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ПСИХОЛОГИЯ

Section 1
PSYCHOLOGY

Раздел 1
ПСИХОЛОГИЯ

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THE IMPACT OF STRESS ON THE ADAPTATION OF FIRST-YEAR IT STUDENTS

The stress level experienced by first-year students of IT specialties negatively affects their adaptation to the new academic environment. This impacts the learning process, including academic performance, social and psychological components, communication, well-being, and self-realization. In this regard, the aim of the study was to identify the factors causing stress and the possibilities of overcoming stress among first-year IT students at Astana IT University.

The study found that first-year students face difficulties in meeting deadlines, understanding technical information in a foreign language, and building communication with teachers and peers. The methods used by first-year students to cope with stressful conditions are limited to sleep, watching TV shows, and playing games. This indicates a lack of awareness among students about effective methods to enhance stress resistance and overcome stress.

The research included an analysis of studies and theories on stress, an online survey using Google Forms, and offline in-depth interviews with 15 participants out of 125 who completed the survey. This allowed the conclusion that the study not only expands existing knowledge about the impact of stress on students but also has practical significance for educational institutions striving to create a more supportive and adaptive environment for IT students.

Key words: stress, IT specialization, students, adaptation, mental health.

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Бірінші курс студенттерінің ІТ бағыттарына бейімделуіне стрестің әсері

ІТ мамандықтарының бірінші курс студенттері бастан кешіретін стресс деңгейі олардың жаңа академиялық ортаға бейімделуіне кері әсер етеді. Бұл оқу үдерісіне, оның ішінде академиялық үлгерімге, әлеуметтік және психологиялық компоненттерге, коммуникацияға, денсаулық пен өзін-өзі жүзеге асыруға ықпал етеді. Осыған байланысты, зерттеудің мақсаты – Astana IT University-дің ІТ мамандықтарының бірінші курс студенттерінде стрессті тудыратын факторларды және стрессті жеңу мүмкіндіктерін анықтау болды.

Зерттеу нәтижесінде бірінші курс студенттері оқу жылының басында келесідей қиындықтарға тап болатыны анықталды: «дедлайндарды» сақтау, шет тілінде техникалық ақпаратты қабылдау, оқытушылармен және топтастармен коммуникация орнату. Стресстік жағдайларды жеңу үшін бірінші курс студенттері негізінен ұйқы, телехикаяларды көру және ойындар сияқты әдістерді пайдаланады. Бұл олардың стресске төзімділікті арттыруға және стресс жағдайларын жеңуге арналған тиімді әдістер туралы хабардар еместігін көрсетеді.

Зерттеу барысында стресс мәселесін зерттейтін зерттеулер мен теорияларға талдау жасалды, Google Forms арқылы онлайн сауалнама жүргізілді және сауалнамаға қатысқан 125 адамның ішінен 15 қатысушымен офлайн тереңдетілген сұхбат өткізілді. Осы зерттеу стресстің студенттерге әсері туралы білімді кеңейтіп қана қоймай, сонымен қатар ІТ мамандықтары бойынша студенттерге қолдау көрсететін және бейімделгіш ортаны құруға ұмтылатын білім беру мекемелері үшін практикалық маңызға ие деген қорытындыға келуге мүмкіндік берді.

Түйін сөздер: стресс, ІТ-мамандығы, студенттер, бейімделу, психикалық денсаулық.

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Влияние стресса на адаптацию первокурсников IT-направлений

Уровень стресса, испытываемого студентами IT-специальностей на первом году обучения, отрицательно влияет на их адаптацию в новой академической среде, что отрезает на учебном процессе, включая академическую успеваемость, социальную и психологическую составляющие, коммуникации, самочувствие и самореализацию. В связи с этим целью данного исследования стало отражение факторов, вызывающих стресс и возможностей преодоления стресса у студентов первого курса IT-специальностей Astana IT University.

В результате проведенного исследования выяснено, что на первом году обучения студенты сталкиваются с трудностями соблюдения «дедлайнов», сложностями восприятия технической информации на иностранном для них языке, проблемами построения коммуникаций с преподавателями и одногруппниками. Методы, применяемые студентами первого курса в преодолении стрессового состояния, ограничиваются сном, просмотром телевизионных фильмов и играми, это свидетельствует о неосведомленности студентов об эффективных методах, используемых в повышении стрессоустойчивости и преодолении стрессовых состояний.

В исследовании включило анализ исследований и теорий по изучению стресса, онлайн опрос при помощи Google Forms, офлайн проведенное глубинное интервью с 15 участниками из прошедших опрос 125. Что помогло прийти к заключению того, что данное исследование не только расширяет существующие знания о влиянии стресса на студентов, но и имеет практическое значение для образовательных учреждений, стремящихся создать более поддерживающую и адаптивную среду для студентов IT-специальностей.

Ключевые слова: стресс, IT-специальность, студенты, адаптация, ментальное здоровье.

Introduction

Modern Kazakhstan society is an example of a progressive community with high standards and rapid changes. Constant development and continuous change are not only beneficial at our country's current "point of development," but also a challenge at all stages of personal development. Schoolchildren, students, young specialists, and professionals in their field face the challenges of an unstable, rapidly changing modern world every day, exposing themselves to stress, challenges, and sources of negative influence. In this regard, the issue of stress in higher education institutions (hereinafter referred to as HEIs) is currently the most pressing, with student stress being particularly important. Stress has been haunting students literally since they enrolled at the HEI. Enrolling in a HEI is a major and significant step, bringing with it a new social status, new opportunities, and new prospects, accompanied by undeniable stress, which is an opportunity to adapt and expand one's comfort zone. However, enrollment is not the first stage of changes and/or stress factors, but the continuation of a major stressful "epic" – preparation for the unified national testing. Preparation for this "epic" usually begins two, and in some

cases three, years before admission, followed by the test itself, with its personal expectations, the expectations of family and friends, social pressure, and a high probability of choosing the wrong answers in the test, where each participant becomes a competitor in the struggle for free education. Undoubtedly, admission to HEI brings new opportunities and horizons, becomes a source of professional self-determination, a new social status, a stage of the first independent actions, individual responsibility. At this stage of maturity in the life of a student, various events occur, ranging from positive encounters and acquaintances, adaptation to academic and social trajectories, to personal responsibility for participation in classes and compliance with all deadlines for submitting assignments that determine the final grade and, in some cases, the possibility of continuing education. Adapting to new requirements in student status often becomes a source of high stress levels, which in the future can have a positive or negative impact on academic performance, mental health, activity in building communication, self-esteem, self-presentation and self-knowledge.

According to the definition of the World Health Organization (WHO), stress is a state of anxiety or cognitive tension that occurs in response to unusual

or difficult situations (World Health Organization, n.d.). This condition is a natural human reaction that helps to cope with difficulties and threats that arise both in the human body and in the non-human, social and/or material world. However, the level of stress's impact on a person's overall well-being depends on how they cope with it, how they react to it, and how they perceive it.

The American Psychological Association considers stress as a normal reaction to everyday stress, which, in the long term, can disrupt a person's daily physiological and psychological reactions (APA Dictionary of Psychology, n.d.). Stress causes changes in almost all body functions, affecting emotions, behavior, changing activities, bringing chaos to decision-making, communication, and self-regulation.

Stress is defined as any change that causes physical, emotional, or intellectual stress (Mills, 2022). This is the body's reaction to the need for decisions or actions. Despite the fact that stress is perceived by all people, its effects on health depend on a person's ability to adapt to these changes.

Thus, stress can be characterized as a natural psychophysiological reaction of the body to demands or changes in the environment. When adapted appropriately, it helps to cope with challenges, but when managed poorly or for too long, it can cause mental and/or physical health to deteriorate. Of course, the stress level (Fig. 1) in its time frame and within the framework of exposure can cause different reactions and consequences. However, it is worth noting that the consequences can lead to a decrease in the quality of life, conflicts, physiological diseases, impaired psychological stability, a negative perception of oneself and one's surroundings, the inability to predict the future, goal setting, and activity in difficult life situations.

According to research, stress manifests itself in various ways:

- personality characteristics, for example, according to personality typology extraversion/introversion; activity/passivity, etc. (Rettew et al., 2021)

- social and social processes, such as a change in place of residence, place of work or study, various situations related to a close circle of people, such as birth or death, a change in social status, marriage or divorce, adaptation to new challenges in life, for example, changes in the political regime, changes in self-determination opportunities, etc., the need for support in new unfamiliar life situations (McLean et al., 2022)

- physical and physiological components (excessive weakness or drowsiness when changing time

frames such as time zone changes, time changes due to the time of year, headaches, migraines, body aches due to low physical activity, excess weight, etc.) (Herawati et al., 2019)

- low level and time management capabilities (Lovin & Bernardeau-Moreau, 2022) and other factors.

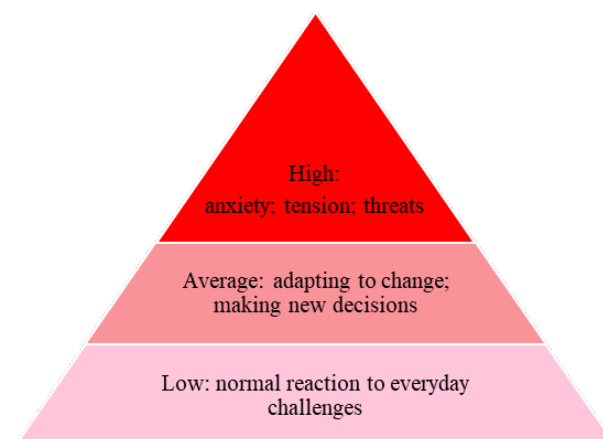


Figure 1 – Stress levels (from low to high)

All of these manifestations of stress are noted in the reports of major international organizations such as WHO, OECD, and the United Nations, and they also note the significant impact of stress on various groups of the population, including students, who, as a special vulnerable category of the population, are particularly susceptible to stress and more often suffer from it alone, having difficulty with adaptation mechanisms. The WHO report, according to statistics, notes an increase in stress levels and its negative impact on mental health in the educational environment, this fact is associated with the difficulty of rebuilding the global community after the COVID-19 pandemic (World Health Organization, 2023). It is worth noting that even those people who did not become infected during the pandemic experienced significant psychological pressure on their bodies, news portals, closed access to live communication, visiting places with large numbers of people, and the requirement to quickly adapt to online communication at work, in education, and in self-realization processes. It was after the COVID-19 pandemic that a large “explosion” of panic attacks was recorded among the world's population, the echoes of which still haunt people.

At the World Economic Forum in 2023, the issue of the psychological well-being of society was also raised. Thus, one of the reports noted that mental health and stress are considered as a “global risk”

to society, therefore, a proposal was put forward to introduce systemic transformations in workplaces and educational organizations in order to create a favorable, sustainable environment to combat stress (World Economic Forum, 2023).

According to all the listed studies and reports at the global level, we can note that there is already a comprehensive understanding of the global impact of stress on various spheres of society, including the field of education, which highlights the importance of developing global efforts to more effectively overcome stress, work with it, and prevent its negative effects.

Noting the high public interest in stress in education, we conducted a study that includes an analysis of the causes and consequences of stress among first-year IT students. Students of IT specialties are those students who spend more of their time in online space and isolation, their active assignments are often associated with strict deadlines, low social and physical activity, problems with nutrition and self-knowledge (World Health Organization, 2023) in this regard, these students were of the greatest interest to us. on the study of stress factors among students. In this regard, the purpose of the study is to determine the stress level of students of IT specialties, with the further creation of ways to deal with stress and develop coping strategies for students to deal with stress at the university.

The analytical part of the study included an analysis of official documents, psychological, pedagogical, and sociological studies related to the possibilities of overcoming stress, the causes of its occurrence, and the consequences. At the same time, we analyzed the latest developments in dealing with stress in the field of education, examined the sources of information about stress for students in their information environment, community, and academic environment.

The next part of the study consisted of conducting an online survey using Google Forms, offline interviews, conducting classes and trainings in order to familiarize students with stress management methods, coping strategies, and creating a favorable environment for adaptation to new educational realities.

Literature review

Stress is viewed differently in different industries, but in psychology there are a number of models that describe the algorithm of occurrence, content, consequences and various reactions of the body.

One of the first scientists to describe stress in psychology is Hans Selye, whose theory describes the body's responses to external stimuli that cause a special condition characterized as stress. According to the research of H. Selye should distinguish between three main stages of stress. The first stage or stage of anxiety occurs characterized by the activation of the physiological systems of the body responsible for the fight or flight of a living being, these reactions are due to the evolutionary process and are aimed at the possibility of survival. The second stage or stage of resistance is characterized by H. Selye as attempts of the organism to adapt to external and/or internal stimulus causing stress. The third stage or stage of exhaustion, the most dangerous stage for both the physiological and mental capabilities of the body, is described as the stage of depletion of the body's resources, this stage can lead to various psychological, mental and/or physiological diseases.

First-year students of IT majors, like all first-year students around the world, face a high academic load, including many assignments and new standards for the specialty they have chosen. Students of IT majors add programming classes with various programming languages, mathematics, higher mathematics, and working with AI technologies to all the stressful factors, and in all these activities, the slightest mistake in the code, task, or program made at the beginning or in the middle can reduce all efforts to "zero." It is for this reason that very often IT specialists need high concentration, special attention and perseverance. And in turn, concentration, attention, diligence are accompanied by anxiety, increased latent aggressiveness, and willingness to deny all their knowledge, and all of the above corresponds to the stage of anxiety according to H. Selye's theory. At the stage of anxiety, students become familiar with new specific subjects and master working with technical platforms. The body, at this stage, mobilizes resources (additional energy, concentration), trying to stabilize the psychological and physiological systems. However, given the long-term adaptation process of the first year, which lasts the first semester or trimester, recent events related to HEI enrollment, preparation for the UNT and its completion, students quickly fall into the second and third stages of stress.

However, having successfully overcome the first stage, the anxiety stage, by the middle of the academic year, students move into the resistance stage and adapt to the routine of the learning process with new standards and opportunities, but

maintaining high productivity requires significant efforts from them. These efforts lead to a stage of exhaustion during the exam period. So the multiple requirements for deadlines, exams, and lack of rest, as many students get various part-time jobs at once, causes fatigue, decreased motivation, and sometimes academic failure.

We can also talk about two states/effects of stress that positively or negatively affect the course of events. If the stress is minor or the stress process itself motivates you to further develop your capabilities and/or skills, this is referred to as a positive state of stress – eustress.

If, however, stress situations lead to a condition in which it is difficult for a person to find a relevant way to minimize negativity, this leads to negative stress on physiology and mentality, regardless of internal or external stimuli that cause stress. This process of negative effects of stress is highlighted by H. Selye as a distress.

R. Lazarus and S. Folkman consider stress as a result of interaction between a person and the environment, in which a person perceives the demands of the environment as threatening or exceeding his resources, factors suppressing his will and opportunities to overcome them. The researchers identified three types of assessments of stressful situations: loss or loss, perception of threat, and the definition of a task as a complex component of a person's life potential. The cognitive assessment process takes place in three stages.

The primary stage: the individual evaluates the situation according to the context – a threat to integrity, a challenge, or a loss of physical and/or mental stability. For example, a student who has moved to another city to study feels the loss of his former environment (friends, family, and a familiar life). There is a feeling of loneliness and isolation, and the motivation to learn decreases.

Secondary stage: a person analyzes his resources, skills, capabilities and abilities to overcome the current new situation, which is correspondingly difficult for him at the moment. An example would be that after moving in, freshman begin to analyze what they can do to better adapt, expand their opportunities, join new “companies”, discover their individuality, interest others in their personality, in this regard they sign up for intra-university activities, look for like-minded people, participate in the development opportunities offered.

The last, third stage: after the initial reaction and attempts to cope with the situation, a person can reconsider his perception of the event or his ability to

react to it, accept it or distance himself from it, try to change or overcome it in the presented form. After establishing new social ties, the student realizes that he/she can cope with the situation, reconsiders his/her initial reaction and accepts new circumstances, either leaves the university, transfers, moves again to the region from which he/she came, or falls into a state of inhibition reducing his/her interest in learning and socialization processes.

Since in this study we consider HEI students who train personnel in IT fields as the object of research, we identify a typology of stresses according to their specific activities. Thus, stress among IT students has a number of specific characteristics: firstly, they face intense mental stress associated with programming, solving complex algorithmic tasks and constant learning of new technologies; secondly, stress based on smart technologies; thirdly, social stress.

Academic difficulties are one of the most significant sources of stress for first-year students (Debet al., 2015). In the course of analyzing existing research and data, we found that the digital workload negatively affects the mental well-being of students. At university, students face psychological difficulties such as technostress and exhaustion caused by digital overload. And coping strategies are often used to involve students in the learning process, which is directly related to the greater digitalization of their daily lives ((Tafesse, Aguilar, Sayed, & Tariq, 2024).

The new educational environment places high cognitive demands, such as the need to master complex disciplines (such as programming, discrete mathematics, and the theory of algorithms) that require advanced abstract thinking. Combined with the limited time to study the educational material, this leads to a high level of cognitive load and feelings of anxiety and insecurity. Lack of prior training or basic knowledge in some key areas can exacerbate stress, especially if the material is presented at an accelerated pace, such as at Astana IT University. At Astana IT University, training is carried out according to an accelerated program, students master the entire specialty program in three academic years, each year divided into three trimesters of 10 weeks each. Since the terms of study are accelerated, the workload of students at this university is higher than in identical ones, but with a generally accepted four- or five-year program. Another factor that we can pay attention to is the language of instruction at the university, the language of instruction at Astana IT University is English. Despite the fact that all university applicants have a high level

of knowledge, it is not the main, spoken, language of thought. In this regard, first-year students are in the constant process of translating the information they receive from one language to another. Since information is given very quickly, many do not keep up with teachers and experience difficulties, which they are most often afraid to admit, before learning the skill of automatic translation or before learning the skill of thinking in English.

The feeling of self-doubt, widely studied in the context of academic self-efficacy, becomes a significant stressor for students of IT specialties. The reason is both the general transition from a school environment to a university environment, and the specifics of professional training. Most students face the need to solve complex problems on their own, which is compounded by social comparisons with classmates with more advanced IT skills. This can reduce motivation and increase negative emotions such as feelings of helplessness, as well as cause avoidant behavior that negatively affects learning outcomes.

The problems of time management and prioritization are becoming critical for first-year students, especially in conditions of high academic workload and the presence of many additional requirements, such as course projects, practical assignments based on digitalization, and short-term deadlines. Students face the need to combine educational tasks with personal responsibilities and social activities.

Performing multiple tasks using gadgets at the same time can increase stress levels. A study by Lei Zhao (2023) showed that multitasking leads to cognitive overload and reduces productivity, which ultimately increases stress. The inability to organize time effectively leads to procrastination, decreased productivity, and increased stress, which impairs both academic and psychological adjustment. Such difficulties are often compounded by a lack of experience in self-planning during school years.

All these aspects are necessary conditions to take into account when developing research, support programs and adaptation strategies for students in order to minimize the impact of stimuli and increase the effectiveness of the educational process.

Materials and methods

The study “The impact of stress on the adaptation of first-year IT students” was conducted to study the stress factors affecting first-year students at Astana IT University, as well as to analyze their

adaptation to a new learning environment. 125 first-year students out of 500 enrolled took part in the survey, whose answers allow us to identify the main causes of stress, their frequency, as well as the methods that students use to overcome emotional stress.

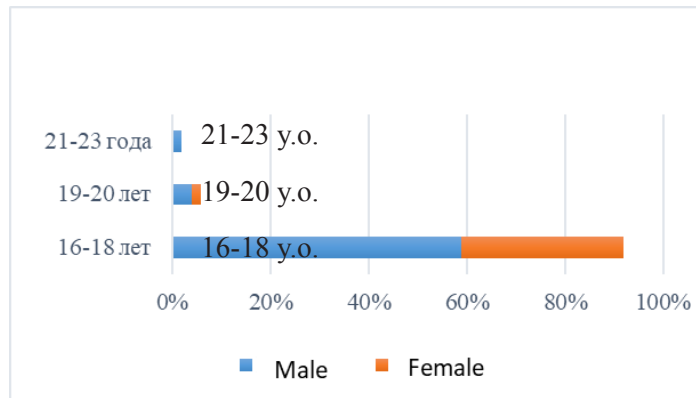
The main research method was a survey designed to identify the main sources of stress, causes, and methods of coping with stress. At the same time, a superficial analysis of the region of arrival (the region of residence before admission to university) was conducted. An additional research method was chosen to conduct in-depth interviews with 15 students from various fields of study.

The survey was conducted in an online format on the Google Forms platform. During the survey, consisting of six main points, respondents were asked to fill out general questionnaires and select those situations that cause stress, negatively respond to their ability to participate intensively in the learning process, assess the frequency of stress in learning activities and describe ways to overcome stress. From the proposed stress management options, the researchers selected the generally recognized, most effective ways for students to overcome stress: physical activity, communicating with loved ones online and/or offline, developing interests, social support for vulnerable segments of the population, etc.

Results and discussion

The study was conducted in two stages. 125 first-year students of Astana IT University, such educational programs as Information Technology, Information Security, Communications and Communication Technologies, Electrical Engineering and Automation. Of the 125 study participants, 44 were female (35.2%), 79 were male (63.2%), and 2 people (1.6%) chose not to specify their gender.

The first question of the survey is related to the region from which students enrolled at Astana IT University. This question was included in the questionnaire in order to find out the relationship between the region and the stress level of first-year students, since the geographical location and communication opportunities in a familiar social environment can affect the degree of stress that students face when applying to university. Stress among first-year students is often associated with changes in their life position, distance from the primary social environment, loss of protection and financial stability provided by the students' parents.



| Gender/age | 16-18 | 19-20 | 21-23 |
|------------|-------|-------|-------|
| Male | 76 | 2 | 1 |
| Female | 43 | 1 | - |

Figure 2 – Gender and age of the study participants

Moving to a new city or campus requires students to adapt to a new physical and social environment. This may include mastering new requirements, finding a place to live, meeting new people and establishing new social connections, and being responsible for the financial component of their daily expenses. All new circumstances can cause a feeling of detachment, lack of need and lack of support, these feelings in their majority are the cause of the emergence and / or increase anxiety, which may be the cause or the first stage of stress according to the theory of G. Selye. New circumstances become a big obstacle that prevents stu-

dents from focusing on learning, as feelings of longing and lack of need can lead to inadequate perception of their social role in a new social group with new requirements, standards, rules, and values.

According to the responses received, the largest number of students who took the survey were from Astana (43.2%), Almaty (14.4%) and Shymkent (6.4%) (Fig. – 3). It is noteworthy that less than 3% of students represent the most remote regions (directly located far from the location of the university of study, in our study it is Astana), such as Aktau, Atyrau, Turkestan and Uralsk.

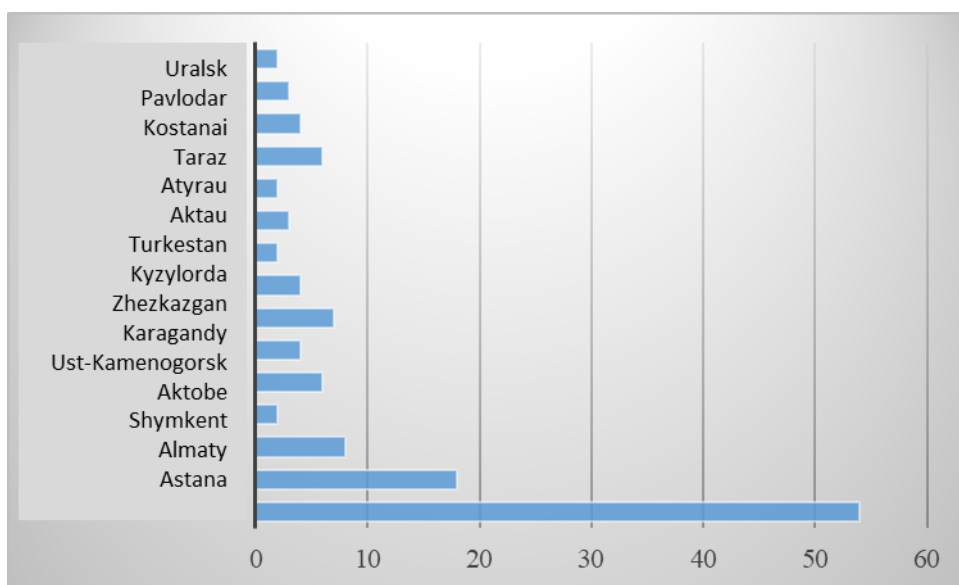


Figure 3 – The region from which the study participants enrolled at the university

Regarding the results of the analysis of the frequency of stressful situations among first-year students, according to the study, the following features can be noted:

- 4 students (3.2%) noted that they never experience stress during their studies – the indicator is extremely low and probably reflects their high level of adaptability or resilience. However, in the process of interviewing students, a factor emerged that students may be ashamed to admit to their state of stress, and in the process of responding, they may have hidden or failed to understand that they are, are experiencing, or have experienced stress.

- 24 students (19.2%) indicated that they rarely encounter emotional stress, which indicates a fairly stable perception of learning loads, effective adaptation to new challenges and circumstances dictated by the academic environment.

- 35.2% of students experience it periodically. This may indicate specific moments of tension associated with certain situations in the learning process or social environment.

- 22.4% often face stress, attributing it to difficulties of adaptation, misunderstanding of new re-

quirements, new restrictions and constant emotional imbalance associated with “deadlines” in all areas of study. Another factor noted in the comments of first-year students is related to their misunderstanding that most of the first-year subjects are general education subjects with a large number of requirements for logical, theoretical, scientific thinking and the construction of their thoughts based on scientific theories.

- 6.4% of the respondents (8 people) are in constant emotional stress. These figures demonstrate the need for special attention to these students, since their state of stress, according to G. Selye’s theory, can be regarded as a state of the third level – exhaustion of the body, negative psychological and physiological effects at all levels of development, interaction, and learning.

Summarizing the results of this research issue, we can conclude that about 65% of students experience moderate to high stress levels. According to these data, it is important to focus on the implementation of psychological support programs and stress management methods to improve the well-being of first-year students.

Как часто вы испытываете стресс во время учебы?
52 жауап

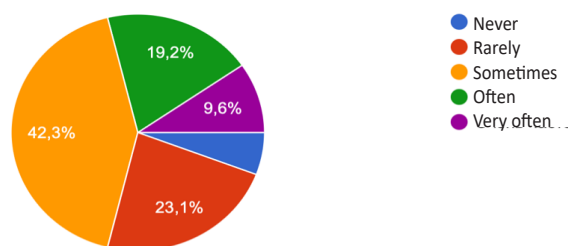


Figure 4 – Purity of stressful situations at the university

The main question of the conducted research is the question of the causes of stress, about those situations and factors that cause stress in first-year students. Analyzing the results obtained during the survey, we can identify several key points that cause stress among students of IT specialties. First, the sources of stress for first-year students, whose school deadlines were monitored by school teachers, is precisely the skipping of deadlines. For this reason, due to the accumulated missed assignments, the study participants noted one of the most fre-

quent sources of stress – high academic workload. At the same time, the workload is associated with large amounts of tasks that require significant effort and time. Uncontrolled amounts of effort and time lead to feelings of overload and anxiety, especially if students, not feeling pressure from outside, and not yet realizing their own responsibility, do not monitor the time frame of assignments, the main opportunities for timely completion, and the consequences of late completion continue to wait for the control they have been accustomed to since school,

unconsciously, do not pay attention to assignments. Missing deadlines leads to stress, as meeting deadlines is critical in the IT sector, and late delivery of projects can affect academic performance and cause additional anxiety. This is a problem for 41% of the students surveyed.

The second reason identified during the survey is the change in social status, the transition from the status of a schoolchild to the status of a student. All students face the need to adapt to new requirements and the educational system, which is accompanied by psychological difficulties. This factor causes stress in 46% of the respondents. An additional concern is the lack of understanding of the material and the fear of getting low marks in exams, given the specifics of Astana IT University, where all classes are held in non-native English, plus, especially given the complexity of technical disciplines, students have a fear associated not only with obtaining information, but also with understanding terminology, the main areas of their specialties and specializations in general. This problem is noted by 28% of students.

Another source of stress noted by students is an inconvenient schedule. For example, the study par-

ticipants talked about long periods between classes, getting up early, or, conversely, late hours of classes, during which they could not schedule their personal time and personal interests, which included part-time work or socializing with friends outside the university. This source of stress is noted by 26% of respondents.

Difficult relationships with teachers and misunderstandings in the group can increase tension, especially if students have difficulty understanding complex topics or are unable to establish contact with classmates. Financial difficulties, such as having to pay for tuition or accommodation, are also a significant source of stress.

In addition, personal problems, such as family issues or difficulties in personal relationships, falling in love remaining at school, school friends enrolled in other universities, affect the psycho-emotional state of students, increasing stress in the educational process. Thus, students of IT majors face many factors that affect their stress levels, including academic workload, deadlines for completing assignments, relationships with teachers and classmates, as well as personal and financial problems.

Table 1 – Causes of stressful situations

| | |
|--|--------|
| Change of social status (from schoolchildren to students) | 36,80% |
| Disorientation (lost) at university | 7,20% |
| An unfamiliar environment at the university | 9,60% |
| The schedule is not convenient (early classes, late classes, long intervals between classes) | 20,80% |
| Misunderstandings in the group (tense/difficult relationships with classmates) | 9,60% |
| Skipping deadlines | 32,80% |
| Skipping classes (due to illness, etc.) | 6,40% |
| Large volumes of tasks | 39,20% |
| Relationships with teachers | 21,60% |
| Misunderstanding of the essence of the profession | 16,80% |
| Financial difficulties | 28,80% |
| Not understanding the material (fear of getting bad exam scores) | 22,40% |
| Personal problems | 12,80% |

After identifying the causes of stress in the survey, we touched upon the methods that students independently use to overcome stress. According to stress management methods, 57% of respondents choose rest, including sleep, as a way to combat stress. This indicates that recuperation and rest play an important role in maintaining mental and emo-

tional balance. 48% of the study participants prefer to watch movies or TV series, which helps them temporarily distract themselves from academic and personal problems.

41% of students use games or hobbies, which is also an important way to relieve stress. This can include engaging video games, as well as various

creative activities, such as drawing or music, that help you switch and focus on something enjoyable. Communication with friends or family is one of the most popular, 40% of respondents choose it. The support of loved ones and the opportunity to discuss their experiences can reduce anxiety and strengthen a positive emotional state.

Another way to deal with stress is to use meditation and breathing exercises, which 24% of students pay attention to. These practices help reduce stress levels, improve concentration, and increase emotional stability. Among the less popular methods, requests for help addressed to teachers and/or psychologists can be noted, 11% of respondents choose it, which may indicate lack of accessibility or ignorance about the possibilities of support in the educational process, embarrassment, distrust, fear of self-discredit in the eyes of other students. While religious rituals (for example, prayer) are a way to cope with emotions and stress for 1% of students.

Thus, students use various approaches to overcome stress, with most of them preferring methods aimed at relaxation and emotional support, such as relaxing, communicating with loved ones, and watching movies.

Conclusion

According to modern research, stress can have both negative and positive effects on students' adaptation processes. Negative stress often leads to decreased motivation, cognitive decline, and emotional burnout, while optimal stress levels can serve as an engine for successful learning and development.

In a rapidly changing technological environment, new living conditions in the social and physical component, students face unique challenges that require them to have a high degree of self-regulation and adaptability, for which they may not be psychologically prepared.

At the same time, the relevance of studying the impact of stress on the adaptation of IT students is determined by several key factors. Firstly, the modern realities of higher education, especially in the

field of information technology, are characterized by rapid changes in curricula and requirements for students. Complex technical disciplines, high competition, and the need for constant self-development create an environment in which students' stress levels increase significantly. Time limits for obtaining a specialty in IT sphere (3 years instead of the generally accepted 4 years), accompanied with high requirements of time limits, timely delivery of assignments, quick mastering of the received material.

Secondly, research shows that high levels of stress negatively affect students' cognitive functions, emotional state, and academic performance. Problems related to adapting to a new learning environment can lead to decreased motivation, poor health, and eventually to physiological illnesses, psychological depression, communication difficulties, and expulsions. Therefore, understanding the causes and consequences of stress becomes important for developing effective student support strategies.

Thirdly, in the context of globalization and digitalization of education, it is becoming relevant not only to study the stress factors themselves, but also to find ways to overcome it, adapting to the demands of the modern digital society. In the case of first-year students, great preference is given to online consultations, methods that they can use outside the time and physical framework (Okeke et al., 2018).

When analyzing the concepts of stress tolerance (Rizulla, 2020), where the most significant concepts and factors reflect awareness (Polyvyannaya, 2023), which is a condition for favorable opportunities to increase stress tolerance and stress coping among students. The conducted study "The impact of stress on the adaptation of first-year IT students" opens up opportunities to work with first-year students in order to adapt favorably, mitigate stress factors, and provide timely assistance both pedagogical and psychological. Thus, this study not only expands existing knowledge about the impact of stress on students, but also has practical significance for educational institutions seeking to create a more supportive and adaptive environment for IT students.

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STUDY OF THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE IN STUDENTS AND THE RATIO OF TWO SIGNAL SYSTEMS

The article presents the results of the study of the relationship between emotional intelligence in students and the ratio of signal systems, the purpose of which was to identify the presence of a relationship between emotional intelligence and the components of the first and second signal systems. The results of an empirical study are presented on a sample that included 340 respondents (241 girls and 99 boys) from different areas of professional training. In accordance with the purpose of the study, the following methods were used: Emotional Intelligence Questionnaire (Emln) by D.V. Lyusina, Questionnaire for Diagnostics of the Ratio of Two Signal Systems by B.R. Kadyrov. As a result of the correlation analysis according to the Spearman criterion, a relationship was found between the scales of signal systems and the components of emotional intelligence. At the same time, if self-regulation, analytical thinking, will and self-esteem are positively associated with manifestations of emotional intelligence, then the severity of such qualities as emotionality, imagination and anxiety are negative consequences of a low level of emotional intelligence. It was found that the second signal system is more closely related to the components of emotional intelligence, which is determined by the work of the nervous system and the mental activity associated with it, and affects the manifestation of emotional intelligence in an individual.

Key words: emotional intelligence, first signal system, second signal system, nervous system, mental activity.

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Студенттердің эмоционалдық интеллектісінің екі сигналдық жүйенің арақатынасымен өзара байланысын зерттеу

Мақалада студенттердегі эмоционалдық интеллект пен сигналдық жүйелердің арақатынасы арасындағы байланысты зерттеу нәтижелері берілген, оның мақсаты эмоционалды интеллект пен бірінші және екінші сигналдық жүйелердің құрамдас бөліктері арасындағы байланыстың болуын анықтау болды. Кәсіби дайындықтың әртүрлі бағыттарынан 340 респондентті (241 қыз және 99 ұл) қамтитын іріктеу бойынша эмпирикалық зерттеу нәтижелері ұсынылған. Зерттеу мақсатына сәйкес келесі әдістер қолданылды: Эмоциялық интеллект сауалнамасы (Emln) Д.В. Люсин, екі сигналдық жүйенің байланысын диагностикалауға арналған Б.Р. Қадыров сауалнамасы. Спирмен критерийін қолдану арқылы корреляциялық талдау нәтижесінде сигналдық жүйелердің шкалалары мен эмоционалдық интеллект компоненттері арасындағы байланыс анықталды. Оның үстіне, егер өзін-өзі реттеу, аналитикалық ойлау, ерік пен өзін-өзі бағалау эмоционалды интеллект көріністерімен жағымды байланысты болса, эмоционалдылық, қиялдау және алаңдаушылық сияқты қасиеттерді көрсету эмоционалды интеллекттің төмен деңгейінің жағымсыз салдары болып табылады. Екінші сигналдық жүйе жүйке жүйесінің жұмысымен және онымен байланысты психикалық әрекетпен анықталатын эмоционалды интеллект компоненттерімен тығыз байланысты және жеке тұлғада эмоционалды интеллекттің көрінуіне әсер ететіні анықталды.

Түйін сөздер: эмоционалды интеллект, бірінші сигнал жүйесі, екінші сигнал жүйесі, жүйке жүйесі, психикалық әрекет.

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Исследование взаимосвязи эмоционального интеллекта у студентов с соотношением двух сигнальных систем

В статье представлены результаты исследования взаимосвязи эмоционального интеллекта у студентов с соотношением сигнальных систем, цель которой заключалась в выявлении наличия взаимосвязи между эмоциональным интеллектом и компонентами первой и второй сигнальных систем. Приведены результаты эмпирического исследования на выборке, которая включала в себя 340 респондентов (241 девушек и 99 юношей), с разных направлений профессионального обучения. В соответствии с целью исследования были использованы следующие методики: Опросник Эмоционального интеллекта (ЭМИн) Д.В. Люсина, Опросник диагностики соотношений двух сигнальных систем Б.Р. Кадырова. В результате корреляционного анализа по критерию Спирмена между шкалами сигнальных систем и компонентами эмоционального интеллекта была обнаружена взаимосвязь. При этом если саморегуляция, аналитическое мышление, воля и самооценка положительно связаны с проявлениями эмоционального интеллекта, то выраженность таких качеств как эмоциональность, воображение и тревожность являются негативными последствиями низкого уровня эмоционального интеллекта. Было выявлено, что вторая сигнальная система в большей степени связана с компонентами эмоционального интеллекта, что обуславливается работой нервной системы и связанной с ним психической деятельностью, и влияет на проявление эмоционального интеллекта у личности.

Ключевые слова: эмоциональный интеллект, первая сигнальная система, вторая сигнальная система, нервная система, психическая деятельность.

Introduction

The issue of emotional intelligence is particularly relevant in today's world. Exploring this phenomenon holds significant theoretical and practical value, as emotions often play a crucial role in shaping interpersonal relationships and influencing key decisions in daily life. The ability to recognize, interpret, and manage emotions – both one's own and those of others – is therefore essential for building effective relationships. The concept of "emotional intelligence" was introduced in 1990 by American scholars J. Mayer and P. Salovey, who described it as the capacity to perceive and express emotions, integrate them with thought, understand emotional meanings, and regulate emotions in oneself and others (Sergienko, 2010). In their view, emotional intelligence is not about reason prevailing over emotion, but about a unique interplay between the cognitive and emotional realms that enables individuals to navigate life's difficulties more effectively (Mayer et al., 2000).

Emotional intelligence is shaped by two key mechanisms: general emotionality and cognitive abilities (Anokhina, 2018). General emotionality refers to an individual's inherent emotional characteristics, which influence the content, intensity, and dynamics of their emotional experiences. As a core element of temperament, it is reflected through traits

such as sensitivity, responsiveness, and impulsivity. The dynamic aspects of emotionality involve how emotions arise, unfold, and subside, as well as how they are outwardly expressed. A significant component of general emotionality is emotional stability, which is reflected in how sensitive a person is to emotional stimuli and how well their mental regulation processes function under emotional stress. Emotional stability is influenced by both physiological and psychological factors. The physiological basis of emotional stability lies in the characteristics of the nervous system, while the psychological aspect involves complex mechanisms of self-regulation and behavioral control developed through personality formation. L.S. Vygotsky emphasized that these mechanisms are rooted in the intricate relationship between emotion and cognition, encapsulated in the concept of the unity of affect and intellect within human behavior and activity (Vygotsky, 1984).

L.M. Abolin explored the core components and criteria of emotional stability, viewing it as a trait that defines an individual's capacity to function effectively under high-pressure conditions. According to Abolin (1987), emotionally stable individuals demonstrate harmoniously coordinated emotional processes that support goal achievement. He identified key internal factors influencing emotional stability or instability, such as emotional and physiological reactivity (excitability), the innate properties

of the nervous system, and emotional traits acquired through life experiences.

Contemporary theories further highlight the coordinating role of the limbic system in regulating emotions. The “limbic brain” is seen as a central hub that maintains two-way communication with both subcortical structures (like the septum, superior colliculi, and locus coeruleus) and various regions of the cerebral cortex, thereby integrating multiple brain systems involved in emotional processing (Khomskaya, 1992).

Literature review

Recent research has uncovered the physiological foundations of emotional intelligence, with particular emphasis on the role of specific brain structures. Among the most significant are components of the limbic system (Anokhina, 2018), especially the amygdala (Goleman, 2005; Grinchenko, 2012), the orbitofrontal cortex (Damasio, 1994), and the system of “mirror neurons” (Rizzolatti, 2012).

The amygdala, a key substructure of the limbic system, plays a central role in generating both positive and negative emotions. It evaluates external stimuli and determines whether they pose a threat. Emotions such as fear, anger, and disgust – typically associated with danger – are closely linked to amygdala activity (Goleman, 2012).

The orbitofrontal cortex, meanwhile, integrates visceral emotional responses into conscious decision-making. It acts as a bridge between the “primitive” emotional centers of the brain – such as the brainstem and amygdala – and higher-order cognitive functions. Clinical observations have shown that damage to the orbitofrontal cortex not only dulls emotional responses but also severely impairs decision-making, highlighting its crucial role in emotional and cognitive integration.

Research by A. R. Damasio (1994) provides compelling evidence that emotions play a vital role in the decision-making process. A significant physiological component of this process involves emotional “mirror” neurons, located in brain regions such as the insula – between the frontal and temporal lobes – and the anterior cingulate cortex. These neurons exhibit similar patterns of activation both when a person experiences an emotion (e.g., disgust) and when they observe the same emotion expressed on someone else’s face.

A defining feature of mirror neurons is their dual response: they are activated both when an individual performs an action and when they observe another

person performing it. Their primary function is to enable the understanding of others’ actions as purposeful movements. As Rizzolatti (2012) notes, the mirror system “captures the intentional aspect of actions, shared by both the observer and the actor.” This neural mirroring mechanism forms the physiological basis for recognizing emotions and fostering empathy (Andreeva, 2020).

Although various theories interpret emotional intelligence differently, researchers consistently emphasize the importance of distinguishing between the concepts of the emotional brain and emotional intelligence, as well as exploring their interaction. The emotional brain refers to the body’s physiological and neurological responses to external stimuli, while emotional intelligence involves the interpretation of these signals and the attribution of emotional meaning to them (Anokhina, 2018).

Thus, the psychophysiological foundations of general emotionality and emotional stability can be attributed, on the one hand, to the functioning of the limbic system and cortical regulation, and on the other hand, to physiological reactivity and the inherent characteristics of the human nervous system.

As a distinct form of human intelligence, emotional intelligence is also closely linked to cognitive functions, particularly the speed and efficiency of information processing. Even H. Eysenck (1995) emphasized this connection by defining intelligence in terms of the nervous system’s processing speed. This perspective, often referred to as psychophysiological reductionism, views intelligence primarily through neurophysiological parameters. Research has shown a correlation between processing speed (or “speed intelligence”) and various electrophysiological indicators.

Notable findings have emerged from the study conducted by T.A. Sysoeva and V.V. Ovsyannikova (2015), which examined the relationship between emotional intelligence and the speed of processing emotionally charged information. International studies have demonstrated that people identify emotionally colored stimuli (such as faces expressing different emotions) at varying speeds. Sysoeva and Ovsyannikova found that individuals with a higher ability to recognize emotions more quickly identified joyful faces. Based on their research, the authors identified several cognitive correlates of emotional intelligence, such as the automatic slowing or acceleration of processing in response to threatening stimuli, the ability to quickly differentiate between angry and joyful expressions, and the relative speed

in detecting emotionally positive or negative facial expressions.

In recent years, the investigation of the brain's emotional functions has expanded to include the study of interhemispheric asymmetry and the interaction between the cerebral hemispheres. However, findings in this area remain inconsistent and have yet to lead to universally accepted conclusions about the lateralization of emotional processes. Overall, it is important to note that the role of the neocortex in emotional regulation remains insufficiently explored, and current knowledge about the involvement of neocortical structures in managing emotional states is still incomplete (Anokhina, 2018).

Given from the above that emotional characteristics are due to a number of biological prerequisites, we are interested in the relationship of emotional intelligence with the components of the two signal systems, which is the goal of our study. Since the first and second signal systems are characterized by the work of the nervous system and related mental activity, which, in turn, may directly or indirectly affect the manifestation of emotional intelligence in the individual (Konareva, 2021).

Within the framework of the topic under consideration, an empirical study was conducted, in which the object of the study was students of 1-4 courses in the amount of 340 people (241 girls and 99 boys) studying in different areas of vocational training. Of these, 54 people from the National University of Uzbekistan named after Mirzo-Ulugbek; 79 people from the Tashkent Pediatric Medical Institute; 39 people from the State Institute of Art and Culture of Uzbekistan; 56 people from the National Institute of Art and Design named after K. Bekhzod; 60 people from the branch of Moscow State University named after M. V. Lomonosov in Tashkent; 52 people from Tashkent State University of Oriental Studies. The subject of the study is the relationship between emotional intelligence and components of signal systems.

Materials and methods

The task was solved by using the following methods: Emotional Intelligence Questionnaire (EmIn) Lusina D.V., including five subscales, which, in turn, are combined into four scales of a more general order: IEI scale (interpersonal EI), IntraEI scale (intrapersonal EI), UE scale (understanding emotions), EM scale (emotion management), UP subscale (understanding other people's emotions), MP subscale (managing other people's

emotions), UO subscale (understanding one's own emotions), MO subscale (managing one's own emotions), EC subscale (expression control). Also, a questionnaire for diagnosing the ratios of two signal systems Kadyrov B.R., which is revealed by the following indicators: 1) dynamic features (activity and self-regulation); 2) emotionality and will; 3) processes – memory, imagination, thinking. The total indicator of the severity of the first, second signal system and their ratio in the form of the “signal coefficient” was also calculated. Spearman's r criteria were used for statistical data processing.

Results and discussion

According to the results of correlation analysis according to Spearman's criterion between the scales of the first signal system and the components of emotional intelligence, a negative correlation was found between the scales “Sociability” and such components of emotional intelligence as “Understanding other people's emotions” ($r=-0.296$, $p<0.01$), “Managing other people's emotions” ($r=-0.348$, $p<0.01$), “Managing your own emotions” ($r=-0.236$, $p<0.01$), “Interpersonal emotional intelligence” ($r=-0.363$, $p<0.01$), “Understanding emotions” ($r=-0.198$, $p<0.01$), “Emotion management” ($r=-0.255$, $p<0.01$), “Overall level of emotional intelligence” ($r=-0.252$, $p<0.01$) (tab. 1).

Before proceeding to the interpretation of the results of the correlation analysis, it is necessary to note that for all scales of the methodology of the ratio of two signal systems Kadyrov B.R. a kind of reverse scaling is applied, i.e. lower scores on the scales mean higher levels of manifestation of the corresponding characteristics, and higher scores, on the contrary, express lower levels of their manifestation. Therefore, it should be taken into account here that negative correlation coefficients between the scales of the methodology of the ratio of signal systems Kadyrova B.R. and other methods means a positive relationship. Returning to the above results, we can say that the higher the sociability, the higher the overall level of emotional intelligence and most of its components. In our opinion, this can be explained by the fact that the need for communication, the propensity to establish social contacts and the ability to establish them, can indeed be realized in a variety of components of interpersonal emotional intelligence, including in understanding their own and other people's emotions, in managing their own and other people's emotions, empathy, compassion, etc.

Table 1 – Correlation Coefficients Between Scales of Emotional Intelligence and Components of the First Signal System (Spearman's Criterion)

| Scales | Sociability | Activity | Emotionality | Figurative Memory | Imagination |
|---|-------------|----------|--------------|-------------------|-------------|
| Understanding Other People's Emotions | -0,296** | -0,340** | -0,059 | -0,182** | -0,019 |
| Managing Other People's Emotions | -0,348** | -0,238** | 0,080 | -0,030 | 0,055 |
| Understanding Your Own Emotions | -0,026 | -0,151** | 0,347** | 0,093 | 0,192** |
| Managing Your Own Emotions | -0,236** | -0,255** | 0,307** | -0,028 | 0,179** |
| Control of Expression | 0,079 | -0,054 | 0,415** | 0,054 | 0,173** |
| Interpersonal Emotional Intelligence | -0,363** | -0,332** | 0,005 | -0,133* | 0,012 |
| Intrapersonal Emotional Intelligence | -0,084 | -0,204** | 0,446** | 0,042 | 0,227** |
| Understanding Emotions | -0,198** | -0,305** | 0,160** | -0,052 | 0,095 |
| Emotion Management | -0,255** | -0,263** | 0,339** | -0,019 | 0,174** |
| Overall Level of Emotional Intelligence | -0,252** | -0,313** | 0,271** | -0,043 | 0,148** |

Note: * $p < 0.05$; ** $p < 0.01$

According to the "Activity" scale, there is a negative correlation with the scales "Understanding other people's emotions" ($r = -0.238$, $p < 0.01$), "Managing other people's emotions" ($r = -0.255$, $p < 0.01$), "Understanding your own emotions" ($r = -0.151$, $p < 0.01$), "Managing your own emotions" ($r = -0.255$, $p < 0.01$), "Interpersonal emotional intelligence" ($r = -0.332$, $p < 0.01$), "Intrapersonal emotional intelligence" ($r = -0.204$, $p < 0.01$), "Understanding emotions" ($r = -0.305$, $p < 0.01$), "Emotion management" ($r = -0.263$, $p < 0.01$), "Overall level of emotional intelligence" ($r = -0.313$, $p < 0.01$). These results indicate that the higher the activity, the higher the level of various components of emotional intelligence. Considering that activity here means general behavioral activity, a tendency to super-normative actions, excess energy, a wide range of contact with others, it can be said that understanding your own and other people's emotions, in managing your own and other people's emotions implies a generally active position of a person in the broadest sense of the word (tab. 1).

Also, the indicators of the "Emotionality" scale positively correlate with such scales as "Understanding your own emotions" ($r = 0.347$, $p < 0.01$), "Managing your own emotions" ($r = 0.307$, $p < 0.01$), "Control of expression" ($r = 0.415$, $p < 0.01$), "Intrapersonal emotional intelligence" ($r = 0.446$, $p < 0.01$), "Understanding emotions" ($r = 0.160$, $p < 0.01$), "Emotion management" ($r = 0.339$, $p < 0.01$), "Over-

all level of emotional intelligence" ($r = 0.271$, $p < 0.01$). Considering that the results of the "Emotionality" scale, as well as other scales, have an inversion character (i.e. reverse scaling is applied), positive correlations mean a negative relationship. This indicates that a higher expression of various components of emotional intelligence contributes to a decrease in the manifestation of emotionality, and vice versa, an insufficient level of development of emotional intelligence leads to an increase in emotionality (tab. 1).

The rationale for the data obtained may be the fact that since emotional intelligence is the ability to manage your emotions and control them, with increased emotionality in the individual, difficulties may arise with emotional self-regulation and control of their non-verbal manifestations (facial expressions, gestures), which may negatively affect the overall level of emotional intelligence of the individual.

There is a negative correlation between figurative memory and "Understanding other people's emotions" ($r = -0.182$, $p < 0.01$), "Interpersonal emotional intelligence" ($r = -0.133$, $p < 0.05$). This may be due to the fact that when understanding other people's emotions, a person may figuratively imagine what their interlocutor is feeling. This, in turn, can help him fully empathize and correctly perceive the emotions and feelings of others, as well as understand the reasons for their occurrence (tab. 1).

The results of the correlation analysis show that imagination positively correlates with such scales as “Understanding your own emotions” ($r=0.192$, $p<0.01$), “Managing your own emotions” ($r=0.179$, $p<0.01$), “Control of expression” ($r=0.173$, $p<0.01$), “Intrapersonal emotional intelligence” ($r=0.227$, $p<0.01$), “Emotion management” ($r=0.174$, $p<0.01$), “Overall level of emotional intelligence” ($r=0.148$, $p<0.01$). This means that the more a person manifests imagination as one of the components of their first-signal features, the lower the indicators of various components of emotional intelligence. Given that according to the methodology of Kadyrov B.R. imagination characterizes the personality from the side of her disposition to dreaminess, impressiveness, it is easy to assume that such qualities express a certain passive position of the personality, and, therefore, can negatively affect the development of emotional intelligence.

The correlation analysis between the scales of the second signal system and the components of

emotional intelligence showed that there is a negative correlation between all scales of emotional intelligence and such second-signal features of personality as “Self-regulation”, “Analytical thinking”, “Will”, “Self-esteem” ($p<0.01$). That is, the higher the level of these components of the second signal system, the higher the emotional intelligence in the individual (tab. 2).

The results can be explained by the fact that since self-regulation is a necessary component for managing and controlling your emotions, its increased level may indicate a high level of emotional intelligence. Also, the volitional qualities of the personality can influence the regulation and management of the emotional state. If we talk about analytical thinking, we can assume that the ability of a person to divide information into components, see the relationships between them, to be able to analyze can help him in understanding his own and other people’s emotions, in determining emotional states and experienced feelings.

Table 2 – Correlation Coefficients Between Scales of Emotional Intelligence and Components of the Second Signal System (Spearman’s Criterion)

| Scales | Self-Regulation | Analytical Thinking | Will | Anxiety | Self-Esteem |
|---|-----------------|---------------------|----------|---------|-------------|
| Understanding Other People’s Emotions | -0,396** | -0,340** | -0,443** | 0,031 | -0,398** |
| Managing Other People’s Emotions | -0,327** | -0,240** | -0,413** | 0,201** | -0,364** |
| Understanding Your Own Emotions | -0,330** | -0,229** | -0,364** | 0,397** | -0,196** |
| Managing Your Own Emotions | -0,409** | -0,320** | -0,487** | 0,425** | -0,375** |
| Control of Expression | -0,272** | -0,220** | -0,259** | 0,268** | -0,112* |
| Interpersonal Emotional Intelligence | -0,406** | -0,322** | -0,480** | 0,119* | -0,426** |
| Intrapersonal Emotional Intelligence | -0,435** | -0,327** | -0,478** | 0,466** | -0,295** |
| Understanding Emotions | -0,447** | -0,351** | -0,499** | 0,234** | -0,375** |
| Emotion Management | -0,459** | -0,356** | -0,537** | 0,395** | -0,400** |
| Overall Level of Emotional Intelligence | -0,499** | -0,383** | -0,573** | 0,342** | -0,426** |

Note: * $p<0.05$; ** $p<0.01$

The connection between self-esteem and emotional intelligence can be explained by the fact that, given that a person with high emotional intelligence in society is regarded as capable of quickly and easily establishing contacts, as empathetic, able to correctly present himself and ecologically express his emotions, this leads to an emotionally positive

perception of him by others. And this, in turn, can positively affect his self-esteem, since social significance of the personality also plays an important role in its formation.

On the scales of the second signal system, only the scale “Anxiety” positively correlates with all components of emotional intelligence ($p<0.01$).

This suggests that the higher the anxiety in the individual, the lower the level of manifestation of emotional intelligence. Apparently, this indicates that since anxiety is accompanied by excitement, anxiety and worries, these feelings may interfere with the understanding and perception of emotions and feelings of others, since these feelings force a person to concentrate on himself, ignoring the feelings of others, which may affect the overall level of emotional intelligence (tab. 2).

According to the results of correlation analysis, between the general scales of signal systems and components of emotional intelligence, there is a negative correlation between the indicators of the scale “First-signal” and “Understanding other people’s emotions” ($r=-0.300$, $p<0.01$), “Managing other people’s emotions” ($r=-0.199$, $p<0.01$), “Interpersonal emotional intelligence” ($r=-0.291$, $p<0.01$), “Understanding emotions” ($r=-0.124$, $p<0.05$). Apparently, some components of first-signal (for example, “Sociability”, “Activity”, “Figurative memory”), in some sense reflect the general

active position of the personality, which can favorably affect the development of, mainly, interpersonal components of emotional intelligence, including the understanding of emotions, the understanding of other people’s emotions and the management of other people’s emotions (tab. 3).

However, the positive correlation coefficients of the “First-signal” scale with such scales as “Understanding your own emotions” ($r=0.110$, $p<0.05$), “Control of expression” ($r=0.200$, $p<0.01$) attract special attention. Perhaps, these results indicate that the expression of some first-signal features (for example, such as “emotional-ity”, “imagination”), reflecting, most likely, some passivity and uncontrollability of emotional and cognitive processes, negatively affect the ability to understand their emotions, to control expression, which, judging by the names of the scales, clearly relate to intrapersonal components of emotional intelligence.

Table 3 – Correlation Coefficients Between Scales of Emotional Intelligence and Generalized Scales of the Questionnaire Methodology of the Ratio of Two Signal Systems of B.R. Kadyrov (Spearman’s Criterion)

| Scales | First-Signal | Second-Signal | Signal Coefficient | Level of Analytical-Synthetic Activity |
|---|--------------|---------------|--------------------|--|
| Understanding Other People’s Emotions | -0,300** | -0,396** | -0,169** | -0,420** |
| Managing Other People’s Emotions | -0,199** | -0,296** | -0,142** | -0,303** |
| Understanding Your Own Emotions | 0,110* | -0,196** | -0,315** | -0,076 |
| Managing Your Own Emotions | -0,057 | -0,307** | -0,266** | -0,237** |
| Control of Expression | 0,200** | -0,160** | -0,331** | -0,019 |
| Interpersonal Emotional Intelligence | -0,291** | -0,388** | -0,167** | -0,411** |
| Intrapersonal Emotional Intelligence | 0,099 | -0,288** | -0,389** | -0,148** |
| Understanding Emotions | -0,124* | -0,374** | -0,303** | -0,315** |
| Emotion Management | -0,055 | -0,356** | -0,327** | -0,272** |
| Overall Level of Emotional Intelligence | -0,101 | -0,400** | -0,344** | -0,323** |

Note: * $p<0.05$; ** $p<0.01$

The scales “Second-signal” and “Signal coefficient” negatively correlate with all components of emotional intelligence ($p<0.01$). The data obtained may indicate that the components of the second signal system are likely more connected with emotional intelligence than the components of the first signal system (tab. 3).

The level of analytical and synthetic activity also negatively correlates with “Understanding other people’s emotions” ($r=-0.420$, $p<0.01$), “Managing other people’s emotions” ($r=-0.303$, $p<0.01$), “Managing your own emotions” ($r=-0.237$, $p<0.01$), “Interpersonal emotional intelligence” ($r=-0.411$, $p<0.01$), “Intrapersonal emotional intelligence”

($r=-0.148$, $p<0.01$), “Understanding emotions” ($r=-0.315$, $p<0.01$), “Emotion management” ($r=-0.272$, $p<0.01$), “Overall level of emotional intelligence” ($r=-0.323$, $p<0.01$) (tab. 3). The data obtained may indicate that the ability of a person to analyze and systematize the information received is important for the manifestation of a high level of emotional intelligence.

Conclusion

Currently, psychological research has yet to reach a unified understanding of the nature and structure of emotional intelligence. In general terms, emotional intelligence is defined as the ability to recognize, understand, and manage one’s own emotions as well as the emotions of others. Its psychophysiological foundations are rooted in two key mechanisms: general emotionality and cognitive abilities.

From a neurophysiological perspective, general emotionality and emotional stability are supported by the activity of the limbic system, cortical regulation, physiological reactivity, and individual properties of the nervous system. Cognitive aspects of emotional intelligence are linked to the speed of information processing, with studies showing correlations between so-called “speed intelligence” and electrophysiological indicators. Research has

also revealed that the speed at which individuals recognize various types of emotional stimuli depends on these cognitive characteristics (Anokhina, 2018).

These findings suggest a relationship between components of emotional intelligence and the functioning of the brain’s signal systems. The development of emotional intelligence requires the coordinated functioning of both the first and second signal systems, as well as effective interhemispheric communication. Notably, the second signal system – associated with language and abstract thinking – shows a stronger connection to emotional intelligence than the first, which is linked to sensory and emotional responses.

Furthermore, traits such as self-regulation, analytical thinking, willpower, and self-esteem are positively associated with high levels of emotional intelligence. In contrast, a low level of emotional intelligence is often accompanied by heightened emotional reactivity, increased imagination, and elevated anxiety.

Advancing our understanding of the brain mechanisms underlying emotional phenomena and emotional intelligence depends heavily on neuropsychological research. Such studies are essential for clarifying the specific roles of various brain structures in generating and regulating emotional responses and states.

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EMOTIONAL INTELLIGENCE: A KEY ASPECT IN THE DEVELOPMENT OF PRESCHOOL CHILDREN

This study explores the importance of emotional intelligence (EI) in the development of preschool-aged children. The aim of the research is to identify the key components of EI and develop a program for its enhancement. The scientific significance of the work lies in confirming the impact of EI on children's social skills, emotional well-being, and adaptation in society. The methodology includes observing children's behavior, conducting surveys with parents and educators, and testing children's EI levels using standardized techniques. The results demonstrate that children with high EI manage their emotions better, resolve conflicts more effectively, and establish stronger interpersonal connections. This research contributes to understanding the critical role of EI in educational practices, particularly in preparing children for school. The study provides recommendations for parents and educators on fostering EI through games, teaching self-regulation skills, and encouraging emotional empathy. The practical value of the work lies in developing programs and resources to promote EI in preschool children.

Key words: preschoolers; development of preschool children; emotional intelligence; child psychologists; development of emotional intelligence of preschoolers.

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Эмоционалды интеллект: мектеп жасына дейінгі балалардың дамуындағы негізгі аспект

Бұл мақалада мектепке дейінгі жастағы балалардың эмоционалды интеллектісінің (ЭИ) дамудағы маңызы жан-жақты зерттеледі. Зерттеудің мақсаты – ЭИ негізгі компоненттерін анықтау, олардың балалардың әлеуметтік және эмоциялық дамуына әсерін талдау, сондай-ақ оны дамытуға бағытталған арнайы бағдарлама әзірлеу. Жұмыстың ғылыми маңыздылығы ЭИ-дің балалардың әлеуметтік дағдыларына, эмоционалдық әл-ауқатына және қоғамға бейімделуіне оң әсерін растауда жатыр. Әдістеме балалардың мінез-құлқын түрлі жағдайларда бақылауды, ата-аналар мен педагогтарға сауалнама жүргізуді, сондай-ақ балалардың ЭИ деңгейін стандартталған әдістермен тексеруді қамтиды. Нәтижелер көрсеткендей, жоғары ЭИ-ге ие балалар эмоцияларын жақсы басқарып, қақтығыстарды тиімді шешіп, өз құрдастарымен және үлкендермен оңай байланыс орнатады. Бұл зерттеу ЭИ-дің білім беру тәжірибесіндегі, әсіресе балаларды мектепке дайындаудағы маңызды рөлін тереңірек түсінуге ықпал етеді. Жұмыс ойындар арқылы, өзін-өзі реттеу дағдыларын үйрету, эмоциялық эмпатияны дамыту және тиімді қарым-қатынас құру бойынша нақты ұсыныстар береді. Зерттеудің тәжірибелік мәні – мектепке дейінгі балаларға ЭИ қалыптастыруға арналған әдістемелер, бағдарламалар мен ресурстарды әзірлеу және кеңінен қолдану, сондай-ақ бұл зерттеу нәтижелерін басқа білім беру мекемелерінде қолдану мүмкіндіктерін қарастыру.

Түйін сөздер: мектеп жасына дейінгі балалар; мектеп жасына дейінгі балалардың дамуы; эмоционалды интеллект; балалар психологтары; мектеп жасына дейінгі балалардың эмоционалды интеллектінің дамуы.

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Эмоциональный интеллект: ключевой аспект в развитии детей дошкольного возраста

В данной работе исследуется значение эмоционального интеллекта (ЭИ) в развитии детей дошкольного возраста. Цель исследования – выявить ключевые компоненты ЭИ, изучить их влияние на социальное и эмоциональное развитие детей, а также разработать программу для его формирования. Научная значимость работы заключается в подтверждении влияния ЭИ на развитие социальных навыков, способности к адаптации, эмоциональное взаимодействие детей с окружающими. Методология включает наблюдения за поведением детей в различных ситуациях, опросы родителей и педагогов, а также тестирование уровня ЭИ с использованием проверенных методик. Результаты показывают, что дети с высоким уровнем ЭИ лучше понимают свои эмоции, успешно решают конфликты, демонстрируют эмпатию и налаживают отношения со сверстниками. Исследование вносит вклад в развитие образовательной практики, подчеркивая важность ЭИ для подготовки детей к школе. Практическое значение состоит в создании рекомендаций для родителей и педагогов, а также разработке инновационных программ, направленных на развитие ЭИ через игры, тренировки саморегуляции, групповое общение и обучение эмоциональной эмпатии. Полученные результаты помогут более глубоко понять важность ЭИ в воспитательном процессе.

Ключевые слова: дошкольники; развитие детей дошкольного возраста; эмоциональный интеллект; детские психологи; развитие эмоционального интеллекта дошкольников.

Introduction

Emotional intelligence (hereinafter, EI), as a skill, is important in creating a person's personality. It contains all kinds of human abilities to recognize, manage and apply their emotions in order to ensure a more effective coordination with the people around them. UNESCO recognizes emotional intelligence as one of the important abilities or skills that determine a person's success, which he will need in the future (Nikulina, 2022). All this confirms the importance of developing EI from an early age. This is explained by the fact that it is preschool age that is important for the development of a person's sphere of feelings and emotions, since it is during this period (3-6 years) the beginning of active emotional development and interaction of the child with other people is noted. During such interactions, preschoolers experience a rich set of emotions.

Such a research topic is relevant because of issues of how much importance there is to the concept that emotional intelligence should be considered in the context of preschool education, taking into account current trends in their development in science and practice. It is also important that the emotional state of a child from preschool age plays an important role and shows his success, both in studies and in adapting to society. The main reasons determining the conduct of the study are insufficiently devel-

oped EI; anxiety; low self-esteem and others (Popova, 2023; Lenkina, 2017).

Currently, children spend little time in nature and devote a lot of time to mobile devices. Parents also spend little time with their children, which leads to a lack of opportunity for them to develop the required emotional state (Lafay, 2023; Luk'yanec, 2019). All of the above reasons can lead to conflicts, both internally and in the children's team.

Research conducted by scientists (Zaharova, 2021) indicates that children with high levels of EI adapt better in society, have better academic achievements and are less prone to stress and anxiety. Emotional intelligence is formed in the child from birth, so it is considered an essential aspect of the educational program, which is carried out within the framework of preschool education. At the same time, the program includes techniques for the development of emotional intelligence skills in children: to understand and manage emotions, empathy, self-regulation, etc (Chernobrovkin, 2021).

The study aims to identify the key components of preschoolers' emotional intelligence development and provide suggestions for enhancing it.

The study's goals were to:

1. examine the key elements of preschoolers' emotional intelligence development;
2. create a program for preschoolers' EI development within the curriculum; and

3. assess the efficacy of programs for preschoolers' EI development.

4. To create suggestions for EI development within the preschool psychology framework.

Research hypothesis: if we develop a program within the framework of preschool psychology, which will include the purposeful development of EI, then this will contribute to improving the socio-emotional skills of preschool children, which will increase their ability to self-regulate and effectively interact with others, which positively affects their readiness for socialization and schooling.

The study's theoretical value is to increase our understanding of preschoolers and their developmental potential.

The study's practical implications include suggestions for parents and teachers as well as a program for preschoolers' EI development.

Literature review

The research materials were: normative and directive acts, monographs, dissertation research, scientific articles, curricula, methodological recommendations and other sources on the research topic.

The term "emotional intelligence" (EI) is derived from the English term "emotional intelligence" and refers to a person's capacity to identify his own feelings and desires, comprehend the motivations and intentions of others, and control his own emotions as well as those of others (Kosenchuk, 2023; Ivanova, 2022; Gil-Moreno, 2023). According to a group of authors, emotional intelligence should be regarded as the foundation for children's successful and constructive socialization in preschool (Curby, 2022).

Preschoolers' development of emotional intelligence is thought to aim for the following developed properties:

- possessing signs of a positive outlook on life, other people, and the world at large;
- feeling respect for oneself;
- active engagement in interactions with adults and in connections with their peers;
- the capacity to accept other people's interests and engage in negotiations;
- the appropriate way to communicate your emotions;
- the will to settle disputes, among many other things (Anikina, 2020).

Stages of EI development in preschool children:

- upon admission to preschool at an early age (three years), the child has to separate from his family members for the first time. He has a period of adaptation to the conditions of kindergarten and his individuality begins to manifest itself in the form of "I am myself", expressed quite often in open childish negativism towards adults;

- the period of the first socialization, as the preschooler entered a new and more expanded environment, since now his environment is not only family, but also other people, both children and adults. Throughout the preschool period, the child learns to understand his emotions and develops emotionality towards others, gets the necessary communication skills. All this helps the preschooler to establish various social connections. Since he has a transition to the school stage of social and emotional development ahead of him.

According to O.Gonina, the development of EI in preschoolers should be considered according to preschool psychology as an important aspect of their overall mental and social development (2024). At the same time, it is important to take into account the peculiarities of emotional development in preschool age, which are revealed in the textbook on preschool psychology: a preschooler studies social forms that should be used to express his feelings; the role of emotions in the child's activity changes, as emotional anticipation is developed; the child's emotional feelings become more conscious, reasonable, generalized, arbitrary and outside of himself; preschoolers develop feelings of a higher level: intellectual, moral, aesthetic, etc. (Klevaka, 2022).

The views of other researchers and professionals about early childhood EI development programs might also be consulted. For instance, N.V. Miklyeva, O.A. Tikhonova, and N.V. Chudesnikova's (2021) Methodological Manual emphasizes the significance of creating unique programs that require the coordination of the efforts of educators, psychologists, speech therapists, speech pathologists, and parents in order to develop preschoolers' social intelligence in terms of communicative-speech and communicative-cognitive practices.

According to these scholars, the development of higher human feelings—moral, cognitive, humanistic, and aesthetic—in preschoolers is more intense. It is observed that they are becoming more adept at communicating with adults and their peers, which shows up in a variety of group activities. One of the

important forms is considered to be games and especially story-role-playing games, which allows you to develop skills of empathy, sympathy and understanding of the role of camaraderie (Zhubandykova, 2021).

At the same time, it is important to remember that the main source of humane feelings among preschoolers is still considered to be relationships with parents and other close people. And also an important condition is considered to be the successes of early childhood, which helped him to lay close adults as a foundation for the formation of future EI skills. These include such moral feelings as love, kindness, care, attention, etc.

Materials and methods

The following techniques were employed to accomplish this purpose and complete the tasks that were identified: literary analysis; observations, discussions, anchoring, testing, data analysis, and modeling techniques.

To assess the level of EI in children, questionnaires were conducted among parents (30 people) and educators (10 people).

Questions for educators about each child: How often do children show signs of emotional perception and understanding? How well do children control their emotions? How often do children show empathy and concern for others? How does a child cope with conflicts and difficulties? What are the characteristics of children's behavior in different situations? How do you rate these children? The overall level of development of children in the group.

Parents: How does your child perceive and understand his emotions? How does he deal with negative emotions such as anger or fear? How does your child react to other people's emotions? Does your child have difficulty communicating and interacting with other people? How does your child solve conflicts and problems? How do you assess your child's EI level?

Also, at the same time, children's behavior is monitored and testing to determine the level of EI (tests for recognizing emotions) is carried out. 30 preschool children aged 4-5 years took part in the testing. The children are divided into two groups: experimental and control.

For testing preschoolers' ability to recognize emotions, the following methods were used:

1) K. Izard's methodology, adapted with subtests suitable for preschoolers. These subtests are aimed at recognizing and naming eight basic emotions (joy, interest, sadness, surprise, disgust, anger, fear, and distress).

The first subtest involves matching the emotion depicted in a photograph with a word that identifies a specific emotion.

The second subtest requires independently recognizing an emotion from a photograph and naming it.

The third subtest focuses on recognizing an emotion from a pictogram and naming it, considering its external emotional and facial expressions.

The success index is 24 points, which corresponds to 100% recognition of all emotions across the three tasks. The total score is derived by summing up the points from all three subtests.

The response options are:

1. Recognizes and correctly names emotions (high level);
2. Recognizes emotions but cannot verbally label them (medium level);
3. Does not recognize emotions and cannot label them verbally (low level).

2) Conversation on "Children's Awareness of Their Own Emotions". This method, proposed by T.A. Danilina, V.Ya. Zedginidze, N.M. Stepina, and I.O. Karelina, assesses the degree to which children are aware of their own emotions. It is conducted in the form of a conversation containing questions about actions, situations, and objects typically associated with emotional experiences.

3) Method by A.A. Oshkina and I.G. Tsygankova: "Observation of Children's Behavior in Natural Conditions". This method is designed to determine the level of development of children's ability to regulate emotions. For each child, a protocol is maintained, recording the observed indicators in points.

Results and discussion

The analysis of the reviewed sources enabled us to identify the key aspects that can be considered in the context of fostering emotional intelligence (EI) in preschoolers. Provided that these aspects are integrated into various educational programs and methods, they can be directed at enhancing the development of EI in preschoolers. The main aspects are illustrated in Figure 1.

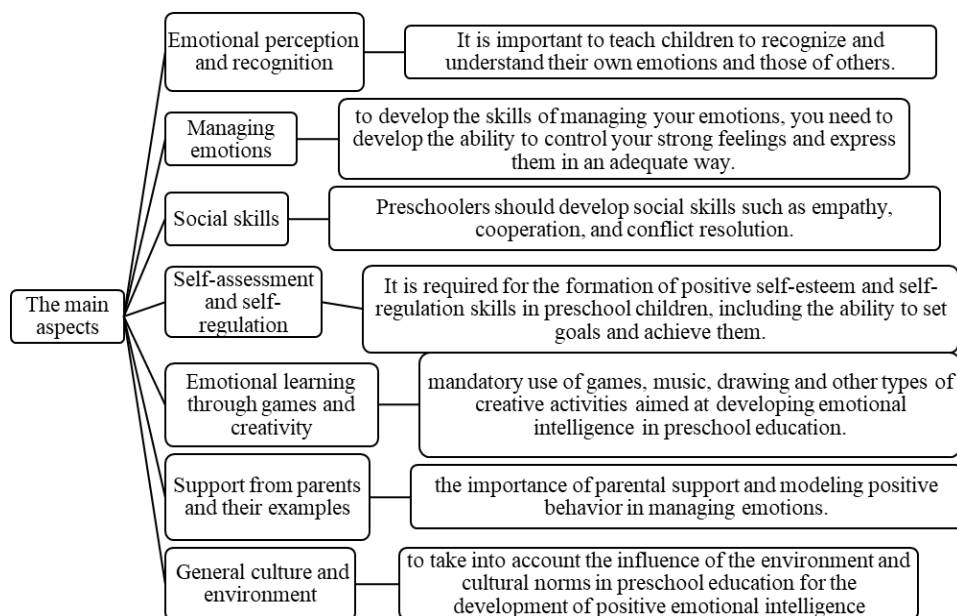


Figure 1 – Key Aspects of Programmatic Psychological Education for Developing Emotional Intelligence in Preschoolers

According to caregivers, children frequently exhibit emotional perception and understanding of only basic emotions (joy, sadness, and a few others); they comprehend their emotions well, but occasionally struggle, particularly in trying circumstances; they frequently demonstrate concern and empathy for others, but they can also be very self-centered; they deal with challenges and conflicts in a variety of ways, and their success depends on the circumstances; and they generally behave appropriately, but their actions depend on the circumstances, as evidenced by their facial expressions. Caregivers often identify 10% of students with high EI, 60% with medium EI, and 30% with low EI.

Parents’ responses include the following: the child has trouble communicating and interacting with others, especially when they are in unfamiliar situations; he recognizes and understands his emotions well, but occasionally requires adult assistance; he copes with negative emotions like anger or fear in a variety of ways, sometimes successfully, sometimes not; he reacts to other people’s emotions depending on the situation, but not always understands them; and he can resolve conflicts and problems, but not always. Parents typically assess their children’s EI as follows: high- 40%, medium -40%, and low- 20%.

The results of testing children for the level of manifestation of EI, at the ascertaining stage, are shown in Figure 2.

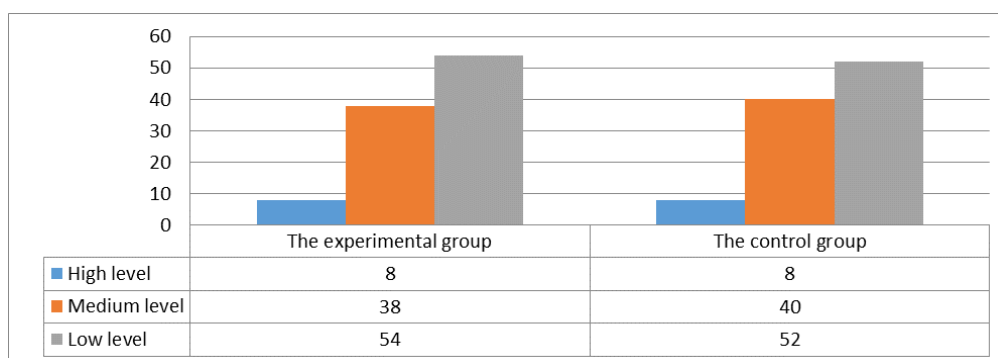


Figure 2 – The level of EI of children according to the results of testing of parents at the ascertaining stage, in %

It should be noted that the distribution of children in groups is similar. The groups have the same percentage of children with a high level of emotional intelligence (8%). In the experimental group, 54% of children have a low level, which is slightly higher than in the control group (52%). Because of

the slight variation in average level (38% against 40%), we can consider how comparable of children in the two groups were at the start of the experiment.

The results of the diagnosis using the method for “Children’s awareness of their own emotions” are shown in Figure 3.

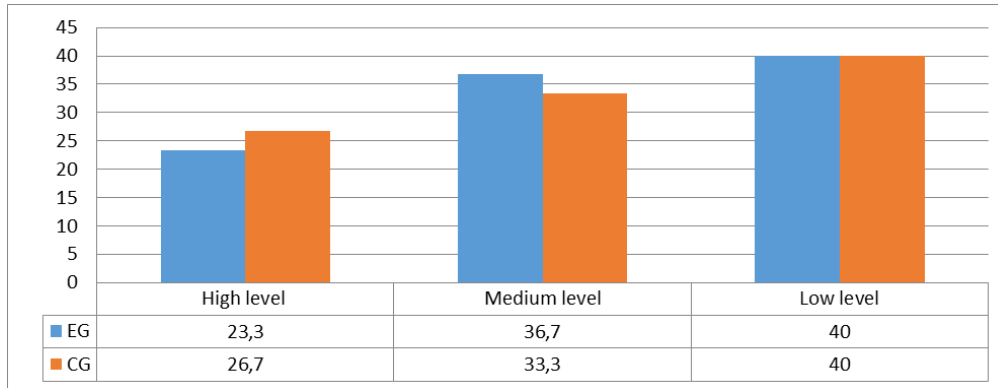


Figure 3 – The level of children’s awareness of their own emotions according to the method of “Children’s awareness of their own emotions” at the ascertaining stage, in %

It should also be noted the similarity between the groups of children in terms of levels of awareness of their emotions. The differences are insignificant and amount to only 0 to 3.4% for individual levels. In both groups, a low level of awareness of one’s own emotions prevails (40% in the experimental group and 40% in the control group). The

high level of awareness of their emotions is only 23.3% (EG) and 26.7% (CG), which indicates a similarity in the level of awareness of their emotions.

The results of the method “Observation of the child’s behavior in natural conditions” are shown in Figure 4.

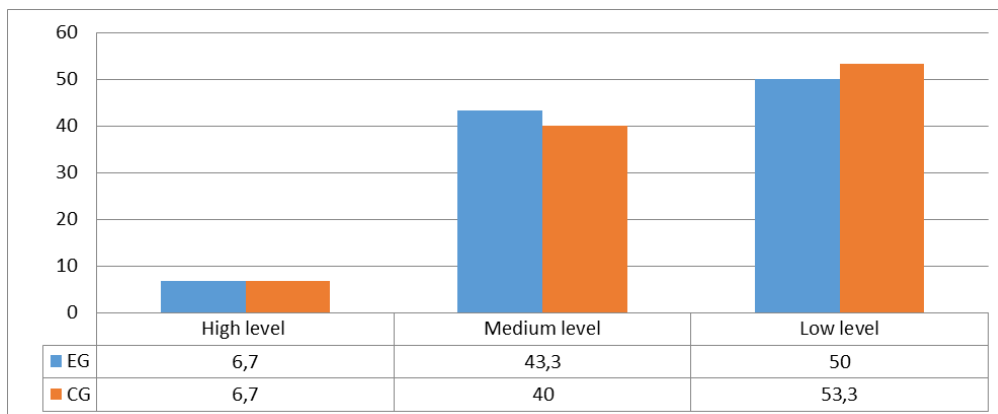


Figure 4 – The level of child behavior according to the method of “Observing the child’s behavior in natural conditions” at the ascertaining stage, in %

The indicators of the level of behavior in both groups are very similar, since the difference in average and low levels is minimal and is only 3.3. In

both groups, there are more children with a low level of behavior in natural conditions: 50% (EG), 53.3% (CG). A high level of behavior in natural conditions

is observed in two children in each group (6.7% each). The findings indicate that most children have an insufficient level of development of social interaction and self-control skills.

After conducting the ascertaining experiment, we conducted a program for the development of emotional intelligence. Techniques for the development of EI in preschool children are defined as: psychohymnastics; discussion of emotions and behaviors from the plots and characters of illustrated books; role-playing games for the development of understanding and emotional flexibility; fairy tale

therapy; organization of collective events; consultations and trainings for parents. In parallel with the techniques, we used a number of tasks (For example: emotional collage; emotional mosaic; emotional relay race; I understand you, etc.).

Following the formative experiment, a control experiment was carried out in which we compared the outcomes of the development program's execution with those of the previous one.

The results of the control testing of children for the level of EI, after the implementation of the EI development program, are shown in Figure 5.

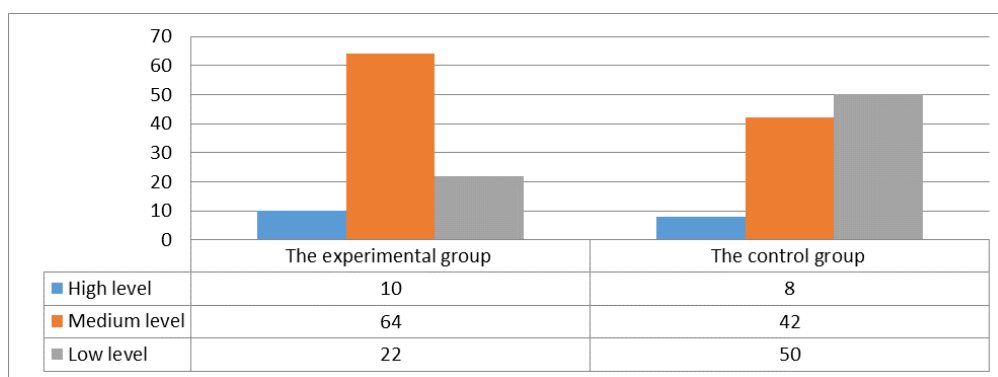


Figure 5 – The level of EI of children according to the results of a survey of parents at the ascertaining stage, in %

Following the experiment, the experimental group's EI level changed significantly. When a program for preschoolers' EI development was implemented, the percentage of children with a high level rose to 10% (by 2%), the average level also increased to 64% (+26%), and the low level dropped

to 22% (-32%). The markers in the control group stayed constant, with the average level rising by 2% and the low level slightly declining.

The results of the control diagnosis using the method for "Children's awareness of their own emotions" are shown in Figure 6.

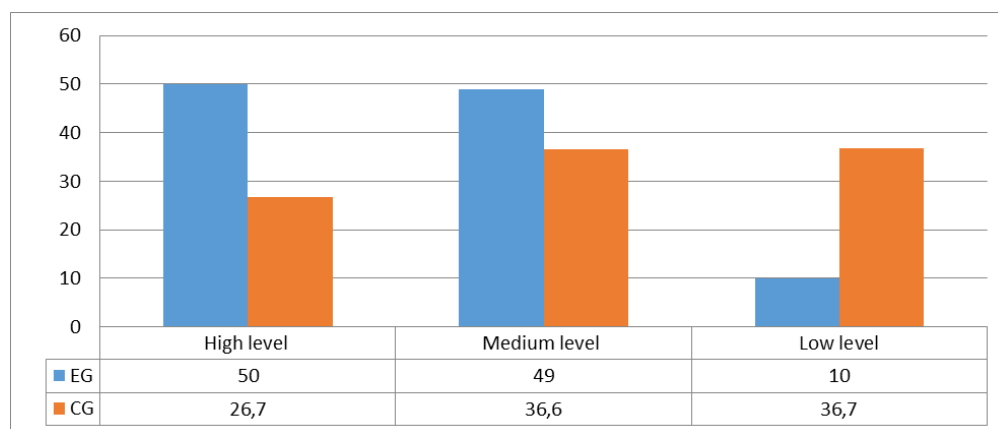


Figure 6 – The level of children's awareness of their own emotions according to the method of "Children's awareness of their own emotions" at the control stage, in %

The level of children's awareness of their own emotions at the control stage in the experimental group changed more significantly in a positive direction, since half of the children in the group had a high level (an increase of 26.7%). And the low one dropped by 30%. While in the control group,

it remained at approximately the same levels, with a slight increase in the low level in one child to the average.

The results of the control diagnosis using the method for "Children's awareness of their own emotions" are shown in Figure 7.

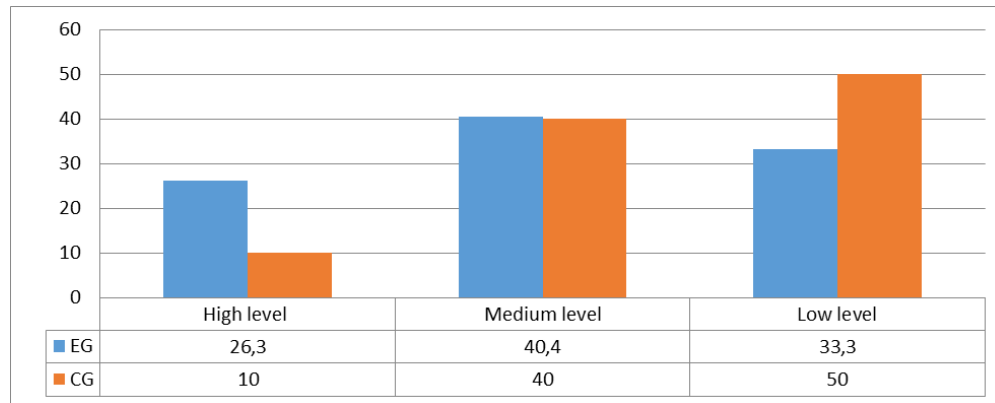


Figure 7 – The level of child behavior according to the method "Observation of child behavior in natural conditions" at the control stage, in %

The level of the child's behavior in natural conditions at the control stage in the experimental group also increased: a high level by 19.6%. While the low has decreased by 20%. In the control group, there were slight changes in high and low levels – by 3.3%.

Conclusion

Thus, we have established that the development of EI in preschoolers is an important indicator of their overall development.

The analysis of the level of emotional intelligence in preschool children showed a more realistic state on the part of educators, while the assessment given by parents is significantly overestimated. Considering that the initial evaluation of preschoolers' emotional intelligence in both groups is more in line with educators' perspectives.

We can make the following deductions thanks to the examination of the experimental and control groups' indicators:

The fraction with a low level decreases while the proportion with high and medium levels rises in the experimental group. Meanwhile, the EI level in the control group stayed essentially constant.

Thus, the hypothesis of the study put forward by us was confirmed. It is important to note that the

development of EI in children aged 4-5 years is important, since it is during this period that the foundations of emotional skills and social adaptation are laid in children.

Based on the data obtained, we also put forward a number of recommendations for involving parents in the process of developing EI in preschool children.

1. Expansion of the educational program of preschool education: to include additional and diverse activities and classes for the development of EI skills. For example, classes on the development of empathy, trainings on emotion recognition, self-regulation, psychological and team games, mini-projects and others.

2. Introduction of new teaching techniques, such as interactive whiteboards and interactive games, behavior simulators that mimic different social settings, media technologies for watching and debating cartoons and audio texts, and more. However, it's crucial that they don't take the place of more conventional approaches like role-playing games, reading books, and chats.

3. The introduction of an individual approach to each child, especially to those who have their own developmental characteristics. They need to develop individual lesson plans for them, as well as regularly organize meetings with their parents to make adjustments or discuss the progress they have made.

4. Development of active cooperation with parents: meetings; individual meetings with a psychologist; participation of parents in preschool activities.

5. Active involvement of parents in the process of EI development.

6. Continuous professional development of teachers–psychologists and kindergarten teachers, which will allow them to gain knowledge and work out experience in the introduction of new methods in the field of preschool psychology.

7. Creating a more comfortable psychological atmosphere in a preschool institution to ensure an atmosphere of safety, trust, respect and support.

8. Development of forms of cooperation with other important specialists (psychologists, speech therapists and speech pathologists), which makes it possible to develop children's EI more comprehensively.

9. To develop special educational and methodological materials on the development of EI for each child's age and taking into account the peculiarities of children's development. Child psychologists and experienced teachers in the field of preschool education must take part in the development process.

All things considered, the study is theoretical and practically significant and can be applied to future research on emotional intelligence and preschool education.

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THE RESULTS OF THE PILOT STUDY OF THE SIBLING RELATIONSHIP

The relevance of the research problem is due to the low level of study in Kazakh psychology. The purpose of this study is to confirm the effectiveness of the selected mixed methods for studying sibling relationships, since in previous studies of sibling relationships, blank methods were mainly used. The scientific and practical significance of this study lies in conducting an experiment using a cybernometer device supplemented with valid techniques. The work tested the hypothesis that the relationship of adult siblings can be influenced by the age difference between them, gender, lack of joint activity. The study involved 18 subjects (9 pairs) aged from 14 to 50 years. At the 1st stage of the study, all subjects participated in an experiment on a cybernometer with their siblings, and at the 2nd stage, all siblings answered a specially prepared battery of questionnaires. Such features as empathy in sibling relationships and trust in each other, revealed during the experiment, were also revealed as a result of the survey. The value of the research lies in expanding the scope of the cybernometer device in psychological research. The data obtained from sibling subjects who performed tasks according to specific instructions on a cybernometer are confirmed by the results of standardized techniques. It has been proven that the relationship between siblings is influenced by the age difference between them and the gender of the siblings. The conducted pilot study confirmed the correctness of the chosen methods for studying sibling relationships, and they can be used in the main study.

Key words: sibling, sibling relationship, cybernometer, joint activity, compatibility.

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Сиблингтердің өзара қатынастарын пилотажды зерттеу нәтижелері

Зерттеу мәселесінің өзектілігі қазақстандық психологияда аз зерттелінгендігімен шарттанған. Бұл зерттеудің мақсаты сиблингтердің өзара қатынастарын зерттеу үшін таңдалған аралас әдістердің тиімділігін дәлелдеу болып табылады, себебі осыған дейінгі сиблингтік қатынастарды зерттеулерде негізінен бланкілік әдістемелер қолданылған. Зерттеудің ғылыми және практикалық тұрғыдан маңыздылығы, кибернометр аппаратының көмегімен эксперимент жүргізілгендігінде, және ол валидті әдістемелермен толықтырылды. Жұмыста ересек сиблингтердің қарым-қатынастарына олардың арасындағы жастық айырмашылықтар, жыныстары, бірлескен іс-әрекеттің болмауы әсер етуі мүмкін, деген болжам тексерілді. Зерттеуге 14 пен 50 жас аралығындағы 18 зерттелуші (9 жұп) қатысты. Зерттеудің бірінші кезеңінде барлық зерттелушілер өз сиблингтерімен бірге кибернометрді қолдана отырып жүргізілген экспериментке қатысты, ал екінші кезеңде барлық сиблингтер арнайы дайындалған сұрақтамалар батареясына жауап берді. Эксперимент барысында анықталған сиблингтік қарым-қатынастардағы эмпатия, бір-біріне деген сенімділік сияқты ерекшеліктер сұрақтамалар нәтижесінде де анықталды. Зерттеудің құндылығы психологиялық зерттеулерде кибернометр аппаратының қолданылу аясын кеңейту болып табылады. Кибернометрде белгілі-бір нұсқаулар бойынша тапсырмаларды орындаған зерттелінуді сиблингтерден алынған деректер стандартталған зерттеу әдістемелерінің нәтижелерімен расталды. Сиблингтердің қарым-қатынастарына олардың арасындағы жастық айырмашылықтары мен сиблингтердің жынысы әсер ететіні дәлелденді. Жүргізілген пилотажды

лингтердің өзара қатынастарын зерттеу үшін таңдап алынған әдістердің дұрыстығын дәлелдеді, және оларды негізгі зерттеуде қолдануға болады.

Түйін сөздер: сиблинг, сиблингтік өзара қатынас, кибернометр, бірлескен іс-әрекет, үйле-сімділік.

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Результаты пилотажного исследования взаимоотношений сиблингов

Актуальность проблемы исследования обусловлена малой изученностью в казахстанской психологии. Целью данного исследования является подтверждение эффективности выбранных смешанных методов для изучения взаимоотношений сиблингов, поскольку в предшествующих исследованиях сиблинговых отношений в основном применялись бланковые методики. Научная и практическая значимость данного исследования заключается в проведении эксперимента с помощью аппарата кибернометр, дополненного валидными методиками. В работе проверялась гипотеза о том, что на отношения взрослых сиблингов может влиять разница в возрасте между ними, пол, отсутствие совместной деятельности. В исследовании приняли участие 18 испытуемых (9 пар) в возрасте от 14 до 50 лет. На 1-м этапе исследования все испытуемые участвовали в эксперименте на кибернометре со своими сиблингами, а на 2-м этапе все сиблинги отвечали на специально подготовленную батарею опросников. Такие особенности, как эмпатия в отношениях сиблингов, доверие друг к другу, выявленные в ходе эксперимента, были выявлены и в результате опроса. Ценность исследования заключается в расширении сферы применения аппарата кибернометр в психологических исследованиях. Данные, полученные от испытуемых сиблингов, которые выполняли задания по определенной инструкции на кибернометре, подтверждены результатами стандартизированных методик. Было доказано, что на отношения между сиблингами влияет разница в возрасте между ними и пол сиблингов. Проведенное пилотажное исследование подтвердило правильность выбранных методов для изучения сиблинговых взаимоотношений, и они могут быть использованы в основном исследовании.

Ключевые слова: сиблинги, сиблинговые взаимоотношения, кибернометр, совместная деятельность, совместимость.

Introduction

Currently, there are many changes in the family institution. Some of them have led to changes in the relationships between siblings raised in the same family. In family dynamics, relationships between siblings play an important role. Unfortunately, there are few studies in Kazakhstani psychology on cooperation between brothers and sisters, unity, unconditional love for each other, passed down from generation to generation. This fact determines the relevance of the research topic.

The purpose of this experimental pilot study was to verify the correctness of the application of the selected mixed methods in studying sibling relationships. The object of the study is adult siblings. The subject of the study is the peculiarities of adult sibling relationships. It was hypothesized that the relationship of adult siblings can be influenced by the age difference between them, gender, and lack of joint activities. Therefore, it was decided not to limit the research to the use of tests, but to study

their relationships during joint activities on a cybernometer within the framework of the experiment.

“Siblings” are people who have the same parents, or who have at least one parent in common. If they have two parents in common, they are called full siblings. And if only one parent is a biological parent, they are called half-siblings (Psychological Dictionary).

The concept of “siblings” was introduced into psychology by F. Galton and A. Adler in the 19th century, although the word “sibb” itself could be found in Old English, denoting a kinship in the broad sense. Later, the problems of sibling relationships were studied in psychoanalysis (Kassen et al., 2023), in individual psychology (Adler, 2015) and in analytical psychology (Shevtsova, 2022).

Relationships between siblings are formed through the exchange of information between them (Whiteman et al., 2011). Sibling relationships are bidirectional and long-term (Tomeny et al., 2016). Sibling relationships are influenced by the individual characteristics of these siblings (McHale et

al., 2012), as well as the type of family. If there are children with disabilities in the family, this can significantly affect the relationship between siblings (Hayden et al., 2023).

Siblings living together interact with each other quite often to some extent. But there are also adult siblings living separately – can they maintain emotionally close relationships?

According to N.N. Obozov, in interpersonal relationships, people are ready for a certain type of interaction. During this interaction, joint activities of individuals can cause both positive and negative, as well as neutral emotions. And the very first interpersonal relationships in a person's life occur in the family (Obozov, 2002: 28-33).

In this regard, it should be noted that very few studies have been published that comprehensively study and examine sibling relationships. Russian psychologist O.V. Almazova, noting that there are very few studies on adult siblings, gave a description of sibling relationships in each age period. In addition, the author proposed an explanation for sibling relationships by the specifics of their attachment to their mother (Almazova, 2013: 54-60).

A.D. Davletova's PhD thesis "Personality orientation in the psychological space of the parental

family (based on the study of a Kazakh family) was the first scientific work in Kazakhstan to study children in a Kazakh family depending on their birth order and position. The work identified the personality traits of younger, middle and older children, as well as the overall nature of the relationship between parents and children (Davletova, 2003).

Relationships between people include such major aspects as communication and joint activities, which, in turn, largely depend on factors such as mutual understanding, compatibility, coherence, coordination of individual actions, etc. In other words, both the emotional side (compatibility) and the functional side (coherence) are valuable. In the situation of sibling relationships, the importance of all the above parameters is difficult to overestimate, since family members have led or continue to lead a joint life, which is characterized by the presence of a closer and deeper connection between them.

Literature review

As part of the theoretical analysis of the literature on sibling relationships, a content analysis was conducted. Its results are clearly presented in Table 1 (Musa et al., 2024).

Table 1 – Foreign, Russian and Kazakh studies of sibling relationships

| # | Time period, country | Authors | Contribution to science |
|----------------------|----------------------|--------------|---|
| International | | | |
| 1 | Austria | Alfred Adler | In the 19th century, he was one of the first to introduce the concept of «siblings» into psychology. He clarified that the order of birth and the place that a child occupies in the family hierarchy, the role that he or she plays, have a fundamental impact on their future adult life. His assumption about the importance of sibling dynamics in psychological adaptation has been confirmed. |
| 2 | Switzerland | C.G. Jung | He spoke about the importance of not the order of birth of a child, but the family atmosphere created by parents. |
| 3 | 1874 USA | F. Galton | In the 19th century, he was among the first, along with A. Adler, to introduce the concept of «siblings» into psychology. He noticed that the first children (sons) more often become outstanding scientists in various fields. He suggested that firstborns are given more attention, which allows them to develop intellectually better. |
| 4 | 1956 USA | A. Anastasi | Thematic literature on the relationship between family size and children's intelligence was studied, which made it possible to establish that the issue is theoretically and methodologically more complex than previously thought. The design of an ideal experiment on the topic is presented. |
| 5 | 1956 USA | H. Koch | It has been determined that emotional attitudes and mental abilities of children can be related to gender, birth order and age difference between siblings. |
| 6 | 1958 USA | O.G. Brim | Based on H. Koch's data, observations have been made: opposite-sex siblings have more pronounced traits of the opposite sex than same-sex siblings, and this tendency affects younger children to a greater extent. |

| # | Time period, country | Authors | Contribution to science |
|----|----------------------|---|--|
| 7 | 1963 USA | S. Schachter | It has been established that the prevalence of first-borns or only children among outstanding scientists is a reflection of the prevalence of such among students. Some explanations are given as to why the prevalence of first-borns among students of educational institutions is possible. |
| 8 | 1964 USA | D.P. Irish | Researchers' attention is mainly focused on the relationship between parents and children, while sibling relationships remain unnoticed by researchers. The state of siblings in the family, throughout life, affects the development of a person's personality and their ability to adapt to various changes. |
| 9 | 1973 USA | H. Weiker | Investigated the relationship between birth order and behavior during illness, comparing young and elderly people. |
| 10 | 1975 USA | R.B. Zajonc, G.B. Marcus | A «fusion model» is considered, explaining the influence of birth order and family size on intelligence. It is established that the intellectual development of children in a family depends on the cumulative intellectual environment consisting of the intelligence of parents and siblings. |
| 11 | 1981 USA | S. Coopersmith | It is proven that the child's birth order affects his or her self-concept. |
| 12 | 2001 Georgia | Z. Stoneman | A review of the literature was made, which examined interpersonal relationships between siblings in cases where one of the children had a disability. The social roles assumed by siblings, the development of sibling relationships in the family context, and how the distribution of parental attention affects sibling relationships are analyzed. |
| 13 | 2003 USA | G.H. Brody, S. Kim, V.M. Murry, A.C. Brown | The study should also take into account the personality traits of children entering sibling relationships. Parents also influence sibling relationships. Parents tell and explain how to communicate with each other correctly and, if necessary, adjust these relationships, and the relationships of adults in the family and the attitude of each of them towards the child also have a great influence. |
| 14 | 2004 USA | R. Sanders | In most cases, children grow up with their siblings, and they spend a lot of time together. |
| 15 | 2006 France | M. Rufo | He said that the relationship between children and parents is shorter than the relationship between siblings. |
| 16 | 2007 USA | J.J. Sutor, K. Pillemer | It was shown that the development of relationships between siblings is influenced by the characteristics of upbringing of their parents. |
| 17 | 2010 USA | K.J. Conger, L.F. Kramer | Systematically studied the relationship between parents and siblings. |
| 18 | 2011 USA | D.R. Samek, M.A. Rueter | It was studied how emotional closeness is encouraged and promoted within the family, as well as the influence of the adoption factor. It was found that siblings are closest to each other in families where attention was paid to communication and their similarity. Emotional and behavioral closeness is also affected by: the status of «adopted/biological», age and gender of siblings. |
| 19 | 2011 USA | A. Milevsky | It was found that sibling relationships and dynamic roles within them affect the development of children: their cognitive abilities, regulation of emotions, self-sufficiency, relationships with peers. At the same time, the formation of sibling relationships largely depends on parental influence, as well as a number of factors: age, gender, birth order, family size. The importance of «de-identification» / «conscious differentiation» is described, in which parents encourage children to choose different life paths, thereby reducing the possibility of comparison and competition between siblings. |
| 20 | 2012 USA | S.M. McHale, K.A. Updegraff, S.D. Whiteman | Based on the analysis of studies over the past 20 years, it was found that marital and parent-child relationships have been studied more than relationships between siblings. The authors argue that sibling relationships are key in the family system and play a major role in the development and adaptation of children and adolescents. |

Continuation of the table

| # | Time period, country | Authors | Contribution to science |
|---------------|----------------------|---|--|
| 21 | 2020 Australia | T. Araten-Bergman, C. Bigby | Based on the analysis of research papers in Chinese and English, they formulated how representatives of Chinese society treat siblings with mental retardation. |
| 22 | 2021 Austria | M. Zemp, A.S. Friedrich, J. Schirl, S. Dantchev, M. Voracek, U.S. Tran | Based on a meta-analysis of a number of studies, the authors found that there is a small positive correlation between the quality of relationships between parents and sibling relationships. The results were also influenced by the gender of the siblings within the dyads, as well as, in an unobvious way, the source of the publication. |
| 23 | 2022 USA | A.C. Jensen, S.E. Killoren, N. Campione-Barr, J. Padilla, Bin-Bin Chen | A meta-analytic study of sibling relationships was conducted in various contexts: in families of white Americans and Europeans, in families of ethnic minorities, in Chinese families, and in families where one of the children had a disability. In all of these contexts, sibling relationships were influenced by individual (gender, etc.) and dyadic (same-sex/different-sex, birth order, etc.) characteristics. In some cases, emotional closeness with siblings had a positive effect on personal and social development, while conflictual relationships with siblings were associated with poorer well-being. |
| 24 | 2023 Canada | C.C. Piotrowski | After studying siblings at school age, he concluded that the dynamics of sibling relationships and the roles within these relationships play a crucial role in the child's prosocial development. |
| 25 | 2023 India | A.B. Panchakshari, G.K. Siddaraju | They studied the characteristics of sibling relationships in cases where one of them has a communication disorder. They showed that siblings play an important role in the development of language and literacy. In addition, they examined the characteristics of sibling relationships associated with specific disorders, such as autism, mental retardation, and stuttering. |
| Russia | | | |
| 26 | 1996 Russia | T.A. Dumitrashku | It has been proven that the order of a child's birth affects his or her intellectual development, achievements, and self-esteem. |
| 27 | 1998 Russia | T.K. Karatsuba | It has been emphasized that the place of a sibling affects his or her social, scientific, and political achievements. |
| 28 | 2000 Russia | I.V. Ravich-Scherbo | It has been proven that the order of a child's birth affects his or her mental development. |
| 29 | 2000 Russia | M. Kuzmina | A feature of sibling relationships is that they begin in a closed system in which the child does not have the opportunity to choose the gender of his sibling and how much attention his parents will pay them. Sibling relationships are based on the presence of common parents, place of residence, and environment. |
| 30 | 2010 Russia | N.V. Lukyanchenko | Analyzed materials in world psychology characterizing the features of sibling positions, obtained from the point of view of the influence of the sibling position on the system of interpersonal relationships in the family and the interaction of siblings with the people around them. |
| 31 | 2011 Russia | N.A. Dovgay | Tried to find out how factors of family status affect the emotional development of a child. |
| 32 | 2012 Russia | E.L. Grigorenko | Studied the influence of a child's birth order on his communicative literacy. |
| 33 | 2013 Russia | T.V. Yakimova | Tried to find out how the social situation of development influences the development of the child. |
| 34 | 2013 Россия | N.P. Kovaleva | Studied the connection between the sibling position and sexual identity. |

Continuation of the table

| # | Time period, country | Authors | Contribution to science |
|-------------------|----------------------|--|--|
| 35 | 2015 Russia | O.V. Almazova | She believes that Russian psychologists have very little materials on the problem of relationships between adult siblings. It turns out that research often concerns more the problem of raising siblings and the individual characteristics of siblings by their birth order. |
| 36 | 2016 Russia | T.A. Gurko | Found out how marital status influences the emotional development of the child. |
| 37 | 2019 Russia | N.M. Lapteva, E.A. Valueva, E.A. Shepeleva | Studied the connection between sibling relationships and sexual identity. |
| 38 | 2021 Russia | O.V. Baskaeva | She said that in the past, the direction of research was focused on the birth order, gender and age differences of siblings, and now researchers are beginning to be interested in the personality traits of siblings |
| Kazakhstan | | | |
| 39 | 2003 Kazakhstan | A.D. Davletova | Differences in the perception of family members and in the self-esteem of siblings depending on the birth order of children in Kazakh families were revealed. |
| 40 | 2014 Kazakhstan | B.A. Amirova | The features of the communication process in an extended Kazakh family as the main institution of ethnosocialization of the individual were revealed. |
| 41 | 2022 Kazakhstan | S.K. Unaibekova, M.P. Kabakova | Sibling relationships were compared in full-blooded (in the family, children have the same parents) and in half-blooded (when one of the parents is not biological) families. |
| 42 | 2023 Kazakhstan | G.A. Kassen, Z.B. Madalieva | It was proven that the birth order of a child affects the development of an individual, having analyzed the research |

As can be seen from the table, the topic of sibling relationships has been a part of European science since the 19th century, and then was widely covered in the studies of American scientists. In Soviet and Russian psychology, the issue was considered later, already in the 20th century, initially touching upon the social characteristics of the family and then moving on to individual psychological parameters. In Kazakhstan, the topic became a subject of scientific research only in the 21st century, where the influence of the family system of relationships on the development of children in general, as well as the order of their birth on individual psychological characteristics, was analyzed.

Materials and methods

Based on the stated objective of the study and to test the hypothesis put forward, a pilot experimental study was conducted, which involved 18 subjects,

who constituted 9 pairs of siblings. The subjects' ages ranged from 14 to 50 years; the age difference varied between 0 to 11 years. Among the subjects, there was 1 pair of twins, there were pairs with an age difference of 2 years; 4 years; 5 years; 11 years. Another 2 pairs of siblings with an age difference of 3 years, 2 pairs of siblings with an age difference of 7 years.

The sample by gender was as follows: 77.8% were female, 22.2% were male. They form sibling pairs: 22% of pairs are opposite-sex siblings, the other 78% of pairs are same-sex siblings (of which 67% are female pairs; 11% are male pairs). The data provided are clearly shown in Figure 1.

Families with two or more children were selected for the study. 77% of the subjects come from large families (from 4 to 7 children in the parental family), the remaining 23% of families have two children. 55.6% of siblings live together, 44.4% live within an hour's drive of each other.

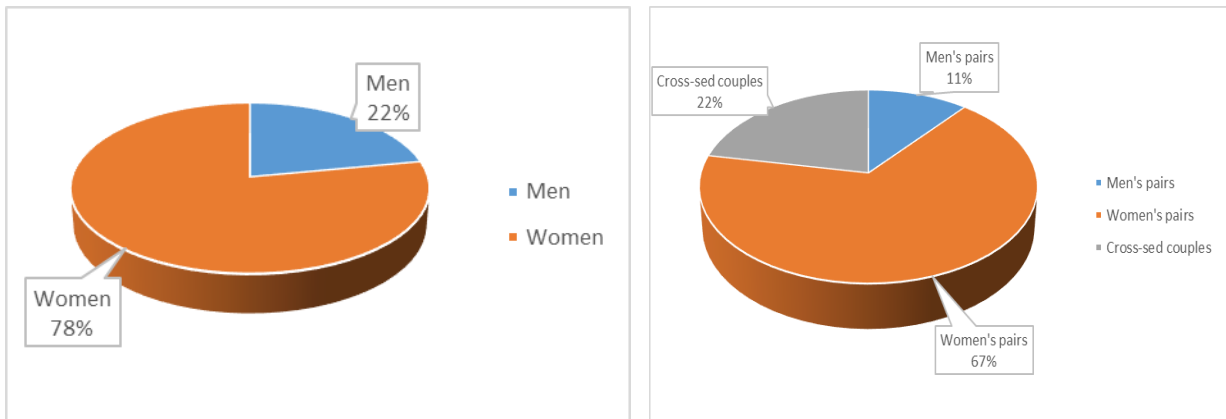


Figure 1 – Sample parameters by gender

Figure 2 shows the birth order of the siblings – participants of the experiment. 28% of the subjects are the first children in the family, 28% are the second children, 22% are the third children, 11% are

the fourth children, 6% are the sixth children, 5% are the seventh children in the parental family. All pairs of siblings are full relatives (full-blooded, children of the same parents).

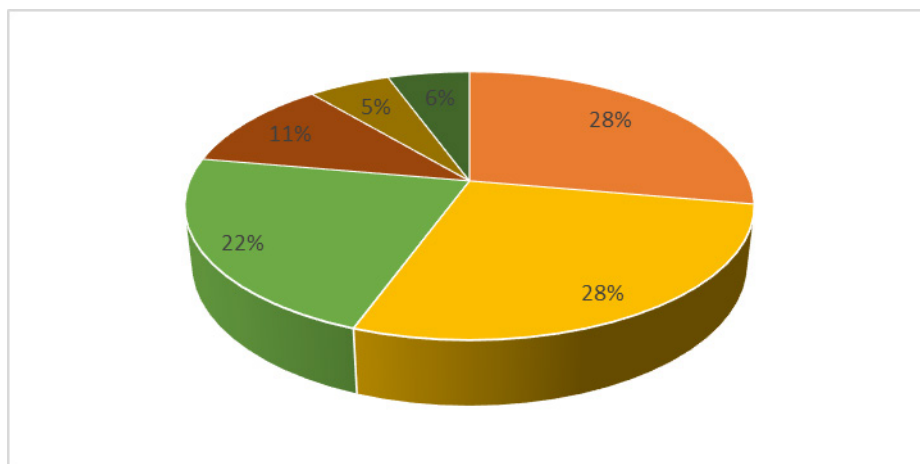


Figure 2 – Distribution of subjects by birth order

33.3% of subjects had a deceased mother, while the remaining 66.7% had a living mother, who generally had a positive influence on her children.

The research work consisted of two stages: at the first stage, subjects, having previously agreed with their siblings, arrived at the designated place and took part in the experiment, conducted using the “Cybernometer” hardware method. At the second stage, subjects were asked to answer a battery of standardized and valid methods. Before the experiment, all subjects signed a voluntary consent to participate in the study and it was revealed that they

were performing tasks on the Cybernometer for the first time.

It should be noted that during the study, the siblings were able to come at the same time, to a certain place, together, take part in the experiment and, by answering the provided questionnaires, rethink their relationship with their sibling, remember that they are brothers and sisters born from the same parents. Following the daily hustle and bustle, unfortunately, people forget that they have real loved ones who are always ready to lend them a helping hand and support.

At the initial stage of the study, the technical device cybernometer of Professor N.N. Obozov was used, or rather, its modern modified version No. 16 – model R. Lambert – prof. N.N. Obozov – V.S. Beloly, abbreviated – “Cybernometer – model LOB No. 16”. The

device has two sides, which imply two modes of its operation: “Maze” is designed to study the psychomotor coordination of two or more people, while “Matrix” is designed to study the cognitive coordination of teams. They are clearly shown in Figure 3.

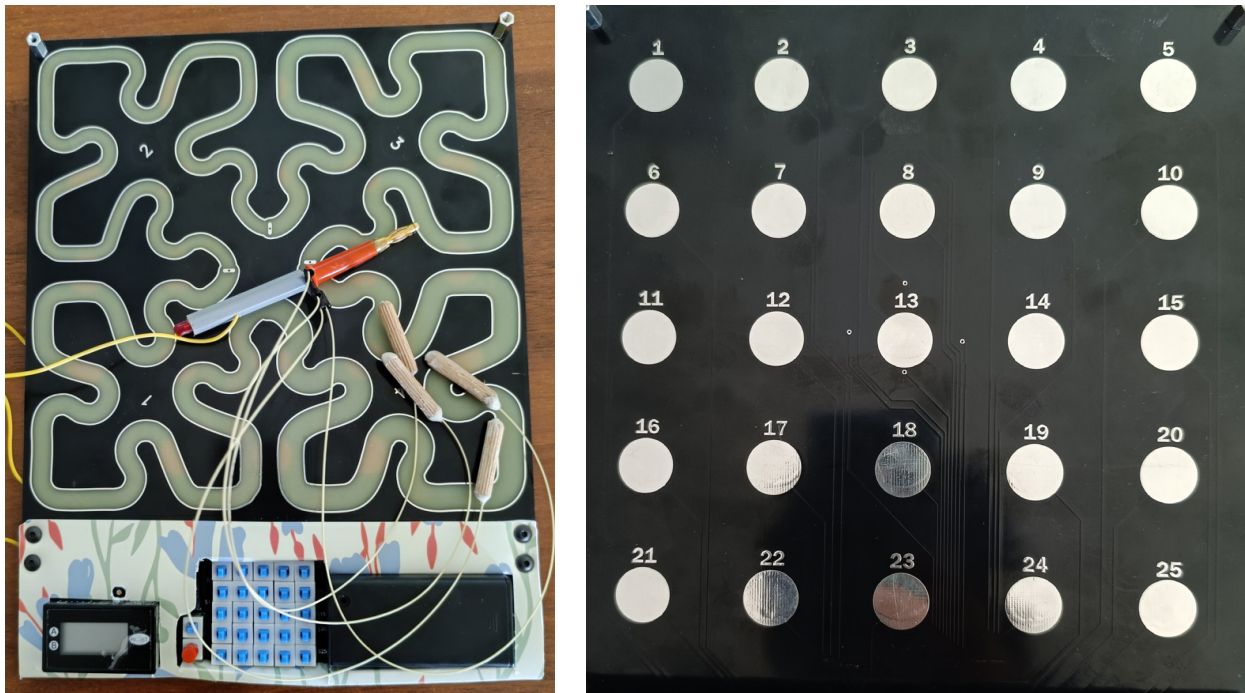


Figure 3 – Working surfaces of the cybernometer version 16: “Maze” and “Matrix”

In order to maintain the reliability of the experiment, all pairs of siblings were given the same tasks, which were performed on the cybernometer “maze”. The procedure is as follows: the “maze” must be completed three times with three different instructions (the first circle – “as accurately and as quickly as possible”, the second circle – “as quickly as possible”, the third circle – “as accurately as possible”). Touching the metal edge of the “maze” is recorded as an error. Before each circle, the participants make an assumption about how long it will take them to complete the “maze” and with what number of errors.

The cybernometer device can not only help in organizing joint activities, but also provide objective quantitative data on the processes and features of joint activities. The cybernometer has previously been used in various areas of psychological science, including in working with sports teams, in training pilot crews, even in training astronauts, etc. How-

ever, there are no scientific works in which the cybernometer would be used in the study of sibling relationships in the family (Beloly, 2021).

As for standardized questionnaires, we used the following methods: 1. “Adult Sibling Relationship Questionnaire” (ASRQ; R.P. Lanthier, C. Stacker) (adapted by O.V. Almazova); 2. Diagnostics of Sibling Relationships (Yu.E. Aleshina, L.Ya. Gozman, E.M. Dubovskaya, modified by M.V. Kravtsova) (DSR) (Kravtsova, 2003); 3. The Sibling Questionnaire (S.A. Graham-Bermann, S.E. Cutler) (adapted by M.V. Kravtsova) (Kravtsova, 2001; Graham-Bermann, Cutler, 1994).

The ASRQ questionnaire was developed in 1992 by Lanthier R.P., Stacker C. and has since been translated into many languages, including German, French, Spanish, Russian, etc. (Lanthier & Stacker, 1992). We used the Russian version of the ASRQ adapted by O.V. Almazova. This extensive questionnaire identified the characteristics of

sibling relationships using 14 different scales. The DSR method is designed to determine trust, mutual understanding, similarity of views, and ease of communication between siblings. The Sibling Questionnaire is used for psychometric assessment and identification of normal and dysfunctional sibling relationships. That is, with the help of the questionnaire, it is possible to identify highly conflictual relationships and relationships in which aggressive behavioral reactions are manifested.

In order to identify significant differences between the groups of subjects, we used the specialized IBM SPSS Statistics version 23 program. The following tools were used: Mann-Whitney U-test, Pearson correlation coefficient, Spearman rank correlation coefficient.

Results and discussion

The total sample was divided into conditional groups depending on the age differences between the siblings: Group 1 is a group of subjects with a minimal age difference (0-3 years); Group 2 is a group of subjects with an average age difference (4-6 years); Group 3 is a group of subjects with a significant age difference (7 years or more). To identify significant differences between the above groups, we used the non-parametric Mann-Whitney U-test, since the categories were compared in pairs.

When examining the results using the "cybernometer" hardware, it was found that there were no significant differences between groups 1 and 2 of subjects. However, significant differences were found between groups 1 and 3 ($p \leq 0.05$), that is, the results of pairs of siblings of group 1 (with a minimum age difference) differ significantly from the results of pairs of siblings of group 3 (with a maximum age difference). At this stage, the study showed that in siblings with a minimum age difference, psychomotor coordination differs significantly from siblings with a maximum age difference.

The data obtained using the ASRQ method were first compared by gender. The comparison showed the existence of significant differences between the data of men and women on the scales: Acceptance, Admiration, Antagonism, Competition ($p \leq 0.05$). This means that men and women interact differently with their siblings: in women, antagonism and competition with their siblings is less noticeable than in men. The study also showed that there are significant differences between groups 1 and 3 on the scales of Similarity, Acceptance, Puzzlement, Admiration, etc. ($p \leq 0.05$). There are also significant

differences between the data of groups 2 and 3 on similarity, acceptance, puzzlement, admiration, etc. ($p \leq 0.05$). No significant differences were found between groups 1 and 2. This means that the age difference between siblings has different effects on their relationships with each other.

According to the data obtained using the questionnaire "Diagnostics of Sibling Relationships (DSR)", there are no significant differences on the scale "Trustworthiness of Communication" between the respondent's assessment of themselves and the respondent's assessment of their partner, that is, the degree of trust between siblings is assessed equally. The more the subject sibling trusts their sibling in the relationship, the more they believe that their sibling trusts them. The scale "Mutual Understanding" between siblings shows how well siblings understand each other, how well one understands the interests, mood, behavior of the other. And according to this indicator, no significant difference was found between the respondent's assessment of themselves and the respondent's assessment of their sibling. In the course of the study, no significant differences were found between the indicators on the scales "Similarity of Views", "Common Symbols of the Family", "Ease of Communication" and "Psychotherapeutic Communication".

The Empathy scale shows siblings' mutual understanding, care for each other, mutual common interests, knowledge of what their siblings are thinking, compassion for each other, a sense of spiritual closeness, a desire to spend more time together, and emotional attachment. When comparing these groups by age difference, it turned out that in groups 1, 2, and 3, the level of empathy is high, and there are no significant differences between these groups. Respondents in these groups do not often have to face conflict situations, because their parents paid equal attention to them and they understand each other well.

The Boundary Maintenance scale shows the degree of support for siblings' interpersonal boundaries, each other's material property, and involvement in personal interests. By diagnosing respect for the physical and psychological space of their sibling, their closeness or divergence with each other is revealed. In groups 1 and 2, the level of boundary maintenance is very low, and there are no significant differences between these groups in this indicator. And in group 3, the maintenance of boundaries is slightly higher. When comparing groups 1 and 3, no significant differences were found. It was found that there are significant differences between the bound-

ary maintenance indicators of groups 2 and 3 ($p \leq 0.05$). Therefore, the greater the age difference between siblings, the more the siblings learn to communicate without violating each other's personal boundaries.

The "Similarity" scale determines whether siblings have common, similar life experiences and interests. It was found that in groups 1, 2 and 3, the similarity between siblings was moderate. In other words, siblings demonstrate an average similarity between themselves, despite the age differences between them, and we can talk about an average amount of differentiation in them. The next scale on this questionnaire, "Coercion", allows us to determine dominance in sibling relationships, the level of power and control of one over the other. In group

3, this indicator is also at a low level and no significant differences were found when comparing the group indicators. It can be said that all siblings who took part in the study have good relationships, they do not dominate each other and do not control each other. When checking the significant correlation coefficients between the success rate, which were obtained using the cybernometer device, and the data of the ASRQ scales, significant correlations were found (Table 2). The data obtained when performing the task "as quickly and as accurately as possible" are interconnected with instrumental support and knowledge of their sibling. Siblings who know each other well, provide not only emotional but also instrumental support to their sibling, and can effectively perform joint tasks.

Table 2 – Correlation of Success Rate (Cyberometer) and ASRQ data (Pearson Correlation)

| | Instrumental support | Knowing one's sibling |
|---------------------------------------|----------------------|-----------------------|
| Q when working Faster / More accurate | .684* | .702* |

*. Correlation is significant at the 0.05 level (two-tailed).

When checking the significant correlation coefficients between the success rate and the data of the DSR scales, a significant correlation was found (Table 3). The data obtained when performing the task with the given condition "as quickly

and as accurately as possible" are interconnected with mutual understanding between siblings (the respondent's assessment of self). Siblings who understand each other well can effectively perform joint tasks.

Table 3 – Correlation of the success rate data (cybermeter) and DSO (Pearson correlation)

| | Mutual understanding between siblings (respondent's assessment of themselves) |
|---------------------------------------|---|
| Q when working Faster / More accurate | .676* |

*. The correlation is significant at the 0.05 level (two-tailed).

No significant correlation coefficients were found between the success rate and the data from the Brother-Sister Questionnaire scales.

Table 4 shows the relationships between the ASRQ and DSR data (according to Spearman correlation) (Table 4). Almost all the ASRQ scales significantly correlate with the DSR scales. The scales similarity, acceptance, puzzlement, admiration, emotional support, instrumental support, closeness scale, knowledge of one's sibling significantly correlate with the trust in communication, mutual un-

derstanding between siblings, with the similarity of siblings' views, with common family symbols, with the ease of communication, with the psychotherapeutic nature of communication. The dominance scale correlates with the trust in communication, mutual understanding between siblings, with common family symbols, and with the ease of communication between siblings. And the competition scale significantly correlates only with the psychotherapeutic nature of communication scale. The quarreling scale correlates with the trust in communication

(when the respondent evaluates the partner). These findings suggest that the Adult Sibling Relationship Questionnaire (ASRQ) and the Diagnostics of Sibling

Relationships (DSR) complement each other very well. Using them together in research provides more data on sibling relationships.

Table 4 – Relationships between questionnaire data (Spearman correlation)

| DSR \ ASRQ | Trust in communication | | Mutual understanding between siblings | | Similarity of views of siblings | Common symbols of family | Ease of communication between siblings | Psycho-therapeutic communication |
|----------------------|------------------------|--------|---------------------------------------|--------|---------------------------------|--------------------------|--|----------------------------------|
| | a | b | a | b | | | | |
| Similarity | .865** | .686** | .909** | .805** | .803** | .947** | .877** | .703** |
| Acceptance | .587* | .468* | .762** | .600** | .825** | .804** | .715** | .543* |
| Puzzlement | .789** | .590** | .689** | .749** | .777** | .749** | .713** | .845** |
| Admiration | .815** | .495* | .720** | .687** | .597** | .702** | .789** | .755** |
| Emotional support | .840** | .678** | .750** | .870** | .782** | .807** | .734** | .834** |
| Instrumental support | .709** | .650** | .742** | .720** | .689** | .735** | .733** | .688** |
| Closeness | .841** | .700** | .771** | .683** | .743** | .792** | .752** | .611** |
| Knowledge of sibling | .869** | .666** | .759** | .755** | .662** | .867** | .753** | .659** |
| Dominance | .633** | .696** | .471* | .499* | | .550* | .579* | |
| Competition | | | | | | | | -.506* |
| Quarreling | | .638** | | | | | | |

Legend: * – correlation is significant at the 0.05 level; ** – correlation is significant at the 0.01 level.

Table 5 shows the relationships between the ASRQ and Sibling Questionnaire data (using Spearman correlation) (Table 5). Almost all ASRQ scales significantly correlate with the Empathy and Similarity scales of the Sibling Questionnaire. The similarity, acceptance, puzzlement, admiration, emotional support, instrumental support, closeness scale, and knowledge of one’s sibling scale significantly correlate with the empathy and similarity scale. The

similarity scale is present in both questionnaires, so their relationship proves that there are no false or socially desirable answers in the respondents’ answers. The dominance scale correlates only with the empathy scale. It should be concluded that the data from the Adult Sibling Relationships Questionnaire (ASRQ) and the Sibling Questionnaire complement each other very well. Their joint use in research also provides more data on sibling relationships.

Table 5 – Correlations between ASRQ and Sibling Questionnaire data (Spearman correlation)

| ASRQ | Empathy | Similarity |
|----------------------|---------|------------|
| Similarity | .753** | .768** |
| Acceptance | .533* | .797** |
| Puzzlement | .942** | .566* |
| Admiration | .759** | .494* |
| Emotional support | .885** | .592** |
| Instrumental support | .761** | .519* |
| Closeness | .835** | .600** |
| Knowledge of sibling | .824** | .749** |
| Dominance | .547* | |

Legend: * – correlation is significant at the 0.05 level; ** – correlation is significant at the 0.01 level.

Table 6 shows the relationships between the DSR data and the Sibling Questionnaire (using Spearman correlation) (Table 6). Almost all DSR scales significantly correlate with the empathy and similarity scales of the Sibling Questionnaire. The scales of trust in communication (respondent's assessment of self), mutual understanding between siblings (respondent's assessment of self), mutual understanding between siblings (respondent's assessment of their partner), similarity of views of sibling, the scale of common family symbols, ease of communication between siblings and the scale of psychotherapeuticity of communication significantly correlate with the empathy

and similarity scale. The similarity scale is present in both questionnaires (in the Sibling Questionnaire – similarity, in the DSR – similarity of views of brother and sister), therefore their relationship proves that there are no false or socially desirable answers in the respondents' answers. The trustfulness of communication scale (respondent's assessment of their partner) correlates only with the empathy scale. Therefore, it can also be concluded that the Diagnostics of Sibling Relationships (DSR) and the Sibling Questionnaire complement each other well. Their combined use in research provides more data on sibling relationships.

Table 6 – Correlations between the data of the DSO questionnaire and the Sibling Questionnaire (Spearman correlation)

| DSR | Empathy | Similarity |
|--|---------|------------|
| Trustfulness of communication (respondent's assessment of self) | .821** | .654** |
| Trustfulness of communication (respondent's assessment of the partner) | .512* | |
| Mutual understanding between siblings (respondent's assessment of self) | .714** | .661** |
| Mutual understanding between siblings (respondent's assessment of the partner) | .774** | .698** |
| Similarity of views of brother and sister | .747** | .685** |
| Common symbols of the family | .785** | .835** |
| Ease of communication between siblings | .725** | .593** |
| Psychotherapeutic nature of communication | .831** | .520* |

Legend: * – correlation is significant at the 0.05 level; ** – correlation is significant at the 0.01 level.

Conclusion

Based on the results of the pilot study, the following conclusions were noted and formulated. The psychomotor coordination of siblings with a minimal age difference (up to 3 years) differs from that of siblings with a greater age difference (from 7 years). Siblings of similar ages showed improved results when completing tasks on the cybernometer: they made fewer mistakes and more accurately predicted the time it would take to complete the track. At the same time, the greater the age difference between siblings, the less they violate each other's personal boundaries when communicating. It was found that men and women perceive their siblings differently. Female subjects are more accepting and admire their siblings. Male subjects compete more often with their brothers and sisters; antagonism is possible in relationships.

Siblings who trust their siblings believe that their siblings trust them too. It was noted that siblings

evaluate similarities of views, common symbols of the family approximately equally, they equally evaluate the ease of communication with each other and the psychotherapeutic nature of communication. Siblings who understand and know each other well, provide not only emotional but also instrumental support to each other, and can effectively complete joint tasks. At the same time, the magnitude of differentiation is average – they consider themselves similar to each other. Also, no dominance of some siblings over others was revealed, and almost all subjects believe that they do not control their brothers and sisters.

All pairs of siblings who participated in our study rarely enter into conflict situations. In our opinion, this is due to the peculiarities of relationships and upbringing in the parental family, where they all received sufficient amount of attention. On the other hand, we encountered a large number of refusals to participate in the experiment, which were motivated by the unwillingness to come with

a brother or sister. Siblings who were in conflict with each other did not take the initiative to improve their relationships by participating in the study together and did not want to see each other at all. And those siblings who did not have obvious conflicts, but did not have very good relationships with each other, looked for and found various reasons not to participate in the study and the experiment.

During the pilot study, results were obtained that confirmed the suitability of the cybernometer experiment, the ASRQ, DSR and Sibling Questionnaires for our study. The above-mentioned methods complement each other well. Their joint use in research provides more data on sibling relationships. It should be noted that the results of the joint activities of siblings obtained with the help of the cybernometer are a new milestone in the study of sibling relationships in Kazakhstani science.

The pilot study made it possible to understand that we are on the right track. The data on the methods complemented each other, and this gave confidence in the correctness of the methods chosen for the research work. In the future, when conducting the main experiment, we will be guided by the data obtained in the pilot study. The hypotheses that there are differences in relationships between siblings depending on gender and the age difference between them were also confirmed. The value of our study is that for the first time a study of sibling relationships was conducted using mixed methods, including an experiment with the cybernometer device. The methodological approach used with the use of a mixed research method turned out to be quite justified. And the data we obtained during the pilot study confirmed the correctness of the selected methods and research techniques, and also confirmed our hypothesis.

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PREDICTION AND EARLY PREVENTION OF VIOLENCE IN CHILDREN AND ADOLESCENTS

This study addresses the issue of violence among children and adolescents. Its primary goal is to determine the prevalence of violence in families and educational institutions and to identify the key psychological and social contributing factors. A questionnaire developed by educational psychologist T. V. Loginova was used. An anonymous survey involved 94 adolescents aged 13 to 17. Data were processed using IBM SPSS Statistics 26 with Fisher's exact test, Pearson's chi-squared test, Phi coefficient, and Cramer's V. Results revealed a statistically significant correlation between family relationships and adolescents' tendency toward violence. Additional factors considered included education level, social status, and emotional condition. The research integrates quantitative and qualitative methods. Theoretical significance lies in explaining the influence of family and school on adolescent behavior. The results are very useful because they may be used in schools, social assistance centers, and programs that teach parents how to keep their kids from becoming violent. This research adds important information to the area and encourages the creation of more programs.

Key words: violence prevention, children, adolescents, emotional state, aggressive behavior.

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Балалар мен жасөспірімдер арасындағы зорлық-зомбылықты болжау және алдын алу

Бұл ғылыми зерттеу балалар мен жасөспірімдер арасындағы зорлық-зомбылық мәселесіне арналған. Зерттеудің мақсаты – отбасындағы және білім беру мекемелеріндегі зорлықтың таралуын анықтау және оған әсер ететін психологиялық және әлеуметтік факторларды зерттеу. Зерттеуде Т. В. Логинова әзірлеген арнайы сауалнама қолданылды. Сауалнамаға 13–17 жас аралығындағы 94 жасөспірім жасырын түрде қатысты. Мәліметтер IBM SPSS Statistics 26 бағдарламасы арқылы өңделді, Пирсонның хи-квадрат критерийі, Фишердің дәл тесті, Фи және Крамердің V коэффициенттері қолданылды. Зерттеу нәтижелері отбасылық қарым-қатынас пен агрессивті мінез-құлық арасында мағыналы байланыс бар екенін көрсетті. Сондай-ақ, білім деңгейі, әлеуметтік жағдайы және эмоционалды жай-күйі ескерілді. Зерттеу сандық және сапалық әдістерді ұштастырады. Теориялық маңыздылығы – жасөспірімдердің мінез-құлқына отбасы мен мектептің әсер ету механизмдерін түсіндіру. Практикалық маңыздылығы алынған деректерді білім беру және әлеуметтік салаларда зорлық-зомбылықтың алдын алу үшін қолдану болып табылады.

Түйін сөздер: зорлық-зомбылықтың алдын алу, балалар, жасөспірімдер, эмоционалды күй, агрессивті мінез-құлық.

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Предикция и ранняя профилактика насилия детей и подростков

Настоящее исследование посвящено проблеме насилия среди детей и подростков. Цель работы – определить распространенность насилия в семье и школе, выявить психологические и социальные факторы, способствующие его возникновению. В исследовании использовалась анкета, разработанная педагогом-психологом Т. В. Логиновой. Анонимный опрос проведен среди 94 подростков в возрасте 13–17 лет. Статистическая обработка данных осуществлялась с помощью IBM SPSS Statistics 26, применялись критерии хи-квадрат Пирсона, точный тест Фишера, коэффициенты Фи и V Крамера. Результаты показали статистически значимую связь между характером семейных отношений и склонностью подростков к насилию. Также учтены уровень образования, социальный статус и эмоциональное состояние респондентов. Исследование сочетает количественные и качественные методы. Теоретическая ценность заключается в объяснении механизмов влияния семьи и школы на поведение подростков. Практическая значимость – в применимости данных для профилактики насилия в образовательной и социальной сферах.

Ключевые слова: профилактика насилия, дети, подростки, эмоциональное состояние, агрессивное поведение.

Introduction

Child abuse is defined as any behavior directed toward a child that disrupts their physical or psychological well-being and poses a threat to their health and development.

In developed countries, attention to the problem of child abuse began in the early 1960s. However, at the theoretical level, the issue had been considered even earlier. In 1944, Anna Freud wrote:

“It has long been known that a lack of certain foods, vitamins, etc., in early childhood may not have immediate harmful effects, but later leads to physical deficiencies. However, it is not as widely recognized that the same can occur with a child’s psychological development. If specific needs are unmet, long-term psychological impairments may emerge. These specific needs include personal affection, emotional stability, and continuous educational influence.”

In 1963–1964, the United States adopted its first legislation addressing child abuse. According to statistical studies, approximately 1.5 million children experience abuse annually in the United States, with 63% being victims of neglect and 43% suffering from direct violence (Koval, 2014:99).

In Europe (specifically England), nearly 90% of children are subjected to corporal punishment, with

about 50% of seven-year-olds experiencing severe physical discipline (Koval, 2014:99).

In Russia, according to statistical data from the previous year, over 89,000 minors were recognized as victims of violent crimes, including domestic violence. Over the past three years, the number of criminal deaths among children increased from 1,600 to 2,100. Approximately 4,900 children suffered from violent acts committed by their own parents in the last year (Koval, 2014:99).

In Kazakhstan, a study revealed that over half (52.7%) of children aged 1–14 were subjected to psychological or physical punishment by their parents or other adult household members within a one-month period. Violence-related disciplinary measures were applied to 55.2% of boys and 49.9% of girls. Psychological aggression affected 47.2% of the children, and about 26.2% were subjected to physical force. Severe forms of corporal punishment (e.g., hitting on the head, ears, or face, or frequent beatings) were practically nonexistent in the country, affecting only about 1.0% of children. Meanwhile, 42.7% of girls and 35.5% of boys were raised without the use of violent methods. In wealthier households, 42.7% of children were disciplined without violence, compared to 33.2% in poorer households (Ultyk Statistika Bjurosy, 2015).

Literature review

Issues of Violence Among Adolescents

Adolescence is defined as the period from approximately 11–12 to 14–15 years of age. This stage is often referred to as a critical or transitional period, highlighting the challenges inherent to a child's personal development (Abramova, 2000:624).

During adolescence, against the backdrop of age-related developmental characteristics, the frequency of aggressive behaviors related to violence sharply increases.

Types of emotional abuse include:

- Mockery, the invention of derogatory and offensive nicknames, subjective negative evaluations, public humiliation, and similar actions;
- Rejection, social isolation, boycotting, ignoring the victim's attempts at interaction, and devaluation of their emotions and actions.

This form of violence often includes exposing the victim to ridicule, disclosing embarrassing secrets, public shaming, or blackmail involving the threat of revealing forbidden actions to friends or adults (Grigorovich, 2014:248).

Verbal forms of aggressive behavior are frequently used by adolescents in interpersonal communication. Not only the child personally but also their possessions, clothing, hobbies, and close loved ones often become targets of ridicule or insults. Such attacks can hurt more profoundly than insults directed at the individual themselves.

During adolescence, there are clear gender patterns in aggressive behavior. Typically, boys are the primary organizers of bullying against both boys and girls, while girls are more likely to target other girls. When a boy becomes a victim of girls' aggression, girls either adopt a neutral position or even defend the victim. Fundamentally, the motivation behind bullying is often the desire to assert oneself and stand out. Rarely is bullying an act of personal revenge (Jurchenko, 2012:144).

The initiators of peer-directed aggression are often:

- Active, ambitious adolescents striving for leadership in the classroom;
- Highly aggressive students selecting a vulnerable peer for self-affirmation;
- Adolescents seeking to attract peer attention and become the center of their social group;
- Children raised with an exaggerated sense of superiority over others;
- Psychopathic personalities incapable of empathy;

- Maximalists and uncompromising idealists, typical for many adolescents.

Such aggressors are characterized by:

- High self-esteem and ambition;
- A pathological desire to be the center of attention at any cost;
- A drive to establish "justice" (Jurchenko, 2012).

Other participants in aggressive acts may be motivated by different factors:

- Many children conform to group pressure without critically assessing their actions, experiencing deindividuation and lacking a sense of personal responsibility, a phenomenon common among adolescents with underdeveloped abstract thinking and moral reasoning;
- Some join in bullying hoping to gain the approval of the group leader or teacher;
- Others see bullying as mere entertainment, ignoring the victim's feelings;
- Certain adolescents participate in bullying out of fear of becoming victims themselves, particularly those insecure about their status;
- Finally, some children engage in bullying as a way to compensate for personal insecurities and failures by exerting power over a weaker peer.

The typical characteristics of victims also deserve attention. Victims often possess traits that set them apart from others, provoking attacks. Common risk factors include:

- Non-standard or unusual physical appearance (e.g., scars, atypical skin color, physical deformities);
- Illnesses with unpleasant symptoms (such as enuresis or encopresis);
- Shyness, passivity, or inability to defend oneself;
- Poor hygiene and unkempt appearance;
- Extreme academic performance (either very poor or exceptionally high);
- Difficulties in interpersonal communication.

Characteristics of Violence Among Adolescents

Violence during adolescence poses particular risks because such experiences not only disrupt a young person's immediate well-being but also have a long-term negative impact on personality development. According to I.A. Baeva and L.A. Gayazova, violence against adolescents "creates a risk of psychological trauma, leading to barriers in positive development, mental health, the satisfaction of basic needs, and self-actualization" (Baeva, 2012).

Peer violence holds a special place within this dynamic because peers form a key reference group

for adolescents: through peer evaluations, adolescents build their self-concepts and develop social interaction skills. It should be noted that peer violence often becomes a normalized pattern of interaction.

Bullying, according to D. Olweus, is defined as “deliberate, repeated aggressive behavior based on an imbalance of social or physical power” (Olweus, 1993).

Adolescent peer interactions are characterized by the formation of groups within and beyond school settings based on shared interests. Within these groups, adolescents differentiate leaders, grant privileges, and develop acceptance hierarchies. Some adolescents become isolated, excluded from any group (Bochaver, 2015).

As noted by I.V. Dubrovina, belonging to a group increases adolescents’ self-confidence and provides additional opportunities for self-affirmation. However, conflicts between groups can either be covert or overtly hostile (Grebenkin, 1995:218).

Peer interpersonal dynamics often give rise to various forms of violence, resulting in the phenomenon of victimization.

According to I.A. Furmanov, victimization refers to the process or outcome of becoming a victim of violence (Furmanov, 2007:480).

The victimization process involves interactions between an aggressor (the perpetrator) and a victim (the target of aggression). Furmanov, citing foreign researchers A. Bandura and R. Walters, notes that the roles of aggressor and victim can change rapidly and interchangeably (Furmanov, 2007:480).

D. Olweus further identified two subtypes of victims: “passive” and “provocative.” Regardless of subtype, victims are often seen as “social outsiders.”

Typically, “passive victims” are quiet, submissive, fearful children with low self-esteem, a lack of perceived attractiveness, physical weakness relative to peers, and a tendency to withdraw or cry when attacked. They tend to be socially isolated, having few friends or acquaintances, and are often labeled as individualists, outsiders, or eccentrics (Olweus, 1993).

“Provocative victims” may exhibit a combination of fearfulness and aggressive behavior, sometimes displaying traits similar to those of aggressors. These adolescents are impulsive, easily wounded, and prone to provoking aggression, while simultaneously bullying others who are weaker than themselves. Their behavior illustrates the difficulty of drawing a clear line between typical aggressors and victims (Olweus, 1993).

According to I.V. Dubrovina, during adolescence, males are more likely to act as aggressors. They often resist both peers and adults, exhibit impulsivity, dominance, and a preference for suppression and violence as the primary methods of conflict resolution, including psychological violence. Aggressors are characterized by a low threshold for frustration, poor emotional regulation during states of passion, demonstrative behavior, and provocativeness. Importantly, they tend to be physically stronger than their classmates, particularly those they target as victims (Grebenkin, 1995:218).

Researchers I.B. Stepanova and T.M. Yavchunovskaya conducted a study on school violence, finding that:

- 51.6% of adolescents described their class atmosphere as friendly and supportive,
- 42% characterized it as divided into cliques with limited interaction,
- 6.4% rated it as conflict-ridden.

When assessing their social standing among classmates:

- 18.7% identified as leaders,
- 70.6% reported limited interaction but no hostility,
- 10.7% experienced active rejection or negative treatment from the majority.

Thus, approximately one in ten adolescents experienced some form of peer-perpetrated bullying (Stepanova, 2011).

Further studies by I.A. Furmanov, L.I. Dementiy, and V.E. Kupchenko across Russia and Belarus confirmed the existence of systematic physical and psychological violence among schoolchildren, regardless of cultural differences.

Patterns of victimization identified include:

- Random model: incidents of violence occur sporadically without structure;
- Victim-focused model: violence is directed by a group of aggressors against a specific victim;
- Aggressor-focused model: violence is instigated by a specific aggressor toward multiple victims;
- Combined victim/aggressor model: weaker victims become aggressors toward even more vulnerable peers;
- Hierarchical model: victims and aggressors exist at multiple levels, with long chains of aggression;
- Dominant model: a few aggressive students victimize nearly all less aggressive peers;
- Unexpected model: victims retaliate against their aggressors;

- Subgroup model: violence occurs within friendship-based peer groups (Furmanov et al., 2015).

Physical victimization typically involves beating, kicking, and other acts causing physical harm; verbal victimization includes threats, name-calling, and insults; social victimization involves deliberate exclusion, reputation damage, and emotional manipulation (Furmanov et al., 2015).

According to Stepanova and Yavchunovskaya, gossip, cruel jokes, and slander constitute the most common forms of social victimization among adolescents. Their research also suggests that Russian adolescents exhibit more direct forms of social manipulation compared to Belarusian peers (Furmanov et al., 2015).

Despite the prevalence of school violence, victims rarely report incidents. According to Stepanova and Yavchunovskaya, only about 10% of adolescents inform their parents, and only 5% report to teachers, school administrators, or psychologists. Most attempt to handle the situation independently (Stepanova, 2011).

I.V. Dubrovina observed that peer-perpetrated violence leads to depression, reduced motivation, eating disorders, phobias, and, in extreme cases, suicidal behavior. These issues contribute to academic decline, withdrawal, absenteeism, and antisocial behavior (Greibenkin, 1995).

A.A. Bochaver and colleagues (2015) emphasized that bullying is often perceived as a “normal” part of adolescent socialization, downplaying its destructive psychological impact. However, growing attention to the link between bullying and suicide risk is shifting societal perspectives on the seriousness of the issue (Bochaver et al., 2015:146–154).

Materials and methods

For the purpose of this research, a questionnaire developed by educational psychologist Tatyana Viktorovna Loginova (InfoLesson – an educational online platform) was used.

The questionnaire was designed to assess instances of violence against children and adolescents and to identify the factors influencing the perception of violence by different social groups.

The research was done with adolescents between the ages of 13 and 17.

The goal of this questionnaire was to find out how often violence is in families and schools and to rate how bad it is.

It included both closed and open-ended questions, which let researchers gather both quantitative and qualitative data to look at the issue in more depth.

IBM SPSS STATISTICS 26 software was used to process the data.

Using this application made guarantee that the statistical analysis was accurate and helped find important patterns and variables that affect levels of violence.

The study looked at a number of demographic and social factors, including age, gender, socioeconomic standing, and how people interacted with their surroundings.

There were 94 people that answered the poll.

There were 52% females and 48% boys in the group. The respondents’ ages ranged from 13 to 17, with the largest group (23%) being 17 years old (17% aged 13, 21% aged 14, 18% aged 15, and 21% aged 16), as shown in Figure 1.

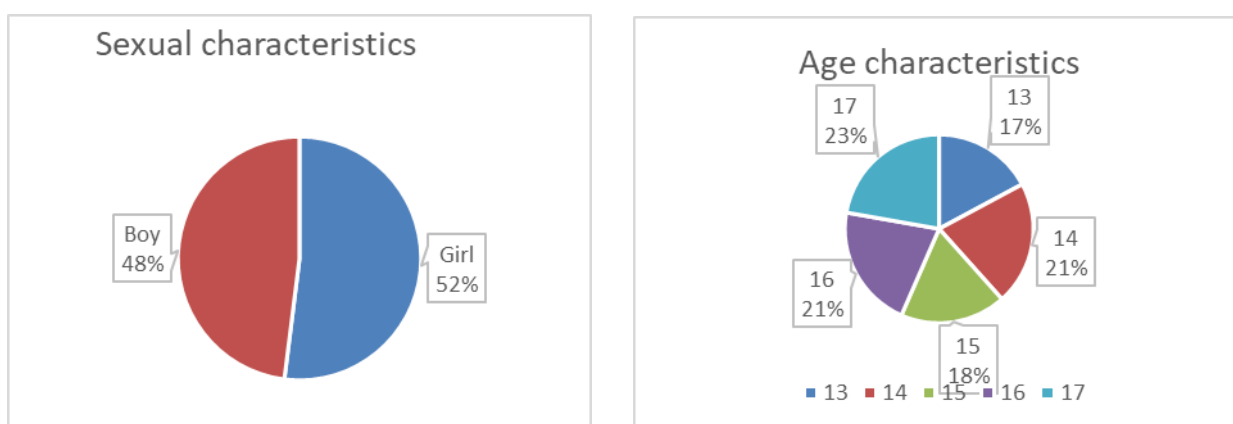


Figure 1 – Percentage Distribution of Respondents by Gender and Age

Since the collected survey data were qualitative, statistical methods such as the Fisher Exact Test and Pearson's Chi-square Test were used.

Further, when the null hypothesis was rejected, Phi or Cramér's V coefficients were calculated to determine the strength of association between two or more variables.

Results and discussion

The survey contained a series of questions.

Table 1 presents only those cases where the null hypothesis was rejected; in all other cases, the null hypotheses were accepted.

For correlation tables where the null hypothesis was rejected, the Fisher Exact Test was applied.

In Correlation Table 1, the p-value was less than 0.001, and Cramér's V was 0.408.

In Correlation Table 2, the p-value was also less than 0.001, and Cramér's V was 0.509.

In Correlation Table 3, the p-value was again less than 0.001, and Cramér's V was 0.506.

Similar significance was observed across the remaining tables.

Now, let us examine the key findings from the correlation analysis:

Correlation Table 1

The Chi-square test revealed a statistically significant relationship between the evaluation of family relationships and the disciplinary methods used by parents.

The more harmonious the family environment, the more parents used explanatory, praise-based, and motivational methods.

Conversely, families characterized by conflict demonstrated a higher use of yelling, threats, and corporal punishment.

Table 1 – Results of Survey Data Analysis Using SPSS

| No. | Combination of Variables | Chi-square or Fisher's Exact Test (p-value) |
|-----|--|---|
| 1 | How do you assess relationships in your family? * What disciplinary methods do your parents use most often? | p < 0.001 |
| 2 | How do you assess relationships in your family? * What types of punishments are used against you? | p < 0.001 |
| 3 | How do you assess relationships in your family? * Do you believe you are punished fairly? | p < 0.001 |
| 4 | How do you assess relationships in your family? * What are the most common reasons for your punishments? | p < 0.001 |
| 5 | Have there been instances where teachers insulted or humiliated students? * Do you consider it discipline or violence? | p = 0.018 |
| 6 | How do you feel at school? * Have there been instances where teachers insulted or humiliated students? | p < 0.001 |
| 7 | How do you feel at school? * Have you experienced bullying, ridicule, or humiliation from peers? | p < 0.001 |
| 8 | How do you feel at school? * Have you ever been extorted at school? | p < 0.001 |
| 9 | Do you believe there are students in your class who need support and protection? * How do teachers respond when students bully each other? | p < 0.001 |

Specifically:

- In harmonious families ("Calm and friendly"), explanatory methods (60%), praise (81.3%), and promised rewards (81.8%) predominated. Punitive measures were rare.

- In strained but non-conflictual families, yelling and threats were more common (42.1% and 16.7% respectively), with fewer positive reinforcement strategies.

- In families with occasional conflicts, both positive and negative methods were used equally.

- In families with constant conflicts, negative disciplinary practices such as yelling and corporal punishment predominated.

Cramér's V value of 0.408 indicates a moderate association.

Table 2 – Strength of Association Between Variables (SPSS Results)

| No. | Combination of Variables | Strength of Association (Cramér's V) | Significance |
|-----|---|--------------------------------------|--------------|
| 1 | Family relationships * Disciplinary methods | 0.408 | p < 0.001 |
| 2 | Family relationships * Types of punishment | 0.509 | p < 0.001 |
| 3 | Family relationships * Perceived fairness of punishments | 0.506 | p < 0.001 |
| 4 | Family relationships * Reasons for punishments | 0.489 | p < 0.001 |
| 5 | Instances of teacher humiliation * Perception of action (discipline vs. violence) | 0.316 | p = 0.018 |
| 6 | School well-being * Instances of teacher humiliation | 0.441 | p < 0.001 |
| 7 | School well-being * Instances of peer humiliation | 0.345 | p < 0.001 |
| 8 | School well-being * Experiences of extortion | 0.573 | p < 0.001 |
| 9 | Presence of students in need * Teachers' responses to bullying | 0.462 | p < 0.001 |

Correlation Table 2

The Chi-square test demonstrated a statistically significant relationship between the evaluation of family relationships and the types of punishments applied.

Specifically:

- In families with harmonious relationships, the majority of children reported no punishment (89.7%), and instances of moral punishment were rare, with almost no cases of physical punishment.
- In strained but non-conflictual families, both moral (33.3%) and physical punishments (40%) were frequently used, with combined punishments (21.7%) also appearing; no cases of “no punishment” were recorded.
- In families with occasional conflicts, there was a high rate of both moral (44.4%) and physical (40%) punishments, with combined punishments (52.2%) being common.
- In families with constant conflicts, combined punishments (26.1%) dominated, with no instances of moral punishment alone.

Thus, the strength of the association indicates a moderate and clear relationship between the family atmosphere and the type of punishment applied.

Correlation Table 3

The Chi-square test showed a high statistical significance (p < 0.001) between the assessment of family relationships and children’s perception of punishment fairness.

Findings:

- In calm and friendly families, the overwhelming majority (96.8%) considered punishments to be fair.
- In strained but non-conflictual families, perceptions were more mixed: 29.4% viewed punish-

ments as fair, while 50% considered them consistently unfair.

- In families with occasional conflicts, the perception of fairness was slightly more positive, but conflict still influenced fairness perceptions.

- In families with constant conflicts, 50% of the children regarded punishments as always unfair.

Thus, a moderate association was found between the harmony of family relationships and children’s perception of the fairness of disciplinary actions.

Correlation Table 4

Analysis of reasons for punishment showed:

- In calm families, punishments were primarily related to “bad behavior” (94.1%).
- In strained families, punishments were more often connected to “bad behavior” and “poor academic performance”.
- In families with occasional conflicts, punishments were distributed across multiple reasons: bad behavior, poor grades, truancy, and failure to do household chores.
- In families with constant conflict, reasons for punishment were more randomly distributed.

This confirms a moderate association between the type of family environment and the primary reasons for punishment.

Correlation Table 5

The Chi-square test showed significant differences in perceptions of teacher behavior (p < 0.05).

- Most respondents (63.6%) reported that instances of humiliation by teachers “never occurred.”
- However, about 30% indicated that such incidents occurred “sometimes.”

Students interpreted these situations differently:

- Some viewed teachers’ actions as disciplinary,
- Others perceived them as violence.

Thus, even though majorities perceived no incidents, a significant minority experienced or witnessed teacher-perpetrated violence, and interpretations varied across students.

Correlation Table 6

The Chi-square results ($p < 0.001$) revealed a significant association between students' feelings at school and the occurrence of humiliating behavior from teachers.

Findings:

- In classrooms where teachers "frequently" or "very frequently" humiliated students, students were significantly more likely to report feeling "bad" at school.

- Conversely, in classrooms where such behaviors were "never" or only "rarely" observed, students more often reported feeling "good" or "very good" at school.

This indicates that teacher-perpetrated humiliation has a strongly negative impact on students' overall well-being and perception of the school environment.

Correlation Table 7

The Chi-square test ($p < 0.001$) confirmed a significant relationship between students' well-being at school and experiences of peer humiliation.

Findings:

- Students who frequently or very frequently experienced bullying or humiliation by peers were much more likely to report feeling "bad" at school.

- Students who experienced such incidents rarely or never generally felt "good" or "very good" at school.

Thus, peer bullying substantially deteriorates students' psychological states and their overall satisfaction with school.

Correlation Table 8

The Chi-square test ($p < 0.001$) also identified a significant association between students' feelings at school and experiences of extortion.

Findings:

- Students who had been subjected to extortion at school reported significantly poorer well-being.

- Those who had never been extorted were much more likely to describe their feelings about school as "good" or "very good."

This highlights that experiences of extortion contribute heavily to psychological distress among students and emphasize the necessity of anti-extortion measures in schools.

Correlation Table 9

The Chi-square results ($p < 0.001$) confirmed a significant association between the perceived pres-

ence of students needing support and teachers' responses to bullying incidents.

Findings:

- In classes where more students were perceived as needing help, teachers were more likely to ignore bullying incidents or pretend not to notice.

- Conversely, in classes where fewer students were seen as needing support, teachers were more proactive in addressing bullying.

Thus, an alarming trend was identified: the greater the need for support among students, the more teachers tended to overlook bullying.

This finding points to a critical need for targeted interventions and increased teacher accountability.

Practical Recommendations for Prevention

Primary Prevention

School Measures

1. Creating a Psychologically Safe Environment:

It is crucial to establish trusting relationships between teachers and students.

Respect for each student's rights and dignity must form the foundation of the school culture.

2. Programs to Stop Bullying: Set up instructional workshops for the school community to help them learn how to spot bullying and what happens when it happens.

3. Giving Social Support: Social professionals and psychologists should always be there for kids who are going through hard times.

There should also be special help programs for kids from families with low incomes.

Family Steps

1. Teach Parents How to Use Positive Discipline: Set up training for parents on how to create good connections with their kids and motivate them instead of punishing them.

This will have a good effect on the child's mental growth.

2. Making the Family Environment Better: Encourage parents to use good ways to settle disagreements to make family ties better.

To keep a child's mental health in good shape, there should be no conflict.

3. Legal Awareness: Make sure that both parents and kids know about the legal safeguards that are available to them.

Tell them about the laws that are already in place and the support resources that are available to stop violence.

Secondary Prevention School Measures

1. Immediate Response to Bullying: An inquiry must be done right away if bullying is found.

The sufferer should have psychological help, and their health should be monitored over time.

2. Dealing with Conflicts: Set up specific programs to educate kids who are being bullied how to handle conflicts.

Sessions to modify behavior for offenders might help keep them from doing it again.

3. Supervision and Monitoring: Set up a mechanism for watching over both instructors and pupils.

These steps make it easier to keep an eye on discipline and the school's mental health.

Family Steps

1. Help for Victims: Set up legal and psychological help for kids who have been hurt by violence.

This makes them feel better mentally and boosts their self-esteem.

2. Helping Families Work Out Their Problems: Give parents and kids psychological treatment to help them work out their differences and improve their relationships.

3. Social Services should be involved: Social professionals should look at the family's circumstances and provide them help when they need it.

As part of long-term assistance, there should also be rehabilitation programs for kids and their parents.

Conclusion

The findings of the investigation show clearly that social, educational, and familial aspects affect students' mental health and how they feel about the school environment as a whole. These results show that we need to take a broad approach to dealing with problems including bullying, humiliation, and family fights. First, it was shown that humiliating children by teachers had a direct detrimental impact on their mental health. Students in classes where this kind of conduct happens more often say they feel bad and unhappy with their school experience. This shows how important it is to improve the ethics of teaching and put in place programs that

help instructors handle tough circumstances better. Second, peer bullying has a big effect on how kids feel emotionally. Students who are mistreated a lot often say that their time at school is "bad" or "unsatisfactory." This shows how important it is to have organized anti-bullying programs that encourage children to appreciate and help one other. The state of the family is also very important for the health of children. Kids who grow up in households who get along and use good discipline are less likely to feel bad and more likely to think that discipline is fair. On the other hand, kids from households with a lot of conflict are more likely to be spanked and have poorer self-esteem. This shows how important it is to engage with parents to help them understand how their actions affect their children's mental growth. Also, how instructors handle fights amongst students is quite important. When instructors don't do anything about bullying in the classroom, it becomes worse, and more children need help. This shows that instructors need to learn how to deal with conflicts and stop violence. So, the data shows how important it is to make the school a better place to be. Not only is it important to have anti-bullying initiatives, but it's also important to make the school a friendly place for both teachers and parents. A comprehensive approach based on education, prevention, and emotional support can significantly improve students' psychological well-being and their overall school experience.

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2-бөлім
ӘЛЕУМЕТТАНУ

Section 2
SOCIOLOGY

Раздел 2
СОЦИОЛОГИЯ

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ROLE OF IDENTITY IN SHAPING THE WELL-BEING OF KAZAKH YOUTH

The relationship between identity and well-being is one of the central themes of modern sociological research, especially in youth studies. The present study aims to analyze the influence of different identity styles (informational, normative, and diffuse-avoidant) on well-being indicators among young people aged 18 to 35. An integrated methodology was used to achieve the goal, including the ISI-5 identity style survey and the Gallup Healthways Well-Being Index. The ISI-5 questionnaire evaluates three styles of processing identities: informational, related to active search and analysis of information; normative, based on following social norms and expectations; and diffuse-avoidant. The avoidance of complex decisions and thinking about the future. The Gallup Healthways Well-Being Index measures well-being across six key dimensions: subjective life assessment, emotional and physical health, healthy behavior, satisfaction with the work environment, and access to essential resources. The survey covered all regions of Kazakhstan, including republican cities, regional centers, and rural settlements. Data collection was conducted in Kazakh and Russian, considering respondents' preferences. The study results showed that the informational identity style positively affects emotional resilience and life satisfaction, while the normative style promotes stability and a sense of security. In contrast, the diffuse-avoidant style temporarily reduces stress but limits long-term life prospects. The study's results significantly contribute to the study of the relationship between identity and well-being, complementing the existing literature with new empirical data. The study's practical significance lies in its use for developing social policies and programs to strengthen the well-being of young people under socio-economic and cultural transformations in Kazakhstan.

Key words: identity, well-being, identity styles, Kazakhstani youth.

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Қазақстандық жастардың әл-ауқатын қалыптастырудағы бірегейліктің рөлі

Бірегейлік пен әл-ауқаттың өзара байланысы қазіргі әлеуметтанулық зерттеулердің басты тақырыптарының бірі болып табылады. Бұл зерттеу 18 бен 35 жас аралығындағы жастар арасындағы әл-ауқат көрсеткіштеріне бірегейліктің әртүрлі стильдерінің (ақпараттық, нормативтік және диффузиялық-аулақ) әсерін талдауға бағытталған. Мақсатқа жету үшін ISI-5 бірегейлік стилінің сауалнамасы мен Gallup Healthways Well-being Index әл-ауқат индексі қамтитын кешенді әдістеме қолданылды. ISI-5 сауалнамасы бірегейлікті өңдеудің үш стилін бағалауға мүмкіндік береді: ақпаратты белсенді іздеумен және талдаумен байланысты ақпараттық; әлеуметтік нормалар мен үміттерді ұстануға негізделген нормативтік; және диффузиялық-аулақ, болашақ туралы күрделі шешімдер мен ойлардан аулақ болумен сипатталады. Gallup Healthways Well-being Index әл-ауқатты алты негізгі бағыт арқылы өлшейді: өмірді субъективті бағалау, эмоционалды және физикалық денсаулық, салауатты мінез-құлық, жұмыс ортасына қанағаттану және негізгі ресурстарға қол жеткізу. Әлеуметтік сауалнама Қазақстанның барлық өңірлерін, соның ішінде республикалық маңызы бар қалаларды, облыс орталықтары мен ауылдық елді мекендерді қамтыды. Деректерді жинау респонденттердің қалауын ескере отырып, екі тілде – қазақ және орыс тілдерінде жүргізілді. Зерттеу нәтижелері бірегейліктің ақпараттық стилі эмоционалды тұрақтылық пен өмірге қанағаттану деңгейіне оң әсер ететінін көрсетті, нормативтік

қауіпсіздік сезімін қалыптастыруға ықпал етеді, ал диффузиялық-аулақ стиль стрессті уақытша төмендетеді, бірақ ұзақ мерзімді өмір сүру перспективаларын шектейді. Зерттеу нәтижелері бар әдебиеттерді жаңа эмпирикалық деректермен толықтыра отырып, бірегейлік пен әл-ауқаттың байланысын зерттеуге айтарлықтай үлес қосады. Зерттеудің практикалық маңыздылығы оны Қазақстандағы әлеуметтік-экономикалық және мәдени трансформациялар жағдайында жастардың әл-ауқатын нығайтуға бағытталған әлеуметтік саясат пен бағдарламаларды әзірлеу үшін пайдалану болып табылады.

Түйін сөздер: бірегейлік, амандық, бірегейлік стилі, қазақстандық жастар.

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Роль идентичности в формировании благополучия казахстанской молодежи

Взаимосвязь идентичности и благополучия является одной из центральных тем современных социологических исследований, особенно в контексте изучения молодежи. Настоящее исследование направлено на анализ влияния различных стилей идентичности (информационного, нормативного и диффузно-избегающего) на показатели благополучия среди молодежи в возрасте от 18 до 35 лет. Для достижения цели использовалась комплексная методология, включающая опросник стилей идентичности ISI-5 и индекс благополучия Gallup Healthways Well-Being Index. Опросник ISI-5 позволяет оценить три стиля обработки идентичности: информационный, связанный с активным поиском и анализом информации; нормативный, основанный на следовании социальным нормам и ожиданиям; и диффузно-избегающий, характеризующийся избеганием сложных решений и размышлений о будущем. Индекс Gallup Healthways Well-Being Index измеряет благополучие через шесть ключевых направлений: субъективная оценка жизни, эмоциональное и физическое здоровье, здоровое поведение, удовлетворенность рабочей средой и доступ к базовым ресурсам. Социологический опрос охватывал все регионы Казахстана, включая города республиканского значения, областные центры и сельские населенные пункты. Сбор данных проводился на двух языках – казахском и русском – с учетом предпочтений респондентов. Результаты исследования показали, что информационный стиль идентичности положительно влияет на эмоциональную устойчивость и уровень удовлетворенности жизнью, нормативный стиль способствует созданию стабильности и чувства безопасности, в то время как диффузно-избегающий стиль временно снижает стресс, но ограничивает долгосрочные жизненные перспективы. Результаты исследования вносят значимый вклад в изучение взаимосвязи идентичности и благополучия, дополняя существующую литературу новыми эмпирическими данными. Практическая значимость исследования заключается в его использовании для разработки социальной политики и программ, направленных на укрепление благополучия молодежи в условиях социально-экономических и культурных трансформаций в Казахстане.

Ключевые слова: идентичность, благополучие, стили идентичности, казахстанская молодежь.

Introduction

The correlation between identity and well-being is central in modern sociological studies, which is related to their influence on the formation of social relations and processes of integration of people into social structures. Identity, a key element of social self-determination, defines the interaction strategies between people and the social environment, affecting its subjective and objective level of well-being. Despite the vast theoretical and empirical material accumulated globally, Kazakhstan's study of the relationship between identity and well-being remains fragmented. This is particularly true for the influ-

ence of different styles of identity (informational, normative, and diffuse-avoidant) on the indicators of youth well-being. For young people from 18 to 35 years of age, this problem is significant in the context of socio-economic and cultural changes accompanying globalization and the transformation of traditional values. The youth of Kazakhstan need to choose between preserving cultural traditions and adapting to new social realities, making the identity formation process more complex and multifaceted. At the same time, the lack of studies that consider national characteristics and sociocultural context creates gaps in understanding mechanisms that affect the well-being of this social group. Many

studies support the link between identity and well-being, indicating that successful identity formation promotes emotional resilience, life satisfaction and social integration.

The research object is the well-being of young people aged 18 to 35 in Kazakhstan. *The study aims* to investigate the correlation between styles of identity treatment (informational, normative, diffuse-avoidant) and well-being indicators. It examines aspects of well-being, such as subjective perception of life, emotional health, physical well-being, indicators of a healthy lifestyle, and access to essential resources.

The hypothesis of the study suggests that identity styles have a significant influence on the level of subjective well-being. The hypothesis is based on modern sociology and social psychology's conceptual positions, which consider identity a central element of an individual's self-determination. Identity styles, defined as sustainable ways of processing information about oneself and the surrounding world, shape people's cognitive and behavioral strategies in a social environment. It influences the perception of social roles and the ability to cope with life challenges. Multiple research data confirm that informational identity styles related to active search and analysis of self-data contribute to the development of emotional resilience and life satisfaction. At the same time, avoidance identity styles that focus on minimizing thinking and decision-making can temporarily reduce stress but do not provide long-term subjective well-being. Normative styles based on following social expectations offer a sense of stability but can limit personal growth. Therefore, the study fills existing gaps in understanding the role of identity in shaping well-being, offering an integrated approach to the study of this issue.

Literature review

Sharma et al. emphasize the importance of the relationship between successful identity achievement and a high level of psychological well-being among youth (Sharma, 2021: 230). Their study highlights the role of self-discovery and active goal-setting in enhancing life satisfaction. This approach aligns with the broader understanding that identity formation is not merely a developmental stage but a foundation for mental stability and overall life satisfaction.

Manzi et al. explore the influence of family structure and cohesion on identity formation in young people within the European context. Accord-

ing to their findings, family support and the provision of autonomy significantly improve emotional well-being and self-confidence (Manzi, 2006: 678). The study underscores the importance of the family as a key agent of socialization, which can either facilitate or hinder the identity development process.

Karas et al. expand on this topic by examining the interaction between identity processes and well-being in various cultural contexts (Karaś, 2015: 749). Their comparative analysis of youth in Italy, Poland, and Romania demonstrates that strong identity positively correlates with subjective well-being, confirming the role of cultural norms and values in shaping the relationship between identity and well-being.

Whereas, Sugimura et al. investigate the unique cultural context of Japanese youth, focusing on the balance between individualism and collectivism in identity formation (Sugimura, 2016: 307). Their findings show that a balanced identity, integrating elements of both cultural components, contributes to higher levels of life satisfaction, emphasizing the importance of considering cultural specificities in studying identity formation in non-Western contexts (Sugimura, 2016: 311).

Palen et al. study the role of active engagement in professional and personal activities in identity formation and well-being. Their findings confirm that professional self-actualisation forms the foundation of a stable adult identity. Participation in meaningful activities fosters identity development and strengthens a sense of purpose and satisfaction (Palen, 2007: 721).

Sumner et al. emphasize the importance of goal setting and awareness in identity formation to increase levels of well-being. They stress that the precise formation of life goals and their alignment with individual values is key to maintaining a high level of life satisfaction, as well as the importance of awareness in developing identity because the clarity of purpose and values provides psychological resilience (Sumner, 2015: 46). The role of social activism in shaping identity and well-being among youth in Micronesian society highlights that participation in public events fosters identity development and aligns personal and social expectations. This underscores the collective dimension of identity formation, particularly in societies where collectivist values prevail (Lowe, 2003: 189). Safer et al. investigate the conflict of cultural identity in bilingual youth (Safer, 2021: 463). Their results show that high levels of cultural conflict are associated with low self-esteem and self-doubt, which negatively

affects psychological well-being. The study emphasizes that clarity of self-perception and self-worth are key factors for harmonizing cultural identities, emphasizing the need to create supportive environments to mitigate cultural conflicts. The relationship between ethnic identity and well-being among Korean-American youth demonstrates that strong ethnic identity reduces acculturation stress and enhances psychological well-being. This highlights the protective role of ethnic identity in multicultural contexts, as maintaining a connection with heritage can help mitigate the stressors associated with integration (Yoo, 2014). Hylkilä et al. conducted a systematic review of the impact of social networks on youth welfare. They find that the excessive use of social networks negatively affects well-being, while the active use to maintain social connections promotes the formation of a positive social identity. It emphasizes the dual role of digital interaction in shaping identity and life satisfaction (Hylkilä, 2024: 255).

Watkins et al. investigate the influence of romantic identity on youth well-being. Their results show that the presence of romantic relationships and their importance are positively related to the level of life satisfaction, especially among those who actively pursue self-development within the framework of romantic relationships. The authors also show a link between interpersonal dynamics and identity, confirming that a healthy romantic experience can improve overall well-being (Watkins, 2024:98). Jones et al. investigate the influence of gender identity on the well-being of African American women (Jones, 2021: 322). Confidence in one's gender identity protects against discrimination, increasing psychological resilience and life satisfaction. Moreover, the result highlights the relationship between identity and structural inequality, where a strong gender identity can serve as a buffer against external threats. Benedetto et al. study the relationship between perfectionism and well-being among young people. They find that high levels of perfectionism are often associated with reduced well-being, but self-compassion mitigates this effect by promoting healthier identity development. The study highlights the importance of self-compassion to minimize the negative impact of perfectionism on identity (Benedetto, 2024: 91). Petrova et al. investigate cultural and cross-cultural aspects of well-being among young people in Central Asia. Cultural identity and sense of belonging contribute significantly to personal satisfaction and psychological resilience. The result also highlights the role of cultural identity in regions with diverse

cultural contexts (Petrova, 2017: 3). Brück et al. (2014) analyzed household survey data to examine the relationship between economic conditions, social environment, and well-being in Central Asia. The findings show that access to education, employment and social support is key to improving well-being, illustrating structural dimensions where systemic factors significantly influence individual outcomes. Agadjanian et al. (2022) investigate the psychosocial well-being of migrant women from Central Asia in Russia. The authors found that legal status and access to social support are essential factors influencing identity and emotional state. Regardless of legal status, social exclusion significantly impairs well-being, which highlights the vulnerability of marginalized groups and the importance of inclusive politics.

The review of existing literature outlines the importance of different identity styles in shaping subjective well-being. However, some aspects have not been sufficiently covered in previous studies, which creates scientific gaps and requires further study. First, the impact of cultural context on the manifestation and effectiveness of each identity style in different social and cultural groups has not been thoroughly studied. Cultural characteristics, such as the values of collectivism or individualism, can significantly impact how identities are formed and their relationship to well-being, requiring intercultural comparisons. Second, the mechanisms by which informational, normative and diffuse-avoidant styles influence long-term well-being remain unclear. In particular, it is important to investigate how these styles interact with individual cognitive and emotional characteristics and social conditions such as family support, professional environment and access to resources. Third, the relationship between identity styles and specific life outcomes such as professional success, stress tolerance, self-regulation skills and strategic thinking is poorly understood. A better understanding of these interrelationships will lead to recommendations for effective identity development strategies. Finally, the effectiveness of interventions to transform identity styles to enhance well-being has yet to be fully understood. Research is needed to develop software that facilitates the transition from less adaptive styles, such as diffuse-avoidant, to more constructive ones, such as information, to improve overall life satisfaction and resilience.

Our study aims to fill these gaps using a unique methodological approach. Analysis of the correlation data has revealed that each style of identity has

advantages and limitations in the context of different aspects of well-being. Despite temporary stress reduction, the diffuse-avoidant style limits long-term prospects such as achieving life goals and emotional resilience. The informational style demonstrates a high connection to emotional stability but requires a balance between analysis and stress tolerance, as excessive reflexivity can reduce life satisfaction. The normative style provides stability and security through adherence to social norms but may hinder personal growth in the face of change. The results underline the need to study integrative approaches to identity development further. This includes the study of the mechanisms by which cultural context and social conditions influence identity formation, as well as the development of flexible strategies and interventions to reduce stress levels and increase sustainable well-being. Thus, our study contributes to understanding the complex relationships between identity and well-being, providing a basis for further empirical and applied research.

Materials and methods

In this study, the identity measurement was based on a questionnaire of 5-style identities (ISI-5) developed by Berzonsky (2013), including three processing styles: informational, normative, and diffuse-avoidant. ISI-5 consists of a 27-point questionnaire, allowing individuals to determine their prevailing identity style. *Informational style* is characterized by active search, critical thinking, and integration of information necessary to form identity. Individuals who adhere to this style are prone to reflection, independent analysis of personal beliefs and values, and high cognitive flexibility. They demonstrate an open cognitive attitude, a desire for self-knowledge, and independent decision-making based on the comprehensive consideration of alternatives. Research shows that this identity style positively correlates with self-regulation, awareness, and personal adaptability. *Normative Style* is characterized by the tendency of individuals to follow prescribed social norms, reference group expectations and traditional values. Individuals with this identity style exhibit a high level of conformism and social loyalty, accepting the value orientation they appear to be given without critical reflection. This style is associated with high adherence to tradition and social stability but may limit cognitive flexibility and adaptability in a changing environment. The normative style is more common in collectivist cultures and can contribute to high social cohesion. *The diffuse-avoidant*

style is characterized by the tendency to avoid active participation in the process of formation of identity, to postpone important decisions, and to adapt to circumstances intuitively. Individuals who adhere to this style are prone to procrastination, low self-regulation, and high dependence on external factors. They lack stress tolerance and low awareness of personal values and goals, and their behavioral strategies are predominantly reactive. This identity style correlates with heightened anxiety, low motivation for self-development, and weak capacity for long-term planning. The ISI-5 questionnaire rates the three identity styles separately, inviting respondents to rate claims on the Liqueur scale. The tool is highly reliable and visible, making it an effective tool for diagnosing identity strategies. Its application covers a wide range of psychological studies, including the study of personal development, adaptation, decision-making, and social identity dynamics.

The Gallup Healthways Well-Being Index measures well-being indicators and is based on measuring through a combination of subjective and objective indicators. The index measures well-being in six main ways:

1. Life assessment index, respondents' subjective assessment of the current and future state of life on a Cantrile scale from 0 to 10.
2. Emotional health index: measures daily emotions such as joy, stress, respect, and the presence of diagnosed depression.
3. Physical health index: includes health indicators such as sick days, chronic diseases, physical pain and energy levels.
4. Healthy behaviour index: covers habits that affect health, such as smoking, eating and physical activity.
5. Workplace Index: Measures job satisfaction, use of strengths and trust in management.
6. Basic access index analyses access to essential resources such as food, shelter, health care, and security.

The sample size was 2003 respondents. To ensure the sample's representativeness for the regions of the Republic of Kazakhstan, the sample volume was calculated according to the parameters of the general population. The respondents were selected based on a quota sample based on key demographic characteristics: region of residence, age cohorts, and gender. The study covers the entire territory of the Republic of Kazakhstan, including cities of republican significance: Astana, Almaty, Shymkent, and 17 Administrative centers of the regions (see Figure 1).

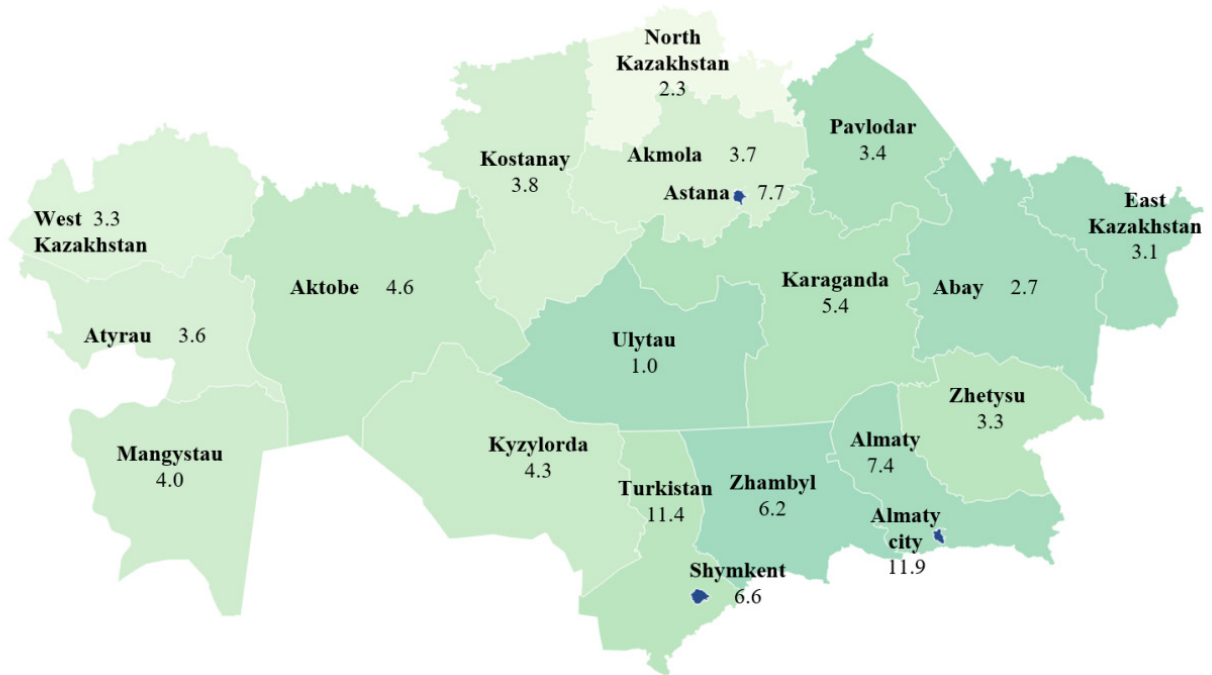


Figure 1 – Distribution of respondents by region (%)

The survey was conducted in two languages – Kazakh and Russian, depending on respondents' preferences. The primary data processing was done using SPSS Statistics Base software. The sample is

represented by young people aged 18-35, which corresponds to the target group of the study. For a detailed analysis of the distribution of respondents by key demographic characteristics, Table 1 below is provided.

Table 1 – Socio-Demographic Characteristics of the Sample

| Variable | Categories | % |
|--------------------|--------------|------|
| Gender | Male | 45.2 |
| | Female | 54.8 |
| Age | 18-24 years | 56.5 |
| | 25-29 years | 21.3 |
| | 30-35 years | 22.2 |
| Place of Residence | Urban | 76.4 |
| | Rural | 23.6 |
| Marital Status | Single | 62.3 |
| | Married | 27.3 |
| | Divorced | 7.6 |
| | Widowed | 2.7 |
| Education | No education | 0.7 |
| | Primary | 3.7 |
| | Secondary | 44.5 |
| | Higher | 46.9 |
| | Postgraduate | 4.2 |

Continuation of the table

| Variable | Categories | % |
|-------------------|---|------|
| Ethnicity | Kazakhs | 65.6 |
| | Russians | 15.2 |
| | Other | 19.1 |
| Employment Status | Employed | 57.6 |
| | Unemployed | 42.4 |
| Household Income | Insufficient even for food | 7.0 |
| | Enough for food but not clothing | 16.1 |
| | Difficult to buy household appliances | 20.9 |
| | Sufficient for appliances but not major purchases | 27.3 |
| | Can afford everything except real estate | 15.6 |
| | No financial difficulties | 12.3 |

The study’s sample represents the main socio-demographic characteristics of the Kazakhstan youth aged 18-35. The selection of respondents by quota allowed us to consider the influence of factors such as regional affiliation, age, and sex on the processes studied. Using two languages in the survey minimized possible barriers to interaction with respondents.

Results and discussion

The analysis results show that the most common identity style is informational (Figure 2). This style is characterized by active search for information, critical thinking and an effort to analyze alternatives independently. Youth with this style demonstrate high cognitive flexibility, awareness, and self-regulating ability, which indicates a desire for decision-making and personal development among many respondents. The normative identity style is evident in 50% of respondents, indicating a significant role of traditional values and social norms in

youth. This style is characterized by high conformism, adherence to social standards and normative orientations. It is more common in collectivist societies and promotes social cohesion but may limit cognitive flexibility and adaptability to a changing social environment. The diffuse-avoidant style was demonstrated by 57% of respondents, which indicates a reasonably high level of uncertainty in the process of identity formation among young people. This style is related to the tendency to avoid active participation in processes of awareness of one’s identity, postponing important decisions and low levels of self-regulation. It can be caused by socio-economic factors, personal characteristics, and the lack of stable references, which in turn leads to increased anxiety, reduced motivation for self-development, and difficulties with long-term planning.

The correlation analysis presented in Figure 3 demonstrates statistically significant but diverse relationships between identity styles and well-being indicators.



Created with Datawrapper

Figure 2 – Prevalence of identity styles

| | Diffuse-avoidant | Informational | Normative |
|------------------------------|-------------------------|----------------------|------------------|
| Emotional Health Index (EHI) | ,057* | -,110** | -,056* |
| | ,010 | ,000 | ,013 |
| Life Evaluation Index (LEI) | ,166** | -,068** | ,048* |
| | ,000 | ,002 | ,032 |

Created with Datawrapper

Figure 3 – Correlation between identity styles and subjective well-being indicators

The identified dependencies indicate that different identity formation strategies have an ambiguous effect on the emotional state and subjective assessment of life. The relationship between the diffuse-avoidant identity style and well-being indicators shows ambiguous results. On the one hand, this style positively correlates with the subjective assessment of life, which may indicate a specific psychological adaptability of people with this type of identity. Avoidance of active identity formation and a tendency to reactive strategies can reduce personal responsibility for life circumstances, contributing to a subjectively favorable perception of the current situation. However, the positive relationship with emotional well-being is extremely weak, which indicates that this style does not provide significant emotional stability (Guo, 2024). On the contrary, its association with low self-control and procrastination, documented in previous studies, may underlie increased risks of anxiety and stress, which is also supported by empirical evidence.

The informational identity style demonstrates a negative relationship to well-being indicators, calling traditional notions about its predominantly positive effects into question. A moderate negative correlation with emotional health ($r = -0.110$, $p < 0.01$) indicates potential difficulties associated with increased cognitive load, self-reflexivity, and critical analysis inherent to the style carriers. Research shows that the informational identity style can lead to heightened anxiety and reduced subjective well-being through excessive self-absorption and reflection (Vleioras, 2005). Pursuing independent search and active reflection on alternative perspectives while encouraging personal development can increase stress levels and reduce emotional well-being. According to studies, the high level of

self-reflection and self-criticism characteristic of the informational identity style may contribute to increased stress levels and emotional burnout (Soenens, 2007). The weak negative correlation with subjective life assessment ($r = -0.068$, $p < 0.01$) confirms the hypothesis that increased levels of criticality and awareness may lead to less optimistic subjective assessments of one's current, even if the objective well-being indicators remain unchanged. This assumption is supported by studies in which the informational identity style can be associated with less positive life evaluation and satisfaction (Karaś, 2018). It was also shown that a high level of cognitive stress associated with informational identity style can increase the risk of emotional exhaustion and reduce overall psychological comfort (Crocetti, 2009). Increased self-criticism and self-demanding influence self-evaluation and subjective well-being (Phillips, 2007).

By contrast, the normative style of identity demonstrates ambivalent results in relation to various aspects of well-being. A weak negative relationship with emotional health ($r = -0.056$, $p < 0.05$) may indicate that adherence to traditional norms and external prescriptions is accompanied by reduced cognitive flexibility, which, in turn, can generate psychological tension in a changing social environment. Research shows that the normative style of identity may be associated with cognitive rigidity, which limits the adaptability of the personality in changing circumstances and can negatively affect psychological well-being (Crocetti, 2013). However, a weak positive correlation with subjective life assessment ($r = 0.048$, $p < 0.05$) suggests that the stability and sense of belonging characteristic of normative style may contribute to the formation of life satisfaction. According to research, adherence to social norms

and traditions can provide structure and support that positively affects subjective well-being (Vleioras, 2005). Probably, high dependence on social expectations creates both resources (in the form of social support and structuring of life) and risks (limiting autonomy and adaptability), which makes this style ambiguous in terms of influence on well-being. Several studies have highlighted that the normative identity style can reduce psychological flexibility and contribute to increased stress levels in uncertain environments. However, respecting social norms also ensures a higher level of life satisfaction (Bertzsky, 2005). Further research shows that combining a normative identity style with a high need for

social affiliation can compensate for its negative aspects, increasing overall life satisfaction and subjective well-being (Sagiv, 2000).

Considering the relationship between identity styles and subjective well-being, the results of correlation analysis show that the nature of the strategies used to treat identity influences different aspects of the perception of one's life. While Figure 3 emphasizes complex subjective well-being indicators, such as life assessment and emotional well-being, additional data are revealed in Figure 4, such as specific cognitive attitudes and actions. The characteristics of each style Identity is related to subjective well-being.

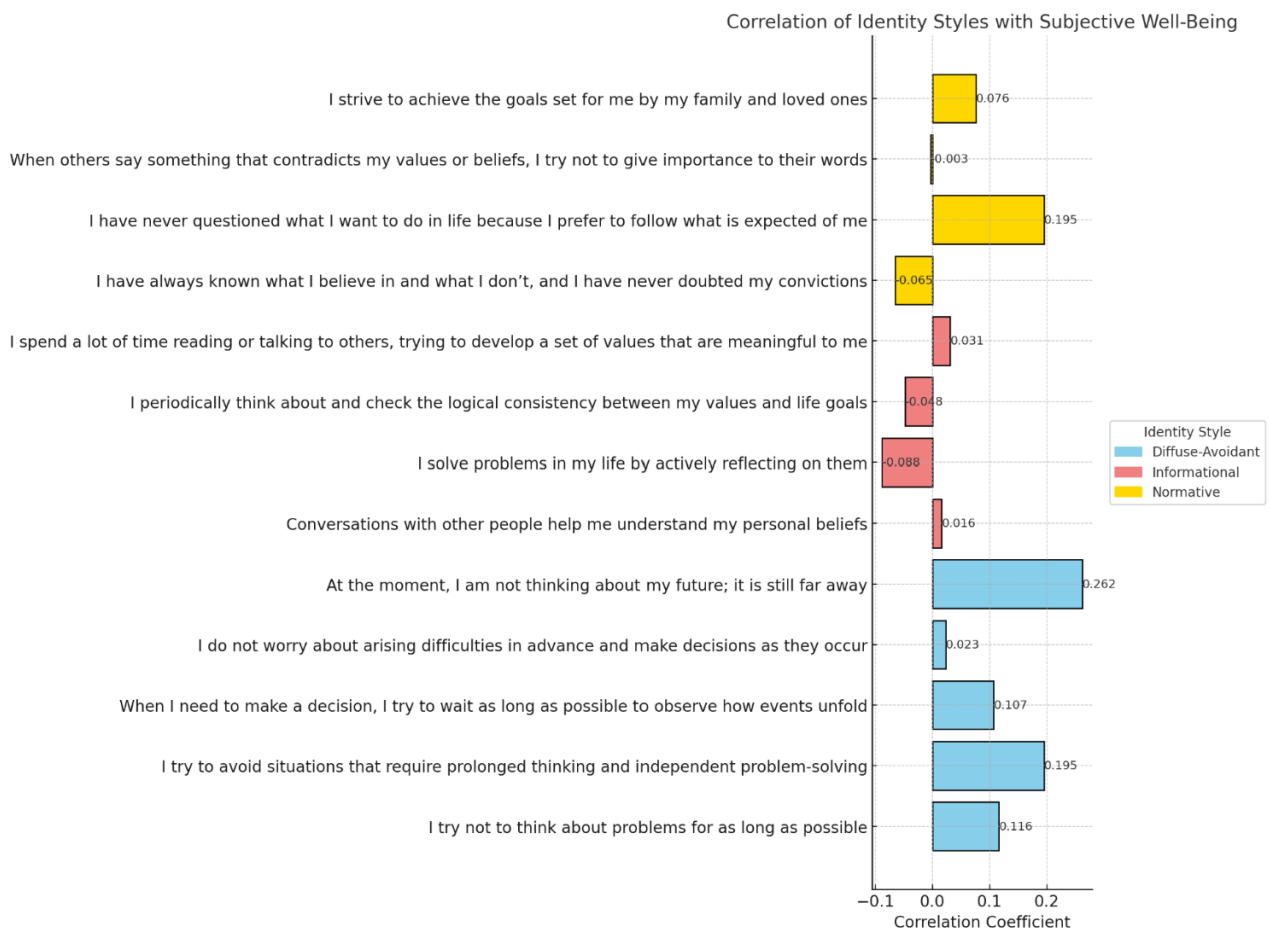


Figure 4 – Correlation of identity styles with subjective well-being

The diffuse-avoidant style (see Figure 4) was shown to be related to the avoidance of active reflection and decision-making. The data show that. There is a significant positive correlation with the statement, «I do not think about my future at this

moment; it is still far away» ($r=0.262$, $p<0.01$). This delayed thinking about the future and avoiding strategic planning helps reduce short-term stress and positively impacts subjective well-being. Young people who follow this philosophy can take

life more lightly by focusing on the current moment. There is a moderate positive correlation with the statement «I try to avoid situations that require long reflection and independent problem solving» ($r=0.195$, $p<0.01$), where it is stressed that abandoning complex cognitive tasks can reduce stress, which is perceived as comfort. There are small but significant positive correlations with the statements «I try as long as possible not to think about problems» ($r=0.116$, $p<0.01$) and «When I have to make a decision, I try to wait to see how things develop» ($r=0.107$, $p<0.01$) which shows that the «wait and see» strategy minimizes uncertainty pressure. However, the lack of connection with «I do not worry in advance about emerging difficulties and make decisions as they arise» suggests that spontaneity and instant decisions do not significantly influence the subjective perception of well-being. Results confirm that the diffuse-avoidant style promotes a temporary sense of well-being by minimizing stress effects but may not be effective enough for long-term improvement of life indicators.

Research of informational and normative styles of processing identity has revealed differences in their influence on subjective well-being, highlighting their complex and multifaceted nature. Analysis of the informational style showed that only some aspects have a significant relationship with subjective well-being. The statement «I solve problems in my life by actively thinking about them» showed a weak negative correlation ($r= 0.088$), which may indicate that active reflexivity is associated with increased stress or dissatisfaction with life. Other aspects of the informational style, such as developing values through communication or analyzing one's beliefs, have not shown statistically significant correlations with subjective well-being, indicating their neutral influence.

The results of the analysis of the normative style, on the contrary, revealed both positive and negative interrelationships. The most pronounced was a moderate positive correlation between the statement «I never wondered what I want in life because I prefer to follow what is expected of me,» and subjective well-being ($r=0.195$), where the result may indicate that following social expectations provides a sense of stability and security, which is positively reflected in the level of life satisfaction. Additionally, the statement «I strive to achieve the goals set for me by family and close friends» also showed a weak positive correlation ($r=0.076$), emphasizing the importance of family and social commitments as factors of support and well-being in this cultural

context. However, some aspects of the normative style have shown antagonistic interrelationships. For example, the statement «I always knew what I believed and never doubted my beliefs» showed a weak negative correlation ($r= 0.065$), which may indicate that excessive self-confidence and failure to engage in self-reflection constrain personal development and can negatively affect subjective well-being. At the same time, the statement «When others say something contrary to my values or beliefs, I try not to attach importance to their words» showed a correlation close to zero, which indicates the lack of connection between ignoring other's opinions and subjective well-being.

The study results demonstrate that three identity styles have a diverse influence on the subjective well-being of young people. Each style has unique characteristics that can contribute to improving the subjective perception of life and contribute to its decrease. The informational style is based on active reflection and analysis of beliefs, and as a result, this approach promotes an understanding of life's goals and values, positively affecting self-determination. However, excessive focus on problems can cause increased stress levels and reduce satisfaction with life. For example, the study showed that the informational style is associated with optimism and flourishing, which promotes subjective well-being (Sánchez, 2023: 267). However, its successful application requires balancing reflexivity and emotional resilience (Berzonsky, 2016). The normative style is oriented towards social expectations and traditional values. Consequently, these expectations promote stability and security, positively affecting subjective well-being. However, confidence in one's beliefs and rejection of self-reflection can hinder personal development and adaptation to change (Erentaitė, 2018; Maroof, 2019: 49). The diffuse-avoidant style helps to minimize stress by avoiding complex decisions and thinking about the future. This approach may be comfortable in the short term, allowing one to focus on the current moment, but it limits the possibilities for achieving life goals in the long term. The diffusion-avoidance style correlates with procrastination and avoidance of responsibility, which decreases life satisfaction and emotional stability (Bouizegarene, 2016; Topolewska-Siedzik, 2022: 157). The results emphasize the importance of considering individual characteristics and cultural context when analyzing the influence of identity styles on subjective well-being. The informational style promotes development if a balance between analysis and emotional stability is achieved. The

normative style creates a sense of stability but requires self-reflection to prevent limitations in personal growth. The diffusion-avoiding style is only effective temporarily, limiting long-term life prospects. This makes it a priority to develop flexible identity-building strategies that reduce stress and promote sustainable well-being.

Conclusion

The aim of this study was to investigate the relationship between identity styles (informational, normative, diffuse-avoidant) and indicators of subjective well-being among young people in Kazakhstan aged 18-35. The analysis of results showed that different identity styles have a mixed influence on subjective life assessment and emotional well-being, which confirms the relevance of studying this problem in the sociocultural context of Kazakhstan. The data obtained partially confirmed the initial hypothesis of a significant influence of identity styles on subjective well-being. In particular, the diffuse-avoiding style has been positively related to subjective life assessment, possibly due to reduced cognitive load and avoidance of complex decisions. However, its impact on emotional well-being was minimal, indicating its limited adaptive resources.

The informational style demonstrated a negative relationship with emotional well-being and subjective life assessment, which is probably associated with a high degree of self-reflection, critical analysis, and heightened anxiety. On the other hand, the normative style has not demonstrated a statistically significant influence on well-being, which can be explained by compensatory mechanisms of social integration that provide stability but limit personal development. Thus, the study showed that identity styles are not universal predictors of well-being, and their influence depends on a combination of cognitive strategies and social factors. The results highlight the need to further study the role of cultural context, social environment and individual factors in shaping the subjective well-being of young people. Developing identity development strategies that balance self-reflection, social adaptation, and flexibility in changing environments can contribute to overall well-being.

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ATTITUDE TO THE “UYAT” PHENOMENON AMONG THE POPULATION

The article is devoted to the sociological analysis of the category of “uyat” (shame) in Kazakhstan society, with an emphasis on its role in the formation of cultural and social norms. The article analyzes interdisciplinary studies of the emotion of shame as a complex phenomenon determined by both individual and sociocultural factors. Various theoretical approaches to the study of shame are considered. Particular attention is paid to social theories of shame, including cultural, ritual and structural concepts that emphasize the importance of interaction between the individual, society and norms of behavior.

The study included a pilot survey involving 123 respondents from three cities in Kazakhstan: Almaty, Astana and Pavlodar. Particular attention was paid to the perception of the concept of “uyat” as a behavior regulator, a limiter of social and cultural norms. The data analysis revealed different attitudes towards traditional norms: from respect for their basic elements to recognizing them as outdated and irrelevant. The study emphasizes the influence of urbanization, age and mass culture on the weakening of traditional norms, especially among young people. Modern challenges such as shaming and its consequences in society are considered.

Conclusions are made about the need to education and active dialogue between generations to preserve positive aspects of traditions.

Key words: sociology of emotions, “uyat”, shame, theories of shame studies, shaming, “uyatmen”.

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Халық арасындағы «ұят» феноменіне қатынас

Мақала мәдени және әлеуметтік нормаларды қалыптастырудағы рөліне баса назар аударатын, қазақстандық қоғамдағы «ұят» санатын әлеуметтанулық талдауға арналған. Мақалада жеке және әлеуметтік-мәдени факторлармен анықталған күрделі құбылыстың ұят эмоциясы туралы пәнаралық зерттеулер талданады. Ұятты зерттеудің әртүрлі теориялық тәсілдері қарастырылады. Ұяттың әлеуметтік теорияларына, соның ішінде жеке тұлға, қоғам және мінез-құлық нормалары арасындағы өзара әрекеттесудің маңыздылығын көрсететін мәдени, ритуалдық және құрылымдық тұжырымдамаларға ерекше назар аударылады.

Зерттеу аясында Қазақстанның үш қаласынан: Алматы, Астана және Павлодардан 123 респондент қатысқан пилотаждық сауалнама жүргізілді. «Ұят» ұғымын мінез-құлықты реттеуші, әлеуметтік және мәдени нормаларды шектеуші ретінде қабылдауға ерекше назар аударылды.

Деректерді талдау дәстүрлі нормаларға әртүрлі көзқарастарды анықтады: олардың негізгі элементтерін құрметтеуден бастап оларды ескірген және маңызды емес деп тануға дейін. Зерттеу урбанизацияның, жастың және бұқаралық мәдениеттің дәстүрлі нормалардың, әсіресе жастар арасындағы сәйкестіктің әлсіреуіне әсерін көрсетеді. Шейминг және оның қоғамдағы салдары сияқты заманауи қиындықтар қарастырылады.

Дәстүрлер туралы ағарту және олардың оң аспектілерін сақтау үшін ұрпақтар арасындағы белсенді диалог қажеттілігі туралы қорытындылар жасалды.

Түйін сөздер: эмоциялар әлеуметтануы, «ұят», ұятты зерттеу теориялары, шейминг, «ұятмен».

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Отношение к феномену «ұят» среди населения

Статья посвящена социологическому анализу категории «ұят» (стыд) в казахстанском обществе, с акцентом на ее роль в формировании культурных и социальных норм. В статье проанализированы междисциплинарные исследования эмоции стыда как сложного феномена, определяемого как индивидуальными, так и социокультурными факторами. Рассматриваются различные теоретические подходы к изучению стыда. Особое внимание уделяется социальным теориям стыда, включая культурологические, ритуальные и структурные концепции, которые подчеркивают значимость взаимодействия между личностью, обществом и нормами поведения.

В рамках исследования проведено пилотажное анкетирование, в котором участвовали 123 респондента из трех городов Казахстана: Алматы, Астана и Павлодар. Особое внимание уделено восприятию понятия «ұят» как регулятора поведения, ограничителя социальных и культурных норм.

Анализ данных выявил различное отношение к традиционным нормам: от уважения к их основным элементам до признания их устаревшими и неактуальными. Исследование подчеркивает влияние урбанизации, возраста и массовой культуры на ослабление соблюдения традиционных норм, особенно среди молодежи. Рассмотрены современные вызовы, такие как шейминг и его последствия в обществе.

Сделаны выводы о необходимости просвещения и активного диалога между поколениями для сохранения положительных аспектов традиций.

Ключевые слова: социология эмоций, “ұят”, стыд, теории изучения стыда, шейминг, “ұятмен”.

Introduction

One of the important aspects of Kazakh culture is the concept of “uyat”. This is a traditional concept that covers many aspects of the life of the Kazakh people, including ethics, morality, social relations and customs.

The great Abai dedicated his 36th word of edification to shame. In many nations, having shame has always been considered beneficial. According to Abai: “Shame is a human dignity that forces you to admit your guilt from within and punish yourself. Whoever has shame has faith, iman. There is shame for the other, for his misdeeds and for himself, for his misdeeds. The people I see now are not ashamed of anything and do not know how to blush. What should we call such a person?” he asks (Sanbaev, 2012).

In addition, “uyat” affects social relations in Kazakh society. It defines the expectations and roles of different groups of people, such as men and women, older and younger. The study of this phenomenon will help to reveal the relationship between the social structure of Kazakh society and various forms of social interaction.

The study of the phenomenon of “uyat” in Kazakh culture is an important step for the preservation and promotion of the rich heritage of the ethnic group. This will allow for a deeper understanding of

the features of Kazakh society, its ethical and cultural values, as well as ways to preserve and pass them on to future generations. The study of “uyat” can also have a positive impact on modern society by promoting mutual understanding and intercultural dialogue.

It is especially important to study the phenomenon of “uyat” among young people, because with the change of generations there is a change in values.

The main purpose of the article is to reveal the social and cultural aspects of the perception of the concept of uyat and its impact on everyday life, norms and relations in society.

In accordance with the purpose of the article, the following tasks are set:

- to analyze the theoretical foundations of the concept of “uyat” (shame) in sociology.

- to study how the concepts of “uyat”, “uyat bolady” are perceived and interpreted.

- to study the role of “uyat” in the formation of moral and ethical norms, its impact on relations in the family, team and society as a whole.

- analyze the impact of globalization, urbanization and other social changes on the perception of “uyat”.

- to consider “uyat” in connection with the formation of an individual’s identity, as well as its impact on social and cultural practices.

Literature review

Of all the emotions, those associated with self-awareness are the most social, including shame, guilt, pride, and embarrassment. There are at least two opposing theoretical approaches to the study of shame – Darwinists note the social nature of shame, explaining it only through relationships between people. Tomkins sees shame as an innate affect that arouses interest (Näslund & Jern, 2006)

The phenomenon of shame is present in many cultural contexts, studied from different angles by many disciplines, both from the individual and from the social sides. According to the author Chertykova, “shame, being one of the main emotions of human character, is associated with such moral qualities as responsibility for one’s own and other people’s actions, behavior that determines the boundaries of moral norms” (Chertykova, 2017)

To understand the behavior of a person experiencing shame, it is not enough to rely only on psychological, physiological research, it is also necessary to take into account the many interpretations devoted to shame in philosophical, cultural, anthropological, culturological, and sociological works. It can be concluded that the feeling of shame is not so much innate, not only a natural phenomenon, but is brought up in us by the people around us, i.e. it is a manifestation of cultural and social life. Thus, the emergence of a sense of shame is based not only on individual psychological factors, but also on socio-cultural factors (Bazhenov, 2021).

Veronika Magyar-Haas notes that from an anthropological point of view, subject and object, i.e. the difference between “I” and “Me”, determines the structural state of the feeling of shame. Shame can be defined as a universal feeling, but the historical and cultural relativity of this phenomenon should be taken into account. As well as its intensity and forms of manifestation differ historically, culturally and socially. It can be noted that in the experience of shame, the “I” is revealed as a vulnerable state that is in interaction with other people and social norms (Magyar-Haas, 2020).

Some studies look at the manifestations and consequences of shame in organizations. In particular, these studies talk about the unique consequences of shame, such as motivational consequences that can lead to fundamental changes in oneself. It is noted that in organizations, shame has a critical consequence for employees and for the organization as a whole. In some circumstances, shame, along with isolation and aggression, leads to constructive

behavior. The authors conclude that the study of reactions to shame in organizations allows for the regulation of work performance and ethical behavior (Daniels & Robinson, 2019).

In modern society, cultural life and the content of traditions are undergoing changes. One reason is the process of urbanization. Urbanization leads to a decrease in traditional villages, thereby to a decrease in traditional moral imperatives, which include “uyat”. This tendency is inherent in all modern societies. Thus, in his studies of the “civilization process”, Elias shows that the importance of shame in modern societies has decreased. Shame threshold and a decrease in the recognition of shame have an impact on a person’s self-control and awareness (Scheff, 2003: 239-262).

According to the definition of N. Shelekbayev, “uyat” from the Kazakh language means “shame”, on the one hand, it is ethically unacceptable behavior, on the other hand, it is condemnation following a misdeed. According to the author, since the end of the 2000s, “uyat” has moved from the category of personal ethics to the socio-political sphere. Also, most often “uyat” is used to condemn unethical behavior mainly of women, in the form of body shaming, victim-shaming. But the author does not exclude the prevalence of censure among both sexes (Shelekpayev, 2020).

In general, several theoretical approaches to the study of emotions, including the emotion of shame, can be divided. Turner and Stets classified 5 main theoretical approaches:

- Culturological theories consider emotions through the culture of society, with its norms, values, beliefs. They arise during the development of patterns and are mastered in the process of socialization. In society, there is a culture of expressing emotions, an emotional vocabulary, rules of feelings and rules of their expression. Culture determines emotional experiences and self-expression, but it does not determine them. Individuals are able to strategically manipulate their emotions.

- In the theories of symbolic interactionism, it is noted that individuals imagine themselves in the image that they have – the self-concept, and various identities in specific situations (role identity). Thus, when our self-image coincides with the perceptions of others, we experience positive emotions, when they do not coincide, we experience negative emotions such as anxiety, anger, shame and guilt. For social interactionists, the emotions that arise from social interactions play an important role in social control.

- Ritual theories consider “focused interactions”, i.e. rituals, as the basis of social dynamics. Rituals form group emotions that are associated with symbols that underlie beliefs, thinking, morals, and culture.

- Structural theories substantiate the type of emotions experienced by actors in social interaction. According to Kemper, there are two dimensions of relationships – power and status. Actors with power will experience positive emotions such as satisfaction, confidence, and security, actors with high status will experience a sense of pride, while actors without power will experience a negative emotion of fear, and actors without high status will experience a negative emotion of shame.

- In exchange theories, social interaction is considered as a process where actors exchange valuable resources for advantage and benefit. People feel good when they receive a reward and feel bad if they do not receive a reward. In general, emotions depend on many factors – the type of exchange, the structure and nature of social networks, the power and dependence of actors, expectations, norms, and the results of exchange (Bericat, 2016: 491-513).

Thus, there are different approaches to the study of shame: from biological and psychological to cultural and sociological. These approaches emphasize both the innate nature of some aspects of shame and its upbringing within the social and cultural environment. Various theoretical concepts, such as symbolic interactionism, structural and ritual theories, explain the relationship between shame emotions

and social interactions, including the influence of power, status, and role identity.

Current research also focuses on the changing meaning of shame in the context of urbanization and globalization, pointing to a decrease in its threshold in modern societies. However, despite this, shame continues to play an important role in both personal and social life, influencing norms, behaviors, and social interactions.

Materials and methods

Studying the concept of “uyat” (shame) in a sociological context requires the use of various methods and approaches that will help to better understand its social functions and cultural significance (Kambekova, 2019).

The main methods of studying “uyat” within the framework of this study are:

- Questionnaire method.
- Statistical analysis to process the data obtained.

These methods helped to study the perception of the “uyat” phenomenon.

In order to study “uyat” and the attitude of Kazakhstanis towards it, a pilot study (survey) was conducted, in which 123 people were interviewed from three cities – Almaty, Astana and Pavlodar. For comparative analysis, the southern and northern megacities and the regional center were selected as a peripheral city. The survey was conducted online.

Representatives of various age categories took part in the survey, most of the respondents were in the age category of 18-25 years.

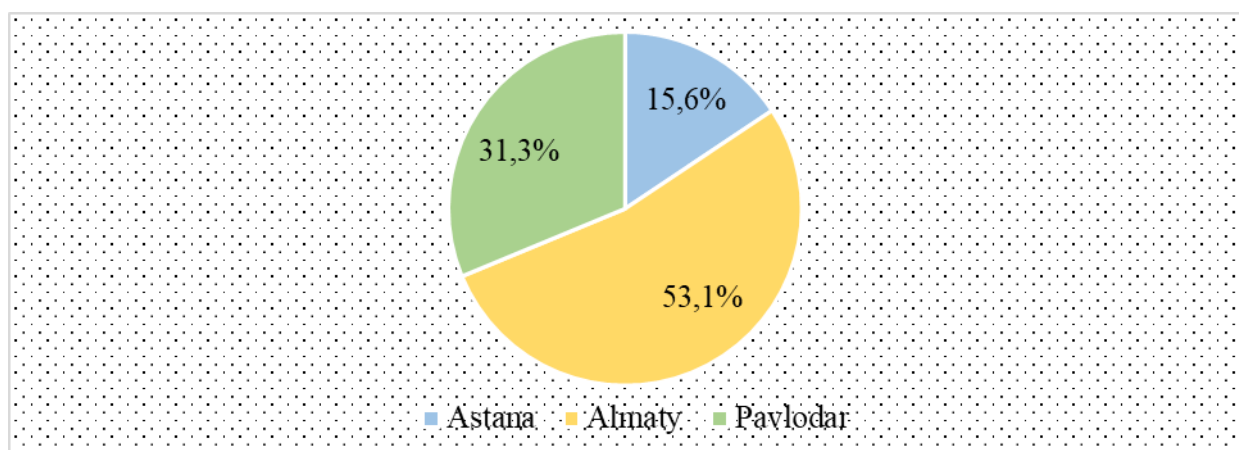


Figure 1 – Place of residence of the respondents

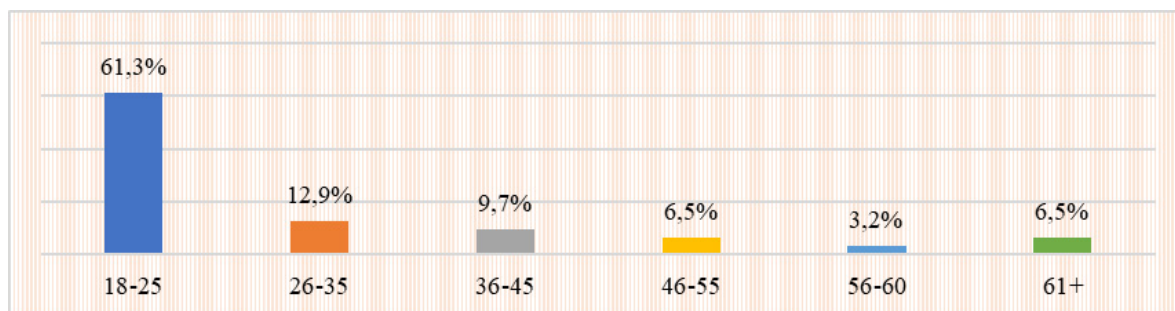


Figure 2 – Age of respondents

Due to the fact that the sampling was carried out in a random form, the majority of respondents were female – 70%.

In terms of ethnicity, the majority of respondents are Kazakhs – 90.6%. 3.1% of respondents represent Uzbek, Ukrainian and mixed ethnic groups.

According to marital status, most of the respondents are not married.

Half of the respondents noted the Kazakh language as the language of everyday communication, one quarter of the respondents communicate daily in Russian, 21.5% of the respondents use Kazakh and Russian equally and 3.1% of the respondents

use the Uzbek language in everyday communication.

Results and discussions

According to the results of the study, it was revealed that respondents generally respect the traditions and culture of the Kazakh people, as well as all traditions of the peoples living in Kazakhstan – 46.9%. Also, some of the respondents noted that despite the positive attitude to the culture and traditions of the Kazakh people, some traditions are outdated and unnecessary – 40.6%.

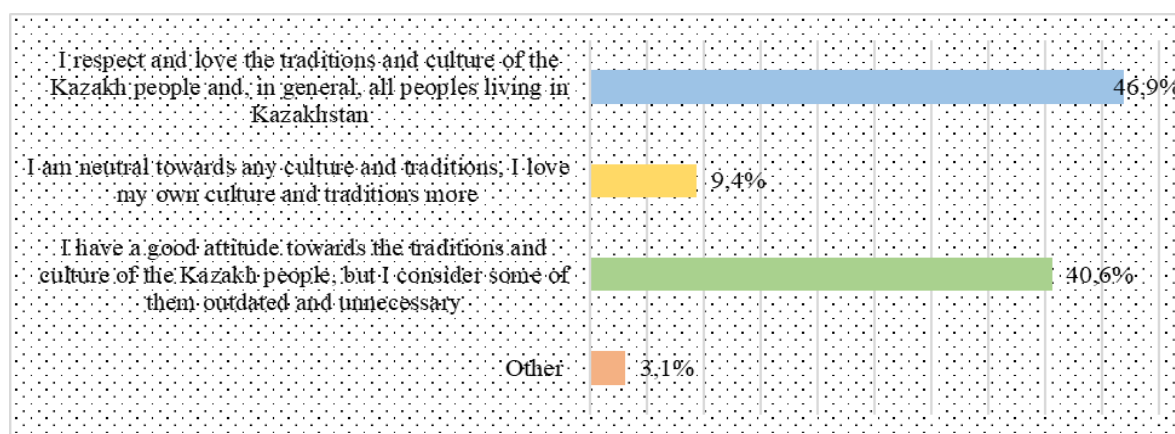


Figure 3 – “What is your attitude to the traditions and culture of the Kazakh people?”

It is worth noting that among those surveyed, 43.8% of respondents noted that they adhere only to basic traditions concerning important things, such as marriage, funerals, birth of a child, etc. Another 31.3% of respondents noted that they do not strictly adhere to traditions, adhering to them only when the need arises. Only 21.8% of respondents noted that

their families fully adhere to the traditions and customs of the Kazakh people.

It should be emphasized that the majority of the surveyed population does not strictly adhere to traditions and considers compliance with traditional norms not entirely mandatory. Such results may be strongly influenced by the place of residence of

the respondents – cities, and age – mainly young people.

Among the listed categories, the majority of respondents noted the expression “uyat emes” (means “not ashamed”). (34.6%) as especially important in the upbringing of the younger generation, another 26.9% of respondents noted the importance of the expression “jurt ayta beredi” (means “people can say whatever they want”).

17.3% of respondents noted the importance of the expression “uyat bolady” (from Kazakh means caution – “do not do this, it will be inconvenient, embarrassing”), 9.6% of respondents noted the importance of “kызга кырык уиден тыйм” (a Kazakh proverb that means that a girl is warned against un-

desirable actions from forty houses, i.e. it can be fenced, warn the whole community, village), 5.8% of respondents noted the expression “jurttyн balasy” (an expression meaning parents giving an example of success of other children).

Some of the respondents noted the importance of such concepts as “respect the environment, be hardworking”, also stressed “these categories do not correspond to the modern concept of education, are not relevant”, “Kazakh culture is fraught with a lot of wisdom, can stand on a par with the Japanese system of education, there are many similarities”.

Thus, urban residents and young people choose an education focused on mass culture and modern world trends.

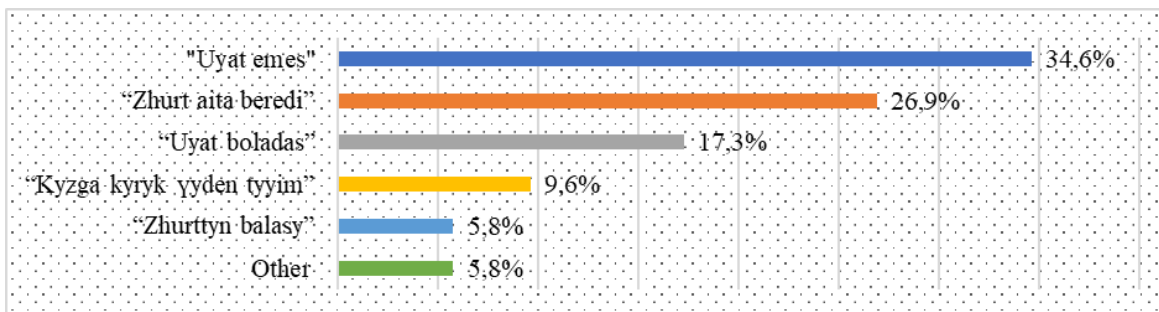


Figure 4 – “Which of the following categories are important for you in raising the younger generation?”

When asked what the category of “uyat bolady” is for them, the majority answered that it is a kind of limitation of actions, both wrong and positive – 40.6%, another 34.4% of respondents noted that it is pressure on a person through customs and tradi-

tions. 21.9% of respondents noted that it is a regulator of behavior that is passed from generation to generation. Another answer was: “On the one hand, this is a limiter for crossing the border of what is “permissible”.

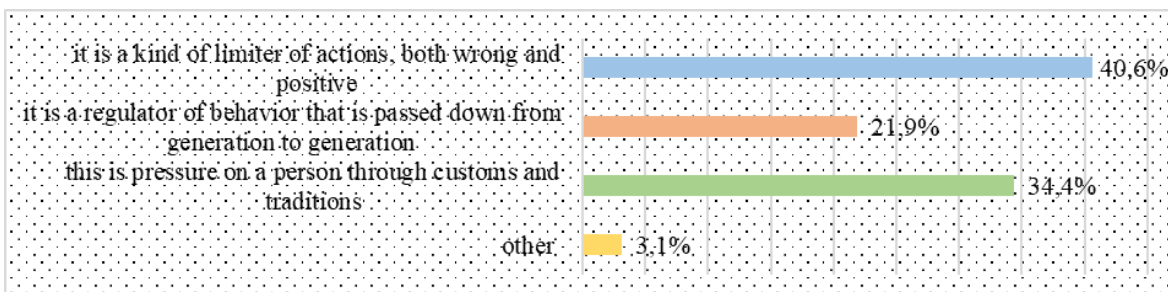


Figure 5 – “What does the concept of “Uyat Bolady” mean to you?”

As for the understanding of the category of “uyat”, for the majority of respondents it is to forget their language, culture, traditions – 39.1%. Also, for 17.4% of respondents, “uyat” means “failure to fulfill their traditional Kazakh duties – improper holding of events, meeting guests, etc.”, 15.2% of respondents noted that “uyat” for them is a failure to fulfill their son’s / daughter duties, 13.0% of respondents noted that “uyat” is to lose authority among their relatives.

That is, for the majority of respondents, the concept of “uyat” is associated with generally accepted traditional norms and values.

10.9% of respondents noted other answer options, among which “uyat” is corruption, lying, forgetting about one’s “I”, not respecting oneself”, “shame for me is not related to traditions, more, to social norms”,

“inappropriate behavior”, “for me, all this is not shame, but they are very important aspects”.

For 4.3% of respondents, “uyat” is associated with social relationships, for example, losing authority among their colleagues.

In the recent past, with the development of the Internet, the concept of “shaming” (public condemnation or shame) appeared, which remains an urgent and acute problem, especially in social networks. People are shamed for different actions, beliefs or appearance. This is often accompanied by aggression and bullying. The main forms of shaming include “body shaming” (condemnation of appearance), “slat-shaming” (condemnation for sexual behavior), “victim-shaming” (blaming the victim for what happened). Every year the types of shaming are growing (Titlova, 2024: 60-63).

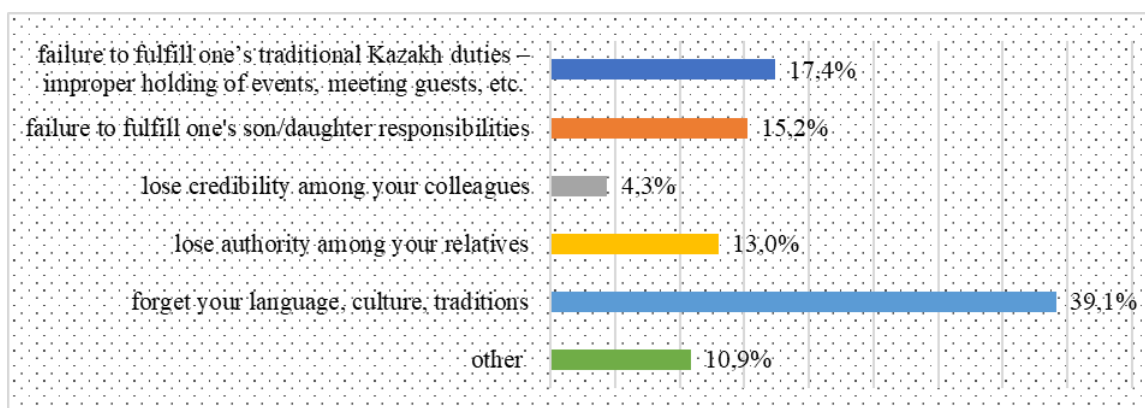


Figure 6 – “What is “uyat” for you?”

The Internet makes it easier to spread negative comments, which increases public pressure and psychological impact on the victim. Due to the prevalence of this concept, the survey asked respondents about their attitude towards people who publicly condemn non-compliance with traditional norms.

Half of the respondents noted that they are neutral towards people who publicly condemn deviations from traditional norms.

28.1% of respondents noted that they generally treat them well, but sometimes there are excesses,

9.4% of respondents noted that they treat such people positively, because they believe that someone should preserve the mechanisms that regulate human behavior. Also, 9.4% of respondents noted that they have a negative attitude towards such people, believing that each family should have its own upbringing.

3.1% of respondents noted a different answer – “it is necessary not to condemn, but to be an example, that is, to live yourself, not forgetting traditions and norms.”

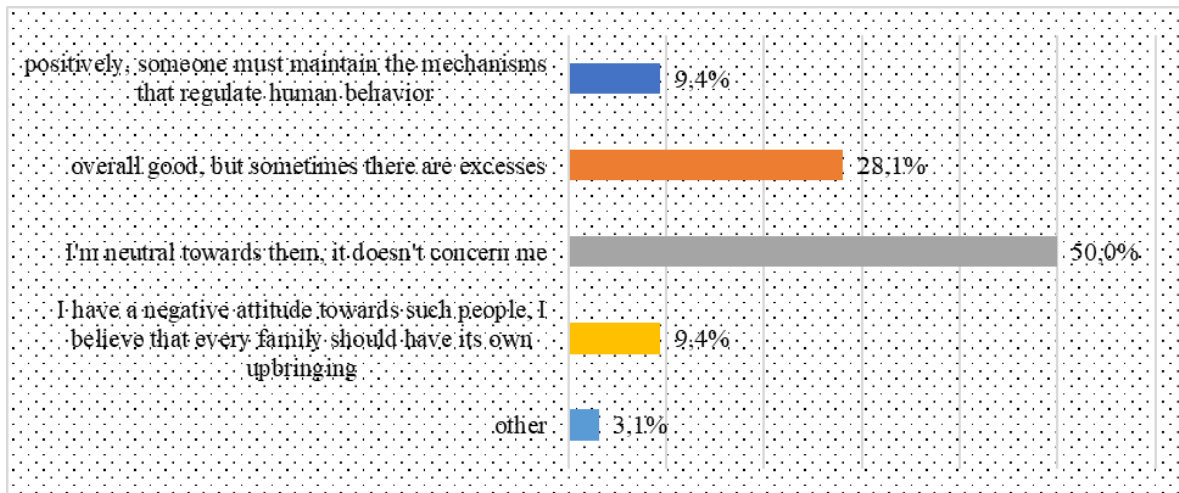


Figure 7 – “What is your attitude to people who publicly condemn deviations from the generally accepted traditional norms of the Kazakhs?”

In general, there is a tendency among the respondents to adhere to neutrality or non-interference in the issue of shaming on the part of users.

It should be noted that in the vastness of the Kazakh media space, the term “uyatman” is used (Kazakh “uyat” – shame, English “man” – person) are those people who are fighting for compliance with traditional norms, morality, morality, who are trying to cause public censure and a sense of guilt among the “violators” of traditions (Makulbekova, 2022: 139). They can be identified with the concept of “Kazakh shamers”. The term “uyatman” appeared thanks to the Almaty artist Murat Dilmanov, who in 2016 created caricatures with the character of “uyatman”, dedicated to the debate between a Kazakh deputy-body-shamer and a doctor – a supporter of body positivity.

In connection with the prevalence of shame based on deviation from the traditional norms of

the Kazakhs in any manifestation, the question was asked when and on what occasion the respondents last encountered shaming, “uyatman”. The majority of respondents noted that they had met shamers condemning the discourteous behavior of young people in public transport, violation of religious and other rituals, reproaching people for their clothing, appearance, non-use or improper use of the Kazakh language, etc.

When asked about the consequences of shaming, the majority of respondents answered that it can lead to unpleasant things, even death – 68.8%. 15.6% of respondents noted that they do not know what the consequences of shaming can be. 9.3% of respondents noted other answer options, such as “suicide”, “depends on the circumstances”, “moral damage for the victims”. 6.3% of respondents answered that there is nothing wrong with this.

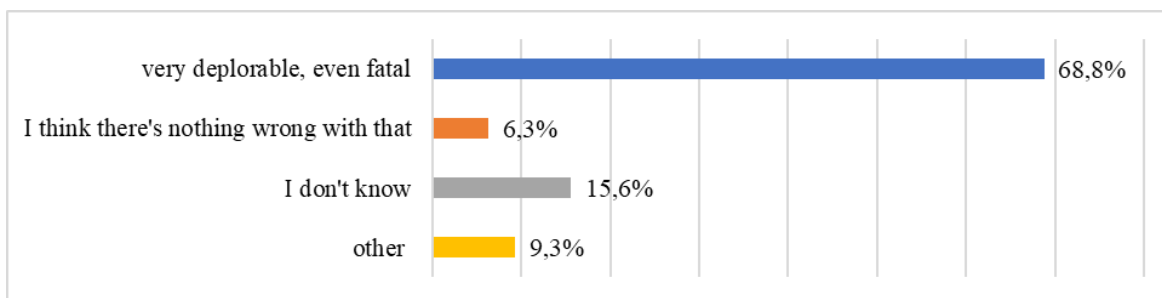


Figure 8 – “What can be the consequences of shaming?”

In the question of whether it is possible to change the attitude of the shamers and uyatmen to those phenomena that they consider unacceptable, the respondents were equally divided into those who think that traditions are gradually modernized over time and those who believe that the shamers will never put up with what they consider unacceptable, a violation – 34.4% each. 15.6% of the respondents noted that the shamers will change their opinion over time. 9.4% of the respondents found it difficult to answer the question. 6.2% of the respondents noted other options answers, among which “their attitudes and opinions have already been fixed in their minds. Probably, you can change the attitude, but this process will be very long and difficult”, “It all depends on upbringing and the environment. It is quite difficult to change a person’s thinking if his brain has been programmed this way for a long time.”

To the question “What do you think should be done in order to leave only the useful norms of Kazakh traditions and customs?” the majority of respondents note the importance of the positive aspects of traditions, the preservation and integration of national traditions into modern norms of behavior, especially in the upbringing of the younger generation, education and enlightenment: “it is necessary to treat traditions neutrally, reasonably and calmly”, “Kazakh traditions are always positive”, “We need to study history”, “It will happen by itself. A generation is changing, a generation is growing that is already removing some customs for themselves”, “in order to preserve the useful aspects of Kazakh traditions and customs, it is important to carry out education and enlightenment, maintain a dialogue between generations, as well as integrate values into the modern context so that they remain useful for society”, “more introduce education in the education of children and youth in the norms of Kazakh traditions, with tangible encouragement or further opportunities for the implementation of knowledge in the world level”, “promoting open and mutual communication between generations to transfer experience and values, creating platforms for the exchange of knowledge”, “education should not exclude traditional norms and features, but people should understand the meaning and application of these norms to the place. There are good and correct norms of tradition that were observed by our ancestors, but it is necessary to take into account the generational aspect of modern youth”, “to increase horizons, awareness of social phenomena”.

Some of the respondents noted the struggle and rooting of negative aspects of traditions: “active

struggle against elements of traditions that contradict the rights of women and children, and propaganda of equality and justice”, “introduce a program in schools about Kazakh traditions, and give a scientific basis for these traditions and customs – why some traditions and customs have outlived themselves and in general, about the importance of preserving traditions”, “gradually abandon irrelevant traditions. But sometimes people misinterpret the meaning of certain traditions. Perhaps it is worth educating this”, “parents need to explain and show the difference between positive and negative features of culture. Also, media tools can be used to preserve traditions.”

As a result of the survey, we come to the following conclusions:

1 The majority of respondents emphasize the importance of preserving and integrating the positive norms of Kazakh traditions into modern life. Particular attention is paid to their role in the upbringing of the younger generation, education and enlightenment. People believe that it is necessary to take a meaningful approach to traditions, study their history and take into account the current needs of modern society.

2 Many respondents emphasize the importance of educational work, including the introduction of Kazakh traditions into the educational process. This will help the younger generation to better understand cultural values and apply them in a modern context. It is also important to stimulate intergenerational dialogue for the transfer of experience and knowledge.

3 Respondents note the need to identify and gradually abandon traditions that are contrary to modern norms, human rights and the principles of equality. The elimination of negative elements of culture should be accompanied by the promotion of positive values and justice, as well as the explanation of the meanings of outdated customs.

4 In order to preserve and popularize traditions, as well as to explain their meanings, respondents suggest using the media and modern technologies. These tools can be useful in communicating cultural heritage to a wide range of people and stimulating public debate.

5 Respondents emphasize that traditions must adapt to modern realities. The preservation of cultural heritage is possible only if the changes taking place in society and a differentiated approach to their relevance are taken into account.

Thus, the preservation of useful aspects of Kazakh traditions requires a conscious and balanced

approach based on a combination of education, enlightenment, dialogue between generations and the fight against negative manifestations.

In general, the study allows us to draw positive conclusions about the attitude of the respondents to traditional nature, the use of “uyat” on a reasonable scale in the education of young people. But at the same time, among modern researchers, there are those who consider the phenomenon of “shame” to be destructive for society.

In the sociological, anthropological, and cultural sciences, the study of shame encompasses the study of different regions, religions, and cultures. It is no exception in the regions of Central Asia, where shame is of great importance in the mentality of peoples. For example, anthropologist Collette Harris, in her ethnographic study conducted in Tajikistan, notes that the concept of shame (known there as “aya”) also plays a central role and exposes people to the social isolation (Harris, 2004). In many cases, shame is identified with negative consequences for people.

The emotion of shame, according to Sieghard Neckel, has social characteristics and arises due to the non-coincidence of one’s Self from the ideal image, just as the violation of norms is different in the eyes of other people. In his opinion, social “decline” occurs when the work or needs of people are not valued, such devaluation in material or social terms causes a feeling of inferiority.

He concludes that the individuality of social situations and the interpretation of social shortcomings as personal failures generates shame and causes feelings of inferiority. In his opinion, the feeling of shame can serve the heterogeneous distribution of respect and recognition in society (Neckel, 2021).

Shame and shaming play an important role in the system of self-control and social control, as well as in various forms of collective behavior. They can carry with them stigma that undermines integration. These designs are becoming more popular and play a bigger role in society. Shame and shaming are expanding their influence in connection with technological advances, the development of mass communications and information.

In some cases, according to Bates and LaBrecque (2020), collective shame has led to extreme forms of dehumanization, e.g., condemnation of a group or legitimization of a group may be a prerequisite for social exclusion, slavery, or genocide.

Elias, in his later writings, added complex concepts such as “group charisma and group shame” to explain the growing anxiety about etiquette, citing

the example of the court nobility of the Palace of Versailles, who sought to preserve their collective charisma, and the violation of etiquette undermined this support and caused shame.

The opposite of group charisma is group shame and falling into disgrace is perceived more acutely than living in disgrace from generation to generation. Such a fall can be with a family, an ethnos, a social stratum or a nation.

Helen Lewis and Thomas Sheff noted a connection between anger and shame that may have appeared early in evolution, when there was a link between fear and aggression as a reaction to danger, and there is also a link as alternative responses to social threats (Lewis, 1971: 419–438; Scheff, 2003: 239–262).

In its most brutal form, group shame leads not only to humiliation, exile, but also to total annihilation or genocide. Shame as a social activity and individual experience can be devastating (Goudsbloom, 2016).

Shame or the emotion of shyness can be used as a social control to change social behavior, it is found everywhere in all cultures. The threat of shame motivates people to adhere to social norms of behavior. The consequences of shame can be devastating and can lead to social isolation, loss of freedom, depression or even suicide. Shame imposition does not lead to the desired changes in behavior (Walker, 2014).

Thus, the consideration of shame covers many aspects of life: social, public, even economic; in some cases, shaming is destructive, and the use of shame as a regulator of behavior does not always lead to the desired results.

Conclusion

Shame acts not only as a personal experience, but also as a powerful social regulator that forms norms of behavior and contributes to the maintenance of social order.

An analysis of the socio-cultural aspects of shame shows that it plays a key role in the formation of identity and social ties. Across cultures and societies, the expression of shame can vary, indicating its dependence on historical, cultural, and social contexts. Yet, despite these differences, shame serves as a universal tool through which individuals and groups regulate their behavior and interactions with others.

Identifying the relationship between shame and social norms opens up new horizons for understand-

ing how social structures and cultural traditions affect personal development and social interaction. In this context, shame can be seen not only as a mechanism of self-control, but also as a tool for strengthening social cohesion and resolving social conflicts.

The results of the pilot study demonstrate that “uyat” performs both a control function and contributes to the maintenance of collective values, reflecting the moral attitudes and social expectations of society. However, with the development of society and changes in the worldview of new generations, the role of “uyat” is transforming, which requires further study and adaptation.

The phenomenon of “uyat” closely resonates with modern manifestations of shaming. Both phe-

nomena perform control functions, but their methods and consequences differ. If the traditional “uyat” was built on the basis of moral norms and collective responsibility, then shaming often becomes destructive, discriminating and stigmatizing people on various grounds.

Thus, an in-depth study of the interaction between traditional norms, such as “uyat”, and modern practices, such as shaming, is necessary, which can be useful for identifying mechanisms for adapting cultural values to the realities of a globalized society. This opens up new prospects for creating a balance between preserving the positive aspects of traditions and preventing the negative impact of modern forms of social control.

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STRUCTURAL ELEMENTS AND CONTENT OF THE PHENOMENON OF URBAN IDENTITY – SOCIAL AND TERRITORIAL COMPONENTS (ON EXAMPLE OF THE CITY OF ALMATY)

The study focuses on urban identity, examining its social and spatial components. The phenomenon is explored from cognitive, emotional, and behavioral perspectives. The study's uniqueness lies in its emphasis on two crucial aspects of the urban identity concept. First, it investigates this phenomenon's structure, framework, and common elements. This approach seeks to identify stable variables with the potential for replication in different territorial contexts – various cities.

Additionally, the second strand of the research focuses on the content of urban identity – its uniqueness, character, and distinctive features – using the example of a Central Asian city, Almaty. Thus, the study aims to generate material that provides insight into the city and the urban identity of its residents.

Such data can be useful for numerous applied urban fields, ranging from administrative and managerial decision-making to tactical and strategic planning in shaping cultural urban development policies. Having up-to-date data enables the correct formulation of urban development strategies. On the other hand, the scientific significance of the study lies in its aim to identify the universal framework and components of the phenomenon of urban identity.

Key words: urban identity, identity structure, Almaty, temporal perspective, social mapping, mental mapping, city perception.

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Қалалық сәйкестік феноменінің құрылымдық компоненттері мен мазмұны – әлеуметтік және кеңістіктік компоненттер (Алматы қаласының мысалында)

Бұл жұмыс қалалық сәйкестік тақырыбына, оның әлеуметтік және кеңістіктік құрамдас бөліктеріне арналған. Феномен когнитивті, сезімдік және мінез-құлықтық тұрғыдан қарастырылады. Зерттеудің бірегейлігі қалалық сәйкестіктің екі маңызды қырын зерттеуге бағытталуында. Біріншіден, ол құрылымын, қаңқасын және осы құбылысты құрайтын жалпы элементтерін қарастырады. Бұл тәсіл тұрақты айнымалыларды анықтауға ұмтылады, олар әртүрлі географиялық жағдайларда – әртүрлі қалаларда қайталануы мүмкін. Сонымен қатар, зерттеудің екінші бағыты қалалық сәйкестіктің мазмұнына, оның бірегейлігіне, сипатына және ерекшеліктеріне назар аударады. Орталық Азиядағы Алматы қаласы мысал ретінде алынып, оның тұрғындарының қалалық сәйкестігі зерттеледі.

Зерттеу барысында алынған деректер қаланы басқарудың қолданбалы салалары үшін маңызды болуы мүмкін. Олар әкімшілік, басқарушылық, тактикалық және стратегиялық шешімдер қабылдауда, сондай-ақ қалалық мәдени саясатты қалыптастыруда қолданылады. Өзекті мәліметтердің болуы қаланы дамытудың дұрыс стратегиясын қалыптастыруға мүмкіндік береді. Сонымен қатар, зерттеудің ғылыми маңыздылығы – қалалық сәйкестік феноменінің әмбебап құрылымдық қаңқасын және оның құрамдас бөліктерін анықтау.

Түйін сөздер: қалалық сәйкестік, сәйкестік құрылымы, Алматы, уақытша перспектива, әлеуметтік картография, менталды картография, қаланы қабылдау.

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Структурные элементы и содержание феномена городской идентичности – социальный и пространственный компоненты (на примере города Алматы)

Работа посвящена теме городской идентичности, ее социальному и пространственному компоненту. Феномен рассматривается с когнитивной, чувственной и поведенческой точек зрения. Уникальность работы в ее фокусе на двух важных гранях концепции городской идентичности. Ее структуре, каркасу, общим элементам из которых состоит данный феномен как таковой. Это попытка обращения к устойчивым переменным, с потенциалом реплицированы в различных территориальных условиях – городах. Кроме того, вторая нить исследования фокусируется на поддержании городской идентичности ее уникальности, характере, особенностях, на примере города Центральной Азии – Алматы.

Таким образом исследование стремится получить материал, дающий представление о конкретном городе, городской идентичности его горожан. Такими данными могут воспользоваться многочисленные прикладные сферы городской детальности от административных, управленческих, от тактических, до стратегических, формирующих культурную политику городского развития. Имея актуальные данные, можно корректно формировать городское развитие. С другой стороны, научная значимость исследования в том, что оно ставит перед собой задачу выявления универсального каркаса, компонентов феномена городской идентичности.

Ключевые слова: городская идентичность, структура идентичности, Алматы, временная перспектива, социальное картирование, ментальное картирование, восприятие города.

Introduction

The increasing integration of Central Asian cities into the global context through various spheres of the economy, culture, and politics, such as tourism, the creative sector, and migration, makes it necessary to reflect on the phenomenon of urban identity, both regionally and independently for each city. Despite the active development of fields such as urban studies, sociology, urban anthropology, as well as political science and ethnography within the scientific institutions of Central Asia, the aspect of urban identity has been little studied and developed both theoretically and practically. The applied body of work largely focuses on issues of national and ethnic identity, while regional and local territorial aspects of identity are less explored. Nevertheless, there is a significant body of conceptual, theoretical, and practical work that has been developed by the international scientific community, awaiting its understanding, testing, and comparison at the local level, applicable to the cities of Central Asia.

In contemporary scientific discourse, there is a clear need for the development of a structural model of urban identity. This is due, on the one hand, to the existence of an extensive theoretical body mainly concentrated on substantive and unique aspects of

identity, and, on the other hand, to the insufficient elaboration of middle-level concepts capable of integrating both empirical and structural components of the phenomenon. The need to construct identity is a fundamental characteristic of human nature. At the same time, the territorial rootedness of social communities, as well as the designation of the city as one of the key measurable spatial units, emphasizes the necessity for systematic updating and justified analysis of data on urban identity.

In this context, the collection and interpretation of empirical data reflecting the specificity of the urban identity of residents of Almaty appears to be an important step towards forming strategies for sustainable sociocultural development of the urban community and enhancing its self-awareness in the context of dynamic transformations of the urban environment. The significance of the phenomenon of urban identity is confirmed by the results of empirical studies conducted by several researchers dedicated to various forms of social identification. According to data obtained during three measurements performed in 2014, 2017, and 2022, as well as an additional measurement among the urban population in 2023, urban identity consistently ranks among the top three directions of social self-identification. Thus, according to the 2023 study, 71% of urban respondents noted the importance of urban

identity, indicating its stable priority position within the structure of social identities (Ileuova, 2023).

The purpose of this study is to fix the current state of urban identity through the analysis of perceptions and behavioral practices of residents of the city of Almaty. Special attention is given to identifying key universal structural elements that form the framework of urban identity by analyzing the phenomenological content of residents' narratives and their interaction with urban space. The subject of this study is the urban community of Almaty residents. The object of the study is the structure and substantive filling of the phenomenon of urban identity. In accordance with the tasks set, the research focuses on two interrelated aspects: the identity of the residents themselves and the identity of the city of Almaty as a sociocultural space. The analysis is directed at revealing the structural elements and content of identity through cognitive attitudes and behavioral manifestations considered in the context of social identity.

Particular emphasis is placed on the connection of urban identity with territorial rootedness and the concept of "Third places" – public spaces where the social fabric of the city is formed. Such spaces serve both as arenas for the manifestation and as zones for the study of urban identity, playing a key role in the reproduction and transformation of sociocultural patterns of urban life.

Literature review

The concept of urban identity in this study is examined from two perspectives: social and territorial. It considers both the ways in which residents identify with the city – their perceptions and behaviors in the urban environment – and the specific locations within the city that provide necessary territorial anchoring. These locations serve as focal points that reveal the broader phenomenon of urban identity in concrete terms. In accordance with these objectives, a body of works, theories, and conceptual frameworks has been selected for analysis.

In his works, David Harvey raises the issue of blending social and geographical imagination in urban studies, highlighting a dichotomy that has developed over the past century in social and spatial research. On the one hand, there is spatial determinism; on the other, a complete focus on social factors, often to the exclusion of topos from consideration. He proposes that "the city should be viewed as a complex dynamic system in which spatial form and social processes are in constant interaction" (Harvey, 2018).

Furthermore, Harvey, following Henri Lefebvre, discusses the ongoing struggle in urban identity formation between local connections and global economic and political changes. He elaborates on this issue in *The Right to the City* (Harvey, 2019).

Material heritage and the places that residents choose for their leisure time also express the cultural trajectory of urban development. Museums, parks, shopping malls, cinemas, and theaters -the distribution of priorities among these spaces depends not only on the current preferences of the urban community but also on the urban environment itself. As Oldenburg (2014) states, "we can interpret cultural evolution within the urban system partly as a process of reorganizing the physical and social stimuli embedded within it." Therefore, a comprehensive understanding of the cultural aspects of urban identity is possible only by maintaining a dual focus on both social and spatial dimensions.

This study emphasizes places where the urban community interacts -spaces chosen by residents during their free time outside of work and home. Sociologist Ray Oldenburg dedicated his research to urban culture, the interrelation of spatial and social processes, and the functioning of urban communities. He introduced the term third place to describe a specific category of public spaces distinct from home (the first place) and work (the second place). In a broad sense, third places include public urban spaces of various kinds – squares, parks, and plazas, as well as cafés, coworking spaces, and anti-café. According to Oldenburg, third places function as "equalizers" because they diminish social, economic, and status differences. In these spaces, urban residents temporarily "shed" their everyday roles-professional, familial, and hierarchical and engage in more horizontal, open forms of interaction. Here, urban identity is especially pronounced, based not on belonging to a particular social group, but on shared territorial and cultural experiences. Thus, third places counteract the growing fragmentation and selectivity of social ties, contributing to the formation of an inclusive urban community open to diverse forms of self-expression and equitable dialogue (Oldenburg, 2014).

Sociologist Richard Sennett focused on the relationship between the urban environment, people's behavior, and their identity. He argues that cities need to "plan for disorder" (Sendro, 2022). Without diversity, a city becomes "brittle." Sennett explored urban identity and how urban life influences it, stating that "the experience of living in a city – its complexity and uncertainty – is a necessary element for developing an adult identity that prepares individu-

als to encounter differences” (Ibid., p. 74). Additionally, he touched on the theme of the social fabric of time within the material urban space. Growth in the urban environment “requires dialogue between the past and the future; it is, rather, a matter of evolution” (Sendro, 2022).

Philip Zimbardo researched the concept of temporal perspective in individuals. Through numerous studies, he concluded that a high-quality, well-balanced temporal perspective is characterized by a positive attitude toward the past, the ability to construct an optimistic vision of the future, and a favorable assessment of the present. This also applies to an individual’s relationship with the city, which is shaped through temporal perspectives. A balanced time orientation is described as “an idealized mental structure that enables individuals to flexibly shift temporal frames between past, future, and present depending on the demands of a situation, resource assessment, or personal and social evaluations” (Zimbardo, 1999).

Marco Lalli systematized various theoretical traditions and views on place identity and territorial identity. His work contributed to the conceptualization of urban identity and place identity through a socio-psychological approach linked to self-esteem. Lalli proposed an applied measurement tool for studying urban identity – the City Identification Scale. This scale includes five key components related to the “I and the city” relationship: external value, general attachment, connection to the past, perception of proximity, and goal setting (Lalli, 1992).

In this study, an attempt is made to encompass three interrelated levels of urban identity among residents. These include:

- The cognitive level, which pertains to perceptions and representations of the city.
- The behavioral level, which reflects urban residents’ practices and activities.
- The affective level, which includes emotional relationships and sensory experiences associated with urban space.

The methodological foundation of this approach is based on a generalized body of scientific research dedicated to attitudes as complex psychosocial formations. As early as the classical works of the first urban sociologists, W. Thomas and F. Znaniecki, such complexes were defined through the concepts of social attitudes and social values (Thomas, 1918). In their interpretation, a social attitude represents a subjective psychological state through which an individual experiences the significance, value, and

meaning of a social object. It reflects an individual’s conscious relation to certain elements of social reality and serves as a basis for interpreting and interacting with the urban environment.

Thus, analyzing urban identity through cognitive, behavioral, and emotional dimensions allows for a deeper exploration of the mechanisms that establish stable connections between city dwellers and urban space. To grasp the true essence of urban identity, it is essential to focus not only on how residents express it but also on how they enact it through actions. These actions can be categorized into everyday, unconscious behaviors that hold no particular significance for the individual, and deliberate acts, including collective actions that contribute to shaping the shared urban “field.”

According to Kurt Lewin, external environmental forces within the field influence an individual’s behavior. He describes the interaction between an individual’s internal sphere and the external field as the perceptual-motor layer (Lewin, 2000). When discussing the city, it can undeniably be considered an external field that affects individuals, plays a role in shaping urban identity, and is collectively created by its residents. As Lewin explains, “the properties of an individual’s ‘life space’ partially depend on the individual’s condition as a product of their history and partially on non-psychological factors – the physical and social environment.”

The search for a Kazakhstani identity begins with questions related to urban identity in Kazakhstan, which, in turn, stem from the historical study of urban everyday life. In this regard, examining urban history through the lens of economic, demographic, and social developments becomes particularly important (Saktaganova et al., 2017).

The relationship between urban and national identity is highlighted by G. Ilevova, the head of the Presidential Center for Social and Political Research Strategy. According to data from 2014, 74.5% of Kazakhstani citizens believed that their places of residence were characterized by peaceful and friendly relations among representatives of different ethnic groups. When asked, “How do people of your nationality feel in Kazakhstan today?”, 70.8% of respondents answered, “as full-fledged citizens of Kazakhstan.”

However, a shift in identity structure has been observed. While civic identity was consistently the dominant form of self-identification in 2004 and 2009, by 2014, priorities had changed. 75.7% of survey participants primarily identified themselves as residents of their city or village, and one of the most

common forms of self-identification became “a representative of my region.” These changes indicate the growing importance of local identity, which, in modern conditions, has become one of the most sought-after forms of social self-determination. This form of identity is increasingly based on everyday experience, territorial rootedness, and a sense of belonging to the local community (Vlast, 2014).

Local Identity

The article “City Identity: Almaty with a Slope” examines the phenomenon of Almaty’s urban identity through the lens of architectural, cultural, and social transformations. Urbanist Murunov emphasizes that urban identity is shaped not only by historical heritage but also by contemporary changes in the urban environment. Special attention is given to the visual aspects of the city, which influence the perceptions of both residents and tourists. The article also analyzes challenges related to modernization and globalization, which may lead to the loss of unique urban identity. The study highlights the necessity of preserving the local cultural code in the process of urban infrastructure development (Murunov, 2018).

In the search for social identity in certain districts of Almaty, research has been conducted by the Urban Forum Almaty (Kazakhstan) under the project “Social Identity of Non-Central Districts of Almaty.” The nature of social identity directly impacts the vitality of local communities (community vitality). This is a relatively new concept, closely linked to resilience – a community’s ability to recover from internal or external crises and continue to develop despite limited resources or other challenges while preserving its identity. Indicators of community vitality include not only education and healthcare levels, public and environmental safety, and quality of governance but also mutual assistance practices, trust among community members, and their involvement in decision-making (Social’naya identichnost’ necentral’nyh rajonov goroda Almaty, 2016).

The study of urban identity is of interest not only to anthropologists but also to urban planners. For example, in 2018 and 2021, Urban Forum Kazakhstan conducted research titled “Practices of Studying Identity: The Case of Atyrau.” The results demonstrated that there are no universal methods for studying identity, as approaches must be adapted to the specific context of each city (Nurmakov, 2021).

The spatial aspects of urban identity have been explored by Blagovidova N.G. and Ivanova O.A., who examine the semantic aspects of identity for-

mation in the architectural and spatial environment of newly established capital cities, including Astana. Based on their analysis, they developed the first matrix-table of characteristic features of the architectural and spatial environment of capital cities at various levels (Blagovidova, 2024).

Materials and methods

In line with the research goals and objectives, a qualitative research approach was chosen. Qualitative research aims to study and understand the meaning that individuals or groups assign to a social or human issue. This approach was selected because it “supports an inductive style, focuses on individual meaning, and reflects the complexity of a situation” (Creswell et al., 2023). Several methods were chosen to effectively provide insights into three key dimensions: perception, behavior, and the emotional sphere.

Interviews

Interviews help explore both perceptions and the emotional-sensory sphere through narratives.

- Sample characteristics: The study involved 70 semi-structured interviews with respondents aged 18 to 70. The interviews were conducted in Russian and Kazakh.

- Selection criteria: Participants had to have lived in Almaty for at least two years. The study was geographically limited to Almaty.

- Research timeline: Fieldwork was conducted in two periods—October–November 2023 and May–June 2024.

The semi-structured interview format was chosen to obtain rich, high-quality data on the values and identity perceptions of city residents. Unlike structured interviews or quantitative surveys, this method allows for open-ended responses, capturing unique narratives while maintaining flexibility. The logic of informants’ statements was prioritized, ensuring an in-depth analysis of urban identity.

Social Mapping

The second method used in the study was social mapping, implemented through a participatory, community-based approach. The methodological foundation was based on mental mapping techniques developed by Kevin Lynch and Stanley Milgram.

- Research location: Almaty

- Research period: December 2023 – February 2024

- Sample type: Spontaneous sampling

- Sample size: 200 respondents

Social mapping serves both as a research procedure and a means of visually representing data. This method is widely used in urban studies, including urban sociology, social geography, and urban anthropology. The Chicago School of Sociology was among the first to use mapping techniques to study urban environments. With advancements in GIS technologies, mapping has become an essential tool for analyzing spatial-social relationships.

Mental mapping—a concept tested and described by Kevin Lynch in *The Image of the City*—focuses on how people perceive their urban surroundings, how they relate to the physical city, and how their mental images differ from actual maps. Lynch's key heuristic thesis suggests that a city's physical reality, its representation on maps, and the way people experience it are distinct phenomena (Nugayeva, 2024). The goal of mental mapping is to “awaken one's images of the material environment” (Lynch, 1982).

Community-Based Observations

A community-based approach (CBPR – Community-Based Participatory Research) was also integrated into the study. This innovative methodology in social research (Minkler, 2011) is a conceptual framework for data collection and research organization.

- CBPR begins with a question relevant to the community and actively engages community members and stakeholders throughout the research process.

- The method culminates in education and social change initiatives, making it both a research tool and a social intervention.

Additionally, the study was structured according to participatory research principles, where participants were not just data sources but active agents in the research process. This coresearch approach involved:

1. Joint problem formulation and discussion
2. Reflection on collected data
3. Participation in interpreting results and formulating conclusions

This methodological strategy aligns with critical and emancipatory paradigms, particularly Henri Lefebvre's “*Right to the City*” concept, later expanded by David Harvey. In this context, citizen participation in research is not only a democratization of knowledge but also an empowerment tool, allowing residents to take an active role in shaping and rethinking urban spaces as social environments.

Results and discussion

In the process of analyzing narratives of informants obtained through semi-structured interviews, the main focus was on identifying the structure of urban identity reflected through the individual and collective perception of citizens. To process and interpret the empirical material, thematic analysis was applied, allowing to the identification key meaning categories, stable patterns, and structural elements that shape the content of urban identity in the context of the daily experience of respondents.

Thus, in free form telling about the city, about their personal memories related to it, experiences, experiences, themselves and the urban community the study participants most often addressed the following big categories: problems, symbols, landscape/ nature/ architecture, myths/legends, people/ community/heroes, toponymy.

Based on this data, it can be concluded that these are the main structural elements that citizens understand, from which the perceived content of urban identity is constructed.

Landscape, architecture and natural environment as an element of identity

Landscape category consists mainly of: architecture, segments related to nature, infrastructure: “the city is like a carpet, lying at the foot of mountains, cozy paradise, trees, mountains, clean water, culture», mountain rivers, mountains themselves, hotel Kazakhstan, tree karagacha, sloping streets” (*Informant 1, female, 43 years old*).

Urban environment issues: ecology, transportation, and behavior culture

The problems are related to the environment, mainly air pollution, transport problems – traffic jams, public transportation, people, their culture of behavior in the city: “bad ecology, transport problems, homeless animals”; Victor Tcha is Almaty, if the song – changes, Our hearts demand. Public transport problems. Garbage. Lighting, Air. And here..., change is very much desired”; “the old grandfather with outdated traditions is an association of the whole city”; “You imagine, we live voluntarily in a city that reduces our life. Which kills us”. (*Informant 8, female, 30 years old*).

Community, citizens, and heroes as bearers of meaning

Community, citizens, heroes – here informants describe both locally known people and significant memories associated with them, as well as heroes

who contributed to the development of the city, and unconscious name-markers of space, mainly it is monuments, repainting wearing the name, the establishments with the names of prominent figures. Also, in general, the description and characteristics of a city-dweller – Almaty, its features, those traits that distinguish it from other cities: “city is – youth, modernity, creativity, European style, freedom, freedom and relaxation, perhaps. Because I often go and observe that people are so often relaxed, enjoy life”; “the city center is a crowd of people in a positive way”; “Almaty – it’s active citizens, it’s aryki, it’s Turencur and it’s fountains”(Informant 4, female, 44 years old).

City symbols: from the Apple to the Snow Leopard

Symbols – in this category are the key significant units, embodying multiple meanings, layers of culture. They are like material objects. Invisible symbols. The information about them is passed from word to mouth. Some of them are maintained at the official level and broadcast by the city administration, some are promoted and popularized by business marketing tools, and some are bottom-up symbols, informal, community-specific and sometimes urban conflict.

“For me, Almaty is nature and mountains, apple”; “a few words that I associate with the city of Almaty. First – “apple”. The second – “Alma” (which means “apple” in Kazakh); “City is – red apples, coat of arms of Almaty, snow leopard”; “Apple or apples, Aport also seems to me, mountains, students, smog” (Informant 2, male, 37 years old).

Myths/legends – expressed in the speeches of informants describe the origin of certain names, districts, communities of the city, citizens themselves. In the speech of informants this topic often intersects with toponymy.

Stories, bikes and legends are connected with the name of the streets and the bilingual context of life of the city community of Almaty – Kazakh and Russian languages, which provokes a difference in perception of words and sounds. And also not knowledge of the context and historical connection of some phenomena, names, events, personalities.

In addition, the names of the streets in the city have experienced 3 major waves of renaming over the last century. The first names were assigned and marked on the general plans in 1858. The next big wave of renaming was throughout the Soviet period, starting in 1917. The last stage can be called

the period when Kazakhstan became a sovereign state. The final mass renaming was marked in 2018, when Mayor of Almaty Bauyrjan Baibek ordered to rename 180 streets (Karavan, 2018)

The opinion of one of the informants: “People thought it was Rosa Bakieva. I mean, they thought it was a woman. Rosa, this is funny, not Rozybakiev* “, another informant’s judgment on the origin of the name of the same street: “It is Rozybakieva, it is a woman, many people believe that it is a male name, although it is a woman”(Informant 3, male, 60 years old) .

Also a characteristic review in connection with the renaming of streets: “People often now confuse Kabanbai batyr, Bogenbay batyr or Aiteke bi, Kazymbek bi. That is, exactly where there was a confusion (Soviet-October) nomastic process continued from this mess”(Informant 7, female, 55 years old) .

Toponymy and quantitative analysis of references

The main toponyms mentioned by informants can be thematically combined into urbononyms, which in turn are represented by three categories: godonomous (names of streets) – 32 references, chorionyms, agononyms (buildings, places) – 48 references, “top/bottom” (sides of the light) – 20 references in 70 analyzed materials.

Analysis of the data obtained during the interview, quantitative content analysis was carried out on the frequency of references highlighted by thematic analysis of key categories of toponyms. They are presented in the diagram below (Figure 1).

We can see that based on analysis of 70 units of text, the most popular in terms of quantitative category: nature – 23 mentions, citizens, community – 11 mentions, problems – 11 mentions, apples/ Aport – 8 mentions, mountains – 7 mentions, architecture – 7 mentions, City atmosphere, “spirit” – 7 references.

“Cozy paradise, trees, mountains, clean water, culture. But poor ecology, transportation problems, homeless animals”(Informant 4, female, 44 years old).

Less attention in the speech of informants are covered, but marked: food/ kitchen, features of the city planning, freedom, climate, trade activity, the city as a business center.

“Despite the proximity of the mountains, the atmosphere of a modern center where more business people, youth. Active such a center”(Informant 3, male, 60 years old).

Below is a diagram showing the proportions of the references to categories (Figure 2).

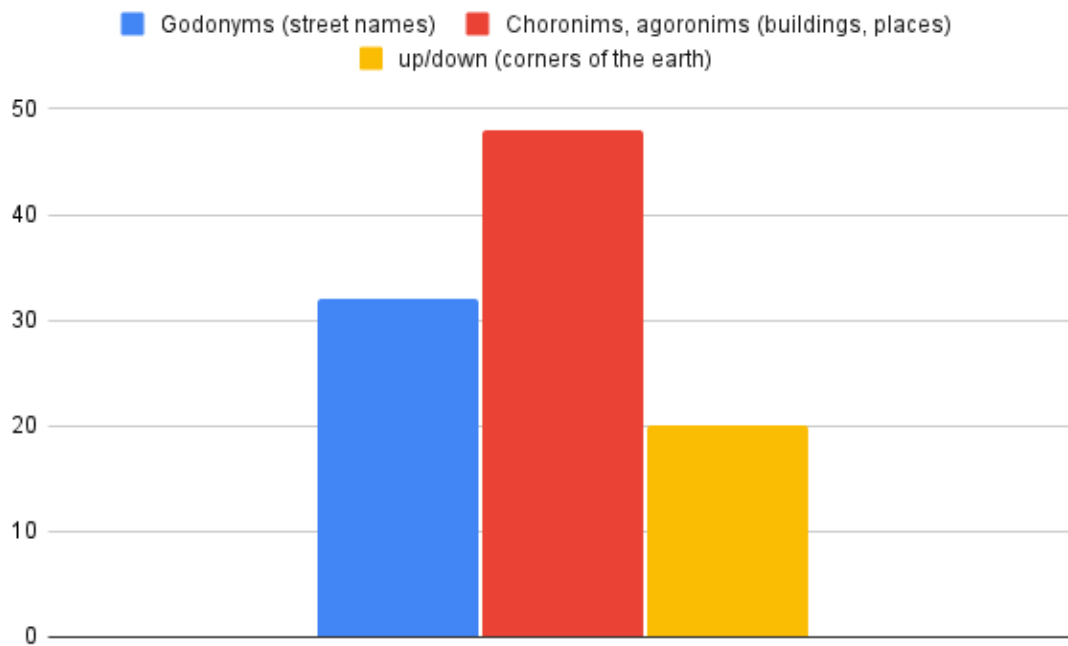


Figure 1 – Toponyms

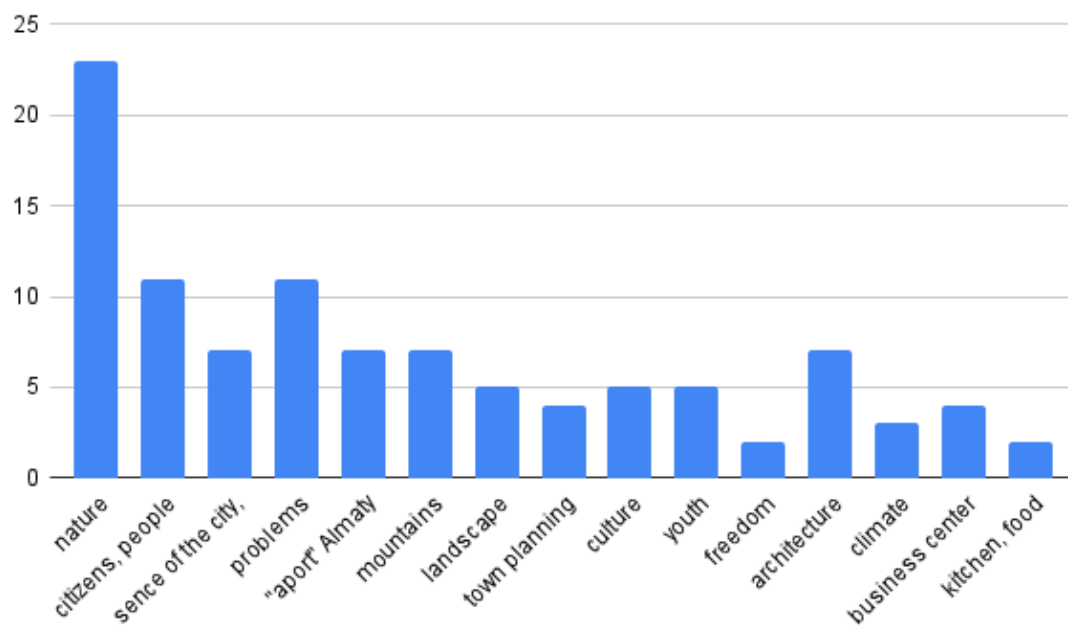


Figure 2 – Content of the city identity, representations of residents of Almaty

Another important variable in the formation of an urban identity is the connection of the resident with the city over time. According to the concept discussed above (Zimbardo, Philip & Boyd, John. (1999) The acceptance of the past and the ability to predict a positive vector of connection with the place in the future characterizes the quality of formation of identity. In the general theory of social identity development it can be both positive and negative, an individual can be satisfied with his “in-group”, or aspire to “out-group”, in this case with urban identity of a in-group serves the city of Almaty. An out-of-group, some other.

In the group of informants we study, with criticism of the current state of cities, and adding to the key associations associated with it negative, problematic associations related to air pollution issues and a number of other environmental problems, The general positive vector of attitude towards Almaty remained.

Psychological attachment to the city and the temporal dimension of identity

The positive emotionally coloured memories of the past, as well as the hopes full of purpose and dreams about the future of the city prevail. None of the informants said that they want to leave, or that living in the city gives them considerable discomfort.

“Now the square of my childhood slightly changed, but kept in general usual appearance, left giant stones with human growth, but added a monument to Makataev, poet” (*Informant 1, female, 43 years old*).

At the end of this discussing part obtained during the interview, authors want to return to the key concepts in the theory of “social identity”, based on the developments of G. Tajfela and J. Turner, which in turn were based on the work of E. Erickson, mainly on “Identity: youth and crisis” (*Nugayeva, 2024*) The author singled out a segment dedicated to the territory in all its diversity, including “urban identity”. In their works, the authors elaborate on the topic of social identity, and urban identity is one of the categories that make up the social identity of each individual. The methods of constructing identity can vary in directions: from the common, from the different and from the identical/ itself identical.

Comparison of “us” and “them”: self-identification of Almaty residents

Based on this research, we can conclude that the identity of Almaty is more based on self-identity. That is, in recognition of their uniqueness, reliance on themselves, understanding their differences, characteristics. In the material received only three

episodes where the city and its inhabitants are compared with others, that is, the process of identification is built through a common or an opposed to significant other. In this case, another city or residents of other cities.

“When you live in a small city and say that you are going to Moscow, everyone asks you to bring something or buy. But when I said that I was going to Moscow, the people of Almaty simply said: “So what? We have our own capital, we don’t need anything”. It was an interesting contrast” (*Informant 5, male, 65 years old*).

Participatory mapping: perception of urban spaces

The process for this phase of research and data collection was as follows. Townspeople were asked to go into the city and define for themselves places in three categories. Places attractive, cozy, reserving, where good yourself or with a close person, conditional “place for kissing”. Places are repulsive, unpleasant. Causing a sense of anxiety, insecurity “crime scenes”. The third category is “third places,” where citizens are comfortable to spend time outside of home and all jobs, where they find leisure and socialization, which they can recommend to others. An important part of the study is that participants should not share their opinions about such places, ie provide information from memory based on experience, but actually go to the city, take a photo of this place (Figure 3) Indicate the geographic data and describe why they consider the place to belong to one category or another. Thus, in contrast to the group of social or mental mapping methods based on the cognitive sphere of the respondents, it was important for us to connect the behavioral, behavioral component and the real experience of living places in the city.

Discussion of the results of social participatory mapping can begin with the quantitative relationships of three categories of places proposed in the joint study to citizens: places dangerous, unpleasant; places secluded, loved; places for socialization and leisure.

Thus, in the first place in number of references are “third places” – 63 , “favorite places” – 39 , and “dangerous places” – 24. In this ratio we see a greater interest of citizens, shown to the category of third places, they were more willing to share, described, photographed, also their typology within the category is most diverse. The description and characterization of places in selected categories was developed together with informants, based on their experience in each of the chosen places.



Figure 3 – A photo of the mapping process by citizens

“Third places” as the core of social life

So, “third places” according to the people participating in the study is a cafe, park, university, creative hub, TRC. The names listed above are the most frequent ones that were shown in the photo, described and mapped. It is important to note that the university by R. Oldenburg categorization refers to the second places, ie work and study, but in this study students and teachers shared third places within the university – recreation rooms, cafeterias, winter gardens, Libraries etc. The range of places in category “third place” is the largest, also marked by single mentions – skating rink; co-working; sports club; courtyard at JK; winter garden (on school grounds); gallery; theater; knitting club. In addition, there is a mention of the bathhouse and mosque, viewing platform in the mountains and mountain spring, which is defined as reflecting the unique part of urban culture, leisure and identity of Almaty.

In explaining the choice of “third places” the participants used the following wording, giving a general description of this category of places: “come in my free time”, “place to meet with friends and relatives”, “place where I feel good” (*Informant 9, male, 20 years old*).

Intimate, cozy, and memorable locations (“Kissing Places”)

The most popular “Kissing places” or secret spots in the study are represented by the following

choices of informants: square, pedestrian boulevard, café, school, TRC, and arches in courtyards. In addition, the study participants included a flower shop, a yard, a train station, a business center, and a salon.

Formulating the characteristic “places of kisses» informants resorted to the following descriptions: “where I am well with a loved one”, “place beautiful, for date”, “place secluded”, “place where comfortable, cozy and smells good”, “place of my dates and kisses”, “intimate place” (*Informant 1, female, 43 years old*).

Dangerous and disturbing places in the perception of city residents

The most common danger areas were intersections, passages between houses, and spaces deep in parks. Also mentioned were deserts, spaces behind the school and a real crime scene.

The most common danger areas were intersections, passageways between houses, spaces deep in parks. Also mentioned were deserts, spaces behind the school and a real crime scene.

The overall characteristics of dangerous places according to the study participants are: “dark”, “deserted”, “crowded”, “dirty”, “repellent”, “safe for men but not for women” (*Informant 10, female, 2 years old*).

Detailed quantification of all three categories of seats is presented in Table 1.

Table 1 – Name and number of third, dangerous and secret places in Almaty

| Third places | | Dangerous places (crimes) | | Kissing places (secret) | |
|---------------------------------------|-----------|---------------------------|-----------|-------------------------------|-----------|
| Name | Number | Name | Number | Name | Number |
| Cafe | 12 | Parking | 3 | Promenade | 3 |
| Parks | 5 | transport interchange | 4 | Park bench | 3 |
| Bazaar | 2 | Between-home passages | 7 | Business Center | 1 |
| University | 7 | Deep Park | 4 | Salon | 1 |
| Skate Park | 1 | Wasteland | 3 | Park | 5 |
| Banya «Arasan» | 2 | Place «behind the school» | 2 | School | 3 |
| Mountain Source «Gorelnik» | 3 | Actual crime place | 1 | Cafe | 5 |
| Museum | 1 | | | Flower shop | 1 |
| Vintage shop | 2 | | | Brawler | 1 |
| Eco-shop | 2 | | | Shopping mall | 3 |
| Boulevard | 2 | | | Square | 4 |
| Shopping Center | 5 | | | Station | 1 |
| religious institution (mosque) | 1 | | | Arches in «stalinka» | 3 |
| Riverside | 3 | | | Viewing area in the mountains | 2 |
| Concert hall | 1 | | | Boulevard (pedestrian street) | 3 |
| Creative hub | 5 | | | | |
| Skating | 1 | | | | |
| Coworking | 1 | | | | |
| Sports club | 1 | | | | |
| residential complex | 1 | | | | |
| Winter garden (on the school grounds) | 1 | | | | |
| Gallery | 1 | | | | |
| Theatre | 1 | | | | |
| Knitting Club | 1 | | | | |
| total: | 63 | | 24 | | 39 |

The application of places proposed by citizens on a map, allows us to understand geographical, territorial data, namely clustering, the pattern of placement of certain categories of places. So in figure 4 we see that the third places, clustered predominantly on the north-eastern part of the city, which corresponds

to the historical center of Almaty formed from 30 to 70 years XX century. There are also many other places. Dangerous, unsafe places – they're all over the map, moving west – these are the new parts of the city that were formed by waves in the 1980s, 1990s, 2000s, the most extreme points.

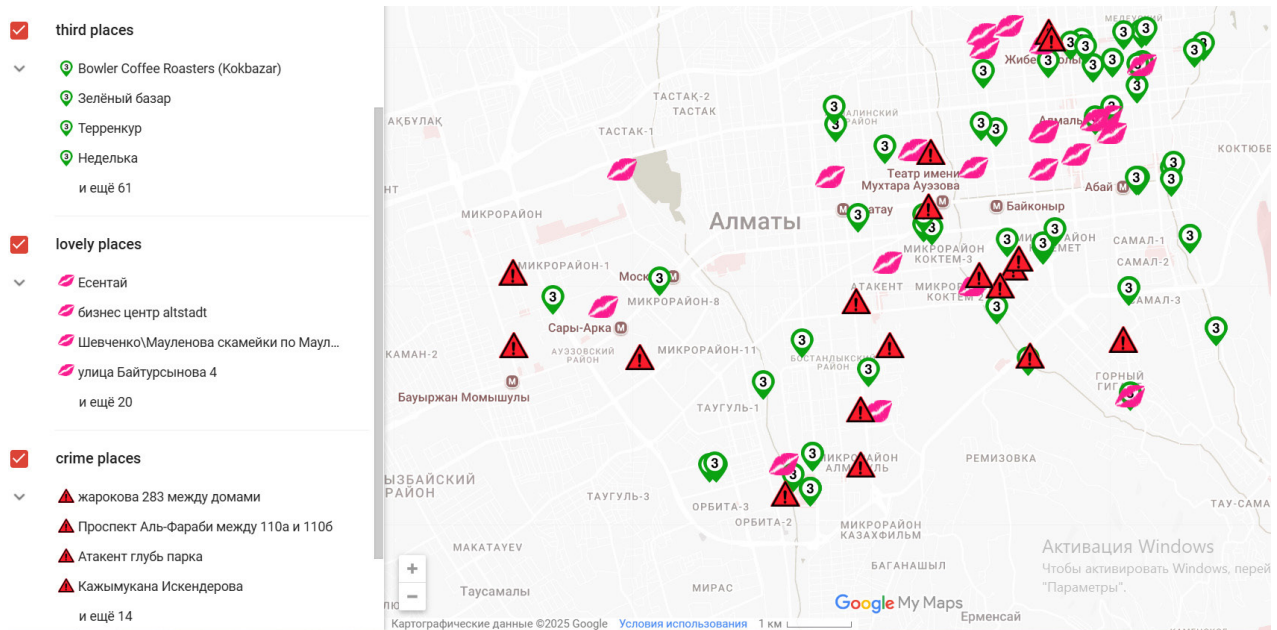


Figure 4 – Map of third, dangerous and lovely places in Almaty

Conclusion

Analysis of the urban identity of residents of Almaty in the framework of this study was carried out using qualitative methods, including semi-structured interviews and social mapping, implemented in a participatory, community-based approach. This methodological choice made it possible to record current manifestations of urban identity through the prism of individual perception, behavioral practices, and emotional relationship of citizens to urban space. The data obtained are of practical relevance and can be used to develop strategies for sustainable and inclusive urban development.

The study allowed to identification of both unique content features of the phenomenon of urban identity of Almaty, and its structural components that form a stable framework. The elements identified – symbols, problems, myths and legends, features of the landscape, architecture, toponymy, as well as important urban characters and communities – represent a set of basing points on which identity is based. These structural components are comparable and can be used in similar studies in other urban contexts.

Among the characteristic phenomena established during the work, special importance is given to the symbol of the apple, which is perceived by citizens as a symbolic element of local identity.

Urban fiction is often built around the names of streets, which are interpreted through their rhythmic or sonic perception, as well as through historical layers and transformations of the same space in different periods of time. The problems persistently present in the daily life of citizens play an essential role in the formation of identity, in particular issues of ecology, air pollution, state of transport and road infrastructure.

The behavioral aspect of urban identity was investigated through an analysis of space development practices and relations to different urban locations. Three types of places were recorded as part of the participatory mapping: third places (socialization and leisure spaces), secluded, intimate areas intended for individual stay or communication with a close person, and also places that have negative emotional coloring – perceived as unsafe, repulsive. Third places, including cafes, parks, university spaces, shopping centers, and creative Hubs, were the most popular among citizens. In the category of private, “secluded” places were marked squares, individual benches, embankments, and chamber areas in parks. Among the spaces with negative color-intersections, passages between houses, and poorly lit areas in the depths of green plantations.

Thus, the results obtained allow us to speak of a multilayered and multi-level structure of ur-

ban identity based on a combination of cognitive, behavioral, and emotional components. The study demonstrates the importance of local experience and territorial rootedness in the formation of urban identity and highlights the importance of working with spatial practices in the study of social dynamics of the urban environment.

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STRATEGIES AND MOTIVATIONS OF HIGH SCHOOL STUDENTS IN CAREER CHOICE

Career choice refers to the process of self-determination among high school students regarding their future professional direction. The issue of professional self-identification and career choice among high school students remains relevant, as effective career guidance is crucial for ensuring youth employment and their competitive positioning in the labor market. Various factors influence students' selection of specific career paths, highlighting the need for sociological research to identify the primary challenges in this process. The objective of our study is to determine the strategies and motivations of high school students in choosing their future careers.

According to sociological research, the most important characteristics of future careers and jobs for high school students include a high salary, opportunities for self-realization, career growth prospects, and the availability of numerous job opportunities in the chosen profession. When choosing a future profession "high wages" is one of the most important motives for students studying in Kazakh and Russian. While the number of government scholarships is less important for students in specialized schools, it is crucial for those in general education schools. The majority of high school students have already made their career choices, indicating that their selection strategies are well-structured. Compared to general education students, specialized school students are more aware of labor market trends and the demand for specific professions.

Identifying strategies and motivations for career choice can help educational institutions and administrators develop effective approaches to assist students in making informed decisions. However, these motivations may change based on socio-economic conditions.

Key words: high school students, youth, profession, future career choice, motivation, strategy.

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Жоғары сынып оқушыларының мамандық таңдау стратегиялары мен мотивтері

Мамандық таңдау бұл жоғары сынып оқушыларының болашақ жұмысының бағытына қатысты өзін анықтауын білдіреді. Жоғары сынып оқушыларының кәсіби өзін-өзі анықтауы мен мамандық таңдау мәселесі өзектілігін жоғалтпайды. Себебі, кәсіби бағдарлаудың тиімді жүзеге асуы жастардың болашақ жұмысқа орналасуының және еңбек нарығындағы бәсекелестік позицияларының кепілі, маңызды көрсеткіштерінің бірі болып табылады. Сондықтан, оқушылардың мамандықтың нақты бағыттарын таңдауына әсер ететін түрлі факторларды анықтауға мүмкіндік беретін әлеуметтанулық зерттеулер қажет. Зерттеуіміздің мақсаты жоғары сынып оқушыларының болашақ мамандық таңдаудағы стратегиялары мен мотивтерін анықтау.

Әлеуметтанулық зерттеу нәтижесі бойынша жоғары сынып оқушылары үшін болашақ мамандық пен жұмыстың ең маңызды сипаттамалары мыналар: еңбекақының жоғары деңгейі, өзіндік жүзеге асыруға мүмкіндіктің болуы, мансаптық өсу мүмкіндігі, бұл мамандық бойынша көптеген жұмыс орындарының болуы. Оқыту тілі бойынша болашақ мамандық таңдауда «еңбекақының жоғары болуы» қазақ және орыс тілде оқитын оқушылар үшін аса маңызды мотивтердің бірі. Білім беру грантының саны арнайы мектеп оқушылар үшін маңызды емес болса, жалпы білім беретін мектеп оқушылары аса маңызды екені анықталды. Жоғары сынып оқушыларының басым бөлігі болашақ мамандықтарына таңдау жасаған. Бұл, олардың мамандық таңдау стратегиялары нақты құрылғанын көрсетеді. Арнайы мектептердің оқушылары жалпы білім беретін мектептердегі оқушылармен салыстырғанда еңбек нарығындағы өзгерістер және белгілі бір кәсіптерге сұраныс туралы біледі.

Мамандық таңдаудағы стратегиялар мен мотивтерді анықтау білім беру мекемелері мен басшылары үшін оқушыларға болашақ мамандық таңдау мен кәсіби шешім қабылдау бойынша тиімді стратегияларды әзірлеуде пайдалы болуы мүмкін. Алайда бұл мотивтер әлеуметтік-экономикалық жағдайға байланысты өзгеріп отыруы мүмкін.

Түйін сөздер: жоғары сынып оқушылары, жастар, кәсіп, болашақ мамандық таңдау, мотив, стратегия.

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Стратегии и мотивы выбора будущей профессии школьников старших классов

Выбор профессии означает самоопределение старшеклассников относительно направления их будущей работы. Проблема профессионального самоопределения старшеклассников и выбора профессии не теряет своей актуальности. Эффективное осуществление профессиональной ориентации является одним из важнейших показателей, залогом будущего трудоустройства молодежи и конкурентных позиций на рынке труда. В связи с этим необходимы социологические исследования, позволяющие выявить различные факторы, влияющие на выбор школьниками конкретных направлений профессии. Цель исследования: выявить стратегии и мотивы старшеклассников в выборе будущей профессии.

По результатам социологического исследования наиболее важными характеристиками будущей профессии и работы для старшеклассников являются: высокий уровень оплаты труда, наличие возможности реализовать себя, возможность карьерного роста, наличие большого количества рабочих мест по данной специальности. При выборе будущей профессии по языку обучения «высокая заработная плата» является одним из важнейших мотивов для учащихся, обучающихся на казахском и русском языках. Определено, что количество образовательных грантов не столь важно для школьников специализированных школ, а для старшеклассников общеобразовательной школы – не менее важно. Большинство старшеклассников уже определились со своей будущей профессией. Это показывает, что их стратегии выбора профессии четко сформулированы. Старшеклассники специализированных школ лучше осведомлены об изменениях на рынке труда и спросе на определенные профессии, чем школьники общеобразовательных школ.

Определение стратегий и мотивов при выборе профессии может быть полезным для образовательных учреждений и руководителей при разработке эффективных стратегий для школьников при будущего выбора профессии и принятия профессиональных решений. Однако эти мотивы могут различаться в зависимости от социально-экономических обстоятельств.

Ключевые слова: старшеклассники, молодежь, профессия, выбор будущей профессии, мотив, стратегия.

Introduction

Despite the renewed curriculum and established connections with higher education institutions, many high school students struggle to link their studies with future careers. As the labor market transforms, the connection between education systems and the job market often remains weak. In this context, implementing effective measures to help students choose their future professions becomes essential, as school is where young people make their first and most important professional decisions.

The world of professions is rapidly changing in response to societal demands and advancements in information and communication technologies. Consequently, the traditional approach of choosing a

single profession for a lifetime is no longer relevant for today's high school students. A list of previously unknown professions has emerged (e.g., IT genetics, bioengineering, intelligent design), while traditional professions (e.g., accounting) are gradually disappearing or undergoing fundamental transformations. Given the rise of new professions, young people must be prepared for the reality that they may need to change careers multiple times throughout their lives.

Numerous studies show that the period of professional self-determination is a psychologically challenging time for many students. Young people view this phase of their lives as difficult, often experiencing anxiety and uncertainty about their future. Today, not all high school students are fully

prepared to make independent career choices. Regardless of their school type or region, students face significant challenges in this process, underscoring the importance of studying this issue. Psychological well-being and professional confidence are influenced not only by external factors but also by internal characteristics and motivations. For instance, high school students' cognitive interests, value orientations, awareness of their abilities and potential, and level of social intelligence all play a crucial role in their career decision-making.

Literature review

There are several researchers who have contributed to the study of students' future career choices. For example, E.A. Danilova presents research findings on career choice and its motivation among school graduates. The study involved 10th and 11th grade students. The survey results indicate that the career choices of school students are highly individualized and based on their personal preferences, interests, and aptitudes. Sixty percent of the graduates have chosen their future professions. The distribution of professions shows that the fields chosen by today's adolescents are those characterized by social interaction and interpersonal communication (Danilova, 2021). Russian scholars Narbut N.P. and Trotsuk I.V., in their work "Life Plans of Russian Students: Hopes and Fears in the Professional Field," examined the life strategies and the professional and educational trajectories of young people (Narbut, Trotsuk, 2014). Additionally, A.A. Onipko, in the work "Self-Determination of High School Students in the Process of Career Choice: A Sociological Analysis," considers sociological approaches to researching the professional self-determination of high school students (Onipko, 2011).

In Turkey, important decisions, such as choosing a future profession, are influenced by cultural factors, including family and close social circles. High school students often lack sufficient and accurate information about themselves and potential careers, which creates difficulties in career selection (Kırdök & Harman, 2018). Blazquez C. and colleagues studied the factors that determine high school students' career preferences using a discrete choice model. The results showed that school type, gender, academic performance, type of work, and parents' education level significantly influence students' career choices. However, these factors may vary depending on the chosen profession and career field. Additionally, the researchers found

that gender, academic achievement, school type, and parental occupation play a crucial role in career selection, with clear gender differences. Boys tend to choose careers in STEM fields, while girls prefer professions in healthcare, education, and the humanities (Blazquez et al., 2024). International researchers have also extensively studied students' career choices, emphasizing the importance of career counseling in schools for students preparing to graduate. Career counseling helps students make informed decisions about their future professions by considering their individual abilities (Maree, 2024). In his research, Maree describes the impact of cultural factors on career choices among youth in South Africa. In these cultures, girls are often expected to choose professions related to household duties, which restricts their ability to select careers based on their interests and capabilities. Additionally, gender discrimination and limited access to education further constrain their career opportunities (Maree, 2020).

In the United States, school counselors assist students in selecting their future careers. This practice originated with the establishment of the American School Counselor Association (ASCA). According to ASCA, school counselors who influence career choices are qualified educators providing professional guidance on career selection and development (ASCA, 2012). In England, the Careers Hubs model is being tested as a career guidance system in schools. This model helps students choose their future professions through eight key indicators. Research findings indicate that career guidance efforts are more effective in hub schools compared to other schools (Percy & Tanner, 2022). Larran and Hein conducted a large-scale study to assess the necessity and significance of school counseling in Eastern and Southeast Asian countries. The study revealed similarities in the need for school counselors, emphasizing the importance of professional training and the necessity of a specialized academic program for training career guidance professionals (Larran & Hein, 2024). Nazareno et al. highlighted the need for a specialized course in schools to help students make the right career choices. This course should focus on helping high school students identify their interests and abilities, guiding them toward informed career decisions (Nazareno et al., 2021). Investing in career guidance programs is crucial. Well-structured and systematic career counseling helps students make informed career choices based on their ambitions, interests, and skills. A comprehensive study of professions and career-related de-

cision-making significantly impacts students’ future employment opportunities and career success (European Commission, 2021).

Domestic researchers Sadyrova M.S. et al. highlight various factors that influence young people’s inability to make the right career choices. Their study reveals that outdated methods, such as standardized counseling sessions and psychological testing, which are still widely used in many schools, are ineffective for determining high school students’ professional preferences (Sadyrova et al., 2024). Additionally, there are differences in career preferences between high school students in urban and rural schools. For example, urban high school students actively seek out extracurricular career guidance programs, while rural students are limited to career guidance activities conducted solely within their schools (Sarsenova, 2024).

Methods and methodology

In 2023 (January-May), a sociological study was conducted in the cities of Astana, Almaty, and Shymkent, which hold national significance, as well as in rural areas of the Almaty, Turkistan, West Ka-

zakhstan, Abai, and Pavlodar regions. The study included both general and specialized educational institutions. The survey method was employed as the primary data collection technique, allowing for the acquisition of objective information on career choice strategies. This approach facilitated the participation of a large number of respondents selected through a sampling process. The sample size consisted of 1,093 respondents, specifically 16- and 17-year-old high school students. The study utilized a quota-stratified multi-stage sampling model. The research objective was to examine the career choice strategies and motivations of 10th and 11th-grade students, considering their school type and language of instruction. The collected data were analyzed using SPSS 22.0 software.

Results and discussion

Career guidance in schools plays a crucial role in shaping students’ professional orientations and preferences. As part of the study, questions were asked regarding high school students’ career choices and their experiences with career guidance programs.

Table 1 – Has Career Guidance Been Conducted at Your School in the Last Two Years? (N=1093)

| № | Answer options | Frequency indicator | With percentage (%) |
|---|--------------------|---------------------|---------------------|
| 1 | Yes, several times | 641 | 58,6 |
| 2 | Once or twice | 375 | 34,3 |
| 3 | Never | 77 | 7,0 |
| | In total | 1093 | 100% |

According to the responses received, career guidance activities are conducted in most schools with varying frequency and consistency. A total of 92.9% of surveyed high school students indicated that career guidance had taken place in their

schools over the past two years. Among them, 58.6% reported attending multiple career guidance sessions. Additionally, a small proportion of schools (7%) do not conduct career guidance activities (table 1).

Table 2 – Frequency of Career Guidance Activities by School Type and Language of Instruction, N=1093

| № | Has career guidance been conducted at your school in the last two years? | by school type | | by language of instruction | |
|---|--|--------------------------|--------------------|----------------------------|---------|
| | | general education school | specialized school | Kazakh | Russian |
| 1 | Yes, several times | 57,2% | 67,5% | 58,6% | 58,8% |
| 2 | Once or twice | 35,0% | 29,8% | 34,2% | 34,4% |
| 3 | Never | 7,7% | 2,6% | 7,2% | 6,8% |
| | In total | 100% | 100% | 100% | 100% |

No significant statistical differences were found when comparing the frequency of career guidance activities across different school types. The overall rate of career guidance implementation was 92.2% in general education schools and 97.3% in specialized schools. However, the percentage of schools

that do not conduct career guidance activities was notably higher in general education schools (7.7%) compared to specialized schools (2.6%). Additionally, no significant differences were observed in the frequency of career guidance activities based on the language of instruction (table 2).

Table 3 – Participation in extracurricular career guidance work by school type, N=1093

| № | What types of career guidance are provided at the school? | by school type | |
|---|---|--------------------------|--------------------|
| | | general education school | specialized school |
| 1 | Independent search and viewing of University presentations, videos, films about the future profession | 24,6% | 24,5% |
| 2 | Individual consultation | 18,4% | 21,9% |
| 3 | Psychological testing | 19,7% | 24,5% |
| 4 | Testing to determine professional preferences | 20,2% | 27,2% |
| 5 | Meetings, events in Kazakhstan colleges | 10,5% | 7,3% |
| 6 | Fairs, meetings with representatives of foreign universities | 6,7% | 6,0% |
| 7 | Events, meetings with students of Kazakhstan universities | 8,1% | 7,9% |
| 8 | Thematic events related to economics or specific professional fields | 3,8% | 1,2% |
| 9 | I did not participate in extracurricular career guidance | 40,0% | 36,0% |

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

The analysis of responses regarding participation in extracurricular career guidance activities revealed that students from different school types choose various methods and formats. Among the most frequently used approaches, the top three include. Watching university presentations, video clips, and self-directed exploration, which is a popular method among both general education (24.6%) and specialized school students (24.5%). At first, career preference tests rank second. 27.2% of specialized school students took a career preference test, compared to only 20.2% of general education school students. This suggests that this type of career guidance is more commonly conducted in specialized schools than in general education schools. Second, psychological testing is the third most common method. 19.7% of general education school students used psychological testing, while the share among specialized school students was 24.5%. Third, some students reported not participating in any career guidance activities. Specifically, 40.0%

of general education school students and 36.0% of specialized school students never attended external career guidance organizations. Thematic events related to economics or specific professional fields were found to be less popular among specialized school students compared to those in general education schools. Only 1.2% of specialized school students had participated in such events in the past two years, whereas the percentage among general education school students was slightly higher at 3.8% (table 3).

A comparative analysis by school type revealed differences in students' independent access to career guidance services. Students from specialized schools were significantly more likely than those from general education schools to utilize career preference tests, psychological testing, and individual counseling services.

Next, by asking the question, "Which professional field do you choose?", we aimed to identify students' preferred career paths.

Table 4 – Preferred Career Fields, N=1093

| № | Which professional field do you choose? | with percentage (%) |
|---|---|---------------------|
| 1 | Natural Sciences | 32,2 |
| 2 | Social and Humanitarian Sciences | 23,5 |
| 3 | Information Technology | 17,3 |
| 4 | Technical Sciences | 16,6 |
| 5 | Foreign Languages | 16,3 |
| 6 | Arts | 12,6 |
| 7 | Law | 10,3 |
| 8 | Economic Sciences | 9,8 |

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

The ranking of responses indicates that natural sciences (32.2%), social and humanitarian sciences (23.5%), and information technology (17.3%) are the most preferred fields among general education students. One in three students wishes to pursue education in natural sciences, one in four in social and humanitarian sciences, and one in five prioritizes information technology. A decline in interest in law and economic sciences has been observed, with only 9.8% of surveyed high school students indicating a preference for careers in economics. Similarly, the arts sector is not a major priority, with only 12.6% of students expressing interest in this field.

Additionally, compared to students in general education schools, those in specialized schools are more informed about labor market changes and demand for professions (45.7% vs. 37.7%, respectively). Specialized school students also rely less on advice from parents, relatives, and friends when choosing a future profession (29.8% vs. 37.4%, respectively) (Table 4).

By school type, students from both general education schools (32.3%) and specialized schools (31.8%) show a strong preference for natural sciences. The next most selected field is social and humanitarian sciences, with 23.1% of general edu-

cation students and 25.8% of specialized school students choosing this area.

The ranking of career field choices among students studying in Kazakh shows a preference for natural sciences (33.8%), technical sciences (20.8%), and social and humanitarian sciences (19.8%). Among Russian-speaking high school students, the most preferred fields are natural sciences (30.4%), social and humanitarian sciences (28.0%), and foreign languages (19.9%). By language of instruction, both Kazakh-speaking (33.7%) and Russian-speaking (30.4%) students prioritize natural sciences. However, technical sciences are chosen by 20.8% of Kazakh-speaking students, while only 11.5% of Russian-speaking students prefer this field. Conversely, 28.0% of Russian-speaking students opt for social and humanitarian sciences, compared to only 19.8% of Kazakh-speaking students.

Regarding motivations for career choice, high school students value the significance of the profession, job type, and employment opportunities. To assess this, students were asked to rank 15 response options on a “level of importance” scale in response to the question: “What is important to you when evaluating a future profession or job type?” The responses were ranked based on their degree of importance.

Table 5 – Motivations for Choosing a Future Profession, N=1093

| № | What is important to you when evaluating a future profession or job type? | very important | not very important | not important |
|---|---|----------------|--------------------|---------------|
| 1 | High salary | 89,6% | 6,2% | 4,2% |
| 2 | Opportunity to work independently | 81,7% | 13,1% | 5,2% |
| 3 | Career growth opportunities | 80,5% | 11,3% | 8,1% |

Continuation of the table

| № | What is important to you when evaluating a future profession or job type? | very important | not very important | not important |
|----|---|----------------|--------------------|---------------|
| 4 | Highly qualified profession, job | 74,4% | 20,8% | 4,8% |
| 5 | Availability of many job opportunities in this field | 67,7% | 22,9% | 9,4% |
| 6 | Affordable tuition fees for the family | 64,7% | 20,1% | 15,2% |
| 7 | Possibility of additional income sources | 64,7% | 17,6% | 17,7% |
| 8 | Availability of numerous educational grants for this profession | 60,8% | 21,7% | 17,5% |
| 9 | Opportunity to establish beneficial connections | 60,8% | 23,2% | 16,0% |
| 10 | Family's ability to support future career | 59,9% | 25,2% | 22,0% |
| 11 | Socially significant profession | 59,0% | 25,5% | 15,5% |
| 12 | Parents' preference | 56,7% | 19,9% | 23,3% |
| 13 | Opportunity to manage and lead | 55,3% | 26,3 | 18,5 |
| 14 | High social status in society | 49,0 | 28,1 | 22,9 |
| 15 | Ability to study in the home region or city | 45,0 | 26,1 | 28,9 |

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

According to the study results, the top five factors that respondents consider very important are: high salary (89.6%), opportunities for self-realization (81.7%), opportunities for career growth (80.5%), a highly qualified profession (74.4%), and high demand for jobs in this specialty (67.7%). As we can see, material factors are the primary motivation for high school students when choosing a future profession.

The following five important parameters are: affordable tuition fees for the family – 64.7%, additional income – 64.7%, availability of educational

grants in this specialty – 60.8%, effective connections – 60.8%, and family support for a future career – 59.9%.

The last five important characteristics of the chosen future profession and type of activity are: socially significant activity – 59.0%; parental preference – 56.7%; management opportunities – 55.3%; high status in society – 49.0%; and obtaining an education in the region and city of residence – 45.0%. As you can see, motives such as social status, career, and the preferences of society and family are prominent (Table 5).

Table 6 – Motives for choosing a future profession by school type, N=1093

| № | What is important to you when assessing the future profession, type of activity ? | very important | | not very important | | not important | |
|---|---|--------------------------|--------------------|--------------------------|--------------------|--------------------------|--------------------|
| | | general education school | specialized school | general education school | specialized school | general education school | specialized school |
| 1 | High wages | 89,7% | 88,7% | 6,4% | 5,3% | 3,9% | 6,0% |
| 2 | The ability to work independently | 81,0% | 86,1% | 13,6% | 9,9% | 5,4% | 4,0% |
| 3 | Career opportunities | 80,4% | 81,5% | 11,4% | 11,3% | 8,2% | 7,3% |
| 4 | Highly qualified profession, job | 75,2% | 69,5% | 20,4% | 23,2% | 4,5% | 7,3% |
| 5 | Availability of many jobs in this specialty | 69,3% | 57,6% | 22,1% | 27,8% | 8,6% | 14,6% |
| 6 | Affordable tuition for the family | 66,5% | 53,6% | 20,1% | 20,5% | 13,5% | 25,8% |
| 7 | Availability of an additional source of income | 65,8% | 57,6% | 17,0% | 21,2% | 17,2% | 21,2% |

Continuation of the table

| № | What is important to you when assessing the future profession, type of activity ? | very important | | not very important | | not important | |
|----|--|--------------------------|--------------------|--------------------------|--------------------|--------------------------|--------------------|
| | | general education school | specialized school | general education school | specialized school | general education school | specialized school |
| 8 | The availability of many educational grants in this field | 62,0% | 53,6% | 21,2% | 24,5% | 16,8% | 21,9% |
| 9 | The ability to establish effective connections | 62,2% | 51,7% | 22,2% | 29,8% | 15,6% | 18,5% |
| 10 | The family's ability to help with a future career | 54,2% | 44,4% | 24,3% | 30,5% | 21,4% | 25,2% |
| 11 | Type of socially significant activity | 58,7% | 60,9% | 25,7% | 24,5% | 15,6% | 14,6% |
| 12 | Parental preferences | 58,0% | 49,0% | 20,0% | 19,9% | 22,1% | 31,1% |
| 13 | Allows you to manage | 55,2% | 55,6% | 25,6% | 30,5% | 19,2% | 13,9% |
| 14 | Gives a high status in society | 48,2% | 54,3% | 29,0% | 22,5% | 22,8% | 23,2% |
| 15 | Studying at higher education institutions located in their region or city of residence | 46,8% | 33,8% | 26,5% | 23,2% | 26,6% | 43,0% |

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

If we rank the motives by importance, three primary factors were identified in choosing a future profession. For both general and special school students, the main factors are career opportunities, high wages, and the ability to work independently. The second most important factors are a highly qualified profession, the availability of many jobs in this field, and affordable tuition fees for families. The next three factors are the availability of an additional source of income (65.8% / 57.6%), the availability of many educational grants in this field (62.0% / 53.6%), and the ability to establish effective connections (62.2% / 51.7%).

Regarding the importance of affordable tuition fees for families, 66.5% of general school students rated it as “very important”, compared to 53.6% of special school students. When analyzing the “not important” motives, significant differences were observed by school type. For instance, the motive of “affordable tuition for the family” is not very important for 25.8% of special school students, while only 13.5% of general education students share this view. Therefore, for general school students, the amount of tuition fees is more significant for their parents than it is for special school students.

The large number of educational grants for the chosen specialty is deemed “very important” by 62.0% of general school students, while for special school students, this figure is 53.6%. Among those who consider it “not important”, 21.9% of special

school students do so, compared to 16.8% of general school students. While the majority of special school students (43.0%) believe that studying at higher education institutions located in their region or city of residence is not an important motive, this figure is significantly lower for general school students (26.6%). General school students are more likely to plan to study at a higher education institution located in their city of residence (Table 6).

In the analysis of the data obtained, the most important motive for choosing a future specialty based on the language of instruction is “high salary” for students studying in Kazakh (89.8%) and Russian (89.3%). In second place is “career growth opportunities” for students studying in Kazakh (80.2%) and Russian (81.0%).

The motive of having many job prospects in the chosen specialty is very important for 72.0% of students studying in Kazakh, while this percentage is lower for students studying in Russian (62.6%). This motive is not important for 7.4% of students studying in Russian, while 11.1% of students studying in Kazakh indicated that it is not important. This suggests that for high school students studying in Kazakh, having job opportunities in their chosen specialty is a more significant motive than for those studying in Russian. For students in Kazakh-language schools (49.8%), the opportunity to receive an education in the city or region where they live is important. The availability of educational grants as

a factor in choosing a future profession is more significant for high school students studying in Kazakh (64.4%) than for those studying in Russian (56.5%).

To determine how many high school students intend to become state education grant holders, the question “Do you make efforts to receive a state education grant?” was asked. More than

half of the respondents (61.7%) indicated that they are making efforts to become state education grant holders. While 4.7% of high school students stated that they study in a paid department, 3.2% of respondents expressed that they do not expect to receive a state education grant, as they plan to study abroad.

Table 7 – Intention to become a holder of a state educational grant, N=1093

| № | Do you make efforts to receive a state education grant? | by school type | | by language of instruction | |
|---|---|--------------------------|--------------------|----------------------------|--------------------|
| | | general education school | specialized school | general education school | specialized school |
| 1 | I am doing my best to become a state education grant recipient | 62,2% | 58,3% | 65,9% | 56,5% |
| 2 | Yes, I am trying, but it is not important to me, | 12,5% | 18,5% | 12,1% | 14,9% |
| 3 | Yes, but I don't think becoming a state education grant recipient based on my performance | 10,6% | 9,3% | 8,6% | 12,7% |
| 4 | No, I'm not making the necessary effort | 6,8% | 4,0% | 6,0% | 6,8% |
| 5 | No, I don't need a grant, study in a fee-paying department | 4,6% | 5,3% | 3,7% | 5,8% |
| 6 | No, because I am going to study abroad | 3,0% | 4,6% | 3,2% | 3,2% |
| | No, because I have no plans to continue studying further | 0,3% | 0,0% | 0,5% | 0,0% |
| | In total | 100,0% | 100,0% | 100,0% | 100,0% |

Now, when analyzing the data by school type and language of instruction, the proportion of high school students in general education schools who answered, “I am doing my best to become a state education grant recipient” (62.2%) is significantly higher than that of students in special schools (58.3%). While 18.5% of special school students responded, “Yes, I am trying, but it is not important to me,” only 12.5% of general school students provided the same response. Additionally, 5.3% of general school students and 4.6% of special school students noted that they study in a fee-paying department. For general school students, becoming a state education grant recipient is important.

Winning a state education grant is much more important for students in Kazakh-language schools (65.9%) than for those in Russian-language schools (56.5%). Furthermore, 12.7% of Russian-language students and 8.6% of Kazakh-language students admitted that they are not confident in their chances of becoming a state education grant recipient based on their performance (Table 7).

Conclusion

The analysis of the results made it possible to identify the following groups of motives influencing high school students' choice of future professions.

Material Motives. One of the main motives is the pursuit of a good salary and financial stability. Many high school students strive to choose a profession that ensures a decent standard of living, meets their needs, and provides financial security for the future. According to the study, the majority of high school students (89.6%) consider a high salary to be an important factor when selecting a profession. In terms of language of instruction, “high salary” is a particularly significant motive for students studying in both Kazakh (89.8%) and Russian (89.3%). For students in general education schools (89.7%) and specialized schools (88.7%), the primary motivation for choosing a future profession is the potential for a high salary and the opportunity for self-employment. **Field of Work and Career Direction.** Some high school students focus on specific professional

fields that interest them. One in three high school students wants to pursue education in the natural sciences, one in four prioritizes social and humanitarian sciences, and one in five prefers information technology. When analyzing students' choice of profession by school type, there were no significant differences, as high school students primarily preferred natural sciences, social and humanitarian sciences, and information technology. However, in terms of language of instruction, Kazakh-speaking students prioritized natural sciences, technical sciences, and social and humanitarian sciences. Meanwhile, Russian-speaking high school students ranked their professional preferences as natural sciences, social and humanitarian sciences, and foreign languages. The study also revealed that interest in law and economics-related professions among today's youth is relatively low.

Interest in the Profession. Many high school students choose professions that interest them and bring satisfaction. In the future, they strive to engage in activities they enjoy. Interest in a profession may be linked to personal abilities and experiences. The majority of high school students have already decided on their future profession, indicating that their career choice strategies are well-structured. When selecting a future profession, students in Kazakh-language schools (49.8%) consider the availability of educational opportunities in their city or region important. Additionally, Kazakh-speaking high school students place greater importance on job availability

in their chosen field compared to their Russian-speaking peers.

Opportunities and Resources. Some students choose professions based on available opportunities and resources. For example, they select universities that offer quality education with affordable tuition fees. In this case, career choice is pragmatic and based on realistic opportunities. Compared to students in specialized schools, those in general education schools view university tuition fees as a significant factor. While the number of available scholarships is not a major concern for specialized school students, it is crucial for general education school students. The availability of government-funded scholarships in a chosen field is a more important motivator for Kazakh-speaking students (64.4%) than for Russian-speaking students (56.5%). Analysis of the collected data suggests that general education students primarily rely on state scholarships, whereas specialized school students focus on their personal abilities and opportunities.

The study results show, that specialized school students make greater use of psychological testing and individual career counseling services compared to general education students.

In conclusion, today's youth quickly adapt to new social changes. When choosing a future profession, high school students' motivations and strategies vary based on their type of school and the language of instruction. These choices are largely influenced by their intellectual abilities and potential.

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GENDER INEQUALITY AND EDUCATIONAL ASPIRATIONS OF WOMEN FROM ETHNIC COMMUNITIES: THE CASE OF TAJIK WOMEN FROM THE TURKESTAN REGION

Gender inequality in education and professional development remains a pressing issue in modern society, especially among ethnic communities. This study analyzes the educational and career opportunities of Tajik women in the Turkestan region of Kazakhstan. The aim of the study is to examine the influence of traditional, Soviet and Western discourses on gender roles, educational aspirations and professional opportunities of Tajik women.

The methodology of the work is based on a qualitative approach, including narrative interviews and observations of the objects of study. The opinions of more than 16 respondents, represented by women of the Tajik ethnic group of different ages, levels of education and social status, were analyzed. The obtained qualitative data were processed using MAXQDA software.

The main findings of the study show that Tajik women face limitations related to traditional gender roles and the specifics of their ethnocultural environment. Despite the desire to provide their children with an education, social and financial barriers remain serious obstacles. The influence of family expectations, cultural traditions and socio-economic conditions limits their professional and educational prospects.

The work contributes to the study of gender inequality, demonstrating the complexity of the interaction of cultural discourses in the formation of women's social roles. The practical significance of the study lies in the possibility of understanding barriers in education and in the professional realization of Kazakhstani women in general, using the example of Tajik women and in the development of opportunities aimed at increasing the level of education and social status of women to implement gender equality in Kazakhstan.

Key words: gender inequality, education, ethnic communities, career, Tajik ethnicity, women.

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Этникалық қауымдастықтардағы әйелдердің гендерлік теңсіздігі және білім беру ұмтылыстары: Түркістан өңіріндегі тәжік әйелдерінің мысалында

Қазіргі қоғамда, әсіресе этникалық қауымдастықтар арасында білім берудегі және кәсіби қызмет көрсетудегі гендерлік теңсіздік өзекті мәселе болып қала береді. Бұл зерттеу Қазақстанның Түркістан облысындағы тәжік әйелдерінің білім алу және мансаптық мүмкіндіктерін талдауға арналған. Зерттеудің мақсаты – дәстүрлі, кеңестік және батыстық дискурстардың тәжік әйелдерінің гендерлік рөлдеріне, білім алу ұмтылыстарына және кәсіби мүмкіндіктеріне әсерін зерттеу болып табылады.

Жұмыс әдістемесі әңгімелеу сұхбаттары мен зерттеу объектілерін бақылауды қамтитын сапалы тәсілге негізделген. Жасы, білім деңгейі мен әлеуметтік жағдайы әртүрлі тәжік ұлтының әйелдерінен құралған 16-дан астам респонденттердің пікірлері талданды. Алынған сапалы деректер MAXQDA бағдарламалық құралының көмегімен өңделді.

Зерттеу нәтижелері тәжік әйелдерінің дәстүрлі гендерлік рөлдерге және олардың этномәдени ортасының ерекшеліктеріне байланысты шектеулерге тап болғанын көрсетеді. Балаларына білім беруге ұмтылғанына қарамастан, әлеуметтік және қаржылық шектеулер басты кедергілер болып қала береді. Отбасылық үміттердің, мәдени дәстүрлердің және әлеуметтік-экономикалық жағдайлардың әсері олардың кәсіби және білім беру мүмкіндіктерін шектейді.

Жұмыс әйелдердің әлеуметтік рөлдерін қалыптастырудағы мәдени дискурстардың өзара әрекеттесуінің күрделілігін көрсете отырып, гендерлік теңсіздікті зерттеуге үлес қосады.

теудің практикалық құндылығы тәжік әйелдерінің мысалында жалпы қазақстандық әйелдердің кәсіби іске асыру мен білім берудегі кедергілерді түсіну үшін пайдалы болып келеді. Сондай-ақ, зерттеу әйелдердің білім деңгейі мен әлеуметтік мәртебесін арттыру арқылы Қазақстанда гендерлік теңдікті жүзеге қамтамасыз етуге бағытталған мүмкіндіктерді әзірлеуді көздейді.

Түйін сөздер: гендерлік теңсіздік, білім, этникалық қауымдастықтар, мансап, тәжік этносы, әйелдер.

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Гендерное неравенство и образовательные устремления женщин из этнических сообществ: на примере таджикских женщин Туркестанского региона

Гендерное неравенство в образовании и профессиональной реализации остается актуальной проблемой в современном обществе, особенно среди этнических сообществ. Настоящее исследование посвящено анализу образовательных и карьерных возможностей таджикских женщин в Туркестанском регионе Казахстана. Целью исследования является изучение влияния традиционных, советских и западных дискурсов на гендерные роли, образовательные устремления и профессиональные возможности таджикских женщин.

Методология работы базируется на качественном подходе, включающем нарративные интервью и наблюдения за объектами исследования. Были проанализированы мнения более 16 респонденток, представленных женщинами таджикской этнической группы разного возраста, уровня образования и социального положения. Полученные качественные данные были обработаны с использованием программного обеспечения MAXQDA.

Результаты исследования указывают, что таджикские женщины сталкиваются с ограничениями, связанными с традиционными гендерными ролями и особенностями их этнокультурной среды. Несмотря на стремление дать своим детям образование, социальные и финансовые барьеры остаются серьезными препятствиями. Влияние семейных ожиданий, культурных традиций и социально-экономических условий ограничивает их профессиональные и образовательные перспективы.

Работа вносит вклад в изучение гендерного неравенства, демонстрируя сложность взаимодействия культурных дискурсов в формировании социальных ролей женщин. Практическая ценность исследования заключается в возможности понимания барьеров в образовании и в профессиональной реализации казахстанских женщин в целом, на примере женщин-таджичек и в разработки возможностей, направленных на повышение уровня образования и социального статуса женщин для осуществления гендерного равенства в Казахстане.

Ключевые слова: гендерное неравенство, образование, этнические сообщества, карьера, таджикский этнос, женщины.

Introduction

Social inequality refers to the unfair or uneven distribution of resources and opportunities among members of society (Koh, 2020), which is determined by their availability. Gender inequality, including in the educational sphere, remains a pressing issue in both developed and developing countries (Zajda, 2022). These issues continue to play a key role in the context of human development and sustainable economic growth.

In the context of accelerating digitalization, which creates risks of digital and other forms of inequality, the quality and accessibility of education at all levels are of particular importance. Kazakhstan ranks 76th among 146 countries with an

index of 0.710, which reflects significant progress in achieving gender equality. The highest indicators are noted in the field of education, where the index reaches 0.999, indicating full equality. At the same time, in the field of economic participation and opportunity, the results are less impressive, with an index of 0.751 (Global Gender Gap report 2024 Briefing)

Gender inequality in education can reduce the overall level of human capital in a society, reduce the positive externalities of education (Karimah & Susanti, 2022), increase income inequality (Badriah & Istiqomah, 2022), and slow economic growth (Ezekwe & Enweani, 2019). At the same time, eliminating gender inequality in education contributes to the growth of real GDP per capita (Esen & Seren,

2022) and increases economic productivity (Ben Saâd & Assoumou-Ella, 2019). In this regard, one of the Sustainable Development Goals is defined as “Achieve gender equality and empower all women and girls” (Leal Filho et al., 2022). According to the “3E” concept of the Organization for Economic Cooperation and Development, education is a key factor in the empowerment of women, along with employment and entrepreneurship (OECD, 2014a).

The relevance of this article is due to several factors. Firstly, Kazakhstan is a country with a multinational population, where Tajiks, like representatives of other ethnic groups, comply with some of the community requirements, especially in the southern regions. At the beginning of 2024, 55,1913 Tajiks live in Kazakhstan, which is 0.3% of the total population of the republic. The majority of Tajiks live in rural areas (72%), namely in the Turkestan region 70.4% of people. Most of them live in the Maktaaral (15,228 people), Zhetysay (12,410 people) and Saryagash (9,491 people) districts (Population, 2024). Tajiks in Kazakhstan are known for having many children, however, it is worth noting that large families are typical not only for certain ethnic groups, but also for various ethnic groups in the southern regions (Kim G., 2024). Tajiks were chosen for interpretation in this article as one of the many ethnic communities of Kazakhstan, however, this does not mean that problems of access to education and professional development are typical only for this ethnic group, such features are also present in the indigenous Kazakh population. Tajik women, living mainly in the south of Kazakhstan, occupy an important place in the country’s economy due to their role in agricultural production. As representatives of the “melon people,” they are actively engaged in the cultivation of melons, such as watermelons and melons, which contributes to the development of the agricultural sector and provides a significant volume of the country’s exports. However, despite their contribution to the economy, Tajik women often remain outside corporate structures and formal employment, which limits their opportunities for social and professional development.

Secondly, Kazakhstan is actively implementing programs to promote gender equality and support communities. However, the lack of data on the special education and career opportunities of women from different ethnic groups makes it difficult to monitor and evaluate the effectiveness of these programs. The example of Tajik women can be used to examine the common problems faced by women of many ethnic groups living in Kazakhstan. Re-

search into such cases allows us to identify barriers and offer universal recommendations for improving access to education and professional development, benefiting various groups in society.

Thirdly, Tajik women, as representatives of the community, face gender inequality. Traditional norms, the role of women in the family, as well as economic and language barriers can limit their opportunities for education and professional growth. Research on this topic is important for understanding how cultural and gender characteristics affect the social mobility of women from communities.

Literature review

Kazakhstan has a unique combination of historical and contemporary cultural influences that shape gender role expectations. First, traditional culture, which intertwines nomadic and Islamic elements, has a significant influence. In nomadic culture, men and women were seen as equal participants in public life, sharing responsibilities for raising livestock, managing migration, and, when necessary, participating in military action or tribal leadership (Balgabayeva et al., 2016). These traditions are complemented by Islamic influences, as Kazakhs adopted Islam in the 12th century, although their religious practices remain moderate (Balgabayeva et al., 2016; Louw, 2007). Most women do not adhere to strict Islamic norms, such as wearing the hijab (Zhandossova, 2024).

The second major influence comes from Soviet ideology, which continues to leave its mark on the country’s life and political views. Soviet gender equality policies encouraged women’s participation in the economy, viewing them as an important part of the workforce. Women were provided with social guarantees, such as long maternity and childcare leave, but their access to leadership positions and decision-making was limited (Werner, 2003; Kandiyoti, 2007).

The third cultural influence is related to globalization processes and the spread of Western liberal values. These trends have contributed to the growth of women’s expectations regarding career development, equal wages and working conditions, but have also brought with them problems related to sexism and stereotypes transmitted through popular culture (Kandiyoti, 2007).

The combination of traditional, Soviet and Western values creates unique conditions that influence women’s choice of education and career path. However, the nature of this influence remains un-

derstudied. The study of these processes is important not only for Kazakhstan and Central Asia, but also for global theory devoted to issues of gender equality, education and employment. In a context of increasing globalization and cultural interaction, many women in different countries are confronted with a similar combination of influences that shapes their experiences in unique yet universal ways.

Gender role theory (Eagly, 1987) suggests that people engage in activities that conform to their culturally defined gender roles. According to social role theory, societal expectations about the roles of women and men are transmitted through the process of socialization (Eagly & Wood, 2011). Young women are socialized into gender role expectations and are raised to conform to expectations about their social roles (Eagly & Wood, 2011). Such gender role beliefs exist in society, contribute to the formation of certain norms and practices of socialization and encourage people to conform to these norms (Eagly & Wood, 2011). The impact of social roles and expectations on decisions about balancing work and family life. The study found that women often experience increased pressure to balance career and family responsibilities, which can affect their professional choices and career prospects. This suggests that societal expectations of gender roles and family responsibilities influence individual decisions and career advancement opportunities (Greenhouse A., 2016). The importance of social role theory in explaining gender differences in career achievement and in developing interventions that promote gender equality in careers. Social role theory examines the influence of social norms and stereotypes on people's behaviour and choices, providing a framework for analysing career differences between men and women (Koenig R, 2011) Translated with DeepL.com (free version) According to societal gender roles, men are associated with more powerful work positions, and women are associated with a domestic role and less powerful work (Kagazbekova, 2020).

Gender theory of organization suggests that the culture of any organization is not gender-neutral and that the formation of social and organizational structures and logics in organizations is based on a deep process of genderization (Acker, 1990). Through this organizational culture, women are often discriminated against because they occupy less powerful positions.

Research demonstrates that gender inequality in education also manifests itself in the professional sphere through the 'glass ceiling' effect. Shows that entrenched social and gender role expectations

perpetuate stereotypes that limit women's career advancement, even in the presence of high levels of education (Eagly & Wood 2011).

According to the theory of equal opportunity, the level of income, health and education depended on circumstances beyond the control of the individual and on the efforts that were within his or her responsibility. Initially, the theory of equal opportunity was developed within the framework of social philosophy, until D. Ramos (Ramos, 2016) proposed the introduction of a mathematical formula, which contributed to the development and application of quantitative methods. A new technique for assessing opportunities was also developed by F. Ferreira and D. Gignoux (Ferreira, Gignoux, 2014).

Many researchers believe that gender inequality will decrease with economic growth. N. Forsythe explained the differences between men and women by differences in human capital, wage levels and employment. (Forsythe, 2000) According to E. Boserup, the gender gap widens at the initial stage of economic development, but it decreases over time as a country's economy strengthens. However, economic growth alone is not enough – changes in the political sphere are also needed, as early stages of economic development are often accompanied by gender bias. (Boserup, 1970) Gender inequality is largely determined by patriarchal family structure, wage differentials and unequal distribution of property, and economic growth does not always have a positive impact on these factors.

Thus, K. Barone and L. Ruggera (Barone, Ruggera, 2018), when studying the factors that influence the acquisition of education, taking into account different opportunities that are not always equal for individuals, identified effects that they described as primary and secondary. According to researchers, the primary effect is influenced by the social status of the family (1. economic factor; 2. cultural and educational factor). The secondary effect is when the transition to a new educational level is correlated with the social background. And the influence here is exerted by: 1. The economic factor – the costs of education and 2. The psychological factor – the education of the parents is a certain point that the child wants to reach (Beimishева, 2023)

Methods and methodology

The study is based on a qualitative method, which is used in the context of the limitations of existing research on the topic under consideration. A qualitative approach is also indispensable when

studying new, little-studied issues that are difficult to fit into a strict theoretical framework, the boundaries of specific or group choices (Baltacı, 2019). The qualitative method is used when the study of the object includes subgroups about which it is impossible to obtain detailed information (for example, gender, age or place of residence). In this case, the choice of a qualitative approach is due to the fact that the research problem has not previously been considered comprehensively and systematically in Kazakhstan. Given the specificity and small size of the groups studied, this method turned out to be the most effective for conducting field research.

The data for the analysis were obtained within the framework of the project of the Ministry of Science and Higher Education AR14870213 “Women from Ethnic Communities as a Channel for Reproduction and Formation of a National Project and Ethnic Identity (on the Example of the Turkestan Region and Shymkent city)”. The object of the study were women over 18 years of age of the Tajik ethnic group in the Turkestan region with experience in raising children.

The study used narrative in-depth interviews and sociological observation. Narrative interviews are unstructured, in-depth tools with different characteristics, conditioned by the respondent’s life history and cross-sectional analysis of the situational context. This is an interview that encourages the interviewer to convey important events in the informant’s life and social context. In this method, based on the idea of reconstructing social events based on the informants’ perspective, the interviewer’s influence on the conversation is minimal (Muylaert, 2014).

More than 100 women from ethnic communities took part in the study. In this article, we want to provide an interpretation of the data of Tajik women (16 in-depth narrative interviews). Before the interview, informants were provided with information on the topic and objectives of the study, voluntary participation. The participants were explained the conditions of anonymity, confidentiality of their data and were guaranteed their use exclusively for scientific purposes. The interview was conducted in a semi-structured format based on a prepared preliminary and adapted guide. The duration of each interview ranged from 1 to 1.5 hours. The MAXQDA software designed for qualitative data analysis was used to process the data. This program was used to systematize, identify key narratives and interpret them.

Results and discussion

Education and occupation of Tajik women

As actors and beneficiaries, women are included in the processes of institutionalization of society. They are at both ends of this process. In this regard, the education system is of great importance. The sample of the sociological study also included women with different levels of education and occupations. The majority of Tajik women have secondary education (63%), and only 31.25% of informants have higher education.

Tajik women interviewed were employed in teaching, trade, medicine and other services; 6 out of 16 respondents were housewives. Most of the women interviewed said that they directly linked their development and the development of their children with education.

Мўғаліммін. Тәрбиеші болып істедім. Қазір зерттеуші, информатика пәнінен сабақ беремін. Жоғары білімім бар. (Translation: I am a teacher, I used to work as a kindergarten teacher. Now I am a researcher, I teach computer science. I have a higher education).

Tajik woman, 41 years old, teacher

Білімім жоғары универде оқығанмын. Сырдарияда оқығанмын осы жақта, ағылшын тілі пәнінің мұғалімімін. (Translation: I have a higher education in the English language teacher specialty. I studied at the Syrdarya University, which is located in our region).

Tajik woman, 29 years old, teacher

The majority of the population of mono-ethnic settlements prefer religious education in madrasahs as the most significant form of education, rather than higher education itself. During the interviews, there were also cases where families, especially older members, were against women’s education. However, despite all such prohibitions, despite internal rules and traditions, there are Tajik women who plan to educate their children.

Observing the situation, it can be noted that the majority of Tajik women are still deprived of the opportunity to get an education. Social structures and family attitudes in society limit women’s rights. Currently, one of the local opportunities to get secondary education is probably studying in the state language of one’s country or, at least, studying one’s native language as an optional course within

the school curriculum. It is worth noting that there are schools with Tajik as the language of instruction in Kazakhstan, mainly located in the Turkestan region. In addition, educational institutions with a multilingual focus have opened classes in which instruction is conducted in Tajik (Otar E., 2024).

Planning for children's future

Tajik women discuss the future with their children, especially in terms of career choices. Mothers encourage their children's ambitions and emphasize the need for education. For example, daughters are encouraged to pursue higher education. According to the informants, this will provide them with stability and confidence in the future.

«Жоқ, мен кішкене қызыма айтамын да, егер сен жақсы оқысаң, егер де мектепті жақсы 5-пен бітірсең, медик, невропатолог боласың». (Translation: I tell my youngest daughter that if you study well and graduate from school with straight A's, you will become a neurologist).

Tajik woman, 35 years old, housewife

«Болашағы туралы, және сен тәрбиелі болсаң анандай боласың, не оқуға кіресің және өз ақылымызды айтамыз». (Translation: We talk about the future, we say that you need to become educated, you need to study a lot, we give our advice).

Tajik woman, 44 years old, cleaner

In interviews with Tajik women, it can be noted that they mostly direct their children to traditional professions, such as teachers, doctors and nurses. According to women of the Tajik ethnic group, some girls want to become teachers, inspired by the example of their school teachers, who “dress beautifully and wear heels.” There is also a desire to become nurses and doctors, with the goal of taking care of their parents' health in the future. Tajik women support their children's aspirations for such professions, although sometimes they suggested more applied specialties, such as cooking. Families also support the choice of professions by children, but mothers also have their own preferences.

«Мына қыз мұғалім боламын дейді. Анау мектепте мұғалімдер әдемі болып жүреді дейді. Каблуктарымен тоқылдатып жүреді, әдемі болып дейді. Анау медсестра боламын дейді. Доктор боламын дейді де. Сізге қараймын ауырып қалмасыншы мамам деп». (Translation: This daughter wants to become a teacher. She says: “At

school, teachers walk around looking beautiful in heels.” The second one wants to become a nurse, a doctor. She says: “I will look after you so that you don't get sick.”).

Tajik woman, 31 years old, self-employed

In addition, mothers emphasize the importance of moral education and hard work, convincing children that future success will largely depend on their upbringing and hard work.

Assessing the potential for self-realization

Women note the availability of opportunities for self-realization in Kazakhstan, which in turn shapes their positive attitude towards the country. They are confident that they can achieve success using the provided social and economic resources. For them, Kazakhstan is a country that creates conditions for personal and professional growth. Women also stress the importance of a stable socio-economic environment that contributes to their confidence in the future. They note that reforms in education, health care and social security give them more opportunities to improve their quality of life. Many respondents pin their hopes on the development of the regions where they live and believe that investment in infrastructure and education in rural areas can significantly improve conditions for their families.

«Көптеген мүмкіндіктер берілген негізі, пайдалана білсе. (Translation: In general, there are many opportunities if you know how to take advantage of them)».

Tajik woman, 29 years old, teacher

«Барлығы жақсы жағынан өзгеріп жатыр. (Translation: Everything is changing for the better)».

Tajik woman, 41 years old, teacher

Socioeconomic barriers to education

Almost every Tajik woman rightfully states that she would be ready or dreams of doing everything possible to give her children an education, but financial and other factors limit such opportunities. Tajik women note financial limitations as the main problem in obtaining an education. Women spoke quite a lot about their concerns about not being able to afford their children's education, especially when it comes to enrolling in schools in larger cities or studying for long periods of time. This highlights how important it is for families to balance their

needs with their children's educational opportunities.

«Жоқ қарсы болмас еді, просто ақшамыз жоқ еді. «Сен оқып тұрсаң басқа ақша қалмайды үйде, сендер не жейсіңдер?» деп жылап қойды да мама. Басқа күшім жетпейді. (Translation: No, I wouldn't mind, we just don't have the money. "If you study, there won't be any money left to live on," Mom cried as she said this. I have no more strength)».

Tajik woman, 45 years old, housewife

However, obtaining a higher education does not always guarantee employment, since there is a shortage of jobs in some areas in the village. The preference for choosing professions related to education and medicine is probably due to the fact that the employment rate in these areas is higher compared to other industries.

«5 жыл болып жатыр дипломын алғанмызға, бірақ «жұмыс жоқ» деп үйде ол, диханшылық істеп жатыр. Жұмыс жоқ мектепте. Келін алдық, оқыған, жұмыс істеп жатыр мектепте. (Translation: My daughter got her diploma 5 years ago, but she doesn't have a job and sits at home, doing farming. My son got married, my daughter-in-law has a higher education diploma, now she works at a school)».

Tajik woman, 49 years old, housewife

Thus, it can be assumed that young Tajik girls, having received secondary/higher education, return to their native village, however, they do not find work there. Moving to another region for the purpose of employment is not supported by the family, and they have no choice but to stay where the elders are, then they almost immediately get married, start a family, and become involved in the household.

Resources and opportunities for education

Some Tajik women are willing to send their children to study in other cities if the opportunity arises. Most often, this concerns cities such as Shymkent, Zhetysay and Almaty, which are seen as resource centers that provide greater opportunities for education. In this case, the importance of going beyond the local environment for their children to receive a better education is noticeable.

«Өзімізде, Жетісайда. Сол жеткілікті. ...Басқа жаққа неміз жоқ біздің, осы Алматы, Астана, Шымкент болса, болады. (Translation:

What we have in Zhetysay is enough for us. We can also go to Almaty, Astana and Shymkent. We have no other options)».

Tajik woman, 49 years old, housewife

Tajik women's adherence to traditional gender roles and social norms has a significant impact on their decisions regarding their children's education and future. Tajiks send their male children to northern regions under the Serpin program. However, according to mothers, Tajik girls do not find the program effective because there are few or no young people of their nationality in the northern regions, making it difficult to find a partner for marriage. Women tend to be extra cautious when it comes to their daughter's education and relocation. In this regard, it is more likely that girls will be under the guardianship of relatives, which will give them the opportunity to study in other cities while remaining in a safe family environment. For example, when the question arises about sending a girl to study in another city, preference is given to those who have relatives to ensure safety and control.

«Сол туысқандарға жіберіп оқытады ма? (про отца). – Иә. Олар қарап отырады. Біз қасына барып отырамыз. Сонымен өзімізді-өзіміз алдан отырмыз. (Translation: – Also sends them to study with relatives? (about father) – Yes, they will look after them, sometimes we ourselves will be there. This is how we console ourselves)».

Tajik woman, 30 years old, cleaner

There are practices of Tajik youth going to Tajikistan to receive pedagogical and medical education. At the same time, there are few mothers who are ready to support studies abroad on a grant, which indicates the presence of ambitions and a desire to expand horizons for their daughters, but always with an eye on social expectations. Education of daughters is seen not only as a means of professional growth, but also as a tool for raising their status in society, especially if they can study abroad.

«Енді ол жаққа оқытатын не жоқ-ау. ...Иә болады ғой грант болып не қылып жатса... Жоқ, қарсылық жоқ. (Translation: Well, there is no such opportunity to study abroad, but if I get a grant, then I wouldn't be against it)».

Tajik woman, 31 years old, self-employed

Gender differences in approaches to education

The interviews revealed significant differences in the approaches to the upbringing and educa-

tion of girls and boys. Girls are brought up under stricter restrictions regarding their movement and social activity, while boys are given greater freedom.

In addition, girls are prepared from an early age to be wives and mothers. Their upbringing emphasizes learning household responsibilities such as cooking, cleaning, and caring for the family. In some cases, girls receive religious education, but access to higher education may be limited due to parents' beliefs that a woman's primary role is to be a mother and keeper of the home. Some Tajik informants express their willingness to support their daughters' education, but the issue of marriage remains important, after which the decision about their future life and relocation will depend on the husband.

«Енді ол күйеуі болғаннан кейін, тұрмысқа бергеннен кейін оның несі, сол күйеуі толықтай жауап береді. (Translation: After marriage, her husband is fully responsible for her, since he is the legal spouse)».

Tajik woman, 29 years old, teacher

Boys enjoy greater freedom, and their education is often seen as a way to prepare them for leadership and economic independence. Mothers see them as the future of their families and communities, so they are less concerned about controlling their movements and decisions about further education. Expectations for boys are more optimistic and are related to their ability to return to their hometown after completing their education to develop a business and support the local economy. This reflects the strong desire of women to see their sons as leaders who can not only improve the lives of their families but also contribute to the development of their home region.

«Бітірген соң осы ауылға қайтып келе ме? – Иә, осы ауылға қайтып келеді. ...Осы ауылда бизнес қыламын дейді. «Мама сен үлкен ақша тапсаң вулканизация ашамын, ауылды көркейтемін». Біздің ауылда ештеңе жоқ бір мойка ғана бар. Бизнес бастайын деп жатырық, әрекет қылып жатырық, бірақ болмай жатыр... (Translation: – Will he come back to this village after finishing his studies? – Yes, he wants to come back to the village. He wants to open a business here. He says: “Mom, if you make a lot of money, I’ll open a vulcanization shop and develop our village.” There is nothing in our village, there is only

one car wash. We are going to open a business, we are trying, but it hasn't worked out yet)».

Tajik woman, 39 years old, self-employed

Conclusion

From the data obtained, it became clear that Tajik women are simultaneously exposed to two different discourses, formed under the influence of different cultural conditions inside and outside the country.

Influence of traditional (conservative) discourse. The analysis of interviews shows that cultural traditions and family values play a key role in the choice of professions and plans for children's education. Gender factors also influence the curriculum: girls are under greater control, while boys have more freedom and are seen as future leaders.

The impact of this discourse is particularly noticeable among those living in mono-ethnic areas, where the upbringing of girls and boys is based on clear traditional values, where girls are restricted in their movements and focus on domestic duties, while boys are given more freedom and opportunities for an active life. Girls are prepared for family life, while boys are developed as breadwinners. The main role of a Tajik woman is to arrange everyday life, educate the younger generation, respect and create conditions for elders and spouses. In the family/household, men help little in “women's” affairs, and women have to manage to do everything themselves. This characterizes the pronounced traditional approach to the upbringing of Tajik girls, that is, preparing them for their future role as daughters-in-law, wife and mother.

The influence of Soviet discourse. We noticed a slightly different discourse that also seems to influence girls from parents and extended family members. When analyzing Tajik women in the role of mother, the data showed that there is and remains a style of upbringing in the spirit of Soviet ideology, so they expect their daughters to be well educated (a legacy of Soviet views on female education), but believe that women should pursue a career, but within reasonable limits, and choose a job that will allow them to combine family and professional responsibilities. In interviews, Tajik women note that their children often mention traditional professions such as teachers, doctors, and nurses. Some girls want to become teachers, inspired by the example of their school teachers who “dress nicely and wear heels.” There is also a desire to become nurses and doctors, based on concern for the health of their parents. Ta-

Tajik women support their children's aspirations for such professions, although sometimes they suggest more applied specialties, such as cooking or seamstressing.

As predicted by gender role theory (Eagly, 1987) and social role theory (Eagly & Wood, 2011), Tajik women can be seen to develop under the strong influence of the gender division of labor and gender role expectations dominant in society. Gender role expectations rooted in Tajik families shape women's career and educational aspirations. Traditional roles such as "wife" and "mother" remain dominant, limiting Tajik women's opportunities for professional growth. These roles are transmitted through the process of socialization, which is consistent with theory that emphasizes the dependence of career choice on gender norms.

In Kazakhstan, as in other countries, the phenomenon of the 'Glass ceiling' continues to be a significant obstacle to the career development of women, including Tajik women in the Turkestan region. For example, a Tajik woman with a higher pedagogical education and professional achievements is often unable to take up a managerial position because of persistent stereotypes and traditional norms that ascribe predominantly domestic roles to women. In addition to the gender wage gap, where women are paid less for similar roles, they face the double burden of combining professional and domestic work, which further limits their career opportunities. This example illustrates that despite government efforts to promote gender equality, invisible barriers continue to prevent women from realizing their full professional potential.

It should be emphasized that these processes concern not only Tajik women, but also the entire Eastern mentality, religion, values, etc. In this regard, when analyzing the role and position of women in society, it is necessary to focus on the social profile of women from various ethnic communities.

To form and strengthen the social status of women from communities, special mechanisms

should be developed, such as opening courses on self-development, legal and financial literacy, as well as fact-checking at the local level. These measures can significantly contribute to the process of integration and active participation of women in social and public life.

Promoting higher education among women requires raising awareness of its benefits and opportunities at the local level. It is important to remember that women's access to higher education is determined not only by their personal choices, but also by the decisions of the entire family. Therefore, outreach efforts should also cover other family members. Organize courses for women from ethnic communities that focus on mastering skills such as sewing, handicrafts, hairdressing and other crafts. These initiatives will not only create opportunities for earning money, but will also increase women's self-confidence, helping to improve their quality of life (Otar E., 2024).

Particular attention should be paid to the professional orientation of girls, the development of their communication skills and the culture of behavior in social networks. It is also important to stimulate girls' interest in studying new specialties, such as IT, agricultural sciences, biology and others. By increasing the activity of women in ethnic groups, providing them with educational and social opportunities, as well as increasing their civic activity and literacy, the state will be able to contribute to the formation of gender parity among future citizens of Kazakhstan.

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

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

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

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

Структура аннотации включает в себя следующие ОБЯЗАТЕЛЬНЫЕ пункты:

- Вступительное слово о теме исследования.

- Цель, основные направления и идеи научного исследования.

- Краткое описание научной и практической значимости работы.

- Краткое описание методологии исследования.

- Основные результаты и анализ, выводы исследовательской работы.

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

- Практическое значение итогов работы.

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

Последующая страница (новая):

- Введение состоит из следующих основных элементов:

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

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

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

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

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

Научная методология должна включать в себя:

- исследовательский вопрос(-ы);

-
- выдвигаемую гипотезу (тезис);
 - этапы исследования;
 - методы исследования;
 - результаты исследования.

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

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

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

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

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

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

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

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

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

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

В данном разделе необходимо учесть:

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

- Избегайте чрезмерных самоцитирований.

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

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

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

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

Стоимость публикации – 60000 тенге

Реквизиты:

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

Индекс 050040

адрес: г. Алматы, пр. аль-Фараби, 71

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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://chicagomanualofstyle.org>).

Бұл бөлімде төмендегілерді ескеру қажет:

Ғылымның осы саласында қолданылатын және автордың жұмысы негізделген озық зерттеу әдістері, негізгі ғылыми жарияланымдар дәйексөзбен келтіріледі.

Шамадан тыс өзіндік дәйексөзден аулақ болыңыз.

ТМД/КСРО авторларының жарияланымдарына шамадан тыс сілтеме жасаудан аулақ болыңыз, әлемдік тәжірибені қолданыңыз.

Библиографиялық тізімде мақаланың тақырыбы бойынша танымал шетелдік авторлар мен зерттеушілер жариялаған іргелі және өзекті тақырыпатағы еңбектер болуы керек.

Дәйектеме жасалынған жұмыстарға сілтемелер әлеуметтік-гуманитарлық бағыт мәтінінде жақшада, яғни, бірінші авторды, басылып шыққан жылын, бет санын көрсете отырып беріледі. Мысалы, (Залесский 1991: 25). Әдебиеттер тізімінде бір жылда басылған бір автордың бірнеше жұмыстары болған жағдайда, онда басылым жылына қосымша “а”, “б” әрпі қосылады. Мысалы, (Садуова, 2001а: 15), (Садуова, 2001б, 22). Жаратылыстану ғылымдары мақалалары үшін сілтемелер мәтінде дәйексөз жұмыстардың пайда болуына қарай нөмірлеуді көрсете отырып, шаршы жақшада ресімделеді.

Библиографиялық сілтемелерді рәсімдеу үшін Mendeley Reference Manager құралын пайдалана аласыз.

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Scientific methodology should include:

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- put forward hypothesis (thesis);

- stages of research;

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-
- research results.
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- For example: Gokhberg L., Kuznetsova T. (2011) Strategiya-2020: novye kontury rossiiskoi innovatsionnoi politiki [Strategy 2020: New Outlines of Innovation Policy]. Foresight-Russia, vol. 5, no.4, pp. 8-30. The list of references is presented in alphabetical order, and ONLY those works that are cited in the text.
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