauka.kz/page.php?page_id=107&lang=1)), several dissertations on suicide have been defended in Kazakhstan in recent years. These include "Suicidal Behavior in Adolescence and Early Adulthood", "Theoretical Aspects and Methodological Approaches to Preventing Suicidal Activity in Children and Adolescents", "Socio-Hygienic Aspects of Suicide in Modern Socio-Economic Conditions", and "Clinical and Psychopathological Aspects of Addictive Behavior Structure (Non-Chemical Addictions) as a Predictor of Suicide Risk", among others.

In the field of psychology, a significant study was conducted by Z. Sh. Karakulova, titled "The Study of the Relationship Between Suicidal Behavior and the Family Upbringing System." The research identified the psychological mechanisms behind suicidal behavior, examined the personality traits of individuals prone to suicide that develop in the context of distorted family upbringing, and proved the role and influence of family upbringing in the adoption of suicidal behavior.

Among the social-psychological studies on this issue, a particularly important work is the monograph "Scientific and Practical Foundations for Suicide Prevention Among Youth," written by a research team from Al-Farabi Kazakh National University. The monograph examines scientifically grounded principles for preventing youth suicide, analyzes global practices in suicide prevention and explores the implementation of anti-suicidal programs. The authors emphasize that suicide is, above all, a form of deviant and self-destructive behavior, driven by the need to escape an unfavorable life situation (Aytbayeva et al., 2014).

Another well-known work is the educational and methodological guide "Prevention of Suicidal Behavior Among Youth: Socio-Psychological Aspects" (Aimagambetova, Li, et al., 2020). This guide delves into conceptual and theoretical approaches to research methodology on suicidal behavior, examines the key determinants of this phenomenon and provides a comprehensive analysis of the factors influencing suicide risk among young people, along with detailed methods for its assessment and diagnosis.

Thus, a review of theoretical and methodological concepts, along with scientific literature, shows that suicide has been widely studied. However, despite extensive research, a unified theoretical framework in psychology has yet to be developed.

## Results and Discussion

The study was conducted in Almaty in 2023 across several schools (No. 132, 126, 117). A total of 264 students from grades 8–11 participated in the study (see Table 1). The respondents were selected based on subjective criteria—availability and typicality. A total of 42 individuals (16%) were classified as at-risk. Consequently, the study was conducted in two groups.

**Table 1** – Distribution of Students by Grade and Gender

Grade	Boys	Girls	Total
8 <sup>th</sup>	47	68	115
9 <sup>th</sup>	35	45	80
10 <sup>th</sup>	7	9	16
11 <sup>th</sup>	21	32	53
Total	110	154	264

**Research Methodologies (Table 2):**

- Big Five Inventory (BFI) Five-Factor Personality Questionnaire (Kalugin et al., 2021: 7–33);
- Life Satisfaction Index (LSI) by B. Neugarten, adapted by N.V. Panina (General Psychological State Questionnaire) (Dukhnovsky, 2016).
- Suicidal Risk Questionnaire (modified by T.N. Razuvaeva) (Shvedchikova et al., 2022).

The primary statistical results are presented in Table 2.

The mean factor score determines the quantitative expression of the main personality trait in the studied sample of high school students. The scores can be conditionally classified as high (51–75 points), medium (41–50 points), and low (15–40 points).

**Table 2** – Descriptive Statistics for the BFI Questionnaire

	Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness to Experience
Mean	51,81	53,74	54,05	49,17	57,55
Mode	51,0	58,0	57,0	49,0	60,0
Std. Deviation	8,39	10,25	9,02	11,57	7,36
Variance	70,306	105,139	81,336	133,805	54,112

The highest scores were observed for Openness to Experience and Conscientiousness, while Neuroticism scores were in the medium range. Notably, the Mode (most frequently occurring score) across three scales indicates that students in the sample tend to be sociable, agreeable, responsible, curious, and relatively emotionally stable.

For comparative analysis, 50 individuals were randomly selected from the typical group. The results are presented in Table 3. The Mann-Whitney U-test was used to compare the two groups. The results include average ranks in individual groups, the test statistic (U-value), and the probability of error

(p-value). Statements with a p-value < 0.05 are considered significant. Statements with a p-value < 0.01 are considered highly significant. Statements with a p-value < 0.001 are considered maximally significant.

The data in Table 3 indicate that no significant differences were found in personality traits between the typical group and the at-risk group. These results differ from those obtained in the first series of studies, where differences were observed in Neuroticism and Conscientiousness.

Table 4 presents the results of the initial statistics obtained from the “Life Satisfaction Index (LSI)” test by B. Neugarten, adapted by N.V. Panina.

**Table 3** – Comparative Analysis of Personality Traits in the Typical Group and At-Risk Group in Adolescence

	Group	N	Mean Rank	Mann-Whitney U	Asymp. Sig.
Extraversion	At-risk	42	115,80	3960,500	0,122
	Normotypical	50	135,66		
Agreeableness	At-risk	42	115,40	3944,000	0,113
	Normotypical	50	135,73		
Conscientiousness	At-risk	42	117,76	4043,000	0,172
	Normotypical	50	135,29		
Neuroticism	At-risk	42	147,15	4046,500	0,175
	Normotypical	50	129,73		
Openness to Experience	At-risk	42	130,86	4593,000	0,879
	Normotypical	50	132,81		

**Table 4** – Descriptive Statistics for the Life Satisfaction Index (LSI) Test

	LSI	Interest in Life	Consistency in Goal Achievement	Consistency Between Set and Achieved Goals	Positive Self-Assessment	Overall mood
Mean	26,84	5,51	5,93	5,29	4,86	5,29
Mode	29,0	6,0	6,0	6,0	6,0	5,0
Std. Deviation	6,85	1,99	1,62	1,99	1,85	1,98
Variance	46,94	3,99	2,63	3,97	3,44	3,938

The mean Life Satisfaction Index (LSI) score among adolescents was 26.84 points, corresponding to a medium level. The highest score was observed in the Consistency in Achieving Goals scale (M = 5.93), indicating a sufficient level of determination and perseverance in goal achievement. The lowest score was on the Positive Self-Evaluation scale (M = 4.86), suggesting an average self-esteem level.

Using the Mann-Whitney U-test, we compared the level of life satisfaction between at-risk and typical students. The results are shown in Figure 4 and Table 5. Let us recall that the calculation results of the criteria include the mean ranks within individual groups, the criterion value, and the probability of error (p). Statements with an error probability of  $p \leq 0.05$  are considered significant, those with  $p \leq 0.01$  are highly significant, and those with  $p \leq 0.001$  are maximally significant.

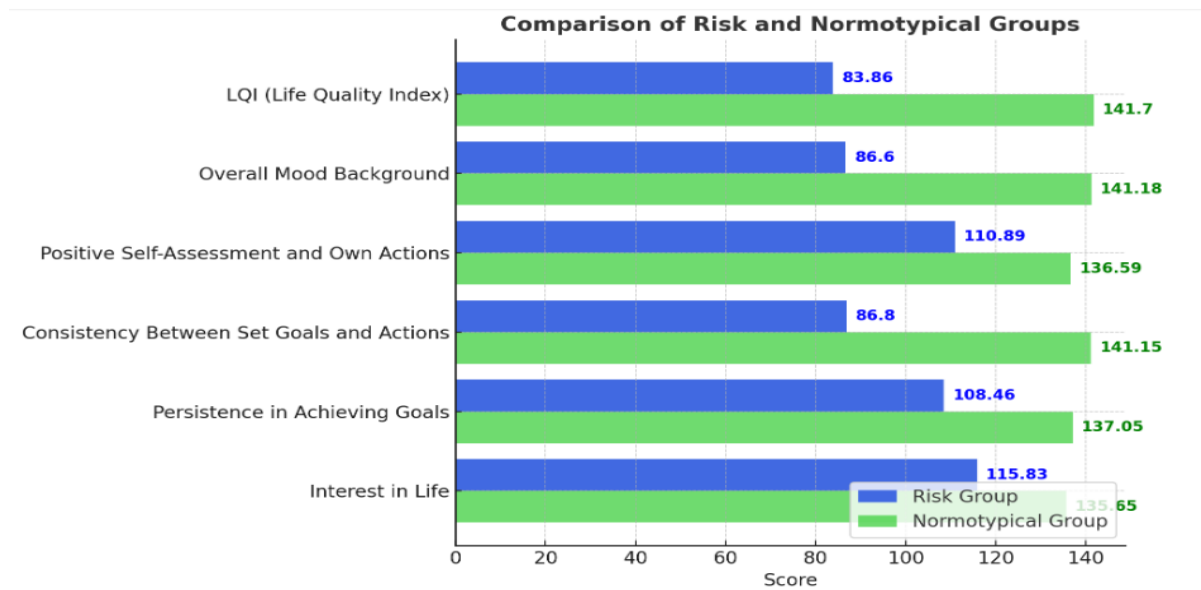
The obtained data revealed significant differences in several life satisfaction scales:

- Consistency in Goal Achievement ( $p = 0.023$ ): At-risk adolescents tend to passively accept life failures
- Consistency Between Set and Achieved Goals ( $p = 0.000$ ): At-risk adolescents lack confidence in their ability to achieve meaningful goals
- Positive Self-Assessment ( $p = 0.042$ ): At-risk adolescents have lower self-esteem compared to normotypical adolescents.
- Overall Mood ( $p = 0.000$ ): At-risk adolescents tend to have a pessimistic mood.
- Life Satisfaction Index ( $p = 0.000$ ): At-risk adolescents show significantly lower life satisfaction scores.

Let us now examine the characteristics of suicidal tendencies among high school students. The results of the initial statistics are presented in Table 6.

**Table 5** – Comparative Analysis of Life Satisfaction in the Typical Group and At-Risk Group

	Group	N	Mean Rank	Mann-Whitney U	Asymp. Sig.
Interest in Life	At-risk	42	115,83	3962,000	0,117
	Normotypical	50	135,65		
Consistency in Goal Achievement	At-risk	42	108,46	3652,500	0,023
	Normotypical	50	137,05		
Consistency Between Set and Achieved Goals	At-risk	42	86,80	2742,500	0,000
	Normotypical	50	141,15		
Positive Self-Assessment	At-risk	42	110,89	3754,500	0,042
	Normotypical	50	136,59		
Overall mood	At-risk	42	86,60	2734,000	0,000
	Normotypical	50	141,18		
LSI	At-risk	42	83,86	2619,000	0,000
	Normotypical	50	141,70		



**Figure 4** – Personality Traits of Adolescents in the Two Studied Groups

**Table 6** – Descriptive Statistics for the Suicidal Intent Formation Questionnaire by T.N. Razuvaeva

	Demonstrativeness	Affectivity	Uniqueness	Incompetence	Social Pessimism
Mean	2,08	3,18	1,74	3,23	4,16
Mode	1,20	3,30	1,20	3,0	5,0
Std. Deviation	1,52	1,64	1,55	1,49	1,38
Variance	2,32	2,68	2,39	2,23	1,91

*Continuation of the table*

	Demonstrativeness	Affectivity	Uniqueness	Incompetence	Social Pessimism
	Breakdown of cultural barriers	Maximalism	Time Perspective	Anti-Suicidal Factor	Index
Mean	2,45	2,48	1,54	3,80	20,87
Mode	2,30	3,2	,00	3,2	19,00
Std. Deviation	1,27	2,10	1,56	2,09	7,84
Variance	1,61	4,43	2,45	4,38	61,47

The suicidal risk index was 20.97 points, which corresponds to a normal level; however, 42 individuals (16%) demonstrated a high level of suicidal risk. When conducting a comparative analysis between the at-risk group and the normotypical group, an artificial group equalization was applied. However, when analyzing individual indicators within each group, the entire sample was used.

Using the Mann-Whitney U test, we compared the formation of suicidal intentions in the

at-risk group and the normotypical group of high school students. The results are presented in Table 7.

Let us recall that the calculation results include mean ranks within individual groups, the criterion value, and the probability of error (p). Statements with an error probability of  $p \leq 0.05$  are considered significant, those with  $p \leq 0.01$  are highly significant, and those with  $p \leq 0.001$  are maximally significant.

**Table 7** – Comparative Analysis of Suicidal Intent Formation in the Normotypical and At-Risk Groups of High School Students

	Group	N	Mean Rank	Mann-Whitney U	Asymp. Sig.
Demonstrativeness	At-risk	42	220,62	961,000	0,000
	Normotypical	50	115,83		
Affectivity	At-risk	42	215,77	1164,500	0,000
	Normotypical	50	116,75		
Uniqueness	At-risk	42	232,00	483,000	0,000
	Normotypical	50	113,68		
Incompetence	At-risk	42	198,90	1873,000	0,000
	Normotypical	50	119,94		
Social Pessimism	At-risk	42	205,45	1598,000	0,000
	Normotypical	50	118,70		
Breakdown of cultural barriers	At-risk	42	152,48	3823,000	0,021
	Normotypical	50	128,72		
Maximalism	At-risk	42	181,51	2603,500	0,000
	Normotypical	50	123,23		
Time Perspective	At-risk	42	216,00	1155,000	0,000
	Normotypical	50	116,70		
Anti-Suicidal Factor	At-risk	42	167,48	3193,000	0,000
	Normotypical	50	125,88		



The presented data indicate that there are significant differences between the normotypical group and the at-risk group across all nine factors of suicidal tendencies:

- *Demonstrativeness* ( $p = 0.000$ ): At-risk adolescents exhibit a strong tendency to attract attention and seek sympathy from others.

- *Affectivity* ( $p = 0.000$ ): The at-risk group is characterized by emotional dominance over intellectual control in evaluating events, especially in traumatic situations, where emotional distress may overpower rational thought.

- *Uniqueness* ( $p = 0.000$ ): At-risk adolescents perceive themselves and their life circumstances as unique experiences, incomparable to others, leading to a sense of isolation and the perception that suicide is the only way out.

- *Incompetence* ( $p = 0.000$ ): At-risk adolescents display a negative self-perception, feeling worthless and unnecessary.

- *Social Pessimism* ( $p = 0.000$ ): The at-risk group holds a negative view of the world, perceiving it as hostile and misaligned with their expectations of normal or satisfactory social relationships.

- *Breakdown of Cultural Barriers* ( $p = 0.021$ ): At-risk adolescents romanticize suicide, seeking justification for it through cultural influences such as films, art, traditions, and music.

- *Maximalism* ( $p = 0.000$ ): At-risk adolescents demonstrate an infantile, black-and-white view of reality, where “everything must be as I want, or nothing at all”. This mindset leads to all-or-nothing thinking, where a local conflict extends to all areas of life without the ability to compensate through other experiences.

- *Time Perspective* ( $p = 0.000$ ): The at-risk group experiences a narrowing of time perspective, leading to a distorted sense of time, where distress feels endless, and there is no perception of future relief, hope, or new goals.

- *Anti-Suicidal Factor* ( $p = 0.000$ ): Despite the high-risk indicators, at-risk adolescents also demonstrate factors that prevent suicidal intentions, suggesting the potential effectiveness of preventive interventions.

Thus, the identified differences confirm the presence of nine significant suicidal tendency factors in the at-risk group.

## Conclusion

The results of this study indicate that at-risk adolescents are characterized by demonstrativeness, anxiety, a narrowed time perspective, and tunnel vision. As a result, problematic situations are perceived in black-and-white categories, leading to feelings of hopelessness and depression, which affect all areas of life and limit decision-making perspectives.

In the at-risk group, three personality traits are significantly correlated with depression and suicidal tendencies: Neuroticism, Conscientiousness, and Openness to Experience. Depression, Neuroticism, and Adolescence act as predictors of suicidal intentions. Conscientiousness and Openness to Experience serve as protective (anti-suicidal) factors.

Adolescents in the normotypical group exhibit a greater ability to regulate behavior and control impulses, with their actions being guided by moral principles and strong cognitive control over emotions.

In the normotypical group, four personality traits were correlated with depression and suicidal tendencies: Neuroticism, Conscientiousness, Extraversion, and Openness to Experience. Depression, Extraversion, Neuroticism, Openness to Experience, and Adolescence act as predictors of suicidal intentions.

Thus, the study of personality characteristics among adolescents prone to suicidal behavior revealed that incompetence and social pessimism in the normotypical group act as triggers for suicidal intent formation. Once suicidal tendencies develop, they are reinforced and sustained by affectivity, uniqueness, and a narrowed time perspective. It is important to note that age, neuroticism, openness to experience, and depression are risk factors in both groups. However, openness to experience functions differently in each group – in some cases, it may serve as a protective factor, while in others, it may contribute to suicidal risk. These findings highlight that all adolescents are potentially vulnerable to developing suicidal tendencies, emphasizing the need for preventive measures not only for at-risk individuals but also for the normotypical group.

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## SCIENTIFIC PRINCIPLES AND FEATURES OF THE LEVEL OF SELF-ASSESSMENT OF FUTURE SPECIALISTS

The content of the article is aimed at explaining and defining the conceptual foundations of self-esteem as a prerequisite for the self-development of future specialists. In modern society, where professional identity and personal development are becoming key factors in a successful career, understanding self-esteem as a psychological construct becomes especially relevant. The purpose of the study is to theoretically study the factors that form self-esteem, as well as experimentally determine its levels: high, adequate and low. The research methodology is based on questionnaires and testing of students, which makes it possible to obtain objective data on self-esteem and identify features of its level. As a result of the study, it was established that there are no significant differences in quantitative and qualitative indicators of insufficiently high, adequate and inadequately low levels of self-esteem among future educational psychologists and future specialists from other educational institutions. More than half of the 361 subjects who took part in the experiment rated their self-esteem as inadequate. In both sample groups, about a third of the participants rated themselves as adequate. Subjects who rated their self-esteem as inadequate accounted for approximately one-fifth of the total number of subjects in each group. The contribution of this work is to deepen the understanding of self-esteem as an important aspect of personal and professional development, as well as to develop recommendations for increasing adequate self-esteem in students. The practical significance of the results of the work lies in the possibility of using the data obtained to create programs for the support and development of future specialists, which, in turn, contributes to their successful integration into the professional environment.

**Key words:** self-esteem, self-development, personal qualities, professional qualities.

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### Болашақ мамандарда өзін-өзі бағалаудың ғылыми алғышарттары мен деңгейлік ерекшеліктері

Мақаланың мазмұны болашақ мамандардың өзін-өзі дамытуының алғы шарты ретінде өзін-өзі бағалаудың тұжырымдамалық негіздерін түсіндіруге және анықтауға бағытталған. Кәсіби сәйкестік пен тұлғаның дамуы табысты мансаптың негізгі факторларына айналып отырған қазіргі қоғамда өзін-өзі бағалауды психологиялық құрылым ретінде түсіну ерекше өзекті бола бастайды. Зерттеудің мақсаты – өзін-өзі бағалауды қалыптастыратын факторларды теориялық тұрғыдан зерттеу, сонымен қатар оның деңгейлерін эксперименттік түрде анықтау: жоғары, адекватты және төмен. Зерттеу әдістемесі студенттердің сауалнамасы мен тестілеуіне негізделген, бұл өзін-өзі бағалау туралы объективті мәліметтер алуға және оның деңгейінің ерекшеліктерін анықтауға мүмкіндік береді. Зерттеу нәтижесінде болашақ педагог-психологтар мен басқа оқу орындарының болашақ мамандары арасында өзін-өзі бағалаудың жеткіліксіз жоғары, адекватты және адекватты емес төмен деңгейлерінің сандық және сапалық көрсеткіштерінде айтарлықтай айырмашылықтар жоқ екені анықталды. Экспериментке қатысқан 361 респонденттің жартысынан көбі өзін-өзі бағалауды жеткіліксіз деп бағалады. Екі іріктеу тобында қатысушылардың шамамен үштен бірі өздерін адекватты деп бағалады. Өзін-өзі бағалауды жеткіліксіз деп бағалаған субъектілер әр топтағы субъектілердің жалпы санының шамамен бестен бір бөлігін құрады. Бұл жұмыстың үлесі тұлғалық және кәсіби дамудың маңызды аспектісі ретінде өзін-өзі бағалауды түсінуді тереңдету, сонымен қатар студенттерде адекватты өзін-өзі бағалауды арттыру бойынша ұсыныстар әзірлеу болып табылады. Жұмыс нәтижелерінің практикалық маңыздылығы алынған мәліметтерді болашақ мамандарды қолдау және дамыту бағдарламаларын құру үшін пайдалану мүмкіндігінде, бұл өз кезегінде олардың кәсіби ортаға сәтті кірігуіне ықпал етеді.

**Түйін сөздер:** өзін-өзі бағалау, өзіндік даму, тұлғалық қасиеттер, кәсіби мәнді қасиеттер.



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### Научные предпосылки и уровневые особенности самооценки у будущих специалистов

Содержание статьи направлено на объяснение и определение концептуальных основ самооценки как предпосылки саморазвития будущих специалистов. В современном обществе, где профессиональная идентичность и личностное развитие становятся ключевыми факторами успешной карьеры, понимание самооценки как психологического конструкта становится особенно актуальным. Цель исследования – теоретически изучить факторы, формирующие самооценку, а также экспериментально определить ее уровни: высокий, адекватный и низкий. Методика исследования основана на анкетировании и тестировании студентов, что позволяет получить объективные данные о самооценке и выявить особенности ее уровня. В результате исследования установлено, что существенных различий по количественным и качественным показателям недостаточно высокого, адекватного и неадекватно низкого уровня самооценки у будущих педагогов-психологов и будущих специалистов других образовательных учреждений нет. Более половины из 361 испытуемого, принявшего участие в эксперименте, оценили свою самооценку как неадекватную. В обеих выборочных группах около трети участников оценили себя как адекватные. Испытуемые, оценившие свою самооценку как неадекватную, составляли примерно одну пятую от общего числа испытуемых в каждой группе. Вклад данной работы заключается в углублении понимания самооценки как важного аспекта личностного и профессионального развития, а также в разработке рекомендаций по повышению адекватной самооценки у студентов. Практическая значимость результатов работы заключается в возможности использования полученных данных для создания программ поддержки и развития будущих специалистов, что, в свою очередь, способствует их успешной интеграции в профессиональную среду.

**Ключевые слова:** самооценка, саморазвитие, личностные качества, профессиональные качества.

#### Introduction

Currently, professional and personal development of young people becomes a priority task in the educational policy of Kazakhstan. Therefore, there are different requirements, theories, and technologies of professional and personal development of future specialists in the conditions of higher education institutions. And points to the high place of people's need for self-esteem in classical theories and modern psychological concepts (Greenberg, 1992: 913-922). As in A. Maslow's theory, self-esteem as an urgent problem is included in the hierarchy of needs and labelled as a basic human need. In this regard, A. Maslow explained the importance of self-esteem, honouring the person by the need for respect through recognition, perception, raising the status, and appreciation of others. It should also be noted that in the author's theory, the main place is occupied by the human need for self-esteem or inner self-esteem. Then, according to A. Maslow, people strive for self-esteem and thus achieve development and self-actualisation (Maslow, 1987).

The term "self-esteem" first appeared in English in the history of psychology. The use of the term dates back to 1657, according to the Oxford English

Dictionary. Here, in relation to a person's self-esteem, values, beliefs, and views of the self, the perception of the self at any point in life is interpreted as self-perception (Mruk, 1995).

The concept of self-esteem first appeared in the field of humanities and social sciences in the late XIX century. Later it became the basis of the psychological research of the American psychologist W. James (1890). W. James treated "disappointment in oneself" and "dissatisfaction with oneself" as direct and simple qualities of human nature. In his opinion, self-esteem is determined by a person's relationship to true and perceived potential and possibilities. W. James's conception of self-esteem constructs self-esteem in relation to a person's commitment to satisfying basic needs for self-expression. Subsequently, it was found that the author's study of self-esteem is based on self-analysis. Nevertheless, he outlined the relationship of self-esteem to human values, successes and competences and viewed self-esteem as a dynamic process, facilitated by achievements, failures and open to improvement. From a critical analysis of W. James' conception, it became clear that self-esteem was seen as an affective phenomenon based on feelings and emotions (James, 1950).

Since then, self-esteem has entered the science of psychological counselling, clinical and experimental psychology. The concept of self-esteem has been used in parenting manuals and self-knowledge literature and has become known to the general public. In the process, the concept of self-esteem has continually expanded and changed. It has become one of the most important and productive concepts in psychological research, psychotherapy, psychological and educational approaches at various levels.

### Literature review

Among the main concepts of self-esteem in our study, the views of R. White take an important place. In his views on self-esteem of psychodynamic nature, the concept of competence is central. R. White also considers self-esteem as a developmental phenomenon, like W. James. But the author's concept is distinguished by the systematic development of self-esteem under the influence of experience, behaviour and, in turn, by the fact that self-esteem always contributes to human activity. Therefore, according to R. White, there are two sources of self-esteem: 1) internal basis – own achievements gained by a person, and 2) external basis – recognition, approval of others in the social environment (White, 1963: 200-211).

The ability and capacity of future educational psychologists to evaluate themselves as a specialist, as a person and their professional activity occupies an important place in each section, at each stage of the educational programme. K.B. Zharykbaev and O.S. Sangylbaev in the encyclopaedic dictionary of psychology say that self-esteem is “the ability of a person to treat himself constructively, to orientate in his capabilities in accordance with the requirements of life, to specify his goal, to formulate his thoughts. Self-esteem increases self-confidence and develops spiritual harmony. Self-esteem shows how a person interacts with others, is critical and able to make claims, relates to successes and failures. In addition, self-esteem affects a person's performance and development as a person. Self-esteem is formed, first of all, based on the assessment that others give to a person. A person is prone to self-evaluation depending on how he or she is evaluated by others” (Zharykbaev, 2011: 416). It follows from this definition that self-esteem as an assessment of a person's capabilities, qualities and place among other people substantiates self-development; reveals the influence on its formation, activity and behaviour.

Although, the concept of self-esteem is known from everyday psychological knowledge, in science the concept of self-esteem has been studied from different perspectives. In a generalised form, self-esteem, related to the development of the field of positive psychology over the last 50 years, is seen as a solution to various social, psychological problems, such as 1) a road to self-development; 2) a determinant of feelings of happiness and 3) unemployment, bullying, ostracism, violence, immoral behaviour.

At all times domestic and foreign researchers (A. Adler, A.G. Asmolov, D. James, K.K. Zhampeisova, N.S. Zhubanazarova, A. Maslow, V.G. Maralov, K. Rogers, N.K. Freud, K.K. Sheryazdanova, etc.) explain self-esteem as an indicator of self-consciousness, a component of self-consciousness and the core of the process of self-development. The authors state that self-esteem at each age of personality development shows, on the one hand, the level of self-awareness and emotional and value attitude to oneself; on the other hand, it is the most important internal condition of their development.

Domestic researchers N.K. Toksanbaeva, N.S. Zhubanazarova, E.B. Stambekov and G.N. Borbasova connect self-esteem with the awareness of one's place in the environment of other people, qualities, own capabilities and identity regardless of changing environmental conditions; accordingly, with a sense of one's own individuality of personality. Here, according to the authors’ “...the central component, the character of the personality, the most important personal knowledge directly related to the regulation of one's behaviour and activity, formed in the active development of the personality and manifested in its inner world”, will come to the competence of self-esteem (Toksanbaeva, 2017: 130-138).

In any case, Psychological Sciences relate self-esteem to a person's self-worth as a value. In addition, self-esteem has a character in various forms regarding the extent to which a person feels that he or she is a valuable and competent person.

Hence, it follows that self-esteem at the conceptual level is always an evaluative component of the concept of “I”. Therefore, in the literature, self-esteem is linked to the concept of “I” (Agapov, 2006). For example, “I” is considered as a part of self-esteem, which is a broader expression of the concept and includes behavioural, cognitive, evaluative and emotional aspects (Blascovich, 1993).

On the contrary, L.G. Puzep proposes to consider self-esteem as a special function of self-awareness, which is not identical to either the image of the “I” or the view of the self. In his opinion, self-

esteem depends on the presence of a critical position of the individual; the ability to assess the existing potential in terms of a certain system of values (Puzep, 2014: 102-108).

It is known that self-esteem is the result of feedback on a social basis. Self-esteem shows a direct correlation with the complex content of feedback on the various social roles and social statuses of the individual, affecting the nature of social interaction (González-Pienda, 1997: 271-289).

In this regard, A.V. Batarshev shows that all abilities, skills, knowledge, personal and professional qualities inherent in a qualified specialist cannot be sufficiently developed if he/she does not have an adequate attitude to himself/herself. In this case, “the actual problem of formation of socio-professional competence becomes personal and professional self-assessment, allowing to realise oneself, as well as the system of self-assessment relations of both the individual and the specialist” (Batarshev, 2012: 21).

I.A. Abeuova and I.S. Tashchiyeva (Abeuova, 2003) connect communication difficulties with self-esteem and give a broad definition of self-esteem. The authors consider self-esteem as a person’s abilities, psychological qualities and actions, life goals and opportunities to achieve them. In their opinion, these capabilities reflect a person’s own assessment of his/her position in relations with other people.

The opinion that the forms of self-esteem are determined by the ability to reflexion is expressed by K.K. Shalgynbaeva, K.O. Kaziev (Shalgynbaeva, 2023); V.G. Maralov, N.A. Nizovskikh, M.A. Shchukina (Maralov, 2024); I.N. Semyonov, S.Y. Stepanov (Semyonov, 1983); V.I. Slobodchikov (Slobodchikov, 1987) and others.

It is known in psychological studies that a person’s self-esteem is conditioned by emotional reactions related to specific significant situations and events. Such self-esteem arises from a person’s affective attitude towards oneself. This type of self-esteem goes back to W. James at the time as we mentioned above. He described a person’s self-esteem through self-concept.

Based on the literature analysis, we consider self-esteem as a person’s positive or negative position towards himself/herself, which is influenced by culture, society, family and interpersonal relationships.

Such self-esteem was formulated in 1965 by M. Rosenberg as an expression of a person’s universal sense of self (Rosenberg, 1965). According to M. Rosenberg’s theory, self-esteem is characterised

both socially and culturally in society. Then, from the sociocultural point of view, feelings and beliefs derived from ideas about the values and merits of the individual take on special significance.

This form is nowadays called “personal self-esteem”. In addition, instead of personal self-esteem, some works use the concept of “state of personal self-esteem” (Heatheron, 1991: 895-910).

It follows from the authors’ conclusions that the state of personal self-esteem is characterised by dynamism and instability. Because it is obvious that a person’s sense of self-worth changes depending on positive or negative situations, events. There are also opposite points of view related to this situation. We also believe that, based on evidence-based research (Brown, 1993), people’s self-esteem or dissatisfaction with themselves due to the short-term nature of emotional reactions in different situations cannot fully determine self-esteem.

Therefore, we conclude from research concerning such issues on the topic that adequate self-esteem is an indicator of a person’s mental and psychological health.

This is because it is very likely that mental, personality, and sometimes clinical level problems go beyond self-esteem, which cannot be distinguished from such things as narcissism or simple pride (Baumeister, 1996: 5-33).

However, self-esteem should be determined by the situation in the socialisation process, communication styles, and upbringing in the family.

Another widespread assumption is that self-esteem, characterised by constancy over time in an individual, is defined as a trait (Coopersmith, 1967). This often implies that self-esteem is viewed in psychology as a personality variable according to one’s own perceptions of the person himself. This is defined by scholars in the literature as “general / global self-esteem” or “characteristics of self-esteem”. A general type of self-esteem will be characterised by stability across time and circumstances.

Researchers have also analysed global self-esteem for each dimension. For example, S. Coopersmith (Coopersmith, 1967), J. Crocker, L.E. Park (Crocker, 2004), and J. Crocker, S. T. Wolf (Crocker, 2001) consider global self-esteem as valued attitudes of people like M. Rosenberg on cognitive features. In particular, the behaviourist S. Coopersmith defined self-esteem as an expression of a person’s constant attitude towards himself and his dignity in society. He included success and self-esteem as indicators of self-respect. According to his theories, self-esteem is a personality construct or an

acquired trait. According to S. Coopersmith, a person initially notices and learns his importance from his parents. Other people later strengthen a person's feelings to be so worthy, honourable. Thus, from early ontogenesis, children replicate the feelings of self-esteem and respect that they observe from their parents.

Global self-esteem in a number of studies by J. Brown, M.A. Marshall (Brown, 1993) is considered as an emotional process. From the point of view of these authors, global self-esteem goes beyond the rational approach and is characterised by a sense of its own importance for the person himself.

The theory of S. Epstein, who, in addition to global self-esteem, classified two more forms of it, is also noteworthy. The author distinguishes self-esteem into levels 1) global – general overall self-esteem; 2) intermediate – in relation to certain professional areas, such as competence, liking or personal potential; and 3) situational – according to the everyday expression of self-esteem. S. Epstein empirically outlined the influence of global and intermediate self-esteem on situational self-esteem. He similar J. Greenberg, A. Maslow and others, considered self-esteem as a basic human need. The author defines self-esteem as a person's conscious and unconscious motivation to get respect. Here self-esteem is considered cognitively and empirically as a consequence of a person's understanding of the world and others. In any case, it is clear from analysing S. Epstein's theory that it is related to personality development, not self-esteem (Epstein, 1985).

In another ontogenetic context, there are views that self-esteem is observed at an early age and is influenced by temperament and self-esteem (Nemov, 2007: 105).

Through a further large-scale experiment, it has been proven that aggressive actions of adolescents arise from self-esteem related to socialisation conditions (Perez-Gramaje, 2019). Studies of adolescents have also shown a high correlation of self-esteem with hopelessness and depressive symptoms (Abela, 2003).

In support of these claims, one study found that self-esteem is stable throughout adulthood but is related to temperament and neuroticism as innate traits (Neiss, 2002).

N. Branden was the first researcher to develop a model of a person's self-esteem in terms of knowledge and competence of their self-concept (Branden, 1991). Key concepts in his theory include competence, self-esteem, self-confidence, and self-respect.

He viewed self-esteem as a dynamic, fundamental human need. N. Branden proved that the lack of self-esteem among the most important human needs causes serious and negative consequences such as drug use, suicide, anxiety and depression. According to N. Branden, self-esteem stems from a person's ability to live up to their self-concepts. He humanistically defines self-esteem based on one's competence to cope with life's major difficulties and to be worthy of happiness.

N. Branden made a number of key conclusions about self-esteem, which are of high significance in modern psychological research and practice.

- Self-esteem as the main need 1) makes a significant contribution to the course of a person's life; 2) becomes necessary for his/her own development for a normal and healthy lifestyle; 3) increases the significance of life actions.

- Conscious choices of individuals as an automatic and direct consequence of self-esteem.

- Self-esteem is reflected in people's behaviour as a part or background of all their thoughts, feelings and actions.

However, most of the literature on the topic relates self-esteem to the evaluation of specific abilities, qualities and attributes of individuals themselves. This defines industry-specific self-esteem.

Also, as an independent type of this kind of self-assessment in modern psychological and pedagogical sciences specifically uses the term "professional self-assessment". Branch professional self-assessment will be a subjective integrative process, which includes the qualities of personality in itself, perception of itself as a subject of activity and communication, self-understanding and self-awareness. Professional self-esteem comes from professional and personal self-education, self-regulation and attitude of a specialist as a subject of self-realisation. In this regard, we believe that the composition of self-esteem, as formulated by A. I. Bondarevskaya, includes the specialist's awareness of his and other values in general activity (Bondarevskaya, 2012: 14). Thus, "nowadays it is important that a specialist has his/her own responsibility for the decisions he/she makes, formed personal and organisational abilities, assessment of social processes, aspiration to improve his/her professional knowledge, practical skills and communicative qualities" (Petrushikhina, 2014: 392-399).

Nowadays, terms such as 'self-confidence' and 'self-efficacy' are widely used in psychology. And sometimes these terms are interpreted as equivalent to a person's self-esteem. According to N. Adler ,



J. Stewart, the concepts of self-esteem in the narrow sense, such as self-confidence or self-esteem, means a person's sense of self-respect (Adler, 2021).

Research on gender differences, social roles, and levels of self-esteem types shows that the separation of general, individual, and industry types of self-esteem is only conceptual, otherwise they are closely related. At the same time, scientific data and research data define different threshold content of self-esteem.

For example, R. A. Josephs, H. R. Marcus, and R. V. Tafarodi prescribed through an experimental study of the relationship of self-esteem to gender differences that while most men based professional competence in self-esteem, social skills were important in women's self-esteem (Josephs, 1992: 391).

A group of domestic researchers also wrote that in a recent study gender differences were not found in self-esteem (Auyelbekova, 2024:16).

T. Pyszczynski, J. Greenberg, S. Solomon, J. Arndt, J. Schimel (Pyszczynski, 2004: 435-468) self-esteem in personalities established the connection of personalities with the social environment, the type of culture in it, cultural attributes and standards.

Thus, we understand self-esteem as a generalised and summarised evaluation in all spheres of a person's life. Consequently, self-esteem is a person's overall self-assessment. Including a number of researchers K.S. Adilzhanova (2022); A.R. Rizulla (2017); Hart (2006) and others warn that their sense of happiness, subjective satisfaction with their own life may also include.

In the theory and practice of self-esteem Self-esteem is divided into 1) high, 2) adequate and 3) low levels. From the literature related to these levels, important data for our study were collected.

Nowadays, the media, various magazines for the general public, and even some textbooks, and videos widely promote high self-esteem as a useful, necessary trait for both the individual and society. In this regard, educators, psychologists, therapists, parents, etc. pay maximum attention to their high self-esteem from an early age as a psychological mechanism that leads young people to success, happiness.

One group of researchers also believes that high self-esteem is an important factor for human functioning and gives meaning to a person's life.

In addition, people with high self-esteem do not seem to lose their identity, their traits even after any failure (Blaine, 1993: 55).

All such data must be related to the belief that people with high self-esteem have a high capac-

ity for success. This conclusion is supported by A. Tesser's psychological theory of self-esteem based on social behaviour (Tesser, 1988: 181) and C. M. Steele's psychology of self-confidence (Steele, 1988: 261). These theories can also help explain instances of success or failure in people with low self-esteem.

Defining self as being confident in oneself, in one's life indicates that self-esteem will be an important need for an individual (Carlson, 1997). According to self-determination theory, it is also important for people to feel competent, independent, and interaction-related individuals (Ryan, 2022). Only self-esteem allows to achieve a sense of competence, self-development, strengthen relationships with others, and increase subjectivity (Ermentaeva, 2020). But psychological trauma in childhood, cruelty shown by adults, lack of support hinder self-development, the need for subjectivity and cause low self-esteem in children to a psychopathological level, which persists until they grow up and even throughout ontogenesis (Ravn, 2024).

The theories, experimental works of a number of foreign researchers conclude that the harm of child abuse generates psychopathology of self-esteem, even when they reach adulthood.

- Harshness, severity of adults fix insecurity in children (Islam, 2022).

- Critical remarks, violence and neglect, often expressed by mother or father, damage children's future and self-esteem in adulthood (Teicher, 2006: 993-1000).

- Social isolation or withdrawal due to low self-esteem in children caused by maltreatment. Post-known generalised anxiety disorder (GAD), which is persistently subjected to mental and behavioural abnormalities in adulthood; with symptoms of suppressed depressive disorder (SDD) and tardive dyskinesia (TD), which is disturbed by involuntary movement (Kim, 2022: 331-341).

- Children who are victims of maltreatment in early childhood due to the effects of alcohol, drugs suffer from suicidal thoughts in adulthood with low self-esteem and behavioural repertoire so that they do not experience any psychological pain (Ar-sandaux, 2020: 142).

Also, in an experimental study of self-esteem in old age, a greater magnitude of the negative effects of lower self-esteem was obtained in older adults who were abused as children compared to those with higher self-esteem (Sachs-Ericsson, 2010: 489-501).

In addition, a meta-analysis of 95 longitudinal



studies showed that low self-esteem was proportionally correlated with symptoms of anxiety, depression (Sowislo, 2013: 213).

Analysing and summarising the literature, it follows that, as Bulgarian researchers B. Ruseva and D. Baturov (Ruseva, 2016), the main reason for high self-assessment of mental harm is related to a person's experience of loneliness.

Also in one interesting experiment by J.D. Brown and M.A. Marshall, the underestimated experienced a sense of pride when they succeeded and a sense of shame when they failed.

Similarly, in one of the experiments (Bernichon, 2003: 194), which compiled a list of personality traits and tested it for links to the level of self-esteem, there was some noteworthy data. Here it was found that people with low self-esteem felt bad after failure, even though they had many positive personality characteristics. And despite having few positive personality qualities on the list, it appears that those who have high self-esteem do not succumb to emotional negative reactions even after failure.

But self-esteem can be changed and developed when it is low (King, 1992: 745).

Other work (Baumeister, 2003:44) shows that high self-esteem can have little value and may even actually be an obstacle.

In this regard, we consider self-esteem as the most important psychosocial mechanism of human functioning, which originates in childhood, is an indicator of mental health.

*Having analysed and studied the problem of self-esteem with the help of theoretical research, we formulate that it is an important psychological mechanism that determines the direction, content of one's own development – both negative and positive.*

Some researchers consider self-esteem as a parameter with low validity on a subjective basis. But it is known that in pedagogical, psychological, and sociological research, whatever the mental phenomenon may be, the conclusion is made on the basis of the self-assessment of the subjects, not of the experts. Moreover, obtaining the agreement of not one but several experts in each study is a difficult task. In this regard, we can argue that “even if the current self-assessment is not objective, it will have a better chance of being true in later activities”, such as H. de Vries, A. Fischta, B. Weikert et al. (De Vries, 2018: 393-417).

Therefore, in this section of our study, we experimentally determine the levels of self-esteem of future professionals.

## Materials and Methods

Purpose of the study: to verify the presence of differences in quantitative and qualitative indicators of inadequately high, adequate, inadequately low levels of self-esteem in future educational psychologists and future specialists of other educational programmes.

For the method of experimental research the method of self-esteem of S. A. Budassi was chosen.

Simple methods of calculating mean values, mean deviations and statistical methods – Student's t-criterion (t-test) for independent variables – were applied to the obtained quantitative data.

The methodology of S.A. Budassi allows to reveal the orientation to self-development through self-assessment of the tested students. Because this methodology of Budassi is aimed at measuring cognitive and personal qualities, skills, which are usually important in activity, learning, communication, through self-assessment of a person.

The S.A. Budassi test was aimed at identifying personally and professionally significant qualities of the tested persons. The methodology consists of 48 adjectives that include positive and negative personality traits. Since we conducted the methodology online, we modified its conditions according to our purpose of the experimental study. Then we were asked to select 10 qualities from the 48 that correspond to their true essence and rate them from 0 to 100 points.

According to the methodology of S.A. Budassi we determine the levels of self-esteem of future specialists in 2 sample groups and allocate the subjects into 3 categories:

1. adequate self-esteem: 31 – 65 points.
2. inadequately high self-esteem: 66-100 points.
3. inadequately low self-esteem: 0-30 points.

The test subjects had an average age of 21.5 years with an average standard deviation of 2.5 years.

Students of universities of Astana, Almaty, Semey, Ust-Kamenogorsk, Pavlodar, Kyzylorda, Kokshetau took part in our online experimental research.

Having sent the answer sheets on time, there were 399 students in all series of our comprehensive pilot studies. However, the answers of some of the 38 students are not exhaustive, some did not establish their specialities or pseudonyms according to the requirements of our comprehensive study, etc. Therefore, their answers were ignored. The remaining 361 subjects lacked 3rd and 4th year students depending on their academic courses. In this regard,

the pilot study did not conduct quantitative, qualitative analyses of senior students. Again, the educational programmes of students studying in other majors were from different fields, and some were labelled only with a cipher and not with an actual title. Therefore, we summarised them with the category ‘students studying in another specialty’.

So, 361 subjects studying at 1-2 courses took part in the experiment. This figure will be enough to see the validity of digital information and the average effect of it. Then there will be two sample

groups. They will also be enough for the average effect as test subjects:

- 168 students of EP “Pedagogy and Psychology”;
- 193 students from other educational programs.

In the course of the experiment, the self-esteem indicators of the subjects studying in the educational programs “Pedagogy and Psychology” and those studying in other specialities are compared.

Table 1 shows the data on the socio-demographic variables of the subjects.

**Table 1** – Information about the tested students (N = 399)

Variables	Mean value- M	Standard deviation – SD
Age	21,347	2,625
<b>Social variables</b>	<b>Number – N</b>	<b>%</b>
Invalid respondents	38	9,523
Those who answered completely	361	100
Males	54	14,958
Females	307	85,042
EP“Pedagogy and Psychology” *	168	46,537
Test takers studying at other specialities	193	53,463

*Note.* \* – educational programme\*; \* \* \* – those who answered correctly and all subjects participating in the experiment are counted as 100% in the subsequent data

## Results and Discussion

Quantitative indicators of group 2 according to generalised average scores of self-assessment are shown in Table 2.

According to the summarised mean scores, we show the difference in self-esteem of group 2 by the linear histogram in Figure 1.

*1-Statistical prediction  $H_0$* : there is no statistically significant difference between the generalised mean values of  $M_1$  and  $M_2$ .

The self-esteem of the subjects of group 2 was generally close to the adequate level in terms of the mean value. But the generalised mean scores of

self-esteem of future educational psychologists and future specialists in other educational programmes showed a tendency to an inadequate level:  $M_1=70.92$  points and  $M_2=68.50$  points.

When calculating the statistical difference between the generalised mean values of self-esteem of the two groups participating in the experiment, the t-test showed a criterion value of  $t=1.05625$ ,  $p=0.003174$ . This indicator shows that there is no statistically significant difference in the self-esteem of future educational psychologists and future specialists in other educational programmes in general ( $H_0$ ).

Differentiation of the subjects by levels of self-esteem is given in Table 3 in percentage terms.

**Table 2** – Generalised average self-assessment scores of future educational psychologists (group 1) and future specialists in other educational programmes (group 2)

Sample groups	Mean value – M	Standard deviation – SD
Future educational psychologists	70,92	12,64
Future specialists in other educational programs at the university	68,50	15,01

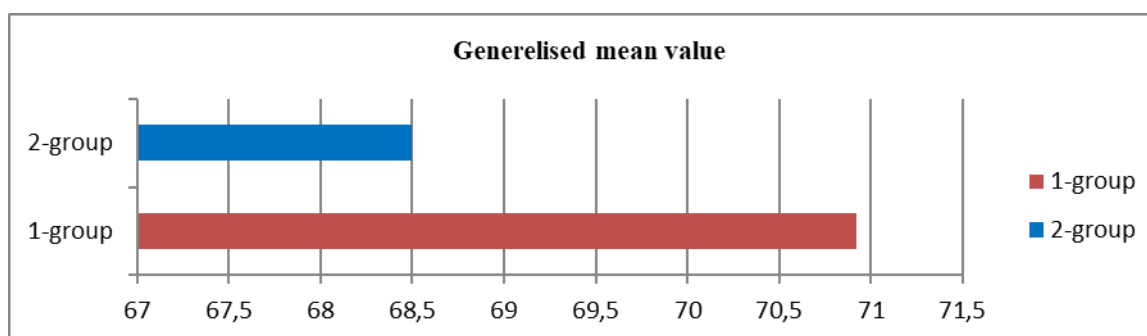


Figure 1 – Self-assessment of group 2 by generalised mean scores

Table 3 – Future educational psychologists by levels of self-esteem (group 1) and future specialists in other educational programmes (group 2) (%)

Sample groups	On the levels of self-esteem		
	inadequatehigh	adequate	inadequatelow
Future educational psychologists	50,6%	35,7%	13,7%
Future specialists in other educational programs at the university	49,2%	38,9%	11,9%

The 85 (50.6%) future educational psychologists here showed an average value with an inadequately high level of self-esteem. 60 of them (35.7%) had adequate level of self-esteem in average. 23 (13.7%) of the mean values of future educational psychologists corresponded to inadequately low.

In the 2nd group, i.e. in 95 (49.2%) other educational programmes, future specialists showed an average value with an inadequately high level of self-esteem. 75 of them (38.9%) had an adequate level of self-esteem in average. The average value of 23 (11.9%) students corresponded to inadequately low self-esteem.

Then most of the subjects of group 2 showed inadequately high level of self-esteem. It was found that the number of subjects in group 2 evaluated themselves at inadequately low level equally. At the same time, the number of subjects at the adequate level of self-esteem was approximate.

Therefore, when analysing the indicators in Table 3, 3 independent statistical predictions were developed and tested:

1- $H_0$ : no statistically significant difference between group 1 and group 2 on adequate self-efficacy.

2- $H_0$ : no statistically significant difference between group 1 and group 2 on inadequate high self-esteem.

3- $H_0$ : no statistically significant difference between group 1 and group 2 on inadequate low self-esteem.

Since the statistical predictions are the same for the levels of self-esteem between 2 groups, the differences between the mean scores calculated at each level are tested.

Statistical treatment of quantitative measures of mean scores used Student's t-test for independent variables.

At the mean values of adequate self-esteem  $t = 1.45$ ,  $p = 0.15$ . This means that the statistical significance of the difference in the levels of adequate self-esteem between 1- $H_0$ , i.e., the 2 groups, was negative.

There was 2- $H_0$ :  $t = 0.85$ ,  $p = 0.39$ . This was also a non-significant statistically significant difference between group 1 and group 2 on the mean of inadequately high levels of self-esteem.

The statistically significant difference between group 1 and group 2 on the mean of inadequately low self-esteem is not significant: 3- $H_0$ . Since the t-test was used to test the statistical difference, quantitative  $t = 1.21$ ,  $p = 0.23$  were calculated.

If so, the 3 statistical predictions were also correct. As a result, we make conclusions on the experimental study section.

## Conclusion

Summarising the literature on the research problem, we managed to generalise and deduce the main concepts of the mechanism of personality self-esteem, which are the conceptual basis for our future teachers-psychologists' own development:

- self-esteem as the basis and the most important psychological mechanism of self-development motivates to activity;

- self-esteem is one of the most important criteria of mental health and psychological well-being;

- self-esteem is a component of professional self-awareness and the concept of "I", in which the personal, mental and physical characteristics of future specialists are most clearly manifested;

- self-acceptance of personality, ability to self-esteem; according to certain subjective data of self-satisfaction, general forms of self-esteem are distinguished;

- personal form of self-esteem: the subject's ability to reflect on his/her specific skills, abilities, deeds, actions, attitudes, physical differences; personal, mental qualities and attributes;

- the main characteristics of self-esteem are characterised by three different criteria: adequate, emotional and stable;

- self-esteem actualises purposefulness, responsibility for one's life, observance of psychological safety.

- psychological-social and pedagogical conditions that affect the adequate / inadequate self-esteem of young people; related to emotionally positive / emotionally negative situations and having a stable / unstable character, include the attitude of early parents; features of age development; state of socialisation; pedagogical and psychological influences;

- cause-and-effect, psychosocial predictors of self-esteem include young people's personal values in life; attitude to themselves and others; quality of life; subjective satisfaction with their own life; feeling of happiness;

- self-esteem is defined as a psychological mechanism, determinant, the most important parameter of the personality of future educational psychologists in the system of self-development; self-actualisation, self-improvement;

- considering the presence of mental, behavioural negative deviations in relation to 'high' and 'low' forms of self-esteem, the forms 'adequate' and 'inadequate high / low' are logical for future educational psychologists ;

- in case of inadequate self-esteem there are many opportunities for its correction, development; etc.

Then self-esteem, from our point of view, allows structuring the internal (mental) and external (behavioural, manner) activity of a future specialist at different-personal, social and public levels.

In addition, with the help of experimental results of self-assessment it was possible to make a number of conceptual conclusions.

From self-assessment the psychological content of personal qualities, attitude to professional activity, behaviour of future specialists is determined.

Adequate self-assessment positively affects the professional and personal development of a future specialist. After all, it is through the assessment of abilities, qualities, educational and professional activity, features of communication, features of personality of future specialists that the process of self-development becomes productive.

According to the results of Budassi's methodology we assert that the adequacy of self-esteem is connected with the personal development of future specialists.

The development of adequate self-esteem is a long and complex process determined by a number of factors and conditions, including the formation of personality in the family, conditioned by the social environment and genetic influences.

There was no statistically significant difference in inadequately high, adequate, inadequately low levels of self-esteem in future pedagogical psychologists and future specialists of other educational programmes.

We formulate that the mechanisms determining the adequacy of self-esteem in university students do not depend on the directions of their professional education.

None of the examinees could demonstrate their degree of conformity to the professional activity standard.

The majority of test subjects faced with inaccurate assessment of the content of strengths and weaknesses in themselves, and sometimes with their substitution (for example: when writing the rating of positive qualities in themselves "the most positive trait in me is not to yield to anyone"; on the contrary, when writing the rating of negative qualities in themselves 'the most negative trait in me is too trusting'; etc.).

In pedagogy and psychology, such issues as the state of a person's socialisation, styles of upbringing, the degree of knowledge assimilation, skill

formation, and professional development are of particular importance in self-assessment.

Self-assessment contributes to regular positive self-correction of future specialists in all kinds of activities.

Well, at a certain stage of ontogenetic development we believe that a person is consciously and purposefully capable of self-development on the basis of self-assessment.

Therefore, in the conditions of higher education institution it is necessary to carry out purposeful work so that future pedagogical-psychologists evaluate themselves stably, adequately. Here we consider it necessary to implement programmes of psychological support, pedagogical support of personal and professional self-development of future

specialists in the process of professional training. After all, we argue that the formation of self-esteem as a stable integrative quality in future teacher-psychologists will be a pedagogical, psychological prerequisite for scientifically organised continuous self-development. At the same time, the important social role and high significance of the activity determine the need for a constant search for concepts, models, ways and means of professional and personal development, teacher-psychologist maturity.

In our study the adequacy of self-esteem is considered as one of the most important determinants of professional and personal self-development of future specialists depending on their educational and professional activities and relationships.

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## PSYCHOLOGICAL WELL-BEING, SELF-EFFICACY, AND CULTURAL VALUES: PREDICTORS OF SELF-REPORTED ATHLETIC PERFORMANCE

In light of the fervent cultivation of athletic achievements, linked to elevating Kazakhstan's prestige on the international stage as a land of worthy champions, there is a burgeoning interest in the psychological facets of sports within academia. This study's pertinence arises from the dearth of holistic investigations that concurrently consider psychological, cultural, and personal factors within the context of collegiate athletics. Extant research frequently examines psychological factors in isolation, neglecting their interplay. Furthermore, the influence of cultural values on learners' athletic pursuits remains underexplored, and a comprehensive understanding of the nexus between those metrics and subjective appraisal of athletic accomplishments is lacking. Given this gap, the aim of this research is to uncover the influence of self-assessed psychological well-being, confidence in one's abilities, and the perception of cultural values on student-athletes subjective athletic performance. In this study, involving 237 third-year students from the Academy of Physical Culture and Mass Sports in Astana, psychological well-being, self-efficacy, cultural values and subjective sports performance were measured via the SAWBF scale, PSES tool, VBN measurement model, and the sports subscale of the PSPP questionnaire, respectively. Six hypotheses regarding interrelationships were posited and scrutinized using ordinary least squares regression and moderator analysis within the PROCESS macro. The findings revealed that psychological well-being and cultural values are salient predictors of subjective athletic performance; cultural values also act as a moderator, affecting the relationship between psychological well-being and subjective sports performance. No significant direct effect of self-efficacy was observed, suggesting the need for further investigation of this variable, considering other contributory factors. The findings underscore the potential for applying these results in developing psychological support programs for student-athletes, creating recommendations for enhancing sports efficiency, and devising methodologies for athletic self-diagnosis.

**Key words:** student-athletes, athletes, subjective athletic performance, self-assuredness, psychological well-being, cultural values.

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### Психологиялық әл-ауқат, өзіндік тиімділік және мәдени құндылықтар: субъективті спорттық өнімділіктің болжаушылары

Өзін лайықты чемпиондары бар ел ретінде сипаттайтын Қазақстанның халықаралық аренасындағы беделдің артуына байланысты спорттық жетістіктердің белсенді дамуына байланысты академиялық ортадағы спорттық қызметтің психологиялық аспектілеріне қызығушылықтың артуы байқалады. Зерттеудің өзектілігі студенттік спорт контекстіндегі психологиялық, мәдени және жеке факторларды ескеретін кешенді зерттеулердің болмауынан туындайды. Қолданыстағы зерттеулер психологиялық факторларды олардың өзара әсерін ескермей, оқшауланған түрде қарастырады, сонымен қатар мәдени құндылықтардың студенттердің спорттық іс-әрекетіне әсері жеткілікті зерттелмеген, сонымен қатар өзін-өзі диагностикалау көрсеткіштері мен спорттық жетістіктерді субъективті бағалау арасындағы байланыс туралы тұтас түсінік жоқ. Жоғарыда келтірілген олқылықты ескере отырып, осы зерттеудің мақсаты – өзін-өзі диагностикалайтын психологиялық әл-ауқат деңгейлерінің, өз қабілеттеріне деген сенімділіктің және мәдени құндылықтарды қабылдаудың студент-спортшылар арасындағы өзіндік спорттық қызметін субъективті бағалауға әсерін анықтау. Астана қаласының Дене шынықтыру және бұқаралық спорт академиясының 237 үшінші курс студенттерін тарта



студенттердің психологиялық саулығы SAWBF сауалнамасы арқылы өлшенді, өзіндік тиімділігі PSES құралының көмегімен анықталды, мәдени құндылықтар VBN өлшеу моделінің көмегімен қарастырылды, субъективті спорттық өнімділік PSPP сауалнамасының спорттық кіші шкаласының көмегімен есептелді. PROCESS макросындағы ең кіші квадраттық регрессия және модераторлық талдау арқылы тексерілген қатынастар туралы 6 гипотеза ұсынылды. Психологиялық әл-ауқат пен мәдени құндылықтар субъективті спорттық өнімділіктің маңызды болжаушылары болып табылады; бұл ретте мәдени құндылықтар психологиялық әл-ауқат пен субъективті спорттық өнімділік арасындағы байланысқа әсер ететін модератор рөлін атқарады. Басқа факторларды ескере отырып, осы айналымы одан әрі зерттеу қажеттілігін көрсетуі мүмкін өзіндік тиімділіктің маңызды тікелей әсерінің болмауы тіркелді. Алынған нәтижелерді студент-спортшыларды психологиялық қолдау бағдарламаларын әзірлеу, спорттық іс-әрекеттің тиімділігін арттыру бойынша ұсыныстар жасау, сондай-ақ спорттық өзін-өзі диагностикалау әдістерін әзірлеу үшін пайдалану мүмкіндігі атап өтіледі.

**Түйін сөздер:** психологиялық әл-ауқат, атлет-студенттер, спортшылар, субъективті спорттық өнімділік, өзіндік тиімділік, мәдени құндылықтар.

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### **Психологическое благополучие, самооффективность и культурные ценности: предикторы субъективной спортивной производительности**

В связи с активной культивацией спортивных достижений, связанной с повышением престижа на международной арене Казахстана, характеризующего себя как страну с достойными чемпионами, отмечается растущий интерес к психологическим аспектам спортивной деятельности в академической среде. Актуальность исследования продиктована отсутствием комплексных исследований, учитывающих одновременно психологические, культурные и личностные факторы в контексте студенческого спорта. Существующие исследования часто рассматривают психологические факторы изолированно, без учёта их взаимного влияния, кроме того, недостаточно изучено влияние культурных ценностей на спортивную деятельность студентов, а также отсутствует целостное понимание взаимосвязи между самодиагностируемыми показателями и субъективной оценкой спортивных достижений. Учитывая вышеизложенный пробел, цель настоящего исследования – выявить влияние самодиагностируемых уровней психологического благополучия, уверенности в своих способностях и восприятия культурных ценностей на субъективную оценку своей спортивной деятельности среди студентов-атлетов. В работе с привлечением 237-ми третьекурсников Академии физической культуры и массового спорта города Астаны, применяли следующий инструментарий: психологическое благополучие указанных студентов измеряли посредством опросника SAWBF, самооффективность определяли с помощью инструмента PSES, культурные ценности рассматривали при помощи измерительной модели VBN, субъективную спортивную производительность исчисляли при помощи спортивной субшкалы опросника PSPP. Было выдвинуто 6 гипотез о взаимосвязях, которые подвергались проверке с помощью регрессии по методу наименьших квадратов и анализа модераторов в макросе PROCESS. Установлено, что психологическое благополучие и культурные ценности являются важными предикторами субъективной спортивной производительности; при этом культурные ценности играют роль модератора, влияя на взаимосвязь между психологическим благополучием и субъективной спортивной производительностью. Зарегистрировано отсутствие значимого прямого эффекта самооффективности, которое может указывать на необходимость дальнейшего исследования этой переменной с учётом других факторов. Подчёркивается возможность использования полученных результатов для разработки программ психологической поддержки студентов-спортсменов, создание рекомендаций по повышению эффективности спортивной деятельности, а также разработка методик спортивной самодиагностики.

**Ключевые слова:** студенты-атлеты, спортсмены, субъективная спортивная производительность, самооффективность, психологическое благополучие, культурные ценности.

## Introduction

Our relatively young country, Kazakhstan, actively participates in the International Olympic Games, raising its national prestige and making itself known on the international arena. Thus, at the recent Olympic Games in Paris (2024) our athletes won one gold, three silver and three bronze medals in judo, artistic gymnastics, Greco-Roman wrestling and boxing. From ancient times our land has been famous for its batyrs, sung in epics by the Kazakh people. In order to preserve and multiply the cultural heritage, to educate the future generation of patriots of the independent Republic, it is necessary to actively engage not only in moral but also in physical education of the nation.

Every year, the government of our country invests significant financial resources in sports programs, emphasizing the importance of sports development. Kazakhstani coaches are known for their strategic acumen, technical skill and ability to instill discipline and perseverance in future champions. They understand the strengths and weaknesses of each athlete to maximize their potential and minimize the risk of injury.

According to A. Mynbaeva et al. (2021), modern society imposes new requirements for the improvement of personality, for its development, for such personal qualities as morality, responsibility, duty, motivation, which are indicators of spiritual maturity of a person and this serves as a necessary foundation for self-improvement of personality. In the conditions of education of the digital generation, the requirement to develop and expand the resource approach of personal development is emphasized. Consequently, the problems of spirituality and unlocking the potential of the individual are at the center of social sciences (Anarbek et al., 2021). In this regard, it is important to emphasize that active sports activities contribute to the acquisition and nurturing of the above-mentioned qualities of personality, in addition to traditional education.

Kazakh scientists Y. Krasnik et al. (2024) mention the following motives for practicing sports: improvement of physical and mental health, strengthening of personality, development of positive attitude to life, acquisition and training of sports skills, competence and competitiveness. In addition, practicing sports allows the development of qualities such as discipline and responsibility.

The importance of an athlete's mental, emotional, and physical well-being is widely recognized in global sport practice (Park et al., 2023). Intense training and stressful situations in competitive sports

can potentially affect athletes' mental and physical health. In our country, athletes begin training at an early age, making it paramount to maintain physical and mental health to maintain optimal performance of athletes who require a comprehensive support system encompassing social, emotional, medical, and psychological care.

Many factors influence the achievement of a desired outcome, some of which we have explored in detail in this paper. For example, athletes' self-efficacy is known to enhance motivation and subjective sport performance by increasing self-confidence; mental well-being and cultural context also have an important influence on champion performance (Yang et al., 2024).

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Object of the study: student-athletes; subject of the study: the influence of the above predictors on the subjective evaluation of students' athletic performance.

The relevance of the paper is dictated by the fact that although research in the field of sport psychology has already confirmed the link between psychological well-being and athletic performance, there is little research focused on student-athletes, especially given their unique situation and dual commitments. It should be clarified that dual circumstances consist of increased academic and athletic pressures on student-athletes: this group experiences significant pressures that may impact their psychological well-being and athletic performance. The authoritative research literature also lacks a thorough understanding of the impact of cultural values on athletic performance in this group, creating a problematic situation in which more data is needed to develop effective approaches and supports for this category of athletes. Cultural values can significantly influence student-athletes' motivation, commitment, and approaches to training and competition, making this determinant relevant to study.

In addition, domestic experts report that such research is relevant for Kazakhstan, given that in our country significant efforts are spent on training athletes (Krasnik et al., 2024b). The scientific novelty and theoretical significance of the present study is supported by a significant deficit of scientific works in the field of sport psychology, as this field is only

at the initial stage of development. Thus, theoretically, the present study will expand the understanding of the relationships between psychological factors and subjective sport performance.

The practical relevance of the study lies in the further possibility of developing appropriate targeted programs to maximize athletic performance with effective comprehensive support for student-athletes, which may contribute to improving their academic performance and overall well-being. Investigating the impact on athletes' athletic performance of psychological well-being, which fulfills a critical role in ensuring high performance and life satisfaction, will assist in the development of psychological strategies to support athletes during their academic studies.

### Literature review

Researchers around the world have focused on investigating how athletes achieve success. Recent findings suggest that a multidimensional approach that encompasses an understanding of the intricacies of subjective athletic performance is needed for this purpose (Kun et al., 2023; Hong & Minikin, 2023; Makaruk et al., 2024). There is no doubt that athletic performance is directly related to an athlete's well-being. Physically and mentally healthy athletes perform better in competitions, perform with greater commitment (Exel & Dabnichki, 2024). Healthy sleep, timely recovery and proper balanced nutrition can improve athletes' performance, while anxiety and depression should not be ignored, but should be treated in a timely manner with the involvement of a specialist (sports psychologist) (Doherty et al., 2023; Hoseini et al., 2024).

Psychological well-being, self-efficacy, and cultural values significantly influence subjective sport performance. Research shows that self-efficacy and psychological well-being are major predictors of performance achievement in various domains, including sport career (Yang et al., 2024). This relationship is reinforced by cultural factors that shape individual perceptions and motivation in sport contexts.

Athletes with high self-efficacy tend to perceive their performance more positively, as evidenced by research linking engagement and psychological well-being to subjective performance (Manap et al., 2023). In addition, cultural values shape athletes' mindset, influencing their self-efficacy and overall well-being. Next, let us examine these key aspects in more detail.

### *Psychological well-being*

Psychological well-being plays a key role for athletes as it is directly related to their athletic performance. Research shows that athletes with higher levels of psychological well-being show better subjective performance, which allows them to experience positive emotions when winning and increase endurance, thus again enhancing mental well-being (Singh et al., 2024). Psychological stress, on the contrary, is negatively correlated with subjective performance, proving the fact that it is crucial for athletes to maintain mental health.

In addition, factors such as emotional regulation and intrinsic motivation contribute to life satisfaction and performance in athletes (Yakushina et al., 2024). Regular exercise increases perceived performance, which mediates the influence of positive psychological well-being on athletic performance (Manap et al., 2023).

Chinese scientists have analyzed the reasons affecting the psychological well-being of athletes and summarized the influence of internal and external factors. The researchers concluded that self-confidence significantly influences the psychological well-being of athletes, affecting their subjective sport performance. The authors emphasized the importance of mental state in optimizing athletes' competitive abilities and training approaches (Xuemeng, 2023).

It is a noteworthy fact, reported by a number of researchers in their experimental studies, that psychologically well-adjusted athletes also demonstrate high mental abilities compared to less successful, insecure athletes, which affects their performance outcomes (Singh et al., 2024). Thus, psychological well-being is a reliable predictor of performance, emphasizing its importance in competitive settings.

### *Self-effectiveness*

Self-efficacy, or in other words, self-confidence, has been consistently found to be a reliable predictor of subjective performance in athletes (Hamm et al., 2023). As studies conducted in competitive sport settings have shown, athletes with high self-efficacy achieve better performance. However, despite the high importance of the determinant, its direct effect on athletic performance may vary depending on various factors (Min et al., 2022).

Self-efficacy is in direct correlation with performance enhancement. Research shows that increased self-confidence is positively correlated with athletes' psychological well-being and performance (Parnabas et al., 2023). Athletes who believe in themselves and possess unwavering self-efficacy

are more likely to make informed, effective decisions while exhibiting significant persistence, commitment, and better performance (Lebria et al., 2024). Researchers have found that such athletes are capable of effective self-regulation, which contributes to their athletic performance and favorable well-being (Yakushina et al., 2024). In addition, Kazakhstani researchers found that self-actualization is also influenced by the professional level of athletes (Krasnik et al., 2024b).

Some studies have reported that self-efficacy does not always have a significant effect on athletes' performance, suggesting that other factors such as emotional stability and psychological well-being may also be influential (Benítez-Sillero et al., 2021) (Min et al., 2022).

#### *Cultural values*

Cultural background plays no less significant role in shaping the psychological profile of athletes, which is emphasized by a number of authoritative studies. As early as the end of the last century, cultural values have been shown to shape athletes' motivation and perceptions of success, influencing their psychological attributes and performance (Staudinger et al., 1999). Understanding the cultural context can help to tailor psychological interventions to enhance athletes' performance. It has been indicated that cultural attitudes towards uncertainty can influence self-regulation and therefore the subjective well-being of athletes (Banschikova et al., 2022).

A country's cultural values influence athletes' attitudes towards their careers by shaping a responsible approach to training, thereby potentially influencing their self-efficacy and athletic performance (Gill, 2019). Realizing that an athlete has been chosen to represent their country, they experience a high sense of patriotism and are aware of the responsibility placed upon them. Researchers have noted that athletes from different cultures may exhibit different levels of engagement and psychological stress, which affects their perception of performance. In addition, differences in cultural background can lead to differences in how psychological factors affect performance (Staudinger et al., 1999) emphasizing the need for culturally sensitive approaches to sport psychology.

Undoubtedly, attention to psychological well-being and self-efficacy is essential, but consideration must also be given to the potential negative impact of cultural pressures and expectations on athlete performance. Balancing these factors is necessary to create a favorable environment that promotes the

psychological well-being and athletic performance of our country's younger generation.

### **Materials and methods**

The study involved 237 third-year students studying at the Academy of Physical Culture and Mass Sports (Astana, Kazakhstan). Consent to participate in the study was obtained from the participants, and the conclusion of the ethical committee on the legitimacy of the conducted experimental exposure was signed. This study makes a significant contribution to the understanding of psychological mechanisms of sport activity in the context of higher education. The findings can be used to develop more effective psychological support programs for student-athletes and to improve sports programs in higher education institutions.

The present study utilized the following instrument, which was administered in an online format on the Google Forms platform. The surveys were conducted anonymously and no personal information was required for respondents.

Psychological well-being was measured through the 12-item SAWBF questionnaire (Sato et al., 2023). Respondents ranked agreement with each statement on a scale from 1 (never) to 7 (constantly). Self-efficacy was measured using the PSES instrument (Aizava et al., 2023) containing 9 statements rated between 1 (no confidence) and 5 (full confidence). Cultural values were quantitatively analyzed through 8 items from the VBN measurement model (Megeirhi et al., 2020), where responses ranged between 1 (totally disagree) and 7 (totally agree). Subjective sport performance was quantified using the sport subscale of the PSPP questionnaire (Piran et al., 2020), with each of the 6 statements assigned a score between 1 (absolutely disagree) and 4 (absolutely agree).

Based on the purpose of the study, the following research hypotheses were formulated:

*Hypothesis 1.* Self-efficacy significantly predicts subjective sport performance.

*Hypothesis 2.* Psychological well-being predicts subjective athletic performance.

*Hypothesis 3.* Psychological well-being predicts subjective athletic performance.

*Hypothesis 4.* Cultural values moderate the effect of self-efficacy on subjective sport performance.

*Hypothesis 5.* Cultural values moderate the effect of psychological well-being on subjective athletic performance.

The hypotheses (H 1-5) are summarized in Figure 1.



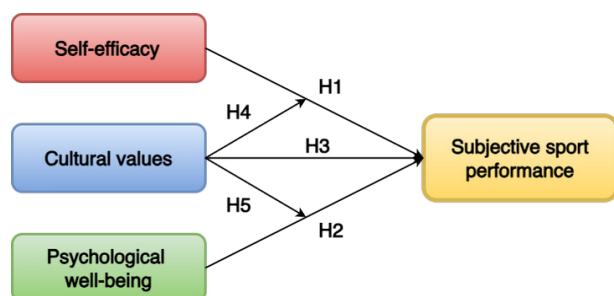


Figure 1 – Scheme of the hypothesized research model

Hypotheses were tested using least squares regression and moderator analysis in PROCESS macro.

## Results and discussion

Descriptive statistics along with alpha coefficients are outlined in Table 1. Respondents for all four instruments showed excellent internal consistency.

Table 1 – Basic descriptors of variables

Variables	Average	Standard deviation	Cronbach's $\alpha$
Self-effectiveness	3.10	0.73	0.74
Psychological well-being	4.07	1.16	0.80
Cultural values	4.50	1.02	0.77
Athletic performance	3.30	1.65	0.86

The model built in this study describing the dependence of subjective sport performance on the investigated factors demonstrates high explanatory power ( $R^2 = 0.734$ ). Consequently, the proposed independent variables together explain a significant proportion of variation in the response variable. The results of the model are reported in Table 2. Looking at the direct effects of predictors, it is worth noting that psychological well-being ( $B$

$= 1.462$ ;  $p = 0.001$ ) and cultural values ( $B = 1.276$ ;  $p = 0.001$ ) had statistically significant positive effects on subjective sport performance. This suggests that athletes with better self-diagnosed psychological well-being and stronger cultural values tend to rate their sport performance higher. At the same time, the direct effect of self-efficacy did not reach statistical significance ( $B = 0.249$ ;  $p = 0.580$ ).

Table 2 – Test results of direct and indirect effects. Outcome: athletic performance.

Variables	B	SE	z	p	95% CI	
					Lower	Upper
Self-effectiveness	0.249	0.450	0.553	0.580	-0.131	0.633
Psychological well-being	1.463	0.276	5.300	0.001	0.922	2.004
Cultural values	1.275	0.400	3.185	0.001	0.490	2.059
Self-efficacy $\times$ cultural values	0.065	0.093	0.694	0.487	-0.118	0.248
Psychological well-being $\times$ cultural values	-0.123	0.061	-2.028	0.043	-0.242	-0.004

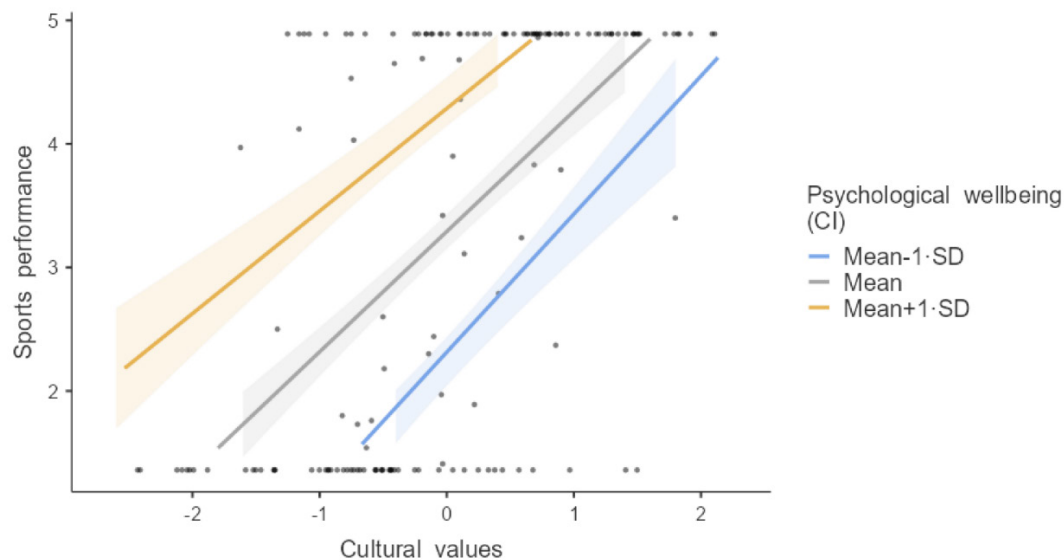
Of particular interest are the results of the moderator analysis. Cultural values were found not to contribute significantly to the relationship between self-efficacy and athletic self-concept ( $B = 0.065$ ;  $p = 0.487$ ). However, cultural values moderated the effect of psychological well-being to a significant extent ( $B = -0.123$ ;  $p = 0.043$ ). This means that the

strength of the relationship between psychological well-being and athletic performance depends on the level of expression of cultural values perception. Specifically, the negative interaction coefficient indicates that the influence of psychological well-being on athletic self-efficacy is weaker at higher levels of cultural values. Visualization (Figure 2)



confirms that when the cultural values self-report score is lower (left side of the graph), the relationship between psychological well-being and athletic

performance is stronger (steeper slope). At the same time, as the cultural variable increases, the relationship becomes less pronounced (smoother slope).



**Figure 2** – Curve slope diagram

Based on the data obtained, the following conclusions can be drawn:

1. Psychological well-being and cultural values are important predictors of subjective sport performance.
2. Cultural values play a moderating role in influencing the relationship between psychological well-being and subjective sport performance.
3. The lack of a significant direct effect of self-efficacy may indicate the need to further investigate this variable by considering other factors.

The present study aimed to examine how psychological well-being, self-efficacy, and cultural values influence how student-athletes evaluate their athletic performance. Results indicated that psychological well-being and cultural values do play a significant role in shaping self-efficacy for athletic performance, with cultural values moderating the influence of psychological well-being on this self-efficacy. However, self-efficacy did not show the expected direct impact.

The mechanisms underlying the findings can be explained as follows: high levels of psychological well-being likely contribute to a more positive perception of one's own achievements through an increase in general emotional background and cognitive flexibility. Notably, the role of cultural values

as a moderator may be explained by the fact that they create a certain prism through which student-athletes interpret their achievements. At the same time, a higher level of cultural values may create a more complex evaluation system, which explains the weakening of the direct relationship between psychological well-being and self-evaluation of athletic achievement.

The value of the findings lies in the fact that they emphasize the complex nature of factors influencing the subjective evaluation of athletic performance in student-athletes. In particular, they demonstrate that improving self-efficacy alone may not be sufficient to improve athletic performance, and therefore a broader psychological and cultural context must necessarily be considered.

A recent study by Kazakhstani scientists Y. Krasnik et al. (2024b) examined the motivational determinants of athletes' self-actualization, which depend on their professional qualifications. The experiment involved 180 Kazakhstani athletes, including professional athletes. The diagnostic methodology involved conducting surveys using E.A. Kalinin's questionnaire on the motivations of sports activity, the S. Muddy stability test in D.A. Muddy's adaptation. Muddy in the adaptation of D.A. Leontiev and E.I. Rasskazova, as well as S.I. Kudi-

nov's multidimensional self-actualization questionnaire. The authors revealed the dependence of differences in motivational factors and attitudes to self-actualization of athletes on their sports qualification. They obtained results showing a decrease in the level of motivation in professional athletes, as well as rigidity of resilience in Paralympic athletes. Y. Krasnik et al. (2024b) conclude that the studied athletes unfortunately have extremely low levels of professional self-actualization, and report that similar studies are relevant for Kazakhstan.

A study by P. Yang et al. (2024) investigated the dynamic relationship between cultural values, training intensity, nutrition, self-efficacy, and coaching quality on subjective sport performance of Chinese athletes. Researchers surveyed a total of 880 athletes from different regions, and by structural equation modeling analysis, they found a significant positive correlation between coaching quality, well-being, training intensity, nutrition, self-efficacy of athletes and their subjective sport performance. The authors concluded that athletes' self-confidence was mediated by coaching, psychological well-being, training, nutrition, and performance. In addition, these correlations are also strongly influenced by cultural values, emphasizing the need to consider cultural context when attempting to improve athletes' performance.

The current study provided strong evidence of the complex relationship between psychological and cultural factors in the context of student athletic performance. For the first time, a model integrating psychological well-being, self-efficacy, and cultural values as predictors of subjective athletic performance was empirically validated. The findings not only expand theoretical understanding of the psychological mechanisms of athletic performance in academic settings, but also provide practical tools for sport psychology and university education professionals. Of particular value is the moderating effect of cultural values found, which emphasizes the need for a culturally specific approach in working with student-athletes. This study lays the foundation for further research on the role of psychological and cultural factors in sport performance and opens new perspectives for the development of student-athlete support programs in higher education.

## Conclusion

The results of our study demonstrate the importance of the influence of cultural background

and psychological well-being of student-athletes on their subjective sports performance, which should be taken into account by coaching staff and sports psychology specialists in their work with athletes to preserve their mental and physical health, strengthen their fortitude and stimulate the motivational component. This approach will contribute to the progress of sports psychology in our country, as well as the education of future champions, glorifying Kazakhstan and raising the prestige of the Republic in the international arena.

The results obtained in the analysis emphasize the significance of psychological well-being and cultural values as key factors influencing sport self-efficacy, while self-efficacy did not show the expected direct influence.

The present study will help universities and sport organizations to create a more supportive environment for the development and support of student-athletes, which in turn will enhance their athletic and academic performance. The results of the study will contribute to the development of strategies to manage stressful situations, increase athletes' self-confidence, and adapt cultural values in athletic practices. Based on the findings, educational institutions can design and implement specialized programs aimed at developing psychological resilience in student-athletes by cultivating qualities such as patriotism, responsibility, discipline, will to win, and self-efficacy. The results will also be useful for practicing coaches to adapt training methods to the psychological state of athletes and cultural peculiarities of our prosperous Republic.

Recommendations that can be offered: (1) implement regular monitoring of student-athletes' psychological well-being; (2) develop culturally sensitive psychological support programs; (3) create a system of individual support that takes into account the cultural context; (4) organize trainings to develop psychological resilience.

Thus, this study not only fills an existing gap in the research literature, but also opens up many opportunities to develop approaches to teaching and supporting student-athletes at various levels of their training. To add, while the relationship between psychological well-being, self-efficacy, and cultural values is critical to understanding athletic performance, it is also important to consider potential individual differences and contextual factors that may influence these relationships.

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2-бөлім  
**ӘЛЕУМЕТТАНУ**

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Section 2  
**SOCIOLOGY**

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Раздел 2  
**СОЦИОЛОГИЯ**

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## INCOMPLETE EPIDEMIOLOGICAL TRANSITION IN KAZAKHSTAN: CHANGES IN THE STRUCTURE OF LIFE EXPECTANCY AND CAUSES OF DEATH

This article examines Kazakhstan's epidemiological transition, focusing on shifts in mortality patterns and life expectancy within the context of socioeconomic and demographic influences. The study aims to explore the evolution of Kazakhstan's population mortality from 1991 to 2022, encompassing both age-standardized and cause-specific mortality rates, and the corresponding changes in life expectancy. The author set the task of determining which stage of the epidemiological transition Kazakhstan is currently at and identify the key factors influencing the present situation. This topic is important for understanding the dynamics of mortality and health of the population in the context of economic and social changes in the country.

Understanding the complex relationship between death rates, public health, and the changing economic and social fabric of a country is essential to this field of study. This not only helps to systematize the changes in mortality and life expectancy but also provides understanding of the mechanisms these changes, as well as the impact of socio-economic and demographic factors.

The research methodology includes a comparative analysis of official mortality statistics, the use of age and standardized rates, and the calculation of life tables. For a more detailed analysis, the decomposition method was applied, enabling the identification of cause-and-effect relationships in the changes in life expectancy and mortality for the main causes of death.

Analyzing mortality rates using decomposition methods in the period from 2010 to 2022, the main factors influencing fluctuations in life expectancy in Kazakhstan were diseases of the circulatory system, injuries and external causes, as well as cancers and neoplasms.

The main results of the study indicate that mortality in Kazakhstan exhibits stable characteristics of an incomplete epidemiological transition. Diseases of the circulatory system dominate the mortality structure. There is an excessive mortality rate, especially among men.. The high mortality rate of men of working age is explained by mortality from external causes, and in older working age groups-by diseases of the circulatory system, which may mean that the epidemiological shift has not been completed. Developing and putting into action a comprehensive health plan with the dual goals of enhancing the prevention and treatment of circulatory system diseases and lowering mortality from outside sources is required to finish the third stage of the epidemiological transition.

The article's practical significance lies in its utilization of study data to formulate recommendations for enhancing health systems and social policies, decreasing mortality, and raising life expectancy.

**Key words:** epidemiological transition, causes by death, age-specific and standardized mortality rates, life expectancy at birth.

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### Қазақстандағы эпидемиологиялық ауысудың аяқталмауы: өмір сүру ұзақтығы және өлім-жітім себептері құрылымындағы өзгерістер

Бұл мақалада Қазақстандағы эпидемиологиялық ауысу кезеңіне талдау жасалып, әлеуметтік-экономикалық және демографиялық факторлар негізінде халықтың өлім-жітім құрылымы мен өмір сүру ұзақтығындағы өзгерістерге зерттеу жүргізілген. Мақаланың мақсаты 1991 жылдан бастап 2022 жылға дейінгі кезеңдегі Қазақстан халқының өлім-жітім динамикасын, негізгі себептер бойынша жас және стандартталған өлім-жітім коэффициенттерін, сондай-ақ өмір сүру ұзақтығындағы өзгерістерді талдау. Автор Қазақстанның эпидемиологиялық өтпелі кезеңінің

қай кезеңінде тұрғанын анықтау және қазіргі жағдайға әсер ететін негізгі факторларды анықтау міндетін қойды. Бұл тақырып елдегі экономикалық және әлеуметтік өзгерістер жағдайында өлім-жітім динамикасын және халық денсаулығын түсіну үшін маңызды.

Зерттеудің ғылыми маңыздылығы статистикалық демографиялық талдау әдістерін пайдалана отырып, Қазақстандағы эпидемиологиялық жағдайды терең талдауда. Бұл өлім-жітім мен өмір сүру ұзақтығының өзгеруін жүйелеуге ғана емес, сонымен бірге осы өзгерістердің тетіктерін, сондай-ақ әлеуметтік-экономикалық және демографиялық факторлардың әсерін тереңірек түсінуге мүмкіндік береді.

Зерттеу әдістемесі өлімнің ресми статистикасының салыстырмалы талдауын, жас ерекшелік және стандартталған коэффициенттерді қолдануды, сондай-ақ өлім-жітім кестелерін есептеуді қамтиды. Неғұрлым егжей-тегжейлі талдау үшін негізгі себептер бойынша өмір сүру ұзақтығы мен өлім-жітімнің өзгеруінің себеп-салдарлық байланыстарын анықтауға мүмкіндік беретін декомпозиция әдісі қолданылды.

2010 жылдан 2022 жылға дейінгі кезеңдегі өлім-жітім көрсеткіштерінің декомпозициясы Қазақстанда өмір сүру ұзақтығының өзгеруіне әсер ететін ең маңызды факторлар қан айналым жүйесі аурулары, сыртқы себептер және қатерлі ісіктен екенін көрсетті.

Зерттеудің негізгі нәтижелері Қазақстанда өлім-жітім аяқталмаған эпидемиологиялық ауысудың тұрақты сипаттамаларын сақтайтынын көрсетті. Өлім-жітімнің құрылымында қан айналымы жүйесінің аурулары басым. Сондай-ақ ерлер арасында шамадан тыс өлім-жітім деңгейі байқалады. Еңбекке қабілетті жастағы ерлердің өлім-жітім деңгейінің жоғары болуы сыртқы себептерден болатын өлім-жітіммен, ал егде жастағы еңбекке қабілетті жас топтарында – қан айналым жүйесінің ауруларымен түсіндіріледі, бұл эпидемиологиялық ауысымның аяқталмағандығын білдіруі мүмкін. Эпидемиологиялық ауысымның үшінші кезеңін сәтті аяқтау үшін, қан айналым жүйесінің ауруларын алдын алу және емдеуді жақсартуға, сондай-ақ сыртқы себептерден болатын өлім-жітімді азайтуға бағытталған кешенді денсаулық сақтау стратегиясын әзірлеп, енгізу қажет.

Мақаланың практикалық маңыздылығы денсаулық сақтау жүйесін және әлеуметтік саясатты жетілдіруге, өлім-жітімді азайтуға және өмір сүру ұзақтығын арттыруға бағытталған ұсыныстарды әзірлеу мақсатында зерттеу нәтижесінде алынған мәліметтерді пайдалану.

**Түйін сөздер:** эпидемиологиялық ауысу, себептер бойынша өлім-жітім, өлім-жітімнің жас және стандартталған коэффициенттері, туғандағы күтілетін өмір сүру ұзақтығы.

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### **Незавершенный эпидемиологический переход в Казахстане: изменения в ожидаемой продолжительности жизни и структуре причин смерти в Казахстане**

В данной статье рассматривается эпидемиологический переход в Казахстане, а также изучаются изменения в структуре смертности и продолжительности жизни населения в контексте социально-экономических и демографических факторов. Цель статьи – проанализировать динамику смертности населения Казахстана в период с 1991 по 2022 годы с учётом возрастных и стандартизованных коэффициентов смертности по основным причинам, а также изменений в продолжительности жизни. Автор ставит задачу определить – на какой стадии эпидемиологического перехода находится Казахстан и выявить ключевые факторы, влияющие на текущую ситуацию. Эта тема важна для понимания динамики смертности и здоровья населения в контексте экономических и социальных изменений в стране.

Научная значимость исследования заключается в глубоком анализе эпидемиологической ситуации в Казахстане с использованием статистических методов демографического анализа. Это позволяет не только систематизировать изменения в уровне смертности и продолжительности жизни, но и более глубоко понять механизмы, стоящие за этими изменениями, а также влияние социально-экономических и демографических факторов.

Методология исследования включает сравнительный анализ официальных статистических данных по смертности, использование возрастных и стандартизованных коэффициентов, а также расчёт таблиц смертности. Для более детального анализа применён метод декомпозиции, который позволяет выявить причинно-следственные связи в изменении продолжительности жизни и смертности по основным причинам.

Декомпозиция показателей смертности на основе данных за период с 2010 по 2022 год показала, что наиболее значимыми факторами, влияющими на изменение продолжительности жизни

в Казахстане, являются смертность от болезней системы кровообращения, внешних причин, а также новообразования. Основные результаты исследования показали, что смертность в Казахстане сохраняет стабильные характеристики незавершённого эпидемиологического перехода. В структуре смертности преобладают болезни системы кровообращения. Также наблюдается избыточная смертность среди мужчин. Сверхсмертность мужчин в трудоспособных возрастах объясняется высокой смертностью от внешних причин, а в старших трудоспособных возрастах – болезнями системы кровообращения, что может свидетельствовать о возможном незавершённом эпидемиологическом переходе. Для успешного завершения третьей фазы эпидемиологического перехода необходимо разработать и внедрить комплексную стратегию здравоохранения, направленную на улучшение профилактики и лечения заболеваний системы кровообращения, а также на сокращение смертности от внешних причин.

Практическая значимость статьи заключается в возможности применения полученных результатов для разработки рекомендаций, направленных на улучшение системы здравоохранения и социальной политики, а также на снижение смертности и повышение продолжительности жизни.

**Ключевые слова:** эпидемиологический переход, смертность по причинам, возрастные стандартизированные коэффициенты смертности, ожидаемая продолжительность жизни при рождении.

## Introduction

Demographers and researchers have long used an empirical approach to study the levels and trends of mortality, birth rate, and population dynamics. In economically developed countries, an increase in the proportion of elderly people can be observed every year. This situation is often associated with a decrease in birth rates, not mortality. In modern demographic studies, researchers emphasize different explanations for the mortality transition. Scientists have made more progress in medical and demographic aspects than in socio-demographic studies and have tried to combine demographic and epidemiological approaches to mortality analysis. On this basis, it was proposed to conditionally divide the mortality transition into different phases:

- the first, a transitional period characterized by high mortality rates;
- the second, an early transitional period characterized by a decrease in mortality from infectious diseases;
- the third, a late transitional period characterized by degenerative diseases.

Some classifications also define a fourth phase, associated with a reduction or delay in deaths from degenerative causes.

Population mortality and life expectancy are not only significant in terms of demographic impacts but also hold social and humanistic importance. Population mortality and life expectancy are key indicators of public health and quality of life, as outlined in the Sustainable Development Goals. It's crucial to analyze how each cause of death impacts life expectancy, a key measure of a country's demographic

development. Improvements in the medical field and social conditions of the population have led to a decrease in mortality rates and an increase in life expectancy. The study of the theory of epidemiological transition has allowed us to better understand the evolution of population mortality rates.

A. Omran coined the phrase “epidemiological transition” in science for the first time in 1971. His theory states that there are three stages of epidemiological transition that society goes through:

- The initial stage, when a high rate of death from infectious diseases occurs;
- The second stage, during which life expectancy rises and infectious disease mortality falls;
- The third phase, during which time life expectancy considerably rises and the risk of degenerative diseases rises as a result of the decline in infectious diseases (Omran, 1971).

Scientists J. Olshansky and B. Ault propose to supplement A. Omran's theory with a fourth phase. They call this period the “era of late degenerative diseases” (Olshansky, Ault, 1989). In general, the description of this phase closely matches the third phase in A. Omran's theory. Since late degenerative diseases in the fourth phase are still considered degenerative. Later, A. Omran noted the fourth phase of the epidemiological transition, explaining it as “a decrease in mortality from cardiovascular diseases, an increase in the number of elderly people, and the emergence of new diseases” (Omran, 2019).

The following stages of epidemiological transition in Kazakhstan can be distinguished:

The pre-industrial period, characterized by high mortality rates from infectious diseases such as tuberculosis and smallpox, and poor living conditions;

The second stage is defined by a decline in infectious disease-related mortality, better hygienic conditions, and enhanced social and medical infrastructure.

In accordance with A. Omran's theory, this time frame can be thought of as belonging to the third stage of the epidemiological transition, as Chronic lifestyle-related diseases gain prominence as infectious diseases decline in importance. The COVID-19 pandemic has also brought about additional alterations to the nation's epidemiological landscape.

In industrialized nations, the epidemiological transition started earlier but moved more slowly. Western European nations advanced from the second to the third epidemiological stage. the 19th century's shift. A little over fifty years later, they advanced to the fourth stage. Compared to most European nations, the US and Australia arrived at the second stage later. However, they moved to the third stage almost simultaneously.

Kazakhstan reached the third stage of the epidemiological transition relatively quickly. By the 1960s, decisive preventive measures, the establishment of a healthcare system, and advancements in medical science all contributed to reducing in mortality and rising life expectancy.

Amid World War II, anti-microbials and sulfa drugs were presented into pharmaceutical. This circumstance essentially decreased the mortality rate within the USSR in a brief time. As a result, life anticipation expanded to some degree. By the early 1960s, according to the UN, life expectancy in Kazakhstan was about 60 years.

Central Europe and several republics of the former Soviet Union experienced periods of stagnation from the late 1960s to the early 1980s, which was associated with a marked increase in deaths from cardiovascular diseases and alcohol dependence, as well as lower life expectations after the collapse of the Soviet government. J. Vallin and F. Mesle described the situation in which the "cardiovascular revolution" took place as an extraordinary period of epidemiological development. However, this period did not occur in some Eastern European countries. It turned out that life expectancy has increased, and the number of chronic diseases has decreased. It can be said that the 1985 anti-alcohol campaign describes such positive changes. However, after this short-term improvement, a new period of mortality began in the 1990s after the collapse of the Soviet government (Caselli, 2002).

## Literature review

Demographic challenges are one of the most urgent and global problems of our time. In the early years of independence, Kazakhstan experienced several demographic changes. There were difficult demographic situations, such as mass emigration of the population from the country, a decrease in the birth rate, an increase in the mortality rate, and, as a result, a decrease in the population. Such a decay straightforwardly influenced all industry structures within the nation and essentially decreased vital pointers. The demographic situation circumstance of Kazakhstan started to progress from the starting of the 2000s due to the measures of legitimately arranged and actualized state programs. However, in today's rapidly developing world, it is of great importance to constantly study and analyze the trends of the country's demographic situation (Alekseenko, 2011).

Presently, the nation's population expansion primarily stems from natural factors, namely the rise in birth rates and the decline in death rates. The annual natural population growth stands at 1.3%. Nevertheless, global natural disasters and epidemiological circumstances impact population dynamics, including mortality rates. By scrutinizing mortality patterns and life anticipation at birth, it gets to be conceivable to pinpoint stages of statistic and epidemiological move inside the nation. We are going decide in which arrange of epidemiological and statistic move Kazakhstan is by conducting a comprehensive examination of mortality indicators. Mortality information is one of the most pointers of populace wellbeing and statistic patterns (Guillot, 2013). Until the end of the 20th century, mortality statistics were closed and inaccessible, so this topic was not actively studied.

The study of current mortality patterns in Kazakhstan includes many aspects, including age characteristics, ethnic composition, causes of death, and regional comparisons. As society modernizes, mortality and its underlying causes change, shifting from one set of pathologies to another. This situation directly affects the nature of illness and death.

**The aim** of the consider is to analyze the the causes of passing that influence the mortality rates and changes in life anticipation of the populace of Kazakhstan from 1991 to 2022.

**The subject** of the ponder is the inadequacy of the epidemiological move in Kazakhstan, changes within the mortality structure of the populace. The



consider analyzes the elements of mortality by diverse age bunches, causes of passing, as well as components influencing life expectancy.

**The object** of the think about is factual markers of the mortality rate and life expectancy at birth of the populace of Kazakhstan.

**Research objectives:**

- Analyze the mortality painters of the populace of Kazakhstan for the period from 1991 to 2022;

- Identify components influencing the later in life expectancy at birth of the populace of Kazakhstan;

- Analyze the stages of the epidemiological transition in Kazakhstan and determine the current stage based on the data obtained;

- Apply of the decomposition method to identify cause-and-effect relationships driving changes in life expectancy and mortality rates.

**Materials and Methods**

The investigation utilized information sourced from Kazakhstan’s popu censuses and current official statistical information. The data presented were used to analyze structural changes in morbidity and causes of death. Employing epidemiological methods, such as mean age at death and potential years of life lost, will enhance the understanding of the epidemiological transition in Kazakhstan. The results of the analysis were obtained by demographic analysis (method of decomposition, life table).

The indicators of the life table represent a series of age-specific values that are interrelated and provide a comprehensive description of the process of mortality across different age groups. These values reflect the decline in survival as a result of mortality within a theoretical population of a fixed initial size. Life tables are constructed primarily to estimate the key indicator of «life expectancy».

The primary statistical data for constructing a mortality table consists of age-specific mortality rates::

$${}_n m_x = \frac{{}_n M_x}{{}_n P_x},$$

${}_n m_x$  – mortality rate at age x years;  
 ${}_n M_x$  – number of deaths at age x years;  
 ${}_n P_x$  – average population at age x years.

Analysis of epidemiological transitions requires the use of several methods. In particular, demo-

graphic and statistical analysis methods (life table, standardization methods). To dispense with the impact of contrasts in age composition over districts, a comparative territorial investigation of mortality was conducted utilizing standardized mortality rates, calculated agreeing to the International Classification of Illnesses, Tenth Amendment (ICD-10). The World Standard Population was used as the reference for standardization (Khar’kova, 2018).

The calculation is carried out by weighting the age-specific mortality rates according to some fixed system of weights:

$$m_{cr} = \sum_{x=0}^n m_x V_x,$$

$m_{cr}$  – standardized mortality rate;  
 $m_x$  – age-specific mortality rates;  
 $x$  – age;  
 $V_x$  –shares of the corresponding age groups in the total population taken as the standard.

*Research questions and hypothesis*

The study of the epidemiological transition raises a number of research questions and hypotheses aimed at explaining the causes and mechanisms behind changes in morbidity and mortality structures. In scientific discourse, these questions and speculations may shift depending on a country’s level of socio-economic improvement, socio-cultural variables, and statistic angles. Within the setting of our consider, the investigate questions center on understanding the causal determinants of mortality in Kazakhstan, highlighting steady characteristics of an fragmented epidemiological move and reflecting the complex and ambiguous public wellbeing circumstance within the nation.

An incomplete epidemiological transition in Kazakhstan means that the country has not yet reached the stage where chronic diseases completely overshadow infectious diseases, as seen in more developed countries.

- The incompleteness of the epidemiological transition in Kazakhstan is explained by the increase in the structure of mortality due to diseases of the circulatory system, respiratory organs, and external causes;

- Incorrect diagnosis and coding of the causes of mortality in Kazakhstan contribute to distorting the real picture of mortality and hinder the development of health policy;

- Increasing socio-economic conditions and health of the population of Kazakhstan, as well as increasing well-being, directly contribute to a de-

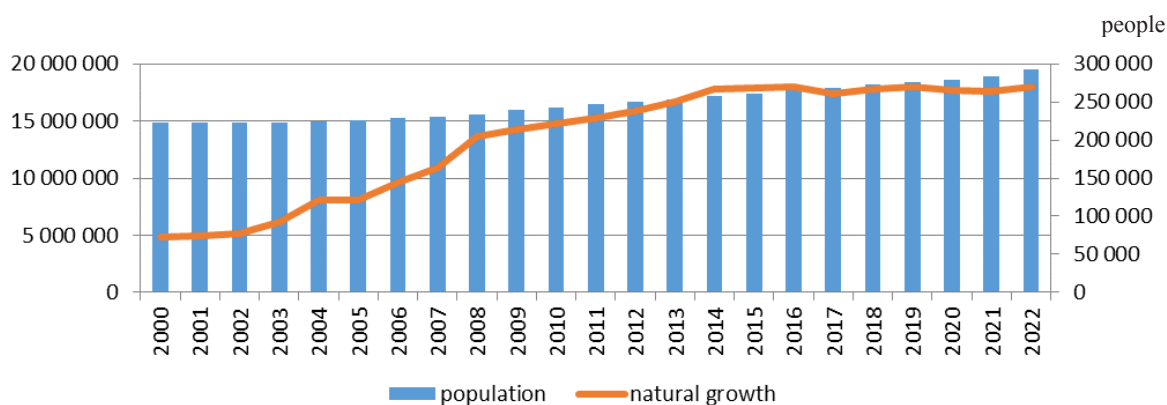
crease in mortality and an increase in life expectancy.

## Results and Discussion

### *Demographic Trends*

Amid the beginning decade of independence, Kazakhstan seen a decrease in its populace measure inferable to increased resettlement, raised mortality rates, and decreased birth rates. In this period, the whole populace diminished by 9.6%, with a net relocation adjust of 2 million individuals. The total death rate per 1000 people increased from 8.4 in 1991 to 10.7 in 1995. Between 1992 and 2001, Kazakhstan experienced a persistent population decline, predominantly attributable to rapid emigra-

tion and a reduction in natural population growth (Figure 1). In historical context, the notable surge in mortality rates during the 1990s was ascribed to various factors, including migration patterns, diminished natural population growth, worsening social conditions, declining living standards, and specific policies related to the repatriation of certain ethnic groups to their ancestral territories. The number of Germans decreased by 65.4%, Belarusians – by 45%, Ukrainians – by 44.3%, Russians – by 32.8%, Tatars – by 29.4%, Kazakhs – increased by 17.1%, Uzbeks – by 10.4%. This demographic shift affected life expectancy, especially because most Russian-speaking people who emigrated, especially men, had a higher mortality rate (Bureau of National Statistics).



**Figure 1** – Population and natural growth of Kazakhstan, 1991-2022

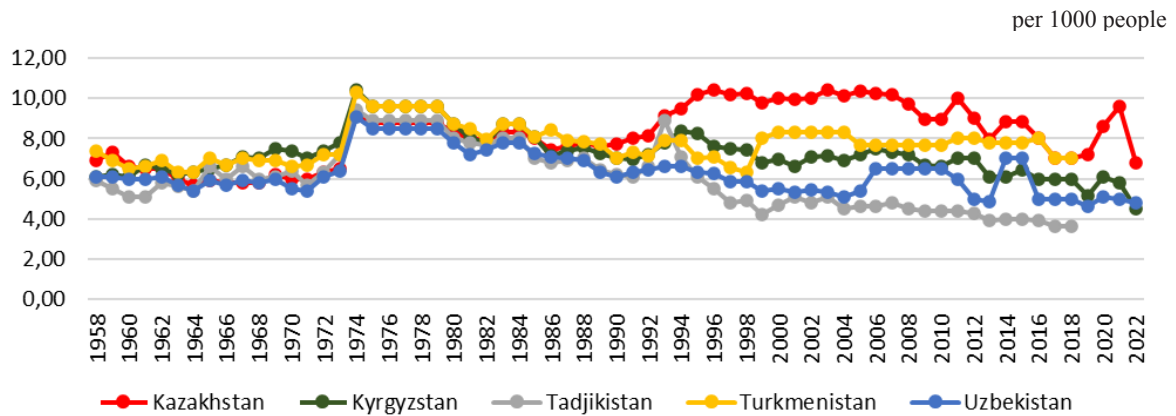
Source: Bureau of National Statistics

Within the early 2000s, with the stabilization of the socio-economic circumstance of the nation and the execution of programs for the return and resettlement of Kazakhs to their local country, significant changes took put within the ethnic composition of the population. (Abisheva, 2011). Within the 2009-2021 census period, the number of Kazakhs increased by 3,401.1 thousand people, or 7.3%. Kazakhs make up 70.35% of the overall population.

Demographers, analyzing the mortality design in Central Asian nations, have concluded that Central Asian nations have a one of a kind epidemiological profile (Denisenko, 2011). The unwavering quality of this show in Kazakhstan has not however

been clearly built up. Epidemiological transition, which accompanies demographic transition, is characterized by increased life expectancy and changes in the population's mortality structure.

All countries are going through different stages of epidemiological transition. Developed countries have gone through all stages and reached advanced stages of transition. Kazakhstan is still in its early stages. The still high mortality rates of the population, due to both internal and external causes, indicate the incompleteness of the stage of epidemiological transition. This assessment is based on analyzing life expectancy outcomes and mortality causes (Vishnevsky, 2020).

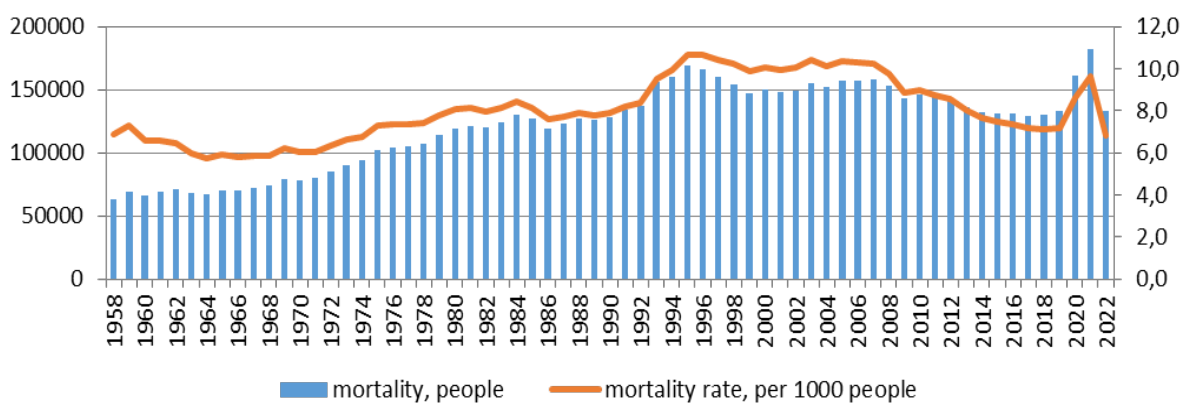


**Figure 2** – Total mortality rate in Central Asian countries, 1958-2022  
Source: Demoscope Weekly

The mortality rate in Kazakhstan decreased from 1958 to the early 1970s. However, throughout the 1970s and 1980s, this rate escalated, peaking at 8.1 per 1000 people. Since the first half of the 1990s, a notable increase in mortality has been observed, a trend mirrored in most CIS countries (Figure 2) (Guillot, 2013). Despite a decrease in mortality rates in the late 1990s, Kazakhstan continues to exhibit higher mortality rates compared to other Central Asian nations, attributed to the aging population structure. It is worth noting that ethnic groups such as Ukrainians, Belarusians, and Russians, have the most elevated mortality rates (Denisenko, 2011). Concurring to the 1999 populace census, the mortality rate among Russians was 14.0 per 1000 popula-

tion, Ukrainians – 21.2, Germans – 10.3, and Tatars – 13.6, all surpassing the national average.

From 2009 to 2019, there was a diminish within the mortality rate. The mortality rate come to its least point at 7.1 passages per 1000 population in 2018. In 2018, the mortality rate was 5 deaths per 1000 people lower in the cities of Astana, Shymkent, and the Mangistau region. The highest mortality rates were observed in the Kostanay, East Kazakhstan, and North Kazakhstan regions. In 2020, after years of decline, the death rate rose to 8.6 per 1,000 people due to the coronavirus pandemic. In 2021, the mortality rate reached 9.61 deaths per 1000 people, marking the highest rate since 2009 (Bureau of National Statistics).



**Figure 3** – The mortality rate of the population of Kazakhstan, 1958-2022  
Source: Bureau of National Statistics, CSO of the USSR

After the epidemiological circumstance within the nation moved forward, the mortality rate in 2022 diminished by 26.8%, reaching 6.8 passages per 1,000 population. In urban areas display a altogether higher mortality rate compared to rural, with rates of 6.9 and 6.6 deaths per 1000 people, respectively (Figure 4).

The overall mortality rate for the inter-census period showed variations, standing at 9.9‰ per 1000 people in 1999, 8.88‰ in 2009, and 9.61‰ in 2021. Discrepancies in the total mortality rate often stem from differences in the sex-age composition of the population.

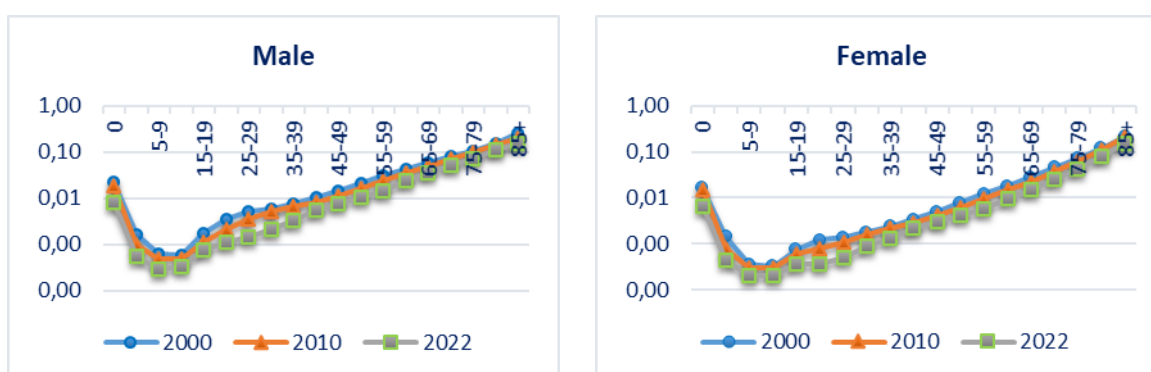
#### *Age-specific mortality rates*

Age-specific mortality rates are a crucial tool for analyzing demographic trends, evaluating the effectiveness of healthcare systems, and planning socio-economic development. These rates give a nitty gritty picture of mortality designs over diverse age groups, which is fundamental for developing mortality tables and assessing life expectancy.

By studying the causes of death by age group, it is possible to identify the main factors that affect the health of the population at different ages. Such an analysis can help to reveal the characteristics of living conditions specific to different age groups and improve the quality of life.

In our country, mortality rates for all age groups have decreased significantly over the past decade. In particular, infant mortality and mortality rates for the working age gather (15 to 40) have diminished. In any case, mortality rates for individuals matured 75 and over stay altogether higher for both sex.

In expansion, in all age bunches (but for 85+ a long time), mortality rates among men, particularly those of working age, are somewhat higher than those among women. This gender disparity in mortality, especially in younger and middle-aged cohorts, highlights ongoing public health challenges that require targeted interventions to address risk factors more prevalent among men (Figure 4).



**Figure 4** – Age-specific mortality rates of the population of Kazakhstan by sex (logarithmic scale)

Source: Bureau of National Statistics (author's calculations)

#### Standardized mortality rates by cause of death

The standardized death rate (SDR) is a population mortality rate adjusted for a standard age distribution. It is calculated as the weighted average of age-specific death rates for a given population. Standardized rates are independent of the age structure, allowing for a more accurate reflection of mortality patterns.

From 2000 to 2022, there has been a decrease in the SDR from all causes among both men and women. Among men, mortality decreased from 3,246.69 to 1,990.58 per 100,000 people, while among

women, it decreased from 1,884.23 to 1,242.58 per 100,000 people (Table 1).

Particular attention has been given to reducing mortality from circulatory system diseases (CSD). Among men, this indicator decreased by 75.3% (from 1,842.05 to 454.16 per 100,000 people), and among women, it decreased by 81.1% (from 1,269.59 to 239.71 per 100,000 people). However, mortality from CSD in male remains 2.2 times higher than in female. In spite of treatment, circulatory framework infections can still lead to passing.

**Table 1** – Standardized mortality rates for the main classes of causes of death in the Republic of Kazakhstan (per 100 000 people)

	2000	2010	2022
	<b>Male</b>		
All causes	3246,69	2792,17	1990,58
Diseases of the circulatory system	1842,05	1399,62	454,16
Neoplasms	397,90	328,56	177,90
External causes of morbidity and mortality	326,34	229,78	123,81
Diseases of the respiratory system	273,63	161,24	248,56
Diseases of the digestive system	96,40	115,95	135,01
Some infectious and parasitic diseases	75,54	29,01	11,73
Diseases of the nervous system	17,36	22,72	413,72
Others	217,47	505,29	425,68
	<b>Female</b>		
All causes	1884,23	1715,86	1242,58
Diseases of the circulatory system	1269,59	931,46	239,71
Neoplasms	206,16	174,29	101,19
External causes of morbidity and mortality	73,76	56,12	28,58
Diseases of the respiratory system	97,26	54,68	106,10
Diseases of the digestive system	54,97	60,85	78,11
Some infectious and parasitic diseases	19,79	9,26	6,52
Diseases of the nervous system	8,61	14,13	331,05
Others	154,09	415,06	351,32

Source: Bureau of National Statistics (author's calculations)

A diminish in mortality from outside causes has too been watched. In men, this marker is four times higher than in ladies (123.81 per 100000 population for male, compared to 28.58 per 100000 population for female). A significant reduction in mortality is also seen from neoplasms and infectious diseases in both sexes.

One alarming factor is the significant increase in mortality from diseases of the nervous system. This rate is 413.72 per 100,000 people among men and 331.05 per 100,000 people among women. For comparison, according to Eurostat, the standardized mortality rate from diseases of the nervous system is 43.33 per 100,000 people in Germany, 49.46 in Spain, 30.72 in Latvia, and only 22.18 in Poland (Eurostat, 2019). There has also been an increase in mortality from diseases of the respiratory and digestive systems in both sexes.

The high mortality rates from these causes, compared to other countries, raise concerns. This may suggest an insufficient level of diagnostics and

cause-of-death coding in Kazakhstan, which negatively impacts the accuracy of demographic trend analysis. Despite having a registration system, the quality of mortality data in the country requires significant improvement.

In general, the positive trend in mortality is to a great extent due to a recognizable diminish in rates from illnesses of the circulatory framework, neoplasms, and irresistible infections. In any case, the noteworthy increment in mortality from infections of the anxious framework and other causes remains concerning and warrants further attention and analysis.

One of the primary objectives confronting the government is tackling the predominant causes death of population, notably diseases of the circulatory system, respiratory ailments, traffic accidents, and neoplasms. It is imperative to devise a national strategy aimed at combatting these diseases, which should encompass the development of preventive, therapeutic, and rehabilitative measures for the



population (UNFPA, 2006). Addressing diseases of the circulatory system poses challenges due to inaccuracies in statistics resulting from misclassification of deaths under other categories. Hence, the Ministry of Health must reassess international disease classifications and ensure stringent monitoring of cause-of-death coding by healthcare professionals. Targeted initiatives are essential to mitigate the most prevalent causes of mortality and enhance life expectancy.

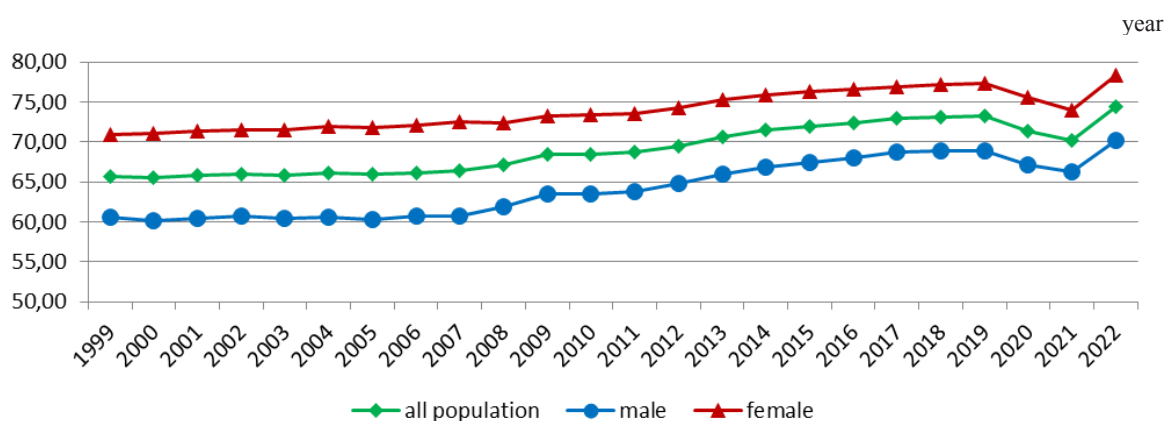
Efforts to reduce mortality demand a multifaceted approach, integrating medical, legislative, educational, and social interventions. The government's responsibility extends to safeguarding citizens' health and furnishing conducive conditions for prolonged and healthy lives. Collaboration with other nations in scientific and medical realms concerning

disease prevention, diagnosis, and treatment stands as a crucial stride forward.

When analyzing mortality, it is important to use the life table, or more precisely, life expectancy. The demographic interpretation of life expectancy is the average number of years a person can expect to live at a given age. This indicator is closely related to the mortality rate.

#### *Life expectancy at birth of the population*

The trajectory of life expectancy among Kazakhstan's populace has exhibited fluctuations over time. In 1992-1995, as a result of high mortality rates, especially among children and working ages, life expectancy decreased by almost 4 years. However, in subsequent years this trend gradually reversed and life expectancy has steadily increased.



**Figure 5** – Life expectancy at birth, 1991-2022  
Source: Bureau of National Statistics (author's calculations)

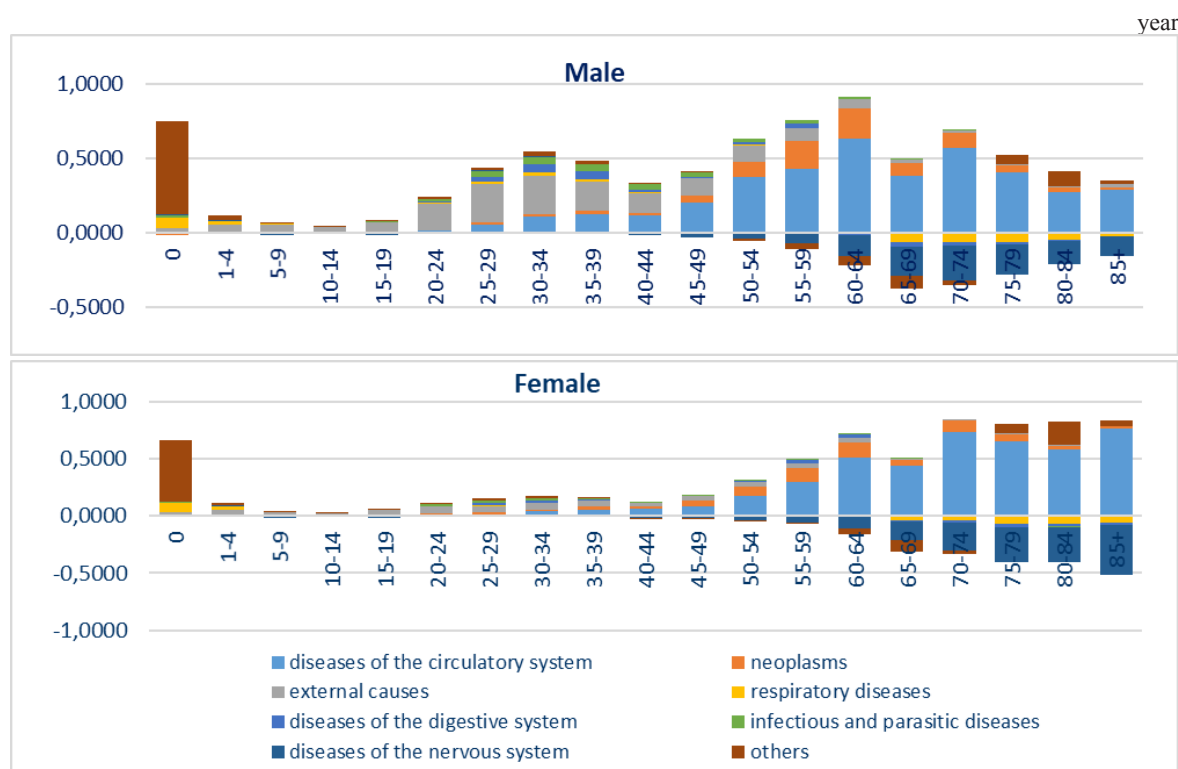
In any case, due to the COVID19, this pointer has strongly diminished in 2020. Compared to 2019 diminished by 2 years, for male – 67.1 years, for female – 75.5 years. And in 2021, diminished by 1.1 years, to 70.23 years, primarily due to the impact of coronavirus infection.

In the context of such an epidemiological crisis, after the Ministry of Health introduced mandatory vaccination protocols for the population, a significant decrease in mortality rates was observed. As a result, in 2022, expanded by 4 years, coming to 74.44 years, for male – 70.26 years, for female – 78.41 years. In urban areas averages at 74.73 years, whereas in rural regions – 73.94 years (Figure 5). While the urban-rural life expectancy gap in coun-

try has diminished, a significant dissimilarity holds on between male and female, which in 2022 amounted to 8.15 years (BNS).

#### *Commitment of person classes of causes of passing to changes in life expectancy of the population*

Changes in expectancy hope are closely related to shifts in mortality rates by cause within specific age groups. Using the decomposition method (Andreev, 1982), assessed the contribution of various classes of causes of death to changes in life expectancy. The decomposition of life expectancy by age and cause of death offers a comprehensive view of mortality changes across different age groups and the underlying structure of causes of death.



**Figure 6** – Commitment of person classes of causes of passing to changes in life expectancy of the population, 2010-2022  
Source: Bureau of National Statistics (author’s calculations)

Based on accessible information, calculations were made utilizing the decomposition method for the period 2010-2022. As a result, it was determined that the causes of mortality that influence changes within the life expectancy are deaths from the circulatory system, external causes, and neoplasms.

It can also be seen that the large difference in life expectancy between men and women is also due to these reasons. During this period, mortality from external causes decreased significantly among men of working age compared to women. In female over 50 years, a diminish in mortality from the circulatory system is watched. This is often one of the reasons that especially affected the alter in their life expectancy. In expansion, a decrease in mortality from tumors was watched within the age gather from 50 to 80 in both genders. On the opposite, an increment in mortality from infections of the respiratory and nervous systems can be watched over 60 a long time of age (Figure 6).

Analysis of factors affecting population life expectancy using the decomposition method supports the basic principles of the epidemiological transition theory. According to this theory, as societies develop, mortality from infectious diseases declines

while chronic diseases become more prominent (Vishnevsky, 2020). The comes about of the decomposition examination uncovered that the causes of passing that play a significant role in changes in life expectancy in Kazakhstan are those caused by the circulatory system, external causes, respiratory diseases, and neoplasms.

### Conclusion

Over the past decade, Kazakhstan has made significant strides in healthcare, largely due to the implementation of various state programs. Infant and maternal mortality rates have notably decreased, and life expectancy has steadily increased, except in 2020. The drop in life expectancy that year, as in many countries worldwide, was largely driven by excess mortality related to the COVID-19 pandemic.

However, the main findings of the study indicate that mortality in Kazakhstan reflects characteristics of an incomplete epidemiological transition. While diseases of the circulatory system are declining, they still remain the leading cause of death. This situation highlights the incompleteness of the third

stage and the early elements of the fourth stage of the epidemiological transition. Additionally, there is a notable excess mortality among men due to external causes, suggesting a potential move toward a turn around epidemiological move. According to A. Omran's hypothesis, within the third period, as irresistible infections diminish, the hazard of degenerative infections rises, and life expectancy increments altogether. The fourth period, on the other hand, is characterized by a decrease in cardiovascular mortality, population aging, and the emergence of new diseases.

The rising incidence of diseases of the respiratory and stomach related organs in recent years points to existing gaps in the diagnosis and coding of causes of mortality.

To total the third period of the epidemiological transition, it is fundamental to create and execute comprehensive wellbeing intercessions pointed fundamentally at making strides the avoidance and treatment of cardiovascular mortality, as well as lessening mortality from external causes, particularly among male.

Worldwide involvement appears that considerable decreases in mortality and increments in life expectancy are essentially driven by advancements in healthcare, socio-economic conditions, and by and large population well-being. To take after this way, it is exceptionally vital to prioritize activities pointed at advancing a solid way of life among the population and strengthening healthcare infrastructure in the regions. By implementing such measures can we ensure the long-term sustainability of the nation's health.

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## CRIME SITUATION AS AN OBJECT OF SOCIOLOGICAL RESEARCH (USING THE EXAMPLE OF ONE OF THE DISTRICTS OF ALMATY)

The article presents the results of an empirical study aimed at studying the perception of the crime situation of residents of the Turksib district of Almaty.

The purpose of this article is to study the problems and factors influencing the crime situation in the Turksib region. The scientific and practical significance of the work lies in the fact that the empirical study carried out on the example of one district of the city reveals problems of crime that are identical for any district of the city.

The research methodology is based on quantitative and qualitative methods. A survey was conducted among residents of the Turksib district of Almaty, the observation method and analysis of legal statistics were used. The accessibility and availability of area infrastructure, the quality and efficiency of street lighting, compliance with safety and comfort requirements for area residents and the impact of these factors on the crime situation were analyzed.

The study found that crime is perceived as a significant problem by the majority of area residents. There is an unsatisfactory state of street lighting and an insufficient number of CCTV cameras, which leads to an increase in crime. The lack of sufficient awareness of the activities of local police officers and poor communication with residents indicate problems in communication and interaction between the police and the population.

Social inequality and limited access to legitimate means of achieving success can lead to increased crime. The crime situation in the urban environment can increase in areas with high levels of migration, poverty and social instability. Such areas often lack social norms and values, as well as control mechanisms, creating favorable conditions for criminal activity. Crimes occur in places and situations where there is opportunity and low risk of being caught.

The practical significance of this work also lies in the actualization of a little-used research method as observation for the study of public spaces of Kazakh society.

**Key words:** criminogenic situation, crime, security, urban environment, law enforcement agencies, social factors, Turksib district of Almaty.

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### Криминогендік жағдай әлеуметтік зерттеудің объектісі ретінде (Алматы қаласындағы аудандардың бірінің мысалы негізінде)

Мақалада Алматы қаласы Түркісіб ауданы тұрғындарының криминогендік жағдайды қабылдауын зерттеуге бағытталған эмпирикалық зерттеу нәтижелері келтірілген.

Бұл мақаланың мақсаты Түркісіб ауданындағы криминогендік жағдайға әсер ететін мәселелер мен факторларды зерттеу болып табылады. Жұмыстың ғылыми және практикалық маңыздылығы мынада: қаланың бір ауданының мысалында жүргізілген эмпирикалық зерттеу қаланың кез келген ауданына ұқсас қылмыстық мәселелерді анықтайды.

Зерттеу әдістемесі сандық және сапалық әдістерге негізделген. Алматы қаласы Түркісіб ауданының тұрғындары арасында сауалнама жүргізілді, бақылау әдісі мен құқықтық статистиканы талдау қолданылды. Аудан инфрақұрылымының қолжетімділігі мен болуы, көше жарығының сапасы мен тиімділігі, аудан тұрғындары үшін қауіпсіздік пен жайлылық талаптарына сәйкестігі және осы факторлардың криминогендік жағдайға әсері талданды.

Зерттеу барысында аудан тұрғындарының көпшілігі қылмысты маңызды мәселе ретінде қабылдағаны анықталды. Көше жарығының қанағаттанарлықсыз жай-күйі және бейнебақылау камераларының жеткіліксіз саны байқалады, бұл қылмыстың өсуіне әкеледі. Учаске инспекторының

ның қызметі туралы жеткілікті ақпараттың болмауы, тұрғындармен тығыз байланыстың болмауы, полиция мен халық арасындағы байланыс пен өзара іс-қимылдағы проблемаларды көрсетеді.

Бұл жұмыстың практикалық маңыздылығы қазақстандық қоғамның қоғамдық кеңістігін зерделеу үшін байқау ретінде зерттеудің аз таралған әдісін өзекті етуден тұрады.

**Түйін сөздер:** криминогендік жағдай, қылмыс, қауіпсіздік, қалалық орта, құқық қорғау органдары, әлеуметтік факторлар, Алматы қаласы Түркісіб ауданы.

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### **Криминогенная обстановка как объект социологического исследования (на примере одного из районов г. Алматы)**

В статье приводятся результаты эмпирического исследования, направленного на изучение восприятия криминогенной обстановки жителей Турксибского района города Алматы.

Целью данной статьи является изучение проблем и факторов, влияющих на криминогенную обстановку в Турксибском районе. Научная и практическая значимость работы заключается в том, что проведенное эмпирическое исследование на примере одного района города выявляет проблемы криминогенности, идентичные для любого района города.

Методология исследования основана на количественных и качественных методах. Был проведен опрос среди жителей Турксибского района города Алматы, использован метод наблюдения и анализ правовой статистики. Были проанализированы доступность и наличие инфраструктуры района, качество и эффективность уличного освещения, соответствие требованиям безопасности и комфорта для жителей района и влияние этих факторов на криминогенную обстановку.

В ходе исследования было выявлено, что преступность воспринимается большинством жителей района как значительная проблема. Отмечается неудовлетворительное состояние уличного освещения и недостаточное количество камер видеонаблюдения, что приводит к росту преступности. Отсутствие достаточной информированности о деятельности участковых инспекторов, слабая связь с жителями указывают на проблемы в коммуникации и взаимодействии между полицией и населением.

Практическое значение данной работы также состоит в актуализации малораспространенного метода исследования как наблюдение для изучения общественных пространств казахстанского общества.

**Ключевые слова:** криминогенная обстановка, преступность, безопасность, городская среда, правоохранительные органы, социальные факторы, Турксибский район г.Алматы.

## **Introduction**

The sense of security experienced by residents within their neighborhoods holds significant importance and relevance in contemporary society, directly influencing the quality of life in these areas. People who feel secure in their surroundings have greater opportunities for personal development and self-actualization. Ensuring a safe environment contributes to the improvement of both psychological and physical well-being within a community.

The criminogenic situation, which reflects the levels of crime and safety in society, is one of the critical aspects of social reality. Examining this phenomenon serves as a vital tool for assessing public safety and developing effective strategies for its enhancement (Muharremi et al., 2023).

The Turksib District of Almaty is not only historically significant but is also known for its high

crime rates, necessitating special attention to ensure the safety of both residents and visitors. According to the city's development program through 2025, improving safety and reducing crime rates in the Turksib District is among the key priorities for creating a comfortable and favorable urban environment. However, as in many other urban areas, the district faces the challenge of a high criminogenic situation, which negatively affects the safety of residents and the overall development of the district.

The aim of this study was to examine safety in the district by assessing the perception of crime among the residents of the Turksib District in Almaty.

### *Objectives:*

1. To explore key theoretical approaches to studying criminogenic situations from the perspective of safety.

2. To identify the main features and trends of the criminogenic situation in the Turksib District based on statistical data and survey results.

3. To determine the primary patterns of crime perception through the lens of safety among the residents of the Turksib District.

4. To develop practical recommendations aimed at improving the safety of Turksib District residents.

*Hypotheses:*

1. Residents of the Turksib District who regularly receive information about the activities of district police officers and other law enforcement agencies feel safer compared to those who lack such information.

2. Individuals who have personally experienced crime or have encountered it within their immediate social circle are more inclined to perceive the criminogenic situation in the district as more threatening than those without such experiences.

3. The likelihood of crime decreases in areas with good lighting and a high frequency of video surveillance.

4. Active collaboration with the police and responsiveness to residents' concerns may contribute to reducing crime rates.

The criminogenic situation in the Turksib District may be associated with several factors, such as socio-economic differentiation, insufficient infrastructure, inadequate public order control, and other aspects that may contribute to the occurrence of crime. Therefore, addressing the criminogenic situation in the Turksib District requires a comprehensive approach, incorporating measures to improve safety and prevent criminal activity (Djekobs, 2011).

The first step in understanding the criminogenic situation in the Turksib District is the analysis of the factors that contribute to the emergence and escalation of crime. In this context, it requires examining various aspects, such as socio-economic conditions, unemployment levels, the prevalence of social issues, the state of infrastructure, the presence of criminal groups, and other factors that may impact security in the district. Such an analysis helps to identify key problem areas and factors requiring attention and response to ensure safety in the Turksib District.

**Literature review**

Criminogenesis is a complex and multifaceted phenomenon that describes the tendency of certain social conditions or structures to generate criminal

behavior. Sociology provides tools for studying crime, enabling its analysis not as an isolated occurrence but as the result of interactions among various social factors (Maloku et al., 2024). It seeks to uncover the roots of criminal behavior and develop strategies for its prevention and control (Garland, 2000). Poverty, unemployment, and inequality are socio-economic conditions that can contribute to the emergence of a criminogenic environment (Opp, 2020).

Criminal activity within society may be driven by numerous factors that interact and escalate the situation. Among them, it is necessary to highlight the socio-economic conditions that create an unfavorable environment for people and easily lead to the need to engage in criminal activity. Low levels of education and unemployment also play a significant role, as they deprive individuals of opportunities to earn a legitimate income and can potentially lead to despair and hopelessness. Another critical factor is the presence of a criminal subculture, which fosters deviant norms and values, thereby encouraging criminal behavior (Anderson, 1999).

In general, sociologists examine criminogenic factors through the lens of social conditions, including the economic, cultural, political, and institutional aspects of society. Social factors such as economic inequality, social disorganization, insufficient social control, and cultural norms significantly influence the level of crime within society. Criminogenic conditions can be created and sustained by various aspects of social structure and organization. For example, the 12 criteria outlined by J. Gehl, which we discussed earlier. One of the most important criteria is the sense of safety in the urban environment (Gehl, 2010a).

Sociological approaches to studying criminogenesis include the theory of social disorganization, which emphasizes the link between the disorganization of social institutions (such as the family and school) and the rise in crime. Aspects such as the impact of social changes on crime rates, the role of social institutions in the socialization of individuals, and the destructive factors within the urban environment are examined within this framework. (Bernasco, 2016: 451–467).

A representative of the Chicago School, Robert Park, claimed that urban space and the structure of the city have a significant influence on social behavior and, consequently, on crime levels.

Durkheim's theory of anomie encourages us to view crime and deviant behavior as the result of the interaction between social goals and the availability

of legitimate means to achieve them. A reasonable alignment between these factors in society contributes to maintaining social stability, while their misalignment may lead to crime and deviant behavior (Durkheim, 1893).

The theory of social disorganization is a fundamental tool for studying social processes and societal development. It helps to expand our knowledge of how the social environment and the structure of society influence individual behavior and the formation of values (Park, 1967). Ernest Burgess proposed the concentric zone model, which presents the idea that a city can be divided into different areas with varying degrees of social disorganization and crime. He clearly distinguishes cities into concentric rings or zones, each with distinct characteristics and functions (Burgess, 1925).

The next sociologists who studied urban disorder and antisocial behavior are American sociologists James Wilson and George Kelling. The “broken windows” theory is one of the key concepts explaining the rise in crime in cities. This theory offers a compelling explanation that captures our attention and provides deep insights. Initially formulated in 1982 by sociologists James Wilson and George Kelling, the “broken windows” theory is based on the idea that the degradation of the urban environment and an atmosphere of impunity create favourable conditions for the emergence and spread of crime. A critical factor in this process is the visual appeal of the urban environment. According to this theory, any broken window or abandoned building creates the impression that the area is not subject to control or surveillance (Wilson et al., 1982). The “broken windows” theory provides us with a profound understanding of how degradation of the urban environment and impunity can lead to increased crime. It emphasizes the importance of creating an attractive and safe urban environment where people feel protected and are motivated to maintain order (Daniil, 2021). The core idea is that preventing minor offenses can help prevent more serious crimes. The theory highlights that minor incidents of vandalism can create a “spiral of disorder.” If such minor infractions are ignored or not addressed, they can escalate into more serious and dangerous actions that contradict laws and societal norms. One of the key solutions to disorder in society, according to the theory, is a proactive police response to minor offenses and vandalism. This includes conducting police patrols, responding to reports of public disturbances, and intervening in a timely manner.

Researchers have found that individuals living in areas with a high prevalence of graffiti, abandoned buildings, and similar indicators experience more mental health issues and have a greater disposition to use drugs and alcohol. This establishes a connection between street disorder and the mental well-being of residents (Martin, 2019).

The rational choice theory plays a crucial role in studying criminogenic environments and safety. According to this theory, crime results from a rational decision-making process based on an evaluation of benefits and risks. An individual commits a crime if they believe the benefits outweigh the potential negative consequences. Ensuring safety requires creating conditions in which crime becomes irrational and unjustifiable from the perspective of a potential criminal. This can be achieved by increasing the risks associated with criminal actions and reducing the benefits that offenders might obtain (Kulti-gin, 2004).

In conclusion, preventive measures aimed at reducing opportunities for criminal activity can include improving public safety, strengthening law enforcement, and fostering community collaboration. Additionally, providing positive alternatives and improving the economic conditions of society, particularly for marginalized groups, can decrease the motivation to commit crimes.

Theoretical frameworks for studying criminogenic environments from a safety perspective play a critical role in analyzing factors influencing crime rates and developing measures for its prevention. Theories such as social control, social disorganization, rational choice, and environmental control offer diverse approaches to examining criminogenesis and ensuring public safety. The community plays a pivotal role in forming a safe urban environment and contributing to crime prevention.

To effectively implement the concept of safety within criminogenic urban environments, it is essential to develop a system for assessing its effectiveness. This system should include criteria and indicators that allow for assessing achieved results and identifying necessary adjustments. In the context of a rapidly developing metropolis, addressing the issue of safety in criminogenic environments becomes increasingly urgent. Designing and implementing a comprehensive safety concept that considers the specific characteristics of urban spaces is a vital requirement for creating a comfortable and secure living environment for city residents.

## Materials and methods

Criminogeneity, defined as the likelihood of criminal behavior, is a subject of study not only in law but also in sociology. Various theories emphasizing the influence of social factors and the roots of criminal behavior, particularly in urban environments, were examined to identify the specifics of the sociological approach.

An empirical study was conducted in one of the criminogenic districts of Almaty to assess the relevance of these theories to Kazakhstani society.

From April 16 to May 6, an online survey was conducted on the Google Forms platform among the residents of the Turksib District in Almaty. The questionnaire included both open-ended and closed-ended questions regarding the criminogenic situation, safety levels, types of prevalent crimes, and interactions with law enforcement agencies. A total of 722 residents aged 20 to 65 (both men and women proportionally) were surveyed using a random sampling method. Of the respondents, 75.9% had lived in the Turksib District for more than 6 years; 12.9% had lived there for 4-6 years; 7.3% had lived there for 1-3 years; and 3.9% had lived there for less than a year. Statistical data were obtained from the crime map on the website <https://qamqor.gov.kz>, as well as from complaints filed by district residents, which were collected by the Quality Control Department of the Turksib District Akimat. Additionally, an observation diary was compiled for the district.

The methodological framework of the study is based on a comprehensive approach to the research object, employing both general scientific methods (such as analysis, synthesis, description, compari-

son, etc.) and specialized scientific methods (including the criminal-statistical method, legal method, and sociological methods such as surveys and observation). The observation method, along with photo documentation, provided factual material regarding the condition of public spaces in the Turksib District that influence the level of criminogeneity.

To analyze this public space, we employed the concept developed by J. Gehl in his work *Cities for People*, where the author outlines 12 criteria that public spaces must meet to ensure a comfortable urban environment (Gehl, 2010a). Based on these criteria, the study examined the accessibility and availability of infrastructure in the area, the quality and efficiency of street lighting, compliance with safety and comfort standards for residents, and the impact of these factors on the area's criminogenic situation.

## Results and discussions

The criminogenic environment of a city reflects the level of crime and offenses, as well as the degree of danger for residents and visitors. It is influenced by numerous factors, including socio-economic conditions, the effectiveness of law enforcement agencies, and overall safety levels. Crimes can often be concentrated in specific areas of the city, typically characterized by low income levels, poor housing conditions, and high unemployment rates.

In general, the data concerning violent crimes, theft, fraud, drug-related offenses, and other types of violations are used for the assessment of registered crimes, their trends, and structure. In Kazakhstan, approximately 150,000 offenses were reported in 2023 (qamqor.gov.kz, 2023).

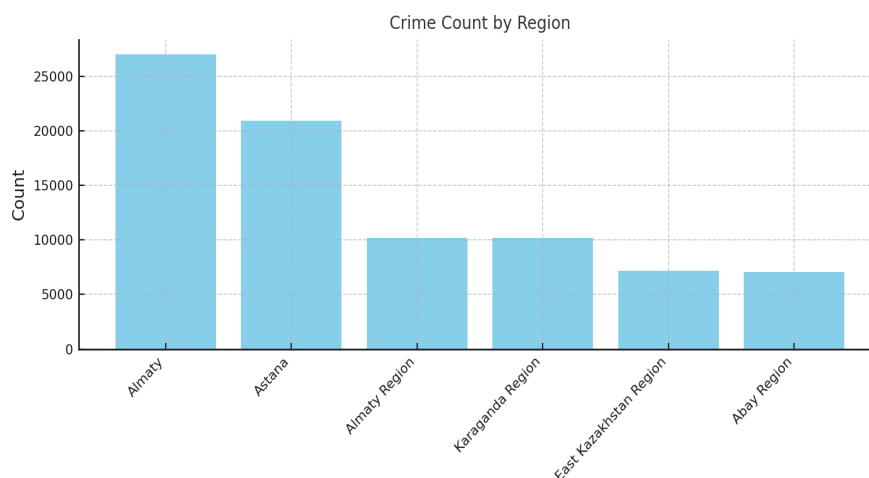


Figure 1 – Number of crimes by region of Kazakhstan in 2023



Figure 1 illustrates that, by region, the highest number of crimes registered in 2023 occurred in the city of Almaty (27,027 crimes). This is followed by the city of Astana (20,931 crimes), Almaty Region (10,215 crimes), and others.

According to official data, 90% of the recorded offenses in Kazakhstan in 2023 related to public order and safety were connected to property rights violations (qamqor.gov.kz, 2023):

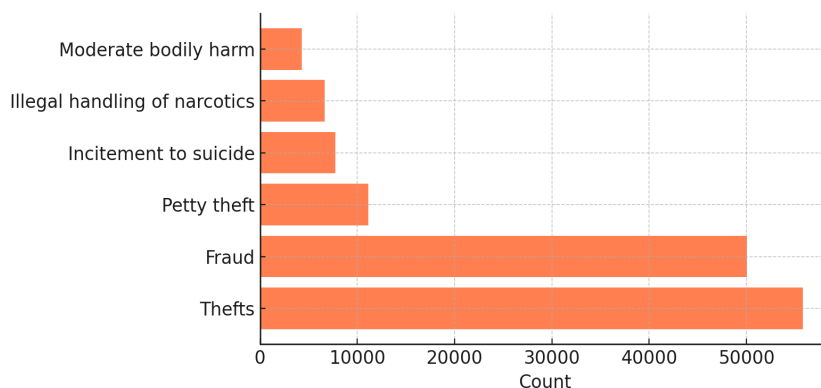


Figure 2 – The largest number of types of crimes in Kazakhstan in 2023

Figure 2 highlights the prevalence of different types of crimes in Kazakhstan in 2023. The most common were thefts (55,800 incidents), followed by fraud (50,051 incidents), pilferage (11,148 incidents), incitement to suicide (7,749 incidents), and

others. The primary motives behind theft and fraud are likely linked to individuals facing financial hardships resorting to these crimes as a means of survival. Additionally, a lack of stable income may drive people to commit such offenses.

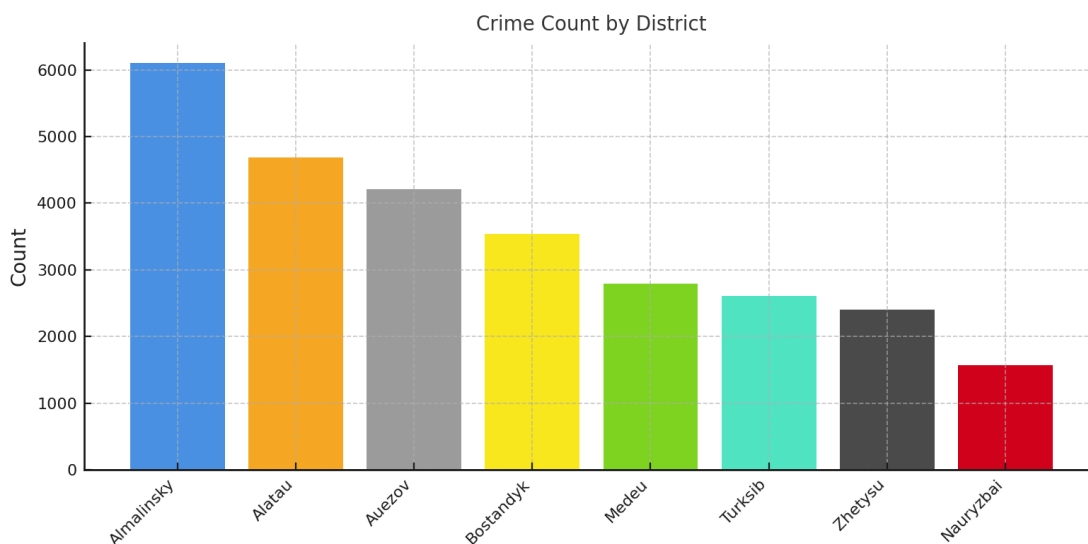


Figure 3 – Number of crimes by districts of Almaty city in 2023

In 2023, 27,000 offenses were registered in the city of Almaty. According to legal statistics for the year, the most dangerous districts were Almaly, Alatau, and Auezov, while the less dangerous districts were Turksib and Bostandyk. The safest districts were Medeu, Zhetyssu, and Nauryzbay (qamqor.gov.kz, 2023).

This distribution is influenced by various factors, including socio-economic conditions, the performance of law enforcement agencies, cultural norms, infrastructure, economic inequality, and unemployment levels. For instance, comparing the Almaly and Turksib districts in Almaty reveals that while the types of offenses are similar, they occur

more frequently in Almaly. This can be attributed to the higher population density, the concentration of business centers, and a larger number of commercial establishments in the Almaly district.

In the Turksib district of Almaty in 2023, the primary types of crimes included theft, fraud, petty theft, robbery, and incitement to suicide. These crimes are often influenced by high unemployment rates, which frequently correlate with increased crime rates, particularly property-related offenses and minor vandalism.

Conversely, the least frequent crimes in this district were drug-related offenses, intentional infliction of severe bodily harm, murder, and rape.

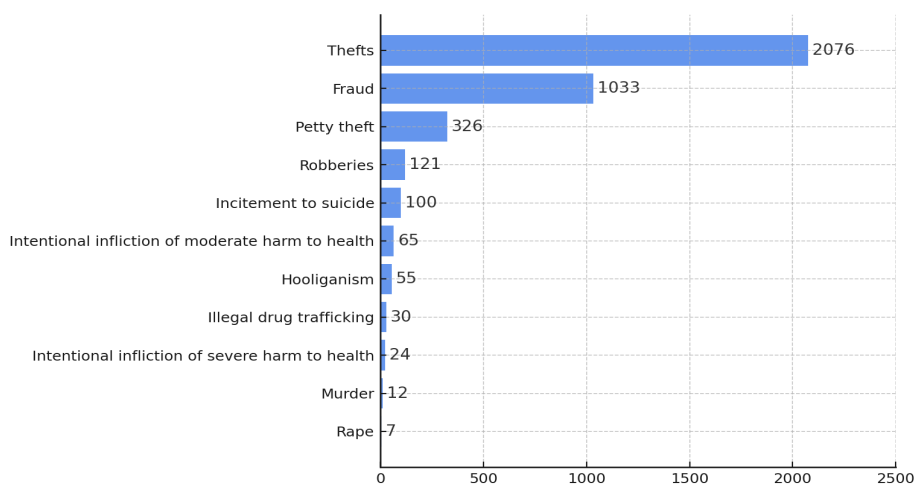


Figure 4 – Number of crimes committed in the Turksib district in 2023

In Kazakhstan, over 140,000 crimes were committed in 2023, reflecting an 11% decrease compared to 2022. Annual theft-related damages exceeded ten billion tenge, with an average refund rate of only about 40%. This situation has led to public dissatisfaction regarding the effectiveness of police work. Research shows that more than half of thefts (62%) occur during the daytime, with 70% of these taking place in public spaces. Among these crimes, 85% are pickpocketing incidents, more than half involve mobile phone theft, and 65% are vehicle thefts. Experts have outlined a typical profile of a “thief-criminal,” characterized as a male aged 21–39, unemployed, with secondary or vocational education, and a prior criminal record. This suggests that socio-economic hardships and the desire to acquire material goods drive certain individuals to commit theft.

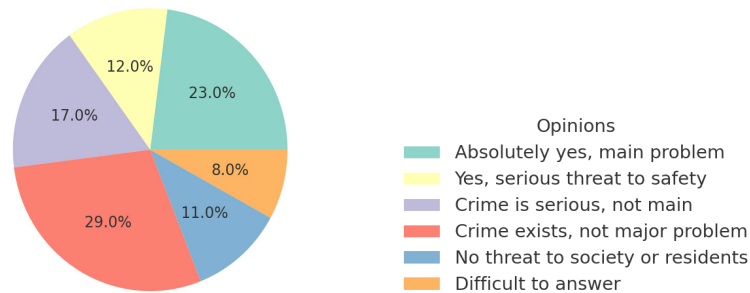
Crimes committed while intoxicated remain a pressing issue in modern society. Approximately 40% of particularly serious crimes and 13% of serious crimes are associated with such states. Among these, alarmingly high percentages are observed, such as 70% of murders, rapes, severe bodily harm, and acts of hooliganism (Seitakova, Saitbekov, Kulmukhanbetova, 2024: 369–384).

Between 2017 and 2025, approximately 2,500 murders were committed by criminals under the influence of alcohol. Additionally, there is a high incidence of serious crimes committed by minors, over the past five years, 10,845 minors have been brought to criminal responsibility. One contributing factor to elevated crime rates is inadequate or non-existent lighting in certain public spaces. Currently, 20% of streets and courtyards lack street lighting, and nearly one-third of all streetlights fail to provide

adequate lighting. In Almaty, over 128,000 surveillance cameras have been installed, but only 24% are integrated with the city's police department.

According to official data for 2023, the most common offenses in Kazakhstan include

theft, fraud, and robbery (qamqor.gov.kz, 2023). Economic difficulties, social inequality, and the lack of effective crime prevention measures and punitive actions are likely the primary drivers behind these offenses.



**Figure 5** – Perception of crime as a problem in the Turksib region

Based on the responses presented in Figure 5, it can be concluded that crime remains a serious issue in the Turksib district, despite certain positive trends. A significant portion of respondents, 23% (168 people), consider crime to be one of the main problems of the district. Furthermore, 11.8% (82 people) fully agree, and 16.8% partially agree, that crime poses a threat to the safety and well-being of the district's residents. However, 29% acknowledge the presence of crime but do not view it as the district's primary concern. Only 11% (82 people) believe that crime does not negatively affect the residents' well-being.

Analyzing the opinions of residents who identified crime as one of the main problems in the district, we categorized the primary reasons behind this perception as follows:

Infrastructure issues: "Poor lighting in the neighborhoods, weak infrastructure.", "Lighting is partially non-functional; we submitted requests to replace bulbs and repair streetlights, but they were ignored. In some areas, there are no streetlights. On playgrounds in the evening, drunk people often hang around or sleep", "There are few surveillance cameras." (From survey responses, stylistic accuracy is retained.)

Drug-related crime: "There are too many drug addicts who steal anything they can from the yards. They steal manhole covers, misbehave on play-

grounds, and leave syringes lying around.", "At the station near the bridge, there are addicts and drunkards who are aggressive. In our district, there are many drug stashes who make 'marks,' and people are constantly digging the ground looking for them.", "There are too many customers, addicts." (From survey responses, stylistic accuracy is retained.)

Theft: "Apartment burglaries thrive, and the police do nothing about them.", "So many acquaintances and relatives had their apartments robbed; we were also robbed, and not once did the police even consider investigating the cases.", "Thefts of bicycles and similar items from hallways.", "A schoolgirl was almost abducted; you fear for your children.", "Car windows were smashed, and valuable items were stolen." (From survey responses, stylistic accuracy is retained.)

Evaluation of the performance of local police officers: "For the second time, we went out somewhere with our family, and someone broke our window.", "There are many crimes happening in our neighborhood. It's frightening to leave children unsupervised. The police rarely inspect the area, and the local officers do not conduct neighborhood checks at all.", "...In Turksib District, people are being killed. That's why protection should be improved, or local police officers should patrol the area." (From survey responses, stylistic accuracy is retained.)

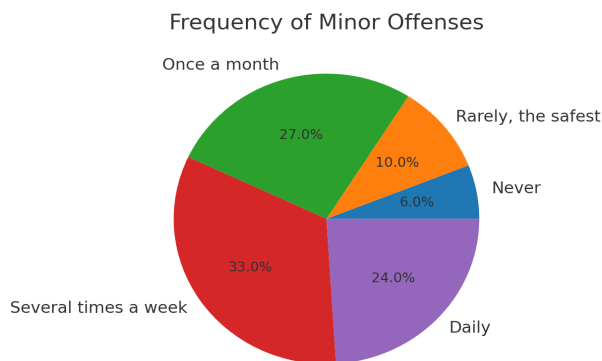


Figure 6 – Frequency of crimes in the Turksib region

Although the majority believe that crime is a serious issue in the district, residents of the Turksib district rarely encounter incidents of offenses in their daily lives (33% rarely, 27% one or two times a month, 24% never). However, 6% of residents

report experiencing minor offenses daily, and 10% encounter such offenses several times a week. This indicates that while crime poses a relatively low threat to the district, it still occurs, as noted by residents.

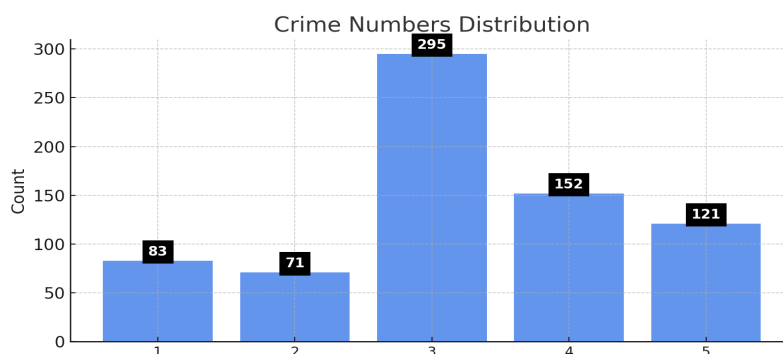


Figure 7 – Level of safety of living in the Turksib region on a scale of 1-5

The level of safety in the Turksib district, based on survey results, is assessed as average by the majority (40%) of residents. Scores of 4–5 on the scale account for 37% of the total responses, suggesting the presence of positive trends in ensuring safety within the district, as perceived by the residents. However, 20% of respondents rated safety at levels 1–2, indicating the presence of certain risks or problematic areas within the district that residents view as less secure.

Based on the respondents' data, the greatest concerns among residents are related to the spread of drugs (49%), thefts and robberies (43%), and hooliganism (41%). Additionally, particularly severe crimes such as violence and harassment (14%) and murder (8%) also evoke significant concern,

highlighting the perceived threat of these dangerous offenses.

To identify the locations where residents most frequently encounter crimes, a corresponding question was posed, as illustrated in Figure 9. The results reveal that the majority of residents report encountering crimes in residential areas, such as private homes or apartment complexes – 30.7%. Another 29.6% of respondents indicated that they have not encountered crimes at all. Meanwhile, 24.4% reported experiencing crimes in abandoned areas or alleyways, and 13.6% cited public places. Additionally, an analysis of respondents' individual comments revealed that most crimes occur at night on streets and within residential courtyards.

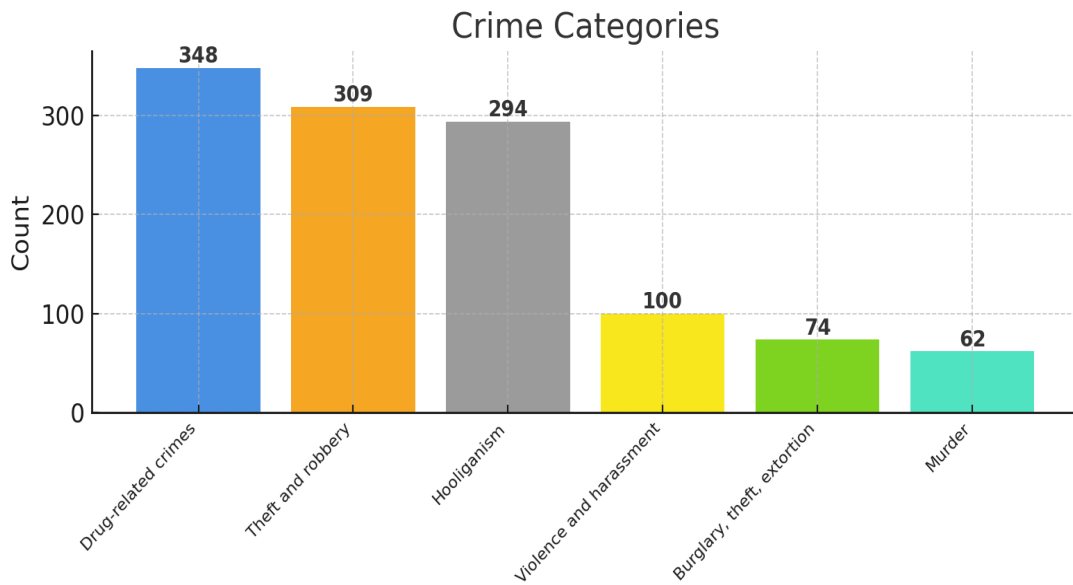


Figure 8 – Types of crime in the area that cause the greatest concern

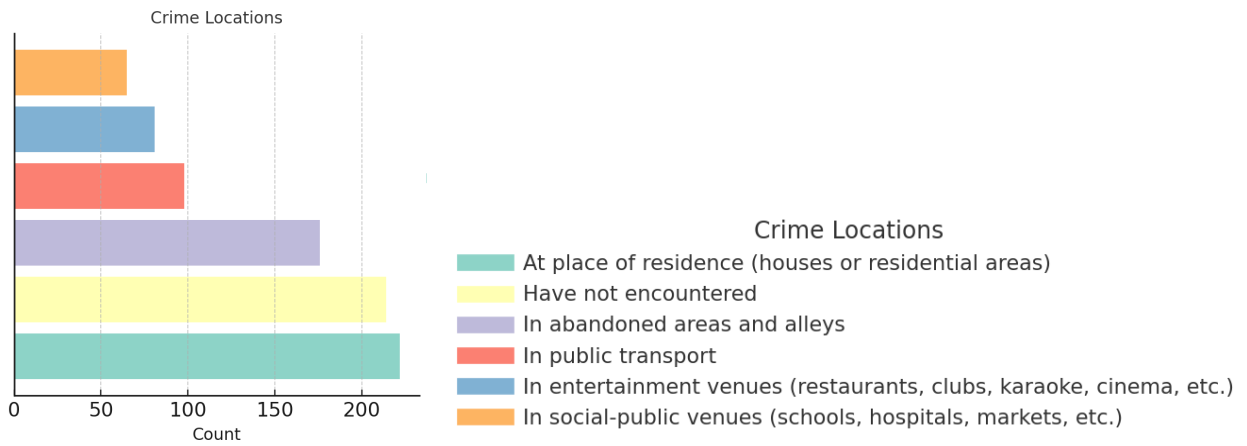


Figure 9 – Most common locations of crime

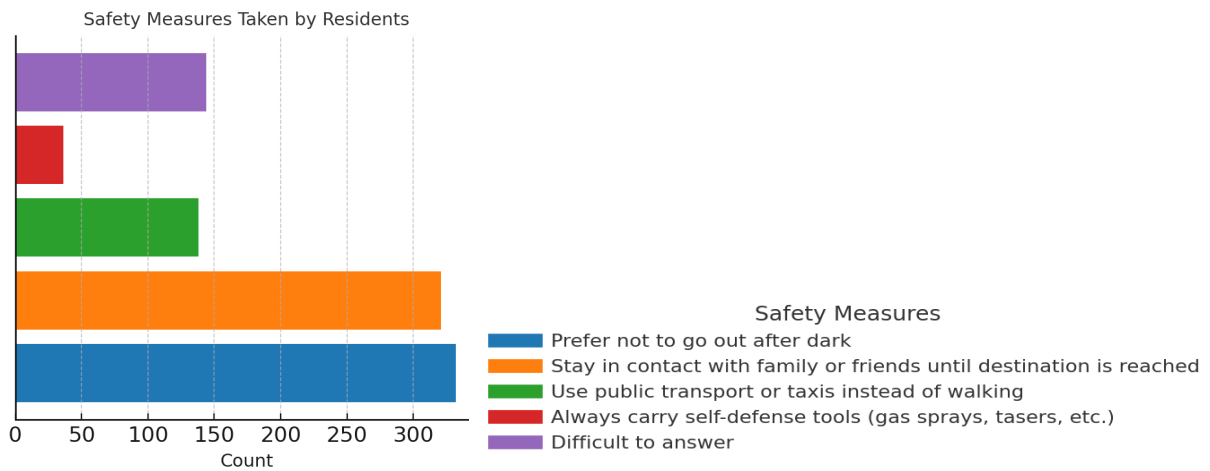


Figure 10 – Security measures adopted by respondents



An analysis of the measures residents take when leaving their homes reveals that the majority (46%) avoid going out at night and maintain communication with family and friends (44.5%). Based on personal responses, it can be concluded that a sig-

nificant portion of respondents do not adopt any specific security measures, as they consider the area to be relatively safe. Additionally, 19.9% of respondents found it difficult to specify the measures they take to ensure their safety.

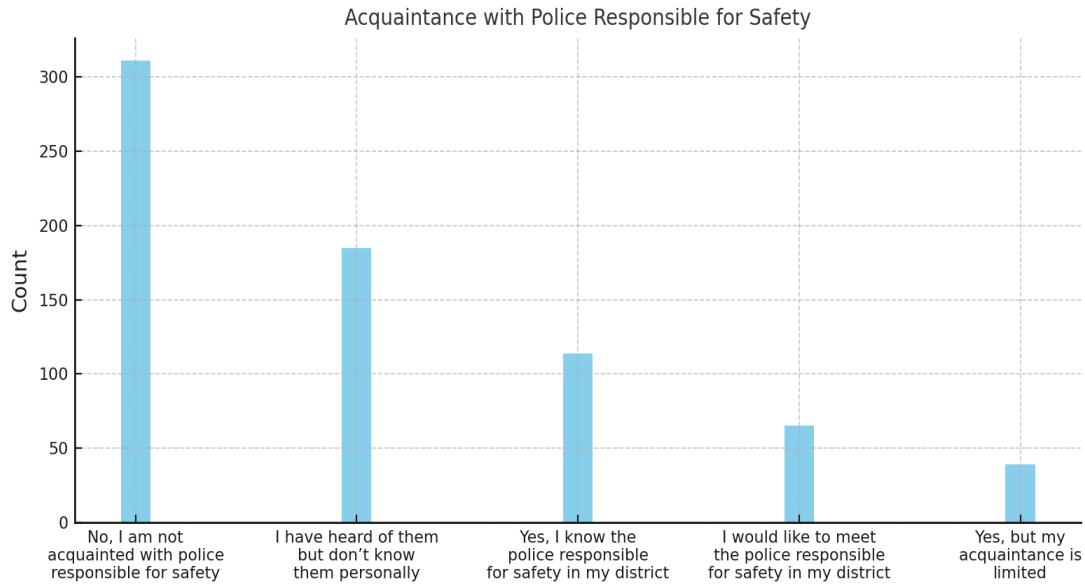


Figure 11 – Familiarity of respondents with district police officers

The survey revealed that 43.1% of respondents are not familiar with the local police officers who are responsible for maintaining and regulating safety in their area. Additionally, 25.6% of respondents have heard of these officers but do not know them personally. Meanwhile, 15.8% of respondents reported being acquainted with the police officers in their district. An analysis of personal responses indicated that many respondents are familiar with and satisfied with the work of the local police. A smaller proportion expressed dissatisfaction, primarily due to a lack of personal acquaintance with the officers, which negatively influenced their evaluation of police effectiveness.

The survey responses regarding knowledge of contact information for local police officers in the Turksib district reveal that the majority of respondents (270 individuals or 37%) are not familiar with

the locations and contact details of police stations. This indicates a significant gap in residents' awareness of available security resources in their area. On the other hand, 136 respondents (18%) are well-informed about these stations and their contacts, reflecting the presence of an effective communication channel for part of the population. Another 135 individuals (18%) have only partial knowledge, which may point to the inconsistency or incompleteness of the information provided. Additionally, 96 respondents (13%) have heard of the police station's existence but are uncertain about the accuracy of the contact details, emphasizing the need for improved information accessibility. Finally, 77 respondents (10%) expressed a desire for more information, demonstrating a clear demand for educational initiatives to strengthen ties between law enforcement and the community.

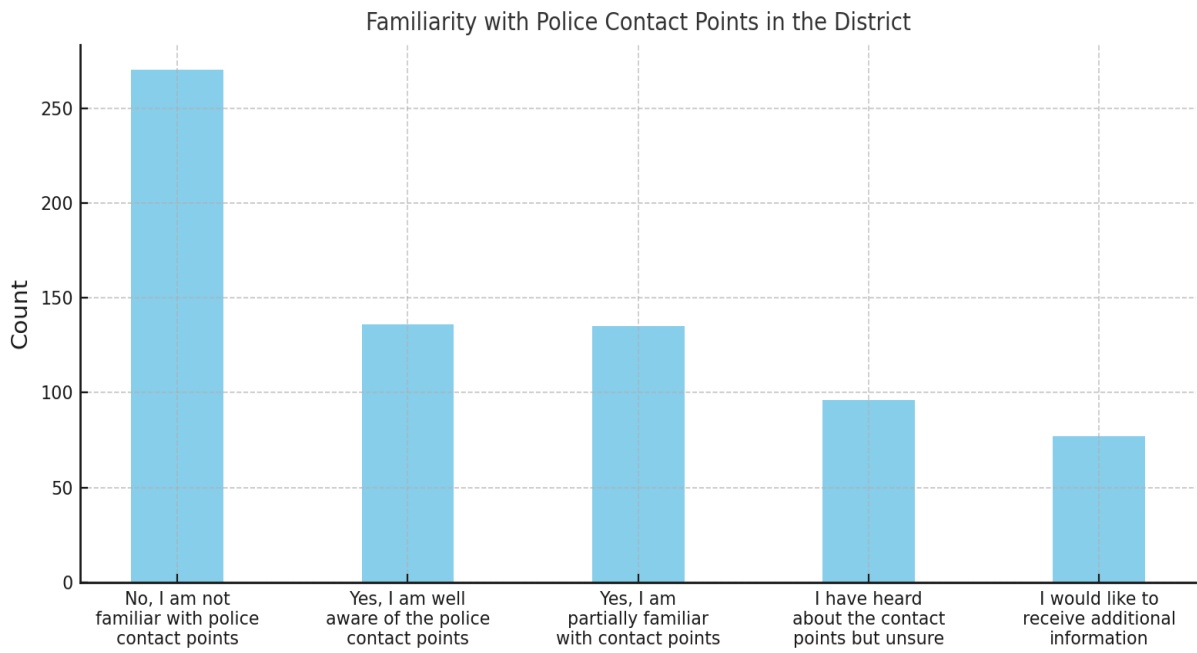


Figure 12 – Awareness of Contact Information for Local Police Officers

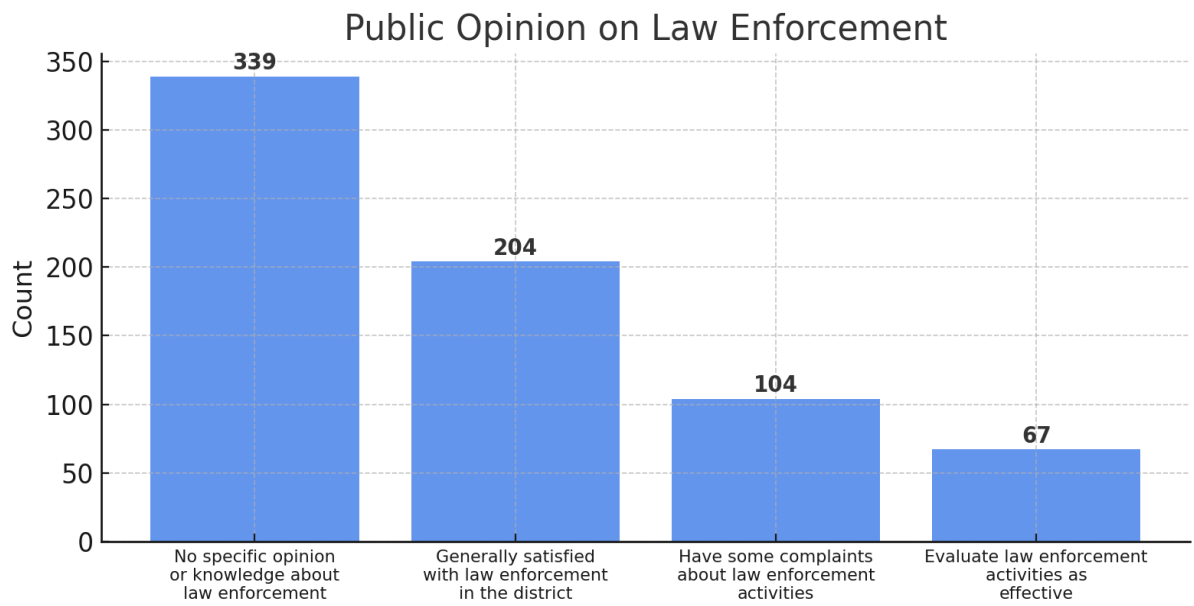


Figure 13 – Assessment of the activities of law enforcement agencies

Based on the survey data, a significant portion of respondents (339 individuals or 47%) lack a definite opinion or knowledge about the activities of law enforcement agencies in the Turksib District regarding ensuring safety. This indicates insufficient public awareness of the actions and achievements of law enforcement structures in their area. Meanwhile, 204 respondents (28%) expressed satisfaction with the work of law enforcement agencies, reflecting a positive perception among a segment of the population. However, 104 individuals (14%) voiced complaints about the work of law enforcement officers, indicating certain issues that warrant attention. Only 67 respondents (9%) evaluated the activities of law enforcement agencies as effective, highlighting the need for further analysis and potential improvement of safety measures in the district.

The first stage of this study involved analyzing complaints from residents of the Turksib District regarding unlit streets and identifying streets with the highest number of complaints.

Frequent complaints from residents highlighted the following streets: Chekhov, Moldagaliev, Aymaulytov, Shcherbakov, Osipenko, Zhumabaev, Aymaulytov (repeatedly mentioned), Seifullin, Khmel'nitsky, Kramskoy, Pisarev, Mailin, Chernyshevsky, and Ordzhonikidze. Among these, the streets Aymaulytov, Zhumabaev, and Kramskoy received the most complaints.

Description of Streets in the Turksib District with Infrastructure and Social Facilities:

Aymaulytov Street:

1. Kindergarten №15: A critical social institution providing preschool education and childcare services, contributing to social stability and family support.

2. School №61: An educational institution playing a key role in shaping the educational environment and ensuring access to schooling for children of school age.

3. Low-rise residential buildings and private houses: These types of housing developments create a calm residential atmosphere characteristic of the area.

4. KIFS Sports Academy: An educational institution offering sports programs, fostering the development of physical culture and sports among the youth.

5. Alash Stadium with a football field: A sports complex serving as a hub for athletic activities in the district, providing facilities for sports and events.

Kramskoy Street: Kramskoy Street is characterized by uniform infrastructure, including private homes, grocery stores, cafés, and a medical center. The proximity of Baum Grove park enhances recreational opportunities for residents, offering a space for leisure and relaxation.

Zhumabayev Street: Zhumabayev Street exemplifies a typical residential area dominated by private homes and a supermarket. This composition defines its primary function as a predominantly residential zone.

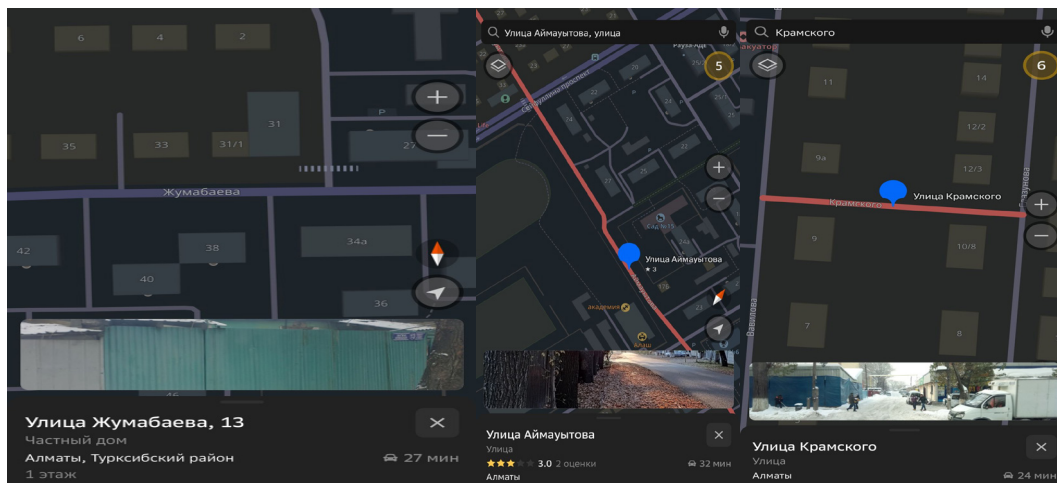


Figure 14 – Map of the territory of Aymaulytov, Zhumabayev, Kramskoy streets in the 2gis program

Observations were conducted on April 27 across three streets with the following time intervals:

- 1) 00:30 – Aymauytov Street
- 2) 01:00 – Zhumabayev Street
- 3) 01:20 – Kramskoy Street

The total duration of the observation was two hours. The study focused on assessing the quality and effectiveness of street lighting and its compliance with safety and comfort standards for residents of the district.



**Figure 15** – Aymauytova Street (original photo)

On the street, insufficient lighting is observed in pedestrian walkways. Residents may experience unease and insecurity during nighttime due to the inadequate illumination. Poor lighting can limit opportunities for an active lifestyle, such as walking or engaging in sports, negatively impacting the well-being of residents. Additionally, low visibility of road signs may lead to misinterpretation by road users, potentially resulting in traffic accidents.



**Figure 16** – Zhumabayev Street (original photo)

Well-designed lighting in residential areas ensures visibility and safety for residents at all times, contributing to their comfort and sense of security. However, the lack of sidewalks or pedestrian pathways poses a danger for pedestrians who are forced to walk on the same road as vehicles.



**Figure 17** – Kramskoy Street (original photo)

The roadway for vehicles is illuminated; however, the pedestrian zone lacks any spotlights. The absence of lighting on sidewalks may also contribute to increased crime and create an unfavorable atmosphere in the surrounding environment, potentially influencing public perception of the area's safety.



**Figure 18** – Private house on Kramskoy street (original photo)

To enhance safety, a resident installed a lighting fixture in their yard. This light provides visibility around the house, making the surrounding area more transparent and reducing the availability of concealed spots for potential offenders. However, due to the lack of adequate public lighting, residents

may feel compelled to take matters into their own hands to ensure their safety.

The absence of sidewalks can create inconveniences for pedestrians, especially during peak traffic hours. The roadway is not separated from pedestrian pathways. Ensuring protection from vehicles and providing safety are among the most critical criteria for creating a comfortable environment for urban residents.

Protection from crime and sense of security: the lack of video surveillance (none was observed during our assessment) may reduce the opportunity for environmental monitoring. The presence of gates, video intercoms, and friendly neighbors enhances the protective system, complementing the security system, creating additional barriers for potential offenders and fostering a greater sense of safety.

Protection from discomfort: an abundance of greenery (numerous trees planted) contributes to air purification and creates a pleasant living atmosphere.

Convenience for walking: the absence of high-quality walking paths and parking spaces for vehicles causes discomfort for pedestrians. Parks serve as an alternative for recreational walking, enhancing the atmosphere of comfort and natural beauty.

Visibility: streets are only partially illuminated, which can lead to discomfort for residents moving through poorly lit areas. This may restrict their activity during evening and nighttime hours, reducing quality of life and limiting social interactions.

Opportunities for communication and listening: low noise levels create a calm environment, allowing residents to converse and interact without excessive disturbances.

Scale and positive Impressions: the unobstructed view of the surrounding landscape, along with the visual appeal of low-rise buildings and natural elements such as trees, contributes to positive impressions and enhances residents' quality of life (Geil, 2010b).

The conducted observations and analysis of complaints from residents of the Turksib District identified the following key issues regarding the state of lighting on Kramskoy and Zhumabayev streets, as well as adjacent areas, which support our hypotheses:

1. Observations confirmed the hypothesis that street lighting in the district is inadequate. Specifically, sidewalks lack any spotlights, resulting in dark zones that increase risks for pedestrians. Although the roadway is well-lit, pedestrian zones re-

main poorly illuminated, which confirms resident complaints.

2. Observations revealed that partial street lighting (streets that are only half-lit) also contributes to the emergence of dangerous situations. Dark sections of the streets increase the likelihood of criminal activities and accidents. The presence of both lit and unlit areas creates uneven visibility, which confirms the hypothesis of increased risks to the safety of pedestrians and drivers.

3. The lack of adequate lighting on sidewalks and in pedestrian zones causes discomfort among residents, restricting their activities during evening and nighttime hours. This supports the hypothesis that insufficient lighting negatively affects the quality of life in the district.

Summary of observations:

1. Kramskoy Street: sidewalks are completely unlit, confirming resident complaints about inadequate lighting and increased risks for pedestrians.

2. Zhumabayev Street: while the roadway is well-lit, the lack of lighting in pedestrian areas poses a threat to the safety and comfort of residents.

3. Private initiative: the installation of a lighting fixture in a private yard by a resident improved local visibility but does not address the broader issue at the district level.

## Conclusion

Theoretical sociological concepts explaining crime-prone environments view crime as a complex social phenomenon influenced by numerous factors within the urban environment. These theories offer various approaches to understanding the causes and mechanisms that contribute to crime and criminality in society. Broadly speaking, social inequality and limited access to legitimate means of achieving success can lead to an increase in crime rates. To reduce crime levels, it is essential to create favorable socio-economic conditions for the population.

Furthermore, criminogenic environments in urban areas tend to emerge in neighborhoods with high levels of migration, poverty, and social instability, which are more susceptible to criminal activities. Such areas often lack established social norms and values, as well as effective control mechanisms, creating favorable conditions for criminal behavior.

Theoretical concepts suggest that crimes occur in places and situations where there is an opportunity and a low risk of detention. Addressing this issue requires enhancing safety measures, improving street lighting, and implementing other interven-



tions to reduce opportunities for criminal activity.

Sociological theories provide valuable insights into the causes and mechanisms of crime, emphasizing the importance of a multifaceted approach to crime prevention. This approach should integrate social, economic, cultural, and legal measures to effectively address criminal behavior.

Ensuring safety in crime-prone environments necessitates a comprehensive strategy encompassing legal, social, and technological measures. An examination of international practices reveals that various countries employ a wide range of strategies and initiatives to combat crime and maintain public order. Successful safety initiatives in high-crime areas, as evidenced by international experience, require a comprehensive approach that includes preventive measures alongside effective responses to existing criminal activity.

Key conclusions drawn from international practices include the need for the active community-police collaboration, the use of modern technology, the implementation of social and educational programs, and the maintenance of strict and fair legislation. These strategies, adapted to local conditions, can significantly reduce crime rates and improve overall safety in urban environments (Anderson, 1999).

The conducted sociological study on the assessment of public perception of crime patterns in the context of living in the Turksib District provided significant insights into the current state of crime and the factors influencing its levels.

The research revealed that the criminogenic situation in the Turksib District remains dangerous but shows a tendency toward stability. Overall, the analysis indicated that property crimes, such as theft, robbery, and fraud, dominate in the Turksib district. The respondents noted improvements in the performance of law enforcement agencies; however, issues remain with the speed of response and the level of trust in law enforcement agencies among many respondents.

Based on the assessment of public perception of the criminogenic situation, technical and infrastructural measures were proposed to ensure safety, including the implementation of video surveillance systems and improved lighting on streets and in public places, which contribute to reducing crime levels.

During the non-participant observation conducted in the Turksib District, key aspects affecting the safety of the district's residents were analyzed and identified. It was found that certain areas of the district here were sharp contrasts in lighting. For ex-

ample, the main streets may be well-lit, while adjacent alleys and courtyards remain in darkness. Such uneven distribution contributes to a decrease in the feeling of security among residents and an increase in the likelihood of crime.

Based on a survey of Turksib District residents, the following conclusions were drawn:

1. Crime is perceived as a significant issue by the majority of residents of the district. While 23% of participants consider crime as a serious threat, 29% acknowledge its presence but do not see it as the major problem. This indicates widespread concerns and dissatisfaction among the population regarding local crime rates.

2. Poor street lighting and an insufficient number of surveillance (CCTV) cameras are noted as key concerns. Residents associate these factors with increased crime, particularly drug-related activities and thefts.

3. A lack of awareness about the activities of local police officers and weak connections between the police and residents highlight issues in communication and interaction. Only a small percentage of respondents are well-informed about the contact details of local officers.

4. Although some residents express satisfaction with the work of law enforcement agencies, a significant portion remains dissatisfied, particularly regarding the response to thefts and other crimes. This highlights the need to improve the responsiveness and efficiency of the police work.

Key recommendations for improving law enforcement and ensuring safety in the district based on survey results:

1. Many residents expressed the need for a greater number of police patrols, especially in areas such as train stations, airports, and other locations with a high likelihood of theft. The importance of nighttime patrolling and enhanced monitoring in youth gathering spots and potentially dangerous areas was also emphasized.

2. A large number of suggestions were related to improving street lighting and installing surveillance cameras. Residents believe these measures would significantly enhance safety, particularly during nighttime hours.

3. There is a notable demand for crime prevention programs targeting youth and efforts to combat the spread of drugs and alcohol among minors. Residents propose organizing raids and conducting educational events to improve legal literacy.

4. Residents highlighted the need to clean streets and courtyards from garbage and stray animals, as

well as to repurpose empty areas into safe and clean public spaces.

5. The importance of improving collaboration between law enforcement and residents was emphasized. This includes more frequent meetings between local officers and the community to discuss current issues and potential solutions.

6. Some residents reported delays in police response to calls, leading to dissatisfaction. They expect the police to respond more promptly, especially in cases of urgent necessity.

The conducted observation confirmed the hypotheses regarding insufficient lighting, increased security risks, and the discomfort of residents. It is recommended to consider measures to improve lighting in pedestrian areas, such as installing additional streetlights and upgrading the existing lighting system to enhance overall safety and comfort for the residents of the Turksib District. Additional recommendations include:

1. Conduct an audit of the existing street lighting system and address identified deficiencies. This includes replacing faulty lamps and installing additional light sources in areas where lighting is insufficient or absent.

2. Install additional surveillance cameras in high-crime areas, including playgrounds, alleys,

and areas around train stations and airports. Ensure regular maintenance and monitoring of the system.

3. Increase the number of patrols, especially during evening and nighttime hours. Expand the presence of foot and bike patrols in residential neighborhoods and park areas.

4. Develop and implement programs for preventing drug addiction and alcoholism, especially among youth. These programs should include educational campaigns and activities aimed at increasing legal literacy.

5. Create and maintain channels for open dialogue between the police and residents. This could include regular meetings between local officers and residents, informational bulletins, and active use of social media to inform the public about law enforcement activities.

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## IDENTIFYING KEY CHALLENGES IN THE INTEGRATION OF MIGRANT WOMEN INTO LOCAL COMMUNITIES EXPERT SURVEY: A MONITORING STUDY

The article presents the findings of an expert survey conducted to identify the key challenges faced by migrant women during their integration into the local communities in a monitoring mode. The survey, carried out between August and November 2023, was supported by the International Labor Organization (ILO) under The UN, the Ministry of Foreign Affairs of the Kingdom of Norway, and the NGO "Sana Sezim". Migrant women represent one of the most vulnerable demographic group, as they migrate alone or with children, in addition to migrating with their families. The monitoring survey targeted main objectives, which was conducted in two main areas that cause the main challenges for migrant women during their adaptation to the local communities: children's access to schools; migrant women access to free medical services, including health monitoring, pregnancy registration.

The results of the expert survey revealed that foreign labor migrants and their families are a socially vulnerable population group that faces significant challenges in interacting with local institutions and systems. A prevailing perception that migrants are merely a temporary population, or "guests", often leads to a lack of concerted efforts to support their integration. However, the study highlights that migrant families typically follow one of two paths during their stay: they either overcome their socially excluded position by acquiring the permanent resident status or fail to adapt, resulting in marginalization. Education and health care were identified as primary domains where migrant women encounter substantial adaptation difficulties.

The practical significance of survey results is underscored by the growing global recognition of the gender-specific challenges faced by migrant women, particularly those who remain "in the shadows" of migration. Addressing these challenges involves fostering inclusive policies and practices to improve social integration and cultural adaptation for women and their families.

**Key words:** migrant women, education, healthcare, quota, children of migrants.

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### Жергілікті қоғамдастыққа интеграциялау кезінде мигрант әйелдердің негізгі мәселелерін анықтау бойынша сараптамалық сауалнама: бақылау зерттеуі

Мақалада БҰҰ жанындағы Халықаралық еңбек ұйымының (ХЕҰ) және Норвегия Корольдігінің Сыртқы істер министрлігінің, «Сана Сезім»ҰЕҰ қолдауымен 2023 жылғы тамыз-қараша айларында іске асырылған мониторингтік режимде жергілікті қоғамдастыққа интеграциялау кезінде мигрант әйелдердің негізгі проблемаларын анықтау бойынша сараптамалық сауалнама нәтижелері баяндалған. Мигрант әйелдер ең осал демографиялық болып табылады, өйткені олар тек отбасы құрамында ғана емес, көбінесе жеке немесе балалармен бірге қоныс аударады.

Мигрант әйелдердің жергілікті қоғамдастыққа бейімделуіндегі негізгі проблемаларды тудыратын екі негізгі бағыт бойынша жүргізілген сарапшылардың мониторингтік сауалнамасының негізгі мақсаттары: балалардың мектеп мекемелеріне кіруі; мигрант әйелдердің тегін медициналық қызметтерге қол жетімділігі, оның ішінде денсаулық мониторингі, жүктілік бойынша есепке алу.

Сараптамалық сауалнама нәтижелері шетелдік еңбек мигранттары мен олардың отбасыларының өзара іс-қимылды ұйымдастыру тұрғысынан халықтың әлеуметтік осал тобы болып табылатынын көрсетті. Мигранттар тек уақытша халық, «қонақтар» деген пікірдің таралуына байланысты оларды бейімдеу бойынша жұмыс жүргізудің қажеті жоқ.



Ғылыми зерттеудің үлесі көші-қон саясатына гендерлік-сезімтал тәсілдерді енгізу үшін өзекті әлеуметтанулық әдіснамаларды қолдану, сондай-ақ мигранттардың балаларын әлеуметтік бейімдеу жөніндегі тиімді бағдарламаларды әзірлеу болып табылады.

Мигрант әйелдерге сараптамалық сауалнама қорытындыларының практикалық маңыздылығы әлемдік қоғамдастықтың, оның ішінде азаматтық қоғамның көші-қонның «көлеңкесіндегі» әйелдердің гендерлік проблемаларына: қабылдаушы елдегі әлеуметтік және мәдени бейімделуді жетілдіруге үндеуімен анықталады.

**Түйін сөздер:** мигрант әйелдер, білім беру, денсаулық сақтау, квота, мигрант балалар.

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### **Экспертный опрос по выявлению основных проблем женщин-мигранток при интеграции в местное сообщество: мониторинговое исследование**

В статье изложены результаты экспертного опроса по выявлению основных проблем женщин-мигранток при интеграции в местное сообщество в мониторинговом режиме, реализованного в августе-ноябре 2023 года при поддержке Международной организации труда (МОТ) при ООН и Министерства иностранных дел Королевства Норвегии, НПО «Сана Сезім». Женщины-мигрантки являются самой уязвимой демографической группой, так как мигрируют не только в составе семьи, но часто единолично или с детьми.

Основные цели мониторингового опроса экспертов, который проводился по двум основным направлениям, вызывающим у женщин-мигранток основные проблемы при адаптации к местному сообществу: доступ детей в школьные учебные заведения; доступ женщин-мигранток к бесплатным медицинским услугам, в том числе, мониторинг здоровья, постановка на учет по беременности.

Результаты экспертного опроса показали, что иностранные трудовые мигранты и их семьи являются сложной с точки зрения организации взаимодействия социально-уязвимой группой населения. В силу распространенности мнения о том, что мигранты лишь временное население, «гости», вследствие чего, нет необходимости вести работу по их адаптации.

Вклад научного исследования заключается в применении актуальных социологических методологий для внедрения гендерно-чувствительных подходов в миграционную политику, а также разработке эффективных программ по социальной адаптации детей мигрантов.

Практическое значение итогов экспертного опроса женщин-мигранток определяется обращением мирового сообщества, в том числе, гражданского общества к гендерным проблемам женщин «в тени» миграции: совершенствование социальной и культурной адаптации в принимающей стране.

**Ключевые слова:** женщины-мигрантки, образование, здравоохранение, квота, дети мигрантов.

## **Introduction**

According to the latest statistics from the Ministry of Labor and Social Protection of the Population (MLSP) of the Republic of Kazakhstan, 13,536 foreign citizens, primarily from Uzbekistan, Kyrgyzstan, and Tajikistan, were officially employed in Kazakhstan under permits issued by local executive bodies. However, the statistics do not account the channels of illegal labor migration, an issue explicitly addressed in the Concept of Migration Policy of Republic of Kazakhstan for 2023–2027, adopted on November 30, 2022.

Maintaining the free movement regime with the CIS countries, including Kazakhstan, has contributed to the growth of undocumented labor migration. Law enforcement agencies have expressed concerns

about the negative impact of uncontrolled migration, citing detrimental effects on the economy, ethnodemographic stability and public safety.

One of the common forms of illegal migration involves divorced female migrants entering into fictitious marriages with Kazakhstani citizens to legitimize their stay. The socio-economic instability and high unemployment rates in their home countries often drive women to seek better opportunities in Kazakhstan, even through illegal means.

In most cases, women migrants, staying in the country illegally, are forced to work for employers without formal contracts, agreeing to worse conditions: overtime, no days off, non-compliance with safety standards, staying in the country illegally are forced to work for employers without formal contracts, agreeing to worse conditions: overtime, no

days off, non-compliance with safety standards, and low wages. The main problems of social and cultural adaptation include problems of reproductive health and access of migrant children to education in the host country.

The relevance of the research topic is determined by the following main objectives of the expert survey. The following main objectives of the expert survey determine the relevance of the research topic: The relevance of the research topic is determined by the following main objectives of the expert survey:

#### 1. Education

1) Examining the challenges migrant families face in accessing school education.

2) Rating of the key issues hindering access to school education for migrant families.

3) Investigating the presence or absence of ethnic discrimination in schools.

4) Assessing the readiness of educational institutions in cities and regions to implement the educational and socio-cultural adaptation of migrant children.

5) Evaluating the methods employed by schools to teach and adapt migrant children, including state and Russian language instruction and preparation for school enrollment

6) Assessing the effectiveness of these adaptation and teaching methods.

7) Identifying the need for new educational strategies to support migrant children at the republican/regional/district levels.

8) Assessment of the level of interethnic communication and cultural competence in schools.

9) Providing expert analysis on strategies to improve the adaptation of migrant children within the education system.

#### 2. Healthcare

1) Analyzing the impact of limited access to electronic documentation on the organization of medical monitoring emergency care, and obstetric and gynecological services for pregnant migrant women.

2) Assessing the health risks faced by pregnant migrant women, particularly as they are considered a high-risk group for obstetric complications and perinatal pathologies.

3) Evaluating how living and working conditions affect the overall health of migrant women.

4) Identifying common health issues diagnosed among migrant women.

5) Conducting an expert analysis to recommend improvements in the organization and delivery of medical care for migrant women.

Research subjects: representatives of target population groups in Shymkent and the Turkestan region, including specialists from state and budgetary organizations who interact professionally with female migrant workers and their family members over 18 years from different countries.

Research objective: to study the state, dynamics and factors influencing the attitude of local residents towards female migrant workers and the challenges they face in the host region.

#### Literature Review

The structure of low-paid skilled occupations, as noted by American researchers, combined with the immigrant status of women, and the lack of regulatory standards and oversight in these fields, contributes to workplace discrimination and subsequent health consequences. The growing prevalence of precarious and temporary employment requires a revision of labor market policies and legislation to address the unique challenges posed by these rapidly expanding forms of employment. US researchers have noted that the structure of women's labour, combined with women's their immigrant status, the prevalence characteristic of low-wage skilled occupations, and the lack of regulatory standards and oversight, of these occupations, contributes to discrimination in the workplace discrimination, with negative health consequences. The growing prevalence of non-standard and temporary employment requires highlights the need to a review of labour market policies and legislation to address the needs challenges associated with these fast-growing rapidly expanding forms of employment work. (Panikkar, 2015).

European researchers emphasize the critical role of education in the structural integration of refugees, particularly given the high proportion of children and adolescents, and young adults among refugee populations. They note that: a) children and adolescents have universal human right to access education, (b) adequate education is the key to socio-economic success and overcoming disadvantage in societies (Koehler, 2019: 7-28).

Researcher Wilfred Lunga highlights the importance of public policies aimed at integrating migrant children into host education systems and communities without marginalizing them in separate "migrant children programs". The author also notes that the development of inclusive pedagogies should move towards curriculum reform and teaching and learning practices that embrace cultural and linguis-

tic diversity (Lunga, 2018). Portuguese scholars emphasize that migrant women are often exposed to biological and psychosocial risks when faced with new conditions, environments and lifestyles that tend to reinforce the situation of social vulnerability. This is particularly evident during pregnancy and the postpartum period, where migration-related stressors can significantly increase the likelihood of postpartum depression, psychosis, and other complications. These stressors, compounded by anxieties inherent in the migration process, make women particularly vulnerable during this critical time (Almeida, 2013).

Danish researchers underscore the urgent need to improve access to mental health services for immigrant women and their children, particularly during the postpartum period. They examine migration characteristics as indicators of potential inequalities in maternal mental health services and stress the importance of addressing these disparities (Santiá, 2024).

Similarly, Fair (2020) argues for culturally sensitive training for healthcare providers to better understand and address the expectations and needs of migrant women. This approach could significantly enhance maternal care and reduce barriers to accessing quality maternity services (Fair, 2020). Russian scientists note that women leaving their country face problems of losing their career and pension, emotional alienation from relatives and family breakdown (Grishunina, 2011). As T. Titova and M. Vyatchina argue that the feminization of migration flows presents unique challenges to host countries, as female migration is often accompanied by informal employment, ethnic and cultural practices, and other factors that can impact societal structures (Titova, 2016). The issue of social adaptation is a relevant area that is not given enough attention in modern migration policy. It should be noted that, according to researchers, social adaptation is a two-way process: the host society is a well-structured society, migrants adapt to the characteristics of the host country (Andronov, 2013).

The concept “matryoshka” of identity, as described by Russian researchers, encompasses various layers of self-identification in foreign migrants, starting with personal identity and extending to cultural and civilizational affiliations (Ushkin, 2019:191).

Education of migrant children is identified as a strategically important aspect, requiring efforts to overcome communication barriers that arise while mastering school curriculum disciplines. This in-

cludes fostering a shared cultural foundation with children of the host country’s indigenous, creating a single cultural background with children of the indigenous population and eliminating divisions into “us” and “them” (Zvereva, 2018:12).

Russian psychologists have highlighted key psychological problems faced by migrant women. These difficulties are grouped into four categories, each accompanied by clinical manifestations. Among the significant issues are mismatched expectations between migrant women and the host society, leading to frustration and deprivation, and the predominance of external motivations for migration, such as marriage. Such factors often result in the loss of employment and familiar social structures, increasing the likelihood of depression (Mironova, 2023:161).

The “the feminization of labor migration” has become a recognized global trend. This trend reflects both the increasing spatial mobility of women in sending countries and the consistent demand for low-paid, gendered labour in receiving countries (Karachurina, 2015).

The main state policy in the integration of migrants is the development of measures to prevent spatial segregation and the development of ethnic enclaves. These measures aim to avoid socio-political destabilization and a misalignment of interests within the host society. As the author notes, civil society can be involved in the consulting and educational network for training migrants (Galas, 2022).

Kazakh researchers note the trend of marriage migration, which has both positive and negative consequences for host countries, such as an increase in the birth rate, and the negative impact may be the influence of marriage migration on the lifestyle of indigenous people (Nakipbayeva, 2018).

To support migrant children, Kazakh educational institutions have implemented additional measures such as optional classes, consultations and special educational programs. These initiatives address gaps in knowledge, enhance proficiency in Russian and Kazakh languages, and help students adapt to the local curriculum (Bayandina, 2021).

Muratkyzy Arman’s sociological research on migration in the East Kazakhstan region reveals that over 54% of migrants adapted to the host society, partially accepting some of its norms, while 13.6% of respondents have fully assimilated. However, illegal migrants, particularly women, often seek legal avenues for employment and independence, reflect-

ing their resilience, and determination (Muratkyzy, 2019).

A significant factor in the social adaptation of labor migrants to the conditions of the host country is the adoption of “norms and values of the new environment”, which will help to mitigate the social risks associated with cross-cultural interaction (Mukhtarova, 2015).

At the level of scientific research, the gender aspect of labor migration has practically not been studied in Kazakhstan. Women migrants as an object of scientific research seem to be a promising topic for project research.

### Materials and Methods

In accordance with the purpose and objectives of the expert survey, a research toolkit was devel-

oped, which included: two questionnaires for experts in the field of education and health care.

Sample of the expert survey of stage II: quota, according to the specified characteristics of the study. The total number of survey experts is 95 respondents. The surveys were conducted using the “face-to-face” method.

The main quota-based criteria for selection of experts by quota of survey experts were as follows:

1. Level of competence, education, work experience in the field of migration and work with women migrants.

2. Narrow specialisation Specialized expertise, namely specifically in working with female migrants women.

3. Participation in specialised councils and commissions addressing issues dealing with the problems of women related to female migrants.

**Table 1** – Sample of the expert survey of stage II in the areas of “Education”, “Health care”

№	Survey objects	Experts	
		Number of respondents	%
I. Education			
	Education Department/specialists, social educators, methodologists, educational psychologists, speech therapists	42	44.2
Total I		<b>42</b>	<b>100.0</b>
II. Healthcare			
	Polyclinics, maternity hospitals, clinics, medical centers/social workers, psychologists, sociologists, nurses, doctors	53	55.8
Total II		<b>53</b>	<b>100.0</b>
<b>Total</b>		<b>95</b>	<b>100.0</b>

As shown in Table 1, the qualitative composition of experts encompasses professionals directly engaged with families and children of migrants.

42 experts took part in the monitoring expert survey within the “Education” domain. Among them: 100.0% – representatives of the Education Department, educational institutions: chief specialists, social educators, methodologists, school educational psychologists, speech therapists, teachers.

Social status of experts of educational institutions:

1. Chief specialists (5 experts) – 12.5%
2. Methodologists (2 experts) – 5.0%
3. Social educators (10 experts) – 25.0%
4. Educational psychologists (3 experts) – 7.5%
5. School teacher (1 expert) – 2.5%.

The participants’ work experience in educational institutions ranged from 1 year to 20 years. Geographical coverage of the expert survey: specialists of state and budget organisations of Shymkent city and Turkestan region. Table 1 On condition of anonymity – 42.8% of survey respondents. The main processing of expert survey data was the MS EXCEL programme.

The main methods of analysing expert survey data included:

- 1) construction of a generalised ranking of survey objects
- 2) determining assessment of the consistency of among survey experts
- 3) determination of dependences between the ranks.

The sample of the expert survey was designed using 2 questionnaires and is considered representative. It successfully targeted specialists with in-depth professional knowledge and expertise. These experts are not only well-informed about the challenges faced by migrant families but are also in positions to influence and address these issues at the regional level.

## Results and Discussion

### *In the direction of “Education”*

More than 66% of respondents indicated that the problem of access to school education for migrant children is very relevant, reflecting an increase of 7.2% compared to the results of the first survey. In contrast, the proportion of respondents who viewed the problem as irrelevant – believing that access to education is already open – stood at 19.0%, a decrease of 7.2% compared to the initial survey. Meanwhile, 14.3% of experts from both surveys considered the issue to be minor, asserting that

only a small number of families of undocumented migrants remain unaware of the admission rules for educational institutions in the region. In general, the monitoring of the study shows that the problem of access to school education for migrant children remains relevant, since families do not have all the information about the rules for admission to educational institutions.

The overwhelming majority of the second survey experts (73.8%) noted that the problem of access to electronic documentation (including obtaining IINs) remains the major obstacle for migrant families. This indicator has significantly increased by 38.1%. Accordingly, the percentage of respondents who believe that the problem is insignificant has decreased (from 40.0% to 21.4%), as well as the percentage of negative responses on this issue declined sharply from 23.8% to 4.8%. Experts, emphasized the need to simplify the process of electronic documentation for families of labor migrants, both legalized and illegal, to address these barriers effectively.

**Table 2** – Monitoring results – key barriers to access to education access for children of labor migrants families

№	Response options	Results of the 1st survey		Results of the 2nd survey	
		number of experts	%	number of experts	%
01.	Lack of electronic documentation of migrant family members	29	69.0	26	61.9
02.	Lack of temporary registration at the place of residence	17	40.5	13	31.0
03.	Lack of places in schools	5	11.9	1	2.4
04.	Availability of only foreign identity documents	14	33.3	8	19.0
05.	Schools Refusing to Accept Migrant Children Without Explaining Reasons	5	11.9	3	7.1
06.	Children’s ignorance of the state and Russian languages	20	47.6	7	16.7
07.	Difficulty of Pre-Tests for Children School Admission	4	9.5	0	0.0
08.	Lack of medical documents for the child (including vaccination certificates)	5	11.9	7	16.7
09.	Distance of schools from place of residence	0	0.0	2	4.8
10.	Insufficient level of knowledge of migrant children and difficulty in determining class	15	35.7	4	9.5
11.	Previously, migrant children did not attend school in their country of origin.	9	21.4	4	9.5
12.	All together	5	11.9	4	9.5
13.	Individual responses	2	4.8	0	0



The data presented in Table 2 highlights persistent barriers to education access for children from migrant worker families, as identified by experts in the second survey. These challenges, though slightly diminished in intensity compared to earlier findings, remain significant:

1. Lack of electronic documentation for migrant family members – 61.9%
2. Lack of temporary registration at the place of residence – 31.0%
3. Possession of only foreign identity documents – 19.0%
4. Children's lack of proficiency in the state and Russian languages – 16.7%
5. Insufficient medical documents for the child (including vaccination certificates) – 16.7%
6. Low academic preparedness of migrant children and difficulty in determining appropriate grade levels – 9.5%
7. Prior lack of school attendance in the country of origin – 9.5%.

While these indicators show a general decrease compared to the previous survey, the core issues persist, underscoring the urgent need for systematic measures, including targeted information campaigns and preparatory support for migrant children entering educational institutions.

The absence of biased attitude of school administration and peers towards migrant children was noted by 47.6% in the second survey, which is 7.2% lower than the indicator of the first survey. 50.0% of experts in the second survey (40.5% in the first survey) believed that intolerance towards migrant children is expressed mainly by peers, and this does not exist in all schools in the city. Regarding the optimal form of distribution of migrant children in the class, 47.5% of second survey experts believed that this does not matter much, which is significantly higher than the indicator of the first survey (42.9%). 30.0% of second survey respondents thought almost the same, general classes are necessary for the adaptation of children in the general school environment. 27.5% of experts noted that specialized classes are needed for migrant children, especially those who did not receive primary education in their country, to prepare them for the general classes transition. Monitoring of the survey shows that a significant part of experts notes the need to educate children in classes with all children, since the process of adaptation and education will affect the dynamics of knowledge growth, integration to the environment of migrant children.

More than 42% of experts of the second survey (compared to 45% of first survey experts) believed that a quota for migrants in school's classes in the region / city is necessary. However, 31.0% of respondents of the second survey against 23.8% of the first, believe that there is no need for a quota. The indicator of the need for a quota in schools where there is an admission of migrant children has decreased from 28.6% to 21.4%. In general, the dynamics and consistency of attendance of migrant children at educational institutions shows the absence of a need for a quota. Quota options are possible for those schools in the region where there is a dynamics of growth in the admission of migrant children. Objectively assessing the readiness of educational institutions of the region and city to implement educational and socio-cultural adaptation of migrant children, experts remain of the opinion that there is no clear mechanism for admitting migrant children to educational institutions. 38.1% of survey respondents versus 45.2% believed that schools are partially ready. 33.3 experts the second survey versus 42.9% of the first, noted the complete readiness of educational institutions. At the same time, 9.5% of the second survey respondents versus 7.1% of the first survey respondents noted that only a few schools are objectively ready to accept children from families of labor migrants. 11.5% of the second survey experts versus 2.4% of the second survey respondents believed that schools are generally not ready for this. The need to prepare children for the educational process, create additional language courses, determines the need for additional funding for schools, which is an urgent problem. 38.1% of the second survey experts against 64.3% noted that children of migrants in schools of the region/city receive a full range of services, equally with children of citizens of the Republic of Kazakhstan. At the same time, 50.0% of the second survey (compared to 35.7% of the first), believed that children of migrants do not always receive a full range of services. In general, the monitoring shows that the key challenges in receiving a full range of services for children of migrants are primarily associated with the lack of information for families on issues of children's education, applications for registration of necessary child documents package, including a medical card.

In the current conditions of dynamic labor migration flows and the increasing presence of children from migrant families, educational institutions have developed and implemented practice methods of teaching and adaptation of migrant children (teach-

ing the state, Russian languages, preparation for entering school, etc.). According to 47.6% of experts from both the first and second surveys, these methods are widely used everywhere. At the same time, in general, 81.0% of experts of the second survey in relation to 59.5% of the first survey respondents noted the significant effectiveness of the methods of teaching and adaptation of migrant children used in educational institutions of the city / region. Only 14.3% of experts of the second in relation to 35.7% of first survey experts believed that the methods are insignificantly effective, since the level of knowledge of migrant children is not taken into account. 31.0% of experts of the second survey to 45.2% of the first survey respondents believed that such a practice is not used in all schools in the region. 14.3% of the experts of the second survey noted the practice of methods in several schools in the region. In general, as the monitoring of the survey shows, special pedagogical methods for teaching and adapting children of migrants have been formed and are being implemented in some educational institutions of the region.

As noted by 40.5% of experts in the second survey (compared to 33.3% in the first survey), teachers are fully prepared and have mastered adaptive teaching methods for migrant children. The rate of partial readiness among educators has significantly decreased, from 57.1% in the first survey to 28.6% in the second. The readiness rate of several schools has increased significantly (from 4.8% to 14.3%). Thus, many educational institutions, according to the survey experts, have mastered and apply adaptive teaching methods for migrant children in practice.

Survey results also highlight the ongoing need for collaboration between government education authorities and non-governmental organizations in the region. A key recommendation is the implementation of projects to create special “Schools of the Kazakh/Russian language”. These schools would focus on preliminary studies of the state language, the basics of national culture, and history.

#### *In the direction of “Healthcare”*

53 experts took part in the expert survey in the direction of “Healthcare”, including social workers (31 respondents) – 58.5%, psychologists (2 respondents) – 3.8%, sociologists (3 respondents) – 5.7%, nurse, dentist (1 respondent) – 1.9% each, respectively. A significant proportion of respondents (45.3%) participated under conditions of anonymity.

The length of service in the healthcare sector, in general, varied widely, from 1 to 40 years: 1-5 years

– 15.1%, 6-10 years – 22.6%, 10-15 years – 9.4%, 16-20 years – 1.9%, 21-30 years – 2.5%, 31-40 years – 3.8%. Geographically, the survey encompassed healthcare institutions across Turkestan region, including City Hospital (11 respondents), AIDS Center (4 respondents), Regional Hospital No.5, “Kalia Phront Group” Women’s Health Center, City Polyclinic No.6 (2 respondents), No. 1 (3 respondents), No.4 (3 respondents), No.9 (2 respondents), No.7 (2 respondents), No.13 (2 respondents), Medical Center No.14, “Otau Med” Clinic (2 respondents), Shubarsu Medical Center, TOO Orken med “Remedy”, GPC Maternity Hospital (2 respondents). The findings reveal an encouraging trend in the attitudes toward migrant families. While 32.1% of the second survey experts (compared to 66.0% in the second survey), noted a respectful attitude towards labor migrants and their families, then more than 54% of the second survey respondents (compared to 15.1% in the first survey), provided effective assistance to women from migrant families. The mistrust indicator decreased from 5.7% to 3.8%. The positive fact of the growth of the level of trust and assistance to migrant women affects the overall health indicators, including reproductive health.

More than 45% of the second survey experts (compared to 26.4% in the first survey) classified this category as a high-risk group for the development of obstetric complications and pathologies. More than 45% of the experts of the second and 43% of the experts of the first survey believed that pregnant migrant women should not always be classified as a high-risk group for the development of obstetric complications and pathologies of the perinatal period. In general, monitoring shows the need to track pregnant migrant women, since due to the difficult financial situation, movement around different cities, and the lack of living conditions, there is an increased risk of developing obstetric complications and pathologies. 60.4% of the second survey experts (compared to 69.8% in the first survey) believed that the problem of access to electronic documentation significantly affects the organization of medical monitoring of the condition and medical, social, obstetric and gynecological emergency care for pregnant migrant women. 28.3% of both survey’s respondents noted that the problem of access to electronic documentation has a lesser effect on the organization of medical monitoring of the condition and medical, social, obstetric and gynecological emergency care for pregnant migrant women. 11.3% of the second survey experts (compared to 1.9% the first survey)

answered negatively. In general, as the monitoring shows, there is a practice that migrant women only seek help from private and public medical institutions in extreme, forced cases. Even with access to free health care, the most common method of treating the subject of the study is self-medication. Nevertheless, emerging complications and pathologies of the perinatal period should be included in the monitoring system of obstetricians and gynecologists. Realizing this fact, migrant women seek medical attention only at the time of childbirth or complications that arise during pregnancy.

More than half of the experts of the second survey (52.8%) compared to 71.7% in the first survey noted that living and working conditions do not affect all categories of migrants. Social and age dif-

ferentiation of migrant women is obvious. In addition, the period of stay in the host country affects social living conditions, adaptation, and information. 30.2% of the second survey experts (compared to 20.8% in the first survey) noted the low standard of living of migrant families, fears and stereotypes regarding the healthcare sector. 17.0% of the second survey experts of compared to 3.8% in the first survey believed that the health issue of women in this category does not depend on the standard of living, but rather on personal self-discipline, health care, and active adaptation in the host country. Monitoring – rating of expert opinion on current medical diseases of women from migrant families that affect the general health, bearing a fetus and the birth process itself (Table 3):

**Table 3** – Monitoring rating of current medical diseases of women from migrant families

№	Response options	Health Experts	
		I survey	II survey
01.	Extragenital diseases	37.7	24.5
02.	Gynecological diseases	37.7	49.1
03.	Diseases of the endocrine system	22.6	3.8
04.	Gastrointestinal diseases	34.0	9.4
05.	Anemia	35.8	18.9
06.	Diseases of the central nervous system	22.6	17.0
07.	Complications during pregnancy	60.4	20.8
08.	Complications during childbirth	26.4	15.1
09.	Individual responses	1.9	7.5

A critical concern for pregnant women is the lack of consistent health diagnostics and well-being monitoring, which often leads to unpredictable complications. Moreover, free medical services are not available to all categories of women from migrant families, especially illegal ones, and they cannot afford paid medical services. For example, the monitoring data for the answer response option ‘complications during pregnancy’ shows a significant decrease in the indicator from 60.4% to 20.8%. According to As noted by the survey experts, diagnostics conducted in the monitoring mode in at health care facilities influenced contributed to shifting the transfer of the indicator from the primary to the medium level.

In general, the monitoring of the study shows that experts include the following diseases among the prevalent ones among women from migrant families:

- gynecological diseases;
- extragenital diseases (vegetative-vascular dystonia, diseases of the digestive system and pyelonephritis; respiratory diseases and pyelonephritis), which significantly affect the development and viability of the fetus, the health of the unborn child;
- complications during pregnancy associated with the presence of the above diseases;
- anemia, the main cause of which may be malnutrition, which affects fetal growth retardation, and later possible autism;

- diseases of the central nervous system
- complications during childbirth
- diseases of the gastrointestinal tract.

Living conditions, migration, constant relocations, instability of financial status affect the health of migrant women and significantly affect

reproductive function and the birth of healthy children.

Monitoring of the expert survey on types of emergency free medical care for migrant women shows the need to implement following issues (Table 4):

**Table 4** – Monitoring and rating of types of emergency free medical care for migrant women

№	Response options	Health Experts	
		I survey	I survey
01.	Obstetrics	69.8	77.4
02.	Termination of pregnancy	9.4	1.9
03.	Registration for pregnancy	20.8	17.0
04.	Individual answers	0.0	3.8

69.8% of experts in the second survey (compared to over 77% in the first survey) emphasized the importance of creating a comprehensive database to monitor migrant health indicators. At the same time, 20.8% compared to 17.0% in the first survey suggested that such a database is needed only for those categories of migrants who, due to health reasons, seek medical care or reside permanently in the region. 9.4% of respondents in both surveys expressed opposition to the creation of a health database. Undoubtedly, a territorial database, including female migrants, is necessary, since this category of vulnerable groups of the local community needs to be examined for basic health indicators. In connection with this issue, 67.9% of experts in the second compared to 69.8% of experts in the first survey emphasized the importance of implementing a system for individual registration and dynamic monitoring of pregnant migrants. However, 20.4% of experts in the second survey (compared to 9.4% in the first survey) believed that such a registration system is necessary only for women with identified pathologies and complications. The spread of responses in both surveys is insignificant. Experts note that it is necessary to introduce a database of an individual registration system and dynamic monitoring of pregnant women from migrant families.

One of the urgent solutions to the health problem faced by migrant women during pregnancy is the potential introduction of a system of voluntary medical insurance for labor migrants and their family members to ensure access to free medical services. The proportion of respondents selecting

the option “not for everyone” has significantly increased from 24.5% in the first survey to 30.2% in the second survey. Additionally, the share of a negative answer has also increased from 32.1% to 45.3% in the second survey. Overall, the monitoring of expert opinions indicates that the system of voluntary medical insurance for labor migrants and their family members should be implemented exclusively for individuals who are permanent resident of the republic. Thus, monitoring of expert opinions shows that the system of voluntary medical insurance of for labour migrants and members of their families members for free services should be introduced not only in relation to for those persons permanently residing in the republic, but also to for the families of “illegal” migrants summing up the results of the monitoring study, the most relevant areas for enhancing organizational and clinical measures in the provision of free medical care for pregnant migrant women should be noted.:

- justification and implementation of routing of their medical care – 77.4%;

- conducting screening studies to identify risk group (low, medium and high) for the development of complications during pregnancy, childbirth and childbirth outcomes in pregnant migrants – 75.5%;

- development and implementation of criteria for assessing the effectiveness and quality of medical care for pregnant migrants – 75.5%;

- implementation of medical and organizational measures to prevent miscarriage and premature birth in pregnant migrants – 71.7%;



- additional examinations by specialist doctors and clinical diagnostic, functional and laboratory studies, considering the high prevalence of extragenital and genital pathology – 69.8%.

An analysis of expert preferences highlights that specialists prioritize the introduction of routing for medical care, the collection of statistical data, and research to identify risk groups. They also emphasize to prevent pregnancy complications, and additional examinations for pathologies, recognizing that this category of the population constitutes a socially vulnerable group in the region.

## Conclusion

*Education:* The intensified migration processes have significantly contributed to the increase in the number of migrant children requiring access to education. This aligns with the obligations undertaken by the host state to provide educational opportunities to migrants. However, migration has exacerbated social inequalities in education, as migrants and their children often face reduced opportunities for access to quality education. The following behavioral stereotypes can be identified on the part of migrants: legal illiteracy; cultural, ethnic, social, racial differences with the local population; ignorance of the norms, customs, rights and obligations of the host society; low labor qualifications compared to the local population; the difference in the level of education and upbringing of migrants and the local community.

1. According to the experts of the second study, the main problems of access to education for children from migrant worker families are still:

1.1 Lack of electronic documentation for migrant family members – 61.9%

1.2 Lack of temporary registration at the place of residence – 31.0%

1.3 Possession of only foreign identity documents – 19.0%

1.4 Absence of medical documents for the child (including vaccination certificates) – 16.7%

1.5 Children's inability to speak the state and Russian languages – 16.7%

1.6 Insufficient knowledge level of migrant children and challenges in determining the education level – 9.5%

1.7 Previous lack of school attendance in the country of origin – 9.5%.

2. Migrant families often originate from marginalized communities in their home countries, where education for children was not considered essential.

In the host country, living conditions, employment, have contributed to increased awareness of the importance of schooling for children. However, issues persist, including the absence of primary education, unfamiliarity with the language of interethnic communication, and the lack of habitual practice of school attendance.

3. Over 60% of the experts of the monitoring study (the overall average indicator) assess the culture of interethnic communication in educational institutions mainly as “excellent” and “good”. In general, the monitoring data show a calm, balanced attitude of the social environment, peers of children in the region to children from migrant families. While inclusion in the educational environment is occurring, it remains limited, as the strong communication boundaries within their diasporas often outweigh the processes of adaptation to school conditions.

4. 36.4% of the monitoring survey experts support educating migrant children in the same classes as all other children, arguing that adaptation and integration into the educational environment will enhance their learning and future academic progress. At the same time, 45.2% believe that the class distribution is inconsequential. Nevertheless, due to a lower level of preparation, lack of knowledge of the communication language, a “buffer” zone should be created before the direct education of children in educational institutions. Such can be additional courses in teaching languages and preschool knowledge.

5. Due to the different levels of preschool children preparation from labor migrants' families, the presence of language barriers, 57.1% of experts highlight the importance of creating preschool preparatory centres or circles for children of migrants to prepare in the state, Russian languages 6. At the same time, the monitoring showed that these centres should be established only in areas with a high concentration of migrant families. The survey experts believe that the following are effective educational strategies, considering global experience and the needs of children from migrant worker families:

6.1 Creation of information databases of migrant children to ensure their full coverage by the education system – 76.2%

6.2 Development of a system of additional education to adapt migrant children to general education schools – 45.2%

6.3 Establishment of special “Kazakh/Russian language schools” focused on preliminary study of the state language, as well as, the basics of national culture, history – 42.9%



6.4 Introduction of additional hours, courses, and electives at school – 35.7%.

*Healthcare:* Migrant women experience significant challenges in accessing healthcare services due to marginalization and vulnerability caused by both their gender and their migrant status. Addressing these issues requires a comprehensive approach that goes beyond health insurance, focusing on improving service quality, monitoring health dynamics, and considering the financial situation and priorities of migrants.

1. In the context of migration, under the influence of unfavorable factors and restrictions in the availability of medical and obstetric-gynecological care, reproductive health suffers, and gynecological pathology negatively affects the course of pregnancy, childbirth and the quality of health of newborns.

2. Migrant women do not regularly take advantage of medical prevention and are exposed to higher levels of stress. To a large extent, they remain the so-called “invisible workers” employed in the informal sector of the economy.

3. More than 80% of experts in the monitoring study (overall average) classify pregnant migrant women as a high-risk group for the development of obstetric and perinatal complications, namely: anemia of pregnancy, abnormal labor, infectious complications.

4. More than 87% of experts of the monitoring study (overall average) believe that the living and working conditions of migrant women significantly affect their health. Problems with documentation, high fees for private clinics, largely determine the lack of routine medical examinations and monitoring of health dynamics, including reproductive health.

5. According to the monitoring results, health experts include the following main diseases of women from migrant families: gynecological dis-

eases (49.1%); extragenital diseases (vegetative-vascular dystonia, diseases of the digestive system and pyelonephritis; respiratory diseases and pyelonephritis) (31.1%), which significantly affect the development and viability of the fetus, the health of the unborn child; complications during pregnancy (40.4%) associated with the presence of the above diseases; anemia, the main cause of which may be malnutrition, which affects fetal growth retardation, and later on possible autism (27.3%); gastrointestinal tract diseases (21.7%), complications during childbirth (20.7%), diseases of the central nervous system (19.8%).

6. According to the experts of the monitoring study, the following are essential components of free medical care for migrant women:

6.1 Provision of pre-hospital medical care – 84.9%

6.2 Medical and social counseling – 81.1%

6.3 Assistance with obtaining health insurance policies (issuance of a certificate for medical care) – 64.2%

6.4 Assistance in conducting medical examinations – 52.8%.

7. Access to medical care should certainly be expanded by law for individuals with an uncertain migration status, to ensure equity and better health outcomes for migrant women.

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## RELIGIOSITY, NON-RELIGIOSITY AND SPIRITUALITY: DIVERSITY IN THE PERCEPTIONS OF KAZAKHSTANI YOUTH

The study extends the scope of understanding of the religious/spiritual landscape of Kazakhstani society, which is subject to significant changes caused by macro and micro contextual factors and the growth of new religious/spiritual forms of believe. It aims to assess the complex and straightforwardness of the religious consciousness of Kazakhstani youth, its key role in changing traditional religious practices and attitudes, and attempts to adapt them to modern realities and challenges. The departure of young people from traditional models of organised religiosity and the search for mystical experience and other alternative forms of religiosity/spirituality, manifested in the growing interest in Eastern religious teachings and personal spiritual practices, actualises the research and practical significance.

This article presents a sociological analysis of the religious and spiritual attitudes of Kazakhstani youth based on two waves of data collected through quantitative surveys (December 2023 – March 2024) among youth aged 18-35. The sample size is 2000 respondents, with regional quotas based on age and gender applied. Professional 3KA software (licence E-B-9979) facilitated qualitative data collection. IBM SPSS Statistics version 30.0.0.0 (172) was used to analyse the quantitative data.

The study used modern sociological tools to measure Kazakhstani youth's religiosity/spirituality, identity and well-being. An adapted version of the Five Dimensions of Religiosity questionnaire (Pearce et al., 2017) was used to measure indicators of religiosity, and the Bogardus scale and Cronbach's alpha coefficient were used to measure social distance, providing a statistical measure of reliability and internal consistency. The data were analysed using descriptive statistics, contingency tables, chi-square ( $\chi^2$ ), correlation analysis, and the Mann-Whitney U test for independent samples. The study's results demonstrate different patterns of Kazakhstani youth's perception of religious/non-religious and spiritual beliefs.

**Key words:** religiosity, spirituality, youth, hijab, spiritual practices, religious identity, faith, belief.

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### Діндарлық, дінсіздік және руханилық: жас қазақстандықтардың қабылдауындағы алуантүрлілік

Бұл зерттеу макро- және микроконтекстік факторлардың және діни/рухани көріністің жаңа формаларының өсуінен елеулі өзгерістерге ұшыраған қазақстандық қоғамның діни құрылымын түсіну шеңберін кеңейтеді. Ол қазақстандық жастардың діни санасындағы күрделі және қарапайымдылықты, оның дәстүрлі діни әдет-ғұрыптар мен көзқарастарды өзгертудегі шешуші рөлін және оларды заманауи шындықтар мен сын-қатерлерге бейімдеу әрекеттерін бағалауға бағытталған. Жастардың ұйымдасқан діндарлықтың дәстүрлі үлгілерінен алшақтауы, сондай-ақ шығыс діни ілімдері мен жеке рухани тәжірибелерге деген қызығушылықтың артуы арқылы көрінетін мистикалық тәжірибе мен діншілдіктің/руханияттың басқа балама түрлерін іздестіру ғылыми-зерттеу және тәжірибелік маңыздылығын өзекті етеді.

Бұл мақалада 18-35 жас аралығындағы респонденттерді қамтитын сандық сауалнамалардың екі толқыны (2023 ж. желтоқсан – 2024 ж. наурыз) деректеріне негізделген қазақстандық жастардың діни/рухани көзқарастарының әлеуметтанулық талдауы берілген. Іріктемелі жиынтық көлемі аймақты, жасты және жынысты ескере отырып, квоталау негізінде есептелген 2000 респондентті құрады. Professional 3ka (E-B-9979 лицензиясы) бағдарламасын пайдалану деректерді сапалы жинауға ықпал етті. Деректерді өңдеу IBM Statistics SPSS Version 30.0.0.0 (172) бағдарламасы арқылы жүзеге асырылды.

Зерттеу қазақстандық жастардың діндарлығын/руханилығын, әл-ауқатын және жеке басын өлшеу үшін заманауи социологиялық құралдарды пайдаланды. Діндарлық көрсеткіштерін анықтау үшін «Діндарлықтың бес өлшемі» сауалнамасының бейімделген нұсқасын, сондай-



меттік қашықтықты және Кронбах альфа коэффициентін өлшеуге арналған Богардус шкаласын пайдалану сенімділік пен ішкі жүйеліліктің статистикалық өлшемін беруге мүмкіндік берді. Деректерді талдау кезінде сипаттамалық статистика әдістері, күтпеген жағдайлар кестелері, хи-квадрат ( $\chi^2$ ), корреляциялық талдау және тәуелсіз үлгілер үшін Манн-Уитней U тесті қолданылды. Зерттеу нәтижелері жас қазақстандықтардың діни/діни емес және рухани наным-сенімдерді қабылдауының әртүрлі үлгілерін көрсетеді.

**Түйін сөздер:** діндарлық, руханилық, жастар, хиджаб, рухани тәжірибелер, діни сәйкестілік, сенім, сенім

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### **Религиозность, нерелигиозность и духовность: разнообразие в восприятии молодых казахстанцев**

Настоящее исследование расширяет рамки осмысления религиозной структуры казахстанского общества, претерпевающего значительные изменения, вызванные макро- и микроконтекстуальными факторами и ростом новых форм религиозного и духовного самовыражения. Оно направлено на оценку сложного и простого в религиозном сознании казахстанской молодежи, ее ключевой роли в изменении традиционных религиозных практик и взглядов, и попыток их адаптации к современным реалиям и вызовам. Отход молодежи от традиционных моделей религиозности/духовности, проявляющихся в растущем интересе к восточным религиозным учениям и личным духовным практикам, актуализирует значимость исследования.

В настоящей статье представлен социологический анализ религиозных/духовных установок казахстанской молодежи, основанный на данных двух волн количественных опросов (декабрь 2023 – март 2024 гг.), охватывающих респондентов в возрасте 18–35 лет. Объем выборочной совокупности – 2000 респондентов с применением регионального квотирования, на основе возраста и пола. Использование программы Professional ЗКА (лицензия Е-В-9979) способствовало качественному сбору данных. Обработка данных проведена с применением программы IBM Statistics SPSS Version 30.0.0.0 (172).

В исследовании использованы современные социологические инструменты для измерения религиозности/духовности, благосостояния и идентичности казахстанской молодежи. Применение адаптированной версии опросника Five Dimensions of Religiosity (Pearce et al., 2017) к определению индикаторов религиозности, а также шкалы Богардуса для измерения социальной дистанции и коэффициента альфа-Кронбаха позволили обеспечить статистическую меру надежности и внутреннюю согласованность. При анализе данных использованы методы описательной статистики, таблицы сопряженности, хи-квадрат ( $\chi^2$ ), корреляционный анализ и критерий U Манна-Уитни для независимых выборок. Результаты исследования демонстрируют различные паттерны восприятия религиозных/нерелигиозных и духовных убеждений молодыми казахстанцами.

**Ключевые слова:** религиозность, духовность, молодежь, хиджаб, духовные практики, религиозная идентичность, вера, убеждение.

## **Introduction**

Over the past decade, Kazakhstani society has undergone a significant shift, characterised by a consistent increase in the proportion of the population engaging with religious practices. According to the official 2021 census, approximately 70 % of the population identifies as Muslim. While in 2009, 11 million out of 16 million residents identified themselves as Muslims, in 2021 it reached to 13 million out of 19 million people (Bureau of National Statistics: 2021). The Bureau of National Statistics of the Agency for Strategic Planning and Reforms of the Republic of Kazakhstan defines the share of the reli-

gious population as 86.6 %, of which Islam – 69.3%, Christianity – 17.2 %, Judaism and Buddhism – less than 0.1 %. The proportion of non-believers continues to fall steadily from 2.8 % to 2.3 % in 2021 (Bureau of National Statistics: 2021)

Religious commitment among young people is still relatively strong, but the degree of religiosity remains diverse. The results of a survey conducted by the Friedrich-Ebert-Stiftung Kazakhstan (2021) show that the majority of Kazakhstan's youth – 55.1% – consider themselves religious, but at the same time they don't practice any religious practices and don't participate in religious life. The breakdown by religious affiliation was as follows: 63.9%



profess Islam, 23.6% Orthodox Christianity, 0.7% Catholicism, 0.6% Protestantism and 0.2% Buddhism (Friedrich-Ebert-Stiftung Kazakhstan, 2021).

A sociological research conducted by the Scientific Research Centre “Youth” in 2024 indicates a decline in religious affiliation among the youth demographic. In 2023, 83.1% of Kazakh youth self-identified as religious, of whom 8.9% were practising believers (Youth of Kazakhstan: 2023). However, the results of the research in 2024 indicate a decrease to 78.3% of young Kazakhs who identify themselves religious, among whom 43.6% believe however do not actively participate in religious activities; 18.0% believe from time to time, and visit a mosque or church; and 16.7% fully adhere to their religion’s principles (Youth of Kazakhstan, 2024). A survey conducted by the Institute of Philosophy, Political Science and Religious Studies of the Ministry of Science and Higher Education showed a trend of change in the religious affiliation of various demographic groups. The proportion of respondents affiliated to a religious community and participating in religious practices in the 18-24 age group reached 23.2%. However, within the 45-54 age group, this proportion is lower- 11.7 % (Isabaeva, 2024).

Contemporary Kazakhstani society provides a unique context for exploring youth religiosity/spirituality, well-being and identity, including social change, religious diversity and identity, globalisation, and regional traditions, all of which facilitate the adaptation of people’s spiritual ideas and practices.

#### *Justification of the choice of articles and goals and objectives*

The article analyses a comparative country study of the religiosity and spirituality, wellbeing and identity of Kazakhstani youth. The objective is to determine their religious commitment, the correlates of religiosity and spirituality, and the main trends in their manifestation. The following hypotheses for the study are defined based on the established goal:

H<sub>1</sub>. Family upbringing and constant close contact with religious people (friends, relatives, neighbours.) increases the likelihood that young people will consider themselves religious.

H<sub>2</sub>. Respondents who identify as religious and consider faith an important part of their lives are more likely to visit places of worship, pray, and perform religious rituals regularly.

H<sub>3</sub>. The perception of hijab as an element of religious practice will differ depending on gender, type of locality and religious identification of the respondent.

## **Literature review**

In recent years, sociological literature has been characterised by an increase in research studies on the religious and spiritual experiences of young people, especially in the context of the changing religious landscape. Scholars have noted the decline of traditional religious affiliation accompanied by the rise of alternative forms of spiritual practice and identity in society, especially among young people, whose community clearly exhibits a diversity and fluidity of religious and spiritual practices (Pew Research Center, 2016).

Youth research indicates that the study of young people’s religious and spiritual experiences is crucial in the context of their transition to adulthood, in the process of identity reconstruction (its change in response to new circumstances and experiences) and replication of life values (as the reproduction or imitation of existing identities, often to preserve traditions or cultural characteristics) (Jensen, 2021). The results of various sociological studies show that globalisation leads to better education, to an increase in religious pluralism and to a desire for secularism among young people (Stolz, 2020). As a result, traditional religiosity tends to decline while alternative forms of spirituality emerge and spread. This shift reflects young people’s growing desire for more personalised and authentic forms of religious and spiritual expression.

Such changes reflect a broader transformation in the religious landscape, where traditional religious practices are less evident while new alternative religious forms are developing in the youth community. In the context of young people being free to express their religious and spiritual beliefs, they often go beyond traditional understandings to adapt them to individual needs. For example, comparative studies of religion show that even people who identify as non-religious can retain a connection to religion through relevant cultural and moral dimensions (Balazka et al., 2021). The dichotomous understanding of “religious/non-religious” often becomes inapplicable to some aspects of faith, ritual, or participation in a religious community. Many people may not consider themselves religious in the traditional sense but may still uphold moral principles, participate in religious/spiritual practices, and vice versa. At the same time, many researchers have noted that the emergence of new religious movements and alternative spiritual practices among young people demonstrates the inflexibility of traditional religious institutions, as a desire for identity often drives young people’s reli-

gious and spiritual quests (Stanford Encyclopedia of Philosophy, 2023).

As Davie (1990) noted, some may embrace and believe in particular elements of religion but not regularly participate in religious activities. Such practices are often called “private Christianity” or “faith without belonging”. With the development of religious individualism, the separation of religious experience from institutional faith can be observed, and practices of religiosity may take the form of external or, conversely, internal religiosity. As Siegers (2019) noted, external religiosity manifests itself when religious practice serves as a tool to satisfy personal and social needs not directly related to religious faith, such as gaining social support, recognition, or personal comfort within the community. At the same time, internal religiosity is characterised by religious beliefs being central to a person’s life in a broader religious sense, where examples of such beliefs may be the relationship that people have with God (e.g. private prayer and other individual practices) (Siegers, 2019).

Researchers are increasingly turning to the study of self-identification as “spiritual but not religious” (SBNR), which has become a prominent trend in the contemporary religious landscape. The rise in popularity of this identity has sparked interest in understanding the experiences and worldviews of people who categorise themselves as such (Fuller & Parsons, 2018). However, the term SBNR remains challenging to conceptualise and often requires interpretation of the concepts of religiosity and spirituality. Fuller (2001) clarifies that spirituality focuses on individual experience and personal interpretation of meaning, whereas religion involves institutionalised forms of belief, rituals and collective practices. At first glance, spirituality and religion may appear similar, but their key differences lie in context. As noted (Koenig et al., 2001), religion is an organised system of beliefs, rituals and symbols aiming to achieve unity with the sacred or transcendent. While spirituality is a personal quest to understand existence, transcendental experiences, or higher powers, it does not necessarily require affiliation with religious institutions. Naudé & Capitano (2021) note that spirituality is related to soul development. It involves the inner world of the individual as well as a relationship with the divine and the unseen. It is this individualised nature of spirituality that makes SBNR identity a significant topic for study, especially in the aspect of its growing popularity in contemporary society.

Willard & Norenzayan (2017) note that the concept of “spiritual but not religious” (SBNR) remains difficult to understand, as those who place themselves in this category seek to separate their identity from religion and non-religious groups. However, as Chaves (2017) indicated, most Americans exhibit a unique blend of personal beliefs and practices without viewing them as incompatible. This approach reflects a more individualised picture of religiosity, where elements of both traditional religions and personal spiritual practices can co-exist, creating a new type of identity.

Moreover, most researchers perceive the concepts of religiosity and spirituality as identical. Despite this, as Ammerman (2013) noted, spirituality is constructed on the personal experience of finding meaning and transcendence, while religiosity involves participation in a religious organisation or adherence to religious beliefs and principles.

According to research, with the rise of alternative spiritual practices, people’s identification of themselves as “not religious” (religious nones) has also increased significantly (Woodhead, 2017). Whereas previously, “not religious” was seen as synonymous with alienation or refusal to identify with religious institutions, the focus of research has recently shifted to the study of “not religious” as an identity in its own right (Lee, 2012). Some scholars emphasise that the traditional perception of “not religious” as groups that do not identify with or believe in religion is a somewhat limited approach. However, Lee (2015) argues that the absence of religion may suggest something other than traditional forms of faith, reflecting a new trend in the contemporary religious landscape.

## Materials and methods

### 1. Scales

This study seeks to identify indicators of “spirituality” and “religiosity” as young people understand, which can lead to distorted data. To prevent potential errors, we used a mixed-methods approach combining subjective and objective measures of spirituality and religiosity. Following the Pew Research Center (2023) methodology, we asked respondents to select the statement that best reflects their attitudes toward religiosity and spirituality. (1) I consider myself a spiritual person; (2) I consider myself a religious person; (3) I consider myself both religious and spiritual; (4) spirituality is more important than religion in my life; (5) religion is more important than spirituality in my life—an objective

spirituality assessment conducted using the Spirituality Measurement Index (Pew Research Center, 2023).

Indicators of religiosity were measured using an adapted version of the Five Dimensions of Religiosity questionnaire (Pearce et al., 2017) based on the principle of understanding religion in the context of five “universal” dimensions as (1) ideological (belief in God/sacred texts/existence of heaven and hell); (2) intellectual (belief in God/sacred texts/existence of heaven and hell); (3) spirituality (belief in God/sacred texts/existence of heaven and hell); (2) intellectual (knowledge of religious canons); (3) ritual (manifestation of religiosity, which manifests itself in following religious traditions, attending religious services); (4) experiential (religious experiences, sense of awakening); (5) consequential (influence of religion on other areas of the believer).

The Bogardus scale measures the social distance between social groups and the respondent’s attitudes towards a particular type of relationship with group representatives. It also discusses the evaluative perceptions of the reasons for wearing religious attributes. To study the real indicators of religiosity, questionnaires developed independently by the authors were used.

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traditions, attending religious services); (2) intellectual (knowledge of religious canons); (3) ritual (manifestation of religiosity, which manifests itself in following religious traditions, attending religious services); (4) experiential (religious experiences, sense of awakening); (5) consequential (influence of religion on other areas of the believer).

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### 2. Statistical procedures

Cronbach’s alpha coefficient was used to assess the reliability of the questionnaire and to measure the level of internal consistency. Calculations were performed both for the entire questionnaire and for its individual subscales. The overall coefficient was (.937), indicating a high level of instrument reliability and consistency. The Five Dimensions of Religiosity scale had a coefficient of (.932), the Religiosity/Spirituality scale (Pew Research Center, 2023) had a coefficient of (.736), and the self-developed questionnaire had a coefficient of (.894) (Table 1).

Data were collected using Professional 3KA software (licence E-B-9979). IBM Statistics SPSS Version 30.0.0.0 (172) programme was used for data processing. Methods such as descriptive statistics, conjugation tables, chi-square ( $\chi^2$ ), correlation analysis and Mann-Whitney U test for independent samples were used in the analysis.

**Table 1** – Internal consistency of the questionnaire, Cronbach’s alpha scores

Nº	Scales	Cronbach’s Alpha	N of Items
1.	Five Dimensions of Religiosity	.932	20
2.	Religiosity/Spirituality (Pew Research Center, 2023)	.736	5
3.	Self-developed questionnaire	.894	22
4.	Internal consistency of the entire questionnaire	.937	47

### 3. Calculation of the sample population

According to the Bureau of National Statistics of the Agency for Strategic Planning and Reforms of the Republic of Kazakhstan, the number of young people as of the 3rd quarter of 2023 is 5,726,629. Within the framework of two waves of sociological

research, the general population consists of young people aged 18 to 35 who permanently reside in the territory of the Republic of Kazakhstan.

The sample size for the first wave of the study is 2,000 respondents. To ensure a proportional distribution of respondents by region, the sample size

was calculated according to the general population. Respondents were selected based on quotas by two main characteristics: (1) region of residence and (2) age cohorts. The territory of the sociological survey covers all regions of the Republic of Kazakhstan –

the cities of republican importance Astana, Almaty and Shymkent, 17 regional centres, as well as rural settlements (Table 2). Data collection was conducted in two languages – Kazakh and Russian, depending on the respondent's choice.

**Table 2** – Distribution of the sample population

Regions	Count, people			Percentage, %	
	Total	Women	Мужчины	Женщины	Мужчины
Abay region	54	26	28	48,02	51,98
Akmola region	74	36	38	48,07	51,93
Aktobe region	93	45	48	48,73	51,27
Almaty region	149	72	77	48,40	51,60
Atyrau region	72	35	37	48,94	51,06
East Kazakhstan region	62	29	32	47,70	52,30
Almaty	239	124	115	51,98	48,02
Astana	154	79	75	51,57	48,43
Shymkent	133	68	66	50,76	49,24
Zhambyl region	124	60	64	48,41	51,59
Zhetysu region	66	32	34	48,20	51,80
West Kazakhstan region	66	32	34	48,34	51,66
Karaganda region	108	52	56	48,56	51,44
Kostanay region	77	37	40	47,89	52,11
Kyzylorda region	86	41	44	48,05	51,95
Mangistau region	81	40	41	49,12	50,88
Pavlodar region	68	33	35	48,53	51,47
North Kazakhstan region	47	22	25	47,61	52,39
Turkestan region	229	108	120	47,36	52,64
Ulytau region	21	10	11	48,36	51,64
Republic of Kazakhstan	2000	982	1018	49,08	50,92

## Results and discussion

### 1. Socio-demographic analysis

The frequency distribution of socio-demographic characteristics indicates that the study involved citizens aged 18-23 years (55.2%), 24-29 years (22.5%) and 30-35 years (22.3%). The gender com-

position of the respondents consists of 134 women (56.7%) and 866 men (43.3%) (Figure 1). In generalised form, the youth comprises 68.7% Kazakhs, 15% Russian nationality and 16.3% other ethnicities. Most youth are unmarried (67 %), while 25 % of respondents indicated that they are in a registered marriage.

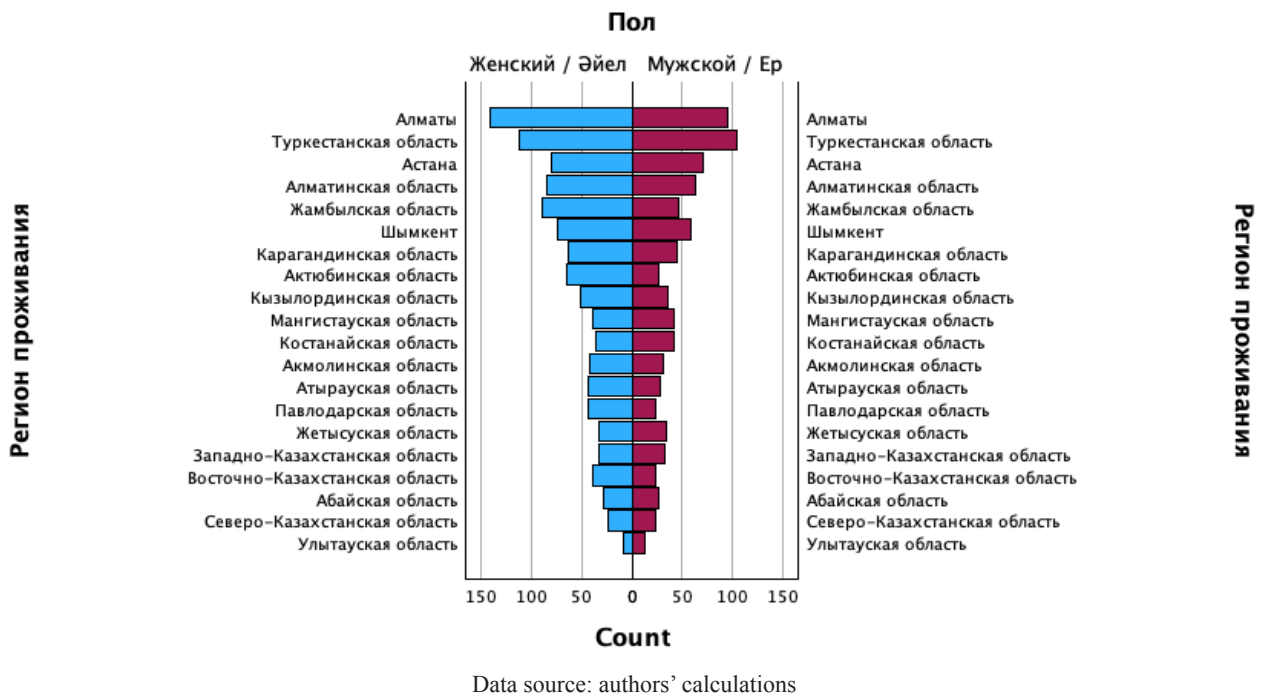


Figure 1 – Gender distribution of respondents by region of residence

Of the young people interviewed, 47.5 % of respondents indicated that they had higher education. The primary education level accounts for 2.6% of participants, while 5.7% of respondents have primary vocational education. The proportion of participants who had not achieved “no level of education” was 0.7 %. General secondary education was achieved by 17.9 % of respondents, while “basic secondary education” had 6.4 % of respondents. Availability of “postgraduate education” was indicated by 4.0% of young people. Secondary vocational (specialised) education was reported by 10.9% of respondents, while technical and vocational education gained by 4.4%.

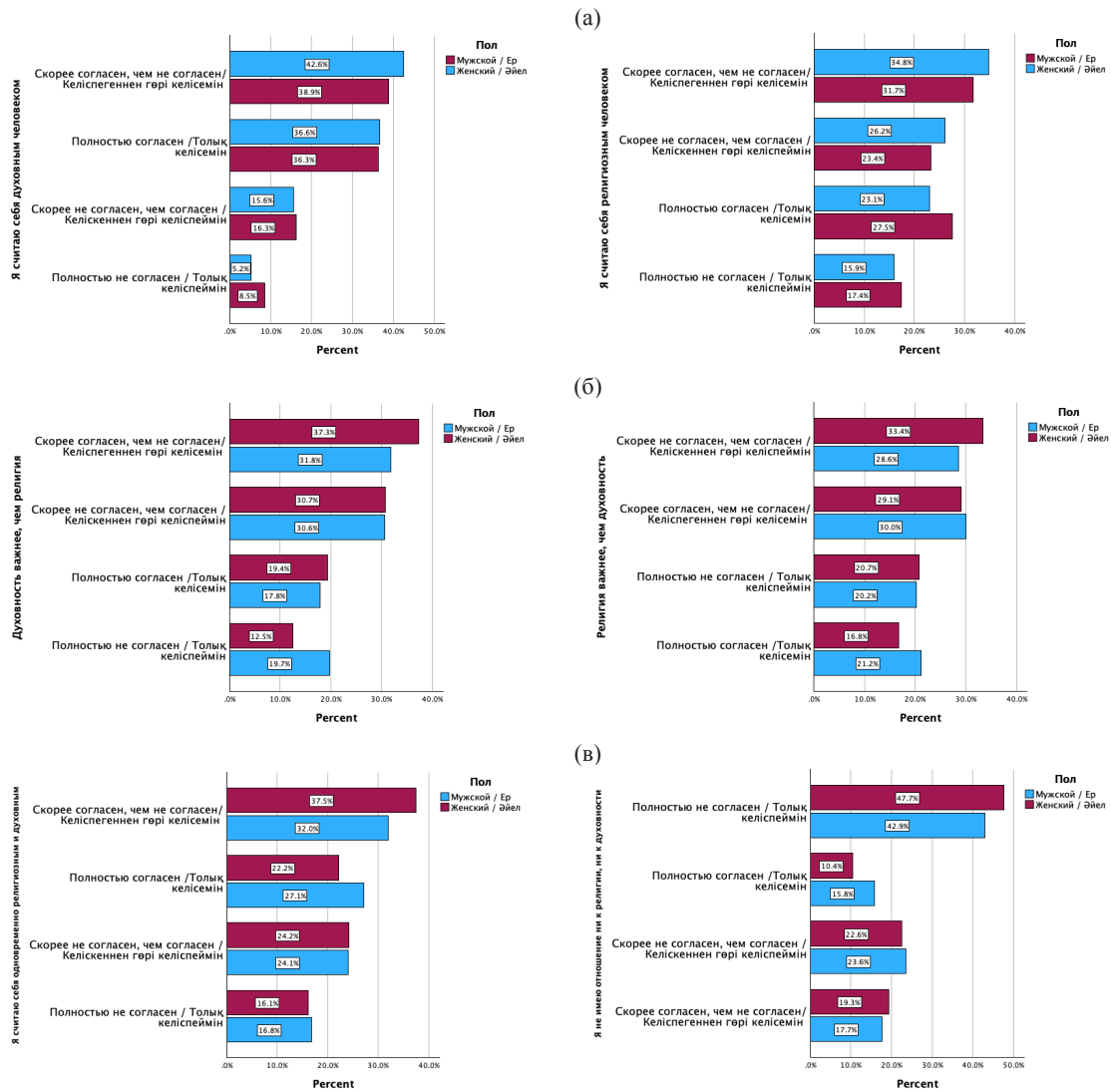
### 1.2. Religious and spiritual commitment

The research shows that women are more likely than men to identify as spiritual, with 36.3% of women strongly agreeing with this statement compared to 36.0% of men. In religious self-identification, men and women show similar dynamics, but men are slightly more likely to express entire agreement (27.6% / 23.7% for women). The combination

of religious and spiritual identity also finds support in both groups. 37.5 % of women “rather agree than disagree”, which is higher than the figure for men (31.5 %). At the same time, men more often express entire agreement with this statement (27.5%/ 22.7% for women).

Women more often than men reject the atheist position, and 54.5 % of women disagree entirely with it, compared to 46.7 % of men. At the same time, men more often express entire agreement with atheism (15.6 % of men/ 10.9 % of women). Women also do not show agreement with the agnostic position (49.3% of women/46.1% of men). However, men are slightly more likely to express moderate agreement with agnostic ambiguity (20.7% /18.7% of women). As for the statement “I have nothing to do with religion or spirituality”, women more often reject it (47.8% / 3.0% of men). At the same time, men more often fully agree with this position (16.0% / 10.3% of women). As a consequence, men more often support atheistic and non-religious views, while women tend to express disagreement with them (Figure 2).





Source of data: authors' calculations

Figure 2 – Distribution of respondents' answers to the questions (a) “I consider myself spiritual”; (b) “I consider myself religious”; (c) “I consider myself both spiritual and religious” by gender

The question about the importance of religion in the respondents' lives was analysed in terms of gender components, which shows the analysis of conjugation tables using the chi-square test ( $\chi^2$ ). The results of the  $\chi^2$  test confirmed that there was no statistically significant difference in the gender distribution as the significance level was  $p=0.070$ , indicating no statistically significant relationship between gender and respondents' self-assessment of their religiosity (Table 3). Based on the null hypothesis ( $H_0$ ), it is assumed that adherence to religion is independent of gender. In contrast, the

alternative hypothesis ( $H_1$ ) states that adherence to religion is gender dependent, and there are statistically significant differences in religiosity between males and females. However, since the significance level was  $p=0.070$ , which is above the prescribed threshold of 0.05, we have no reason to reject the null hypothesis. This means that no statistically significant relationship between gender and adherence to religion was found in this analysis. Based on the findings, the null hypothesis is accepted, and it is concluded that adherence to religion is independent of gender.

**Table 3** – Level of commitment and religiosity by gender, chi-square test results

		Men	Women
Level of p <.001*	I consider myself highly/religiously committed (observe all religious precepts)	18.6% <sub>a</sub>	12.2% <sub>b</sub>
	I consider myself medium/religiously committed (partially observant)	44.1% <sub>a</sub>	43.5% <sub>a</sub>
	I consider myself to be weak/religiously committed (do not observe religious precepts)	18.6% <sub>a</sub>	26.6% <sub>b</sub>
	I don't consider myself religious	18.7% <sub>a</sub>	17.7% <sub>a</sub>
I consider myself p =.070	Totally agree	27.5%	23.2%
	Rather agree than disagree	31.8%	34.8%
	Disagree rather than agree	23.3%	26.1%
	Totally disagree.	17.4%	15.9%

2. Correlation analysis

Religion is a belief system and a source of support, guidance and inspiration in everyday life. For religious people, communion with God becomes an important foundation, and a relationship with the divine is a fundamental element of their worldview (Murphy et al., 2022). In many religious traditions, love for God is a central tenet that motivates believers to strengthen their attachment and devotion. This perception of God is reflected in everyday practices and beliefs (Stanford Encyclopedia of Philosophy, 2023). Prayer, seeking meaning through communion with the divine, and asking for help in times of need become important aspects of their lives.

Faith serves as a source of strength and hope for many believers.

Correlation analyses were conducted to examine the relationship between religious beliefs, self-identity, and key aspects of religious life. Results show strong positive correlations between religiosity and statements related to feeling the presence of God – (.553), relying on Him in difficult situations – (.529), and finding meaning through prayer – (.518). Statistically significant positive correlations were also observed for respondents who identified as religious and spiritual. For example, the correlation with trusting in God is – (0.489) and with feeling His presence is – (0.512), emphasising the importance of divine support and guidance for believers.

**Table 4** – Correlation analysis of religious and spiritual self-identification, attitudes towards God and religious practices

	I feel the presence of Allah God Almighty in my life	My religious beliefs are what underpin my attitude to life	I adhere to religious principles in all areas of my life	I turn to Almighty God Allah, in cases of difficulties, with the faith of a speedy resolution to them	I turn to the Most High God Allah to find the meaning of my existence	The Most High/God/Allah accompanies the realisation of all my goals	I invoke the help of the Most High God Allah, in moments of anxiety and worry	I rely on Allah Almighty God and do not try to find a solution to the problem	I cope with my feelings and problems without the help of the Most High God Allah
I consider myself religious	.553**	.519**	.538**	.529**	.518**	.526**	.542**	.433**	-.057**
I consider myself spiritual	.334**	.324**	.301**	.315**	.333**	.309**	.324**	.250**	0,025
I consider myself to be both religious and spiritual	.512**	.476**	.485**	.490**	.489**	.486**	.498**	.409**	-.050*
I'm an atheist	-.422**	-.319**	-.248**	-.355**	-.310**	-.369**	-.377**	-.113**	.283**
I'm an agnostic	-.283**	-.241**	-.199**	-.223**	-.240**	-.279**	-.273**	-.107**	.255**

Continuation of the table

	I feel the presence of Allah God Almighty in my life	My religious beliefs are what underpin my attitude to life	I adhere to religious principles in all areas of my life	I turn to Almighty God Allah, in cases of difficulties, with the faith of a speedy resolution to them	I turn to the Most High God Allah to find the meaning of my existence	The Most High/God/Allah accompanies the realisation of all my goals	I invoke the help of the Most High God Allah, in moments of anxiety and worry	I rely on Allah Almighty God and do not try to find a solution to the problem	I cope with my feelings and problems without the help of the Most High God Allah
I have nothing to do with religion or spirituality	-.304**	-.259**	-.207**	-.270**	-.247**	-.298**	-.315**	-.065**	.238**
I feel the presence of Allah God Almighty in my life	1	.685**	.632**	.690**	.675**	.714**	.725**	.510**	-.103**
My religious beliefs are what underpin my attitude to life		1	.708**	.657**	.636**	.659**	.645**	.489**	-.049*
I adhere to religious principles in all areas of my life			1	.663**	.685**	.648**	.646**	.552**	-.017
I turn to Almighty God Allah, in cases of difficulties, with the faith of a speedy resolution to them				1	.738**	.736**	.762**	.523**	-.067**
I turn to the Most High God Allah to find the meaning of my existence					1	.728**	.731**	.597**	-.074**
Almighty God Allah accompany the realisation of all my goals						1	.783**	.571**	-.123**
I invoke the help of the Most High God Allah, in moments of anxiety and worry							1	.582**	-.085**
I rely on Allah Almighty God and do not try to find a solution to the problem								1	0,041
I cope with my feelings and problems without the help of the Most High God Allah									1

Trust in God's providence and wisdom is another characteristic of religious faith. Religious people tend to turn to God in times of uncertainty, difficulty or fear, trusting that He will guide and protect them. Such trust becomes an important source of comfort and security, helping believers to cope with life's challenges. Furthermore, respondents who self-identify as atheist or agnostic demonstrate negative correlations. The findings indicate that as scepticism towards religious and spiritual beliefs increases, there is a corresponding decrease in agreement with statements regarding the divine presence and assistance. Moreover, these respondents are more likely to engage in independent problem-solving and less frequently seek guidance from a higher power (Table 4).

Spirituality or religious faith includes collective practices (participating in collective prayers and religious services) and individual practices (reading sacred texts, meditation, reflecting on inner peace, and spending time in nature). The authors conducted a correlation analysis to explore the relationship between religious self-identification, commitment level, and the frequency of both collective and individual practices. According to the results of the correlation analysis, respondents who identify themselves as religious show a significant relationship between personal attendance at places of worship-.378 and regular participation in collective prayer- (.338). As the level of commitment increases, these indicators increase (Table 5).

**Table 5** – Correlation analysis of religious and spiritual self-identification with fulfilment of religious practices

	I personally visit places of worship (mosque, church, house of worship, etc).	I virtually visit places of worship	I focus on private religious practices such as prayer, meditation, or studying scripture texts	I participate in collective prayers (Friday namaz/Saturday Shabbat/Sunday service, etc.).	I regularly take part in religious activities, listen to sermons and participate in seminars	I practice meditation to calm the mind and find inner peace	I spend time in nature, viewing the experience as an opportunity for spiritual enrichment	I spend time focusing on my inner world, reflecting on how I feel to better understand myself
I consider myself religious	.378**	.251**	.449**	.338**	.337**	.164**	.147**	.121**
Level of commitment	.583**	.482**	.552**	.516**	.508**	.298**	.233**	.143**
I personally visit places of worship (mosque, church, house of worship, etc).	1	.622**	.582**	.716**	.661**	.374**	.309**	.194**
I virtually visit places of worship		1	.550**	.620**	.630**	.459**	.336**	.196**
I focus on private religious practices such as prayer, meditation, or studying scripture texts			1	.595**	.607**	.462**	.368**	.310**
I participate in collective prayers (Friday namaz/Saturday Shabbat/Sunday service, etc.).				1	.748**	.416**	.325**	.177**
I regularly take part in religious activities, listen to sermons and participate in seminars					1	.494**	.392**	.269**
I practice meditation to calm the mind and find inner peace						1	.557**	.464**
I spend time in nature, viewing the experience as an opportunity for spiritual enrichment							1	.583**
I spend time focusing on my inner world, reflecting on how I feel to better understand myself								1

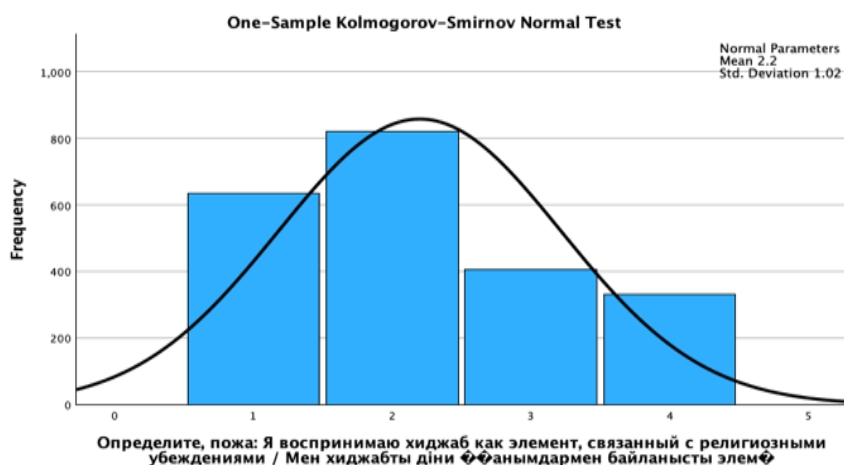
The analysis demonstrates a distinction between religious and spiritual practices, illustrating that religiosity is more associated with institutional and collective rituals, whereas spirituality is oriented towards the search for inner harmony and individual reflection. Those who self-identify as both religious and spiritual demonstrate a high correlation with meditation practices (0.409), which is higher than exclusively religious respondents (0.164) but lower than exclusively spiritual respondents (Table 5).

### 3. A comparative analysis of the perception of the hijab

In order to conduct a comparative analysis of the perceptions of women practising hijab and to identify differences by gender, level of religiosity and type of settlement, researchers initially developed a t-test to compare two independent samples. However, this method proved inapplicable because the variable related to perceptions of hijab-wearing was measured on a scale that did not correspond to the quantitative level. Consequently, the data distribution was analysed using the one-sample Kolmogorov-Smirnov criterion. The results of this analysis demonstrated that the data was not normally distributed.

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig. <sup>a</sup>	Decision
1	The distribution of I perceive the hijab as an element associated with religious beliefs	One-Sample Kolmogorov-Smirnov Test	<.001	Reject the null hypothesis.

**One-Sample Kolmogorov-Smirnov Normal Test Summary**

Total N		2000	
Most Extreme Differences	Absolute	.241	
	Positive	.241	
	Negative	-.134	
Test Statistic		.241	
Asymptotic Sig.(2-sided test) <sup>a</sup>		<.001	
Monte Carlo Sig.(2-sided test) <sup>b</sup>	Sig.	<.001	
	99% Confidence Interval	Lower Bound	.000
		Upper Bound	.000

Source of data: authors' calculations

**Figure 3** – Results of testing the variable “perception of hijab as a religious symbol” using the one-sample Kolmogorov-Smirnov criterion (n = 2000).

According to the null hypothesis, the data have normal distribution. However, the results of analysis using the one-sample Kolmogorov-Smirnov criterion showed that the null hypothesis was rejected (Figure 3). Therefore, parametric methods of analysis were not applicable, and the non-para-

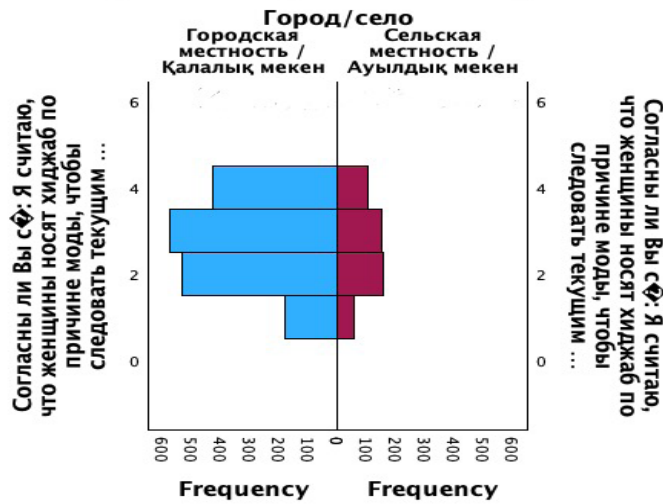
metric Mann-Whitney U test for independent samples was used for this variable. The results are not statistically significant ( $p > 0.05$ ), no statistically significant differences in the perception of women who practice hijab were found between urban and rural residents.



**Hypothesis Test Summary**

Null Hypothesis	Test	Sig. <sup>a,b</sup>	Decision
1 The distribution of I perceive the hijab as an element associated with religious beliefs	Independent-Samples Mann-Whitney U Test	.323	Retain the null hypothesis.

**Independent-Samples Mann-Whitney U Test**



**Independent-Samples Mann-Whitney U Test Summary**

Total N	2000
Mann-Whitney U	388221.000
Wilcoxon W	495174.000
Test Statistic	388221.000
Standard Error	11550.973
Standardized Test Statistic	-.988
Asymptotic Sig.(2-sided test)	.323

Source of data: authors' calculations

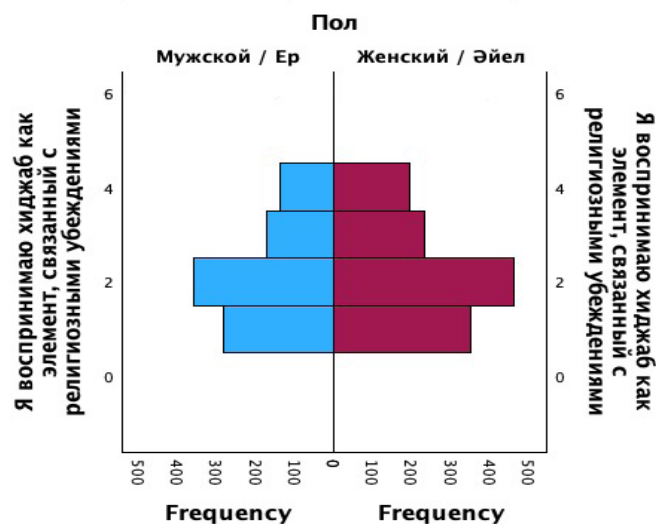
**Figure 4** – Results of testing the variable “perception of hijab as a religious symbol” using the one-sample Kolmogorov-Smirnov criterion, by settlement type (n = 2000).

The analysis showed that asymmetric parameters were statistically insignificant ( $p > 0.05$ ), i.e., there were no grounds for rejecting the null hypothesis.

There were not statistically significant differences in perceptions of women who wear the hijab between urban and rural populations (Figure 4).

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig. <sup>a,b</sup>	Decision
1	The distribution of I perceive the hijab as an element associated with religious beliefs	Independent-Samples Mann-Whitney U Test	.324	Retain the null hypothesis.

**Independent-Samples Mann-Whitney U Test**

**Independent-Samples Mann-Whitney U Test Summary**

Total N	2000
Mann-Whitney U	605071.000
Wilcoxon W	1365832.000
Test Statistic	605071.000
Standard Error	14049.646
Standardized Test Statistic	.986
Asymptotic Sig.(2-sided test)	.324

Source of data: authors' calculations

**Figure 5** – Results of testing the variable “perception of hijab as a religious symbol” using one-sample Kolmogorov-Smirnov criterion, by gender (n = 2000).

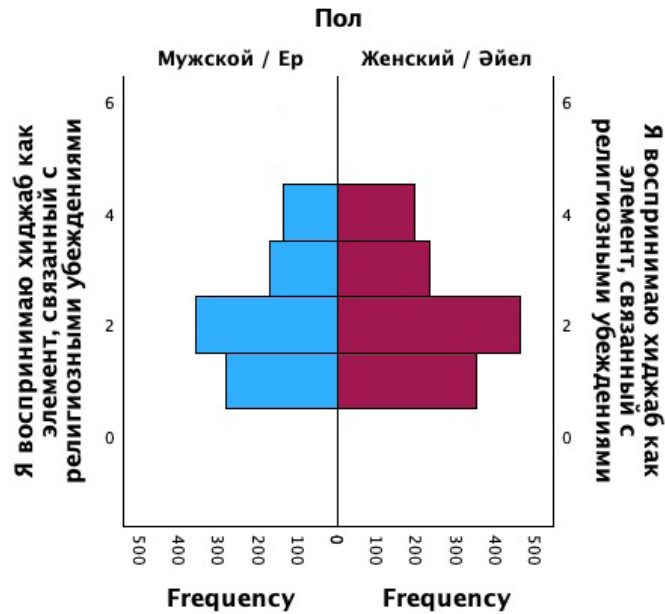
The results of analysing the perception of hijab as an element related to religious beliefs are not statistically significant ( $p > 0.05$ ). The perception of

women who wear the hijab as part of a religious symbol does not differ according to gender (Figure 5).

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig. <sup>a,b</sup>	Decision
1	The distribution of I perceive the hijab as an element associated with religious beliefs	Independent-Samples Mann-Whitney U Test	<.001	Reject the null hypothesis.

**Independent-Samples Mann-Whitney U Test**



**Independent-Samples Mann-Whitney U Test Summary**

Total N	902
Mann-Whitney U	115922.000
Wilcoxon W	180183.000
Test Statistic	115922.000
Standard Error	3653.622
Standardized Test Statistic	5.076
Asymptotic Sig.(2-sided test)	<.001

Source of data: authors' calculations

**Figure 6** – The results of testing the variable “perception of hijab as a religious symbol” using the Kolmogorov-Smirnov one-sample criterion, by religious/non-religious respondents (n = 902).

The analysis of results using the Mann-Whitney U test are presented in Figure 6 (Figure 6), which shows statistically significant differences ( $p < .001$ ) in the perceptions of women’s hijab practices between

religious and non-religious respondents. Religious respondents were significantly more likely to interpret the hijab as part of religious practice, while non-religious respondents may attach a different meaning.

## Conclusion

Contemporary religious and spiritual practices in Kazakhstan demonstrate considerable diversity and change in approaches to faith. Traditional forms of religiosity remain important for those who remain highly committed, but people are increasingly turning to spiritual practices for personal self-knowledge and inner growth. Young people are increasingly adapting their religious practices to more individual forms that do not require membership of organised religious communities. This change is mainly due to the perception of religion as strict and tied to specific teachings. This is why the “spiritual but not religious” (SBNR) identity is becoming popular, which allows for a combination of personal spiritual practices and a search for inner balance.

The study results show no significant differences between men and women in following religious and spiritual practices. However, applying the Mann-Whitney U test revealed statistically significant differences ( $p < .001$ ) in the perceptions of women practising hijab among religious and non-religious respondents. Religious participants were more like-

ly to perceive the hijab as part of a religious practice. In contrast, non-religious respondents tended to see it as more of a cultural or social element. The  $\chi^2$  test data also confirm that factors such as environment (e.g. close contact with believers and positive examples), important life events (special meetings with religious people, personal experiences) and inner search (making sense of life and turning to faith on one’s own) have a significant influence on religious self-identification.

Thus, the study’s results show that in Kazakhstan, along with the preservation of traditional religious faith, alternative forms of spirituality are growing. Young people are increasingly choosing personal practices focused on inner harmony, which indicates a gradual change in the country’s religious landscape.

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## ASSESSMENT OF LANGUAGE POLICY OF THE PEOPLE OF KAZAKHSTAN: RESULTS OF A SOCIOLOGICAL STUDY

This article presents the results of sociological analysis of the population's assessment of the language policy in the Republic of Kazakhstan. The main purpose of the research is to study the opinions of different social categories of Kazakhstani people on the issues of language policy conducted in the country. The results of the sociological survey conducted by the Language Policy Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan (for 2021–2023) were the theoretical basis for this study.

The study analyzed the initial data using the qualitative method of Desk Research, the application of which, in turn, confirms the scientific and practical significance of the article.

As a result of the analysis, a number of differences were noted, giving the study a gendered perspective. The problems identified as a result of the study require further analysis, which increases the need to conduct an observation of the dynamics of the indicators identified during the writing of the article, which makes a certain contribution to scientific research in the field of sociolinguistics. The conclusions formulated in the course of the study make it possible to determine those optimal methods that will contribute to improving the effectiveness of language policy implementation in the country. In this respect, this article, its scientific results, can serve as a basis for the continuation of scientific analysis of this problem.

**Key words:** language policy, Kazakh language, Kazakhstanis, social groups, sociology.

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### Қазақстан халқының тіл саясатын бағалауы: әлеуметтік зерттеу нәтижелері

Бұл мақалада Қазақстан Республикасы халқының тіл саясатына баға беруін әлеуметтанулық талдау нәтижелері ұсынылған. Зерттеудің негізгі мақсаты елімізде жүргізіліп жатқан тіл саясаты мәселелері бойынша қазақстандықтардың түрлі әлеуметтік санаттарының пікірлерін зерделеу болып табылады. Бұл зерттеуді жүргізудің теориялық негізі Қазақстан Республикасы Ғылым және жоғары білім министрлігінің Тіл саясаты комитеті (2021–2023 жж.) жүргізген әлеуметтік сауалнаманың нәтижелері болды.

Зерттеу барысында сапалы Desk Research әдісін қолдана отырып, бастапқы деректерге талдау жасалды, оны қолдану өз кезегінде мақаланың ғылыми және практикалық маңыздылығын растайды.

Жүргізілген талдау нәтижесінде зерттеуге гендерлік сипат берген бірқатар өзгешеліктер атап өтілді. Зерттеу нәтижесінде анықталған мәселелер одан әрі талдауды қажет етеді, бұл әлеуметтік лингвистика саласындағы ғылыми зерттеулерге белгілі бір үлес қосады, мақаланы жазу барысында анықталған көрсеткіштердің динамикасына бақылау жүргізу қажеттілігін арттырады. Зерттеу барысында алынған тұжырымдар елде тіл саясатын жүргізудің тиімділігін арттыруға ықпал ететін оңтайлы әдістерді анықтауға мүмкіндік береді. Осыған байланысты бұл мақала мен оның ғылыми нәтижелері осы мәселені ғылыми талдауды жалғастыруға негіз бола алады.

**Түйін сөздер:** тіл саясаты, қазақ тілі, қазақстандықтар, әлеуметтік топтар, әлеуметтану.

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### Оценка языковой политики населением Казахстана: результаты социологического исследования

В данной статье представлены результаты социологического анализа оценки населением проводимой языковой политики в Республике Казахстан. Основной целью исследования является изучение мнений различных социальных категорий казахстанцев по вопросам проводимой в стране языковой политики. Теоретическим основанием для проведения данного исследования явились результаты социологического опроса, проведенного Комитетом языковой политики Министерства науки и высшего образования Республики Казахстан (за 2021-2023 гг.).

В исследовании был проведен анализ исходных данных с использованием качественного метода Desk Research, применение которого, в свою очередь, подтверждает научную и практическую значимость статьи.

В результате проведенного анализа был отмечен ряд различий, придавший исследованию гендерный характер. Проблемы, выявленные в результате исследования, требуют дальнейшего анализа, что повышает необходимость проведения наблюдения за динамикой показателей, выявленных в ходе написания статьи, которая вносит определенный вклад в научные исследования в области социолингвистики. Выводы, сформулированные в ходе проведения исследования, дают возможность определять те оптимальные методы, которые будут способствовать повышению эффективности проведения языковой политики в стране. В этом отношении данная статья, ее научные результаты, может послужить основой для продолжения научного анализа этой проблемы.

**Ключевые слова:** языковая политика, казахский язык, казахстанцы, социальные группы, социология.

## Introduction

Assessment of language policy by the population of Kazakhstan is an important area of socio-linguistic research, given the multilingual nature of the country and the role of language in national identity and social integration.

Language is the main means of communication in society. The formation and development of language in the country directly depends on language policy. Each state has its own language policy for the development of the language. Language policy is a political-social, cultural, linguistic category that emerges from history. Given the special historical and ethnic composition of Kazakhstan, it is possible to constantly study and predict the development of differentiated language policy in the country with the help of sociological studies. The basis of the formation of any state as a country is the existence of territory, people, language, religion, national values. Among them, it is important that the state be formed as a nation, even if it has population and territory.

In fact, language policy can be seen as a set of measures aimed at the conscious influence of the state on language. Kazakhstan, as a multinational state, adheres to this direction of Due to the fact that many ethnic groups live in Kazakhstan, the state ad-

heres to this direction of influencing them, including through language policy, the development of the Kazakh language and the development of languages of other ethnic groups is envisaged in the state. To do this, the state purposefully uses effective approaches necessary for the development of the language.

In this regard, one of the tools leading to important indicators in the implementation of language policy is the modernization of the Kazakh language through the introduction of the Latin alphabet and increasing the level of use of the Kazakh language as a scientific language in society. Contributes to the formation of a sense of respect for the culture and history of the people of Kazakhstan through the development of language. The concepts of multilingualism and multiculturalism include the study of situations in which different languages coexist within a community or geographical region. This may include analysis of language policies, mechanisms for the preservation and development of minority languages, and the impact of migration on the linguistic situation. In the conditions of Kazakhstan, the factor of multiculturalism may be more relevant than that of multi-lingualism. This is due to the fact that the culture of ethnic groups, who have long lived in our country, is approaching a common culture. Never-

theless, in the state citizens of Kazakhstan have the right to live freely, preserve, promote their culture, regardless of nationality, race, religion, sex of any person, as provided by law, provided that it does not harm the life of other people?

The realization and preservation of cultural values can be a guarantee that the state will adhere to the correct language policy. Despite this, the life of society is influenced by domestic, socio-economic, geographical and migration processes. These changes may include the language situation, so periodic monitoring of the population's opinion on implementation and development of language policy is relevant.

The relevance of language policy study, first, the emergence of problems related to language policy among the population or the frequency of problems underlying the language problem. Secondly, the problem of language is seen as a necessary tool for preserving cultural, educational, communication principles of society or ethnic groups. Third, the observance of language policy is considered as a basis for security and future development of the state, since through language there is an opportunity to update important industries in the country, such as training of competitive specialists in the economic sphere, establishing relations with foreign countries, achieving success in the field of culture and others.

### Literature review

The issue of language policy in the Republic of Kazakhstan is considered at the state level and annually on behalf of the Committee of Language Policy of the Ministry of Science and Higher Education; a sociological study is conducted to identify the importance for the population of possession languages, knowledge, and support of the state language policy (2021, 2022, and 2023). Above all, it acts at the state level, determining the importance and level of use of the state language in different spheres and regions of the country, identifying important issues that need to be solved in the modern world. First of all, language policy is regulated by the Law of the Republic of Kazakhstan «On languages in the Republic of Kazakhstan», especially if it is about the modern state and level of development of language policy, problems of implementation of language policy, etc. (1997).

One of the important steps in the development of language policy is the launch of the state program for implementation of the language policy of the Republic of Kazakhstan for 2020-2025. This

program was created within the framework of implementing the tasks set by the Head of State of Kasym-Zhomart-Tokaev in the Message to the People of Kazakhstan of September 2, 2019 (Tokaev, 2019). The main focus here is on the importance of strengthening the Kazakh language as a state language for inter-ethnic communication.

Among the domestic authors, you can see works of Arman Kasimbaev, Aisha Bitkeeva, Ali Nysanbayeva, also works of Sergei Lenchenko, Milton Esman, Elena Shomani, Charlene Rivera, Eric Kollum and others. Language policy students of recent years.

Arman Kasimbayev (Kasymbayev, 2022) conducted political research on modern strategies for the development of language policy. He considers the tense subtext of language politics in a multi-ethnic country, especially from the perspective of ethnic pluralism. The study is based on the experience of countries in Southeast Asia using a comparative historical method.

Milton Esman (Milton, 1992) says that the language problem is a critical problem of states divided into multi-ethnic groups and that the state adheres to the language policy for resolving inter-ethnic conflicts. But there may be social pressure that prevents the implementation of language policy. According to him, the priority of one language in the country compared with multilingualism will inevitably increase the effectiveness of the state language policy. But the author's proposal to choose only one language is among the long-term strategies that can be achieved for our country over a quarter century, including ethnic factors in the country, The border location of Kazakhstan with other countries and transit role in trade among Central Asian countries. Therefore, it is doubtful that the prescription of one language will improve the state's language policy, so we cannot assume that a unilateral move is correct.

Elena Shohomani (Elana, 2008) led the language policy to the introduction of language tests in education and its influence on the development of language. In a multilingual state, it is important that children choose their mother tongue and learn other languages or the national language in parallel, which helps to eliminate linguistic differences between migrant and indigenous children. She also argues that by introducing language tests, the state can develop an official language alongside world languages. The exact conclusions of the author that the widespread introduction of language tests in education affects the development of language are

true, it is widely used in our country, for example, a civil servant must pass KAZTEST on Kazakh language, but at the same time it cannot be said. The level of proficiency in Kazakh language in the country is 100%. Therefore, you can see that this system has mechanisms that do not work.

Language problems in the field of education, particularly in secondary education, were also studied, as reflected in the analysis of the results of the Unified National Testing of School Graduates of Kazakhstan (Shabdenova, 2024). In this context, ways to increase the effectiveness of language policy by streamlining language issues in secondary education are differentiated. This promotes the teaching of future generations in their native language, the preservation and development of their ethnic language and strengthens the mechanisms for the development of the state language. This may be considered as the beginning of mechanisms for development of language policy, since a deeper differentiation of language issues in education requires more extensive study.

Charlene Rivera and Eric Collum (Charlene et al., 2005) proposed a focused analysis of state policies and practices to assess the knowledge of those who learn English. This approach demonstrates the need to respect the state language policy, which allows the development of language teaching. In this regard, trilingual education is practised in Kazakhstan and in some places is implemented on an experimental basis, especially in higher educational institutions where emphasis is placed on a deeper learning of the English language, which strengthens the State's links with foreign countries, Allows you to master the world education and science.

Similarly, the criteria for analyzing language policy in Nicole Pinilla require a level of language proficiency and development, especially of people's language and identification with one specific nation (Nykoll, 2018). According to the author, this is related to the assimilation of national values by society, because the nationality and language of any person go hand in hand. Unfortunately, the long stay of Kazakhstan in the Russian colony, a complete immersion of the Russian language into practice concerned citizens of Kazakh nationality who lived and studied until the 90s. Being a Kazakh nationality, having been educated only in Russian and formed in the Russian-speaking environment, mastering the state language becomes a difficult situation, so studying the national identity of Kazakhs may be

appropriate.

The regional aspect of influence of language policy on economic policy was investigated by Russian Federation Lynchenko S., he determined a close link between language policy and economic policy. Through language policy, he considers ways of influencing the level of education of the population, financial literacy, economic knowledge (Lynchenko et al., 2020). In contrast, Beatkeev Issa considers five models of language policy: one-component, two-component, three-component, multi-component and differential. The author believes that language policy is directly related to national identity and civil society through language legislation, as well as the desire of peoples to develop their languages (Bitkeeva, 2021). Therefore, it may be appropriate to enhance the national identity of the population by awakening an ethnic consciousness.

The analysis of literature showed that the main source of development of the language situation in sociological analysis, taking into account the specificity of development, the actual use of the state language at present is the population of the villages and southern regions. Among representatives of different specialties, the expression of the state language as a language of communication in practice with state authorities is known, and its reasons are explained by the fact that the state language is not used in the most important sectors of the economy. The proportion of English language is increasing.

## Materials and Methods

The study uses traditional methods and statistical methods: absolute, relative and average values, graphs, groupings, time series, indices, tables and much more. The sociological analysis of language policy studies focuses on understanding the social context and the impact that language policy has on different population groups.

The key methods and approaches to study of language politics in sociology can be mass surveys and population questionnaires. Surveys of various groups were conducted with the aim of knowing the language attitudes of the population, language proficiency and its level, and language policies among the population. In addition, mutual discussions between small groups determine the opinion and attitude of the population towards language policy. In particular, the use of targeted surveys, surveys among individual groups (youth, professionals, etc.) determines the direction of language policy. The



study used quantitative and qualitative approaches to the study of language policy in sociology.

The first database of the study was the results of an annual mass survey conducted between 2021 and 2023 by the Language Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan. The sample population in the study included the population of Kazakhstan over the age of 18 in all regions. The number of respondents who participated in the study varied annually. So, in 2021-2022, the number of regions in the republic amounted to 17, of which 14 regions and the cities of Astana, Almaty, Shymkent, from 2023, including the regions of Abai, Zhetysay, Ulytau, the regions are united into 20 regions. The sample of the study is representative, it is selected according to the type of settlement, age, gender, nationality of the respondents.

The survey was conducted using a face-to-face methodology among 2000 respondents in 2021 and 2022 and 4000 respondents in 2023 (2021, 2022, 2023) with respect to the quota sample. The quota sample was analyzed using socio-demographic data of respondents, which included gender, age groups, nationality, education level, material status in the household.

The main question of the study: «How do you feel about language politics in Kazakhstan?».

The hypothesis of the study suggests that the people of Kazakhstan have a sufficient level of support for language politics, but among the population there may be those who are not indifferent to politics, who do not trust politics. It can be divided by the ethnic identity of the society, age characteristics, professional skills, level of education.

Statistical data analysis was performed using SPSS statistical software to calculate correlation coefficient and check the significance of results.

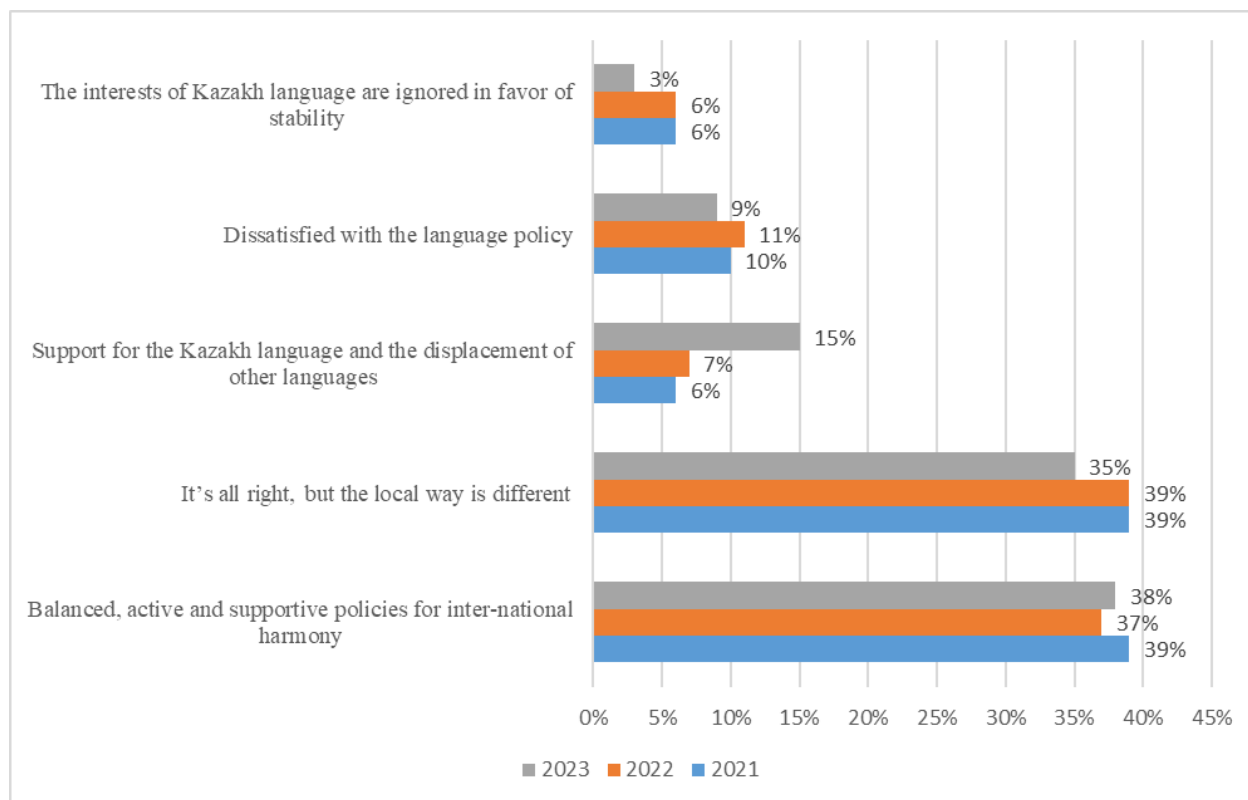
## Results and Discussion

It is useful to present a socio-demographic profile of the sample population of the study. Analysis of the characteristics of the respondents in the 2023 survey showed that the sample represented population by gender (48% male and 52% female), age groups (27% 18-29 years; 34% 30-45 years; 31% 46-60 years; 8% 61 years and above), nationality (68% Kazakhs, 18% Russians and 14% other nationalities). However, all population groups are represented in terms of education level (37% secondary

school, 35% vocational training, 27% higher), social and professional status (44% employed in organizations and sectors of various types and properties, 14% individual entrepreneurs and businessmen, 12% self-employed, 11% employed in farms and other services, 6% pensioners, 4% unemployed, 3% students, 3% disabled people who are not working, 3% housewives). The sample also represents the population in terms of marital status (58% married, 31% never married, 8% divorced, 3% widowed) and financial status (19% above average, 65% average, 10% below average and 6% in difficulty). Samples of previous surveys (2021 and 2022) similarly represent the population in approximate values (5%) as above.

In order to evaluate the language policy in the country, all respondents were asked a question: «How do you assess the language policy conducted in Kazakhstan?», the results of the responses are presented in Figure 1, it is a comparative data of three surveys conducted in 2021, 2022 and 2023. The data show that two positions are most common: on average 38% of the population share the opinion that «policies are balanced, active and promote inter-national harmony», another 38% believe that «everything is said correctly but done differently in the field». In 2023, the proportion of respondents sharing the opinion «support of the Kazakh language and the displacement of other languages» increased significantly: from 6% in 2021 to 15% in 2023. Almost one in ten Kazakhs (10%) is dissatisfied with the language policy. The opinion of «ignoring the interests of the Kazakh language in favor of stability» is the least common, with the proportion of respondents who share this opinion has decreased from 6% in 2021 and 2022 to 3% in 2023.

It is interesting to see which social groups are most likely to share the views outlined above. The question presented in figure 1 was analyzed according to socio-demographic characteristics. Some results are presented in table 1 – these are the most basic features that characterize society, other features are not presented in table 1 because of the many categories, but analysis was made on all features, significant differences are described below. For this purpose, the analysis of correlation tables was made taking into account the Hi-square statistics. The analysis was based on a database of the 2023 survey, where the sample consisted of 4,000 respondents.



**Figure 1** – Comparative data of the evaluation of the language policy of the population, 2021-2023

Results showed that statistically significant differences ( $p < 0.05$ ) are observed only in the cross-section of nationalities, while no statistically significant differences are observed in the cross-section of other characteristics. Thus, in the Kazakh society two positions prevail independently of gender, age groups, level of education, material status, social-professional status, family status and other criteria: a large part of the population, almost equally (on average about 38%) share the opinion that language policy is balanced, active and promotes inter-ethnic harmony, no less a significant part of Kazakhs believe that policy and its implementation diverge, that is, everything is said correctly, But on the ground, it's different.

As already noted, the analysis of the correlation tables determined statistically significant differences in the breakdown of nationalities: among citizens of Kazakh nationality more often than others, opinions are spread «balanced policy, active and promotes inter-ethnic harmony» (41%) and «dissatisfied with the language policy» (11%); at the same time, less than among other ethnic groups,

there is a widespread opinion «support of Kazakh language and displacement of other languages» (11%). Among citizens of Russian nationality, there is an intermediate distribution of opinions, a middle position between the opinions of citizens of Kazakh nationality and the opinions of citizens of other nationalities. The most diametrically opposed positions of opinion are observed between citizens of Kazakh nationality and citizens of other nationalities. Thus among citizens of the category «other nationalities», which includes representatives of many nationalities of Kazakhstan, less than among Kazakhs and Russians, opinions «balanced policy, active and promotes inter-ethnic harmony» are widespread (30%) and «dissatisfied with the language policy» (3%); at the same time, in comparison with other groups, the prevailing opinion is «about greater support for the Kazakh language and the removal of other languages» (23%). Unlike the Kazakh and Russian nationalities, representatives of other ethnic groups are more inclined to believe that «the policy is correct, but in fact different» (43%) (Table 1).

**Table 1** – Analysis of the evaluation of language policy in terms of socio-demographic characteristics, n=4000

Subject of study		The language policy is full-fledged, effective and contributes to international stability	The policy is correct, but in practice it is different	Dissatisfied with the language policy	Support of Kazakh language and displacement of other languages	The interests of Kazakh language are ignored in favor of stability
gender $p>0.05$	male	38%	36%	8%	15%	3%
	female	38%	35%	9%	15%	3%
age groups $p>0.05$	18-29 years	38%	34%	9%	16%	3%
	30-45 years	38%	35%	9%	15%	3%
	46-60 years	39%	36%	9%	13%	3%
	61 years and over	35%	42%	6%	15%	2%
nationality $p<0.05$	Kazakhs	41%	34%	11%	11%	3%
	Russian	33%	37%	7%	21%	2%
	other nationalities	30%	43%	3%	23%	1%
education level $p>0.05$	average	41%	34%	8%	14%	3%
	vocational and technical education	36%	36%	9%	16%	3%
	Higher education	37%	37%	9%	14%	3%
Household wealth $p>0.05$	above average	42%	35%	9%	11%	3%
	average	38%	34%	9%	16%	3%
	below average	37%	37%	9%	14%	3%
	difficult	42%	36%	4%	16%	2%

## Conclusion

Language policy in Kazakhstan is regulated by a number of regulatory documents that are subject to the basic law of the republic, the law of the Republic of Kazakhstan “On Language Policy,” the program for the implementation of the language policy (for 2023-2029). In accordance with the law, the Kazakh language as the state language of Kazakhstan is currently approved and implemented, but along with the state Russian language is formed as a language of interethnic communication. This means that along with the state language in Kazakhstan, the status of the Russian language exists and equally operates. The scope of application of languages, starting with the conduct of state office work, is reflected in the media, in all areas of everyday life of society. This process can be seen as a successful manifestation of the implementation of bilingual policies in the state. Since independence, after the collapse of the Soviet Union, the government of Kazakhstan has actively supported the development of the Kazakh language by conducting a number of activities to disseminate

and strengthen it. This is expressed in the distribution of schools with Kazakh language instruction, in the development of Kazakh language course for foreign students, teaching all citizens Kazakh language and other measures.

However, there is some criticism of the language policy of Kazakhstan, related to insufficient use of the Kazakh language in some areas of public life, as well as unequal access to education and service in Kazakh for all citizens of the country. The assessment of language policy in Kazakhstan by the population can be different, depending on the opinion and needs of different social groups. Some citizens may be positive about language policy as it helps to preserve cultural diversity and strengthen national identity. They can support the government’s efforts to promote the state language – Kazakh, as well as the development of official language policy. At the same time, other residents of Kazakhstan may criticize the language policy for insufficient attention to the development and support of other languages of citizens inhabiting a multinational country, they may point out deficiencies in minority language

education and access to information in their mother tongue.

The indicated criticism is confirmed by the results of a sociological survey, so among citizens of category «other nationalities», which include representatives of many nationalities of Kazakhstan, less than among Kazakhs and Russians, opinions are widespread «Balanced, active and conducive to inter-national harmony» (30%). Despite the small number of respondents dissatisfied with the language policy (3%), among the “other ethnic groups” the opinion is more widespread (23%) about “supporting the Kazakh language and rejecting other languages” than among Kazakhs and Russian nationalities. At the same time, unlike the respondents of the Kazakh and Russian nationalities, representatives of other ethnic groups are of the opinion that “the policy is correct, but in fact different” (43%).

Thus, language policy in Kazakhstan continues to be an important topic of discussion and requires further efforts to ensure equality of languages and cultures of all peoples of the country. In conclusion, the study of the implementation of language policy requires further study, taking into account the views of significant groups of the population, their gender character, age characteristics, national character, any priorities. In this regard, the state must constantly take into account the opinion of society when developing and implementing language policy. This will contribute to the further development of the state language in the Republic of Kazakhstan and the implementation of a rational language policy that guarantees the favorable coexistence of ethnic groups in the country while preserving their native languages and their own culture.

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## ИНФОРМАЦИЯ ДЛЯ АВТОРОВ

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

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

Структура аннотации включает в себя следующие ОБЯЗАТЕЛЬНЫЕ пункты:

- Вступительное слово о теме исследования.

- Цель, основные направления и идеи научного исследования.

- Краткое описание научной и практической значимости работы.

- Краткое описание методологии исследования.

- Основные результаты и анализ, выводы исследовательской работы.

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

- Практическое значение итогов работы.

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

#### ***Последующая страница (новая):***

- Введение состоит из следующих основных элементов:

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

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

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

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

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

Научная методология должна включать в себя:

- исследовательский вопрос(-ы);

- 
- выдвигаемую гипотезу (тезис);
  - этапы исследования;
  - методы исследования;
  - результаты исследования.

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

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

- В разделе Результаты и Обсуждение – приводится анализ и обсуждение полученных вами результатов исследования. Приводятся 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](http://www.chicagomanualofstyle.org)).

В данном разделе необходимо учесть:

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

- Избегайте чрезмерных самоцитирований.

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

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

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

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

**Стоимость публикации – 2000 тенге/страница**

**Реквизиты:**

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

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КБЕ 16

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БИК TSESKZKA

## АВТОРЛАРҒА АРНАЛҒАН АҚПАРАТ

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

Корреспонденция авторы журналға жариялау үшін ілеспе хат ұсынуға міндетті.

### **Авторларға қойылатын талаптар (мақаланы рәсімдеу үшін 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://www.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.

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