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Section 1
PSYCHOLOGY

Раздел 1
ПСИХОЛОГИЯ

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SELF-REGULATION OF PERSONALITY AS A TOOL FOR ENHANCING PSYCHOLOGICAL WELL-BEING

The study examines the relationship between psychological well-being and self-regulation mechanisms, which are viewed as key internal regulatory processes ensuring emotional balance, cognitive stability, and the ability to adapt to changing sociocultural conditions. The relevance of this topic arises from the growing scientific interest in the structure of subjective well-being and in the psychological mechanisms that maintain the integrity of an individual's inner state and prevent emotional-personal maladaptation.

The aim of the research was to identify the influence of core self-regulation components – planning, modeling, programming, result evaluation, and behavioral flexibility – on indicators of subjective and psychological well-being. This approach is grounded in the understanding of self-regulation as a multilevel dynamic system that determines the quality of personal adaptation and the degree of life satisfaction.

The findings confirmed a stable positive relationship between self-regulation levels and the expression of well-being components. It was shown that well-developed regulatory skills strengthen autonomy, personal growth, self-acceptance, and the ability to build constructive social relationships.

The value of the study lies in clarifying the role of self-regulation as a psychological resource that supports emotional stability. The results can be used in the development of preventive programs targeting emotional difficulties, as well as in psychological interventions aimed at enhancing subjective well-being and improving self-regulatory skills.

Keywords: personality, self-regulation, psychological well-being, subjective satisfaction, mental health, autonomy.

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Тұлғаның өзін-өзі реттеуі психологиялық әл-ауқатты арттырудың құралы ретінде

Зерттеу тұлғаның психологиялық әл-ауқаты мен өзін-өзі реттеу механизмдерінің өзара байланысын талдауға бағытталған. Бұл механизмдер эмоциялық тепе-теңдікті, когнитивтік функциялардың тұрақтылығын және өзгермелі әлеуметтік-мәдени жағдайларға бейімделу қабілетін қамтамасыз ететін ішкі реттеуші үдерістер ретінде қарастырылады. Тақырыптың өзектілігі қазіргі психологияда субъективті әл-ауқат құрылымына және адамның ішкі тұтастығын сақтауға, эмоционалдық-дисгармонияның алдын алуға мүмкіндік беретін психологиялық тетіктерге деген қызығушылықтың артуымен айқындалады.

Зерттеудің мақсаты – өзін-өзі реттеудің негізгі компоненттерінің (жоспарлау, модельдеу, бағдарламалау, нәтижелерді бағалау және мінез-құлық икемділігі) субъективті және психологиялық әл-ауқат көрсеткіштеріне әсерін анықтау. Мұндай тәсіл өзін-өзі реттеуді жеке бейімделудің және өмірге қанағаттанудың деңгейін айқындайтын көпдеңгейлі динамикалық жүйе ретінде қарастыруға мүмкіндік береді.

Нәтижелер өзін-өзі реттеу деңгейі мен әл-ауқат компоненттерінің арасындағы тұрақты оң байланысты көрсетті. Реттеушілік дағдылардың жоғары болуы автономияның, жеке өсуге

лыстың, өзін қабылдаудың және әлеуметтік қатынастардың конструктивтілігінің күшеюіне ықпал ететіні анықталды.

Зерттеудің құндылығы – эмоционалдық тұрақтылықты сақтайтын психологиялық ресурс ретінде өзін-өзі реттеудің рөлін нақтылауда. Алынған деректер эмоционалдық қолайсыздықтың алдын алуға және субъективті әл-ауқатты арттыруға бағытталған психологиялық интервенцияларды әзірлеуде қолданылуы мүмкін.

Түйін сөздер: тұлға, өзін-өзі реттеу, психологиялық қанағат, субъективті қанағат, психикалық денсаулық, автономия.

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Саморегуляция личности как инструмент повышения психологического благополучия

Исследование направлено на анализ взаимосвязи психологического благополучия личности и механизмов саморегуляции, которые рассматриваются как ключевые внутренние регуляторные процессы, обеспечивающие эмоциональное равновесие, стабильность когнитивных функций и способность к адаптации в изменяющихся социокультурных условиях. Актуальность темы определяется возрастающим интересом современной психологии к структуре субъективного благополучия и к тем психологическим механизмам, которые поддерживают целостность внутреннего состояния человека и предотвращают развитие эмоционально-личностной дезадаптации.

Цель исследования заключалась в выявлении влияния основных компонентов саморегуляции – планирования, моделирования, программирования, оценки результатов и гибкости поведения – на показатели субъективного и психологического благополучия. Такая постановка задачи опирается на представление о саморегуляции как о многоуровневой динамической системе, определяющей качество личностной адаптации и степень удовлетворенности жизнью.

Результаты подтвердили наличие устойчивой положительной связи между уровнем саморегуляции и выраженностью компонентов благополучия. Показано, что развитые регуляторные навыки способствуют укреплению автономии, личностного роста, способности к принятию себя и построению конструктивных социальных отношений. Ценность исследования состоит в уточнении роли саморегуляции как психологического ресурса, поддерживающего эмоциональную устойчивость. Полученные данные могут быть использованы при создании программ профилактики эмоционального неблагополучия и разработке психологических интервенций, направленных на повышение субъективного благополучия и развитие регуляторных навыков.

Ключевые слова: личность, саморегуляция, психологическое благополучие, субъективное благополучие, психическое здоровье, автономия.

Introduction

In modern psychology, the issue of psychological well-being of the individual is in the focus of attention. The relevance of this phenomenon is directly related to the quality of human life, inner balance, and level of adaptation in society. Nevertheless, the mechanisms by which subjective well-being impacts behavior and the effective ways to achieve it remain an unresolved issue in psychology. Therefore, a person's ability to self-regulate is considered the main mechanism for enhancing psychological well-being.

In the initial scientific studies, N. Bradburn described subjective well-being as the balance of positive and negative feelings, linking it to life satisfaction and a sense of happiness (Bradburn, 1969). Later, E. Diener expanded this concept, demonstrating the connections between a high level of life satisfaction and the ability to cope with temporary negative feelings (Diener, 1996). One of the founders of positive psychology, M. Seligman (2011), introduced the components of subjective well-being: meaning, positive emotions, social connections, and achievements. Russian researchers L.V. Kulikov (2000), A.V. Voronina (2002), and L.G. Puchkova (2003) explain psychological well-being and subjective well-being through the interconnection of cognitive, emotional, and motivational-behavioral components.

From this point of view, a comprehensive consideration of the issues of subjective well-being and

self-regulation highlights both the theoretical and practical significance of enhancing the psychological well-being of the individual.

The goal of the research

The analysis of self-regulation of personality as a tool for enhancing subjective well-being and psychological well-being.

The objectives of the research are to analyze the theoretical foundations of the concept of subjective well-being, to identify the cognitive, emotional, and motivational-behavioral components, to examine the mechanisms of self-regulation in relation to psychological well-being, and to prove their influence on the psychological health of the individual.

Research hypothesis

Individuals with a high level of self-regulation also have higher rates of subjective well-being, which ensures their psychological well-being.

Scientific novelty

The article systematically analyzes the relationship between psychological well-being and self-regulation, scientifically substantiating the mechanisms of self-regulation in enhancing the mental well-being of individuals.

Literature review

As mentioned earlier, psychological well-being is closely related to the following components: self-actualization, self-esteem, self-regulation, and autonomy. N. Bradburn (1969) describes psychological well-being as the process of experiencing positive emotions.

K. Riff (2015), in studying issues of self-regulation, emphasized that every individual should strive to live in accordance with their abilities and their true "self." According to his view, subjective satisfaction is not limited to the feeling of fulfillment from realizing one's inner potential. On the contrary, it is understood as an integrative, relatively stable experience of the meaningful completeness of one's life and the full realization of one's potential.

R. Ryan and E. Deci proposed that subjective satisfaction is related to key needs such as autonomy, competence, and connection with others. Through these concepts, the authors understand life satisfaction and psychological well-being (Deci & Ryan, 2000).

The structural components include autonomy, which is characterized by an individual's behavior. Autonomy is based on the absence of support and control from others. The need for competence refers to the tendency to interact with the environment and

act effectively within it. This need is met by an environment that offers tasks at an optimal level of difficulty and provides positive feedback. A high level of autonomy means that an individual's actions are primarily determined by their personal values and interests. The results of empirical research confirm the importance of accepted autonomy in achieving subjective satisfaction. When an individual believes that they can control their behavior and that it will lead to expected outcomes, their activity level, sense of self-efficacy and self-esteem are higher. Accepted autonomy is also supported by self-regulation skills.

Thus, many scholars have developed their subjects' ability to plan and set goals, which in turn increases their subjective satisfaction. Additionally, the ability to self-regulate is linked to achievements in professional and educational spheres and contributes to an individual's self-actualization. Self-regulation of behavior can promote satisfaction by improving health.

E.I. Raskazova (Rasskazova, 2012) emphasizes that "psychological self-regulation in active conditions and situations of illness, as well as its treatment, plays a crucial role not only in predicting behavior but also in enhancing the effectiveness of treatment and quality of life."

It should be noted that the internal conscious action of a subject in regulating their behavior is not only a rational process carried out through cognitive tools. Due to numerous connections and relationships, the individual not only represents the reality they accept in a rational manner but also feels an emotional relation to what is being represented. Moreover, they take into account their attitude toward everything represented in their consciousness, depending on their psychological structure. According to researchers, such an emotional-relational factor in forming a person's self-regulation significantly influences their motivational components and the nature of related experiences. It can either facilitate or complicate the process of self-regulation, and in some cases, the emotional-relational factor may influence the construction of individual elements of regulation (such as determining success criteria, choosing methods of action, etc.)

The generalized data on the study of conscious self-regulation allow us to view the subject's activity aimed at achieving a set goal in various types of activities as self-regulation through the function of mental reflection. Its essence lies in coordinating the individual's actions with external conditions and the objective connections of objects and phenomena. On one hand, this involves reality, and on the other

hand, it involves the subject's internal "needs." As a functional tool of the subject, self-regulation enables the mobilization of their personal and cognitive capabilities (acting as psychological resources) to carry out their activities and achieve subjectively perceived goals.

In this regard, it seems particularly important to identify the peculiarities of functional relationships within the structure of self-regulation of an individual, depending on the level of subjective satisfaction. On the one hand, this helps to expand our understanding of the internal organization of psychological processes, and on the other hand, it allows us to see how subjective satisfaction interacts with the structural components of the regulatory process system. Analyzing the information on self-regulation, we find that its content aspects consist of processes such as planning, modeling, etc.

The functional development of general planning (J) describes the individual characteristics of goal setting in terms of awareness and independence in the process of setting goals, their effectiveness, realism, stability, and detail.

Modeling (M) allows for the development of ideas about the external and internal essential conditions of achieving a goal, determining their level of awareness, detail, and relevance.

The functional role of programming (B) is the conscious creation by the subject of the methods and sequence of their actions to achieve the set goals. The development of programming reflects the need for a person to think through their actions and behavior to achieve specified goals, demonstrating the breadth and stability of the developed programs.

Adolescents' psychological discomfort, particularly in relation to the emotional sphere, can lead to significant consequences. Many researchers link certain types of behavioral disorders in children (such as avoidance, school dropout, homelessness, theft, robbery, and even murder) to various psychogenic disorders, particularly depressive conditions. The connection between adolescents' depression and issues related to academic performance, difficulties in peer relationships, and interactions with adults has been repeatedly demonstrated. Furthermore, the results of contemporary studies show that insufficient attention to adolescent depression can become a risk factor in adulthood. Subjective and objective assessments may not always align, but both indicators should be considered for an overall adequate evaluation of satisfaction. This approach distinctly separates the structure of "subjective sat-

isfaction" from psychological and other structures, as "subjectivity" does not denote an emotional or any other structural unit of the person, but rather reflects an individual's stance towards the evaluation of any components of satisfaction.

Therefore, subjective satisfaction can be considered a psychological component. In relation to constructs such as life satisfaction, happiness, and quality of life, we recognize that these are dependent on subjective assessments of different aspects of life. Thus, we have concluded that they are integral parts of subjective satisfaction.

Based on the analysis of modern and classical studies, a notable dynamic of changes in the content and structure of satisfaction can be observed, with an increasing number of empirical studies and a growing general interest in this topic.

Self-regulation (from Latin *regulare* – to organize, to set in order) is the process of influencing a system through internal changes generated by the system itself, in accordance with the laws of its organization, in order to meet the required performance indicators. Scholars who have made significant contributions to solving self-regulation issues describe this phenomenon as being manifested in various types of activities. Specifically, according to B.F. Lomov, "by studying activity, psychology uncovers the mental regulation mechanisms of the activity, that is, the processes that ensure the connection between its object, tools, and the conditions of its functioning."

The self-regulation of an individual reaches its highest level of effectiveness during the professional preparation stage, when the process of development is ongoing. According to the humanistic approach, self-regulation emerges when an individual develops an awareness of their own significance, forming attitudes toward themselves. This includes core knowledge and ideas about one's abilities, particularly their potential; renewing personal resources through self-exploration methods; and developing reflective abilities – the constant re-evaluation of one's own and others' positive and negative life experiences.

Self-regulation has structural components that perform important functions:

- Goal setting – a component where self-regulation is formed.

- Important decisions – a component that indicates the favorable conditions for solving problems.

- Executive action program – a system is created through this component that identifies ways to solve the problem.

- Correction and evaluation of results – a component that corresponds to the achieved result.

The psychological foundations of self-regulation include the ability to manage cognitive processes: perception, subject activity, thinking, attention, memory, and speech. In addition, they govern the individual's emotions, actions, and behaviors, as well as their various reactions to arising problems. Self-regulation is the clear formulation of perception goals, obtaining specific answers to questions, and creating an image of a particular object. All of the teacher's situations and their mental processes are closely related to self-regulation through the inner voice and willpower. The inner voice serves as the foundation for managing all mental processes, while willpower helps maintain the activity and drive behind all of a person's actions.

The analysis of the essence of professional pedagogical self-regulation allows for the identification of the criteria-based foundation for assessing the effectiveness of this process. As part of this, based on the studies of I.I. Chesnokova (1977), I.V. Shestitko (2024) and Yu.A. Mislavsky (Mislavsky,1991), the characteristics, conditions, and skills that manifest in a person's adaptive and dynamic personal and professional activities are applied.

Psychological self-regulation is understood as the purposeful activity of the individual in organizing and managing their actions. According to V.I. Morosanova's definition (Morosanova, 2012), it is a multi-level, dynamic system of psychological processes, states, and characteristics that serve as prerequisites, support, and control tools aimed at achieving and attaining subjective goals. The relevance of self-regulation in pedagogical practice is determined by one of the main tasks of modern education: creating conditions to develop a greater focus on the individual, fostering their independence, and preparing them for life in a society undergoing social transformation. In this context, the distinctive feature of scientific research is the emphasis on developing learners' voluntary activity in self-regulation, enhancing their subjective activity, advancing goals independently, solving set tasks, and systematically achieving them.

The theoretical foundation of the self-regulation issue is based on the concept of conscious self-regulation of activity by O.A. Konopkin (2004); A.K. Osnitsky's idea of regulatory experience and subjective attitude towards the performed activity (Osnitsky, 2001); the concept of the functional self-regulation system by P.K. Anokhin and H.A. Bernstein (Anokhin, 1978); the regulatory role of

self-awareness according to V.I. Morosanova and E.A. Aronova (Morosanova et al., 2007); theories of self-regulation as a dynamic system combining psychophysiological and psychological mechanisms (M.K. Akimova, O.Yu. Osadko, V.M. Rusalov). The methodological basis of the research is explained by the subjective approach in the study of the psyche (K.A. Abulkhanova-Slavskaya, A.V. Brushlinsky, V.V. Znakov, A.Zh. Zhuravlev, and others) and the systemic approach content seen in A.A. Derkach's aspiration to guide the organization of the individual's activity towards the optimal way.

The style of self-regulation is reflected in the planning and orientation towards a person's life goals, taking into account important internal and external factors, as well as the process of conscious self-organization. It involves adjusting one's activity and evaluating outcomes in order to achieve favorable subjective results.

B.V. Zeigarnik (1981) views self-regulation as a process aimed at conscious management. The author distinguishes two levels of self-regulation: the operational-technical level, which involves actions related to conscious organization through the use of tools, and the optimization and motivational level, where the direction of activity is determined by managing the general motivational need area. Within the motivational level of self-regulation, two forms can be distinguished: self-regulation as voluntary behavior in a motivational conflict situation, and self-regulation, which is based on conscious reconstruction aimed at coordinating or eliminating internal conflicts and contradictions within the motivational sphere, and creating new meanings. The second type of self-regulation is effective in critical situations, where, due to objective reasons, goals and motives that are important for achieving life goals may not be possible, and it becomes a component of the experiential activity. The experience process is a unique internal activity of semantic creation in critical situations.

O.A. Konopkin conducted theoretical research on mental self-regulation or the voluntary activity of an individual (structural-functional aspect). According to the author, one of the central key issues in the context of subjective development and the individual's existence is the matter of conscious regularities, which is the general aspect of regulating a person's voluntary goal-directed actions. In relation to the higher forms of the psyche that accept the goals of the individual's actions and carry them out using accessible and suitable tools, which in some cases defines the individual, conscious self-regulation

becomes a central process. Furthermore, O.A. Konopkin believes that self-regulation is an organized system of processes involving the internal psychic activities of a person, aimed at initiating, creating, utilizing, and managing various types and forms of voluntary activities. This system directly enables the achievement of the accepted actions (Konopkin, 2004).

Theoretically and methodologically, the development and definition of ideas about a person as a self-regulating system, as well as the role of the human psyche and consciousness in self-regulation throughout life, are emphasized. This ensures a shift from analytical concepts of the mind to synthetic ones. On the one hand, it focuses on the integrity and stability of the individual's personality, while on the other hand, it addresses developmental processes and the formation of personal identity.

The research plan includes the development of new methods for studying the regulatory domain of the individual and the examination of age-related characteristics. It involves forming the psychological levels of self-regulation in unity with manifestations of personality individuality, developing the psychogenetic foundations of self-regulation, studying the social-psychological aspects of self-regulation, and developing the acmeological aspects of self-regulation psychology.

The applied plan includes the development of technologies for assessing the development of self-regulation in professional and educational activities; technologies for supporting subjective and personal development, methods for assessing the psychological reliability of self-regulation, and the creation of optimization technologies for enhancing stress resistance and overcoming difficulties strategies.

According to A.O. Prokhorov's views, the most common styles of behavioral self-regulation are characterized by the development of regulatory and personal traits (such as independence, flexibility, confidence, etc.), which define the uniqueness of an individual's style. In this context, the regulatory style shapes personal traits. If there is a clear personal characteristic in the self-regulation profile that does not align with the regulatory aspect of the activity, the success of the activity often depends on the subject's striving and ability to develop this specific self-regulation style. In such cases, the insufficient development of certain regulatory processes is compensated by other, more developed processes.

V.M. Kandiba expresses his view on the self-regulation process by stating: "Through interaction with the everyday objective world, a person makes decisions about the ways to implement their activity." Decision-making is influenced by the goals of the activity, the personal characteristics of the decision-maker, and various conditions of the surrounding environment. In the process of individual decision-making, a person investigates themselves, programs their activity, monitors the results, and makes corrections. Along with regulatory processes, regulatory and personal traits, this forms the content of mental self-regulation. Another distinctive feature of mental self-regulation is its hierarchical structure, which is related to different levels of mental reflection (Kandyba, 2001).

As E.V. Benko (2015) notes, according to foreign psychologists, one way to promote psychological satisfaction is through a person's passion for the activity that makes them happy, as "passion for an activity" can have a lasting positive effect on psychological satisfaction. Engaging in a specific activity for those who are passionate about it can lead them to devote several hours per week to it. As a result, they may experience positive emotional experiences, which, in turn, contribute to achieving psychological satisfaction. Based on this, a hypothesis was made that there is a positive correlation between the ability for self-regulation and psychological satisfaction.

Materials and methods

According to O.A. Konopkin and V.I. Morosanova, self-regulation is a systematic multi-level process of 'a person's mental activity in setting goals and managing their achievement.' The self-regulation process includes setting goals, modeling essential conditions for the goals, programming actions, evaluating results, and making adjustments.

A total of 103 students from various professions (45 boys and 58 girls) participated in the research study, with their ages ranging from 17 to 25 years (average age – 19,6). During the diagnosis, the E. Diener life satisfaction scale, the S. Lyubomirsky subjective well-being scale, and the K. Ryff psychological well-being methodology were used. To determine the level of self-regulation, the V.I. Morosanova questionnaire "Behavior Regulation Style" was used.

Statistical processing of the results was conducted using Spearman's rank correlation coefficient (Rs).

Results and discussion

The results of the study showed that all satisfaction scales had a statistically significant relationship with the self-regulation scales. The strongest positive correlation was found in K. Riff's questionnaire, which is explained by the presence of the scales 'autonomy' and 'competence' (Table 1).

Table 1 – Correlation between psychological satisfaction and behavioral self-regulation scales, according to Spearman's Rs

Indicator	E. Diener Life Satisfaction	S. Lyubomirsky Subjective Satisfaction	C. Riff Psychological Satisfaction
Planning	0,29˙	--	0,36˙
Modeling	0,27˙	0,29˙	0,56˙
Programming	0,23˙	--	0,34˙
Evaluating Results	0,32˙	--	0,35˙
Flexibility	--	0,35˙	--
Self-sufficiency	--	--	--
Overall Level of Self-regulation	0,27˙	--	0,60˙

Note: ˙ – significant at $p \leq 0.05$

The data presented in the table show the relationships between the individual components of students' self-organization and their psychological well-being.

On the 'Life Satisfaction' scale by E. Diener, the level of life satisfaction had a statistically significant positive correlation with self-regulation components. In particular, the scales of planning ($r = 0.29$; $p \leq 0.05$), modeling ($r = 0.27$; $p \leq 0.05$), programming ($r = 0.23$; $p \leq 0.05$), and evaluating results ($r = 0.32$; $p \leq 0.05$) significantly explain the indicator of life satisfaction. This data proves that students' abilities to set goals, develop ways to achieve them, organize activities, and evaluate results increase their overall life satisfaction.

According to S. Lyubomirsky's methodology of 'Subjective Well-Being', two variables are important among the components of self-regulation: modeling ($r = 0.29$; $p \leq 0.05$) and flexibility ($r = 0.35$; $p \leq 0.05$). These indicators show that the subjective level of well-being of students, namely the characteristics of their emotional perception, is related to their ability to mentally construct their future actions and adapt to changing conditions. Thus, the ability to represent life situations in various scenarios and adapt one's actions to new requirements are factors that enhance subjective well-being.

K. Riff's methodology "Psychological Well-Being" showed the strongest correlational links.

In particular, planning ($r = 0.36$; $p \leq 0.05$), modeling ($r = 0.56$; $p \leq 0.05$), programming ($r = 0.34$; $p \leq 0.05$), and evaluation of results ($r = 0.35$; $p \leq 0.05$) components are closely related to psychological well-being. The highest correlation was recorded on the modeling scale ($r = 0.56$; $p \leq 0.05$). This indicates that a student's ability to visualize their future actions, predict possible outcomes, and thus formulate their life strategies has a significant impact on their overall psychological satisfaction.

The general level of self-regulation has a statistically significant relationship with the scale of life expectancy of E. Dinera ($r = 0.27$; $p \leq 0.05$) and specifically with the scale of psychological well-being of K. Riffa ($R = 0.60$; $p \leq 0.05$). This data shows that a high level of self-regulation mastery among students significantly enhances their psychological well-being and impacts their emotional resilience.

The research proves that self-regulation abilities play a special role in students' lives, their emotional state, and overall psychological well-being. In particular, planning and modeling components can be seen as key predictors of psychological well-being.

All three well-being scales were found to be statistically significantly associated with the self-regulation scales, with the largest positive correlation obtained for the K. Riff questionnaire, which is not surprising since this questionnaire also includes the scales of 'autonomy' and 'competence.' However,

the analysis of the relationship between the indicators of individual scales of the K. Riff questionnaire and the scales of self-regulation shows that a generally high level of self-regulation contributes to the establishment of positive relationships with others, self-acceptance, and personal growth (table 2).

Table 2 – Correlation between components of psychological satisfaction and components of behavioral self-regulation according to Spearman's Rs

Overall Level of Self-regulation	Autonomy	Competence	Personal Growth	Positive Relations	Life Purpose	Self-acceptance
	0,42**	0,47**	0,40**	0,36**	0,37**	0,39**

The data from the correlation analysis presented in the table showed that there is a statistically significant positive relationship between the overall level of self-organization and individual components of psychological well-being (all indicators are reliable at the p ≤ 0.01 level).

The relationship between the autonomy indicator and the overall level of self-regulation (r = 0.42) indicates that a student's ability to make decisions independently while maintaining their personal beliefs, despite external pressure, is directly linked to a high level of self-regulation. This data shows that self-regulation enables a student to maintain their personal independence, balancing freedom and responsibility in their actions.

The highest correlation was found between competence and self-regulation (r = 0.47). This means that the student's belief in their abilities, their effectiveness in completing tasks, and their persistence in achieving goals are closely related to the level of self-regulation. Strengthening competence through self-regulation enhances the individual's adaptive potential.

The positive correlation between personal growth and self-organization (r = 0.40) shows that a student's desire for self-development, acquiring new skills, and expanding life experience is based on the development of their self-regulation abilities. Thus, self-regulation is an internal psychological mechanism that supports a constant process of personal development.

The connection between a positive attitude, self-organization, and the indicator (r = 0.36) showed that the skills of establishing positive relationships with others, demonstrating empathy, and providing social support are associated with the overall level of self-organization of the student. That is, a highly self-organized person can be flexible and harmonious in social relationships.

The relationship between life purpose and self-regulation (r = 0.37) indicates that future-oriented strategies, the awareness of the meaning of one's life, and the level of goal orientation are interconnected with an individual's regulatory abilities. The higher the level of self-regulation of this student, the more clearly and distinctly he will be able to articulate his life priorities.

The connection between self-acceptance and self-regulation (r = 0.39) indicated that a person's understanding of their positive and negative traits and their perception in the context of personal integrity is closely related to self-regulation. A student who has mastered the ability of self-regulation accurately perceives their weaknesses and is ready to correct them.

In general, the results of Table 2 prove that a high level of self-regulation has a significant connection with all components of personal psychological well-being – from autonomy to self-esteem. These data show that self-regulation is a central psychological mechanism in the personal development of students and comprehensively determines the level of their psychological well-being.

For researchers studying psychological well-being, the characteristics of an individual's response to stressful situations that threaten this state are of particular interest.

Such studies are discussed by S. Muddy and S. Kobeys in their works within the framework of the concept of viability. For example, S. Muddy defines resilience as a personal quality responsible for successfully overcoming life's challenges, which includes: participation in the process of life; confidence in one's ability to control important events in one's life and the capability to exert that control; a positive outlook on environmental difficulties. A resilient individual strives to address challenging situations rather than avoiding or denying them;

they engage in relationships with others not based on defensive reactions or competitive dynamics, but on support and expectations. The three main components of viability are participation, control, readiness to accept.

A person's perception of the environment as controlled and predictable helps them cope with stressful situations with minimal effort and positively correlates with both their overall level of satisfaction and their personal metrics. However, statistically significant relationships between the autonomy of the control scale and personal growth have not been established. To be more precise, modeling using the planning scale (r=0.820 p>0.01), programming (r=0.830 p>0.01), outcome assessment (r=0.810 p>0.01), flexibility (r=0.839 p>0.01), overall level of self-regulation (r=0.750 p>0.01), time orientation (r=0.284 p>0.01), support (r=0.206 p>0.01), spontaneity (r=0.220 p>0.01), engagement in communication (r=0.188 p>0.05), self-management (r=0.224 p>0.01), interest (r=0.173 p>0.05), and self-understanding (r=0.209 p>0.01) are closely related.

The "Planning" scale (PS) describes individual personality traits in goal setting and implementation, as well as the formation of a conscious approach to planning activities. On this scale, high scores indicate the need for conscious planning of activities, with plans needing to be specific, detailed, hierarchical, and sustainable, and the goals of the activities are set independently.

In our study, all three satisfaction scales were found to be statistically significantly related to the self-regulation scales, with the strongest positive correlation obtained, which is not surprising, as this survey also includes the scales of "autonomy", "competence", "personal growth", and "self-acceptance." A generally high level of self-regulation also contributes to the establishment of positive relationships with others, self-acceptance, and personal growth (Figur).
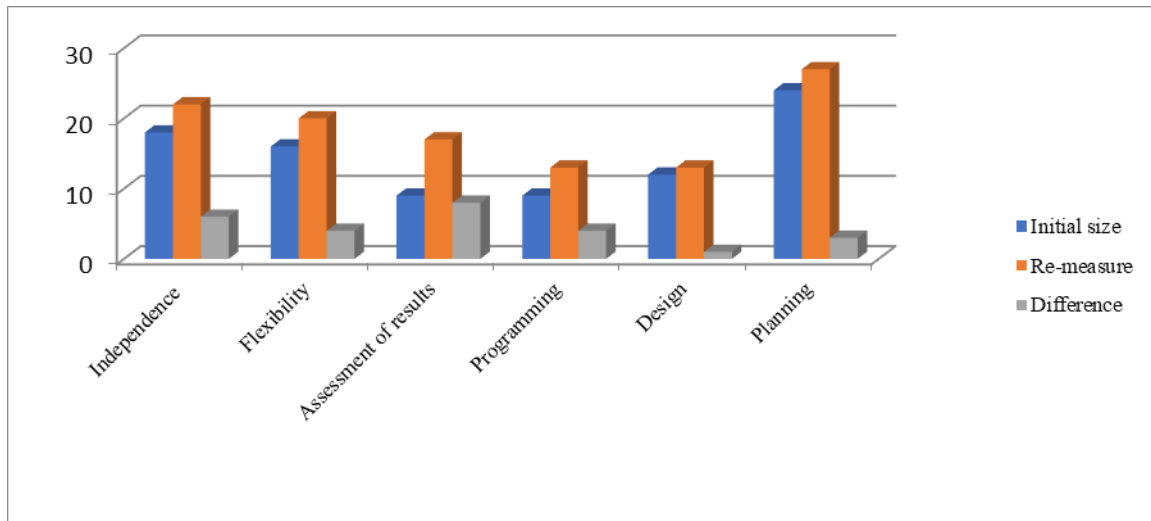
Figure – Dynamics of indicators according to V.I. Morosanova's 'Behavioral Regulation Style' questionnaire

Table 3 – Results of the survey by V.I. Morosanova "Behavior Regulation Style"

Indicator	Initial size	Established	Difference
Independence	18	22	6
Flexibility	16	20	4
Assessment of results	9	17	8
Programming	9	13	4
Design	12	13	1
Planning	24	27	3

During the analysis of the survey results by V.I. Morosanova 'Style of Behavior Regulation', a positive trend was identified across all indicators of the subjects studied.

In particular, the level of independence increased from 18 to 22 points, showing a difference of +6. This proves that students have become more capable of making their own decisions and maintaining their personal positions, despite external influence. The flexibility index increased from 16 to 20 (+4), which indicates an improvement in their ability to adapt to new conditions and change behavior in accordance with changing demands.

The highest growth was noted in the assessment results indicator: from 9 to 17 (+8). This indicates a significant development of students' skills to analyze the results of their actions, evaluate their effectiveness, and learn from mistakes. The programming indicator increased from 9 to 13 (+4), showing an improvement in the ability to set goals and plan ways to achieve them.

In addition, the design scale showed a minimal change (from 12 to 13, +1), which indicates slow progress in this direction. Meanwhile, the planning indicator increased from 24 to 27 (+3), demonstrating a growing tendency towards step-by-step organization of actions.

Overall, the growth in all indicators indicates a significant strengthening of self-regulation skills among students, which is particularly evident in the assessment of results, independence, and flexibility.

Conclusion

Mental self-regulation is a universal system that integrates special psychological resources – cognitive, personal, and regulatory competencies – that a person can consciously activate and use in the process of life activity. These resources function as adaptation tools, allowing individuals to effectively cope with difficulties, regulate their emotional state, and maintain inner balance. Their distinctive feature is the ability to accumulate, expend, and restore, which gives self-regulation a dynamic nature and makes it not only a process but also a potential condition for personal development. It is important to differentiate these resources from personal potential, which manifests in externally observable qualities: unlike the latter, self-regulation resources gain their significance precisely through targeted and conscious use, which enables them to possess a pronounced resource function.

The analysis of contemporary studies presented in the work allows us to conclude that the development of self-regulation skills serves as a key mechanism for forming strategies to enhance psychological well-being, prevent emotional-personality disorders, and maladaptive behavior. The formation of stable regulatory skills in students contributes to their more successful socialization, increased stress resilience, development of positive interpersonal relationships, and ability for self-realization. In the long term, this not only strengthens the mental health of the individual but also creates the prerequisites for the formation of a socially prosperous, productive, and healthy society. Thus, self-regulation serves not only as an individual resource but also as an important socio-psychological factor that ensures the harmonious development of personality and the overall improvement of quality of life.

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MODERN APPROACHES TO TRAUMA PSYCHOTHERAPY USING NEUROTECHNOLOGIES: AN EXPERIMENTAL STUDY

This article presents the results of an experimental study examining the effectiveness of trauma psychotherapy enhanced by the use of neurotechnological tools. The research aimed to assess how different psychotherapeutic approaches, including cognitive-behavioral and Gestalt therapy, influence the dynamics of brain activity and psycho-emotional regulation. Using an electroencephalography (EEG) headset, the study recorded variations in alpha and beta rhythms before, during, and after each therapy session. Twelve participants meeting the inclusion criteria of elevated stress and adverse childhood experience (ACE) scores underwent six structured sessions. Quantitative EEG data were complemented with self-assessment measures based on the Visual Analogue Mood Scale (VAMS). Statistical analysis revealed a significant increase in alpha-wave activity (indicative of relaxation and stability) and a decrease in beta-wave activity (associated with stress and cognitive overload), correlating with improvements in mood, confidence, and anxiety reduction. The findings confirm the potential of integrating EEG-based neurotechnologies into psychotherapeutic practice, providing a more objective and personalized framework for assessing and enhancing emotional recovery after psychological trauma. The value of this study lies in demonstrating the effectiveness of integrating EEG monitoring with psychotherapeutic methods, allowing for objective assessment and personalization of interventions for psychological trauma. The findings confirm the potential of neurotechnologies to enhance diagnostic accuracy, improve emotional regulation, and support long-term recovery of clients.

Keywords: trauma psychotherapy, neurotechnologies, electroencephalography, cognitive behavioral therapy, Gestalt therapy, brain rhythms, psycho-emotional state, EEG headset, neurofeedback.

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Нейротехнологияларды қолдану арқылы жарақат психотерапиясының заманауи тәсілдері: эксперименттік зерттеу

Мақалада заманауи нейротехнологияларды қолдану арқылы психологиялық жарақат психотерапиясының тиімділігін зерттеуге арналған эксперименттік жұмыс нәтижелері келтірілген. Зерттеудің мақсаты – когнитивті-мінез-құлық және гештальт-терапия тәсілдерінің ми белсенділігінің динамикасына, психоэмоциялық реттелуіне және қатысушылардың ішкі күйзеліс деңгейіне әсерін анықтау. Зерттеу психотерапиялық процестің тиімділігін субъективті деректермен қатар, объективті нейрофизиологиялық көрсеткіштер негізінде бағалауға бағытталды. Эксперимент барысында электроэнцефалографиялық (ЭЭГ) гарнитура көмегімен психотерапиялық сессияларға дейін, барысында және кейін альфа және бета ырғақтарындағы өзгерістер тіркелді. Зерттеуге жоғары стресс пен мазасыздық деңгейі бар және балалық шақтағы қолайсыз тәжірибе индексі (ACE ≥ 3) бар 12 қатысушы қатысты. Әрбір қатысушы екі–үш апта ішінде алты жеке психотерапиялық сессиядан өтті. Қатысушылардың субъективті күйін бағалау үшін Визуалды-аналогтық көңіл-күй шкаласы (VAMS) қолданылды. Алынған нәтижелер альфа белсенділігінің артуын, бета белсенділігінің төмендеуін, мазасыздықтың азаюын және сенімділіктің жоғарылауын көрсетті. Эмоционалдық тепе-теңдік пен өзін-өзі реттеу дағдыларының нығаюы байқалды. Зерттеу нәтижелері нейротехнологияларды психотерапиялық тәжірибеге енгізудің тиімділігін дәлелдеп, психологиялық жарақаттан кейінгі қалпына келуді бағалаудың ғылыми негізделген, объективті және дараланған тәсілдерін дамытуға мүмкіндік беретіні анықталды. Зерттеудің маңыздылығы ЭЭГ мониторингін психотерапиялық әдістермен біріктіру тиімділігін көрсетуінде, бұл психологиялық травмаға арналған араласуларды объективті бағалауға және

мүмкіндік береді. Алынған нәтижелер нейротехнологияларды диагностиканың дәлдігін арттыруға, эмоционалды реттеуді жақсартуға және қатысушылардың ұзақ мерзімді қалпына келуін қолдауға қолдану перспективаларын растайды.

Түйін сөздер: жарақат психотерапиясы, нейротехнологиялар, электроэнцефалография, когнитивті-мінез-құлық терапиясы, гештальт-терапия, ми ырғағы, психоэмоциялық күй, ЭЭГ-гарнитура, нейрофидбэк.

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Современные подходы к психотерапии травм с использованием нейротехнологий: экспериментальное исследование

В статье представлены результаты экспериментального исследования, направленного на оценку эффективности психотерапии психологической травмы с применением современных нейротехнологий. Цель работы заключалась в определении влияния различных психотерапевтических подходов – когнитивно-поведенческой и гештальт-терапии – на динамику мозговой активности и психоэмоциональное состояние участников. Для объективной фиксации изменений использовалась электроэнцефалографическая (ЭЭГ) гарнитура, регистрирующая показатели альфа- и бета-ритмов до, во время и после психотерапевтических сеансов. В исследовании участвовали 12 человек с повышенным уровнем тревожности и высоким индексом неблагоприятного детского опыта (ACE ≥ 3). Каждый из них прошёл шесть индивидуальных сессий в течение двух–трёх недель. Помимо ЭЭГ, применялась Визуально-Аналоговая Шкала Настроения (VAMS) для оценки субъективных изменений. Статистический анализ выявил устойчивое повышение альфа-активности, снижение бета-активности, уменьшение тревожности, улучшение концентрации и повышение уровня уверенности. Отмечена положительная динамика в эмоциональной регуляции и снижении внутреннего напряжения. Полученные данные подтверждают эффективность интеграции нейротехнологий в психотерапевтическую практику, демонстрируя перспективность использования ЭЭГ-мониторинга для повышения точности диагностики, персонализации терапевтических интервенций и долгосрочного сопровождения эмоционального восстановления после психологической травмы. Ценность исследования заключается в демонстрации эффективности интеграции ЭЭГ-мониторинга с психотерапевтическими методами, что позволяет объективно оценивать и персонализировать вмешательства при психологической травме. Полученные данные подтверждают перспективность использования нейротехнологий для повышения точности диагностики, улучшения эмоциональной регуляции и долгосрочного сопровождения восстановления клиентов.

Ключевые слова: психотерапия травмы, нейротехнологии, электроэнцефалография, когнитивно-поведенческая терапия, гештальт-терапия, мозговые ритмы, психоэмоциональное состояние, ЭЭГ-гарнитура, нейрофидбек.

Introduction

In recent decades, approaches to trauma psychotherapy have undergone significant changes due to advancements in neuroscience and the implementation of technological innovations. Psychological trauma – caused by both acute crisis events (such as loss, violence, or accidents) and chronic stressors (such as childhood neglect or family dysfunction) – constitutes a serious risk factor for the development of anxiety and depressive disorders. Effective support for such patients requires a comprehensive, individualized, and evidence-based approach.

Currently, cognitive behavioral therapy (CBT), Gestalt therapy, and psychodrama are recognized as evidence-based approaches in addressing the consequences of psychological trauma. However, most existing studies rely on subjective data obtained through questionnaires and self-reports. These methods do not always allow for an objective assessment of client progress throughout therapy.

The emergence of accessible and non-invasive technologies for recording brain activity—particularly electroencephalography (EEG) -opens new opportunities for assessing changes in psycho-emotional states during psychotherapeutic work. Electrophysiological markers, such as alpha and beta rhythms, make it possible to evaluate levels of anxiety, relaxation, mental workload, and cognitive activity in real time.

Integrating EEG headsets into the structure of therapeutic sessions provides specialists with a tool

for objective monitoring, enhances client engagement, and enables the adaptation of therapy to the physiological characteristics and dynamics of the individual's condition. Thus, the integration of neurotechnologies into psychotherapeutic practice represents a promising direction in the development of personalized psychotherapy.

Research Objectives and Tasks

Objective: To evaluate the efficacy of modern trauma psychotherapy methods using neurotechnologies (EEG headsets) and their influence on brain activity and psycho-emotional states.

Tasks:

1. Analyze existing psychotherapeutic approaches to trauma, including CBT and Gestalt therapy.

2. Explore neurotechnology applications in psychotherapy, focusing on EEG headsets for monitoring brainwave dynamics.

3. Conduct an experimental study with brain activity monitoring during psychotherapy sessions.

4. Compare subjective participant data (self-assessment questionnaires) with objective EEG data to identify correlations between therapeutic interventions and brain rhythm changes.

5. Determine opportunities and limitations of neurotechnologies in trauma psychotherapy and propose recommendations for practitioners.

Literature review

Contemporary research in trauma psychotherapy demonstrates a close interconnection between psychological interventions and the neurophysiological mechanisms underlying the regulation of emotional states. According to R.Lindauer et al. (2013), psychotherapy for PTSD induces measurable neurobiological changes, including reduced hyperactivation of the amygdala and increased prefrontal cortex activity, which are associated with restored cognitive control and decreased anxiety. Similarly, Van Minnen et al. (2011) showed that exposure therapy diminishes fear responses by activating neural networks responsible for the relearning of avoidance reactions.

Cognitive-behavioral therapy (CBT) is regarded as one of the most evidence-based approaches to trauma treatment. E. T. Sokolova and A. N. Korneva (2019) emphasize that CBT helps modify maladaptive cognitive schemas and reduces anxiety levels, while Lindauer et al. (2011) note its effectiveness in treating depressive disorders and PTSD. International studies further confirm that CBT contributes

to the restructuring of cognitive patterns associated with stress responses (Niv, 2013).

Considerable attention is also given to humanistic approaches. I. Polster and M. Polster (2021), Joyce (2022), and N. M. Lebedeva and E. A. Ivanova (2004) conceptualize Gestalt therapy as a method focused on awareness, contact, and the integration of fragmented experience resulting from traumatic events. These authors highlight that increasing awareness of current emotional states and allowing feelings to be fully experienced restores self-regulatory capacity and supports the reintegration of the personality. Within the somatically oriented framework of P. Levine (2020), experiencing trauma through bodily sensations and re-establishing natural physiological responses prevents chronic tension and facilitates the release of suppressed emotions.

Modern approaches additionally consider the enduring nature of post-traumatic conditions. Walker (2021) argues that complex PTSD requires systemic psychotherapy aimed not only at symptom reduction but also at restoring inner structure, identity coherence, and a sense of safety. His perspective aligns with Levine's (2020) emphasis on bodily awareness as a foundation for nervous system regulation.

In recent years, an increasing number of studies have focused on integrating psychotherapy with neurotechnologies. C. Kaur and P. Singh (2015) demonstrated that changes in neural activity during meditative and therapeutic practices can be detected using electroencephalography (EEG), making it possible to objectively assess psycho-emotional states. T. Lomas, I. Ivtzan, and S. Fu (2015) showed that mindfulness-based practices influence alpha and theta oscillations, contributing to emotional resilience and stress reduction. Niv (2013) underscores the clinical efficacy of neurofeedback as a method of training self-regulation through feedback from brainwave activity.

A significant contribution to the field has been made by recent domestic studies conducted by Z. Satubaldina and S. Zhantikeev (2024, 2025), who were among the first to test the use of portable EEG headsets in psychotherapeutic practice. Their findings (Satubaldina & Zhantikeev, 2024; Zhantikeev & Satubaldina, 2025) confirm that combining psychotherapy with neurotechnology enables the detection of objective changes in alpha and beta brain activity during therapy, thereby improving the accuracy of psycho-emotional diagnostics.

Overall, the literature illustrates the evolution of trauma psychotherapy—from classical cogni-

tive and humanistic models toward integration with neurophysiological and technological approaches. Findings from multiple studies (Lindauer, 2013; Van Minnen, 2011; Sokolova, 2019; Kaur & Singh, 2015; Satubaldina & Zhantikeev, 2024) indicate that combining psychotherapy with neuromonitoring forms a new direction – **neuropsychotherapy**, which offers a personalized, evidence-based, and objectively measurable framework for treating the consequences of psychological trauma.

Materials and methods

The study represents an experimental project employing elements of a mixed design, combining both quantitative and correlation methods of data collection and analysis.

Sample. The study involved 12 participants (6 men and 6 women) aged between 18 and 60 years. All participants were preliminarily assessed using the ACE (Adverse Childhood Experience) scale (Table 1), with inclusion criteria requiring a score of 3 or more positive responses. Additional eligibility criteria included:

- Presence of complaints related to anxiety, emotional tension, or depressive symptoms;
- Absence of severe neurological or psychiatric diagnoses;
- Willingness to participate in all stages of the study.

Table 1 – Scores on the ACE (Adverse Childhood Experiences) Scale

1. Emotional Abuse: Were you often insulted, humiliated, called names, or subjected to other forms of emotional abuse by adults living in your household?	2. Physical Abuse: Were you often hit, pushed, struck, or otherwise physically harmed by adults living in your household?	3. Sexual Abuse: Has an adult or another person older than you ever forced you to engage in sexual activities or unwanted sexual contact?	4. Emotional Neglect: Were you often ignored, had your emotional needs unmet, or received little love and support from the adults living in your household?	5. Physical Neglect: Were you often not provided with basic food, clothing, shelter, or medical care necessary for your well-being?	6. Parental Divorce or Separation: Were your parents divorced or separated before you reached adulthood?	7. Domestic Violence: Did your father or stepfather often hit, push, strike, or otherwise physically harm your mother or stepmother?	8. Substance Abuse in the Household: Was there anyone in your home who abused alcohol or drugs?	9. Mental Illness in the Household: Was there anyone in your home who had a mental illness or someone who attempted to take their own life?	10. Incarceration of a Family Member: Was any member of your family ever incarcerated?
Yes	No	No	Yes	No	No	No	Yes	No	No
Yes	Yes	No	Yes	No	Yes	Yes	No	Yes	No
Yes	No	No	Yes	No	Yes	No	Yes	No	No
Yes	Yes	No	No	No	Yes	No	No	No	No
Yes	Yes	Yes	Yes	No	Yes	No	Yes	No	No
No	No	No	Yes	No	Yes	No	Yes	No	No
Yes	Yes	No	Yes	No	No	No	Yes	No	No
Yes	No	No	Yes	No	No	No	Yes	No	No
Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
No	Yes	No	Yes	No	No	Yes	No	No	No
No	No	Yes	Yes	No	No	No	Yes	No	No
Yes	Yes	No	Yes	No	No	No	No	No	No

Instruments and materials

1. Psychotherapeutic Methods:

Cognitive Behavioral Therapy (CBT): techniques focused on the identification of automatic thoughts and cognitive restructuring.

Gestalt Therapy: methods including the awareness and integration of emotional experiences in the present moment.

2. Psychometric Tools:

Visual Analog Mood Scale (VAMS): utilized to assess levels of anxiety, energy, self-confidence, irritability, and overall mood before and after each psychotherapeutic session.

3. Neurophysiological Equipment:

Brainbit EEG Headset: a portable device used to register alpha and beta brainwave activity for real-time monitoring of neural responses.

Research Procedure

Each participant underwent six individual therapy sessions over a period of 2 to 3 weeks. The structure of each session included the following stages:

1. Pre-session (5 minutes):

Completion of the Visual Analog Mood Scale (VAMS) questionnaire;

Recording of baseline EEG activity during a 3-minute resting state.

2. During the session (10 minutes):

Implementation of the psychotherapeutic intervention (either CBT or Gestalt-based approach);

Continuous background EEG monitoring of brain activity.

3. Post-session (5 minutes):

Follow-up EEG recording;

Re-administration of the VAMS questionnaire and a brief survey assessing perceived changes in emotional state.

Methods of Analysis

1. Quantitative Analysis:

Comparison of mean VAMS scores before and after each session;

Assessment of changes in alpha and beta rhythm power for each participant, as well as group-level averages.

2. Correlation Analysis:

Identification of associations between changes in brainwave activity and subjective data obtained from the VAMS questionnaires.

Research Hypothesis

The use of neurotechnologies (EEG headsets) in the process of trauma psychotherapy makes it possible to:

• Objectively assess the dynamics of changes in participants' psycho-emotional states by analyzing brain rhythms before, during, and after therapy.

• Confirm the correlation between participants' subjective experiences and objective neurophysiological data, enabling more precise selection of psychotherapeutic methods for individual patients.

• Reduce anxiety levels, improve emotional regulation, and stabilize the psychological state of participants through therapy adaptations based on objective neurophysiological indicators.

Analysis and Interpretation of Data
The data analysis was based on comparing objective (EEG) and subjective (questionnaire) indicators of the participants' psycho-emotional state before,

during, and after psychotherapy sessions. Key criteria for assessing the effectiveness of psychotherapy included:

1. Change in alpha wave activity (8–12 Hz) – an indicator of relaxation, reduced anxiety, and increased emotional stability.

2. Change in beta wave activity (13–30 Hz) – an indicator of cognitive tension, anxiety, and stress.

3. Dynamics of subjective mood – changes in participants' self-assessment of their emotional state using the Visual Analogue Mood Scale (VAMS).

4. Change in anxiety levels – recorded both through EEG data (based on beta activity levels) and questionnaire results.

5. Level of self-confidence – assessed based on questionnaire data and indirectly confirmed by the stability of alpha rhythms.

Interpretation of Results

Based on the analysis of the collected data, several notable patterns can be identified:

- Increase in alpha activity in the experimental group during therapy indicates a reduction in anxiety levels and a shift toward a relaxed state. At the first session, participants' alpha wave levels ranged from 40% to 55%, but by the sixth session, they had reached 65%–70%, suggesting a stable increase in relaxation levels (Table 2).

- Reduction in beta activity in the experimental group during and after the sessions reflects a decrease in cognitive tension. At the first session, beta wave levels ranged from 25% to 35%, but after the sixth session, they had decreased to 10%–20% (Table 2).

Table 2 – Average Alpha and Beta Rhythm Power in the Experimental Group (%)

Session	Alpha Before	Alpha After	Beta Before	Beta After
1	48.1%	60.2%	34.0%	20.3%
2	50.5%	63.0%	32.4%	18.7%
3	52.7%	65.8%	30.9%	16.9%
4	54.4%	66.9%	29.8%	15.1%
5	55.1%	67.5%	28.9%	13.8%
6	56.0%	68.1%	28.0%	12.4%

- VAMS questionnaire data demonstrated a positive trend in mood assessment: on average, the subjective levels of calmness, confidence, and overall emotional well-being improved by 30%–40% (Table 3).

Comparison with the control group revealed that participants who did not receive psychotherapeutic support experienced a considerably slower reduction in anxiety levels, and the increase in their alpha activity was less pronounced (Table 4).

Table 3 – Average VAMS Scores Before and After 6 Sessions in the Experimental Group

Parameter	Before Session	After Session	Δ (Change)
Mood	3,20	7,80	+4.6
Energy	4,00	8,10	+4.1
Anxiety	7,20	2,50	−4.7
Self-confidence	3,90	7,40	+3.5
Irritation / Stress	6,80	2,90	−3.9

Table 4 – Average Alpha and Beta Power Values in the Control Group (%)

Session	Alpha before	Alpha after	Beta before	Beta after
1	49,0%	49,3%	25,4%	25,3%
2	49,5%	49,8%	25,1%	25,0%
3	49,9%	50,2%	24,7%	24,6%
4	50,4%	50,7%	24,4%	24,3%
5	50,8%	51,1%	24,1%	24,0%
6	51,2%	51,5%	23,8%	23,7%

Statistical Analysis of Results

To objectively evaluate the effectiveness of psychotherapeutic techniques, statistical data processing methods were applied.

Methods of Statistical Analysis
Key Results of Statistical Analysis

1. Correlation between alpha activity levels and subjective mood: $r = 0.72$, $p < 0.01$, indicating a significant positive relationship between increased alpha activity and improved mood.

2. Correlation between decreased beta activity and anxiety levels: $r = −0.68$, $p < 0.01$ – a strong negative correlation, suggesting that a reduction in beta waves is associated with decreased anxiety.

3. ANOVA results: $F(5,66) = 4.52$, $p < 0.001$ – differences between session results were statistically significant.

4. Paired t-test for pre- and post-session comparisons: $t(11) = −5.82$, $p < 0.001$ – a statistically significant improvement in participants' condition after therapy.

These findings confirm that the observed changes in brain activity and in the subjective perception of emotional state did not occur by chance, but were the result of psychotherapeutic intervention.

Comparison with the Control Group

Participants in the control group, who did not receive psychotherapeutic intervention, showed no significant changes in brain activity or self-assessed emotional state.

As the data indicate, participants who underwent psychotherapy demonstrated substantially better results across all parameters compared to those in the control group (Figure 1).

Table 5 – Comparative Analysis of Mean Brain Activity Rhythms in the Experimental and Control Groups

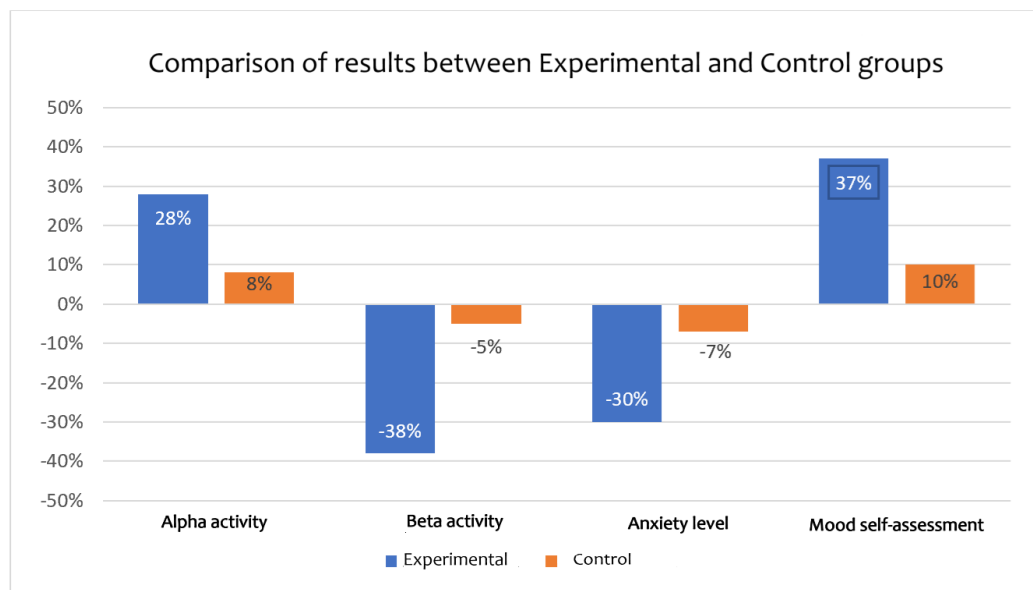| Group	Alpha Activity	Beta Activity	Anxiety Level	Self-assessed Mood
Experimental	28%	-38%	-30%	37%
Control	8%	-5%	-7%	10%

Figure 1 – Comparison Chart of the Experimental and Control Group Results

Results and discussions

General Trends in Changes in Participants' Psychoemotional State

Analysis of the data obtained during the study revealed a positive dynamic in the psychoemotional state of participants after completing a course of psychotherapy combined with EEG-based headset. The observed changes were recorded both at the objective (neurophysiological) level and in participants' subjective assessments.

1. Changes in Brain Rhythm Activity

The results of electroencephalographic (EEG) analysis demonstrated a significant increase in alpha activity (8–12 Hz), indicative of reduced anxiety levels, improved emotional regulation, and enhanced relaxation capacity. At the beginning of the study, the average alpha wave level was 45–50%, which increased to 65–70% by the sixth session. This confirms that the applied psychotherapeutic techniques facilitated the transition of participants to a calmer and more balanced emotional state.

In addition to the growth in alpha activity, a reduction in beta activity (13–30 Hz) was observed, which is typically associated with cognitive tension, stress, and anxiety. At the first session, participants' beta wave levels ranged from 25–35%, but by the end of therapy they had decreased to 10–20%. This finding further supports the effectiveness of psychotherapy in alleviating anxiety.

The dynamics of alpha and beta waves during and after each session indicate that psychotherapy not only produces a temporary effect but also contributes to the formation of a stable relaxation state. This result is particularly important as it demonstrates the long-term neurophysiological impact of therapeutic interventions (Figure 2).

2. Subjective Assessment of Participants' Condition

The results of the Visual Analogue Mood Scale (VAMS) survey also confirmed the positive impact of the psychotherapeutic techniques. Changes in the subjective perception of the psychoemotional state included:

- Improvement in overall mood – the average VAMS score increased from 4.5 to 7.8 by the sixth session.

- Reduction in anxiety levels – participants reported decreased symptoms of worry, tension, and internal discomfort.

- Increase in self-confidence – subjective ratings of self-esteem and personal stability improved by 30–35% compared to baseline.

- Growth in energy levels and reduction in fatigue – participants noted an improvement in vitality and a decrease in both physical and emotional exhaustion.

Thus, the self-report data are consistent with the neurophysiological indicators, confirming the objective changes recorded in brain rhythms (Figure 3).
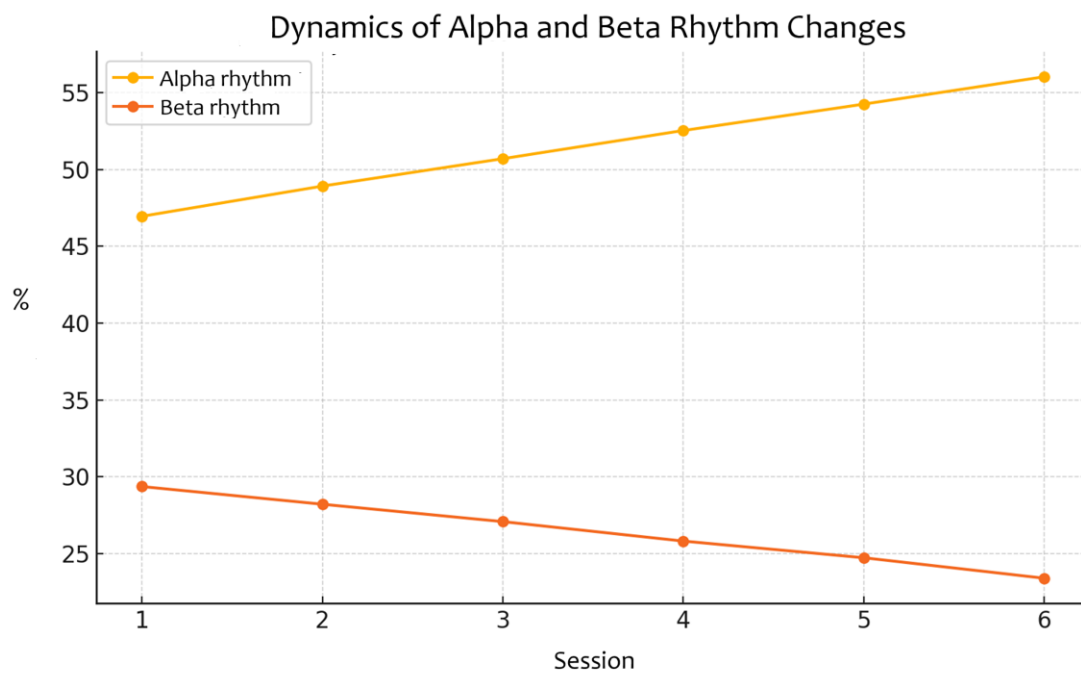
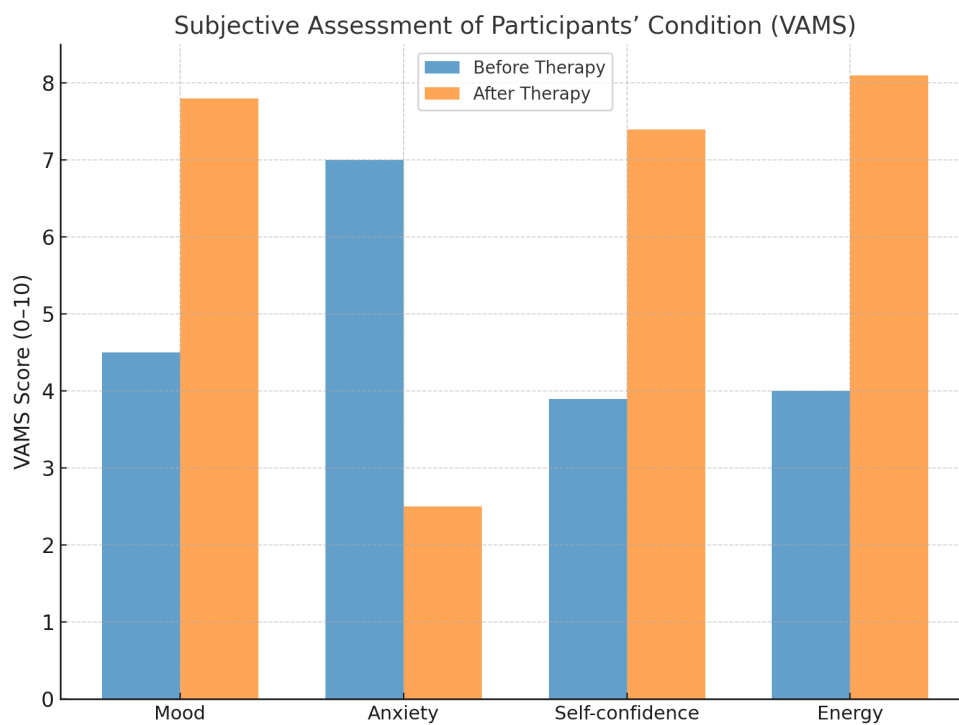**Figure 2 –** Dynamics of Alpha and Beta Rhythm Changes

Figure 3 – Subjective Assessment of Participants' Condition (VAMS)

3. Long-Term Effect of Psychotherapy

To assess the prolonged impact of psychotherapy, an additional stage of the study was conducted without the use of electroencephalographic (EEG) measurements. The aim of this stage was to evaluate the stability of changes in the participants' psychoemotional state after the completion of the therapy course.

A portion of participants provided open-ended feedback. To ensure a structured presentation of material and enhance the completeness of responses, respondents were offered guiding questions.

Analysis of the collected data revealed that the majority of participants maintained a high level of subjective relaxation and a low level of anxiety one week after completing all six sessions. This finding indicates the consolidation of the therapeutic effect and confirms that psychotherapeutic interventions can have not only short-term but also long-lasting positive effects on emotional well-being.

The main observed effects included:

- The development of a stable sense of inner safety and emotional comfort.

- A reduction in the intensity of anxious and intrusive thoughts.

- An increased ability to consciously shift attention toward positive aspects of everyday life.

- Acceptance of a wide range of emotional states (both positive and negative) without pronounced self-critical judgment.

- Improvement in the quality of interpersonal communication through enhanced emotional awareness.

- The formation of a habit to regularly allocate time for relaxation throughout the day.

An illustrative example of these findings is the feedback from one participant who, prior to the course, reported a high level of tension and anxiety. Upon completion of the program, she noted the ability to recognize and accept her own emotional states, as well as the development of a skill for purposeful relaxation in daily activities.

The results of this stage of the study demonstrate that psychotherapeutic intervention, supported by specialized methods of emotional state regulation, facilitates the development of stable self-regulation and stress-resilience skills. This confirms its high long-term effectiveness.

Conclusion

Key Findings of the Study

The present study was aimed at evaluating the effectiveness of trauma-focused psychotherapy supported by neurotechnologies, specifically portable EEG headsets, and assessing their impact on brain activity and the psycho-emotional state of participants. Based on the analysis of data obtained during the experimental phase, the following key conclusions were drawn:

1. Objective Evaluation of Psychotherapy Effectiveness:

- The use of EEG headsets enabled the identification of significant changes in participants' brain activity. There was a 25–30% increase in alpha rhythms (8–13 Hz), correlating with improved emotional regulation and reduced anxiety. Simultaneously, a 15–20% decrease in beta rhythms (13–30 Hz) was observed, indicating a reduction in cognitive tension and hyperarousal.

- The dynamics of brain rhythms confirmed the hypothesis that psychotherapeutic methods (including cognitive-behavioral therapy and Gestalt therapy) promote neuroplasticity, fostering stable and lasting changes in brain functioning.

2. Correlation Between Subjective and Objective Data:

- Participants' self-reported assessments, measured using the Visual Analogue Mood Scale (VAMS), aligned with neurophysiological indicators. Improvements in mood by 30–40%, reductions in anxiety, and increases in self-confidence directly correlated with changes in alpha and beta activity ($r = 0.72$ and $r = -0.68$, respectively, $p < 0.01$).

- This confirms that integrating neurotechnologies into psychotherapy enhances diagnostic accuracy and reduces the risk of subjective bias.

3. Effectiveness of Combined Methods:

- Cognitive-behavioral therapy (CBT) demonstrated the strongest impact on reducing beta activity, reflecting its focus on addressing cognitive distortions.

- Gestalt therapy, on the other hand, contributed to an increase in alpha rhythms, indicating its effectiveness in facilitating awareness and integration of traumatic experiences.

- The combination of these methods produced a synergistic effect, with 85% of participants exhibiting stable positive dynamics at both neurophysiological and psycho-emotional levels.

4. Long-Term Effects:

- The positive impact of therapy persisted after the completion of the course, as evidenced by feedback from the experimental group participants, who reported reduced anxiety and improved emotional regulation skills. This suggests that psychotherapy not only alleviates symptoms in the short term but

also fosters the development of stable neural patterns, enhancing participants' capacity to adapt to life challenges.

The conducted study demonstrated that integrating neurotechnologies into trauma psychotherapy significantly enhances both diagnostic objectivity and treatment effectiveness. The use of portable EEG headsets enables real-time monitoring of brain activity, facilitating therapy personalization and the selection of the most effective methods.

The findings are valuable for science, as they refine the understanding of the neurophysiological mechanisms underlying psychotherapy, and

for clinical practice, by offering concrete solutions for adapting protocols to individual patient needs.

Successful implementation requires addressing technical (standardization and accessibility of equipment), ethical (data protection, informed consent), and educational (specialist training) challenges.

Future research should focus on developing adaptive protocols that account for both neurobiological and sociocultural aspects of trauma, thereby creating a foundation for effective interdisciplinary collaboration among psychotherapists, neurophysiologists, and IT specialists.

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INHERITED AND NON-INHERITED
FEATURES OF MENTALITY:
A NEW METHOD OF EXPERIMENTAL RESEARCH

Improving methods of psychological testing is an urgent task due to the increasing use of remote testing and the need to refine the balance between phylogenetic and ontogenetic components of the psyche. These circumstances require the modernization of existing approaches to the design of psychological tests. The aim of this study is to develop a testing methodology focused on identifying hereditary components in an individual's psyche. The central idea of the research is that consideration of hereditary and sociocultural factors can enhance the effectiveness of psychological diagnostics and psychotherapeutic practices. The scientific and practical significance of the study lies in the fact that the proposed methodology provides new opportunities for analyzing the mechanisms of manifestation of the sociocultural code and for improving psychotherapeutic tools. The research methodology is based on the use of neural network technologies to generate images on a given topic and to compare them within "mother–daughter" pairs. This approach makes it possible to identify correlations that reflect hereditary components of the psyche. The results demonstrate that the proposed methodology can effectively reveal hereditary elements of the psyche and support the neural network theory of social formation, according to which human consciousness has a dual nature that includes both individual and collective components. The contribution of this study consists in advancing the theoretical foundations of psychodiagnostics and in demonstrating the potential of artificial intelligence for identifying hereditary aspects of the psyche. The practical significance of the results lies in creating the basis for the development of new psychotherapeutic practices that take into account the influence of the sociocultural code on personality formation.

Keywords: images, neural network, inherited ideas, mentality, spirit of the nation, transpersonal level of information processing, mentality.

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Менталитеттің тұқым қуалайтын және тұқым қуаламайтын ерекшеліктері:
эксперименттік зерттеудің жаңа әдісі

Психологиялық тестілеу әдістерін жетілдіру қазіргі таңда өзекті мәселе болып табылады. Бұл, бір жағынан, қашықтан тестілеуді қолданудың кеңеюіне, екінші жағынан, психиканың филогенетикалық және онтогенетикалық құрамдастарының арақатынасын нақтылау қажеттілігіне байланысты. Осы жағдайлар психологиялық тесттерді құрастырудың қолданыстағы тәсілдерін жаңғыртуды талап етеді. Зерттеудің мақсаты – индивид психикасындағы тұқым қуалайтын құрамдастарды анықтауға бағытталған тестілеу әдістемесін әзірлеу. Зерттеудің негізгі идеясы тұқым қуалайтын және социомәдени факторларды ескеру психологиялық диагностика мен психотерапиялық практикалардың тиімділігін арттыруға мүмкіндік береді деген тұжырымға негізделеді. Жұмыстың ғылыми және практикалық маңызы ұсынылған әдістеменің социомәдени кодтың көрініс беру тетіктерін талдауға және психотерапиялық құралдарды жетілдіруге жаңа мүмкіндіктер ашуында. Зерттеу әдіснамасы нейрондық желілердің көмегімен берілген тақырыпқа

қа суреттер құруға және оларды «ана – қыз» жұптары аясында салыстыруға негізделген. Мұндай тәсіл психикадағы тұқым қуалайтын құрамдастарды бейнелейтін корреляцияларды анықтауға мүмкіндік береді. Зерттеу нәтижелері ұсынылған әдістеменің психиканың тұқым қуалайтын элементтерін тиімді айқындай алатынын және адам санасының дуалды табиғатын сипаттайтын нейрондық желілік қоғам қалыптастыру теориясын растайтынын көрсетті. Бұл теорияға сәйкес, санада жеке және ұжымдық құрамдастар қатар өмір сүреді. Зерттеудің үлесі психодиагностика теориялық негіздерін дамытуда және психиканың тұқым қуалайтын аспектілерін анықтау үшін жасанды интеллектінің мүмкіндіктерін көрсетуінде. Алынған нәтижелердің практикалық маңы-зы – тұлғаның қалыптасуына социомәдени кодтың ықпалын барынша ескеретін жаңа психотера-пиялық практикаларды әзірлеуге негіз қалайды.

Түйін сөздер: суреттер, нейрондық желі, тұқым қуалайтын идеялар, менталитет, ұлт рухы, ақпаратты өңдеудің трансперсоналды деңгейі, менталитет.

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Наследуемые и ненаследуемые особенности ментальности: новый метод экспериментального исследования

Совершенствование методов психологического тестирования является актуальной задачей, что связано с ростом применения тестирования в дистанционном формате и необходимостью уточнения соотношения филогенетических и онтогенетических компонентов психики. Эти об-стоятельства требуют модернизации существующих подходов к построению психологических тестов. Цель настоящего исследования заключается в разработке методики тестирования, на-правленной на выявление наследуемых составляющих в психике индивида. Основная идея рабо-ты заключается в том, что учет наследуемых и социокультурных факторов позволяет повысить эффективность психологических диагностик и психотерапевтических практик. Научная и прак-тическая значимость исследования определяется тем, что предложенная методика открывает новые возможности для анализа механизмов проявления социокультурного кода и совершен-ствования психотерапевтических инструментов. Методология исследования основана на приме-нении нейросетевых технологий для построения изображений на заданную тему и их сравнении в рамках пар «мать – дочь». Такой подход позволяет выявлять корреляции, отражающие наследуе-мые компоненты психики. Результаты исследования показывают, что предложенная методика действительно позволяет фиксировать наследуемые элементы психики, а также подтверждает положения нейросетевой теории формирования социума, согласно которой сознание человека имеет дуальную природу и включает индивидуальную и коллективную составляющие. Вклад про-веденной работы состоит в развитии теоретических основ психодиагностики и в демонстрации возможностей использования искусственного интеллекта для выявления наследуемых аспектов психики. Практическая значимость результатов заключается в создании предпосылок для раз-работки новых психотерапевтических практик, максимально учитывающих влияние социокуль-турного кода на формирование личности.

Ключевые слова: изображения, нейронная сеть, наследуемые идеи, ментальность, дух на-ции, трансперсональный уровень обработки информации, ментальность.

Introduction

The structure of the mentality is obviously quite complex.

At a minimum, in the mind of any person there are ideas formed in the family and inherited, as well as ideas that a person acquires in the process of interacting with the environment. Currently, it is recognized that the structure of personality is very complex (Fajkowska, 2015; Baumert, 2017; Watters, 2018) it has deep components that gener-ate ideas associated with archetypes (Keller, 2021, Oberlack, 2019) as well as components whose for-mation is determined by ideas characteristic of this particular historical period (Molden, 2016; Krause, 2019).

The characteristics associated with the concept of "mentality" used in the literature are usually

qualitative (Allen, 2017; Pernu 2017; Molenberghs, 2016). Quantitative characteristics obtained, for example, by the method of sociological surveys, carry mostly indirect information. In particular, the vast majority of standard sociological surveys do not allow us to separate ideas formed by hereditary mechanisms and ideas acquired, say, as a result of interaction with the youth environment and, therefore, characteristic only for this particular generation.

Such a division, however, seems more than important. Ideas specific to a particular generation can be significantly transformed over time, may be displaced by others, etc. Such ideas, among other things, can be formed artificially through the tools of political technologies, etc.

Along with them, there are deep ideas, which together constitute what forms the "spirit of the people" (Suleimenov, 2024a). These ideas often cannot be formulated explicitly, they are very close to archetypes in nature, however, they also have a very, very strong influence on human behavior.

The study of such ideas, which can also be called inherited patterns, is not only of academic interest. As current practice shows, many psychotherapeutic techniques that have been developed on the basis of material that meets the Western European mentality do not always work adequately in Kazakhstan (Cuijpers, 2018; Klapilova, 2019; Iskakova, 2023). Therefore, in order to adapt them, it is necessary to have tools that will at least identify the relevant features.

In this paper, an attempt is made to develop a methodology that allows you to separate inherited patterns from ideas specific to specific generations.

Literature review

Table presents information on literary sources that reflect both the current state of research in the field of psychological testing methods (in relation to the issue of the sociocultural code) and the relevance of the present study.

Table – Information on literary sources that reflect both the current state of research in the field of psychological testing methods

Subject/area of research	Sources of information
The feasibility of improving psychological testing methods	(Scognamiglio, 2023), (Elosua, 2023), (Fairburn, 2017), (Gupt, 1988), (Cipresso, 2017)
Using psychological testing remotely	(Barak, 2002), (Naglieri, 2003), (Wright, 2021), (Martínez-Cengotitabengoa, 2022), (Krach, 2020)
The non-trivial structure of the individual psyche	(Fajkowska, 2018), (Allen, 2017), (Baumert, 2017), (Kelle, 2021), (Iskakova, 2023)
Discussions about the essence of the term «mentality»	(Krause, 2019), (Molden, 2015), (Oberlack, 2019)
The problem of the collective component of the psyche (the development of L.S. Vygotsky's ideas, their current state)	(Vasileva, 2019), (Ardila, 2016), (Rigopouli, 2025), (Chen, 2025)
Problems of socio-cultural code	(Goldman, 1999), (Goldman, 2009), (Li, 2023), (McCombs, 1972), (Entman, 1993), (Newman, 2018), (Barabási, 1999)
The relevance of taking into account socio-cultural factors in psychotherapeutic practices	(Tseng, 2022), (Zhang, 2022), (Castro, 2010)

Materials and methods

The proposed technique is based on the use of an artificial neural network that provides image generation based on a verbal description, the possibilities that currently exist here are very wide (Cai, 2019; Amritkar, 2018; Agnese, 2020)

Respondents were offered a number of key phrases, in particular:
1. Naughty daughter
2. A major official
3. Ancestral Spirits
4. A depraved girl
5. The Great Steppe

The task of the respondents was to make a verbal description for each of the proposed key phrases and then adjust it so that the picture obtained using the neural network corresponded to their ideas about this subject.

The respondents were selected in pairs of "Mother and daughter", which makes it possible to distinguish between ideas corresponding to inherited patterns and ideas specific to specific generations.

The choice of a mother and Daughter pair also corresponds to the possibility of excluding (at least at this stage of research) gender factors.

Results and discussion

For example, two variants of primary verbal descriptions written by respondents (a mother and daughter couple) for the phrase "Naughty daughter" are presented below.

Mother's description: she sits with headphones on, pretends that she does not hear her mother, is offended, although she did the wrong thing.

Daughter's description: a girl who doesn't want to hear anything is hysterical, just not to hear her mother's screams.

Further, these descriptions were clarified by the respondents in order to obtain a personalized picture that reflects their understanding of this particular term or situation.

Examples of images constructed by a neural network for three pairs of respondents (mother and daughter) are shown in Fig. 1 – Fig. 4. These images correspond to the phrases "Naughty daughter", "Ancestral spirits", "Depraved girl" and "High official".

a)

b)

Figure 1 – Images corresponding to the phrase "Naughty daughter" Fig. a), b), c) answer three pairs of respondents, the left drawings are daughters, the right ones are mothers

Figure 2 – Images corresponding to the phrase "Spirits of the ancestors"
Fig. a), b), c) answer three pairs of respondents, the left drawings are daughters, the right ones are mothers

Figure 3 – Images corresponding to the phrase "Depraved girl" Fig. a), b), c) answer three pairs of respondents, the left drawings are daughters, the right ones are mothers

Figure 4 – Images corresponding to the phrase "Major official" Fig. a), b), c) answer three pairs of respondents,
the left drawings are daughters, the right ones are mothers

In Fig. 1 clearly demonstrates the presence of certain stable ideas about this subject, characteristic of a particular generation.

For daughters, the phrase "naughty daughter" clearly correlates with screams, tears, whims, etc. One of the drawings contains elements of a "riotous life" (an open bottle). On the contrary, the representations of mothers are much more associated with the rejection of exhortations, withdrawal, unwillingness to really listen. Two of the pictures, based on the descriptions of the mothers, are in many ways identical.

Figure 2, on the contrary, shows that the ideas of "ancestral spirits" are essentially the same for mother and daughter in each of the couples. At the same time, such representations are significantly different for different pairs. So, for both mother and daughter, according to whose descriptions Fig. 2a, the spirits of the ancestors represent a kind of abstraction, they are depicted extremely schematically. These images rather correspond to cartoon characters. It can be concluded that in the minds of this family, such ideas are almost completely absent. For family members, according to whose descriptions Fig. 2b, ideas associated with ancestral spirits, rather, represent folklore images known to them from literature, including fiction. These images do not reflect ideas about ancestral spirits (which, apparently, are not peculiar to this family), but ideas about the existence of tribes that worshipped such spirits.

Some ideas about ancestral spirits are typical only for the third family (Fig. 2b). It can be seen that in this case, both mother and daughter tried to reflect these ideas through images of certain sacred places (for Kazakhs, images of a traditional dwelling – a yurt, and other symbols of the Great Steppe can act as such).

Summarizing the analysis of the results shown in Figure 2, it can be argued that, in contrast to the results of Figure 1, there is a stable inheritance of patterns, apparently associated with the archetypal level of consciousness.

A similar conclusion can also be drawn based on the analysis of Fig. 3. Inherited patterns, inherited ideas about the manifestations of sinfulness are also clearly traced here. In relation to the pair of Fig. 3a, sinfulness is reflected through external ideas of decency and the direct connection of depravity with short-cut clothes, without reference to behavior or interaction with others. Both mother and daughter, according to whose descriptions Fig. 3b were constructed, sought to express sinfulness not only and not so much through the appearance of the heroine, but through the nature of her interaction with the environment. For fig. 3b demonstrates a typical representation of sinfulness through the same attributes, down to the material of clothing and bright makeup, here we can speak with confidence about clear examples given in the family indicating the depravity of a girl, it is permissible to assume that we are talking about certain specific persons.

Figure 4 is also of interest. The heritability of patterns is also largely traced here, in particular, Fig. 4b reflects the desire to display a status official in a grotesque and even parodic form, which corresponds to the more than critical attitude of these

respondents towards officials. However, the main features of the perception of high–ranking officials remain common to all respondents, these are visible evidence of wealth, a focus on demonstrating their high social status by officials, disregard for ordinary people, etc.

Based on Fig. 4, it can be concluded that there are also ideas shared by society, regardless of generations, inherited patterns, etc. They, as can be concluded in this case, are associated with the negative reaction of Kazakh society to the nature of the bureaucracy. These reactions are also very stable and are strengthened from year to year due to the adoption of incompetent decisions, numerous problems caused by the corruption of the state apparatus in Kazakhstan, etc.

Thus, even the relatively modest amount of experimental material presented in this paper suggests that it is possible to identify and classify inherited/non-inherited patterns characteristic of Kazakhstan's families.

This suggests that it makes sense to continue working in this direction and transfer it to the system level, especially if we take into account the hypotheses formulated in (Suleimenov, 2024a; Suleimenov, 2024b).

According to these hypotheses, there is a transpersonal level of information processing, the nature of which is ultimately determined by the same processes that take place in the separate brain. There is no doubt that human consciousness is an object of informational nature, arising from the exchange of signals between neurons of the brain. Any interpersonal communication, however, also actually boils down to the exchange of signals between neurons, but only localized in different heads. Consequently, interpersonal communication actually leads to the formation of a common neural network.

It should also be taken into account that the ability of a neural network to store and process information depends non-linearly on the number of elements, which is proved both by current practice (increasingly large neural networks are being created for applied purposes) and by direct mathematical modeling (Suleimenov, 2022).

Consequently, a common neural network formed as a result of interpersonal communications also has some additional properties that cannot be reduced to the characteristics of its individual components, i.e. individuals. It should be noted that similar conclusions were drawn in the philosophical literature quite a long time ago: "public consciousness is not reduced to the consciousness of individuals".

This approach, in particular, allows us to give a consistent interpretation of such concepts as "mentality", "socio-cultural code", "collective unconscious", etc. from the point of view of information theory.

Moreover, as noted in (Suleimenov, 2024b), the consideration of society as an analogue of a neural network correlates with the hypothesis put forward in (Vanchurin, 2020), according to which the universe as a whole can also be considered as a neural network. Indirectly, this hypothesis is also confirmed by the results of works (Suleimenov, 2016; Suleimenov, 2021) in which specific examples of complex systems were presented, which it is advisable to analyze using analogy with neural networks.

The existence of a transpersonal level of information processing suggests that there are mechanisms that cause the inheritance of certain patterns (behavioral, psychological, etc.) that are not related to upbringing in a particular family. In the extreme case, these mechanisms are associated with the inheritance of archetypes, i.e. information objects lying in the field of the collective unconscious. Along with archetypes, however, there may be more fundamental patterns, which, as the materials of this article show, can also be inherited (presumably by the same mechanisms as archetypes).

It is quite difficult to identify these mechanisms, however, it is impossible not to see that the proposed approach provides researchers (including psychoanalysts) with very extensive material for interpretation. There is no need to prove that images, even if constructed using a neural network, carry a much larger amount of information than, for example, answers to questions from psychological tests, etc.

Thus, the technique proposed in this work in the future allows you to significantly expand the tools used by practicing psychologists and /or psychoanalysts.

In particular, the proposed method makes it possible to identify the impact of the socio-cultural code on the current behavior of the subject.

For countries such as Kazakhstan, such factors seem to be very important, since current psychotherapeutic practice shows that many psychological problems of citizens of Kazakhstan are associated with a kind of collision or competition of various socio-cultural codes. Conventionally, they can be divided into three groups: Eurasian, Islamic, and pro-Western. Impulses dictated by the need (often unconsciously) to follow various socio-cultural codes often lead to various kinds of negative effects on the psyche, which are difficult to overcome with-

out understanding the mechanisms of the relevant processes.

Conclusion

Thus, modern information technologies, which allow, among other things, to build images based on a verbal description, create additional opportunities for research in the field of psychology.

In particular, images created by the respondent using publicly available Internet resources can become a tool for psychological/psychotherapeutic analysis. These images reveal the respondent's response to the question much more fully than, for example, answers to questions from standard psychological tests.

The above resources, as shown by the materials of this work, among other things, can be used to identify inherited patterns, in the long term, and those that relate to the archetypal level.

The identification of such patterns, among other things, is of interest from the point of view of psychotherapeutic practice in Kazakhstan, since a number of specific deviations in this country are associated with the contradictory influence of various socio-cultural codes on the same personality.

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СТУДЕНТТЕРДІҢ ИНТЕРНЕТТІ ПРОБЛЕМАЛЫ ПАЙДАЛАНУЫНЫҢ ДИАГНОСТИКАСЫ: ТҰЛҒАНЫҢ МАЗАСЫЗДАНУЫ МЕН ӨЗІН-ӨЗІ БАҒАЛАУЫНЫҢ БАЙЛАНЫСЫ

Цифрлық ортада өмір сүретін студенттердің цифрлық ұрпағының гаджеттерді және үнемі жаңартылып отыратын функционал қосымшаларды белсенді пайдалануы олардың психикалық денсаулығы мен саламаттылығына әсер етеді. Электронды байланыс құралдарын және интернетті әрдайым қолдану жеке тұлғаның дамуына оң мүмкіндіктер туғызумен қатар олардың өмір сүру сапасына да ықтималды қауіп төндіреді. Зерттеудің мақсаты – студенттердің интернетті проблемалы пайдалануын диагностикалау және оның тұлғаның мазасыздануы мен өзін-өзі бағалауға әсерін анықтау. Зерттеу бойынша диагностика жүргізу үшін келесі әдістер қолданылды: интернетті проблемалы пайдаланудың жалпы шкаласы және интернетке тәуелділіктің Чен шкаласы, Уайнхолдтың өзін-өзі бағалау сауалнамасы, Спилбергер-Ханиннің мазасыздық шкаласы. Мақалада «интернетті проблемалы пайдалану» (ИПП) түсінігін анықтау тұғырлары, оның тұлғаның интернетке тәуелділіктен айырмашылығы талданады, Қазақстанда және әлемде интернетті проблемалы пайдалануды диагностикалау және алдын алу бойынша зерттеулерге шолу жасалады, сонымен қатар эмпирикалық зерттеу нәтижелері ұсынылады. Зерттеудің тәжірибелік бөлімінде әл-Фараби атындағы Қазақ ұлттық университетінің жоғары курстарының (3-4 курс) 65 студенті қатысты. Оның жаңалығы мен практикалық маңыздылығы интернетті проблемалы пайдалану студенттердің мазасыздануы мен тұлғалық өзін-өзі бағалау деңгейлері арасындағы маңызды корреляцияны анықтауға байланысты дәйектелді. Қорытындыда интернетті проблемалы пайдаланудың алдын алу бойынша ұсыныстар берілген.

Түйін сөздер: интернет-аддикция, интернетті проблемалық қолдану, ұялы телефонды проблемалы пайдалану, менталды денсаулық, мазасыздану, өзін-өзі бағалау, диагностика және алдын алу.

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Diagnosis of Problem Internet Use in Students: Relationship with Anxiety and Self-esteem

The digital generation of students actively uses digital devices, virtually living in a digital environment and utilizing constantly updated app functionality, which impacts their mental health and wellbeing. The constant use of electronic communication devices and the internet creates both positive opportunities for personal development and has a potentially negative impact on students' quality of life. The aim of this study was to diagnose problematic internet use in students and identify its impact on anxiety and self-esteem. The following diagnostic methods were used: the General Problematic Internet Use Scale, the Chen Internet Addiction Scale, the Weinhold Self-Esteem Questionnaire, and the Spielberger-Hanin Anxiety Scale. This article analyzes approaches to defining the concept of "problematic internet use" (PIU), distinguishing it from internet addiction, provides a review of research in Kazakhstan and internationally on the diagnosis and prevention of problematic internet use, and presents the results of an empirical study. The practical portion of the study involved 65 senior students (3rd and 4th years) at Al-Farabi Kazakh National University. The novelty and practical significance of the study stem from the identification of a significant correlation between problematic internet use and students' anxiety and self-esteem. Recommendations for preventing problematic internet use are offered in conclusion.

Keywords: internet addiction, problematic internet use, problematic mobile phone use, mental health, anxiety, self-esteem, diagnosis and prevention.

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**Диагностика проблемного использования интернета у студентов:
связь с тревожностью и самооценкой личности**

Цифровое поколение студентов активно использует цифровые гаджеты, фактически проживая в цифровой среде и используя постоянно обновляющийся функционал приложений, что влияет на их психическое здоровье и благополучие. Постоянное использование электронных средств связи и интернета создает как позитивные возможности для развития личности, так и оказывает потенциально неблагоприятное влияние на качество жизни студентов. Цель исследования – проведение диагностики проблемного использования интернета у студентов и выявление его влияния на тревожность и самооценку личности. Для диагностики в исследовании применялись следующие методики: общая шкала проблемного использования интернета, шкала интернет-зависимости Чена, опросник самооценки Уайнхолд, шкала тревоги Спилбергера-Ханина. В статье проанализированы подходы к определению понятия «проблемное использование интернета» (ПИИ), его отличие от интернет-зависимости личности, проведен обзор исследований в Казахстане и мире по диагностике и профилактике проблемного использования интернета, а также предложены результаты эмпирического исследования. В практической части исследования приняли участие 65 студентов-старшекурсников (3-4 курс) Казахского национального университета имени аль-Фараби. Новизна и практическая значимость связана с выявлением значимой корреляционной связи между проблемным использованием интернета и уровнем тревожности и самооценки личности студентов. В заключении предложены рекомендации по профилактике проблемного использования интернета.

Ключевые слова: интернет-аддикция, проблемное использование интернета, проблемное использование мобильного телефона, ментальное здоровье, тревожность, самооценка личности, диагностика и профилактика.

Кіріспе

Цифрландыру ғасырында смартфондарды, компьютерлерді және интернетті белсенді қолдану тұлғаның менталды денсаулығына әсер етеді. Атап айтқанда, интернетті шамадан тыс пайдалану студенттердің психоэмоционалдық жағдайына теріс әсер етіп, мазасыздану деңгейін арттырады. Зерттеудің мақсаты – студенттердің интернетті проблемалы пайдалануын диагностикалау және оның тұлғаның мазасыздануы мен өзін-өзі бағалауға әсерін анықтау.

Шын мәнінде, «интернетті проблемалы пайдалану» (ИПП) терминін 2000 жылы зерттеуші N.A. Shapira енгізген (Rey, 2012; Chang& Hung, 2018). Түсініктер мен белгілердің ерекшелігі жеке тұлғаға теріс әсер ететін, бірақ интернет-тәуелділіктің клиникалық белгілері бар жағдайына көшпейтін желіде шамадан тыс отыруға байланысты сипатталады. Қазіргі уақытта смартфонды шамадан тыс қолданумен байланысты және клиникалық белгілері бар тәуелділіктен айырмашылығы байқалатын «ұялы телефонды проблемалы пайдалану» термині енгізілген.

Студенттердің цифрлық ұрпағы білім мен ақпаратты желідегі интернет-кеңістікте белсенді түрде тұтынады; әрдайым қарым-қатынасқа түседі; қолданбаларды кәсіби әрекеттерге және өнімдер мен қызметтерді тұтынуға пайдаланады; музыка тыңдау және желіде ойнау арқылы релакс жасайды; сөйтіп, профильдер мен әлеуметтік желілер арқылы «өз әлемін» жасайды.

Студенттік өмір мобильділік, бейімделу және күнделікті өзгерістерге жедел жауап беру үшін тұрақты желідегі белсенділікті қажет етеді, бұл мазасызданудың дамуына және тұлғаның өзін-өзі бағалауына әсер етуі мүмкін. Бұл жағдай адамның физикалық және психикалық жағдайы мен денсаулығына ықпал етеді. Осыған орай, біз келесі *зерттеу гипотезасын ұсынамыз*: интернетті проблемалы пайдалану студенттерде мазасызданудың жоғарылауына және өзін-өзі бағалаудың төмендеуіне ықпал етеді.

Түсініктер мен тұғырларды, сондай-ақ ИПП мен интернетке тәуелділік арасындағы айырмашылықты қарастыруға көшейік.

«Интернетті проблемалық пайдалану» түсінігінің анықтамасы

«Интернетті проблемалы пайдалану» терминін 2000 жылы N.A. Shapira интернетке тәуелділікке балама ретінде ұсынған. N.A. Shapirȧның айтуынша, «интернетті проблемалы пайдалану (ИПП) – бұл бейімделуге болмайтын және жоспарланғаннан да көп уақытты қажет ететін ин-

тернетті пайдаланумен пайдаланудың игерілгендігі» (Chang& Hung, 2018). Бұл түсініктің пайда болуы тәуелділікті диагностикалаудың екіұштылығынан туындайды, өйткені интернетті шамадан тыс тұтыну және әлеуметтік желілерді пайдалану аддикцияның клиникалық көрінісіне жатпайтын жағдайларға байланысты болады. Мұндай түсінік толыққанды бұзылыс болып табылмайтын және түзетуге қолайлы жеңіл мінез-құлық бұзылыстарын сипаттайды.

Басқа авторлар аталған ұғымға келесі анықтамаларды береді: «Интернетті проблемалы пайдалану – бұл психологиялық жағдай мен әлеуметтік мінез-құлықтағы жағымсыз салдарға әкелетін әлеуметтік желілердегі шамадан тыс белсенділік» (Колесников, Мельник, Теплова, 2019); «Инуәждемеліктернетті проблемалы пайдалану – бұл интернеттегі шамадан тыс белсенділік (мысалы, бейне ойындар, әлеуметтік желілерді пайдалану, веб-хабарламалар)» (Адаева, Слажнева, Абдрахманова&т.б., 2023). Анықтамаларды талдай отырып, интернетті проблемалы пайдаланудың мынадай тұғырларын айқындауға болады:

1. Интернеттегі шамадан тыс белсенділік (Колесников, Мельник, Теплова, 2019; Слажнева, Абдрахманова&т.б., 2023; Yu, Wu, Chen&etc., 2024);

2. Интернетті пайдалануға әдеттенуге байланысты тәртіп (Тушнова, Басенкова, 2022);

3. Интернетпен айналысуға бейімделмейтін бойға сіңірушілік (Chang& Hung, 2018);

4. Интернеттен тәуелділік (Pettorruso, Valle, Cavic&etc., 2020).

Біздің түсінігімізде, «интернетті проблемалы пайдалану – бұл тәуелділікті тудыратын және индивидтің психологиялық жай-күйін жағымсыз салдарға әкелуі мүмкін интернет пен әлеуметтік желілерді шамадан тыс қолдану».

1-кестеде интернетке тәуелділік пен интернетті проблемалы пайдаланудың ұғымдарын салыстырамыз. Бәрімізге белгілі болғандай, интернетке тәуелділік – толеранттылық (желідегі уақыттың ұлғаюы), бақылауды жоғалту және интернетті пайдалану мүмкін болмаған кезде пайда болатын мазасыздану сияқты белгілермен сипатталатын тәуелділіктің химиялық емес түрі.

1-кесте – Интернетке тәуелділік және интернетті проблемалық пайдалану ұғымдарын салыстыру

Критерийлер	Интернетке тәуелділік	Интернетті проблемалық пайдалану	Ұқсастықтар
Анықтама	Желіде уақыт өткізудің компульсивті қажеттілігімен сипатталатын және мінез-құлыққа тәуелділік критерийлеріне сәйкес келетін клиникалық жағдай.	Күнделікті өмірге кері әсерін тигізетін, бірақ тәуелділік критерийлеріне сәйкес келмейтін интернетті шамадан тыс пайдалануға деген өлшеусіз қызығушылық .	Екі түсінік те теріс салдары бар шамадан тыс интернет белсенділігімен байланысты .
Симптомдары	Шынайы өмірден гөрі виртуалды шындыққа деген құштарлық; - Төзімділік; - Бақылауды жоғалту; - Интернетке қол жетімділік болмаған кездегі мазасыздық.	Басты жұмыстарды кейінге қалдыру және өнімділіктің төмендеуі; -Желіде уақыт бойынша бақылауды мезгіл-мезгіл жоғалту; - Қажеттіліктерге қалыпты түрде мән бермеу.	Екі түсінік те бақылауды жоғалтуды және виртуалды шындыққа деген қызығушылықты көрсетеді.
Диагностика	АХК-11 (ICD-11) және DSM-5 клиникалық критерийлері	Интернетті пайдалану жиілігі мен салдарын бағалау шкаласы: Интернетті пайдаланудың жалпы проблемалық шкаласы (GPIUS 3)	анықтау үшін психодиагностика қолданылады
Ресми мәртебе	Интернеттегі ойынға тәуелділік ДДҰ мойындаған ауру.	Бұл диагноз немесе бұзылу емес, мінез-құлық мәселесіне қатысты.	Бірыңғай құралдар немесе жіктемесі жоқ
Жасы	Тәуекел тобы: жасөспірімдер мен жасөспірімдер (қауіптің ең жоғары деңгейі: 15-16 жас)	Бұл кез келген жастағы адамдарға әсер етуі мүмкін, бірақ жасөспірімдер мен жасөспірімдер арасында жиі кездеседі.	Тәуекел тобындағы бір жас тобы: жасөспірімдер мен жасөспірімдер
Салдары	Әлеуметтенудің терең бұзылуы, кәсіби және жеке салалардағы проблемалар, депрессияның даму қаупі	Уақытша және орташа сипаттағы бұзылулар: кешіктіру, ұйқының бұзылуы, тұлғааралық қарым-қатынастың нашарлауы, оқу үлгерімінің төмендеуі	Адамдар үшін жағымсыз салдары бар
Түзету	Кешенді терапия: психотерапевтпен және дәрі-дәрмекпен сеанстар	Жас кезінен алдын алу, кеңес беру және цифрлық гигиенаға үйрету	эмоционалды және мінез-құлық паттерндерімен жұмыс істеуге арналған

1-кестені талдау «интернетке тәуелділік» пен «интернетті проблемалы пайдалану» ұғымдары адамның күнделікті өміріне теріс әсер ету деңгейіне байланысты екендігін көрсетеді.

Интернетке тәуелділіктің күрделі клиникалық көрінісі бар, ал жалпы анықтамаға енгізілген ойынға тәуелділік ресми түрде бұзылу ретінде танылады және АХК-11 (ICD-11) критерийлеріне сәйкес келеді. Осылайша, «интернеттәуелділік» мінез-құлық аддикциясы бар адамның тұлғалық тереңірек бұзылыстары туралы түсінік береді.

Интернетті проблемалы пайдалану клиникалық тұрғыдан күрделі және терең ұғым ретінде анықталады, өйткені ол желіні шамадан тыс пайдаланудың кең ауқымын қамтиды және адамның жеке басына бірқалыпты әсер етеді.

Студенттер университетке түскен кезде олар жаңа жағдайларға бейімделеді, олардың өмір салты өзгереді, академиялық мерзімдер мен емтихандар көптеген күйзелістік жағдайларды тудырады, бұл мазасызданудың дамуына және өзін-өзі бағалаудың ықтимал төмендеуіне әкеледі.

Мазасыздық-индивидтің алаңдаушылық пен ыңғайсыздық сезімінің жоғарылауымен, сондай-ақ оларды мұндай реакцияға бейімдемейтін өмірлік жағдайларда алаңдаушылық пен қорқыныш тәжірибесімен сипатталатын психологиялық жағдайы. Өзін-өзі бағалау – жеке тұлғаның өзіндік қасиеттерін, жетістіктерін, құндылықтарын, маңыздылығын және жалпы мінез-құлқын бағалайтын рефлексия үдерісін білдіретін тұлғалық қасиет .

Біз енді зерттеу бойынша интернетті проблемалық пайдалану тақырыбына қатысты әдебиеттерге аналитикалық шолу жасаймыз.

Әдебиеттерге шолу

Интернетті проблемалы пайдалануға неғұрлым бейім тәуекел топ оны қарым-қатынаста, білім алуда және ойын сауық мақсатанда пайдаланатын жасөспірімдер мен жастар болып табылады. Шетелде жасөспірімдердің интернет желісін проблемалы пайдалануын анықтау жөнінде зерттеулер жүргізілді.

А.М. Лановая (2025) 15-17 жастағы жасөспірімдердің 83,4% ақпараттық- коммуникациялық жүйелерді шамадан тыс пайдалануға бейім екенін, ал балалардың 5,7% тәуелді мінез-құлыққа жататынын анықтады. Автор сандық ұрпақ жасөспірімдерінің мотивациялық-маңызды аймағының мынадай ерекшеліктерін атап көрсетеді: мақсатқа ұмтылудың жеткіліксіздігі, әлеуметтік желілердегі уақытты бақылаудың қиындықтарына байланысты ағымдағы өзін-өзі іске асырудың қанағаттанбаушылығы, өз өмірін басқару мүмкіндіктері туралы түсініктердің төмендеуі (Лановая, 2025).

Ю.В. Петрова (2022) ИПП-дың клиникалық жүйелілігі, диагностикалық маркерлері, конституциялық, психогендік, нейрофизиологиялық, генетикалық және тұлғалық, микро және макроәлеуметтік факторларының үлесі бойынша көзқарастарын қорытындылады. Ол ИПП-дың гетерогенділігін атап көрсетеді: компьютерлік онлайн ойындарға тәуелділік, интернет-гемблинг, әлеуметтік желілерге тәуелділік, интернет-еңбекшілдік, интернет-ониомания (шопоголизм), қарым-қатынастың интернет-аддикциясы және т.б. Шетелдік дереккөздерді бағалау бойынша жеке басы бұзылған пациенттерде ИПП жиілігі 10,3%-дан 42,0% -ға дейін құрайтынын көрсетеді (Петров, 2022)

Л.Р. Аптикиева мен М.С. Бурсакованың зерттеуінде (2022) кәмелетке толмағандардың интернетте қаншалықты жиі айналысатыны көрсетілген. Интернеттегі әртүрлі бесенділіктің жиілігі бойынша бірінші орында жедел хабарлама алмасу (жалпы белсенділіктің 95%); екінші орында – әлеуметтік желілердегі белсенділік (жалпы белсенділіктің шамамен 65%); үшінші орында – бейне ойындар (55%); төртінші – аудио тыңдау және бейне көру (50%); бұдан әрі – кететін уақыт бойынша: мақсатсыз уақыт өткізу, демалу, таспаны қарау, түзетуден немесе электрондық хаттарды алу (45%); мазмұнды жүктеу (25%); форумдарға, блогтарға бару (15%); сатып алу (10%).

Л.Р. Аптикиева мен М.С. Бурсакова (2022), цифрлық кеңістікті проблемалық пайдалану және: 1) өмірге қанағаттанудың төмен деңгейі мен нашар эмпатия арасында байланыс бар екенін баса айтады; 2) әлеуметтік мазасыздану мен импульсивтіліктің жоғары көрсеткіштермен; 3) өзіндік сәйкестілік көрсеткіштерінің төмендігі; 4) жасөспірімдердің эмоциялық интеллектісінің даму деңгейінің төмендігі; 5) жасөспірім жаста депрессиялық жағдайлардың туындауына және өзіне-өзі қол жұмсау ниеттерінің туындауына әсер ететін өзін-өзі тиімді сезінудің төмендігі; 6) өзін-өзі төмен бағалаумен; 7) жалғыздық сезімін күшейту; 8) жасөспірімдердің мектептегі үлгерімнің төмендеуі, ұйқысыздық, мазасыздық және депрессия белгілерінің пайда болуы; 9) тұл-

ғалық бұзылулардың пайда болуы; 10) жоғары сынып оқушыларында псиологиялық күйіп кету белгілерінің пйда болуы; 11) теріс эмоциялардың басым болуы, дұрыс емес когнитивтік ұстанымдардың пайда болуы – мақұлдау іздеу, айыптауға бейімділік, перфекционизм; 12) гиперактивтіліктің, жоғары эмоционалдықтың пайда болуы, құрдастарына қатысты мәселелердің туындауына әкелетінін айтады.

Л.Н. Мешкова (Мешкова, 2021) әлеуметтік желілердің жасөспірімдерге біркелкі әсер етпейтінін атап өтті: бір жағынан, әлеуметтік желілер адамның қарым-қатынас пен өзін-өзі көрсетудегі базалық қажеттіліктерін қанағаттандыруға ықпал етеді. Екінші жағынан, интернетті пайдалану адамдарды бір –бірінен оқшаулайды, эмпатияның төмендеуіне, басқа адамдардың эмоцияларын тануға, субъективті жалғыздық сезімін арттыруға әкеледі (Богачева, Сивак, 2019).

Түрлі онлайн қызмет – байланыс, тұтыну, ойын-сауық, оқыту, өмір сүру нәтижесінде балалар мен жас ұрпақта әлеуметтік бірегейліктің бір бөлігі болып табылатын пайдаланушының цифрлық бірегейлігі қалыптасады. Виртуалдық балаға өзін түрлі рөлдерде сынап көруге мүмкіндік береді. Осыдан сандық ұқсастықтың тұрақсыздығы шығады (Мешкова, 2021).

А.Б. Холмогорова мен А.А. Герасимованың зерттеуінде (2019) ер балаларды қыздармен салыстырғанда онлайн-коммуникацияға артықшылық берілетіні, олар интернеттегі мінез-құлқында көбірек компульсивті болатыны, желідегі өмірге терең когнитивті игеруді сезінетіні атап өтілген.

Интернетті проблемалы пайдаланудың алдын ала болжамдарына перфекционизм мен гиперсензитивті нарциссизм, ал фактор-протекторларға – әлуметтік-психологиялық сауаттылық пен адалдық жеке қасиет ретінде жатады. Интернетке тәуелді мінез-құлық кезінде депрессивті, мазасыздық және обсессивті-компульсивті симптомдардың көріністері туралы деректер басқа зерттеулердің нәтижелерімен келісілді. (Холмогорова, Герасимова, 2019).

Интернетті проблемалық пайдаланудың диагностикалық құралдары

Е.Ю. Шакун және басқалар (2022) бейімделген және валидацияланған әдістемелердің орыс тіліндегі мынадай нұсқасын қорытындылады;

- CIAS (Chinese Internet Addiction Scale) интернет тәуелділік тшкаласы Феклистова К.А., Малыгина В.Л. (2021) 0,7-0,75 жоғары сенімді-лігімен сипатталады, α көрсеткіштері – Корнбах 0,757-ден 0,9-ға дейін;

- Интернетті проблемалық пайдалану шкаласы Generalizeid Problematic Internet Use-2 (GPIU-2) S.Caplan 2010 шкаласы негізінде әзірленген, А.А.Герасимова, А.Б.Холмагорова (2018) валидацияланған және бейімделген. Жоғары интеркорреляциялық және конвергенттік валидтілік, α-Кронбах шкаласының ішкі келісімділігі – 0,73-0,9 көрсетілген.

Қазақстанда Л.Лимашева мен С.К.Бердібаева ұялы телефонды проблемалық пайдалану сауалнамасына (Problematic Use of Mobile Phone) бейімдеу және валидациялауды жүргізді. Оған Абай атындағы ҚазҰПУ студент-педагогтері қатысты. Ұялы телефондарды шамадан тыс пайдалану студенттердің жеке дамуына және академиялық үлгеріміне теріс әсер ететіні көрсетілді (Лимашева, Бердибаева, Гарбер, 2025).

Материалдар мен әдістер

Біз қазіргі заманғы студенттердің өзін-өзі бағалауы мен мазасыздыққа әсерін анықтау үшін диагностикалау және интернетті проблемалы пайдалану бойынша зерттеу жүргіздік. Эмпирикалық зерттеуде төрт әдіс қолданылды: интернетті пайдаланудың жалпы проблемалық шкаласы (Герасимов, Холмогоров, 2018 ж. бейімделген), Чен интернетке тәуелділік шкаласы (бейімделген: Уайнхолд өзін-өзі бағалау сауалнамасы (Чеславская, 2002 бейімделген), Спилбергер-Ханин мазасыздану шкаласы (Ханин, 1978). Бұл әдістер орыс тілінде сөйлейтін студенттердің топтары үшін қолданылды. Барлығы 65 адам, әл-Фараби атындағы Қазақ ұлттық университетінің философия және саясаттану факультетінің, ҚазҰУ Экономика және бизнес жоғары мектебінің 3-4 курс студенттері болды . Студенттердің жасы 19-23 жас аралығы.

Нәтижелер мен талқылау

«Интернетті проблемалы пайдаланудың жалпы шкаласы» әдістемесі бойынша жүргізілген сауалнамаға қатысушылардың 44,7%-ы қалыпты деңгейде, 43%-ы – орташа, 12,3%-ның интернетті проблемалық пайдалануының деңгейі жоғары екенін көрсететін деректер алынды.

Интернетті қалыпты пайдаланатын адамдарға: интернетті белгілі бір тапсырмалар үшін пайдалану, желідегі уақытын басқару және ыңғайсыздықты сезінбеу немесе кү-

рылғы хабарландыруларын мәжбүрлі түрде тексеру жатады. Интернетті пайдалану деңгейі орташа деңгейде болатын тәуекел тобына жататын адамдар: «әлеуметтік желілерге жабысып қалу», уақытты жартылай жоғалту, желіден тыс кезде ыңғайсыздық сезіну, интернетті жағымды эмоциялар үшін пайдалану және шынайы өмірде жағымсыз әсерлерден аулақ болу үшін қолдану.

Интернетті проблемалы пайдалануы аса қатты байқалатын адамдар желідегі уақытын басқара алмайды; олар күнделікті өмірде қол жеткізе алмайтын жағымды эмоцияларды сезіну үшін виртуалды шындыққа енеді. Бұл адамдар интер-

нетке қол жеткізе алмаған кезде мазасыздық пен пен қатты ыңғайсыздықты сезінеді. Интернетті проблемалы пайдаланудың бұл деңгейі олардың жеке және кәсіби өміріне теріс әсер етеді. Бұл депрессия, үрейлі шабуылдар және әлеуметтік фобия қаупін арттырады.

Интернетке тәуелділіктің Чен шкаласы нәтижелері бойынша 65 респонденттің 10,7% интернетке тәуелді мінез-құлықтың қалыптасқан және тұрақты екенін, 37,3%-ы интернетке тәуелділікті дамыту қаупінде және 52%-ы минималды тәуекелде екенін көрсетті. 2-кестеде екі сауалнама үшін де сипаттамалық статистика көрсетілген.

2-кесте – Интернетті проблемалы пайдаланудың жалпы шкаласы мен Чен Интернетке тәуелділік шкаласы әдістерін пайдалана отырып, сипаттамалық статистика және үлгі деректерді талдау

Интернетті проблемалы пайдалану	Құндылықтар	Интернетке тәуелділік	Құндылықтар
Орташа	61.33846154	Орташа	47,09230769
Стандартты қате	1,77648596	Стандартты қате	1.71933617
Медиана	60	Медиана	45
Мода	61	Мода	47
Стандартты ауытқу	14.3224877	Стандартты ауытқу	13.86173135
Үлгі дисперсиясы	205,1336538	Үлгі дисперсиясы	192,1475962
Интервал	58	Интервал	60
Ең азы	35	Ең аз	28
Максимум	93	Максимум	88
сомасы	3987	сомасы	3061
Студенттер саны	65	Тексеру	65

Интернетті проблемалы пайдалану шкаласы бойынша орташа балл 61,3 құрайды, бұл орташа интернетті проблемалық пайдалануды көрсетеді (60-79 аралығы). Нәтижелер респонденттердің қауіп-қатерге ұшырағанын, оның ішінде желіде өткізілетін уақытты бақылауды ішінара жоғалтуды, жағымсыз эмоцияларды болдырмау үшін интернетті пайдалануды және нақты өмірде желіні пайдаланумен байланысты кездейсоқ қақтығыстарды қамтитын белгілер бар екенін көрсетеді. Жанама түрде орташа (61,3), медиана (60) және режим (61) нәтижелерінің ұқсастығы таралу симметриялы және қалыптыға жақын екенін көрсетеді.

Интернетті проблемалы пайдалану көрсеткіштері интернетке тәуелділік шкаласы бойын-

ша нәтижелерге қарағанда айқынырақ. Интернетке тәуелділік шкаласы бойынша орташа балл 47,09 болды, бұл интернетке тәуелділікке бейімділігін немесе орташа деңгейді көрсетеді (диапазон, 43-64 балл). Орташа мәннің (47,09), медонананың (45) және режимнің (47) ұқсастығы да жанама түрде таралу симметриялы және қалыптыға жақын екенін білдіреді. Стандартты ауытқу (13.8) және таңдау дисперсиясы (192.1) деректердің айтарлықтай өзгергіштігін көрсетеді.

Әрі қарай, студенттердің мазасыздануы мен өзін-өзі бағалауы өлшеніп, сипаттамалық статистиканың нәтижелері 3-кестеде берілген.

Өзін-өзі бағалау деңгейі: студенттердің 63,1% бірнеше салаларда өзін-өзі бағалауы төмен екендігі анықталды, ал олардың 21,5% -інде

көптеген салаларда өзін-өзі бағалауы жоғары. Жағдаяттық мазасыздықтың нәтижелері бойынша респонденттердің 50,9%-ы күйзеліс деңгейі орташа, 27,6%-ы жоғары, 21,5%-ы төмен деңгейде. Тұлғалық мазасыздану нәтижелеріне сүйене отырып, 41,5% -да тұлғалық мазасыздық деңгейі жоғары, 20% -да төмен, 38,5% -да тұлғалық мазасыздық деңгейі орташа.

Біз SPSS көмегімен жүргізілген корреляциялық талдауды қарастыруға көшейік. Интернетті проблемалы пайдалану, өзін-өзі бағалау және мазасыздану арасындағы байланысқа қатысты корреляцияны анықтау және гипотезаларды тексеру үшін Пирсон дәрежесінің корреляция коэффициентін пайдаланып , корреляциялық талдау жүргіздік (4-кесте).

3-кесте – Спилбергер-Ханинның мазасыздық шкаласын қолданатын үлгінің сипаттамалық статистикасы және Уайнхольдтің өзін-өзі бағалау сауалнамасы арқылы өзін-өзі бағалау

	Ситуациялық мазасыздық	Жеке алаңдаушылық	Өзін-өзі бағалау
Орташа	39,07692308	46,15384615	62.93846154
Стандартты қате	1,16856003	1.596756142	1.534988869
Медиана	38	44	65
Мода	36	44	68
Стандартты ауытқу	9,421232159	12,87345958	12,3754759
Үлгі дисперсиясы	88.75961538	165.7259615	153,1524038
Интервал	35	46	50
Ең азы	23	25	37
Максимум	58	71	87
сомасы	2540	3000	4091
Студенттер саны	65	65	65

4-кесте – Пирсон коэффициенті бойынша студенттерді корреляциялық талдау нәтижелері

		интернетті проблемалы пайдалану	Интернетке тәуелділік	өзін-өзі бағалау	жағдаяттық мазасыздану	тұлғалық мазасыздану
интернетті проблемалы пайдалану	Пирсон корреляция	1	,934**	-,868**	,743**	0,818**
	маңыздылығы (екі жақты)		<,001	<,001	<,001	<,001
Интернетке тәуелділік	Пирсон корреляция	,934**	1	-,839**	,751**	,806**
	маңыздылығы (екі жақты)	<,001		<,001	<,001	<,001
өзін-өзі бағалау	Пирсон корреляция	-,868**	-,839**	1	-,741**	-,817**
	маңыздылығы (екі жақты)	<,001	<,001		<,001	<,001
жағдаяттық мазасыздану	Пирсон корреляция	,743**	,751**	-,741**	1	,831**
	маңыздылығы (екі жақты)	<,001	<,001	<,001		<,001
тұлғалық мазасыздану	Пирсон корреляция	,818**	,806**	-,817**	,831**	1
	маңыздылығы (екі жақты)	<,001	<,001	<,001	<,001	

**Корреляция 0,019 (екі жақты)деңгейде маңызды

4-кестенің нәтижелеріне сәйкес ауыспалы болатын корреляциялар анықталды: интернетті проблемалы пайдалану, интернет-тәуелділік, өзін-өзі бағалау p <0,01(**) деңгейінде маңызды болатын жағдаяттық және тұлғалық мазасыздану. Мұндай нәтиже екіжақты маңыздылықты көрсетеді. Интернетті проблемалы пайдаланудың корреляциялық байланысының нәтижелерін шкала бойынша қарастырайық.

1. Интернетке тәуелділік пен интернетті пайдаланудың проблемалық корреляциясы күшті оң байланысқа ие (r=0,934**). Нәтиже осы іріктемедегі екі феноменмен тығыз байланысты екенін көрсетеді. Интернетті пайдалану қаншалықты проблемалы болса, ғаламторға тәуелділік те соншалықты жоғары болады. Интернетті проблемалы пайдаланатын студенттер интернетке тәуелділіктің жоғары деңгейін көрсетеді.

2. Интернетті өзін-өзі бағалау деңгейімен проблемалы пайдаланудың корреляциясы күшті теріс байланысқа ие (r=-0,868**). Мұндай корреляция интернетті пайдаланудың проблемалық деңгейі неғұрлым жоғары болса, осы іріктеме бойынша студенттердің өзін-өзі бағалауының соншалықты төмен болатынын білдіреді. Мұндай байланыс ақпаратты шамадан тыс тұтынумен және пайдаланушылардың «мінсіз» бейнелері көрсетілетін әлеуметтік желілерде уақыт өткізуімен түсіндірілуі мүмкін. Адам шынайы өмірдегі белсенділікті шектейді және өзін айналасындағылармен салыстырады, бұл өзін-өзі бағалау деңгейіне теріс әсер етеді.

3. Интернетті проблемалы пайдалану жағдаяттық мазасыздану мен күшті оң корреляциялық байланысқа ие (r=0,743**). Мұндай нәтиже интернетті проблемалы пайдалану неғұрлым жоғары болса, жағдаяттық мазасыздану соғұрлым жоғары болатынын көрсетеді. Интернетті өте проблемалы пайдаланатын студенттер сыртқы тітіркендіргіштерге жауап ретінде пайда болатын алаңдаушылықты жиі сезінеді.

4. Иинтернетті жеке басының мазасыздануымен проблемалық пайдаланудың корреляциясы күшті оң байланысқа ие (r=0,818**). Респонденттерде интернетті пайдалану қаншалықты проблемалы болса, жеке басының мазасыздану деңгейі де соғұрлым жоғары болады. Интернетті белгілі бір проблемаларда пайдаланатын адамдар бейтарап жағдайларды қауіпті деп қабылдайды және мазасыздықты тұлғалық қасиет ретінде көрсетеді.

Интернетке тәуелділікті бағалау әдістемесі интернетті пайдаланудың негізгі проблемалық шкаласына қосымша ретінде таңдалды. Нәтижелер оның интернетті пайдаланудағы проблемалық шкаласы бойынша ұпайлармен күшті оң корреляцияға ие екенін көрсетеді . Интернетке тәуелділік өзін-өзі бағалаумен күшті теріс корреляцияға ие (r=-0,839**), оның өзін-өзі қабылдауға теріс әсерін растайды. Интернетке тәуелділік, интернетті проблемалы пайдалану сияқты, жағдаяттық (r=0,765**) және тұлғалық мазасыздықпен (r=0,851**) күшті оң корреляцияға ие. Мұндай нәтижелер интернетке тәуелді студенттердің күнделікті өмірде қобалжу реакцияларына бейім екенін және интернетті өмірдегі қиындықтардан аулақ болу әдісі ретінде пайдалана алатынын көрсетеді .Өзін-өзі бағалау тұлғалық (r=-0,774**) және жағдаяттық мазасыздықтың (r=-0,741**) теріс корреляциямен байланыстығын сипаттайды. Сыртқы ынталандыруларға жауап ретінде өзін-өзі төмен бағалайтын студенттер күйзелістің жоғарылауын сезінуге бейім боалды, сондай-ақ олар мазасыздықты жеке тұлғалық қасиет ретінде үлкен ықтималдықпен қабылдайды.

Қосымша жүргізілген регрессивті талдау интернетті проблемалы пайдалану мен интернет тәуелділік арасындағы және өзін-өзі бағалаудағы байланыстың маңыздылығы жоғары екендігін көрсетті (5 кесте).

5-кесте – Регрессивті статистика

	Коэффициенттері	Стандартты қателік	t-статистика	P-маңыздылық	Төменгі 95%	Жоғарғы 95%
Y-қиылысуы	48,22103	8,786176	5,488284	7,99E-07	30,65771	65,78434
Интернет-тәуелділік	0,718513	0,077617	9,257117	2,70E-13	0,563358	0,873668
Өзін-өзі бағалау	-0,32919	0,086939	-3,7865	0,000347	-0,50298	-0,15541

R маңыздылығының атаулары	Маңыздылық
Көпшілікті R	0,94677
R-квадрат	0,896374
Нормаға сай R-квадрат	0,893032
Стандартты қателік	4,684317
Бақылау	65

Регрессивті модель түрі:

$$y = 48.22103 + 0.718513x_1 + 0.3291903x_2,$$
$$R^2 = 0.896374$$

$R^2 = 0.896374$ коэфициентінің статистикалық маңыздылығының 89,6%-ке теңдігі (интернетті проблемалы қолдану мен өзін-өзі бағалаудағы) айнымалы факторлардың түсіндірмесімен негізделеді.

Корреляциялық және регрессивті талдаулар интернетті проблемалы пайдаланудың тұлғаның өзін-өзі бағалауына және интернет тәуелділікке әсерінің маңызды екенін көрсетеді. Тұлғалық және жағдаяттық мазасыздық ИПП-да корреляциялық байланысты екендігін, яғни олардың бірге ішкі және сыртқы факторларға байланыстылығының мүмкін болатынын байқатады.

Біздің қазақстандық студенттерді іріктеу арқылы алған нәтижелеріміз Л.Р. Аптикиева & М.С. Бурсакова (2022) цифрлық кеңістікті проблемалы пайдаланудың жас ұрпақтағы мазасыздық пен олардың өзін-өзі бағалаудың төмендігімен байланысты екендігін айқындайды. Көптеген зерттеушілер студенттерде ИПП, мазасыздану және психикалық саламаттылықтың төмендеуінің алдын алу әдістерін талқылайды. Жастар арасында интернетті проблемалы пайдалануды азайту үшін бастауыш мектеп жасынан бастап цифрлық гигиена және цифрлық сауаттылық бағдарламаларын іске асыру керек. Сөйтіп, балалар желіден мақұлдау мен жұбаныш іздемейді, олар цифрлық технологияларды нақты өмірде дамып, оқу дағдыларын және бос уақытын жақсарту үшін пайдалана алатын болады. Ата-аналар балаларын ерте жастан белсенділікке ынталандыра отырып, олардың дамуына ықпал ететін интернеттен тыс хоббилері мен қызығушылықтарын дамытуы керек.

Y.Shi, F.Kong, M.Zhu (2024) авторлар «Әлеуметтік медиа қарқындылығы жасөспірімдердің әлеуметтік мазасыздықтарына қалай әсер етеді: тізбектелген және елестетілетін аудиторияның сыртқы келбетті бағалаудағы делдалдық рөлі» атты зерттеуінде мынадай алдын алу бағыттарын анықтады:

- Сыни ойлау мен цифрлық сауаттылықты дамытуға бағытталған білім беру бағдарламалары.

- Сандық гигиеналық бағдарламаларды жүргізу.

- Жасөспірімдердің желіде өткізілетін уақытты азайтуға көмектесетін офлайн-белсенділіктерін ынталандыру.

- Өзін-өзі бағалау төмендігі және мазасыздықты азайту үшін терапиялық көмекті ендіру.

Мектепте және жоғары оқу орындарында алдын алу жұмыстарын жүргізу арқылы ұлғайып келе жатқан интернетке тәуелділік пен интернетті проблемалы пайдалану мәселесін шешуге мүмкіндік тудырады. Алдын алудың алғашқы кезеңдерінде адамның мазасыздануын жеңе алуына бағытталған: тыныс алу және релаксация әдістерін, зейінді шоғырландыруды түсінуге көмектесетін денеге бағытталған (mindfulness) медитациялық әдістерді және когнитивті-танымдық КПТ мінез-құлықты дамыту сияқты психологиялық техникалар мен әдістемелерді қолдану керек.

6-кестеде интернетті проблемалы пайдаланудың әсерін азайта алатын және мазасыздықты жеңе алуға көмектесетін техникалардын мысалдар беріледі.

6-кесте – Мазасыздықты жеңу техникалары

Санаттары	Техникалар	Сипаттамасы
Когнитивті әдістер	Мазасыздықты контейнерлендіру	Теріс эмоцияларды бастан кешіруді «кейінге қалдыру» және оларды ыңғайлы уақытта сезіну үшін мазасыздықты ойша контейнерге салу.
	«Ойлауды тоқтату»	Ішкі белгілер ақылы мазасыз ойларды тоқтату және назарзды сыртқы әлемге аудару
	Эмоция күнделігін жүргізу	Бұл әдіс эмоцияларды тануға және олардың адамның қандай алаңдаушылықтарға теріс әсер ететінін байқауға көмектеседі.
Түйсіну және медитация	Жерге түсіру тәжірибесі (5-4-3-2-1)	Қатты қобалжу сәтінде адамның назары 5 сезімге шоғырлануы керек.
	Mindfulness Зейін	«Осында және қазір» сезімдеріне, тыныс алу мен қозғалыстарды бақылауға назар аударыңыз.
Мінез-құлық әдістері	Рефрейминг Қайта өңдеу	Деструктивті реакциялар мен әдеттерді конструктивті әрекеттермен ауыстыру (мысалы, жағымсыз эмоцияларды бастан өткергенде әлеуметтік желіде отыруға деген құлшынысты серуендеумен ауыстыру)
	Декомпозиция («кішкентай қадамдар» әдісі)	Кішігірім мақсаттарға қол жеткізу арқылы адам үлкен нәтижелерге қол жеткізе алады (мысалы, күнделікті желіде өткізетін сағаттардың санын 5 минутқа қысқарту мақсатын қою)
Тыныс алу жаттығулары	Терең диафрагмалық тыныс алу	Ішпен баяу және саналы тыныс алу жоғары мазасыздықты азайтады.
	«Квадратты (шаршы) тыныс алу»	4 секунд дем алыңыз, деміңізді 4 секунд ұстаңыз және 4 секунд дем шығарыңыз. Тыныс алуды бақылау күшті эмоциялармен күресуге көмектеседі.

Мысалы, «5-4-3-2-1» әдісі адамға қатты қобалжу кезінде өзін «жерге түсіруге» және тыныштандыруға мүмкіндік береді. Мыналарды кезек-кезек атап, айту отыру керек:

- Адам айналасынан көретін 5 зат.
- Ол ұстай алатын 4 зат.
- 3 дыбысты естиді.
- 2 ол осы сәтте сезінетін немесе есіне түсіретін иіс.
- 1 есте сақтауға немесе сезінуге болатын дәм.

Бұл әдістер өмір сапасын жақсартуға және күшті эмоциялармен күресуге бағытталған, оларды жүйелі түрде орындау арқылы адамдар мазасыздықтың бірте-бірте азайып, бұрынғыдай жиі пайда болуын тоқтатқанын байқай алады. Аталған әдістер мен әдістертемелерді студенттердің психоэмоционалдық жағдайын жақсарту, мазасыздықты азайту және интернетті айтарлықтай проблемалы қолдануы бар студенттердің өзін-өзі бағалауын нығайту үшін пайдалануға болады.

Қорытынды

Қазақстандық студенттерді іріктеп таңдау арқылы жүргізілген зерттеу нәтижелері бойынша интернетті проблемалы пайдалану студенттердің өзін-өзі бағалауы мен мазасыздануына теріс әсер ететіні анықталды. Интернетті проблемалы пайдалану мен интернетке тәуелділік, интернет-аддикция, интернетті проблемалық пайдаланудың көңіл-күйге, ерекше мазасыздануға әсері және өзін-өзі бағалау арасындағы теріс байланыс анықталды.

Бұл нәтижелер шетелдік ғалымдардың зерттеулерімен сәйкес келеді. Мақалада проблемалық интернет пен ұялы телефонды пайдалану деңгейін анықтауға арналған диагностикалық құралдар жинақталған; студенттердің ИПП бағаланады және студенттердің мазасыздануының алдын алу мен оларды азайту шаралары ұсынылады. Алдағы уақытта интернетті проблемалы пайдаланудың алдын алу, студенттердің цифрлық гигиена дағдыларын және цифрлық сауаттылықты дамыту бағдарламаларын дайындап жетілдірудің маңыздылығын арттыру қажет деп санаймыз.

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THE STATE OF READINESS OF FUTURE TEACHERS-PSYCHOLOGISTS TO WORK WITH CHILDREN WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER

The article explores how future educational psychologists are trained to work with children, who have emotional and behavioral difficulties, particularly ADHD. The authors discuss the phenomenon of hyperactive in the context of modern society and describe the real challenges faced by parents and teachers of such children. The paper also highlights international approaches to training psychologists, drawing on examples from the United States and several European countries. The main aim of study is to asses how well today is psychology students are prepared to support children with ADHD. Based on these findings, the authors propose practical steps for improving training programs so that graduates can work with these children more effectively.

The study emphasizes the importance of quality training for specialists to effectively work with children experiencing emotional-volitional disturbances and offers ways to optimize the educational process, taking into account the specific needs of this category of children.

The practical value of this work lies in identifying what already functions well in the training of psychologists who support children with ADHD, and what still needs to be improved. Based on this analysis, the authors suggest specific steps for updating the training programs. Putting these measures into practice should help specialists work with such children more effectively and make their integration into school everyday life easier.

As a result of the research, it becomes possible to develop high-quality skills and competencies for specialists working with children with ADHD and to improve the quality of their training.

Keywords: teacher-psychologist, children with attention deficit and hyperactivity, training of teacher-psychologists, educational program, research.

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Болашақ психолог мұғалімдердің гипербелсенділік және назар аударудың жетіспеушілік синдромы бар балалармен жұмысқа дайындық жағдайы

Бұл мақалада психологтарды эмоционалдық және ерікті сферасы бұзылған балалармен, әсіресе гипербелсенділік және зейін жетіспеушілік синдромы бар балалармен жұмыс істеуге дайындау аспектілері қарастырылады. Авторлар қазіргі әлемдегі ГЗЖС феноменін зерттейді, осы синдромы бар балаларды тәрбиелеу және оқыту мәселелерін анықтайды, сонымен қатар шет елдерде психологтарды дайындау тәжірибесін қарастырады.

Зерттеудің мақсаты болашақ педагогикалық психологтардың ГЗЖС бар балалармен жұмыс істеуге дайындығын зерттеу болып табылады. Алынған нәтижелер психологтарды даярлаудың білім беру бағдарламаларын жетілдіру бойынша ұсыныстар әзірлеуге негіз болды. Зерттеуде эмоционалдық-еріктік сферасы бұзылған балалармен тиімді жұмыс істеу үшін мамандарды сапалы дайындаудың маңыздылығы атап өтіліп, осы санаттағы балалардың ерекшеліктерін ескере отырып, оқу-тәрбие процесін оңтайландырудың жолдары ұсынылады.

Зерттеудің практикалық маңыздылығы ГЗЖС бар балалармен жұмыс істеуге педагогикалық психологтарды дайындаудың күшті және әлсіз жақтарын анықтауда және білім беру бағдарламаларын жетілдіру бойынша ұсыныстар әзірлеуде жатыр. Осы ұсынымдарды жүзеге асыру педагогикалық психологтардың осы санаттағы балалармен тиімді жұмыс істеуіне, олардың бейімделуі мен оқуын жақсартуға ықпал ете алады. Зерттеу нәтижесінде ГЗЖС бар балалармен

мыс істеу үшін мамандардың сапалы дағдылары мен құзыреттерін қалыптастыруға және оларды оқыту сапасын арттыруға мүмкіндік туады.

Түйін сөздер: педагог-психолог, гипербелсенділік және назар аударудын жетіспеушілік синдромы бар балалар, педагогикалық психологтарды дайындау, білім беру бағдарламасы, зерттеу.

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Состояние готовности будущих педагогов-психологов к работе с детьми с синдромом дефицита внимания и гиперактивности

В данной статье рассматриваются аспекты подготовки педагогов-психологов к работе с детьми, имеющими нарушения эмоционально-волевой сферы, в особенности детьми с синдромом дефицита внимания и гиперактивности (СДВГ). Проводится анализ феномена СДВГ в современном мире, обозначаются проблемы воспитания и обучения детей с данным синдромом, а также рассматривается опыт подготовки педагогов и психологов в зарубежных странах.

Цель исследования направлена на изучение готовности будущих педагогов-психологов работать с детьми с СДВГ. Полученные результаты стали основой для разработки рекомендаций по совершенствованию образовательных программ подготовки педагогов-психологов. Исследование подчеркивает значимость качественной подготовки специалистов для эффективной работы с детьми с нарушениями эмоционально-волевой сферы и предлагает способы оптимизации образовательного процесса с учетом специфики данной категории детей.

Практическая значимость исследования заключается в определении слабых и сильных сторон подготовки педагогов-психологов к работе с детьми с СДВГ и в разработатке рекомендаций по усовершенствованию образовательных программ подготовки педагогов-психологов. Внедрение этих рекомендаций может способствовать более эффективной работе с данной категорией детей, улучшая их адаптацию и обучение. В результате исследования становится возможным формирование качественных навыков и компетенций специалистов для работы с детьми с СДВГ и повышение качества их подготовки.

Ключевые слова: педагог-психолог, дети с дефицитом внимания и гиперактивностью, подготовка педагогов-психологов, образовательная программа, исследование.

В данной статье используются следующие сокращения: СДВГ – синдром дефицита внимания и гиперактивность, ОП – образовательная программа, ННПЦРСИО – Национальный научно-практический центр развития специального и инклюзивного образования.

Introduction

The educational system of Kazakhstan encompasses a significant cohort of learners who require particular attention, understanding, and individualized support. These are children with special educational needs, each of whom encounters distinct challenges that necessitate a specialized approach to their schooling. While Kazakhstan has made considerable progress in reforming its educational policy and systems to ensure greater inclusivity, the endeavor to enhance comprehensive and effective psycho-pedagogical support for these children remains a persistent priority.

This article explores the multifaceted domain of educating children with special needs in Kazakhstan, with a specific focus on the intricacies of the psycho-pedagogical support provided to them within the nation's schools. It is imperative to acknowledge that the challenges and corresponding solutions in this field are influenced by both the specific national context and broader global discourse. A paramount objective is to secure equal access to quality education for all children, irrespective of their individual learning abilities or disabilities. Kazakhstan, alongside many other nations, has adopted inclusive education as a foundational principle, thereby affirming the right of every child to learn in a supportive environment that is responsive to their specific requirements. Nevertheless, the practical implementation of this principle presents substantial complexities.

This analysis takes into account the evolving landscape of psychological support for these children within Kazakhstani educational institutions. By integrating data-driven analysis with illustrative real-life case studies, we seek to provide a deeper understanding of the complex dynamics character-

izing inclusive education in Kazakhstan and to propose potential pathways for the enhancement of existing support systems.

Having considered the importance of investigating the prevalence of Attention-Deficit/Hyperactivity Disorder (ADHD) among children worldwide, we will now delineate the concept of ADHD in greater detail and outline its key characteristics that must be taken into account when working with children and adolescents.

ADHD, also known as attention deficit hyperactivity disorder or hyperkinetic disorder, is a significant clinical condition–a behavioral and neurodevelopmental disorder with an onset in childhood (Polanczyk, 2015: 345). It is manifested by symptoms such as difficulties in sustaining attention, hyperactivity, and poorly managed impulsivity (Anderson, 2012: 511). In the DSM-4, ADHD was classified among hyperkinetic disorders–a group of emotional and behavioral disorders typically observed in childhood–while in the DSM-5, it is categorized as a neurodevelopmental disorder. The symptoms of ADHD arise from executive dysfunction, and emotional lability is often considered a core symptom. In children, attentional problems can lead to poor academic performance in school (Armour, 2016: 60).

Currently, in the Republic of Kazakhstan, several universities offer training programs for future school psychologists.

Yet reasonable question arises: do these programs devote enough attention specifically to children with ADHD? We need to rethink our approach and design courses that are not just general in nature, but deliberately tailored to preparing psychologists to work with hyperactivity. After all, it is often the school psychologist who first notices signs of ADHD and becomes the child is primary source of support. Without focused, well-targeted training, future specialists simply will not.

The present study constitutes a preliminary analysis of the needs and competencies of young specialists in this field (Moghaddam, 2009: 1).

According to the press service of the Ministry of Education of the Republic of Kazakhstan, in the 2021–2022 academic year, approximately 50,000 children with special needs were enrolled in general education schools, a figure which included children with ADHD; by 2023, this number had increased to 55,000.

Within the framework of the legislative acts of the Republic of Kazakhstan, including the Law of the Republic of Kazakhstan «On Education» of 2007 (Article 8) places a special obligation on the state: to guarantee that the special education needs of citizens, including children, are met and to create all necessary conditions for this. It concerns opportunities for continuous development, Learning at any age, the free expression of individual abilities, and – which is very important – the right to choose an appropriate form of education based on each child is individual characteristics.

These legal provisions emphasize how important the task of building a truly inclusive and accessible educational environment is Kazakhstan. It must be a system that not only provides equal opportunities for everyone but also respects each person is right to an individual path of development, especially when it concerns with special educational needs. The key principle here is a personalized approach: support for every child is based on his or her uniqueness, interests, and capabilities. In schools where such children study, educational goals extend beyond the standard curriculum. The main priority is to ensure high-quality education for every student on equal terms. At the same time, it is essential not to overlook children who face learning difficulties, attention deficits, or hyperactivity (ADHD). These children are at a higher risk of themselves in situations of social or educational exclusion. This position is also supported by international standards, including the Convention on the Rights of the Child and UNESCO recommendations: inclusiveness, equality of rights, and the active involvement of every child in the learning process – regardless of psychological or physical characteristics – must form the foundation of modern education.

This approach not only aligns with international standards but also fosters the creation of an educational environment that is genuinely conducive to inclusion.

Current Situation and Research Framework

Today, the staffing structure of schools includes support professionals such as speech therapists, special needs educators (defectologists), and psychologists. However, the question of these specialists' preparedness to work with children with special needs within the context of a general education organization remains pertinent.

Research objective: to determine the level of competence and readiness of future educational psychologists to work with children with ADHD.

Object of the study: future educational psychologists.

Subject of the study: the content and structure of the training of future educational psychologists aimed at working with children with ADHD.

Theoretical Significance of the Research. The obtained results will contribute to the expansion of scientific knowledge concerning the challenges of inclusive education and the specificities of training specialists who provide psychological and pedagogical support to children with ADHD.

Practical Significance of the Research. The research findings can be used to improve the educational programs for training educational psychologists, as well as to implement practical recommendations within the school system to enhance support for children with ADHD.

Literature review

To understand the importance of training psychologists in line with contemporary realities, it was necessary to analyze the experience of other countries. Psychology is currently one of the most sought-after courses worldwide. According to the international QS ranking, 10 out of the 15 top universities globally offering psychology programs are located in the United States (Major Sources Baker, 2009:67).

In the United States, there are more than 50 specializations within the field of Psychology. An undergraduate program in psychology typically involves four years of study at a college or university. Curricula for studying psychology include topics such as cognitive psychology, social psychology, developmental psychology, and physiological or comparative psychology (Benjamin, 2005:1).

Aspiring psychologists continue their professional education at the master's level and within doctoral programs. For instance, the University of Texas at Concordia offers education in the field of behavioral sciences (Mcfall, 2006:27). Given that most children with Attention-Deficit/Hyperactivity Disorder (ADHD) attend regular classes, Germany recognizes the importance of robust training to provide these children with proper care and education based on a deep knowledge of ADHD (Martin, 2014:29).

Psychologists must have sufficient opportunities to study ADHD within their curriculum before commencing professional practice.

In Italy, significant knowledge and experience regarding Attention-Deficit/Hyperactivity Disorder (ADHD) exist; however, it is important to note that students and future specialists still require a specialized and individualized approach to studying and treating this disorder. The understanding of ADHD among educators and psychologists has been stud-ied primarily in the United States and Australia. For example, Sciutto, Terjesen, and Bender Frank (2020) assessed the knowledge of American school psychologists about ADHD using the Knowledge of Attention Deficit Disorders Scale (KADDS). It was found that the score for accurate knowledge among American school psychologists was 47.80% (Sciutto, 2020:15).

Similar studies have been conducted in South Korea. A survey of elementary school teachers (grades 1-6) was carried out to assess their knowledge of ADHD. The overall score for the quality of knowledge was 53.50% (Kang, 2016:136).

In Germany, Schmiedeler conducted a comparable study, which revealed that the level of accurate knowledge about ADHD among educators and psychologists remains insufficient (Schmiedeler, 2013:143). Research by Lee underscores the importance of preparing teachers to appropriately manage children with ADHD in the classroom, including their role in the early diagnosis and developmental support of such children (Lee, 2015:110).

The training in psychology is based on an interdisciplinary approach and requires knowledge of various disciplines such as biology, pedagogy, philosophy, marketing, and scientific research. The field of psychology encompasses the study of general psychology, personality psychology, developmental psychology, educational psychology, clinical psychology, psychodiagnostics, test theory, social psychology, biological psychology, and neuropsychology.

Furthermore, numerous studies have evaluated the readiness of future educational psychologists to work with children with Attention-Deficit/Hyperactivity Disorder (ADHD). Among them, a study conducted by American researcher Du Paul in 2019 found that while psychology students demonstrated an excellent theoretical understanding of ADHD, they lacked practical skills in managing the behavior of children with ADHD during lessons. This is attributed to limited opportunities to work with such children prior to the commencement of work experience and training. Overall, even if psychology students have a sound theoretical grasp of ADHD, additional practical training and experience may be required to develop the skills necessary for working with children with ADHD.

Educators require a comprehensive educational program to manage the behavior of children with Attention-Deficit/Hyperactivity Disorder (ADHD) and to create a positive educational environment for all students (DuPaul GJ, 2015:169).

In another study conducted by Wagner and colleagues, it was found that psychologists who received training in behavioral methods for working with children with ADHD reported fewer problems in their classrooms compared to psychologists who did not undergo such training (Wagner, 2019:234).

Power and colleagues conducted a study in which they established that the implementation of a school intervention program improved academic performance and reduced ADHD symptoms in children with this disorder. The program provided training for teachers and psychologists in ADHD management, including behavior management strategies, academic support, and parent involvement (Power, 2018:67).

The results of these studies highlight the role of training programs in preparing specialists to work with children with Attention-Deficit/Hyperactivity Disorder (ADHD). Thus, the importance of integrating the skills, knowledge, and attitudes related to ADHD management into the training programs for educational psychologists cannot be overstated. This will enhance the readiness of specialists to work with children with ADHD and help them provide the necessary support for successful learning and socialization.

Based on the conducted research, it can be concluded that, although students have a good theoretical understanding of ADHD, they require more practical experience to develop the necessary behavior management skills for children with ADHD. Furthermore, educators and psychologists need more comprehensive and practical training to enable them to work effectively with children with ADHD.

Materials and methods

The questionnaire included the collection of demographic information, encompassing age, gender, place of residence, and year of study. The survey was conducted using the Google Forms platform and consisted of 9 questions, each offering three to four response options. To enable a deeper analysis and to clarify frequently encountered difficulties among students, structured interviews were also conducted. These interviews supplemented the quantitative data with qualitative insights, thereby enriching the understanding of the challenges and perspectives.

The pilot stage of the research involved the preliminary processing of responses from one group of students. This stage was aimed at identifying ambiguities in the question wording and difficulties encountered during the questionnaire completion process. Based on the results of the pilot study, adjustments were made to the survey structure, which enhanced its reliability and validity. A crucial step was obtaining electronic informed consent from the participants, which ensured adherence to high ethical standards of research and confirmed voluntary participation.

A thorough statistical analysis of the data was performed within the framework of the study. Given the diversity of participant characteristics, particular attention was paid to the accuracy of result interpretation. Fisher's exact test became an important analytical tool, allowing for the identification of statistically significant patterns and relationships between variables. This approach not only provided a robust methodological foundation for the conclusions but also expanded the scientific understanding of the phenomena under investigation. Furthermore, the application of mixed-methods analysis revealed hidden dependencies that would have otherwise remained unnoticed, thereby strengthening both the theoretical and practical significance of the study. Thus, the integration of quantitative and qualitative analytical methods significantly enhanced the scientific value and validity of the obtained results.

Research results and discussion

An analysis of the university's educational program allows for several conclusions to be drawn. The curriculum courses are designed to develop skills in diagnostics and a general understanding of working with diverse groups of children. The university's educational programs include subjects such as Special Psychology," "Clinical Psychology," and "Health Psychology." However, a critical analysis of the program indicates a need for its updating to align with the current requirements and needs of the educational system.

Data regarding the employment prospects for future psychologists within the educational system is noteworthy.

The data from the National Scientific and Practical Centre for the Development of Special and Inclusive Education show where graduates of the corresponding specializations are employed. Most of them – 6,981 individuals – work in mainstream schools. The rest are distributed across more specialized institutions 55 individuals work in rehabilitation centres, 118 in psychological-medical-pedagogical consultation services, and 397 in psychological-pedagogical correction offices. In addition,139 graduates work in special schools, and 51 in specialized kindergartens (Figure1).
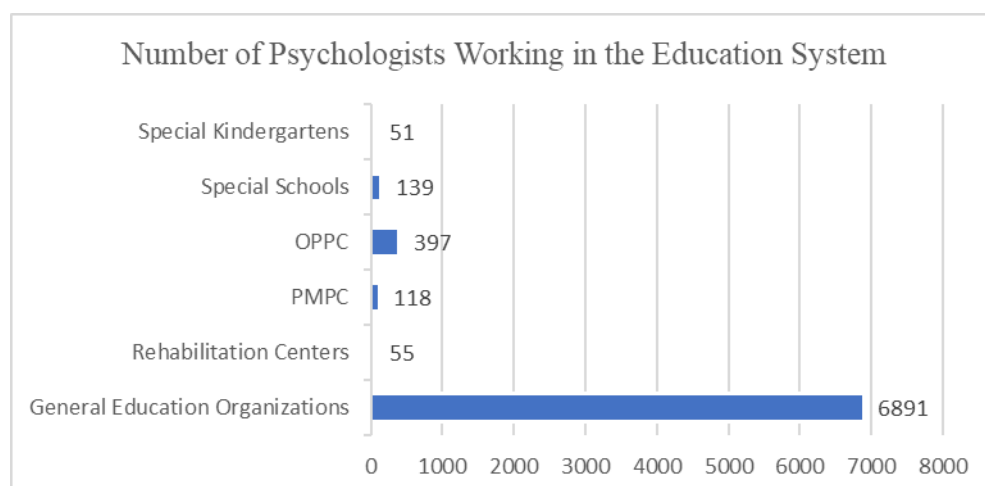
Number of Psychologists Working in the Education System

Category	Number
Special Kindergartens	51
Special Schools	139
OPPC	397
PMPC	118
Rehabilitation Centers	55
General Education Organizations	6891

Figure 1 – Number of Psychologists Employed in the Education System

Current Demand for Psychological Professionals

The heightened demand for psychological professionals today is driven by the increasing presence of children with special educational needs in educational institutions. According to the National Scientific-Practical Center for the Development of Special and Inclusive Education (NNPCDSIE), 175,082 children with special educational needs were registered in 2022. On one hand, all children with special needs require psychological support to varying degrees. On the other hand, educational institutions face significant challenges in recruiting qualified personnel capable of conducting psychological and pedagogical work, for instance, with children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD).

Thus, a distinct contradiction emerges between the existing system of training psychologists and the actual needs of educational organizations.

To assess the readiness of future psychologists to work with children with ADHD, we conducted a study that included surveying students, data processing, and analysis. The respondents were 1st to 4th-year students majoring in "Pedagogy and Psychology" at the Kazakh National Women's Teacher Training University, studying in both Russian and Kazakh languages. The total sample consisted of 127 students. All participants in the survey were female.

The aim of the survey was to determine the level of readiness of future educational psychologists to work with children with Attention Deficit Hyperactivity Disorder. The survey was conducted using Google Forms.

Out of the 127 respondents, 30 were first-year students, 50 were second-year students, 38 were third-year students, and 9 were fourth-year students. The distribution by language of instruction was 78.5% Kazakh and 21.5% Russian. The age of the participants ranged from 18 to 23 years, with the primary age group being 19-20 years old (38.5%). The majority of respondents resided in rural areas prior to enrolling at the university.

The significance of this line of inquiry was determined by the need to understand whether the surveyed students perceived children with ADHD as a challenging group requiring special attention *before* their university studies. The distribution between urban and rural first-year students provides additional insight into the respondents' initial level of awareness. The third question sought more substantive information regarding the students' knowledge about ADHD. The results were as follows: 56.2% had heard of the issue but did not understand the specifics of working with this category of children; 32.3% were familiar with the signs and symptoms of ADHD; and 11.5% reported having had direct experience communicating with children with ADHD.

Simultaneously, additional questioning of the respondents revealed that they possessed only a general, and often very superficial, understanding of this category of children. This data is presented in Figure 2.
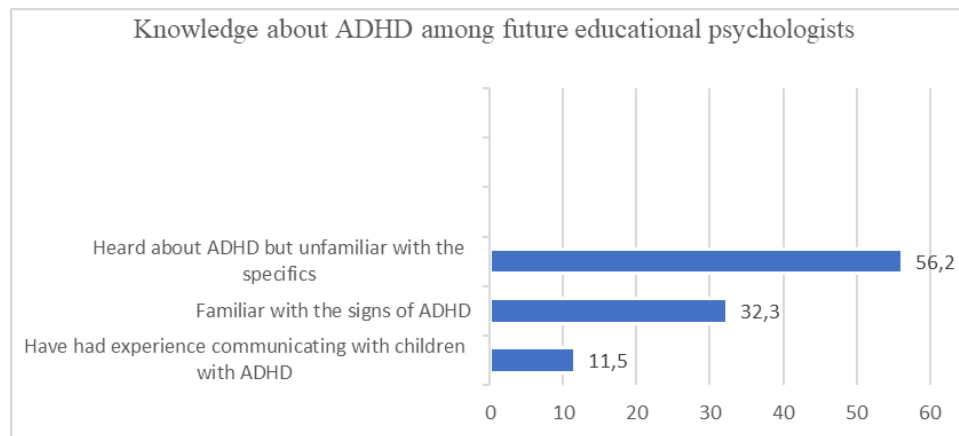
Figure 2 – Knowledge About ADHD

Research results and discussion

The study results reveal a substantial gap in future educational psychologists' knowledge regarding the etiology of Attention Deficit Hyperactivity Disorder (ADHD). Analysis of the responses demonstrated that 65.4% of respondents reported poor awareness, 23.1% admitted they had not delved into the causes of ADHD, and only 11.5% claimed knowledge of these causes. However, in-depth discussion confirmed only a superficial understanding of the issue. This indicates the necessity of incorporating specialized disciplines focused on studying ADHD into educational programs.

The problem of underestimating the disorder was also reflected in the responses: 46.2% of participants pointed to society's lack of understanding regarding the seriousness of ADHD, 42.3% noted that people around them are poorly informed about the problem, and 11.5% found it difficult to answer.

Meanwhile, 53.9% of respondents reported encountering children with ADHD, most often in general education schools. However, a tendency was observed among students to confuse ordinary childhood activity with manifestations of hyperactivity, underscoring the importance of professional training.

Of particular note is the students' interest in studying the problem: 57.7% expressed a desire to deepen their knowledge about the causes and methods of working with children with ADHD, while 30.8% wished to acquire basic information about this disorder. Only 11.5% showed no interest, believing they would not encounter this category of children in their professional practice. The obtained data highlight the need for developing educational programs aimed at building solid professional competencies for working with this group of children, which would enhance the quality of their support and adaptation.
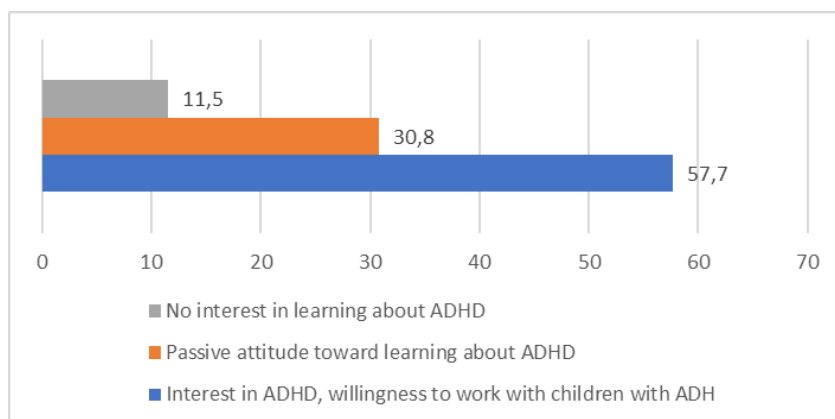

Figure 3 – Levels of Interest in Working with Children with ADHD

The Composition of Urban and Rural Students at the Kazakh National Women's Teacher Training University

The student body at the Kazakh National Women's Teacher Training University is characterized by a predominance of students from rural backgrounds. To determine whether the proportions of categories within two categorical variables differ significantly from each other, Fisher's exact test was employed. The categorical variables were defined based on the criterion of possessing knowledge about ADHD. Given that students from the 2nd to the 4th year of study are, to some extent, familiar with ADHD-related issues, the test was specifically applied to first-year students. The data include a total of 50 first-year respondents, further divided into 36 students originating from suburban and rural areas, and 14 who are residents of urban areas.

The predominance of rural students in the university population underscores the importance of assessing potential differences in proportions between these student categories. The application of Fisher's exact test serves as a valuable statistical tool for examining these differences within this context, where the categorical variables are defined based on familiarity with ADHD-related information, ensuring methodological rigor in comparing the subgroups.

Table – Comparison of Proficiency Levels in ADHD Knowledge Using Fisher's Exact Test

Group	Possess ADHD knowledge	Do not Possess ADHD knowledge	Total
	Number of Participants	Number of Participants	
Rural Areas	16 (44.4%)	20 (55.6%)	36 (100%)
Urban Areas	12 (85.7%)	2 (14.3%)	14 (100%)

The empirical value $\varphi = 2.88$ falls within the critical region, indicating a statistically significant association between the variables at the established significance level ($p < 0.05$).

It is imperative to examine the differences between students from urban and rural areas to establish a scientific foundation for developing evidence-based educational pathways tailored to each student.

The collected responses have enabled us to visualize certain aspects of how students future educational psychologists comprehend future educational psychologists comprehend Attention Deficit Hyperactivity Disorder (ADHD).

Thus, we emphasize the critical need for a thorough and detailed examination of psycho-pedagogical assistance for children with ADHD to identify avenues for enhancing educational training programs.

Conclusion

How can a psychologist be trained to work effectively with children with ADYD? This task has no simple solutions and requires a comprehensive approach. Drawing on research data and practical experience, we can identify several fundamental principles that should guide the training of specialists.

First and foremost, there is an urgent need to integrate additional disciplines into psychology training programs. These disciplines must provide in-depth understanding of methodologies and techniques required for working with children with ADHD. This involves both theoretical comprehension of the disorder and the acquisition of practical skills applicable in future professional practice. For instance, mastering cognitive-behavioral therapy techniques and behavior management strategies enables specialists to work effectively with children in both school and family settings.

The second key aspect relates to recognizing the necessity of an individualized approach for each child with ADHD. Manifestations of the disorder vary significantly among children, underscoring the importance of psychologists' readiness to adapt their methods and strategies. Individualization allows for more precise accommodation of children's unique characteristics, creating conditions for successful learning and social adaptation. In practical terms, this entails the psychologist's ability to adjust educational plans, implement play-based learning methods, and develop self-regulation skills in children.

It is Equally important to collaborate with the family. For the parents of a child with ADHD, the psychologist becomes not only an expert but also a

partner who helps them learn to better understand and support their child. Practice shows that when the family and the specialist act together, the situation changes dramatically – therapy becomes more effective, and the child is adaptation at school becomes easier. By organizing workshops or individual meetings, the psychologist helps establish a consistent and comprehensible system of rules and support for the child both at home and in the classroom.

Finally, teamwork is indispensable. A child with ADHD often needs support not only from a psychologist but also from a neurologist, a teacher, and a speech therapist. Therefore, a modern specialist must be able to work in coordination with other professionals in order to create an individualized development program that takes into account all aspects of the child is life. Only in this way is possible to help the child cope with difficulties in behaviour and communication.

All of this together forms the framework of competent support for ADHD. It is built on deep knowledge, a systemic perspective, and the psychologist is continuous professional growth. And it is precisely this approach that makes it possible not merely to educate theorists but to train practitioners who can truly improve the life of the child and their family.

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A STUDY OF THE PERCEPTION AND ATTITUDE OF UNIVERSITY STUDENTS TOWARDS CHATBOTS BASED ON ARTIFICIAL INTELLIGENCE

In recent years, chatbots with artificial intelligence have been actively spreading to various spheres of life, including education. In this regard, there is an increasing number of studies examining the potential advantages and disadvantages of using chatbots, as well as the possible consequences of these innovations. Given the active dissemination of these tools in the learning process, it becomes necessary to determine how students perceive and relate to them. This paper is devoted to comparing the attitude of students before and after the purposeful integration of artificial intelligence into the educational process. 110 students from Kazakhstan universities participated in the experimental study. The results showed that the majority of students demonstrate a positive attitude towards chatbots and show interest in using them. However, after the experiment, there was a statistically significant difference in the students' opinions. This suggests that students' beliefs about artificial intelligence and its capabilities are in the formative stages. Direct experience of interacting with this technology can have an impact on attitudes towards it. The results of the study make it possible to expand the understanding of students' attitude to artificial intelligence and may be useful in developing rules for its effective integration into the educational process.

Keywords: artificial intelligence, chatbots, students, attitude to artificial intelligence, trust.

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Жоғары оқу орындары студенттерінің жасанды интеллект негізіндегі чат-боттарға қабылдауы мен қатынасын зерттеу

Соңғы жылдары жасанды интеллект чатботтарының өмірдің әртүрлі салаларына, соның ішінде білімге белсенді таралуы байқалды. Осыған байланысты чатботтарды қолданудың ықтимал артықшылықтары мен кемшіліктерін, сондай-ақ осы инновациялардың ықтимал салдарын зерттейтін зерттеулер саны артып келеді. Осы құралдардың оқу процесіне белсенді таралуын ескере отырып, студенттердің оларды қалай қабылдайтынын және оларға қалай қарайтынын анықтау қажеттілігі туындайды. Бұл жұмыс студенттердің оқу процесіне жасанды интеллекттің мақсатты интеграциясына дейінгі және кейінгі қатынастарын салыстыруға арналған. Эксперименттік зерттеуге қазақстандық жоғары оқу орындарының 110 студенті қатысты. Нәтижелер студенттердің көпшілігі чатботтарға оң көзқараспен қарайтынын және оларды пайдалануға қызығушылық танытатынын көрсетті. Алайда эксперимент жүргізілгеннен кейін студенттердің пікірінде статистикалық маңызды айырмашылық байқалды. Бұл студенттердің жасанды интеллект және оның мүмкіндіктері туралы сенімдері қалыптасу сатысында екенін көрсетеді. Осы технологиямен өзара әрекеттесудің тікелей тәжірибесі оған деген көзқарасқа әсер етуі мүмкін. Зерттеу нәтижелері студенттердің жасанды интеллектке деген көзқарасын кеңейтуге мүмкіндік береді және оны оқу процесіне тиімді біріктіру ережелерін әзірлеуде пайдалы болуы мүмкін.

Түйін сөздер: жасанды интеллект, чатботтар, студенттер, жасанды интеллектке деген көзқарас, сенім.

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Исследование восприятия и отношения студентов высших учебных заведений к чат-ботам на основе искусственного интеллекта

В последние годы наблюдается активное распространение чат-ботов с искусственным интеллектом в различные сферы жизни, включая образование. В связи с этим возрастает количество исследований, в которых изучаются потенциальные преимущества и недостатки применения чат-ботов, а также возможные последствия данных нововведений. Учитывая активное распространение данных инструментов в процесс обучения, возникает необходимость определения того, как студенты воспринимают и относятся к ним. Данная работа посвящена сравнению отношения студентов до и после целенаправленной интеграции искусственного интеллекта в учебный процесс. В экспериментальном исследовании приняли участие 110 студентов казахстанских вузов. Результаты показали, что большинство студентов демонстрирует положительное отношение к чат-ботам и проявляют интерес к их использованию. Однако после проведения эксперимента наблюдалась статистически значимая разница в мнениях студентов. Это говорит о том, что убеждения студентов об искусственном интеллекте и его возможностях находятся на стадии формирования. Непосредственный опыт взаимодействия с данной технологией может оказывать влияние на отношение к ней. Результаты исследования позволяют расширить представление об отношении студентов к искусственному интеллекту и могут быть полезны при разработке правил эффективной интеграции его в учебный процесс.

Ключевые слова: искусственный интеллект, чат-боты, студенты, отношение к искусственному интеллекту, доверие.

Introduction

Modern artificial intelligence technologies are entering many areas of human activity, changing the process of data processing, decision-making, creating new opportunities and prospects in various industries, including education. Chatbots are an artificial intelligence-based program that is capable of simulating communication with humans. (Chen et al., 2024). These programs can work on websites, mobile applications, and messengers. Using machine learning and improving natural language processing allows them to understand context, analyze data, and provide meaningful responses to user queries (de Saint Laurent, 2018). This makes interaction with chatbots more natural and productive. Most studies focus on the capabilities and limitations of artificial intelligence (Rashidov et al., 2024; Awad and Oueida, 2024; Rajput, 2025), while the subjective positions and attitudes of users do not receive sufficient research attention. This is especially important in the field of education, since it is the attitude of users, their trust, perception of benefits and risks that determine their learning motivation and willingness to implement artificial intelligence tools in the learning process. If students are negative and skeptical about such innovations, it will make it difficult for them to integrate into the learning process. At the same time, excessive trust in artificial intelligence can negatively affect their ability to independently solve learning tasks and critically evaluate the information they receive. Moreover, researchers claim that there is a risk of becoming addicted to chatbots (Bouteraa, 2024; Ciudad Fernández et al., 2025; Huang et al., 2025).

Since artificial intelligence is a relatively new phenomenon in educational practice, the number of reliable and valid questionnaires to determine students' attitudes remains limited. The existing questionnaires are designed exclusively for students of certain specialties. There is also no data on whether they take into account cultural and national peculiarities.

Thus, the relevance of research on this topic is due to the rapid spread of chatbots in the educational process and the lack of empirical data on students' attitudes to this technology, their expectations and interaction experience. This study aims to fill this knowledge gap. The purpose of the article is to determine how Kazakhstan students relate to chatbots and whether attitudes and perceptions towards this technology may change after its purposeful use in educational activities.

The results obtained make it possible to expand the understanding of attitudes, the degree of trust and concerns of students towards these technologies. This, in turn, can become the main reason for the thoughtful integration of artificial intelligence into the educational process.

Literature review

Artificial intelligence is a branch of computer science that aims to create programs capable of performing tasks that require human intelligence. Such tasks include reasoning, decision-making, and learning (Holyoak, 2024). Today, artificial intelligence is a rapidly developing interdisciplinary field of knowledge that is not limited to computer science alone.

One of the most common types of this technology is generative artificial intelligence. It learns from existing data and can create new content, such as text, image, or video (Salah et al., 2024). Chatbots are the most common tool of generative artificial intelligence. It is chatbots such as ChatGPT that are actively used by students in the learning process. Therefore, the introduction of such artificial intelligence tools into the educational process is becoming an urgent subject of scientific research. Chatbots, being interactive communication systems, allow you to get a detailed answer to the question in a short time (Labadze et al., 2023). The convenience and ease of use of these chatbots makes them universal assistants in an educational environment.

Many scientists note that these technologies open up new opportunities for students, improving the quality of education (Sok, 2023; Atlas, 2023). For example, I. Dekker (2020) suggests that the introduction of chatbots can help students overcome the difficulties they face when moving to higher education, as well as improve their academic performance and reduce the risk of psychological problems.

H. Margono, M. Saud, M. Falahat (2024) argue that chatbots help in finding the relevant educational information, generate the necessary explanations and provide information based on user preferences, which helps to personalize learning and take into account the individual educational needs of each student.

According to N. Baizhanov (2024), the ability of artificial intelligence to process extensive databases in real time contributes to a more accurate analysis and determination of the level of knowledge and skills of students, as well as their learning style, motivation level and emotional state characteristics. Another evaluation opportunity may be the addition of interactive tasks to the artificial intelligence algorithm that require communication skills and creativity.

Artificial intelligence can automate some routine tasks, freeing up teachers' time for more interaction with students (Navarro et al., 2023). Moreover, the instant feedback received from artificial intelligence helps in the early detection of students' academic difficulties (Fernández-Prados, et al., 2025). This, in turn, allows for early intervention to eliminate these difficulties and improve the effectiveness of the learning process.

At the same time, other researchers claim that the use of chatbots can cause certain problems, such as privacy risks and ethical issues (Chukwuere, 2023; Lund and Wang, 2023), limited creativity and originality of responses generated by artificial intelligence (Dwivedi et al., 2023), biased responses or results (Halaweh, 2023; Lund et al., 2023). The use of chatbots in education also raises concerns about academic dishonesty (Lo, 2023; Firat, 2023; Zhang and Tur, 2023).

Despite such an ambiguous assessment of the consequences of integrating artificial intelligence into the educational process, there is a steady increase in the number of students who use chatbots to solve educational tasks. According to data for 2025, more than half of Italian students (University of Udine) use ChatGPT, while 40.9% of them use it to solve learning tasks (Farinosi and Melchior, 2025). More than 70% of Chinese students (Baise University) actively use generative artificial intelligence (Xiao et al., 2025). More than 88% of students at a private university in Bahrain use artificial intelligence in their studies (Alalawi et al., 2025). At the same time, the question remains how students evaluate the possibilities and limitations of this technology. M. Gerlich (2023) conducted a comprehensive study involving 1,389 scientists from Germany, the United States, Switzerland, and the United Kingdom. The relationship between users' opinions about artificial intelligence and factors such as reliability, possible risks, and the degree of acceptance was revealed. Those people who view artificial intelligence as a threat tend to negatively evaluate its results. At the same time, those people who are optimistic about these technologies emphasize their potential.

In a review of 24 empirical articles conducted by O.M. Schei, A. Møgelvang and K. Ludvigsen, (2024), it was revealed that students perceive chatbots as useful personal assistants. They find instant feedback and help in writing texts especially useful. At the same time, students express concern about the accuracy of chatbot responses and the confidentiality of their data (Phua et al., 2025; Bouziane et al., 2025). Moreover, providing distorted or incorrect information negatively affects students' desire to further use artificial intelligence in the learning process (Sustaningrum et al., 2025).

M. Zou and L. Huang (2023) revealed a positive attitude towards the use of ChatGPT among doctoral students in the process of writing certain assignments and papers. At the same time, important predictors are the attitude of doctoral students towards the chatbot, perceived usefulness and perceived ease of use. J.M. Golding, A. Lippert, J.S. Neuschatz, I. Salomon, K. Burke (2024), after conducting a survey among college students in the United States, concluded that students are familiar with chatbots and are most likely to use them in the learning process, most often when performing written assignments.

However, the context of the countries in which such surveys were conducted should be taken into account. This may limit the generalization of the results of students' perception and attitudes in other cultural and educational environments. D. Ma, H. Akram and I.H. Chen (2024) revealed cultural differences in students' perception of artificial intelligence. Comparing the opinions of Chinese and international students, they concluded that international students are more open to new technologies and use artificial intelligence in their studies (78%) compared to Chinese students (53%). This study proves that the results obtained among representatives of one culture cannot be transferred to students of other cultures.

Some studies are devoted to the study of factors that increase students' trust in chatbots. Such factors include features of anthropomorphism and novelty of design (Polyportis and Pahos, 2024), perception of the value of a chatbot (Al-Abdullatif, 2023), students' awareness of the advantages of using them, the usefulness of chatbots, as well as the opportunity to try them out (Ayanwale et al., 2024), ease of use and interest (Acosta-Enriquez et al., 2024). According to N. Bora, S. Thokan (2023), extrinsic motivation is an important factor influencing students' interaction with these tools.

Chatbots are used by students to improve academic performance, which leads to a reduction in academic anxiety. In addition, it was found that students positively evaluate the feedback provided by chatbots (Otto et al., 2024). This suggests that these technologies are perceived by students as a useful tool for supporting the learning process and receiving timely recommendations to improve learning outcomes. The opportunity to provide such feedback is especially important for those students who feel uncomfortable receiving comments. The neutral and objective recommendations of chatbots allow students to calmly accept comments, adjust their activities and their results.

Thus, the use of chatbots in the field of education is a promising area of research that can offer a large number of opportunities for both teachers and students. However, the introduction of this technology into the educational process requires a careful approach and the study of many aspects. Research is required that includes self-report data and objective indicators (for example, test data or student performance indicators). This will allow for more objective results and a deeper understanding of how students interact and perceive chatbots.

Materials and methods

To achieve this research goal, a questionnaire was compiled, which was filled out by students twice: at the beginning and end of the semester. The questionnaire was developed based on a Scale of General Attitudes towards artificial intelligence (GAAIS) (Schepman and Rodway, 2023). This scale was developed by researchers from the United Kingdom. It allows you to identify common attitudes towards artificial intelligence. The questionnaire contains 20 statements, which are divided into 2 subscales. 12 statements contain positive attitudes towards artificial intelligence; 8 statements contain negative attitudes and concerns. Respondents need to read each statement and rate it on a scale of 1 (absolutely disagree) up to 5 (absolutely agree). For each subscale (Positive GAAIS and Negative GAAIS), the average value is calculated. A higher score on any of the subscales indicates a more positive attitude towards AI due to reverse-scoring.

The choice of this scale was determined by its proven reliability and validity (Cronbach's alpha coefficient for the positive scale $\alpha = 0.88$; for the negative scale $\alpha = 0.82$). Before collecting the data,

the questionnaire was reviewed by two independent experts in the field of educational psychology for the reliability of the content.

The questionnaire addressed questions about trust in chatbots, opinions about academic integrity, the expected impact on the quality of learning and cognitive processes, as well as the intention to use artificial intelligence tools in the future. The questionnaire questions were evaluated on a five-point Likert scale ranging from 1 (absolutely agree) up to 5 (absolutely disagree).

The study was conducted among 110 students of Kazakhstan universities. Participation in the experiment was completely voluntary. Before starting the study, the students were informed of its purpose and filled out an informed consent form. During the semester, chatbots based on artificial intelligence were integrated into the educational process within the framework of the Psychology discipline. Students were asked to answer questions from practical classes using chatbots. At the lessons utilized various chatbots, including ChatGPT, Microsoft Copilot, Gemini, ChatInfo, and Perplexity. These tools were chosen due to their wide popularity and accessibility. After the students had prepared the answers using chatbots, a joint discussion was held. During this discussion, the students compared the answers they received, analyzed their accuracy and reliability, shared their experiences and drew independent conclusions.

A comparison of the survey results before and after the experiment made it possible to determine how students' attitudes towards this technology change during their purposeful use to solve educational problems.

The data obtained was analyzed using IBM SPSS Statistics 30.0.

Results and discussion

The results of an empirical study showed that before the experiment began, students had varying levels of trust in the chatbots' responses: only 16.3% of respondents fully trusted the chatbot responses, while 40% were undecided. Meanwhile, 43.5% either disagreed or strongly disagreed. This indicates a cautious attitude toward chatbot use. The data obtained confirm the concerns about the accu-racy of chatbot responses identified by O.M. Schei, A. Møgelvang and K. Ludvigsen (2024).

Regarding the academic fairness of using chatbots in the learning process, 40% of students were undecided, while another 40% agreed or strongly agreed that such use was academically honest. At the same time, 20% disagreed with this statement, pointing to certain ethical concerns. These results may indicate that students either do not perceive the use of artificial intelligence as a violation of academic integrity, or do not have a clear understanding of the boundaries of academic integrity.

Regarding the impact on the quality of knowledge, the majority of students (72.7%) agreed that using chatbots positively affect the learning process by improving access to information and comprehension. Only 5.4% expressed disagreement, and 21.8% were undecided. The results obtained are consistent with the students' perceptions of the positive impact of artificial intelligence on their academic performance identified by G. Tovmasyan (2025). These results also confirm the conclusions of R. Sustaningrum and M. Haldaka (2025) that students consider artificial intelligence tools to be "very useful" for solving academic problems.

The impact on cognitive processes: while 32.6% disagreed, 29% of students believed that chatbots could positively influence cognitive processes. Another 38.2% were undecided. Such results may be due to the fact that students had not previously thought about this aspect. For many students, this question is not obvious, and they do not think about the relationship between their cognitive development and the use of artificial intelligence technologies.

Regarding the intention to use chatbots in the future, 92.6% of students agreed or strongly agreed, and no students disagreed. Only 7.3% were undecided. This indicates a high initial readiness for continued use of chatbots. These results indicate a positive attitude of the students, their interest in this technology and their high initial willingness to continue using chatbots. This trend coincides with the conclusions about the positive attitudes of students made by M. Zou and L. Huang (2023) and J.M. Golding, A. Lippert, J.S. Neuschatz, I. Salomon, K. Burke (2024). The results of the survey before and after the experiment are visually presented in Figure 1.
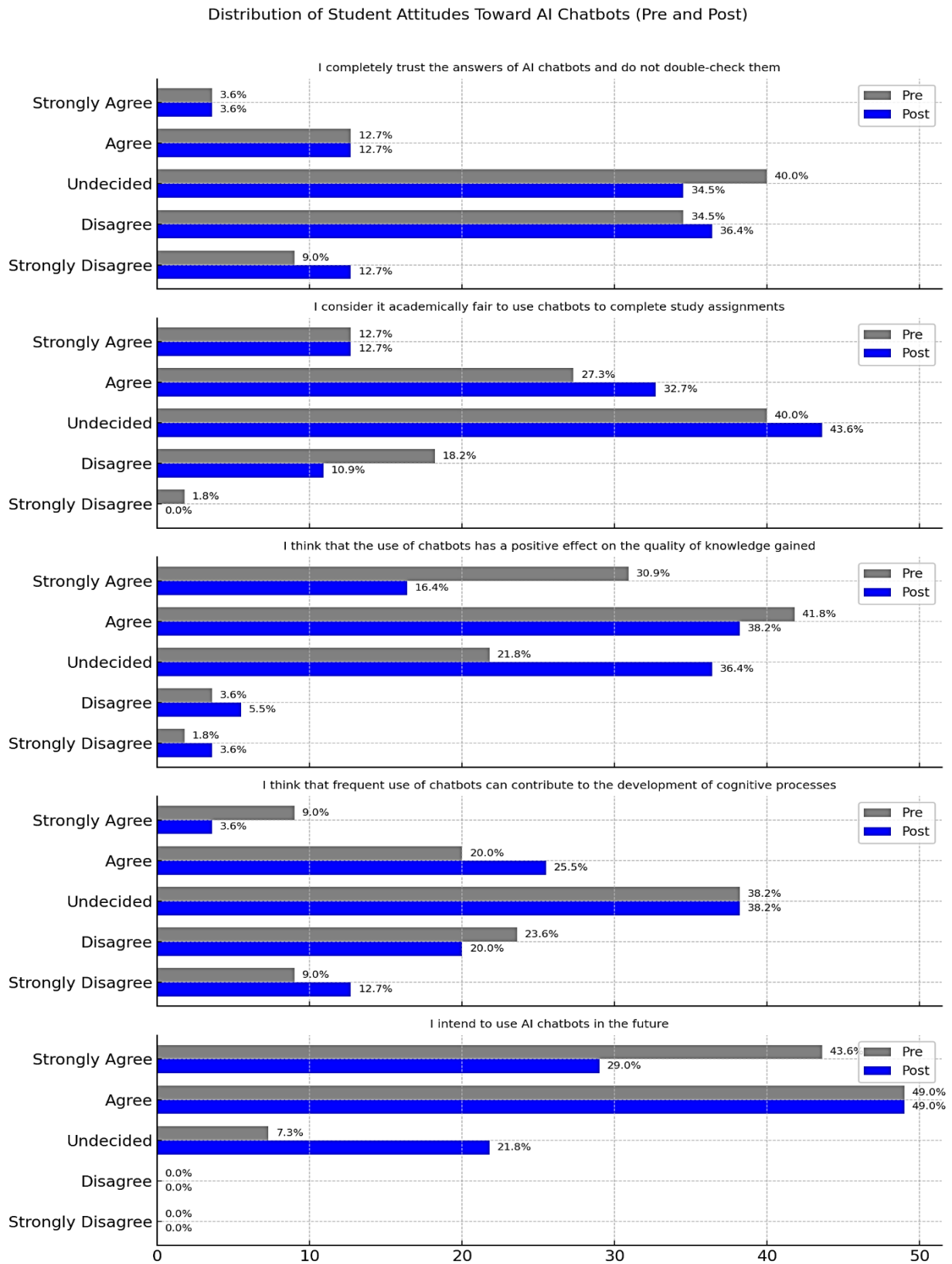
Distribution of Student Attitudes Toward AI Chatbots (Pre and Post)

I completely trust the answers of AI chatbots and do not double-check them

- Strongly Agree — Pre: 3.6%, Post: 3.6%
- Agree — Pre: 12.7%, Post: 12.7%
- Undecided — Pre: 40.0%, Post: 34.5%
- Disagree — Pre: 34.5%, Post: 36.4%
- Strongly Disagree — Pre: 9.0%, Post: 12.7%

I consider it academically fair to use chatbots to complete study assignments

- Strongly Agree — Pre: 12.7%, Post: 12.7%
- Agree — Pre: 27.3%, Post: 32.7%
- Undecided — Pre: 40.0%, Post: 43.6%
- Disagree — Pre: 18.2%, Post: 10.9%
- Strongly Disagree — Pre: 1.8%, Post: 0.0%

I think that the use of chatbots has a positive effect on the quality of knowledge gained

- Strongly Agree — Pre: 30.9%, Post: 16.4%
- Agree — Pre: 41.8%, Post: 38.2%
- Undecided — Pre: 21.8%, Post: 36.4%
- Disagree — Pre: 3.6%, Post: 5.5%
- Strongly Disagree — Pre: 1.8%, Post: 3.6%

I think that frequent use of chatbots can contribute to the development of cognitive processes

- Strongly Agree — Pre: 9.0%, Post: 3.6%
- Agree — Pre: 20.0%, Post: 25.5%
- Undecided — Pre: 38.2%, Post: 38.2%
- Disagree — Pre: 23.6%, Post: 20.0%
- Strongly Disagree — Pre: 9.0%, Post: 12.7%

I intend to use AI chatbots in the future

- Strongly Agree — Pre: 43.6%, Post: 29.0%
- Agree — Pre: 49.0%, Post: 49.0%
- Undecided — Pre: 7.3%, Post: 21.8%
- Disagree — Pre: 0.0%, Post: 0.0%
- Strongly Disagree — Pre: 0.0%, Post: 0.0%

Figure – Pre- and post-experiment questionnaire results on students' perceptions and attitudes regarding chatbots use in education

Figure 1 shows that the students' opinion changed after the end of the experiment. After conscious interaction with chatbots, students began to be more critical of the responses they received. There is a decrease in the number of students who fully trusted the chatbot responses and did not double-check them.

On the second question, there is an increase in the number of students who agree that using chatbots in the course of completing academic assignments is academically fair. Such results may be related to the fact that students received specific instructions during the experiment on how to rationally and consciously use this technology in the learning process. At the same time, there is a decrease in the number of students who agree that the use of chatbots has a positive effect on the quality of their knowledge. The increase in the number of neutral and dissenting responses reflects a decrease in students' initial optimistic expectations. Perhaps this is due to the critical reflection of the answers received during the joint discussions.

There is an uncertain dynamic regarding the impact of chatbots on cognitive development. At the same time, there are still a large number of students who responded neutrally. This may be due to the fact that students are not aware of or have not thought about this question, so they do not have a clear opinion.

Also, after the experiment, a noticeable decrease in the intention to use chatbots in the future was revealed. However, there are no answers about the complete abandonment of this technology. But the number of students who gave a neutral answer has increased. In other words, students have become less unambiguously confident in their position.

Statistical analysis was conducted to compare responses before and after the experiment. Assessment of the normality of the distribution using the Kolmogorov-Smirnov test showed that the data significantly deviated from a normal distribution ($p < 0.05$ for most items). Therefore, the Wilcoxon signed-rank test was applied. The analysis revealed statistically significant changes in two out of the five questionnaire items. Students' belief in the positive impact of artificial intelligence on the quality of acquired knowledge significantly decreased ($Z = -2.760$, $p = 0.006$). This indicates a more critical perspective among students after the experiment regarding the role of artificial intelligence in learning. A significant decrease was also observed in the intention to use chatbots in the future ($Z = -3.087$, $p = 0.002$). For the remaining questions, such as trust in chatbot responses ($p = 0.350$), academic fairness ($p = 0.095$), and the impact on cognitive processes ($p = 0.376$), no statistically significant differences were found (see Table 1).

Table – Results of the comparison of questionnaire responses before and after the experiment (Wilcoxon Signed-Rank Test)

№	Question	Wilcoxon Z	p-value
1	I completely trust the answers of AI chatbots and do not double-check them	- 0.935	0.350
2	I consider it academically fair to use chatbots to complete study assignments (for example, essays, tests, essays)	-1.669	0.095
3	I think that the use of chatbots has a positive effect on the quality of knowledge gained, as chatbots help to better search for and assimilate information	-2.760	0.006
4	I think that frequent use of chatbots can contribute to the development of cognitive processes (for example, increase the level of attention, thinking, and memory capacity)	-0.885	0.376
5	I intend to use AI chatbots in the future	-3.087	0.002

The survey results showed that although students were generally open to using artificial intelligence tools, especially in terms of practical benefits, many expressed doubts about the credibility of the answers, academic fairness, and the potential impact on cognitive processes. At the same time, many students chose the "Undecided" option on several issues. This pattern indicates some uncertainty or ambivalence in their attitude towards artificial intelligence tools in the learning process. Such fluctuations may be caused by a lack of a clear understanding of the capabilities and limitations of chatbots or insufficient experience in using them.

After the introduction of chatbots in the classroom, there is a decrease in the number of students who are convinced of the positive impact of the acquired knowledge and intend to use it in the future. This indicates that students are still in the process of forming attitudes towards this technology. Therefore, it is important to develop guidelines or train them to use artificial intelligence responsibly and effectively in the learning process.

Conclusion

In the context of the rapid growth of the use of chatbots with artificial intelligence, the number of psychological studies devoted to the study of various features of the integration of this technology into the educational process is increasing. This study was aimed at studying the attitude of Kazakhstan students to artificial intelligence, taking into account cultural and educational characteristics. As a result of the survey, it was revealed that students, in general, have a positive attitude towards the use of chatbots in educational activities. The results obtained are consistent with surveys conducted among students from other countries (Gherheş and Obrad, 2018; Zou and Huang, 2023; García et al., 2024; Golding et al., 2024; Phua et al., 2025). A comparison of responses before and after the integration of chatbots showed statistically significant differences in students' opinions. After the experiment, there was a decrease in the number of students who were convinced of the positive impact of chatbots on the quality of education. In addition, there was a decrease in the number of students who clearly intend to use artificial intelligence in the future. These changes may be related to the fact that the positive attitude of students towards chatbots before the experiment was formed on the basis of expectations, active popularization in the media and social networks. However, the conscious experience gained during the experiment made it possible to critically evaluate and independently verify the actual capabilities of these tools.

It is important to mention the limitations of the study. Only 1st year undergraduate students took part in the experiment. This makes it difficult to generalize the results to a wider sample. Therefore, future research should be conducted with a more expanded sample, including students from different courses. It is also recommended to conduct a study with students from different regions of Kazakhstan to gain a deeper understanding of this issue. It is also recommended to study the attitude of people of different age groups to chatbots, including schoolchildren, adults and the elderly. This will allow you to form a holistic view of the attitudes and beliefs of users. A promising area of future research is the use of qualitative methods that will deepen the identified knowledge and better understand the subjective perception and experience of using chatbots.

Thus, the conducted research revealed a positive attitude towards chatbots among students. At the same time, these installations are only at the stage of formation and may change. An important factor in the formation of students' attitudes towards artificial intelligence is the direct experience of its use. This highlights the need for the rational integration of these tools into the learning process, as well as the development of rules and recommendations for their informed application.

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TRACKS OF YOUTH LABOR AND EDUCATIONAL MIGRATION: OVERVIEW OF PREFERENCES

The purpose of the study is to review the key areas of youth migration in Kazakhstan. Youth migration goes beyond the traditional understanding of mobility, reflecting not only socio-economic differences between regions and countries, but also the formation of sustainable migration trajectories that affect the structure of national human capital.

Methodology: the research employed comparative analysis, descriptive statistics, and content analysis to explore current trends in youth migration.

The originality of the study lies in identifying a dual structure of migration mobility, expressed in the discrepancy between declared preferences and actual migration decisions. A shift in migration preferences of young people has been revealed from traditional destinations (Russia, the USA, Turkey) to countries with stable legal mechanisms for labor and educational mobility, such as South Korea, Germany, and the United Kingdom. Similar trends can be traced in educational migration.

The results of the study generally emphasize the need to move from a migration deterrence strategy to a managed mobility concept focused on return, knowledge transfer, and institutional support for youth migration trajectories. In the context of global competition for human capital, Kazakhstan needs to form a proactive migration policy based on an analysis of the motives, barriers and opportunities for youth mobility.

The value of the data obtained lies in identifying the youth's demand for security in professional self-realization, stability of legal status and predictability of career trajectories. Special attention should be paid to the "revolutionary" factor of the GenZ generation, which strives for changes in the structure of work and career models, reflecting the need for rapid adaptation to new conditions. This highlights the need for the State to create institutional and economic conditions that meet international standards in order to preserve and develop human capital within the country.

The practical significance of the work lies in the fact that the results can be used to develop measures aimed at ensuring the safety of young people's career paths, as well as creating a flexible labor relations system that takes into account the needs and demands of the new generation.

Keywords: youth migration, Kazakhstan, internal and external tracks, human capital, managed mobility, return migration.

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Жастардың еңбек және білім беру көші-қонының тректері: таңдауларға шолу

Зерттеудің мақсаты – Қазақстан жастарының көші-қонының негізгі бағыттарына шолу. Жастар көші-қоны мобильділіктің дәстүрлі түсінігінен шығып, аймақтар мен мемлекеттер арасындағы әлеуметтік-экономикалық айырмашылықтарды ғана емес, ұлттық адами капиталдың құрылымына ықпал ететін тұрақты миграциялық траекториялардың қалыптасуын да көрсетеді.

Әдіснама: жастар көші-қонының заманауи трендтерін зерттеу аясында салыстырмалы талдау, сипаттамалық статистика және контент-талдау әдістері қолданылды.

Зерттеудің ерекшелігі – декларацияланатын артықшылықтар мен нақты көші-қон шешімдері арасындағы алшақтықта көрінетін көші-қон ұтқырлығының қос құрылымының болуы анықталды. Жастардың көші-қон артықшылықтарының дәстүрлі бағыттардан (Ресей, АҚШ, Түркия) Оңтүстік Корея, Германия және Ұлыбритания сияқты еңбек және білім беру ұтқырлығының тұрақты құқықтық тетіктері бар елдерге ауысуы анықталды. Ұқсас тенденциялар білім беру көші-қонында да байқалады.

Зерттеу нәтижелері миграцияны шектеуге бағытталған саясаттан бас тартып, керісінше, жастар мобильділігін басқаруға, білім мен тәжірибені қайтаруға және институционалдық қолдауға негізделген жаңа тәсілдің қажеттілігін көрсетеді. Адами капитал үшін жаһандық бәсекелестік жағдайында Қазақстанға жастардың мотивтері, кедергілері және мүмкіндіктерін талдауға негізделген проактивті миграциялық саясат қалыптастыру қажет.

Алынған деректердің құндылығы жастардың кәсіби өзін-өзі жүзеге асырудағы қауіпсіздікке, құқықтық мәртебенің тұрақтылығына және мансаптық траекториялардың болжамдылығына деген сұранысын анықтау болып табылады. Жаңа жағдайларға тез бейімделу қажеттілігін көрсете отырып, еңбек құрылымы мен мансаптық модельдердегі өзгерістерге ұмтылатын GenZ буынының «революциялық» факторына ерекше назар аудару керек. Бұл мемлекеттің ішкі адами капиталды сақтау және дамыту үшін халықаралық стандарттарға сәйкес келетін институционалдық және экономикалық жағдайлар жасау қажеттілігін көрсетеді.

Практикалық маңыздылығы – нәтижелер жастардың мансаптық траекторияларының қауіпсіздігін қамтамасыз етуге және жаңа буынның сұраныстарына жауап беретін икемді еңбек жүйесін қалыптастыруға бағытталған шараларды әзірлеуде қолданылуы мүмкін.

Түйін сөздер: жастар көші-қоны, Қазақстан, ішкі және сыртқы тректер, адами капитал, басқарылатын мобильділік, қайтарымды көші-қон.

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Треки трудовой и образовательной миграции молодежи: обзор предпочтений

Цель исследования – обзор ключевых направлений миграции молодежи Казахстана. Молодежная миграция выходит за рамки традиционного понимания мобильности, отражая не только социально-экономические различия между регионами и странами, но и формирование устойчивых миграционных траекторий, влияющих на структуру национального человеческого капитала.

Методология: в рамках исследования современных трендов молодежной миграции были применены методы сравнительного анализа, дескриптивной статистики и контент-анализа.

Оригинальность исследования заключается в том, что установлено наличие двойственной структуры миграционной мобильности, выражающейся в расхождении между декларируемыми предпочтениями и фактическими миграционными решениями. Выявлен сдвиг в миграционных предпочтениях молодежи от традиционных направлений (Россия, США, Турция) к странам с устойчивыми правовыми механизмами трудовой и образовательной мобильности, таким как Южная Корея, Германия и Великобритания. Аналогичные тенденции прослеживаются и в образовательной миграции.

Результаты исследования в целом подчеркивают необходимость перехода от стратегии сдерживания миграции к концепции управляемой мобильности, ориентированной на возврат, трансфер знаний и институциональное сопровождение молодежных миграционных траекторий. В условиях глобальной конкуренции за человеческий капитал, Казахстану необходимо формировать проактивную миграционную политику, основанную на анализе мотивов, барьеров и возможностей молодежной мобильности.

Ценность полученных данных заключается в выявлении запроса молодежи на безопасность в профессиональной самореализации, стабильность правового статуса и предсказуемость карьерных траекторий. Особое внимание следует уделить фактору «революционности» поколения GenZ, которое стремится к изменениям в структуре труда и карьерных моделях, отражая потребность в быстром адаптировании к новым условиям. Это подчеркивает необходимость государ-

ству создавать институциональные и экономические условия, соответствующие международным стандартам, чтобы сохранить и развивать человеческий капитал внутри страны.

Практическое значение работы заключается в том, что итоги могут быть использованы для разработки мероприятий, направленных на обеспечение безопасности карьерных траекторий молодежи, а также создания гибкой системы трудовых отношений, учитывающей потребности и запросы нового поколения.

Ключевые слова: молодежная миграция, Казахстан, внутренние и внешние треки, человеческий капитал, управляемая мобильность, возвратная миграция.

Introduction

Youth migration in contemporary conditions constitutes a key element of socio-economic transformations and has become a subject of increasing scholarly attention. In the Republic of Kazakhstan, the processes of youth mobility are becoming stable and systemic, reflecting both internal structural changes and the influence of global transnational factors. The dynamics of movement of young citizens has a multidimensional impact on regional development, the functioning of the labor market, education system and the reproduction of human capital, which underscores the importance of this phenomenon in the context of the national strategy for sustainable development.

The relevance of this research is amplified by the intensive growth of external migration. According to the data from the Scientific Research Center "Youth", recent years have seen an increase in the share of young people seeking to move abroad for educational and employment purposes. The most attractive destination countries for migration include Russia, the United States, South Korea, Turkey, and Canada (Analytical Report, 2024). At the same time, internal migration remains highly dynamic, predominantly directed toward Kazakhstan's major metropolitan centers – Astana, Almaty, and Shymkent. These migration flows are driven by ongoing urbanization processes, regional socio-economic disparities, unequal access to quality education, employment opportunities, and social infrastructure.

Despite the availability of a substantial body of statistical and sociological data, a comprehensive study of youth migration that incorporates legal, social, and economic factors remains fragmented and requires further systematization. In particular, the distinctions and interconnections between internal and external migration routes, as well as the institutional mechanisms influencing young people's migration decisions under contemporary conditions, have not been sufficiently examined. In this regard, the need to develop an integrated model that accounts for all key aspects of youth migration processes including legal, social, and economic constraints and opportunities, becomes especially relevant. Such a model would enable a deeper understanding of the motivations and characteristics of youth migration and facilitate the development of more effective governmental and societal strategies aimed at optimizing migration processes and retaining talented young people within the country.

Literature review

In foreign literature, youth migration is considered an interdisciplinary phenomenon encompassing socio-economic, cultural, demographic and legal aspects (Heckert, 2015). In this context, youth, having a high degree of mobility and adaptability, acts as both an object and a subject of transformations taking place on the context of globalization and the changing structure of the labor market, education and social integration.

Modern research confirms that migration processes among young people have a significant impact on the reproduction of human capital, the dynamics and structure of the labor market, as well as on regional and national development models (World Migration Report, 2024). The analysis of motives, barriers and conditions of migration mobility helps not only to understand current trends, but also to predict their socio-economic consequences amid globalization and local changes (King, 2018).

Nevertheless, despite the prevalence of the approach based on the dichotomy of "pushing" and "pulling" factors, its explanatory power is limited. This view does not reflect the full complexity of youth migration and does not take into account age specificities. In particular, the existing theoretical models of migration, although offering various explanatory frameworks, do not provide an exhaustive analysis of the multilevel and interdisciplinary characteristics of migration processes, especially in relation to youth groups (Hervé, 2022).

There is a growing interest in the issue of youth migration among Kazakhstan's scholars, but the research is still fragmentary. Most publications focus

on describing migration flows, identifying socio-demographic characteristics of young migrants, and analyzing basic migration attitudes. For example, a number of studies focus on regional aspects of youth migration. The analysis of regional data makes it possible to understand, in particular, why the southern regions of the country are the main donors of migration flows (Ivanov, 2021).

Sociological measurements are systematically carried out by the Scientific Research Center "Youth" under the Ministry of Culture and Information of the Republic of Kazakhstan. Their results enable researchers to track migration sentiments, identify prevailing trends, and form a holistic view of youth migration mobility.

Nevertheless, there remains a shortage of in-depth qualitative research in Kazakhstani and Russian scholarship on the consequences of youth migration, especially in the context of educational mobility and professional realization of young migrants. At the same time, there is a clear understanding that youth migration is an independent area of research, primarily closely related to education (Argynbek et al., 2024). Despite the availability of data on motives for studying abroad, the processes of social adaptation, cultural integration, as well as the further trajectory of employment and career growth have not been sufficiently studied. Research on return migration (International Organization for Migration, 2021) remains an important area, which allows us to assess how the experience of staying abroad affects the socio-economic development of the regions of Kazakhstan.

In general, despite the availability of a number of empirical works, including the findings of systematic sociological research by the Scientific Research Center "Youth", as well as scientific projects on migration conducted during 2022-2024 (for example, "Transformation of educational migration policy: development of strategies for applying the intellectual potential of Kazakhstanis living abroad", "Study of demographic and migration processes in the northern regions of the Republic of Kazakhstan: identification and analysis of fundamental factors and development of methods for their regulation", "Interculturalism and tolerance in multiethnic Kazakhstan in the context of globalization and new migration challenges"), youth migration in Kazakhstan remains a poorly systematized topic, which requires an interdisciplinary approach and an expansion of the research base.

Despite the significant contribution of these studies, there is currently a lack of comprehensive analyses that would combine various aspects of youth migration in the context of legal, social and economic factors. In this regard, there is an increasing need for deeper integration of existing data and the expansion of research for the development of holistic models of youth migration. An important area of future research should be an in-depth study of the long-term social and economic consequences of migration, as well as factors influencing the formation of sustainable youth mobility both within and outside the country. These studies will contribute to the creation of effective state and social policies aimed at optimizing migration processes and retaining key human capital.

Comprehensive reforms are needed to develop effective public policy strategies for managing youth migration, including improving living and working conditions, investing in education and science, creating programs to retain and return young people, as well as developing regions (Zhumashbekova, 2025). Such an integrated approach will not only mitigate the negative effects of migration, but also turn it into a resource for sustainable socio-economic development of the country.

Materials and methods

The purpose of this study is to identify key indicators of the migration activity of young people in Kazakhstan and identify the main directions of migration trajectories. Since migration intentions can be subjective and lead to distortions, a combined methodology was applied that includes objective and subjective indicators of migration choice.

1. Indicators and measurement tools

Following the logic of international research approaches, respondents were offered a number of standardized questions aimed at identifying migration attitudes and preferences. The main questions included:

(1) "What country are you thinking of or planning to move to?"

(2) "What is the main reason for your desire to move?"

The question about the destination country made it possible to identify key migration destinations, including Russia, the United States, Turkey, Europe, Asia, the CIS states, and others. Additional specification for the countries of the European region, Asia and other areas was estimated by analogy with the data in the expanded list (for example, Germany, Great Britain, South Korea, the United Arab Emirates, Japan, etc.). These questions formed the

basic subjective indicators of migration pathways and made it possible to classify migration tracks in educational, labor and general motivational terms.

2. Statistical procedures

To evaluate the reliability of the questionnaire, internal consistency checks were applied. Data processing was performed using SPSS Statistics and Microsoft Excel. The analytical framework included descriptive statistical techniques, comparative assessments, and the examination of relationships between variables.

3. Sample estimation

The target population of the study comprised young people in Kazakhstan aged 14 to 34. In both waves of data collection, the sample included 2,000 participants. Quotas were established based on the following characteristics:

- region of residence,
- gender,
- age group,
- type of settlement (city/village).

In 2022, the coverage included 12 border regions, and in 2024 – 17 regions and 3 cities of republican significance: Astana, Almaty and Shymkent. This approach ensured the territorial and socio-demographic representativeness of the data.

Data collection took place during May–June of 2022 and 2024 through face-to-face interviews with participants. The questionnaire was offered in both Russian and Kazakh, which ensured accessibility for respondents. The principles of voluntary participation and anonymity were strictly observed, creating conditions that enhanced the credibility and openness of the responses provided.

Table 1 – Distribution of the sample population in 2022, respondents*

Regions	Total	Urban	Rural	Men	Women
Kazakhstan	**2000**	**794**	**1206**	**1039**	**961**
Aktobe	**137**	92	45	70	67
Almaty	**316**	64	252	164	152
Atyrau	**108**	55	53	55	53
West Kazakhstan	**100**	48	52	52	48
Zhambyl	**195**	73	122	100	95
Kostanay	**122**	66	56	63	59
Kyzylorda	**142**	59	83	74	68
Mangystau	**123**	48	75	63	60
Pavlodar	**105**	70	35	54	51
North Kazakhstan	**79**	34	45	41	38
Turkistan	**385**	74	311	203	182
East Kazakhstan	**188**	112	76	98	90

According to the Bureau of National Statistics of the Agency for Strategic Planning and Reforms of the Republic of Kazakhstan, data as of January 1, 2022.

Table 2 – Structure of the 2024 sample population (respondents)*

Regions	Total	Urban	Rural	Men	Women
Republic of Kazakhstan	**2000**	1247	753	1021	979
Abai Region	**53**	33	20	27	26
Akmola	**74**	42	32	38	36
Aktobe	**93**	69	24	48	45
Almaty	**148**	23	125	76	72
Atyrau	**72**	39	33	37	35

Regions	Total	Urban	Rural	Men	Women
West Kazakhstan	**65**	36	29	33	32
Zhambyl	**123**	52	71	63	60
Zhetysu	**65**	29	36	33	32
Karaganda	**108**	88	20	55	53
Kostanay	**77**	47	30	40	37
Kyzylorda	**85**	39	46	44	41
Mangystau	**81**	36	45	41	40
Pavlodar	**68**	48	20	35	33
North Kazakhstan	**47**	23	24	25	22
Turkistan	**228**	55	173	120	108
Ulytau	**21**	17	4	11	10
East Kazakhstan	**62**	41	21	32	30
Astana city	**159**	159	0	80	79
Almaty city	**238**	238	0	114	124
Shymkent city	**133**	133	0	66	67

Analytical Strategy

The analytical approach combined quantitative analysis of migration intentions with an assessment of the factors influencing the choice of a potential destination country. This allowed us to structure the main migration trajectories, capture changes in preferences between 2022 and 2024, and relate them to actual flows of educational and labor mobility.

The results of the study serve as a basis for recommendations aimed at improving migration, education, and regional policies in the Republic of Kazakhstan, directed toward the effective use of youth potential amid increasing global mobility.

Results and discussion

The data obtained make it possible to more clearly outline the nature and direction of migration attitudes among Kazakhstani youth. Against the backdrop of intensifying socio-economic transformations in the country, young people's migration intentions are closely linked to the search for more favorable conditions for personal development. In particular, the analysis of the structure of migration motives (Table 3) shows that migration choices are shaped primarily by economic and professional factors. The most common reasons for relocation include the desire to improve one's standard of living (51.1%) and to access broader employment opportunities (41.8%). A significant share of young people (31%) considers migration for educational purposes, which confirms the high demand for quality education abroad.

Additional motives include interest in cultural diversity, aspiration for entrepreneurial activity, and a more favorable environmental setting. Motives related to local conflicts, language difficulties, or corruption are rare, indicating their low significance within the broader migration landscape.

Table 3 – Distribution of responses to the question: "What is the main reason for your desire to relocate?" (this question was answered only by respondents who want to move from their current place of residence), 2024, %

Reason	%
Desire to improve the economic standard of living	51.1
Broader employment opportunities	41.8
Desire to have a higher quality of education	31.0
Desire to have more cultural diversity	21.4

Reason	%
More opportunities to start one's own business	19.8
Changes in climate and environmental living conditions	14.3
Desire to avoid conflicts in the village/city where you currently live	4.4
Corruption	0.3
Change of environment	0.3
Own housing	0.5
Language barrier	0.3
Difficult to answer / No answer	2.5
Note – source (Analytical Reports, 2024)	

The predominance of socio-economic and educational motives aligns with current data on the scale of external labor mobility among citizens of Kazakhstan. According to the official information from the Ministry of Labor and Social Protection of the Population of the Republic of Kazakhstan, as of March 1, 2025, approximately 140,000 citizens of the country are employed abroad. However, data from the International Organization for Migration adjust this figure upward. According to their estimates, the total number of Kazakh citizens engaged in international labor migration may reach 194,000 (Yesenalieva, 2021). Such a discrepancy between national and international statistics indicates a high share of informal employment among migrants abroad. This, in turn, highlights the need to revise and improve existing mechanisms for monitoring, support, and legal protection of external labor migration.

This issue is particularly relevant for youth, as they represent the most mobile and vulnerable category of the population actively involved in migration processes. One of the key aspects of youth migration is country preferences, which demonstrate a stable trajectory in the choice of potential migration destinations. Based on the results of sociological studies conducted by the Scientific Research Center "Youth" in 2022 and 2024 (Analytical Report, 2022), several dominant destinations have been identified, which have maintained their popularity over recent years.

Russia, the United States, and Turkey continue to occupy leading positions among preferred destinations for youth migration; however, the internal dynamics of these preferences reveal several noteworthy shifts.

Interest in the United States has shown a marked rise – from 15.3% in 2022 to 21.6% in 2024 – which

may reflect expanding educational possibilities, diversified career trajectories, and the country's sustained reputation as a global center of academic mobility. Turkey, by contrast, which previously ranked among the most favored destinations, has experienced a decline in attractiveness over the same period: from 20.8% to 16.7%. This change may signal intensifying competition among transit and temporary-residence countries, alongside evolving expectations and strategic orientations within the migration intentions of Kazakhstani youth.

A downward trend is also evident in preferences for European destinations, where interest decreased from 10.7% to 8.2%. This reduction is plausibly linked to tighter visa and migration regulations introduced across EU member states, as well as to the limited employability prospects faced by migrants who do not possess sufficient professional or linguistic preparation. At the same time, the appeal of Russia remains remarkably stable – 26.1% in 2022 compared to 25.3% in 2024 – reflecting the continued influence of historically rooted cultural, linguistic, and educational affiliations, as well as the presence of well-established formal and informal mobility networks.

Well as the presence of specific geopolitical, institutional, and socio-economic factors influencing migration choices. However, it is important to note that abstract country preferences do not always correlate with the actual plans of young people. A follow-up question regarding countries, posed in the 2024 survey to those respondents who expressed an intention to leave the country, revealed a significant discrepancy between the perceived desirability of certain countries and specific migration intentions. Because of this stage of the survey, a different "top three" list of priority destinations emerged, reflecting a more pragmatic approach to migration.

Table 4 – Distribution of responses to the question: "Which country are you thinking of or planning to move to?" (only respondents who want to move from Kazakhstan answered this question), 2022-2024, %

Country	Percentage of those willing to move, %	
	2022	**2024**
Russia	26.1	25.3
USA	15.3	21.6
Turkey	20.8	16.7
European countries	10.7	8.2
Asian countries	0	5.9
China	3.3	4.8
Canada	5.5	3.7
CIS countries	1.3	1.9
Other countries	0	1.1
Difficult to answer	3.3	10.8
Note – source (Analytical Reports, 2022, 2024)		

Among respondents planning labor or educational migration, South Korea ranked first, with 28.3% of young Kazakhs considering it as a realistic future destination. This may be associated with the expansion of bilateral cooperation in labor migration, the availability of accessible employment programs, and the active presence of Korean companies and educational institutions in Central Asia.

Germany ranked second (13%), which can be explained by its high standard of living, professional opportunities, and the wide range of academic and exchange programs available. The United Kingdom ranked third (10.9%), maintaining its attractiveness in terms of high-quality higher education, despite the challenges posed by visa policies and the high entry barriers to the labor market.

Table 5 – Distribution of responses to the question: "Which country are you thinking of or planning to move to?" (only respondents who want to move from Kazakhstan answered this question; including countries in Europe, Asia, CIS, and others), %

Country	Percentage of those willing to move, %
South Korea	28.3
Germany	13.0
United Kingdom	10.9
UAE	6.5
Japan	4.3
Note – source (Analytical Report, 2024)	

Such a divergence between value-oriented preferences (e.g., the USA, Turkey, Russia) and rational migration intentions (e.g., South Korea, Germany, the United Kingdom) suggests the existence of two levels of migration choice. The first level is shaped by perceptions associated with the "successful West," including a high standard of living and cultural affinity. The second level is based on a realistic assessment of the accessibility of visa regimes, employment programs, and educational opportunities.

This multilayered nature of migration motivation calls for the development of a more differentiated and targeted migration policy. Such a policy should simultaneously foster conditions for youth self-realization within the country and provide institutional support for those who view migration as a strategy for personal and professional development.

In the context of understanding youth migration choices, it is important to note that the study's findings indicate a significant impact of the host countries' external migration policies, the level of informational transparency, and the accessibility of legal employment channels. These factors play a decisive role in selecting a specific destination country. In particular, the growing interest in South Korea can be explained not only by its economic attractiveness but also by the prospects of legal employment through the Employment Permit System, which Kazakhstan is currently seeking to join (Gulyaeva, 2025).

At the same time, the growing interest in mobility has been accompanied by new challenges.

In 2024 the authorities of South Korea carried out large-scale measures resulting in the deportation of roughly 15,000 Kazakhstani citizens who were residing in the country without appropriate legal documentation (Shashkina, 2024). This situation reveals not only the magnitude of the existing migration stream, but also its structural fragility, which stems from insufficient legal awareness among migrants and the lack of comprehensive institutional mechanisms supporting their mobility from the country of origin.

Within the European landscape, Germany remains one of the most appealing destinations for young migrants. This is largely explained by its consistently high living standards, the diversity of academic and professional trajectories available to international applicants, and opportunities created through programs such as the EU Blue Card, which facilitates skilled labor migration and long-term career development.

The United Kingdom, in turn, has in recent years become a new center of labor migration from Central Asian countries, a development resulting from changes in the composition of the seasonal workforce amid the military conflict in Ukraine. Whereas previously the majority of migration quotas were allocated to citizens of Russia and Ukraine, by 2023 the UK government had issued 45,000 visas for migrants from Central Asian countries, including Kazakhstan (Kozenko, 2024). This shift was accompanied by extensive information and awareness campaigns, including the use of personalized video testimonials on social media, which contributed to increased interest among Kazakh citizens in seasonal employment opportunities in the UK agricultural sector. The growth in visa applications serves as confirmation of this trend: whereas only four applications were registered in 2019, the number increased to 2,711 in 2022, and reached 3,994 in the first half of 2023 (Protenge Telegram Channel, 2025).

It should be noted, that several empirical studies emphasize that the positive but superficial perception of the European Union among Central Asian youth does not always align with the outcomes of specific EU policies in the region. Perceptions are often shaped by persistent historical and cultural notions of an idealized Europe rather than by an informed understanding of current EU activities and initiatives (Arynov, 2021). In the context of a growing flow of negative narratives concerning the EU's prospects, there is a risk of erosion of this positive image, particularly in the absence of an active communication strategy tailored to a youth audience from Brussels.

The analysis of the obtained results shows the presence of a double structure of migration preferences. On the one hand, the traditional orientations towards the post-Soviet space and the Anglo-Saxon countries remain. On the other hand, there is a shift in real migration behavior towards countries that offer understandable, institutionally designed and economically beneficial mechanisms for attracting labor. This trend is probably due not only to differences in wages, but also to the transparency of legal entry procedures, the protection of migrants' rights, and the presence of diaspora networks.

In examining the nature of youth migration, particular attention should be given to educational migration, which constitutes an independent and significant vector of mobility for Kazakhstani youth. It functions not only as an important socio-demographic phenomenon but also as a key indicator of the development of Kazakhstan's human capital, influencing the country's competitiveness in the global context.

In the context of accelerating globalization and the expanding internationalization of the educational space, the criteria guiding the choice of a study destination increasingly include not only the quality of academic programs but also the international recognition of degrees, access to research or academic internships, and realistic prospects for subsequent employment. These factors intensify competition among countries that offer attractive educational and professional trajectories for young people.

Empirical data from 2024 indicate that one in three young citizens of Kazakhstan identifies the pursuit of high-quality education as the primary motive for potential study abroad. This suggests that youth migration strategies have moved beyond predominantly economic explanations and now exhibit a complex, multidimensional structure shaped by educational and professional aspirations. Under these conditions, the need to revise national strategies for higher education development and to strengthen international academic integration becomes increasingly evident.

International statistical reports show that in 2022 Kazakhstan ranked tenth globally in terms of the number of students studying abroad, with the total figure reaching approximately 80,000 (Serdalina, 2025). Current data indicate that more than 60,000 Kazakhstani students are enrolled in educational institutions in Russia. According to the state broadcaster CGTN, as of October 2024, around 15,000

Kazakh students are studying at higher education institutions in China (Krasnova, 2025).

A significant, though smaller, flow of students goes to the United States and the United Kingdom (around 2,000 students annually), while interest in universities in South Korea, Germany, and Turkey remains steady (Karimova, 2025).

Table 6 – Key destination countries for Kazakhstani youth educational migration

Country	Number of people
Russia	over 60 000
China	approximately 15 000
United Kingdom	2 000
USA	
Note –data based on publicly available statistics for 2025	

The dominance of the Russian educational track is driven by a combination of factors, including historical and cultural proximity, linguistic unity, geographic accessibility, as well as a well-developed network of academic connections and effective mechanisms for mutual recognition of degrees. At the same time, the trend toward diversification of educational pathways among Kazakhstani youth, reflected in growing interest in Western European and East Asian countries, indicates a desire to integrate into more globalized academic and professional communities. This transformation of migration preferences underscores the need to adapt national policies to the emerging challenges and opportunities of the international educational landscape.

In general, the results of the study emphasize the urgent need to form a flexible and proactive migration policy focused on institutional support for young people at all stages of the migration process: from information and counseling to adaptation and professional integration abroad and upon return to their homeland. An important aspect is also the development of international agreements and partnerships aimed at improving the quality of professional training, ensuring transparency and comparability of educational programs, and creating conditions for effective employment of graduates.

In the modern demographic and social dynamics of Kazakhstan, there are stable trends in youth migration, characterized by a complex dual structure of mobility. This structure is manifested in the dissonance between the declarative attitudes of young migrants and their real migration decisions, which stems from a variety of socio-institutional factors. Analytical data show that motivational levels and migration strategies are shaped by institutional conditions, such as accessibility and transparency of migration procedures, legal protection of migrants, as well as the availability of effective support networks in destination countries.

Traditional areas of labor migration, including Russia, the United States and Turkey, remain highly relevant for Kazakhstani youth. At the same time, there is a shift towards countries that provide legal and institutionally protected mobility channels, such as South Korea, Germany, and the United Kingdom. This indicates the formation of a behavioral model of migrants focused on stable legal institutions and the predictability of the host country.

Similar trends are recorded in the field of educational migration. Kazakhstani youth demonstrate a steady interest in the neighboring and distant countries, among which Russia, China, the USA, Great Britain and Germany are the leaders. Kazakhstan occupies a significant place among countries with a high level of participation in international academic mobility, which simultaneously generates challenges of "brain drain" and opens up prospects for return migration and knowledge transfer. At the same time, government initiatives, in particular the "Bolashak" International Scholarship Program, show effectiveness in ensuring backward mobility and building human resources with international training.

Conclusion

In light of the identified trends and challenges, the formation of state migration policy requires focusing on the following priority areas:

1. Establishing an integrated system for monitoring and analyzing migration flows, including educational mobility, with the aim of forming a reliable statistical database on the number of Kazakhstani youth residing abroad, their geographic destinations, sources of funding, and rates of return.

2. Developing and enhancing the regulatory and legal framework governing educational migration, addressing the recognition of foreign academic degrees, mechanisms for supporting the social adaptation of returning graduates, and the expansion of bilateral cooperation with foreign universities and governmental institutions.

3. Designing a strategy of managed mobility that incorporates not only regulatory mechanisms aimed at reducing outmigration, but also a system

of incentives that encourages the return of young people with international experience and ensures the effective integration of their acquired competencies into the national economy and academic sphere.

The implementation of these priority directions may form the basis for a sustainable, adaptive, and forward-looking migration policy oriented toward long-term national interests, the needs of youth, and the challenges of global mobility.. Such an approach will ensure a balance between preserving Kazakhstan's human capital and integrating the country into the international educational and professional landscape.

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ДӘСТҮРЛІ ҚҰНДЫЛЫҚТАР МЕН ЖАҺАНДЫҚ ЫҚПАЛДАРДЫҢ ТОҒЫСЫНДАҒЫ ЖАСТАРДЫҢ ҚҰНДЫЛЫҚТЫҚ ӨЗГЕРІСТЕРІ

Мақалада Қазақстандағы жаһандану мен глокализация үдерістерінің тоғысындағы жастардың құндылықтық бағдарларының ерекшеліктері талқыланады. Жастар жаңа әлеуметтік нормаларды тез қабылдауымен қатар дәстүрлі мәдени коды бар отбасылық ортада тәрбиеленетіндіктен, олардың құндылықтық бағдарлары қоғамдағы өзгерістердің негізгі индикаторы болып табылады.

Зерттеу сандық әдіске негізделген және сауалнама арқылы жүзеге асырылды. Нәтижелер жастардың басым бөлігінің өмірлік стратегияларында дербестікке, мобильділікке және сапалы білім алуға деген ұмтылыстардың күшейгенін көрсетті. Керісінше, дәстүрлерге, ата-ананың кеңесіне немесе туыстық қолдауға сүйену деңгейі салыстырмалы түрде төмен. Ал, әлеуметтік сенімнің әлсіздігі қоғамдағы тұрақтылық пен әлеуметтік капиталдың дамуына кедергі келтіретін маңызды фактор ретінде анықталды.

Жалпы алғанда, жастардың құндылықтық бағдарлары гибридті сипатта дамуда: олар дәстүрлі нормаларды толықтай терістемейді, бірақ жаһандық ықпалдармен біріктіре отырып, прагматикалық бағдарға бет алғанын айғақтайды. Бұл нәтижелер білім беру саясаты, гендерлік теңдікке қатысты бағдарламалар және көші-қон стратегияларын әзірлеуде маңызды дереккөз бола алады. Сондықтан жастардың құндылықтық бағдарларын кешенді түрде зерттеу қазіргі әлеуметтік ғылымдар үшін өзекті.

Түйін сөздер: дәстүрлі құндылықтар, жаһандық ықпалдар, тоғысу, жастар, өзгерістер.

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Value transformations of youth at the intersection of traditional values and global influences

The article analyzes the value orientations of Kazakhstani youth within the interplay of globalization and glocalization. Young people rapidly adopt new social norms while remaining shaped by a traditional cultural code, making their values a sensitive indicator of social transformation.

The study employs a quantitative methodology using a survey approach. The findings reveal an increasing aspiration for autonomy, educational mobility, and self-development, combined with a relatively low reliance on traditions and the advice of elders. Weak social trust emerges as a significant constraint limiting the accumulation of social capital and collective engagement.

Overall, youth value orientations display a distinctly hybrid character: instead of rejecting traditional norms, young people integrate global influences and adopt a pragmatic, future-oriented outlook.

The results provide an applied basis for educational policy, gender equality programs, and migration strategies, reflecting the ongoing transformation of youth identity in contemporary Kazakhstan.

Keywords: traditional values, global influences, intersection, youth, transformation.

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Ценностные изменения молодежи на пересечении традиционных ценностей и глобальных влияний

В статье анализируются ценностные ориентации молодежи Казахстана в контексте взаимодействия глобализации и глокализации. Молодежь активно осваивает новые социальные нормы и модели поведения, оставаясь при этом носителем устойчивого традиционного культурного кода, что делает ее ценности точным индикатором происходящих социальных трансформаций.

Исследование основано на количественной методологии с применением структурированного опросного инструмента, позволяющего проследить ключевые тенденции в установках молодых людей. Результаты демонстрируют рост стремления к автономии, образовательной мобильности и самоэффективности при одновременном снижении опоры на традиционные нормы и авторитет старшего поколения. Выявленная слабость социального доверия выступает важным ограничителем накопления социального капитала.

В целом ценностные ориентации молодежи имеют выраженный гибридный характер: интегрируя глобальные влияния, молодые люди сохраняют элементы локальной культурной идентичности и проявляют прагматический подход к жизненным стратегиям. Полученные данные обладают прикладным значением для образовательной политики, программ гендерного равенства и миграционных стратегий. Поэтому комплексное исследование ценностных ориентаций молодежи является актуальной задачей для современных социальных наук.

Ключевые слова: традиционные ценности, глобальные влияния, пересечение, молодежь, изменения.

Кіріспе

Қазақстан қоғамында жастардың құндылықтық бағдарлары соңғы онжылдықтарда қарқынды өзгерістерге ұшырап келеді. Жаһандану, урбанизация, цифрландыру және еңбек нарығындағы мобильділік жастардың әлеуметтік нормаларға, отбасылық қатынастарға және кәсіби өзін-өзі жүзеге асыруға деген көзқарасын қайта қалыптастыруда.

Жаһандану құндылықтардың гомогенизациясына емес, қайта локалдық ерекшеліктермен тоғыса отырып, *глокализация* құбылысының өріс алуына ықпал етті. Robertson (1995) ұсынған глокализация тұжырымдамасы локалдық ерекшеліктердің жаһандық ықпалдармен қатар өмір сүретінін айтады. Жастардың құндылықтық бағдарлары дәл осы жерде басты индикатор болып табылады, өйткені олар жаңа әлеуметтік нормаларды тез қабылдап, сонымен қатар дәстүрлі мәдени коды бар отбасылық ортада тәрбиеленеді. Қазақстандағы жастардың құндылықтық бағдарлары да осы үдерістің көрінісі: олар бір жағынан әлеуметтік желілер мен әлемдік трендтерге ашық, екінші жағынан отбасылық және мәдени дәстүрлердің ықпалында. Сондықтан, патриархалдық дәстүрлер, отбасылық-туыстық байланыстар мен мәдени мұра әлеуметтік өмірдің маңызды құрамдас бөлігі болып қала береді (Kandiyoti, 2007). Осы екі ықпалдың қатар жүруі жастардың дүниетанымында дәстүрлілік пен индивидуализмнің күрделі үйлесімін қалыптастырады.

Бұл зерттеудің *мақсаты* сауалнама деректеріне сүйене отырып жоғары білімді қазақ жастарының құндылықтық бағдарларын жаһандық ағымдармен салыстырып талдау.

Зерттеу сұрақтары:

1. Қоғамда дәстүрлі және жаһандық құндылықтар қандай деңгейде тоғысады?

2. Жастардың көші-қонға ұмтылысы құндылықтық бағдарлармен қаншалықты байланысты?

Әдебиеттерге шолу

Жастардың құндылықтық бағдарларын зерттеу жаһандық деңгейде кең таралған тақырыптардың бірі (Inglehart & Welzel, 2005; Schwartz, 2012; Arnett, 2002; Twenge et al., 2010; Norris & Inglehart, 2019). Beck және Beck-Gernsheim (2002) қазіргі қоғамда «жекелендіру» (individualization) үдерісінің күшеюін атап өтті. Бұл Walby (2011) пікірінде қоғамдағы құндылықтық плюрализмнің көрінісі. Ол әсіресе, жастардың кәсіби таңдауда дербестікке және өзіндік жауапкершілікке бағдарлануымен ұштасады. Connell (2014) еңбегінде жаһандық әлеуметтік

өзгерістердің гендерлік құрылымдарға ықпалы талданған.

Интернет пен әлеуметтік медиаға қолжетімділіктің артуы жастардың жаһандық ақпаратқа және мәдени трендтерге бейімділігін күшейтті. Жастардың құндылықтық бағдарларында дәстүрлі (тәртіп, патриотизм) және жаһандық (толеранттылық, дербестік) элементтер қатар кездеседі. Бұл құбылыс жастардың өзін-өзі тануына, құндылықтық бағдарларына тікелей ықпал етіп, жаһандық біркелкіліктің қалыптасуына жағдай жасайды. Осы орайда, жастар жаһандық құндылықтарды қабылдай отырып, оларды жергілікті мәдени контекстке икемдейтіні глокалдық және «гибридтік» ұғымымен де сәйкес келеді (Robertson, 1995; Nederveen Pieterse, 2015).

Орталық Азия мен Қазақстан контекстінде жүргізілген зерттеулер (Haerpfer, Kizilova, 2020; Blum, 2021; Thibault & Caron, 2022) дәстүрлі нормалардың қайта жандануы, әсіресе гендерлік және отбасылық қатынастар саласында, әлеуметтік өмірдің маңызды бөлігі екенін көрсетеді. Kandiyoti (2007) ұсынған қазақстандық дәстүрлі қоғамды талдаудағы «патриархалдық келісім» тұжырымдамасы дәстүрлі құрылымдардың жастардың мүмкіндіктерін шектеу деп түсіндіреді.

D. Blum (2021) еңбегінде Қазақстан жастарының құндылықтарының өзгерісі жаһандану мен глокализацияның тоғысында қарастырылады. Ол жастардың дүниетанымында дәстүрлі патриархалды нормалар, кеңестік кезеңнен қалған гендерлік құрылымдар және жаңа жаһандық мүмкіндіктер арасындағы қайшылықтарды анықтайды. Blum-ның пайымдауынша, жастардың құндылықтық трансформациясы тек мәдени қайшылық емес, сонымен қатар әлеуметтік нормаларды қайта ойлаудың ұзақ мерзімді процесі болып табылады. Мысалы, соңғы эмпирикалық зерттеу нәтижелері көрсеткендей, жастардың басым бөлігі кәсіби және өмірлік шешімдер қабылдауда жеке жауапкершілікке, дербестікке және сапалы білім алуға мән береді (Narbout & Trotsuk, 2018; Zharkynbekova және т.б., 2025; Buribayev, Khamzina, & Buribayeva, 2025).

Қазақстанда жаһандық ықпалдар қарқындырақ сезіледі, солардың бірі жастардың арасындағы көші-қон мәселесі. Жастардың шетелге кетуге ұмтылысы көбіне кәсіби өсу мен өзін-өзі дамыту мүмкіндіктерімен байланысты (Moghadam, 2003;). Осылайша, қазіргі жастардың прагматикалық бағдарлары – сапалы білім

немесе еңбек нарығында мобильділікке дайындық – дәстүрлі әлеуметтік институттардың ықпалын қайта қарастыруға итермелейді.

Жалпы алғанда, әдебиеттер жастардың құндылықтық бағдарларын зерттеуде екі негізгі үрдісті айқындайды: дәстүрлі нормалардың сақталуы мен күшеюі және жаһандық ықпалдың артуы. Қазақстандық эмпирикалық деректер осы екі ықпалдың нақты қиылысу нүктесін айқындап, жастардың әлеуметтік болашағын түсінуге жол ашады.

Материалдар мен әдістер

Бұл зерттеу сандық әдіске негізделген және сауалнама арқылы жүзеге асырылды. Зерттеу нысаны ретінде білімді және әлеуметтік белсенді топ ретінде жоғары оқу орындарының студенттері және университеттер түлектері таңдалып алынды. Зерттеу дизайны әлеуметтік-демографиялық және құндылықтық сипаттамаларын кешенді түрде талдауға бағытталған. Үлгі көлемі шамамен 500 респонденттен тұрады, бұл деректерді статистикалық тұрғыдан сенімді етуге мүмкіндік береді. Іріктеме жыныс, жас ерекшеліктері, қала мен ауылдағы тұрғылықты жер, сондай-ақ білім деңгейі тұрғысынан әртүрлі әлеуметтік топтарды қамтыды. Бұл үлгі қоғамдағы құндылықтық бағдарлардың әркелкілігін тереңірек түсінуге жағдай жасайды.

Айнымалылар екі негізгі санатқа бөлінді. Тәуелсіз айнымалылар ретінде жыныс пен білім деңгейі алынды. Зерттеудің әлеуметтік тобы тек білімді жастарды қамтығандықтан, жасаралық айырмашылықтарға қарағанда білімдік статус маңыздырақ деп есептелді. Ал тәуелді айнымалыларға құндылықтық бағдарлар (1-ші кесте) және көші-қон ниеттері («*Болашақта Қазақстаннан көшіп кеткіңіз келе ме?*» *және* «*Сіз көшуге ең негізгі қандай себептерді атар едіңіз?*») енгізілді. Бұл бөлініс қоғамдағы әлеуметтік құрылымның қалай құндылықтық ұстанымдарға ықпал ететінін айқындауға мүмкіндік береді.

Деректерді өңдеу негізінен дескриптивті статистика (пайыздар, орташа мәндер) арқылы негізгі тенденциялар анықтауды көздеді. Екіншіден, салыстырмалы талдау әдістері (t-test, ANOVA) қолданылып, жынысы мен білім деңгейі бойынша әлеуметтік топтар арасындағы айырмашылықтар тексерілді. Бұл тәсілдер зерттеу нәтижелерін сенімді әрі теориялық тұрғыдан негізделген түрде ұсынуға мүмкіндік береді.

1-кесте – Өмірлік жағдайларға қатысты жұптық көзқарастар

а) Өмірде үлкендермен көбірек ақылдасып, олардың тәжірибесін қабылдау керек	б) Өмірде өз тәжірибеңе көбірек сүйеніп, қатарластарыңның үлгісінен үйрену керек
а) Мамандығын таңдағанда ата-ананың кеңесіне құлақ асу керек	б) Мамандығын таңдағанда өзіңді тыңдау керек
а) Туған жерде жұмыс істеуге тырысып, «түбіріңе» жақын болу керек	б) Жағдайы қолайлы болса, кез келген жерге көшуге және жұмыс істеуге дайын болу керек
а) Туыстарға жұмысқа орналасуға көмектесу керек	б) Әркім кәсіби жетістікке өзі, өз күш-жігерімен жетуі тиіс
а) Ең бастысы – диплом болуы, білім сапасы онша маңызды емес	б) Ең бастысы – білімнің сапасы, ал диплом онша маңызды емес
а) Бастысы – жұмыс жоғары жалақылы болуы керек, тіпті ол қызықсыз болса да	б) Бастысы – жұмыс қызықты болуы керек, ал жалақы екінші орында
а) Көпшілікке сенуге болмайды, адамдармен абай болу керек	б) Көпшілікке сенуге болады

Нәтижелер мен талқылау

Дескриптивті сипаттама. Зерттеуге қатысқан респонденттердің орташа жасы 23,3 жас болды, бұл үлгінің негізінен жастардан құралғанын көрсетеді. Дінмен өзін-өзі бірегейлендіру деңгейі 1-ден 10 шкаласы бойынша орташа есеппен 5,62 құрады (Std. Deviation = 2,197), яғни бұл көрсеткіш дінге қатысты ұстанымдардың орташа деңгейде екенін, алайда респонденттер арасында айтарлықтай әркелкілік бар екенін байқатады.

Білім деңгейі бойынша сауалнамаға қатысқандардың 51,2%-ы жоғары және одан да жоғары білімді аяқтаған, ал 48,8%-ы студенттерден құралды. Гендерлік құрамы бойынша ерлер – 47,6%, әйелдер – 52,4%; респонденттердің басым көпшілігі қалалықтар – 91,2%, ал ауылдықтар – небәрі 8,8%-ды құрады. Бұл білімді жастардың көбірек қалада шоғырланғанын көрсетеді. Респонденттердің тілдік құрамы мынадай: қазақ тілін қолданушылар – 44,8%, қазақ және орыс тілдерін қатар пайдаланатындар – 33,6%, орыс тілін қолданушылар – 20,4%, ал басқа тілде сөйлейтіндер – 1,2%. Бұл дерек Қазақстан қоғамындағы қостілділік пен тілдік әртүрліліктің айрықша әлеуметтік сипатын көрсетеді.

Төменде көрсетілген 1-ші суреттегі индивидуализм индексі жастардың өмірлік салалар бойынша (әлеуметтік тәжірибе, кәсіптік таңдау, еңбек географиясын таңдау, білім, жұмыс пен табыс, әлеуметтік сенім және дәстүрлерге жүгіну) индивидуалистік және дәстүрлік бағдарларының пайыздық көрсеткіштерін бейнелейді. Сұр пунктирлі сызық дәстүрлі (50%-дан төмен) және индивидуалистік (50%-дан жоғары) бағыттардың шартты шекарасын білдіреді. Көрсетілген мәліметтер жастардың көпшілігі білім, еңбек географиясы және кәсіптік таңдау сияқты салаларда жеке шешім мен дербестікке басымдық беретінін көрсетеді.

Сауалнама нәтижелері жастардың құндылықтық бағдарларында дәстүрлілік пен индивидуализмнің қатар байқалатынын көрсетті:

1. Әлеуметтік тәжірибеге сүйену – респонденттердің 51,6%-ы өмірде үлкендердің кеңесіне жүгіну маңызды деп санаса, 48,4%-ы құрдастарынан үйренуді және жеке тәжірибеге сүйенуді қолдады.

2. Кәсіптік таңдау – жастардың басым бөлігі (69,6%) мамандық таңдауда дербес шешім қабылдау қажет деген пікірді ұстанады. Тек 30,4%-ы ата-ананың кеңесіне сүйенуді күп көрген. Мұнда өзін-өзі жүзеге асыру мен тәуелсіздікке бағдардың айқын артуы байқалады.

3. Еңбек географиясы – респонденттердің 79,6%-ы қолайлы жағдай туындаған жағдайда қоныс аударуға дайын екенін білдірді. Ал 20,4%-ы туған жерінде қалуды күп көрді. Бұл мобильділікке деген бейімділіктің басым екенін көрсетеді.

4. Туыстық қолдау – жастардың 67,2%-ы кәсіби табысты жеке күш-жігермен байланыстырады. Керісінше, 32,8%-ы туыстық көмектің маңыздылығын атап өтті. Бұл индивидуалистік құндылықтардың күшейіп келе жатқанын аңғартады.
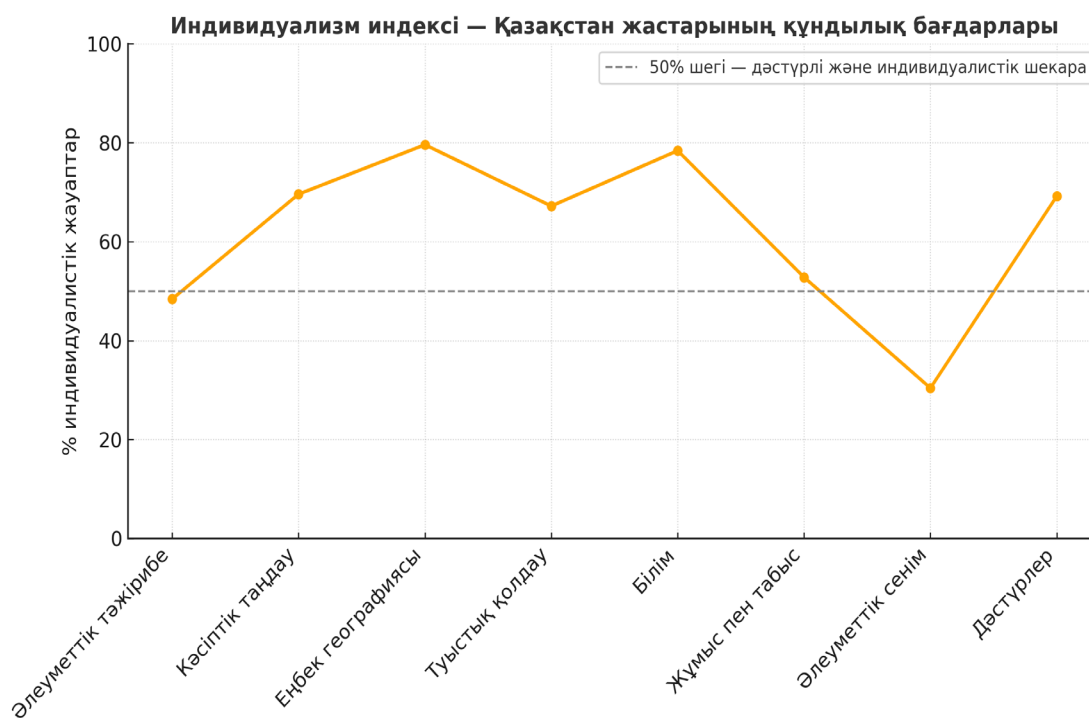
1-сурет – Қазақстан жастарының дәстүрлі және
индивидуалистік құндылық бағдарларының арақатынасы

5. Білім – респонденттердің көпшілігі (78,4%) сапалы білімді дипломнан маңыздырақ деп бағалады, ал 21,6%-ы дипломды бірінші орынға қойды. Бұл жастардың білімді формализмнен гөрі мазмұндық сапа арқылы түсінетінін білдіреді.

6. Жұмыс пен табыс – 52,8%-ы үшін жұмыс қызықты болуы маңызды, ал 46,8%-ы үшін жоғары жалақы басты рөл атқарады. Бұл материалдық және өзін-өзі дамыту құндылықтарының тепе-теңдігін білдіреді.

7. Әлеуметтік сенім – респонденттердің үштен екісі (69,6%) адамдарға қырағылықпен қарау керек десе, тек 30,4%-ы адамдарға сенуге болады деп есептейді. Бұл Қазақстан қоғамындағы адамдар арасында бір-біріне сенім деңгейінің салыстырмалы түрде төмендігіне сілтейді.

8. Дәстүрлер – жастардың 69,2%-ы дәстүрлер прогреске кедергі болса, олардан бас тарту қажет деп есептейді. Ал 30,8%-ы дәстүрлерді әрдайым сақтау керек деп сенеді. Бұл жастардың прагматикалық бағдарын айғақтайды.

Респонденттерге «*Болашақта Қазақстаннан көшіп кеткіңіз келе ме?*» («иә», «жоқ» жауаптар және «*Сіз көшуге ең негізгі қандай себептерді атар едіңіз?*» (бірнеше жауаптар таңдау) деген сұрақтар қойылды. Сауалнама нәтижесінде 39,6% – иә, алыс шетелге деп жауап берсе, 5,2% – иә, жақын, көрші елдерге деп жауап берді.

Жастардың көшуге деген ниеті көп жағдайда жеке кәсіби және өмірлік әлеуетін жүзеге асыруға байланысты екені анықталды. Ең жоғары көрсеткіш «өзін-өзі дамытуға қолайлы жағдайлар» – 19,0%, респонденттердің 55,0%-ының жауабы мен «әлемді көру, саяхат жасау» – 18,0% (51,9%-дың жауабы) себептері болып отыр. Бұдан жастардың көші-қонды тек экономикалық қажеттіліктен емес, сонымен қатар жеке тұлғалық еркіндік пен кең мүмкіндіктермен байланыстырғанын көреміз. Сонымен бірге профессионалдық өсу мүмкіндіктері (13,7%, 39,5%) және жоғары жалақы (10,2%, 29,5%) да маңызды факторлар қатарында. Бұл экономикалық мотивациялар дәстүрлі түрде көші-қонды түсіндіретін негізгі себептердің бірі екенін көрсетеді. Әлеуметтік және тұрмыстық факторлар аздау орын алған: мысалы, экологиялық жағдай (4,3%), қалаға көшу (4,6%), немесе жаңа достар табу (4,6%) салыстырмалы түрде төмен үлеске ие, ал қауіпсіздік (0,8%) және туыстарға жақын болу (1,3%) өте сирек айтылған.
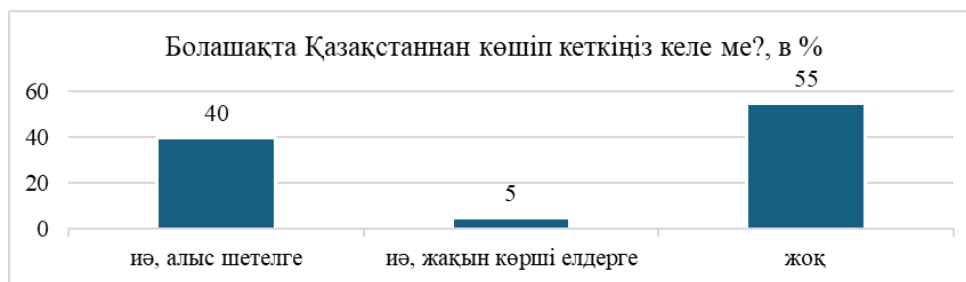
2-сурет – Жастардың көшуге ниеті

t-test нәтижелерінің интерпретациясы (жыныс бойынша) жалақы, білім, өзін-өзі дамыту, бизнес, медицина, экология, туыстар, саяхат, мегаполис себептері бойынша ерлер мен әйелдер жауаптарында айырмашылық жоқ. Айырмашылық бар себептер (p < 0,05): жұмыс табу (0,027) – ерлер «жұмыс табу» мотивін жиірек атайды; қауіпсіз жерге көшу (0,034) – әйелдер үшін қауіпсіздік факторы маңыздырақ; жаңа орта/достар іздеу – Ерлер жаңа орта/жаңа достар табуды жиірек атаған.

ANOVA Bonferroni post hoc білім деңгейі бойынша тәуелді «Сіз болашақта Қазақстаннан көшіп кеткіңіз келе ме?» сұрағына жүргізілді және маңызды айырмашылық тек бір жағдайда анықталды – аяқталмаған ЖОО/колледж біліміндегі жастар мен жоғары білімді жастар арасында: біріншілер көшуге көбірек бейім. Аяқталмаған ЖОО/колледж біліміндегі жастар әлеуметтік статусы бойынша студенттер екенін ескерсек, бұл когорта үшін олардың болашаққа сенімсіздігімен, әлеуметтенудің өтпелі кезеңінде болуымен немесе кәсіби мүмкіндіктерге қол жеткізудегі теңсіздіктермен байланысты болуы мүмкін.

Талқылау. Зерттеу нәтижелері Қазақстан қоғамындағы құндылықтық гибридтілікті айқын көрсетеді. Дәстүрлілік әлі де әлеуметтік мінез-құлықты қалыптастыруда маңызды орын алғанымен, жастардың жаһандық құндылықтарға ашықтығы барған сайын күшейіп келеді. Мәселен, ұрпақаралық ықпал мен отбасылық дәстүрлер сақталғанымен, жастардың дербестікке және өзін-өзі жүзеге асыруға бағдарлануы артып отыр.

Мысалы, 2018 жылғы World Values Survey (WVS, 2018) деректерінің нәтижесінде 16–35 жас аралығындағы респонденттердің 93,3% жауабында «Мен үшін өмірдегі басты мақсаттардың бірі – ата-анамның мені мақтан етуі» деген болатын. Әрине, бұл дерек біздің алынған дерекпен қарама-қайшылықта деуге болмайды. Отбасы басты құндылық ретінде шайқалмағанменде, құндылықтар тізімінде басқа бағыттарда айқын біліне бастады. Біздің зерттеу деректері жастар арасында мобильдікке деген бейімділіктің күшеюін, жеке таңдау еркіндігінің кеңеюін және дербестік құндылықтардың басымдыққа ие бола бастағанын да аңғартады. Сонымен бірге, білімге деген көзқарас та өзгеруде: жастар формальды дипломнан гөрі білімнің сапалық мазмұнына көбірек мән береді. Бұл олардың прагматикалық бағдарын және материалдық игіліктер мен өзін-өзі дамытуды тең ұстауға тырысатынын көрсетеді.

Алайда, зерттеу қоғамның ресми әлеуметтік институттарына сенім деңгейінің салыстырмалы түрде төмен екенін де көрсетті. 2018 жылғы Қазақстан бойынша WVS деректерімен салыстырғанда, бұл көрсеткіш сәл ғана азайғанымен, әлі де өзекті болып отыр: 16–35 жас аралығындағы респонденттер арасында ол 72,4% құрайды. Бұл мәліметтер отбасы бұл сенімнің абсолютті өзегі екенін көрсетеді. Біздің зерттеуде де респонденттердің басым көпшілігі (90,4 %) өз отбасына толық сенетінін, ал тағы 8 %-ы «көбіне сенемін» деп жауап берген. Біздің ойымызша, бұл әлеуметтік капиталдың әлсіздігін аңғартады. Бұл қоғамдағы және институттық байланыстармен салыстырғанда отбасылық сенім капиталының басымдығын айқын көрсетеді. Мұндай көрсеткіш әлеуметтік қатынастардың патриархалды-қауымдық құрылымының әлі де сақталғанын білдіреді, онда отбасы қауіпсіздіктің басты кеңістігі болып қала береді. Алайда мұндай сенім моделі әлеуметтік ынтымақтастық радиусының шектелуіне әкеледі: жастар өз тобы ішінде жоғары бірігушілікті көрсеткенімен, жеке шеңберінен тыс адамдарға сенім білдіруге дайындық деңгейі төмен.

Көшу туралы деректер мен нәтижелерде Қазақстан жастары арасында құндылықтардың трансформациясын көрсетеді. Көші-қонды бү-

рынғыдай тек материалдық тұрғыда емес, символикалық капитал (Бурдьё бойынша) мен мәдени тәжірибені кеңейту тұрғысынан қабылдау үрдісі күшейген. Сапалы білім алу (6,2%) мен кәсіби даму іздеуі жастардың глобалдық еңбек нарығына кірігу ниетін айқындайды. Сонымен бірге өзін-өзі дамыту мен саяхаттауды жоғары қояды, яғни, жастар бір мезгілде әлемдік өркениетке ашық бола отырып, жеке даралық пен еркіндікті алдыңғы қатарға қояды.

Экономикалық себептердің үлесі айтарлықтай (жалақы, жұмыс табу, кәсіби өсу – бірге 31,1%), бірақ олардан да басым тұрғаны – *сапалы өмір мен өзіндік даму идеалдары.* Бұл қазақстандық жастардың құндылықтық жүйесінде материалдық прагматизм мен постматериалдық ұмтылыстардың қатар өмір сүріп жатқанын көрсетеді.

t-test нәтижелері жастардың жалпы өмірлік мүмкіндіктерді іздеуі олардың гендерлік ерекшеліктеріне айтарлықтай тәуелді емес екенін көрсетті. Дегенмен, нақты бағыттарда айырмашылықтар байқалады: ерлер үшін «жұмыс табу» және жаңа ортада достар табу маңыздырақ болса, әйелдер үшін қауіпсіздік факторы алдыңғы қатарда тұр.

ANOVA Bonferroni post hoc статистикалық талдау білім алып жатқан жастардың көшуге көбірек бейімді екенін көрсетті. Біздің пікірімізше, әлеуметтік-экономикалық позициясы әлі қалыптаспаған жастар арасында көшуге күштірек ұмтылыс олардың тұрақсыз әлеуметтік мәртебесі мен болашаққа қатысты күмәнімен байланысты болуы ықтимал.

Жалпы алғанда, дәстүрлер мен прагматизм арасындағы тепе-теңдік жастардың жаңа өмірлік стратегияларының негізін құрайды. Қазақстан жастары мәдени трансформация үдерісін бастан кешіріп, жаһандық кеңістікке бейімделе отырып, ұлттық ерекшеліктерін сақтаудың жолдарын іздеуде.

Зерттеудің маңызды артықшылығы – сандық сауалнама деректерін қолдану, ол жастар арасындағы негізгі үрдістерді және әлеуметтік-демографиялық айнымалылар (жыныс, білім деңгейі) бойынша топтық айырмашылықтарды анықтауға мүмкіндік берді. Сонымен қатар t-test және ANOVA Bonferroni post hoc сияқты салыстырмалы әдістерді қолдану әлеуметтік топтар арасындағы айырмашылықтарды статистикалық тұрғыдан тексеруге мүмкіндік беріп, талдаудың сенімділігін арттырды.

Сонымен қатар зерттеудің белгілі бір шектеулері де бар. Талдау негізінен дескриптивті статистикаға сүйенді, ал салыстырмалы әдістер тек жыныс пен білім деңгейі бойынша топтық айырмашылықтарды қамтыды. Көші-қон себептері мен әлеуметтік сенім сияқты айнымалылар арасындағы күрделі себеп-салдарлық байланыстар қарастырылмады. Болашақ зерттеулерде регрессиялық талдау немесе құрылымдық теңдеулер үлгісі сияқты күрделі статистикалық әдістерді қолдану арқылы құрылымдық жағдайлар мен жеке құндылықтық бағдарлардың өзара ықпалын тереңірек түсіндіруге болады. Мұндай тәсілдер жастардың жаһандану мен глокализация жағдайындағы өмірлік стратегияларының қозғаушы факторларын толық ашуға мүмкіндік береді.

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SOCIOLOGICAL STUDY
OF THE RELATIONSHIP BETWEEN RELIGIOSITY AND RESPONSIBILITY:
ON THE EXAMPLE OF THE YOUTH AUDIENCE IN ALMATY

It is essential to understand the influence of religious beliefs on student behavior in an educational environment characterized by cultural diversity. This study examines the relationship between students ' sense of responsibility and their religiosity. The stated purpose of the study will be aimed at identifying the relationship between religiosity and responsibility of student youth. In particular, the possibility of internal and external religious orientation and influence on the behavior of young people is considered. In turn, it is through scientific and practical research that new imperial results are presented.

As part of this study, a total of 164 students were surveyed using a structured survey. In order to collect digital information, the level of responsibility, internal and external religious orientation of students were considered. As part of the data analysis, they analyzed problems using the Pearson coefficient to determine any possible relationships between the variables under study. In addition, an internal matching scale was evaluated using the Cronbach alpha test to ensure the reliability of measurements.

The internal coherence of the student responsibility scale is assessed as very high, as evidenced by Cronbach's Alpha coefficient of 0.782. The internal ($\alpha = 0.812$) and external ($\alpha = 0.673$) scales for measuring religious orientation were respectively. The results of the analysis showed a weak positive correlation between student responsibility and internal ($r = 0.428$) average and external ($r = 0.152$) religiosity. The results show a positive correlation between student orientation and religious responsibility. The internal religious orientation shows a somewhat stronger correlation with the tasks of the student than the external orientation. The results of the study indicate the need for further study of this connection in various situations. It should be noted that internal religious beliefs can significantly affect the responsible behavior of students.

The results of the study will allow us to understand the behavior of students in higher educational institutions and develop various youth policy programs. At the same time, the conclusions of the study are of practical importance in the formation of Social Responsibility and personality development of young people.

Keywords: the student's responsibility, religious orientation, internal religious orientation, external religious orientation, sociological research.

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Діндарлық пен жауапкершіліктің байланысын әлеуметтік зерттеу:
Алматыдағы жастар аудиториясы мысалында

Діни нанымдардың мәдени әртүрлілікпен сипатталатын білім беру ортасындағы оқушылардың мінез-құлқына әсерін түсіну үшін өте маңызды. Бұл зерттеу оқушылардың жауапкершілік сезімі мен олардың діндарлығы арасындағы байланысты қарастырады. Зерттеудің алға қойған мақсаты студент жастардың діндарлығы мен жауапкершілігі арасындағы байланысты анықтауға бағытталады. Нақтылап айтқанда ішкі және сыртқы діни ориентация мен жастардың мінез-құлқына әсер ету ықтималдылығы қарастырылады. Өз кезегінде бұл ғылыми-практикалық зерттеулер арқылы жаңа эмперикалық нәтижелер ұсыналы.

Осы зерттеу шеңберінде құрылымдық сауалнаманы қолдана отырып, барлығы 164 студентке сауалнама жүргізілді. Сандық ақпарат жинау мақсатында, студенттердің жауапкершілік деңгейін, ішкі және сыртқы діни бағдары қарастырылды. Деректерді талдау шеңберінде олар зерттелетін айнымалылар арасындағы кез-келген ықтимал қатынастарды анықтау үшін Пирсон коэффициентін қолдана отырып есептерге талдау жасалды. Сонымен қатар өлшеулердің

нiмдiлiгiн қамтамасыз ету үшiн кронбах альфа тестiн қолдана отырып, iшкi сәйкестiк шкаласы бағаланды.

Оқушылардың жауапкершiлiк шкаласының iшкi үйлесiмдiлiгi өте жоғары деп бағаланады, мұны кронбахтың 0,782 альфа коэффициентi көрсетедi. Дiни бағдарды өлшеудiң iшкi (α = 0,812) және сыртқы (α = 0,673) шкалалары сәйкесiнше болды. Талдау нәтижелерi студенттердiң жауапкершiлiгi мен iшкi (r = 0,428) орташа және сыртқы (r = 0,152) дiндарлық арасындағы әлсiз оң корреляцияны көрсеттi. Нәтижелер студенттiк бағдар мен дiни жауапкершiлiк арасындағы оң корреляцияны көрсетедi. Iшкi дiни бағдар сыртқы бағдарға қарағанда студенттiң мiндеттерiмен бiршама күштi корреляцияны көрсетедi. Зерттеу нәтижелерi әртүрлi жағдайларда осы байланысты одан әрi зерттеу қажеттiлiгiн көрсетедi. Айта кету керек, iшкi дiни нанымдар оқушылардың жауапты мiнез-құлқына айтарлықтай әсер етуi мүмкiн.

Зерттеу барысында алынған нәтижелер жоғарғы оқу орындарындағы студенттердiң мiнез-құлқын түсiнуге дәне әртүрлi жастар саясаты бойынша бағдарламалар әзiрлеуге мүмкiндiк бередi. Сонымен қатар зерттеудiң тұжырымдары жастардың мiнез құлқы мен тұлғалық дамуын және әлеуметтiк жауапкершiлiгiн қалыптастыруда практикалық маңызға ие.

Түйiн сөздер: студенттiң жауапкершiлiгi, дiни бағдар, iшкi дiни бағдар, сыртқы дiни бағдар, әлеуметтiк зерттеу.

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Социологическое исследование взаимосвязи религиозности и ответственности: на примере молодежной аудитории в Алматы

Очень важно понимать влияние религиозных убеждений на поведение учащихся в образовательной среде, характеризующейся культурным разнообразием. В этом исследовании рассматривается связь между чувством ответственности учащихся и их религиозностью. Цель исследования будет направлена на выявление взаимосвязи между религиозностью и ответственностью студенческой молодежи. В частности, рассматривается внутренняя и внешняя религиозная ориентация и вероятность влияния на характер молодежи. В свою очередь, благодаря этим научно-практическим исследованиям предлагаются новые эмпирические результаты.

В рамках этого исследования было опрошено 164 студента с использованием структурированного опроса. В целях сбора количественной информации был рассмотрен уровень ответственности студентов, внутренняя и внешняя религиозная ориентация. В рамках анализа данных они анализировали задачи с использованием коэффициента Пирсона для определения любых возможных отношений между исследуемыми переменными. Кроме того, была оценена внутренняя шкала соответствия с использованием альфа-теста Кронбаха для обеспечения надежности измерений.

Внутренняя согласованность шкалы ответственности учащихся оценивается как очень высокая, о чем свидетельствует коэффициент 0,782 альфа Кронбаха. Внутренняя (α = 0,812) и внешняя (α = 0,673) шкалы измерения религиозной ориентации были соответственно. Результаты анализа показали слабую положительную корреляцию между ответственностью студентов и внутренней (r = 0,428) средней и внешней (r = 0,152) религиозностью. Результаты показывают положительную корреляцию между студенческой ориентацией и религиозной ответственностью. Внутренняя религиозная ориентация показывает более сильную корреляцию с обязанностями студента, чем внешняя ориентация. Результаты исследования подчеркивают необходимость дальнейшего изучения этой связи в различных ситуациях. Следует отметить, что внутренние религиозные убеждения могут существенно повлиять на ответственное поведение учащихся.

Полученные в ходе исследования результаты позволяют понять поведение студентов в высших учебных заведениях и разработать программы по разнообразной молодежной политике. Кроме того, выводы исследования имеют практическое значение в формировании поведения и личностного развития и социальной ответственности молодежи.

Ключевые слова: ответственность студента, религиозная ориентация, внутренняя религиозная ориентация, внешняя религиозная ориентация, социологическое исследование.

Introduction

The study of the interaction between individual belief systems and behavioral outcomes in the context of education is considered an important area of psychological and pedagogical research. Religious orientation is an aspect of personal belief systems, which is expressed not only in the formation of identity and ethical principles, but also in the expression of behavior, including academic responsibility. In such a country as Kazakhstan, where religious and cultural traditions have deep roots, the study of the influence of religious beliefs on academic performance is relevant and necessary. The purpose of this study is to provide valuable information about the relationship between religion and education in a context where traditional values and modern educational requirements often contradict each other. The main attention is paid to students of the Kazakh National Pedagogical University for girls in Almaty.

The influence of religious beliefs on overall behavioral outcomes has often been the subject of research. However, relatively little attention has been paid to understanding how these beliefs manifest themselves in a particular form of academic behavior, for example in the context of Student Responsibility in different cultural environments. This study bridges the aforementioned gap in literature by examining the correlation between an individual's internal and external religious orientation and the level of responsibility in an academic context. This study aims to identify the effects of religious orientation on behavior in educational contexts. Object of the study: establishing the relationship between the internal and external religious orientation of students and the level of their responsibility. The main object of the study was the Kazakh National Women's teacher training University. The purpose of this study is to identify and analyze the relationship between religious orientation and various aspects of Student Responsibility. To achieve the goal, it is necessary to measure the strength of the relationship and assess the reliability of the structures used.

The hypothesis suggests that the internal religious orientation of students may be closely related to the external, not situational, sense of its responsibility.

Literature review

This study helps to better understand how individual belief systems, in particular religious orientation, influence student behavior in an academic context. The results provide empirical data for the development of educational strategies and the development of student support services, especially in the context of cultural and religious diversity.

A significant part of the research was devoted to the study of the influence of religious movements on the development of motivation and the acquisition of health-related skills by students. Turner-Musa and Wilson found that religious African American college students were more likely to have behaviors that positively affect their physical and mental health (Turner-Musa, 2006). This conclusion is consistent with the conclusions proposed by Buzdar (2020). The researcher noted the potential of an internal religious orientation to reduce the risks associated with riots in social networks, thereby emphasizing the role of spiritual obligations in protecting people from harmful behavior.

Another research group studied the influence of religious beliefs on the formation of socially oriented actions. In particular, the influence of religious orientation on professional social behavior was analyzed. the relationship between orientation and behavior and inner Trust revealed. Omega P. D. and N. Jaja showed a positive correlation between religious orientation and hope among young students (Omega, 2020). The results show that religious learning can help develop values such as empathy, willingness to help, and charity. This suggests that religious content can promote social cohesion and mutual support among students.

The importance of the College in the formation of religious beliefs, as well as personal views of students, can be called significant. Research by Ooi, Rabbani, Yahya and Siau explores the relationship between religious orientation, coping strategies and suicidal behavior in Malaysian adolescents and college students (Ooi, 2023). The study found that high school-age adolescents were significantly more likely to experience suicidal thoughts compared to college students. In addition, prevention strategies to avoid difficulties are closely related to increased suicidal tendencies.

Modern research is increasingly focusing on the study of the interdependence between religious beliefs and students ' emotional intelligence. Tajabadi proved that external and internal religious orientation have a significant impact on the components of emotional intelligence. It involves the complex interaction between religious beliefs and emotional regulation (Tajabadi, 2017). These results show that religious organizations can influence students ' perception and management of emotions. As a result, these factors can negatively affect social interaction and psychological well-being.

Among domestic researchers are R. Rashimbetov's "Sharia motivation in a secular country: an empirical study among young people in Kazakhstan" (Rashimbetov, 2024), "Adapting Religious Orientation Scales for Muslim Contexts: theoretical review" (Gilimbek, 2024) and "Religious orientations on attitude towards a secular state: Case of Evangelical Lutheran Churches in north regions of Kazakhstan" his research is aimed at studying the relationship of religious orientation among young people with various social and political phenomena (Mazhiyev, 2024). In this study, R. Rashimbetov and his colleague demonstrate the existence of a correlation between youth in the Kazakh context of religious orientation and adapt the scale of research necessary for the Society of Kazakhstan. In turn, these studies create a theoretical and practical premise for our article.

A review of the existing literature shows that religious beliefs and practices have a strong impact on students ' daily lives. This effect is manifested in a number of areas, such as behavior, the formation of social relations, emotional intelligence and the level of participation in public activities. The results presented show the fundamental importance of religious beliefs and practices. Such factors affect both human behavior and the broad social structure of the education system. Thus, for those engaged in educational, academic and political activities, it is very important to take into account the influence of religious ideologies and traditions. Only thanks to this approach can inclusive and supportive educational institutions be created that meet the different requirements of students.

Materials and methods

The purpose of this study was to study the relationship between student responsibility and religious orientation among students of the Kazakh National Women's teacher training University in Almaty. The study was conducted between May 9, 2024 and April 25, 2025 with the participation of 164 students. The participants were asked to respond via Google form. The study was carried out exclusively with students, which contributed to the targeted demographic analysis of the trends of a particular group at the university level. The aforementioned model was chosen as an illustration to convey the views of university students about their religious orientation and feelings of personal and academic responsibility.

As part of this study, a structured survey tool was developed to collect data on the responsibility and religious orientation of students. The survey covered three main areas: demography, questions related to students ' conscious responsibilities, and questions related to their internal and external religious orientation.

The next section asks for the main demographics, including age and gender. To assess the responsibility of students, five questions were included in the questionnaire, which allowed to evaluate various aspects of this concept. In this regard, the following factors were taken into account: commitment to study, participation in teaching activities, compliance with university rules, as well as general participation in the implementation of academic assignments (Hsu et al., 2014).

In this study, the definition of religious orientation is based on the theory of G. Allport (Allport, 1966). This theory distinguishes two types of religious orientation: internal religious orientation and external religious orientation (1967). Internal religious orientation includes personal obligations and internal religious motives. On the contrary, external religious orientation is formed under the influence of social and external factors affecting religious experience.

To evaluate the answers, the Likert scale was used, the answers of which were rated from one (absolutely disagree) to five (fully agree), which was the basis for quantitative analysis of the data.

To study the relationship between the level of responsibility of students and their religious orientation, statistical software was used to calculate Pearson's correlation coefficients. In addition, Cronbach's Alpha was defined for each scale to assess its internal consistency.

The methodology presented here provides a structural framework for quantifying and explaining the relationship between different aspects of religious orientation and the degree of responsibility that students present in the academic environment.

Results and discussion

From the collected data, it can be concluded on a full basis that the vast majority of respondents are people between the ages of 19 and 24, which indicates that the survey mainly covered the views and habits of traditional college students. Importantly, a significant part of the respondents are 18 years old, which indicates that many young students studied at the university level. People who belong to the age groups 25-35 and 35-50 are insufficiently represented in this study and make up only a small percentage of the overall sample.
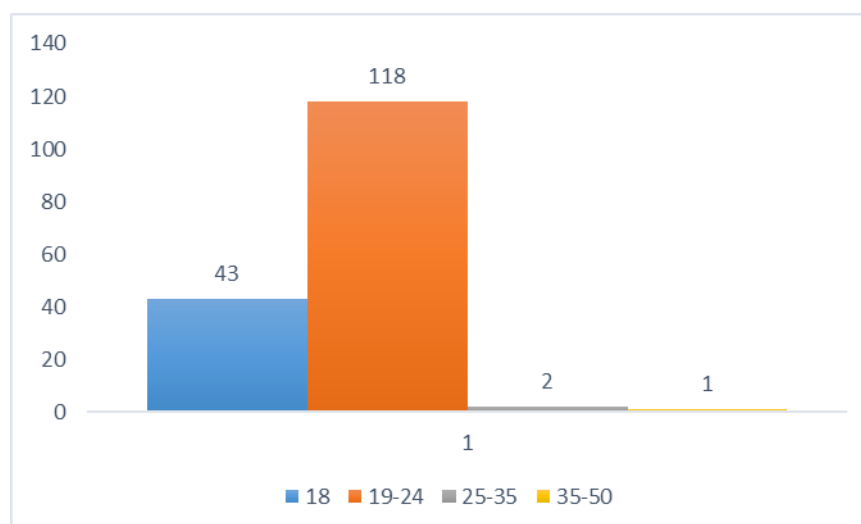
Figure 1 – Demographic statistic (age)

The internal consistency of the scales was estimated using Cronbach's Alpha factor. It was found that the scale used to measure student responsibility shows a reliable internal correspondence with an alpha factor of 0.784. As for the scale that measures internal religious orientation, it is possible to determine a high level of stability with an alpha factor of 0.812. In addition, the scale measuring external religious orientation showed average reliability with an alpha factor of 0.673. The above values confirm the idea that measuring the scale in relation to the responsibility of students corresponds to the goals set. As for the scale of internal religious orientation, it is obvious that further refinement is needed to increase the reliability of its results.

The result of the correlation analysis was determined using Pearson's correlation formula. Analysis of Pearson's correlation coefficient ($r = 0.428$) showed that the relationship between the level of responsibility of students and their inner religious orientation shows a moderately strong, positive correlation. Thus, we can conclude that students who are enthusiastic about their religious beliefs show a somewhat higher level of responsibility.

In addition, an equally weak correlation was found between the level of responsibility of students and their external religious orientation ($r = 0.152$). This shows a moderate but positive correlation between external aspects of religious experience and student responsibility.

The survey of students provided valuable information about their reading habits, participation in various activities and religious orientation. The results of the study revealed a number of important trends and behaviors that contribute to a deeper understanding of the large-scale consequences for educational and religious institutions.

Most of the students surveyed said that they devote a lot of time and attention to their academic classes. Many of them reported engaging in high-consistency learning activities, which indicates that they prioritize learning and demonstrate a significant level of commitment and prioritize academic activity among students. However, a small number of respondents indicated a potential area of academic support and intervention (Figure 2).

The responses showed different levels of participation in the events, with a large number of students actively participating in some cases. While some students show a high level of activity, a significant number of students show a low level of activity. This may indicate a lack of interest or a lack of opportunities that correspond to their interests or schedule (Figure 3).

As for the issues of religious orientation and social aspects, it was clear that a significant number of students were interested in a deeper acquaintance with the dogmas of their religion, which indicates that the inclusion of religious education can be a valuable element of their general educational experience. Such intrinsic motivation can be reinforced by implementing more comprehensive programs for the study of religion or by promoting participation in religious activities that promote intellectual growth (Figure 4.)
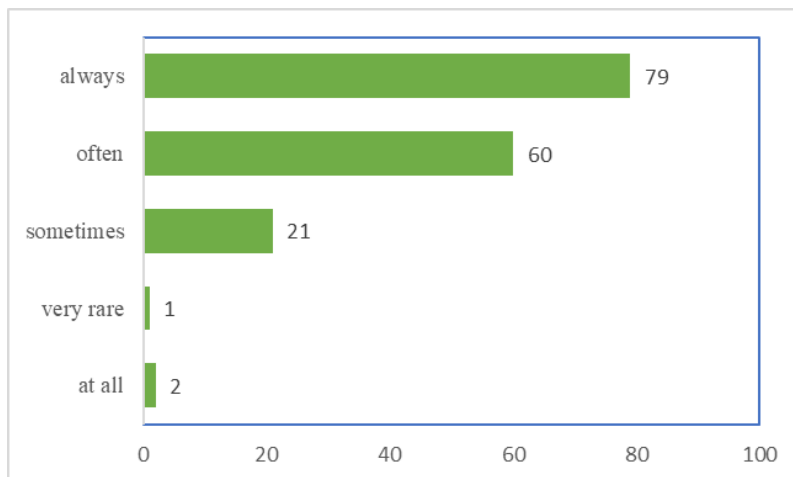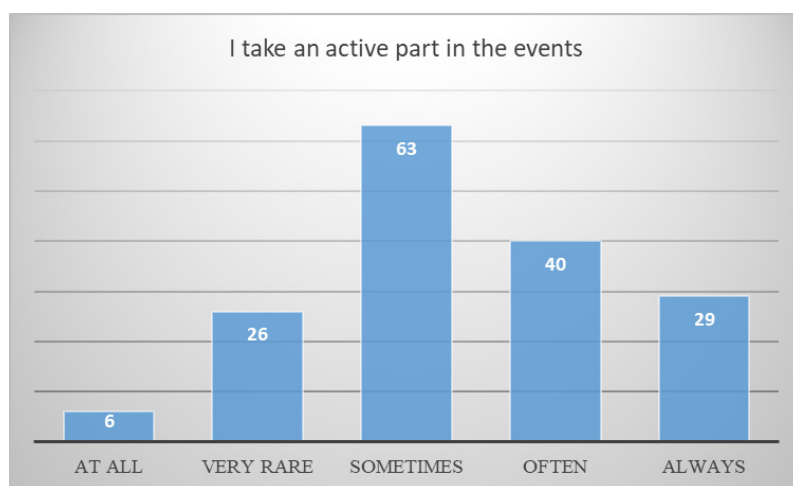
Figure 2 – Level of attention to study

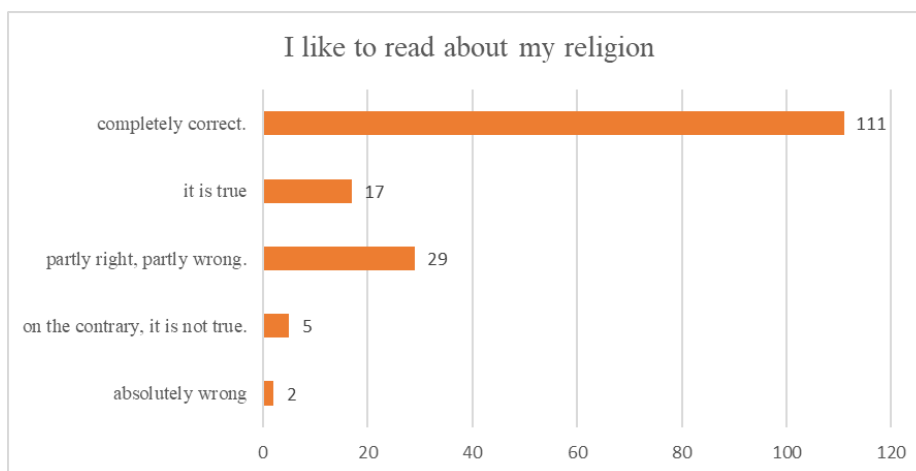**Figure 3** – Activity of participation in events

Figure 4 – The level of interest in reading about their religion
(an indicator of internal religious orientation)

There was significantly less desire to visit places of worship, mainly for the purpose of social interaction. This shows that students ' religious experience is largely determined by their personal beliefs and spiritual commitment, as opposed to social incentives. These results provide insight into how religious institutions contribute to the formation of communities and encourage individual participation in these communities. It emphasizes the importance of individual spiritual development as an integral component of religious rituals and does not limit its sphere to only public activity (Figure 5).
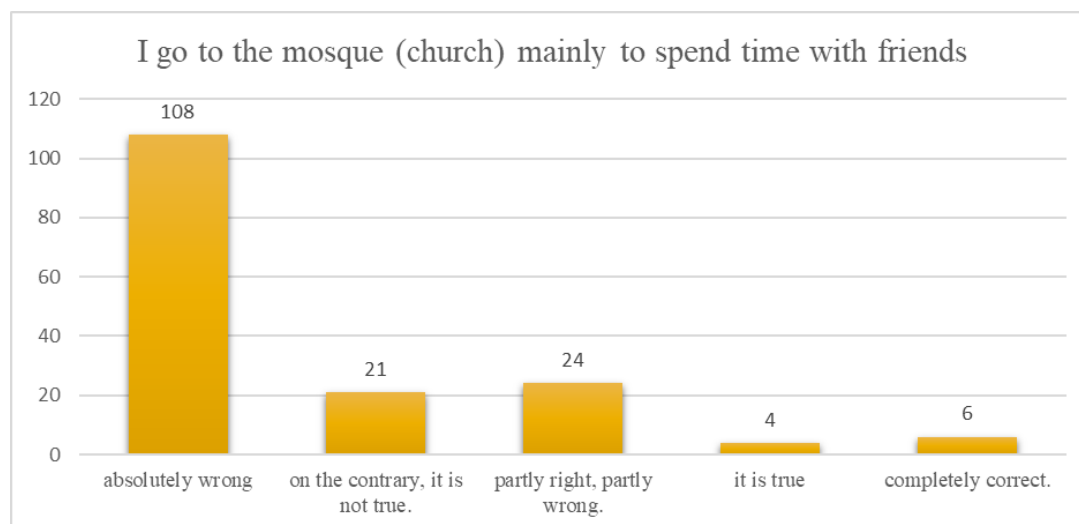

Figure 5 – The level of visits to the mosque (church) to spend time with friends
(an indicator of external religious orientation)

In general, people between the ages of 19 and 24 can be considered a demographic representative of university students. Thus, we can conclude that the data obtained are of particular importance for the life and experience of students. The presence of 18-year-old respondents may indicate that they are in the early stages of college education or participate in preparatory programs.

In addition, the results of this study allow us to deeply understand the relationship between student responsibility and religious orientation among students of the Kazakh National Women's teacher training University in Almaty. Cronbach's Alpha coefficient and Pearson's correlation coefficients provide a basis for discussing the relationship between the internal consistency of the scales used and the structures measured.

Cronbach's Alpha coefficient ($\alpha=0.782$), an indicator of internal consistency, shows a reliable correlation between the points of the scale and different aspects of Student Responsibility. In contrast, the internal religious orientation scale showed high reliability ($\alpha=0.812$), while the external religious orientation scale showed moderate reliability ($\alpha=0.673$),

but remained within normal limits. Low alpha values for religious orientation scales may mean that structures are more complex in nature, or that elements may not be so compatible when measuring a single key factor. Such inconsistencies may also indicate different approaches to the interpretation of religious beliefs and interaction with them in terms of internal and external manifestations.

The results of the conducted correlation analysis showed the presence of a weak positive correlation between the level of responsibility of students and their internal beliefs. The correlation analysis showed a relatively weak positive correlation between the level of responsibility of students and their internal beliefs with a moderately strong positive correlation ($r= 0.428$), as well as their external religious orientation ($R = 0.152$). The results show that there is a correlation between students ' religious orientation and their ability to act responsibly.

A significant correlation between internal religious orientations and responsible behavior of schoolchildren indicates that the religious beliefs learned by a person have a greater impact on their responsible actions in an academic environment

than on external, socially justified religious actions. Thus, it can be assumed that students whose religious beliefs are firmly embedded in their personality tend to fulfill their obligations both personally and academically. This conclusion is explained by the moral and ethical principles underlying their religion. In this context, studies conducted by Hsu and his colleagues were Published (Hsu, 2014). The main focus of the study was to study the relationship between religious orientations and different forms of behavior and self-control. The above results support the assumption that a person's religious attitudes affect their sense of personal responsibility. However, it is important to note that these studies also show significant correlations when differences in cultural or demographic contexts or different "responsibility" measures are taken into account. The findings of Safavi and his colleagues that show a positive correlation between different aspects of external religious orientation and quality of life are supported by our study, which also found a correlation with the responsibility of students (Safavi, 2019). However, the correlation observed in the context of this study cannot be considered representative and therefore requires further study, taking into account the cultural context and personal value system in Kazakhstan. In his study on the influence of religious beliefs on ethical decision-making in business life, Ibrahim (Ibrahim, 2008) concluded that religious orientation can have a significant impact on people's professional and ethical behavior. These findings are consistent with previous assertions that ethical behavior, such as student responsibility, is compatible with religious orientation. These findings suggest that religious influence has a broad impact on human behavior and the decision-making process in many contexts and environments.

Although relationships are considered relatively weak in this study, the various elements of religiosity are key to understanding how they interact with student behavior in an academic context. When developing curricula for the responsible education of students, it is recommended that educational institutions, especially those located in societies with different religious populations, take these factors into account. For example, encouraging students to openly and consciously present their beliefs can be an effective way to develop intrinsic motivation and responsible behavior. It should be noted that the study is limited to a relatively small sample of one university, which may not be representative of the entire university population. At the same time, it should be recognized that the sample may not cover

various educational and cultural contexts, and the average reliability of the scales of religious orientation allows us to draw conclusions about the feasibility of additional optimization of these indicators. For future research, it would be useful to explore these aspects in different contexts and patterns, allowing a deeper understanding of the difficulties associated with the influence of religiosity on student behavior. In addition, qualitative research can help identify the causes of this controlled relationship.

Conclusion

This study is designed to identify a complex relationship between the responsibility of students and the religious orientation of students of the Kazakh National pedagogical women's University. By conducting comprehensive research on internal and external religious orientation using the alpha correlation coefficients of Cronbach and Pearson, it was possible to determine the relationship between the responsibility of students and their performance in an academic context.

The high reliability of the measurement is also confirmed by the high Cronbach's Alpha coefficient for the student responsibility scale. Thus, the different aspects of responsibility evaluated in this study are adequately represented by students. However, average values on the religiosity scale reflect the complexity of religious beliefs and practices. This suggests that these indicators still require further development to cover the entire spectrum of religious orientations.

Correlation analysis shows a weak positive relationship between the level of responsibility of students and their internal and external religious orientation. The results show an important correlation between religious beliefs and conscious responsibility. However, the magnitude of the correlation coefficients is not sufficient to justify the assumption of a direct cause-effect relationship. A moderately strong correlation with internal religious orientation indicates that individual beliefs, even without religious practices, have a greater impact on student behavior.

This study included the question of the extent to which private and public religious practices influence students ' behavior and attitudes in the context of Higher Education. He cited the potential impact of individual religious beliefs on academic responsibility, but the exact cause remains unknown and highlights the complexity of measuring religious orientation in different educational contexts.

In future studies, attention should be paid to deepening these findings. For this, it is necessary to study said relationships in different cultural and pedagogical contexts. In addition, it is necessary to discuss the adjustment of measurement scales in order to better reflect the nuances of religious orientation. In addition, a qualitative research method can contribute to deepening the results by providing a detailed understanding of students ' personal religious experience and motivation and providing a complete understanding of the impact of religion on educational outcomes.

The constant study of these dynamics allows teachers and politicians to better understand the relationship between religion and education and to develop measures that respect and encourage the religious orientation of students and promote the development of educational communities that are characterized by a sense of responsibility and dedication.

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GLOBAL RESEARCH TRENDS IN SUBJECTIVE WELL-BEING AND HAPPINESS: A BIBLIOMETRIC ANALYSIS (2001–2024)

The study focuses on interpreting the evolution of the scientific discourse on subjective well-being and happiness within an increasingly complex social reality, where individuals' experienced quality of life becomes an indicator of sustainable development. The growth of publication activity and the expansion of interdisciplinary connections have created the need to systematize accumulated knowledge and identify major global trends.

The aim of the study was to conduct a comprehensive bibliometric analysis of global publications on subjective well-being from 2001 to 2024, which made it possible to determine the developmental directions of theoretical and empirical research. The objectives included analysing publication dynamics, identifying leading countries, authors and journals, and reconstructing the conceptual structures of the field.

The scientific significance lies in the fact that the revealed trends clarify the theoretical foundations of studying subjective well-being and highlight gaps such as the underrepresentation of Central Asia in international scholarship. The methodology included bibliometric analysis of 496 Scopus-indexed articles using the Bibliometrix R package, enabling the construction of citation networks, thematic clusters and publication dynamics.

The findings demonstrate a steady increase in research interest and the dominance of studies originating from the United States, the United Kingdom and Western Europe. The conceptual structure comprises four core clusters: psychological mechanisms of well-being, socio-economic and health-related determinants, macroeconomic factors, and demographic-psychological aspects.

The practical significance is reflected in the potential use of the results for developing regional assessment tools and adapting international measurement methodologies to the socio-cultural context of Central Asia.

Keywords: subjective well-being, happiness, bibliometric analysis, research trends, Scopus database, global collaboration, conceptual framework.

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Субъективті әл-ауқат пен бақытқа қатысты жаһандық зерттеу үрдістері: библиометриялық талдау (2001–2024 жж.)

Зерттеу күрделене түсетін әлеуметтік шындық жағдайында субъективті әл-ауқат пен бақыт жөніндегі ғылыми дискурс эволюциясын түсіндіруге бағытталған, мұнда адамның сезінетін өмір сапасы тұрақты дамудың маңызды көрсеткішіне айналады. Ғылыми жарияланымдардың артуы мен пәнаралық байланыстардың кеңеюі жинақталған білімді жүйелеуді және әлемдік ғылыми үрдістерді айқындауды қажет етті.

Зерттеудің мақсаты 2001–2024 жылдар аралығындағы субъективті әл-ауқат бойынша жаһандық жарияланымдарға кешенді библиометриялық талдау жүргізу болды, бұл теориялық және эмпирикалық зерттеулердің даму бағыттарын анықтауға мүмкіндік берді. Міндеттер жарияланым динамикасын талдауды, жетекші елдер, авторлар мен журналдарды анықтауды және саланың концептуалдық құрылымдарын қалпына келтіруді қамтыды.

Жұмыстың ғылыми мәні субъективті әл-ауқатты зерделеудің теориялық негіздерін нақтылайтын және халықаралық әдебиетте Орталық Азия елдерінің жеткіліксіз қамтылуын көрсететін әлемдік үрдістерді айқындаумен сипатталады. Әдіснама Scopus базасында индекстелген 496 мақаланы Bibliometrix R бағдарламалық пакеті арқылы библиометриялық талдауды қамтыды, бұл дәйексөз беру желілерін, тақырыптық кластерлерді және жарияланым динамикасын картаға түсіруге мүмкіндік берді.

Нәтижелер ғылыми қызығушылықтың тұрақты өскенін және АҚШ, Ұлыбритания мен Батыс Еуропа зерттеулерінің басым екенін көрсетті. Концептуалдық құрылым төрт негізгі кластерді біріктіреді: әл-ауқаттың психологиялық механизмдері, әлеуметтік-экономикалық және денсаулық факторлары, макроэкономикалық детерминанттар және демографиялық-психологиялық аспектілер.

Практикалық маңыздылығы зерттеу қорытындыларының аймақтық бағалау құралдарын әзірлеуде және халықаралық әдістемелерді Орталық Азияның әлеуметтік-мәдени ерекшеліктеріне бейімдеуде қолданылу мүмкіндігімен айқындалады.

Түйін сөздер: субъективті әл-ауқат, бақыт, библиометриялық талдау, зерттеу үрдістері, Scopus дереккоры, жаһандық ынтымақтастық, концептуалдық құрылым.

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Глобальные тенденции исследований субъективного благополучия и счастья: библиометрический анализ (2001–2024 гг.)

Исследование направлено на осмысление эволюции научного дискурса о субъективном благополучии и счастье в условиях усложняющейся социальной реальности, где переживаемое качество жизни становится индикатором устойчивого развития. Рост публикационной активности и расширение междисциплинарных связей сформировали необходимость систематизировать накопленные знания и выделить ведущие мировые тенденции.

Цель исследования заключалась в проведении комплексного библиометрического анализа глобального массива публикаций по субъективному благополучию за 2001–2024 гг., что позволило определить направления развития теоретических и эмпирических исследований. Задачи включали анализ динамики публикаций, определение ключевых стран, авторов и журналов, а также реконструкцию концептуальных структур области.

Научная значимость работы определяется тем, что выявленные тенденции уточняют теоретические основания изучения субъективного благополучия и фиксируют пробелы, включая недостаточную представленность Центральной Азии в международной литературе. Методология включала библиометрический анализ 496 статей, индексированных в Scopus, с использованием пакета Bibliometrix R, что позволило построить карты цитирования, тематических кластеров и публикационной динамики.

Результаты показывают устойчивый рост научного интереса и доминирование исследований США, Великобритании и Западной Европы. Концептуальная структура включает четыре ключевых кластера: психологические механизмы благополучия, социально-экономические и здравоохранительные факторы, макроэкономические детерминанты и демографико-психологические аспекты.

Практическая значимость связана с тем, что выводы исследования могут быть использованы при разработке региональных инструментов оценки благополучия и адаптации международных методик к социально-культурным особенностям Центральной Азии.

Ключевые слова: субъективное благополучие, счастье, библиометрический анализ, тенденции исследований, база данных Scopus, глобальное сотрудничество, концептуальная основа.

Introduction

Current socio-economic and cultural transformations have led to an increase in scientific interest in the issue of subjective well-being of the individual. In the context of globalization, digitalization and increasing social inequality, the issues of quality of life, psychological well-being and social satisfaction are becoming increasingly important not only for the individual, but also for society as a whole. Subjective well-being is now considered not only an indicator of personal satisfaction and mental health, but also one of the main factors of sustainable development, social capital and the competitiveness of states. In recent decades, subjective well-being (SWB) and happiness have moved from indirect concepts in psychology, sociology and philosophy to central topics of human development and policy effectiveness. As a result, increasing empirical evidence shows that economic prosperity alone is not enough to ensure the progress of society, which is causing a paradigm shift from "wealth-oriented" governance to "well-being-oriented" governance (Diener & Tov, 2012). Institutions such as the United Nations, OECD, and World Health Organization have brought SWB to the forefront of global debate. Through initiatives such as the World Happiness Report, the OECD Quality of Life Index, and the WHO Quality of Life Program, well-being is recognized as a multidimensional construct that integrates optimal mental health, social trust, environmental quality, and personal autonomy (Stone & Krueger, 2018; Corlățean, 2019).

The global institutionalization of well-being indicators is in line with contemporary societal challenges that affect life satisfaction and social cohesion, particularly digitalization, inequality, and mental health crises. Research suggests that innovation and sustainable development can mitigate the negative impacts of globalization and environmental pressures on happiness, highlighting the need for inclusive and sustainable well-being policies (Wang et al., 2023). As countries integrate SWB into official statistics and policy design, well-being is emerging not only as an individual psychological outcome but also as a comprehensive measure of collective progress and social stability (Oishi, 2019; Antipina et al., 2025).

As mentioned above, international organizations such as the World Health Organization, the Organization for Economic Cooperation and Development, and the United Nations are actively introducing subjective well-being indicators into their quality of life monitoring systems. This confirms the strategic importance of this research area. However, the fragmentation of views in the scientific literature, the lack of a single conceptual model, and differences in measurement methodologies persist, which makes it difficult to form a holistic understanding of the dynamics and structure of subjective well-being (Diener, Oishi, & Tay, 2018; Luhmann, 2021;). In such a situation, conducting a comprehensive bibliometric analysis of scientific publications allows us to identify key research areas, identify the core of the most productive journals and authors, as well as track thematic evolution and interdisciplinary connections (Aria & Cuccurullo, 2017; Donthu et. Al., 2021; Zupic & Čater, 2015). Such an approach not only systematizes the accumulated knowledge, but also allows us to identify research gaps. This makes the study both theoretically and practically relevant. Therefore, in this study, a bibliometric analysis of published scientific articles on the topic of subjective well-being and happiness levels was conducted. The analysis was carried out by searching for indexed publications in the Scopus database using specific keywords.

Despite the rapid expansion of research on subjective well-being and happiness since the early 2000s, the field remains theoretically fragmented and methodologically inconsistent. Existing research uses a variety of theoretical approaches that integrate individual psychological, economic, and social perspectives rather than relying on a single conceptual model (Huong, 2023). While early studies focused largely on individual psychological characteristics, later work has begun to encompass a broader range of socio-economic factors, such as globalization, governance, and sustainable development, which in turn has increased the heterogeneity of conceptual orientations (Cataldo et al., 2024). In addition, empirical research faces challenges related to measurement validity, cultural bias, and cross-national comparability, as global indices often reflect Western-centric assumptions about life satisfaction and happiness (Pavot, 2013; Ye et al., 2014). Geographical differences further exacerbate these problems: while research from the US, UK, and Western Europe is dominant, the contribution from Central and South Asia is significantly lower (Dominko & Verbič, 2018; Stavrova, 2019). This imbalance limits the ability to fully capture the diverse understandings of the field in its cultural and social contexts. Therefore, systematic bibliometric analysis is needed to consolidate scattered knowledge, track thematic and geographical evolution, and guide future theoretical integration and policy-oriented research.

In this regard, the main goal of the study is to conduct a comprehensive bibliometric analysis of global scientific publications on subjective well-being and happiness. This analysis is aimed at identifying leading authors, journals, thematic areas and the conceptual evolution of this research area within the social sciences and psychology. To achieve this goal, the following objectives were set:

1. Collect and systematize publications indexed in the Scopus database using the keywords "happiness level" and "subjective well-being" for the period 2001–2024;

2. Assess the dynamics of publications and citations, author productivity and journal impact;

3. Identify the most influential authors, articles and journals through co-citation and co-authorship analysis;

4. Analyze the geographical distribution of research activity and international collaboration networks;

5. Map the thematic and conceptual structure of research on well-being through clustering and keyword association;

6. Identify the main theoretical approaches and new directions in recent years (health, socio-economic, psychological and macroeconomic factors);

7. Identify existing research gaps and provide recommendations for future interdisciplinary and regionally inclusive research, with a particular emphasis on increasing the scientific contribution of Central Asian countries.

The study of subjective well-being and happiness has both theoretical depth and real-world relevance, reflecting a growing global consensus that human progress goes beyond economic indicators. International organizations such as the OECD, WHO, and the UN are increasingly integrating happiness and well-being indicators into governance and sustainable development frameworks. Examples include the OECD Good Life Index, the WHO Quality of Life Program, and the UN Sustainable Development Goals (Pereira et al., 2024). These initiatives emphasize the role of well-being as a scientific construct and a policy tool capable of informing mental health strategies, social equity programs, and national development agendas. The global proliferation of well-being research across psychology, economics, and social policy further demonstrates its interdisciplinary and applied importance (Fabian, 2018).

In this context, this bibliometric analysis serves as an important scientific tool for synthesizing scattered knowledge, mapping intellectual structures, and uncovering emerging interdisciplinary connections. By identifying influential authors, research clusters, and geographic trends, bibliometric studies cumulatively improve our understanding of SWB's conceptual evolution and policy relevance (Khan & Nasim, 2024; Cataldo et al., 2024). In practice, such systematization provides an empirical basis for developing well-being-oriented policies, especially in underserved regions such as Central Asia, where comprehensive and culturally sensitive approaches to happiness research remain limited. This study therefore supports not only an academic understanding of the global landscape of SWB, but also the design of evidence-based policies aimed at increasing public well-being and life satisfaction worldwide.

Literature review

The early XXI century saw a profound shift in the scientific study of the concepts of "happiness" and "subjective well-being," from a philosophically abstract notion to a robust empirical field. After 2000, along with the rise of the positive psychology movement led by scholars such as Seligman, the expansion of "happiness research" reimagined happiness as a psychological construct that could be measured and improved (Seligman & Peterson, 2005). The paradigm shift catalyzed interdisciplinary research linking affective science, behavioral economics, and social policy, and grounding happiness and SWB in measurable life domains such as health, income, and social connectedness (Biswas-Diener & Diener, 2011). The early 2000s witnessed a shift from purely moral and philosophical theories, such as the "greatest happiness" principle of utilitarianism, to evidence-based models that conceptualize happiness as an interaction between cognitive appraisals and emotional states (Stutzer, 2008). This shift has established happiness and socio-economic development as key empirical indicators of the happiness and socio-economic research framework (Drakopoulos, 2023).

Another interesting aspect of happiness research is cross-cultural research. In this perspective, happiness is not a universal construct, but rather is constructed from cultural systems of meaning, emotion, and morality. In individualistic societies, happiness is typically conceptualized as personal satisfaction, positive emotion, and the pursuit of self-actualization. Western cultures focus on psychological processes of autonomy and achievement (Uchida, Norasakkunkit, & Kitayama, 2004). In contrast, collectivist cultures, particularly in East Asia, as-

sociate happiness with social harmony, relationship balance, and moral virtue, emphasizing the regulation of emotion to maintain social cohesion (Lu & Gilmour, 2004). Cultural display rules and norms of modesty shape emotional displays and self-assessments of happiness. Individuals in Eastern collectivist contexts have also been found to often downplay positive affect in order to conform to social expectations of humility and restraint (Diener, Oishi, & Lucas, 2015). These diverse emotional and moral conceptions of happiness make it difficult to conduct research through global and universal comparisons, as standardized metrics are considered Western, which may favor affect-based models. It is therefore clear that cultural diversity challenges the assumption of universality in measuring happiness, and therefore needs to be conceptualized within culturally sensitive frameworks that take into account the different emotional norms, evaluative standards, and moral ideals that underlie well-being across societies (Joshanloo, 2014).

Overall, bibliometric studies conducted to date on happiness and subjective well-being provide valuable information. However, most of them are limited in scope and multidimensionality and are not sufficiently interconnected. Analyses on happiness often focus on clusters of topics related to publication dynamics, authorship collaboration, and positive psychology. However, they tend to cover a short time span or use small data sets (Cobo et al., 2011; Dhandra, 2020). Bibliometric studies focused on SWB, on the other hand, focus more on policy and institutional measurement systems. Therefore, these studies are limited to analyzing indicators from organizations such as the OECD and the UN (Silva, Nunes, & Ribeiro, 2022). Common limitations that are common to many studies can be mentioned. Some use narrow keywords, there is little coverage of non-Western studies, and the similarities between happiness and SWB are not fully explored. Methods that examine long-term thematic evolution are also rarely used. This study fills these gaps. It analyses happiness and SWB together, covering a long period from 2001–2024. It also uses advanced visualization techniques and focuses on global diffusion and regional inequalities, particularly the understudied Central Asia.

Materials and methods

Data collection
Data for this bibliometric analysis were extracted from the Scopus database using a structured search protocol proposed by the authors, based on the methodology introduced by Aria and Cuccurullo (2017) using the Bibliometrix R package. The search was limited to the subject areas of social sciences and psychology, written in English, and published as journal articles in the last period between 2001 and 2024, containing the keywords "happiness level" and "subjective well-being" in the titles, abstracts, or keywords. The initial search yielded 1469 documents, which were then filtered using automated Scopus criteria, resulting in 545 entries. After manual screening to remove irrelevant and duplicate items such as monographs, book chapters, reports, and conference proceedings, the final dataset consisted of 496 peer-reviewed journal articles. The results showed a steady increase in the number of publications and citations over the past 24 years, from only 2 articles in 2001 to 49 articles in 2024, reflecting increasing academic institutionalization and the expansion of subjective well-being research worldwide.

Methodology
This study used a comprehensive bibliometric approach to analyze global research trends on subjective well-being and happiness. Data were retrieved from the Scopus database using a structured Boolean search query combining the keywords "happiness level" and "subjective well-being". The search was limited to journal articles published in English, published between 2001 and 2024, and in the social sciences and psychology. According to the PRISMA protocol, 1,469 records were initially identified, and after applying automated and manual filters, 496 articles were selected for analysis. The dataset was processed and visualized in RStudio using the Bibliometrix R-package (Aria & Cuccurullo, 2017). Quantitative indicators were assessed based on the dynamics of publications and citations, and author productivity was calculated based on Lotka's law. Double citations, co-authorship, and international collaboration networks were identified, and leading authors and journals were identified. Finally, through thematic and cluster analysis methods, the conceptual structure of the scientific field was depicted and four main research directions were identified that link the socio-economic, psychological, and demographic dimensions of well-being.

Results and discussion

This method was introduced into scientific analysis by Aria and Cuccurullo [2017] in 2017. The selected articles were analyzed and visual-

ized using the R Studio tool in the Bibliometrix package. This method allows us to identify the structure of the scientific space, high-performance authors and publications, key topics and trends in the development of research questions.

The following steps were carried out during the analysis: a) citation and performance analysis; b) scientific communication; c) analysis of double citations; c) division of the research topic into cluster groups.
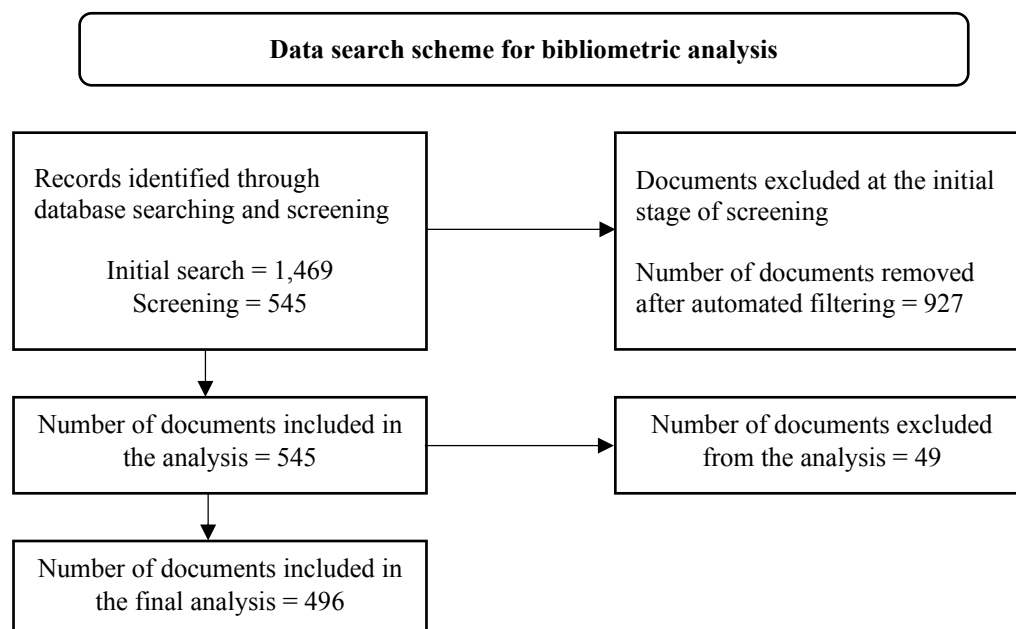
Data search scheme for bibliometric analysis

Records identified through database searching and screening

Initial search = 1,469
Screening = 545

Documents excluded at the initial stage of screening

Number of documents removed after automated filtering = 927

Number of documents included in the analysis = 545

Number of documents excluded from the analysis = 49

Number of documents included in the final analysis = 496

Figure 1 – Scheme of selection and analysis of scientific articles according to the "PRISMA protocol"

The actual selection algorithm was implemented according to the following formula: "(TITLE-ABS-KEY (happiness AND level) AND TITLE-ABS-KEY (subjective AND well-being)) AND PUBYEAR > 2001 AND PUBYEAR < 2024 AND (LIMIT-TO (SUBJAREA, "SOCI") OR LIMIT-TO (SUBJAREA, "PSYC")) AND (LIMIT-TO (DOCTYPE, "ar")) AND (LIMIT-TO (EXACT-KEYWORD , "Happiness") OR LIMIT-TO (EX-ACTKEYWORD , "Subjective Well-being")) AND (LIMIT-TO (LANGUAGE, "English")) AND (LIMIT-TO (PUBSTAGE, "final")).

As a result, a total of 545 publications were selected by filtering articles published in English between 2001 and 2024 (see Figure 1 for details). To ensure the validity of the study, monographs, book chapters, reports, and conference papers were excluded. The terms "happiness level" and "subjective well-being" were selected as keywords. From the general scientific fields, the fields of "social sciences" and "Psychology" were selected. During the

initial stage of database search and data selection, 1469 articles were identified within the scope of the research topic, of which 927 articles were excluded from the list using automated filters of the Scopus database. During the next stage of the study, 49 articles were removed from the analysis database, resulting in 496 articles selected.

The results of the analysis show that over the past twenty-four years there has been a steady positive trend in terms of both the number of publications and their citations. This indicates a growing scientific interest in the issue under study. The data for 2001–2024 show a clear increase in publication dynamics, i.e. the annual output has steadily increased from 2 articles in 2001 to 49 articles in 2024, i.e. the industry has gone through a period of institutionalization and expansion. However, the average citation per article (MeanTCperArt) was very high in the initial years of the study period, and since 2018 has been systematically decreasing, showing the lowest figure in 2022–2024.
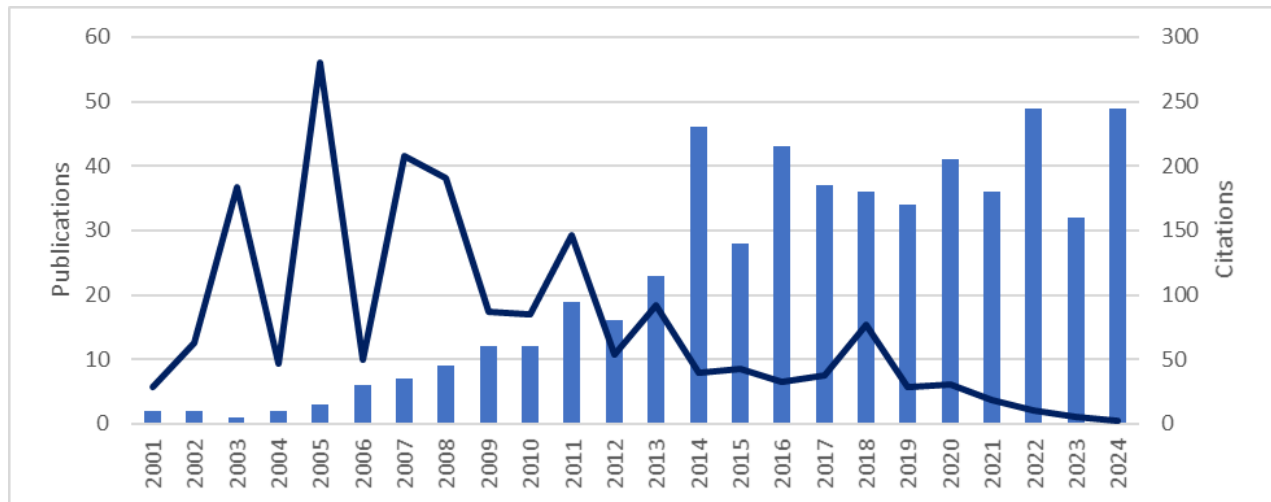
Figure 2 – Number of articles published and average citations from 2001 to 2024

The next stage of the analysis was to identify the most cited popular articles in the study of "happiness level" or "subjective well-being" (SWB) (Table 1). The majority of the list is composed of articles authored by Diener Ef, Tay L, Oishi S, Lucas Re (10 out of 13 articles were written by these authors), which indicates that this group of authors has created the theoretical and empirical core of the study of subjective well-being over the past two decades. The most influential work to date in assessing the level of global happiness is the article "Advances in subjective well-being research" by Diener, Tay, Oishi (2018, Nature Human Behaviour). The total number of citations to the article is =1115, and the average annual citation rate is ≈139. At the same time, the thematic focus during the study period included two clusters: (1) adaptation and set-point theory (Lucas, 2006–2007; marriage, long-term disability, stability of life satisfaction), (2) socio-economic determinants (income, inequality, debt, progressive taxation, national satisfaction).

A report prepared by the Biblioshiny program calculated the frequency of publications written on the subjective well-being of authors according to the law of "Lotka's law", and found that 90% (1089) of the 1208 authors published at least one article. While 0.07% (85) wrote two articles, 0.01% published a total of 3 works (17) and 1 author published a maximum of 11 articles.

The cumulative number of publications on the research topic is presented in Figure 3. As we noted in the analysis, scientific production in the field of happiness research has been steadily increasing between 2001 and 2024, with the Journal of Happiness Studies being the industry leader. The following high-level publications are included in the list of high-yielding journals: Social Indicators Research, Applied Research in Quality of Life, and Frontiers in Psychology Personality and Individual Differences.

One of the journals with a particularly strong scientific impact on the topic of subjective well-being is the *Journal of Personality and Social Psychology*, as the 6 articles published in the journal received an average of 218 citations, while a single review article in *Nature Human Behaviour* received 1,115 citations. The leading journals in terms of the number of articles are the Journal of Happiness Studies and Social Indicators Research (Table 2).
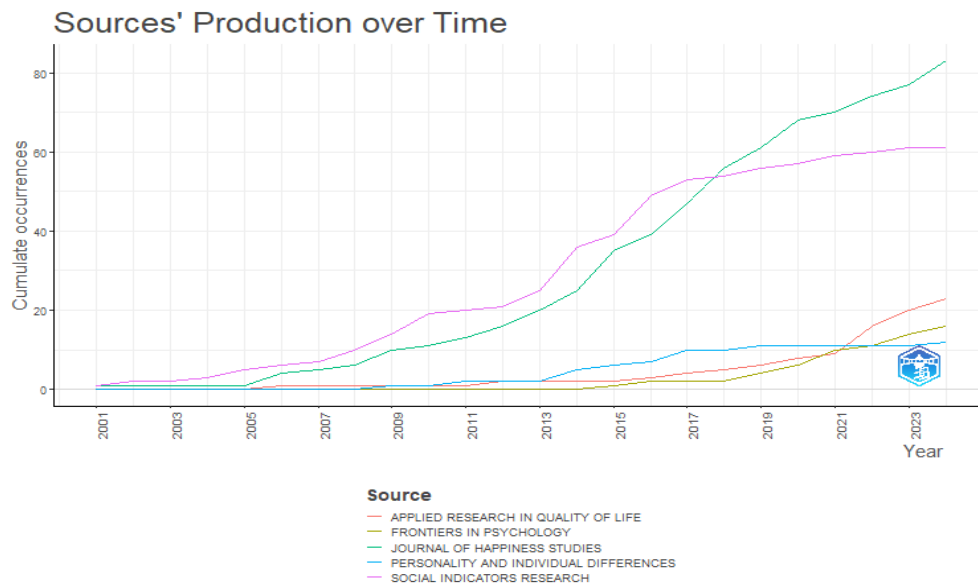
Figure 3 – Dynamics of productivity of scientific publications

Table 1 – List of most cited articles in the study of SWB

№	Authors	Year	Title of the article	Publication	Citation count (TC)	Citation count per year (TCpY)
1	Diener Ef, Tay L & Oishi S	2018	Advances in subjective well-being research	Nature Human Behaviour	1115	139,375
2	Lucas Re	2007	Adaptation and the set-point model of Subjective Well-Being: does happiness change after major life events?	Current Directions in Psychological Science	593	31,21052632
3	Diener Ef, Tay L	2011	The religion paradox: if religion makes people happy, why are so many dropping out?	Journal of Personality and Social Psychology	453	30,2
4	Lucas Re	2007	Long-term disability is associated with lasting changes in subjective well-being: evidence from two nationally representative longitudinal studies	Journal of Personality and Social Psychology	320	16,84210526
5	Diener Ef, Tay L & Oishi S	2013	Rising income and the subjective well-being of nations	Journal of Personality and Social Psychology	307	23,61538462
6	Lucas, R. E., & Donnellan, M. B.	2007	How stable is happiness? Using the starts model to estimate the stability of life satisfaction	Journal of Research in Personality	224	11,78947368
7	Diener Ef, Tay L	2015	Subjective well-being and human welfare around the world as reflected in the Gallup world poll	International Journal of Psychology	148	13,45454545
8	Evans Mdr, Kelley J	2014	Does national income inequality affect individuals' quality of life in Europe? Inequality, happiness, finances, and health	Social Indicators Research	134	11,16666667

№	Authors	Year	Title of the article	Publication	Citation count (TC)	Citation count per year (TCpY)
9	Tay L	2017	Debt and subjective well-being: the other side of the income-happiness coin	Journal of Happiness Studies	118	13,11111111
10	Diener Ef, Oishi S	2012	Progressive taxation and the subjective well-being of nations	Psychological Science	113	8,071428571
11	Kelley J, Evans Mdr	2017	Societal inequality and individual subjective well-being: results from 68 societies and over 200,000 individuals, 1981–2008	Social Science Research	105	11,66666667
12	Diener Ef, Tay L	2011	Subjective well-being and national satisfaction: findings from a worldwide survey	Psychological Science	102	6,8
13	Lucas Re	2006	Do people really adapt to marriage?	Journal Of Happiness Studies	102	5,1

Table 2 – Productivity of scientific publications in leading journals in in the study of SWB

Publications	Citation count (TC)	Number of articles(NP)	Average number of citations
JOURNAL OF HAPPINESS STUDIES	3807	83	46
SOCIAL INDICATORS RESEARCH	3597	61	59
JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY	1310	6	218
NATURE HUMAN BEHAVIOUR	1115	1	1115
JOURNAL OF POSITIVE PSYCHOLOGY	684	9	76
CURRENT DIRECTIONS IN PSYCHOLOGICAL SCIENCE	593	1	593
SOCIAL SCIENCE AND MEDICINE	524	8	65,5
PERSONALITY AND INDIVIDUAL DIFFERENCES	522	12	43,5
ANNALS OF TOURISM RESEARCH	471	1	471
JOURNAL OF ECONOMIC PSYCHOLOGY	450	6	75

During the bibliometric analysis, it is possible to identify a map of countries that have studied subjective well-being the most. As shown in Figure 4, the country with the highest concentration of scientists and scientific institutions that have analyzed the level of happiness is the USA (301), followed by China and Western European countries, and among the Central Asian countries, only Kazakhstani authors (4) have published articles in indexed scientific journals in this area. The intensity of the colors on the map indicates the frequency of publication (from low to high as shown in the figure), and there are no data/publications for countries marked in gray. As this publication map shows, Central Asian countries are at an early stage in conducting research on subjective well-being and happiness. While Kazakhstan shows a low publication frequency on the publication map, it can be seen that other Central Asian countries have no data/publications yet.

The analysis of publication production and geography of influence revealed asymmetric data. For example, the USA is the leader in both metrics (NP=99, TC=8280, average citations – 83.6), while the PRC is in 2nd place in terms of the number of scientific articles (NP=59), but ranks low in terms of average citations (19.5). The works of scientific institutions in Germany, the UK, the Netherlands, Australia, and Spain are cited in the average citations range of -55–80 on average and are also among the top ten in terms of productivity.
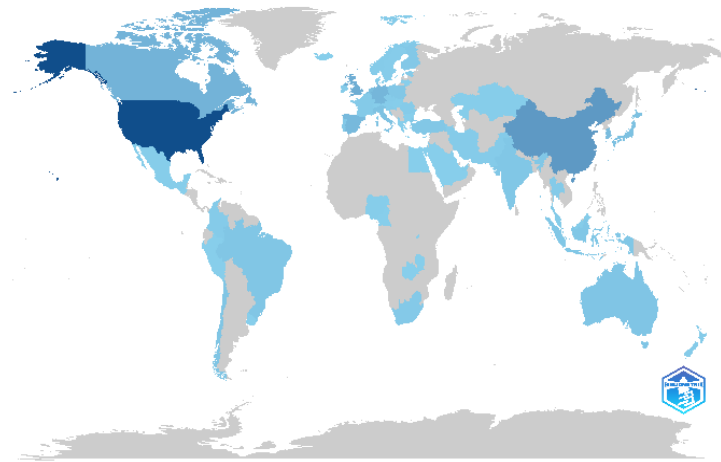
Country Scientific Production

Figure 4 – Cross-country analysis of scientific productivity by author affiliation

Table 3 – Interstate share of scientific productivity

		Analysis of citation level				Analysis of Articles	
№	Country	Citation count (TC)	Number of articles (NP)	Average citations per Article	№	Country	Number of Articles (NP)
1	USA	8280	99	83,6	1	USA	99
2	Germany	2237	31	69,9	2	China	59
3	United Kingdom	2236	28	79,9	3	Germany	32
4	Canada	1520	31	49	4	Canada	31
5	Netherlands	1337	19	70,4	5	United Kingdom	28
6	Australia	1231	18	68,4	6	Spain	21
7	Spain	1167	21	55,6	7	Korea	19
8	China	1151	59	19,5	8	Netherlands	19
9	Korea	412	19	21,7	9	Australia	18
10	HONG KONG	365	10	36,5	10	Italy	17

As the map of scientific cooperation between countries shows, the main center of international publication activity in the field of research is the USA. This country has established extensive thematic cooperation with leading scientific centers such as the UK, Germany, China, Korea and Australia. Western European countries (UK, Germany, France, Netherlands) are closely interconnected and, together with the USA, form the main core of the global scientific network. Asian countries (China, Japan, South Korea, India) are also actively involved in international scientific cooperation, conducting joint research, in particular, with the USA and Europe. As shown in the map, it is revealed that Kazakhstani and other Central Asian states' scientific institutions do not have connections with other countries, which indicates an insufficient level of international scientific integration of the region.

As a result of the conceptual structural analysis conducted on the basis of the selected data, four major thematic clusters were identified. Each cluster describes a specific research direction and reflects the structural features of the scientific field:

(1) Blue cluster (Socioeconomic and health factors). This cluster includes concepts such as *socioeconomic factors, health, health status, psychom-*

etry, questionnaires, very elderly, 80 and over. It includes works aimed at studying the socio-economic and health aspects of subjective well-being. Here, we can mention the work of Lucas (*Lucas, 2007. Long-term disability…*), where the author analyzes the impact of long-term disability/health status on subjective well-being and identifies a high correlation between health and happiness. The main scientific focus in the cluster is on the health status of different age groups of the population, measuring quality of life using psychometric methods, as well as using survey methods.

(2) Green cluster (Psychological and social aspects). The cluster is focused on key words that reflect the personal and socio-psychological processes of subjective well-being, such as terms such as *personal satisfaction, cross-sectional study, longitudinal study, social support, emotions, aging, adolescent, stress, social psychology*. As central works here, we can consider R. Lucas's research on the "set-point" model and the analysis of adaptation to major life events (*Lucas, 2007. Adaptation and the set-point model…*) and the works devoted to proving the stability of happiness (*Lucas, 2007. How stable is happiness?).* In addition, an article on the analysis of marriage as a life event and the dynamics of adaptation to it (*Lucas, 2006. Do people really adapt to marriage?*) can be included in this cluster. In addition, Diener & Tay, analyzing the "paradox of religion," identified a relationship between religiosity and subjective well-being (*Diener & Tay, 2011. The religion paradox…*). In general, this cluster suggests that variations in subjective well-being are explained not only by external circumstances, but also by internal adaptation mechanisms, value orientations, and social roles.

(3) Red cluster (Economic policy and institutional factors). This cluster includes concepts such as *gross domestic product, economic growth, income distribution, unemployment, poverty, socioeconomic indicators, employment, quality of life*. Thus, the cluster combines studies that consider subjective well-being as a function of macro-level conditions. At the country level, the relationship between income growth and well-being has been confirmed (*Diener, Tay, & Oishi, 2013. Rising income…*), the role of progressive taxation is clarified (*Diener & Oishi, 2012. Progressive taxation…*), and the impact of national inequality on quality of life has been recorded (*Evans & Kelley, 2014. Income inequality…*). National studies conducted on large samples show that social inequality systematically reduces the well-being of an individual (*Kelley*

& Evans, 2017. Societal inequality…) and global surveys (Gallup) provide a comparative picture of well-being and well-being in different institutional contexts (*Diener & Tay, 2015. Human welfare…; Diener & Tay, 2011. National satisfaction…*). Thus, the cluster describes the structural framework within which the psychological mechanisms of the previous clusters "operate".

(4) Purple cluster (Psychological well-being and demographics). This cluster includes concepts such as *psychological well-being, emotional well-being, anxiety, depression, sadness, happiness, life satisfaction, gender, household income, education, demography*. It describes research based on individual and demographic factors. The main topics are psychological well-being, emotional state, gender differences, education and the impact of income level on satisfaction. Research on the burden of debt reveals the "other side" of the "income-happiness" relationship, showing that debt as a chronic stressor reduces well-being even with relative income (*Tay, 2017. Debt and subjective well-being…*). In the context of these results, work on the dynamics of happiness with changes in marital status – marriage and adaptation to it – is of great importance, showing how demographic transitions change psychological conditions, strengthen or weaken the influence of economic factors (*Lucas, 2006. Do people really adapt to marriage*?). This cluster emphasizes the "micro-level" nature of changes in well-being: the financial and family contours of everyday life translate directly into emotional and cognitive appraisals.

The results of the cluster analysis, together with the conceptual structural map, reveal the multilayered character of subjective well-being. The findings also offer an explanation for the theoretical fragmentation that is evident in the extant literature. Owing to the absence of a unified conceptual framework, previous studies have typically engaged only one of the psychological, economic, or sociological perspectives and thus have provided a constrained interpretation of subjective well-being (Huong, 2023). While psychological and social mechanisms (the green cluster) delineate the core dynamics of happiness evaluation through adaptation to life events, values, and social roles, their effects are conditioned by an individual's health status and everyday socioeconomic circumstances (the blue cluster), which set the upper and lower bounds of potential adaptation. These micro-level processes unfold within macroeconomic and institutional structures (the red cluster) – such as levels of economic development, inequality, taxation, and social policy – that

shape the average levels and distributions of well-being across social groups and countries. As highlighted by Cataldo et al. (2024), although the scope of research has progressively expanded to incorporate macro-social factors including globalization, governance quality, and sustainable development, the heterogeneity of these approaches underscores the weakness of conceptual integration.
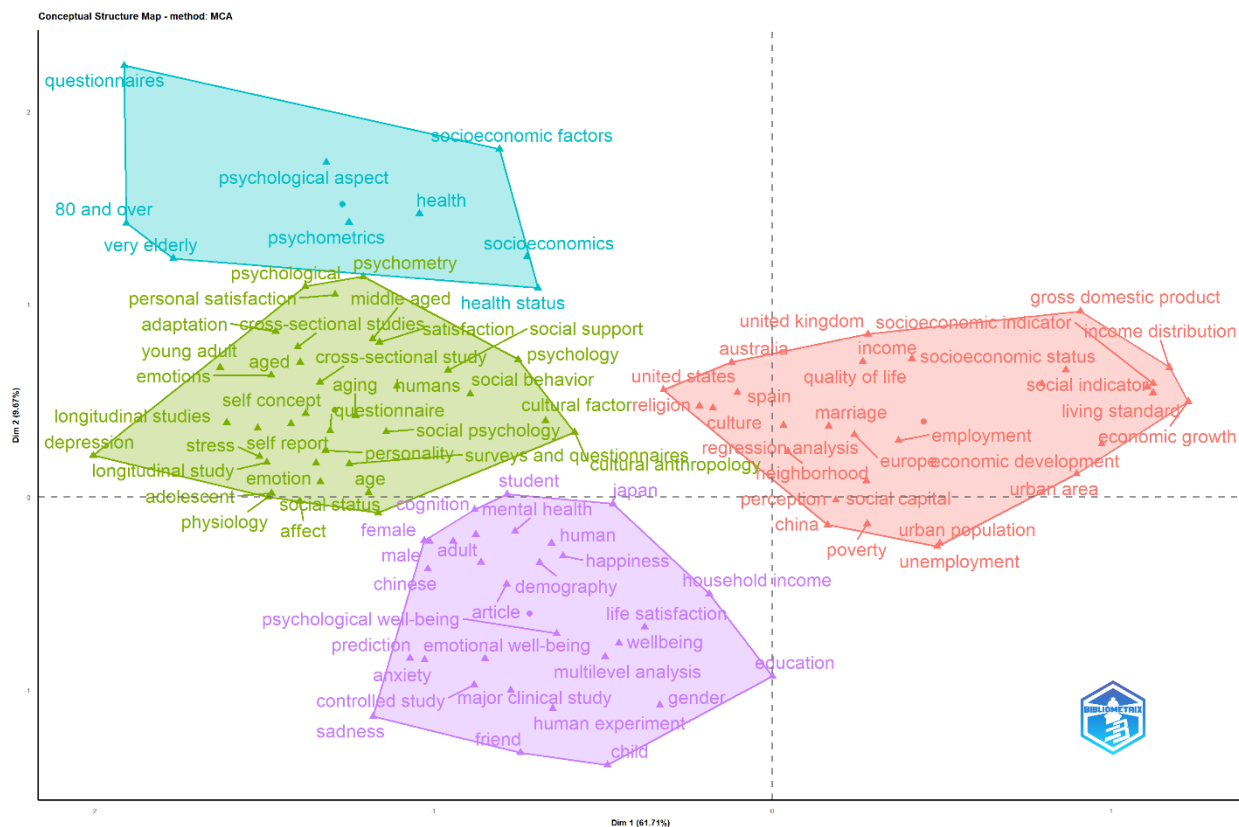

Figure 5 – Cluster analysis of scientific articles

Consequently, household and demographic life characteristics (the purple cluster) – including marital status, education, income, and debt burden – translate structural conditions and psychological mechanisms into concrete, day-to-day assessments of life satisfaction and emotional states. Subjective well-being thus emerges as an outcome of interactions among micro-, meso-, and macro-level factors, and the identified clusters form a coherent analytical framework linking individual evaluations with health status, household resources, and the institutional features of national contexts.

Nevertheless, empirical research continues to face persistent challenges related to measurement validity, cultural adaptability, and cross-national comparability. Many global indices reflect value orientations rooted in Western conceptions of happiness and life satisfaction, which limits their universal applicability (Pavot, 2013; Ye et al., 2014). Geographic disparities further intensify this issue: although most studies are conducted in the United States, the United Kingdom, and Western Europe, regions such as Central and South Asia remain significantly underrepresented in the scholarly literature (Dominko & Verbič, 2018; Stavrova, 2019).

From this standpoint, our study proposes an integrated analytical model that systematically examines the multilevel nature of subjective well-being, enabling the synthesis of diverse theoretical perspectives while accounting for cultural and geographic heterogeneity. This model offers a novel methodological orientation for advancing the theoretical and empirical study of subjective well-being.

Conclusion

The results of the bibliometric analysis showed that subjective well-being is not dependent on a single factor, but is formed at the intersection of interconnected factors (personal psychological mechanisms, health/household resources, institutional and economic environment). The cluster map also revealed that these levels complement each other, that is, psychological adaptation processes are based on resource constraints, and the macrostructural context systematically displaces individual values. As a practical conclusion, we conclude that policies aimed at increasing well-being should be comprehensive and, in addition to income and employment, should simultaneously reduce inequality, manage debt burden, strengthen mental health and social support. In the academic environment, multilevel, longitudinal designs that combine micro and macro variables in one model are important in studying happiness and subjective well-being, and it is necessary to compare Kazakhstani data at the global level by expanding international co-authorship. In addition, given that the study of this topic in Central Asian countries is at an early stage, it is recommended that the authors from the CA states actively participate in international collaborative scientific environments and networks in order to increase citations and integration, develop studies that take into account local cultural and social factors in the context of SWB, and develop national and regional SWB and happiness measurement tools and metrics that take into account the specifics of local societies without directly copying Western models.

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CREATIVE CLASS IN A MODERN CITY: THE PARADIGMATIC MODEL OF INSTITUTIONALIZATION FACTORS

The creative class is a new factor in shaping the social, economic and cultural spheres of the city, influencing its attractiveness to talents and the comfort of living. The purpose of the study is to analyze the factors of institutionalization and development of the creative class in Almaty, the largest metropolis in Kazakhstan. The theoretical framework of this study is the theories of Richard Florida's creative class and Charles Landry's creative city. The main ideas of the study: the creative class in Kazakhstan is insufficiently institutionalized, the city of Almaty is an important center of innovation and creativity in Kazakhstan, which has the potential to institutionalize the creative class due to the concentration of the infrastructure of creative industries, therefore, the phenomenon of the creative class has positive consequences for Almaty as a creative center. The scientific significance lies in the fact that theoretical knowledge about the possibilities of developing the potential of Almaty as a center of attraction for creative talents has been expanded and supplemented. The practical significance lies in the fact that the in-depth expert information obtained will be used to develop recommendations on support measures for the further institutionalization of the creative class in Almaty. A qualitative method was used for this study – an expert interview. To analyze the expert interview, the methodology of grounded theory was applied, which is a set of inductive procedures aimed at climbing from unstructured data to their conceptualization. As a result, a paradigmatic model was constructed that demonstrates the logical relationship of the central categories identified during the analysis. The conducted research proves the applicability of the theories about the creative class of R. Florida and C. Landry in the Kazakh context, namely, the existence of a creative class in Almaty and the city of Almaty as a center of attraction for creators. This study revealed a logical connection between the factors of institutionalization of the creative class in the city of Almaty. It seems possible to extrapolate the methodology used to identify current trends and missing elements for the full-fledged formation of the creative class in large modern cities.

Keywords: creative class, creative industries, creator, creative city, institutionalization.

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Қазіргі заманғы қаладағы креативті класс: институционалдану факторларының парадигмалық моделі

Креативті тап қаланың әлеуметтік, экономикалық және мәдени салаларын қалыптастырудың жаңа факторы болып табылады, оның таланттарға тартымдылығы мен өмір сүру жайлылығына әсер етеді. Зерттеудің мақсаты Қазақстанның ірі мегаполисі Алматы қаласындағы креативті тапты институттандыру және дамыту факторларын талдау болып табылады. Бұл зерттеудің теориялық шеңбері Р. Флориданың креативті табы мен Чарльз Лэндридің креативті қаласының теориялары болып табылады. Зерттеудің негізгі идеялары: Қазақстандағы креативті класс жеткілікті түрде институттандырылмаған, Алматы қаласы креативті индустриялар инфрақұрылымының шоғырлануының арқасында креативті тапты институттандыру әлеуеті бар Қазақстанның инновациялары мен шығармашылығының маңызды орталығы болып табылады, сондықтан креативті класс феномені Алматы үшін креативті орталық ретінде оң салдарға алып келеді. Ғылыми маңыздылығы – креативті таланттарды тарту орталығы ретінде Алматы қаласының әлеуетін дамыту мүмкіндіктері туралы теориялық білім кеңейтіліп, толықтырылды. Практикалық маңыздылығы мынада: алынған терең сараптамалық ақпарат Алматы қаласында креативті тапты одан әрі институционализациялау үшін қолдау шаралары туралы ұсынымдар әзірлеу үшін қолданылатын болады. Бұл зерттеу үшін сапалы әдіс – сараптамалық сұхбат

батты талдау үшін негізделген әдістеме қолданылды теория, бұл құрылымдалмаған деректерден олардың тұжырымдамасына көтерілуге бағытталған индуктивті процедуралар жиынтығы. Нәтижесінде талдау барысында анықталған орталық категориялардың логикалық байланысын көрсететін парадигмалық модель құрылды. Жүргізілген зерттеу Қазақстандық контексте Р. Флорида мен Ч. Лэндридің креативті табы туралы теориялардың ережелерінің қолданылуын, атап айтқанда, Креаторларды тарту орталығы ретінде Алматы қаласы мен Алматы қаласында креативті таптың болуын дәлелдейді. Бұл зерттеу Алматы қаласындағы креативті тапты институционализациялау факторларының логикалық байланысын анықтауға мүмкіндік берді. Қазіргі заманғы ірі қалаларда креативті таптың толыққанды қалыптасуы үшін қазіргі тенденциялар мен жетіспейтін элементтерді анықтау үшін қолданылған әдіснаманы экстраполяциялауға болады.

Түйін сөздер: креативті класс, креативті индустриялар, креатор, креативті қала, институционалдану.

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Креативный класс в современном городе: парадигмальная модель факторов институционализации

Креативный класс является новым фактором формирования социальной, экономической и культурной сфер города, влияя на его привлекательность для талантов и комфорт проживания. Целью исследования является анализ факторов институционализации и развития креативного класса в городе Алматы, крупнейшем мегаполисе Казахстана. Теоретическими рамками данного исследования выступают теории креативного класса Ричарда Флориды и креативного города Ч.Лэндри. Основные идеи исследования: креативный класс в Казахстане недостаточно институционализирован, город Алматы является важным центром инноваций и творчества Казахстана, который имеет потенциал институционализации креативного класса благодаря средоточию инфраструктуры креативных индустрий, поэтому феномен креативного класса несет в себе положительные последствия для Алматы как креативного центра. Научная значимость заключается в том, что расширены и дополнены теоретические знания о возможностях развития потенциала города Алматы как центра притяжения креативных талантов. Практическая значимость заключается в том, что полученная углубленная экспертная информация будет применена для выработки рекомендаций о мерах поддержки для дальнейшей институционализации креативного класса в городе Алматы. Для данного исследования был применен качественный метод – экспертное интервью. Для анализа экспертного интервью была применена методология обоснованной теория, которая представляет собой набор индуктивных процедур, направленных на восхождение от неструктурированных данных к их концептуализации. В результате была построена парадигмальная модель, демонстрирующая логическую взаимосвязь выявленных в ходе анализа центральных категорий. Проведенное исследование доказывает применимость положений теорий о креативном классе Р. Флориды и Ч. Лэндри в казахстанском контексте, а именно существование креативного класса в городе Алматы и город Алматы как центр притяжения креаторов. Данное исследование позволило выявить логическую связь факторов институционализации креативного класса в г. Алматы. Представляется возможным экстраполировать использованную методологию для выявления текущих тенденций и недостающих элементов для полноценного становления креативного класса в крупных современных городах.

Ключевые слова: креативный класс, креативные индустрии, креатор, креативный город, институционализация.

Introduction

Creative industries are rapidly growing sectors worldwide, attracting creative talent, particularly in large cities. Creative industries represent a collection of professions and employment sectors whose activities occur at the intersection of creativity and entrepreneurship, integrating both approaches into a single direction. The intellectual workforce employed in creative industries has recently been referred to as the creative class. In modern sociology, the creative class is a subject of research that allows us to identify new trends in stratification processes, social and labor mobility, and forms of employment that define the characteristics of the information society.

The creative class, creative industries, and creative cities have been the subject of research by such

leading academics as R. Florida, J. Hawkins, and C. Landry. Their seminal works examine this topic within a societal context, and their theoretical contributions are broadly applicable to both developed and developing societies, a point confirmed by subsequent scholars. They examined such key aspects as intellectual property, human and cultural capital, intrinsic and extrinsic motivation, and the multiplier effect of the creative class on the city.

International researchers M. Castells, E. Pratt, E. Amin, and N. Thrift have continued their research into aspects related to the creative development of cities and creative industries in the context of an information-driven and post-industrial society.

Kazakh academics A. Kozhakhmetova, A. Zhuparova, A. Mukusheva, D. Shayakhmet, and N. Goncharova examined the theoretical premises and barriers to the development of creative industries and the development of Kazakhstan's creative economy from an economic perspective.

Currently, the creative class in Kazakhstan, as elsewhere in the world, is experiencing rapid growth. Members of the creative class are beginning to play an increasingly important role in the economies and development of societies, and Kazakhstan is no exception. The development of creative industries in Kazakhstan will create the necessary conditions for the social modernization of society, as this phenomenon creates opportunities for a gradual improvement in the quality of life of relevant urban population groups by increasing their well-being and realizing their creative potential.

However, Kazakhstan's creative industries are underdeveloped compared to countries in Europe and Southeast Asia, where these industries are well-developed. The development and growth of the creative class is directly linked to government support through targeted programs and infrastructure. Currently, the creative class in Kazakhstan is characterized by spontaneous and chaotic institutionalization. Therefore, there is a need for scientific review and study of these processes, particularly from a sociological perspective.

In Kazakhstan, Almaty is the city with the greatest potential for creative industries. The city boasts a large middle class, large educational institutions with a large student population, and self-organized creative groups. However, these movements are spontaneous and non-institutionalized.

Therefore, studying the activities of the creative class in the modern city from the perspective of current social issues is new and necessary, with the development of a new theoretical and methodological approach to analyzing the current state of the creative class in the city, using Almaty as an example.

Thus, there is a need for a sociological analysis of Almaty's creative class and the problems of its formation, as the creative class is not defined as such at the legislative and scientific levels, nor is it perceived by the public as a distinct socio-professional group. Furthermore, relatively few studies currently examine the formation of the creative class in Kazakhstan, making this dissertation relevant and intended to contribute new information to this issue.

The problem with this research is the lack of relevant sociological research on social groups that differ from the well-known groups of entrepreneurs, cultural workers, and creative professionals, and which, in essence, constitute a distinct social class, referred to in the scientific literature as the "creative class," which requires scientific study.

The research focuses on representatives of the creative class in Almaty, specifically workers employed in the following fields: IT and game development, folk crafts, photography, television programming, architecture and fashion, music, cultural heritage, cultural and leisure institutions, libraries and museums, film and animation, jewelry, and the organization of conferences and trade shows.

Subject: Conditions and factors shaping the creative class in Almaty.

The aim of this study is to analyze the factors that influence the institutionalization of the creative class in a modern city, using Almaty as an example.

To achieve this goal, the following objectives were set:

1. To identify trends in the current state of creative class development in Almaty.

2. To determine the effectiveness of creative industry support measures in Almaty.

3. To construct a paradigmatic model of the relationships between the factors that influence the institutionalization of the creative class in Almaty.

The theoretical approaches chosen include Richard Florida's creative class theory, Charles Landry's creative city theory, and John Hawkins's creative economy theory.

Research question: What factors influence the institutionalization of the creative class in Almaty, leading to it becoming a center of innovation and creativity?

Literature review

Creative industries and the creative class employed within them are playing an increasingly

significant role in the economic and social development of cities and entire countries. The creative class theory, proposed by American urbanist and sociologist Richard Florida in his widely popular 2002 work "The Rise of the Creative Class," argues that urban economic growth is directly linked to the concentration of creative professionals working in the arts, science, technology, design, and media. He also presented a more comprehensive classification of the occupations employed by members of the creative class. Thanks to Florida, the word "creative" has become firmly established in global, including academic, discourse on creativity. These professionals contribute to economic growth, cultural and social improvement in all countries through innovation, enhancing the competitiveness of cities, and shaping unique urban environments.

R. Florida borrows the concept of social class from Karl Marx. Like Marx, Florida identifies a new, creative class based on the economic factor, which then forms social and cultural superstructures for the class, namely, lifestyle, the way people organize themselves into social groups, identity, tastes, preferences, consumption patterns, and more. However, Florida slightly modifies Marx's understanding of class for his theory. He does not distinguish class based on the ownership of capital or property. He understands class as "a collection of people who share common interests and tend to think, feel, and behave similarly, but these similarities are fundamentally determined by the economic function – the type of work that provides them with a livelihood. Other features are secondary" (Florida, 2007: 22).

The scholar also uses another term used by K. Marx – "means of production," but he also reworked it in accordance with his theory: "Now people, to a greater extent than ever, control the means of production because the latter are located in their heads; the brain is the means of production" (Florida, 2007: 51). As V.D. Grigoryan notes, "in a post-industrial society, skills become the means of production, which are effectively inalienable from the worker" (Grigoryan, 2021: 167).

These characteristics are determined by a purely economic function, that is, the type of activity through which they earn a living through creativity. "Creativity is considered a person's capacity for flexible, innovative, and original thinking, which precedes the process of creative action" (Skavronska, 2024: 145). Representatives of the creative class are distinguished from other classes by what they are paid for – they create something innovative – and their working conditions are character-

ized by greater autonomy and flexibility. That is, the means of production for the creative class are "knowledge, competencies, and the mental and thinking abilities of the worker, which drive professional activity" (Petrashevskaya, 2024: 6). They are also distinguished by their motivation to act. As Ericsson and others note, "artists are often driven by the ability to achieve non-economic recognition, and art itself and its quality are perceived as something much more important than the economic merits of art" (Ericsson, 2024: 231). Finally, another important characteristic of the creative class is its desire for collaboration: "creative industries can research, collect, and develop the information needed to stimulate the creative sector to offer services and creative products that meet societal demands. This is possible thanks to social capital" (Khaksar, 2023: 187).

On the other hand, as T.D. Stepanova notes, dividing society into classes based on professions has a drawback: "a considerable degree of ambiguity in the definition of creative professions, which leads to calculation errors" (Stepanova, 2022: 41).

Creative class theory has also been criticized for its similarity to human capital theory: "creative class theory is simply a new way of quantifying the impact of human capital on economic growth" (Pavelea, 2021: 3).

To summarize, the creative class, at least as initially defined by R. Florida, is made up of workers earning income in fields such as science and technology, architecture, design, education, art, music, the entertainment industry, as well as the high-tech sector, business management, finance, law, and healthcare, who regularly create and disseminate new ideas, forms, and content. Furthermore, the creative class as a social group is distinguished by the fact that it "has clearer boundaries of class behavior and has formed corresponding class representations, economic functions, and social identity" (Zhao, 2020: 3).

If in Marxism, classes were distinguished by the presence or absence of the means of production, today, as R. Florida argues, these concepts are outdated and have been transformed. The creative class is not distinguished by the possession of anything material. Their main asset, representing economic value, is in their minds. For this reason, among other reasons, the creative class is more resilient to economic crises than representatives of other professions. According to T.D. Stepanova, in Russia and the United States, "the general trend of declining employment is based on a reduction in the number

of workers in non-creative occupations; moreover, the number of workers in creative professions has increased" (Stepanova, 2021: 28).

In general, there are several approaches to defining the factors that attract the creative class and creative industries (Vitálišová, 2020: 248):

- "universities play a key role in creating initial advantages related to human capital development";

- "cultural facilities (i.e., infrastructure) play an important role in attracting and retaining highly educated and talented people in regions";

- "the importance of openness and tolerance for differences in society."

"Through activities such as collaboration between universities, research centers, and businesses, or the relocation of research and development personnel, knowledge that is not easily systematized is disseminated" (Łuczaj, 2022: 251). Once a critical mass of creative workers is reached in a city, it creates a "multiplier effect, attracting businesses, investors, and additional talent" (Huq, 2024: 4).

R. Florida identifies numerous criteria by which creative workers choose a particular geographic location, such as: a dense labor market and education, lifestyle and active leisure, cultural preferences, socializing in "third places," diversity of nationalities, races, ages, and appearance, authenticity and developed urban planning, quality of place, including the combination of nature and the built environment, and a safe urban environment (Florida, 2007: 249-259).

These criteria for selecting cities as creative hubs attract creative people from other locations and even countries. They move permanently to these cities because they have great potential to become creative hubs and attract creative people.

The importance of location as a magnet for creative talent is also highlighted by British urban development specialist Charles Landry in his book "The Creative City." This work focuses on the city as a community with the greatest potential to attract and develop creative professionals and organizations, who, in turn, will contribute to the city's development and enhance its attractiveness. Successful implementation of the creative city strategy proposed by Charles Landry presupposes that "creative individuals must be placed in key positions, for while not everyone in a creative city is necessarily a creator, the success of such a city depends on a critical mass of people with open minds and intellectual courage" (Landry, 2006: 164). Ren and others note that creative cities "serve as an effective model for addressing contemporary urban challenges, promot-

ing urban development, and enhancing international influence" (Ren, 2023: 1).

C. Landry argues that in cities, "geographic concentration, which results from economies of scale, creates a virtuous cycle of production, concentrated primarily in cities. A necessary condition for the successful application of this model is a diverse population with the knowledge and social skills to develop the sector that is currently becoming a growth point" (Landry, 2006: 68). He believes that companies in the creative industries, like creative individuals who have moved to creative cities, seek to locate in those parts of the city where a pleasant, stimulating environment prevails. Therefore, they concentrate near each other, forming clusters. Such areas satisfy not only the needs for creative work but also for lifestyle. As I.S. Antonova and E.A. Pchelintsev note: "the concentration of the creative class in a city creates the preconditions for a variety of activities, launching the process of development of a particular city" (Antonova, 2023: 3). These ideas confirm similar conclusions of R. Florida.

Another author, John Hawkins, who wrote the now-classic 2001 work "The Creative Economy," views the creative economy as a new paradigm that identifies creative ideas, knowledge, and intellectual property as the most important resources of the 21st-century economy. He argues that in the modern era, the economy and creativity are experiencing a qualitatively new relationship. It is no longer machines that represent the greatest economic value, but ideas; it is not the people who operate and own machines, but the people who own ideas. Hawkins devotes considerable attention to intellectual property: "There are several forms of intellectual property, four of the most common being copyright, patents, trademarks, and industrial designs" (Hawkins, 2011: 11).

J. Hawkins's message, at its core, is to identify a cohort of entrepreneurs who are brimming with new ideas and possess sufficient financial and intellectual capital to bring them to life – creative entrepreneurs. After all, creativity alone is not enough: "creativity alone cannot be considered an economic value. It must be embodied in a marketable product" (Hayal, 2025: 94).

Like R. Florida, the author notes that, unlike traditional career advancement, creative entrepreneurs focus on flexibility and project-based work: "entrepreneurs typically work independently or in small teams. This offers them distinct advantages over large organizations: they have fewer commitments, greater insight, and the freedom to quickly respond

to new ideas and market changes" (Hawkins, 2011: 237).

J. Hawkins confirms the theories of R. Florida and C. Landry regarding the importance of places and spaces where creativity is enhanced through the opportunity to exchange ideas and information. However, he also notes the need for solitude for some creative people, such as writers, who prefer to work in conditions of prolonged isolation from interaction with others. Hawkins concludes that creating conditions for both social interaction and solitude are equally important.

Thus, theories about creative industries and the creative class began to emerge in earnest in the early 2000s. Theorists such as Richard Florida, John Hawkins, and Charles Landry laid the foundations for a new paradigm in the social sciences. These theories have stood the test of time and demonstrate how creative professionals can transform urban areas, social conditions, living standards, and even national economies for the better. An analysis of these theories reveals the key factors determining the success of creative initiatives at the city level, which will be taken into account in further research.

As mentioned above, the creative city is a center of attraction for members of the creative class. Therefore, it is worth examining existing scholarly approaches to defining the concept of the "modern city."

Manuel Castells, one of the leading sociologists of post-industrialism and the founder of the theory of the new urban sociology, defines the city as "a process that integrates developed services, production centers, and markets into a global network, occurring with varying intensity and at different scales" (Castells, 2002: 358). Castells departs from viewing the city as a geographical space and emphasizes the network of social relations and processes, such as production, consumption, exchange, and administration, that shape the city's appearance. He also argues that the global economy, through globalization, has become rooted precisely in cities as "nodes" of transportation and telecommunications networks.

Other theorists, E. Amin and N. Thrift, define the city through metaphors: "The first is the metaphor of transitivity, which marks the spatial and temporal openness of the city. The second metaphor depicts the city as a place where diverse rhythms converge, gradually being etched in daily contacts and multiple experiences of time and space. The third metaphor points to the city as the imprint of traces: traces of the past, daily paths of movement along and across the city, as well as connections beyond its borders." (Amin, 2002: 4).

Generally, in sociology, definitions of the modern city are reduced to higher, abstract, sometimes symbolic and even sensory categories. Definitions of the same nature are also given to the city in the context of its creative content.

In his work "Creative Cities: The Cultural Industries and the Creative Class," researcher A.C. Pratt defines a creative city as "a city attractive to the creative class operating in the new economy" (Pratt, 2008: 6). He also emphasizes that a city's development depends not only on economic and infrastructural factors but also on cultural and social capital.

C. Rodrigues and H.J. Schmidt focus on the city brand, arguing that "the creative class is an active participant in the branding process in cities of various sizes and typologies. In other words, the creative class naturally participates in the creation of brand meaning and intrinsic value associated with the intrinsic characteristics of a given place" (Rodrigues, 2021: 33).

On the other hand, some argue that the term "creative city" should be "grounded in a culturally specific understanding of creativity, as it does not necessarily imply the same level of collaboration and engagement as portrayed in the prevailing creative city literature" (De Jesus, 2020: 8).

In any case, all researchers agree that a creative city is a culturally and creatively developed modern city where the best conditions are created for the development of the creative class.

Kazakhstan, like other countries, uses its own unique list of economic activities included within the creative industries, as there is still "no global consensus on which activities should be included" (Silva, 2024: 6029).

Briefly, creative industries in Kazakhstan are "sectors that combine advanced technological products and creativity in the cultural arts" (Zhuparova, 2021a: 43).

One of the peculiarities is that the majority of entrepreneurs in the creative sector start their businesses with their own funds, while a very small proportion receive public funding: "65% of entrepreneurs used their own capital, and 17% of respondents were forced to apply for bank loans. Regarding government support, only 6% of respondents received funding from the state" (Zhuparova, 2021b: 104).

Another characteristic of entrepreneurs in the creative industries is that most are self-taught in

business, acquiring the necessary knowledge as they go along, rather than before launching their business. Consequently, many creative entrepreneurs lack the necessary competencies. "The result is an increase in 'costly business mistakes,' a complete mismatch of quality standards and norms across market players, and, crucially, serious disappointment due to the inability to build the business of their dreams" (Goncharova, 2020: 63).

In Kazakhstan, "four national higher/postgraduate education organizations directly represent creative and cultural education and set standards and programs for national education in the field of creativity and culture, two of which are based in Almaty and two in Astana" (Kim, 2024: 54). Despite this, it is easy to see that today's creative class in Kazakhstan does not meet modern global standards and requirements: "The creative economy at the present stage is more characteristic of developed countries. It is there that the majority of representatives of the creative class are currently concentrated: scientists, technologists, engineers, marketers, and others – the so-called 'brains and creativity'" (Pilipenko, 2020: 27).

Materials and methods

The lack of coverage of the formation and development of the creative class in Kazakhstan, and particularly in Almaty, and the absence of sociological research in this area hinder the application of methods that require extensive primary statistical data. Due to the need for in-depth discovery of unique information about the current state and development trends of the creative class, expert interviews were chosen.

Expert interviews in sociology are a qualitative research method designed to obtain information difficult to obtain by other methods and conduct an in-depth analysis of the topic under study. "Expert interviews are one of the most common methods for gaining knowledge about a problem, used in the social sciences and applied research, including in studying the development, implementation, and evaluation of programs and policies. Such interviews can be used both independently and in combination with other methods of collecting empirical data (questionnaires, focus groups, document analysis)" (Chernova, 2023: 76).

Purposeful sampling is the most appropriate sampling method, as it involves the targeted selection of respondents who best match the research subject based on specific characteristics and criteria.

Experts were selected based on their familiarity with the internal and external processes shaping the creative sector, as well as the challenges and needs of creators in Kazakhstan, and particularly Almaty. Fourteen experts from fields such as creative hub leaders, representatives of creative industries (theater, fine arts, festival organization, architecture, and literary creation), and creative industry researchers agreed to participate in the interview. The selected experts possess unique insights and knowledge about Almaty's creative industries and are familiar with all the nuances of development and the challenges faced by representatives of the creative class. The number of experts selected was sufficient for a comprehensive analysis within this study, as they collectively covered all aspects of the research subject.

Expert interviews were conducted from March 21 to April 28, 2025. All interviews were conducted in Russian as the official language, as this approach suited the experts. Thirteen interviews were conducted online via Zoom or WhatsApp, and one interview was conducted offline. On average, each interview lasted 60-75 minutes. An expert interview guide consisting of 12 questions covering the formation, analysis of the current state, and support measures for the creative class in Kazakhstan, and in Almaty in particular, was developed as a tool. All interviews were video, or audio recorded and subsequently transcribed. All 14 experts agreed to remain anonymous. The interview conditions required the experts to freely share their views and provide any other relevant information that could contribute to an understanding of the topic under study.

All sociological methods used in this study are theoretically sound, and the results obtained are reliable, as appropriate research procedures were followed, consistent with the scientific approach adopted in the social sciences and humanities. All methods were conducted in accordance with the guidelines for their application, considering the rules for conducting interviews with experts.

Research methodology

The research stages included:
1. Developing a research program;
2. Compiling an expert interview guide based on identified gaps in existing research on Kazakhstan's creative class and creative industries;
3. Finding experts using purposive sampling;
4. Interviewing experts from March 21 to April 28, 2025;

5. Transcripting all interviews;

6. Extracting 180 codes from expert quotes;

7. Combining codes into 36 categories by meaning;

8. Combining the categories into six core categories, linked into a single narrative by constructing a logical connection within the paradigmatic model;

9. Developing recommendations based on the findings.

To analyze the expert interviews, grounded theory, a methodology developed and described in the 1960s by A. Strauss and J. Corbin, was applied. This methodology represents "a set of flexible inductive procedures aimed at 'ascending' from unstructured data to their conceptualization" (Semenova, 2021: 107).

The coding procedure according to A. Strauss and J. Corbin's methodology is divided into three stages:

- open coding: searching for codes and identifying their properties;

- axial coding: searching for relationships between codes and grouping them into categories;

- selective coding: searching for key categories.

Grounded theory is an approach to analyzing data obtained through multiple interviews. It involves coding a body of information, comparing it, grouping it into categories, and developing core concepts.

Ultimately, a theoretical model is constructed based on the completed work, designed to describe and explain the phenomenon under study.

This study constructs a paradigmatic model of the creative industries phenomenon in Kazakhstan based on an analysis of expert interviews conducted by researchers and industry representatives.

According to the grounded theory developed by A. Strauss and J. Corbin, the paradigmatic model is designed to link "subcategories to a category through a series of links denoting causal conditions, phenomenon, context, intervening conditions, action/interaction strategies, and consequences" (Strauss, 2001: 83). By applying this model, categories can be conceptualized and linked into a unified framework that will form a logical explanatory model, as shown in Figure 1.

A phenomenon is a core category that embodies an idea and requires action.

Causal conditions are the events that lead to the emergence of a phenomenon. There may be multiple such events, or there may be only one.

Context is the set of conditions that guide the necessary steps and measures to influence a phenomenon.

Intervening conditions are a set of more general conditions that influence the development of a phenomenon.

Action/interaction strategies are measures aimed at implementing methods that lead to the management of a phenomenon.

A consequence is an event or result of actions and interactions taken, which are both potential and actually achieved, and can occur in both the present and the future.
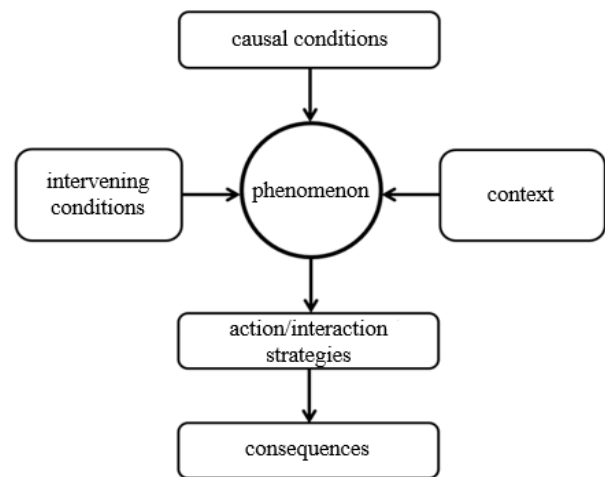

Figure 1 – Logical diagram of the paradigmatic model
Note – compiled by the authors based on the source (99, p. 107)

Results and discussion

A sociological analysis of the factors shaping and prospects for institutionalizing the creative class in Almaty was conducted using expert interview analysis and the inductive grounded theory approach.

According to the methodology of A. Strauss and J. Corbin, following the first stage of grounded theory, namely, open coding, codes were first extracted from all transcribed interviews by condensing the meanings expressed by the experts: key ideas from the experts' quotes were condensed into basic semantic units. Each code was then assigned a name, usually consisting of the expert's own words, or, less commonly, our own. A total of 180 codes were extracted.

The second stage – axial coding – involved identifying relationships between codes and grouping them into common semantic categories. All codes were combined based on meaning and the re-

currence of similar themes into 36 categories, each of which was also assigned names.

Finally, during the third stage – selective coding of quotes from expert interviews – core categories were selected, uniting several categories into a single narrative.

Due to the extensive scope of the study, six core categories were identified, representing several narratives, as presented in Table 1.

It should be noted that the identified core categories are of interest from a sociological perspective, as this approach has not previously been explored in the literature.

The core category of "institutionalization of the creative class" unites nine categories and, overall, clarifies the existence of a creative class in Kazakhstan, including Almaty, and potential growth areas for the full development of a creative class.

Table 1 – Stages of axial and selective coding

Categories (36 in total)	Core categories (6 in total)
1. The creative class is just emerging in Kazakhstan	Institutionalization of the Creative Class
2. There is a lack of consolidation of the creative class	
3. Strengthening professional socialization and communication is necessary	
4. Trends in socio-professional synergy	
5. Prospects for international recognition	
6. Motivation	
7. Creativity in Kazakhstan is developing thanks to the growth of national self-awareness	
8. Young people are moving into creative industries	
9. Entrepreneurial skills are necessary for creators	
1. The state's economic situation affects the formation of the creative class	Financial Issues of Creative Industries
2. Expensive rent hinders development	
3. Creativity requires money	
4. Creative industries do not require large investments	
5. Creativity requires targeted investment	
6. Tax breaks would help creators	
1. Almaty is an established creative center of the country	Almaty as a Creative Center
2. There are many events in Almaty	
3. Almaty attracts young people	
4. Evenly support all creative industries in Almaty	
5. Insufficient infrastructure for creators from akimats	
1. The state is insufficient Pays attention to creative industries	State Support for Creative Industries
2. The state supports the creative sector	
3. Support is formal	
4. Legislation is imperfect	
5. Freedom fosters creativity	
6. State censorship hinders creativity	
7. The state fights against creators	
8. The role of the state in creativity should be minimal	
9. Reforms are needed in creative education	
10. Creativity differs from business	

Categories (36 in total)	Core categories (6 in total)
1. Intermediaries are needed	Intermediaries between Creators and the State
2. Creators are poorly informed	
3. Creators' activity influences the focus of support	
1. Support from non-governmental organizations and individuals is limited	Support for Creative Industries by Non-Governmental Organizations
2. International organizations sponsor Kazakhstani creators	
3. Business supports creators	
Note: compiled by the authors	

Many experts have expressed the relatively recent emergence of a creative class and creative industries in Kazakhstan, owing to the recent recognition of the importance of creative industries at the state level. Consequently, consolidation remains lacking in the country. Class consciousness among Kazakhstani creatives remains low. Given the weak consolidation of creative workers, experts emphasize the importance of strengthening professional socialization and communication. Various event formats have been proposed to bring together creatives, where they could exchange experiences, information, and establish social connections. The unique characteristic of creative workers lies in their ability to create new forms of experience through mutually reinforcing associations: "*...if they unite, get to know each other better, get to know each other better, they would come up with many more cool, awesome ideas, super-cool projects...*"

Regarding the Kazakhstani specifics of institutionalization and strengthening the identity of the creative class, experts note the growth of national self-awareness and its influence on the work of creatives: "*Certainly, a positive factor is the overall growth of national self-awareness in Kazakhstan... there is social and national activity that did not exist 20 years ago.*"

Experts highlight another trend in the development of Kazakhstan's creative class: the growing share of youth. Young people, as the social group most brimming with new ideas and ambitions, are increasingly choosing creative work as their career. Perhaps because of this, experts note among the weaknesses of the emerging creative class a lack of competencies in running and promoting a business, legally formalizing it, finding clients, and protecting the rights to their product – in short, a lack of entrepreneurial skills, although John Hawkins wrote about intellectual property as the new currency of

the creative economy back in 2011 (Hawkins, 2011: 28).

Thus, Kazakhstan's creative class is characterized by weak institutionalization, reflected in a low degree of consolidation, intra-class communication, and a lack of entrepreneurial skills. At the same time, creatives have the potential to emerge as a fully-fledged class with its own national cultural identity.

The question is what barriers hinder the realization of this potential and what measures should be taken to reduce these obstacles. This will be addressed in the analysis of the following core categories.

The core category, "Financial Issues of Creative Industries," includes six subdivisions.

Experts cite the state of the country's economy as perhaps the most significant factor influencing the development of the creative industries and, consequently, the creative class. Experts point to high rents for spaces occupied by creatives as one of the major barriers to the development of creative industries in Almaty. Independent theaters, micro-entrepreneurs, and other creatives, whose activities require studios, spaces, and hubs, are particularly vulnerable to high rents: "*I believe that the biggest scourge for all people involved in so-called creativity is the rental of space, which in Almaty is prohibitively expensive. People who are starting art studios and other creative projects are often faced with this very stumbling block.*"

Many experts argue that financial resources are essential for creative endeavors. However, others are convinced that entering the creative industries is easy, as it often doesn't require a huge financial investment. Some creators simply need a phone and internet access, and smartphone apps and features allow them to create high-quality content without a computer: "*All it takes to start a creative business is*

one person and their phone. And once they register as an individual entrepreneur, they will be considered a player in the creative economy of a country or city. Entry is very easy."

Additionally, experts suggest introducing tax breaks or, at a minimum, not increasing them for creatives to facilitate the free conduct of their businesses. Otherwise, creatives are forced to operate without officially registering their activities: "*Don't raise taxes. The creative class isn't yet fully capable of earning a living and stifling it with heavy taxes is a real shame.*"

Therefore, to facilitate the institutionalization of the creative class in Almaty and Kazakhstan, it is necessary to pay attention to the financial component of state support, which includes rent relief and targeted support for promising creative initiatives. This will enable the country's creative economy to develop sustainably and attract socially vulnerable groups such as young people.

However, this is not the only condition that must be met for the sustainable development of creative industries, as financial support is often not the primary motivating factor for stimulating creativity. Equally, if not more, important is location – specifically, the city as a creative hub.

Almaty, as the country's creative and cultural center, harbors the greatest creative potential, and therefore requires close research attention. The core category, "Almaty as a Creative Center," focuses on the city's characteristics and conditions for the development of the creative class and includes five categories.

Many experts are convinced that Almaty has all the conditions for the fruitful growth of the creative class. Specifically, they cite the city's well-developed infrastructure, the initiative of its residents, and the presence of numerous universities. These factors contribute to the overall feel and atmosphere so important to creatives: "*The city's architectural appearance is very interesting because it has a certain atmosphere, which always attracts the creative class. The creative class always loves the atmosphere and nature around Almaty.*"

Experts also note the growth of creative activities in the city, as well as the increased involvement and interest of young people, which they attribute to the presence of numerous diverse fields, including creative universities in the city, such as music and film. Therefore, many experts consider film and music to be the most developed creative industries in Almaty. However, experts advise against separating creative industries and focusing on some over others, as all creative industries are interconnected. A prime example is film production, which employs representatives of several creative fields: screenwriters, artists and designers of various disciplines, photographers, and musicians. Following this logic, experts see no benefit in focusing, for example, on developed industries for the purpose of maximizing exports or on sectors that are not yet so economically viable: "*I advocate that the state not single out specific creative industries. I think it makes sense because they are all very interconnected... If attention is only paid to one specific area, then what will be done in other areas... We need to develop, say, not a specific creative industry, for example, design or music and film, but we need to pay attention to support measures that run like a red thread through all creative industries.*"

Creative spaces are "third places" for creators, where weak ties are established and joint projects are born, as demonstrated in the first core category. At the same time, most experts unanimously agree on the city's significant infrastructure problem. A paradoxical phenomenon is observed: Almaty is teeming with idle, unused spaces where creators could develop creative spaces for a small fee, but are unable to do so due to external financial and bureaucratic constraints: "*The first and most important thing, based on the experience of House 36 on Baribayev Street, conducting surveys, focus groups, business incubations, and acceleration programs, is physical space. There's a shortage of affordable space because rents are very high, both for living and for establishing workshops and production facilities.*"

Almaty is a classic example of a creative center, according to R. Florida, which attracts people with its natural environment, architectural environment, abundance of cultural venues, events, creative people, and, in general, the provision of opportunities for creative self-realization and diverse experiences (Florida, 2007: 258). However, a serious barrier preventing Almaty from reaching the same level as global creative centers is the lack of "soft" infrastructure, in the terms of Charles Landry, which is extremely important for the development of creators and the creative class, given the excess of untapped potential "hard" infrastructure (Landry, 2006: 198).

Supporting the development of Almaty's creative class also entails the adoption of government support measures affecting the creative class nationwide.

The core category, "State Support for Creative Industries," consists of 10 subdivisions.

Most experts argue that the government doesn't pay enough attention to the creative industries. While many acknowledge that state budget funds are allocated, they are convinced that all these actions are purely formal and merely for the sake of reporting: "*New hubs are opened, legislative amendments are made, subsidies and support methods are determined, and so on. But my personal experience tells me that it's all just a formality, just for show.*"

Some experts noted the fundamental difference between creative workers and entrepreneurs in the classic sense. Unlike businesses, creatives don't always turn a profit, often operating at a loss: "*If we're talking about cultural products, only some, maybe half, of the projects follow a business model, because in culture, and especially in art, the principle is slightly different. It's not demand that creates supply, but supply that creates demand.*"

Furthermore, some experts note the poorly developed legislation in the creative industries, specifically the need to revise such a large and important area as cultural policy: "*Kazakhstan's cultural policy is still archaic, not well-developed, and not designed to take into account modern realities.*"

Experts also note the importance of freedom of creativity, expression, and freedom from fear as factors in the development of the creative class, the creative economy, and the advancement of creative thought. However, according to many experts, the state restricts their creative activities, which sometimes results in self-censorship: "*...state censorship prevents creative people from fully realizing their talents. <...> This gives rise to internal self-censorship and internal limitations, which impacts the development of creativity and the unleashing of people's potential.*"

Consequently, many creatives are dominated by the idea of a desirability of non-interference by the state in their activities: "*The state's involvement in all of this is minimal; that is, they created, for example, a department, a hub, facilitated the opening of creative spaces and community centers. And that, in my opinion, is where their role should end.*"

Contrary to the above opinions, some experts believe that the state is paying attention to the creative industries: "*...creators are now granted various privileges. They can apply for various state support programs ranging from 1 million to 5 million tenge.*"

Given the fundamental difference between creative entrepreneurship and conventional entrepreneurship – namely, that the ultimate goal of creative entrepreneurs is not always profit, but rather self-expression – one can conclude that standard support measures will not support the emergence of creators as a class. A different approach is required to establish a class identity for creators. Specifically, focusing on expanding and improving their venues, such as creative spaces, hubs, studios, and galleries; easing censorship, which often serves as a stumbling block for creative individuals to express themselves; and revising certain legislative provisions, particularly in the area of copyright protection.

To convey all of the above recommendations from creators to decision-makers at a higher level, intermediaries are needed. This topic is given a separate core category, "Intermediaries between creators and the state."

Experts note the creative class's poor awareness of any information related to their activities. Therefore, some experts believe in the need for intermediaries, such as producers and art dealers, to assist creators with promotion, advertising, and finding clients. They also believe in the need for intermediaries, such as private organizations or individual influential opinion leaders, to act as bridges between the creative community and government agencies, which some experts call "intermediaries," and which creators trust. "*There's such a thing as intermediaries, or we call them 'intermediaries.' That is, these are organizations, agencies, or groups of producers, who act as a bridge between the government and entrepreneurship.*"

Currently, there are extremely few intermediaries speaking on behalf of the entire creative community or the larger groups that comprise it: "*Because the community is very fragmented, not very united, not very cohesive, it turns out that these voices are more individual, disparate, and the state does not work with individuals.*"

Thus, there is a critical shortage of intermediaries transmitting information from the state to the entire creative class community, and the demands and problems of the creative community to the state. It is assumed that the most suitable individuals or organizations for this role are those familiar with both the operating processes of government agencies and the specifics of creative entrepreneurship, which differs from standard business practices.

Regarding the role of non-governmental organizations in supporting the creative class and creative industries, experts expressed mixed opinions.

The core category of "support for creative industries by non-governmental organizations" contains three categories.

Many experts note that large businesses support creators, but only when this implies mutual economic or reputational benefits. Therefore, comparing the frequency and scope of support from large local private organizations with international ones, experts highlight the latter's greater commitment: "*Everything that happens in our region has generally been financed not by the state, but by foreign organizations – so-called NGOs, non-profits, and others – that have been and remain the driving forces of our art.*"

At the same time, some experts note a more straightforward and transparent approach to building cooperation with the business sector: "*Today, it's easier and more understandable for us to interact, for example, with the business sector, with whom we can somehow build our relations on clear terms. For example, we can do something, stage a corporate performance, conduct a master class, organize or direct an event, and thus support, for example, our theatrical activities.*"

Thus, experts note a small but understandable level of sponsorship from large businesses that are openly guided by their own interests.

Based on the first and fifth core categories – "institutionalization of the creative class" and "intermediaries between creators and the state," respectively – one can conclude that the institutionalization of creators in Kazakhstan, and in Almaty in particular, as a social class has only recently begun, initiated by the adoption of legislation in this area.

For the purposes of this study and to develop the topic, the core category of "Almaty as a Creative Center" was selected as the phenomenon from the six core categories selected, as the purpose of this expert survey is to analyze and forecast the state and development of the creative class in Almaty.

The remaining categories are equally important for analyzing the development of the creative class, but for the purposes of this paper, it is important to highlight the aforementioned core category.

A. Strauss and J. Corbin recommend focusing on one core category as a phenomenon for its full development. Selecting two or more phenomena will complicate the design and prevent precise, unambiguous conclusions (Strauss, 2001: 101).

Applying the paradigmatic model to the data obtained from the expert interviews, the following logical diagram can be presented, as shown in Figure 9:

- phenomenon (Almaty as a creative hub);
- causal conditions of the phenomenon (State support for creative industries);
- context of the phenomenon (Financial issues of creative industries);
- intervening conditions (Support for creative industries by non-governmental organizations);
- action/interaction strategies (Intermediaries between creators and the state);
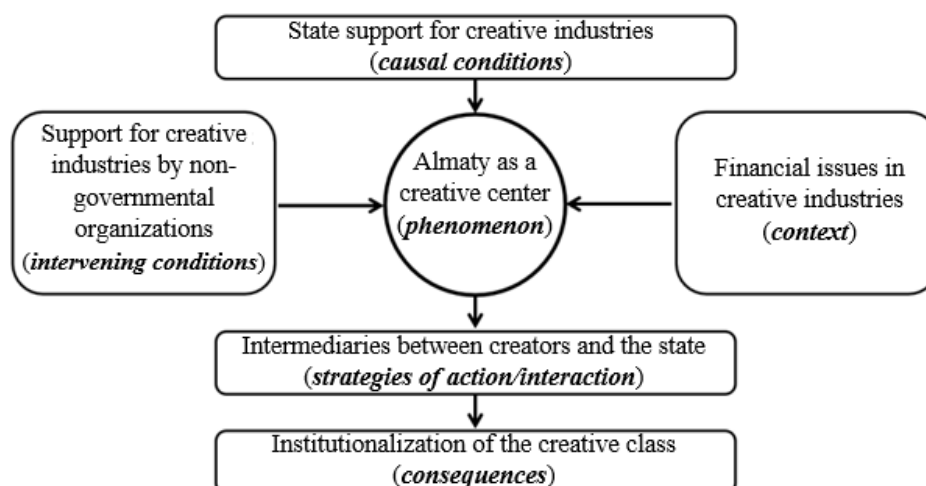- consequences (Institutionalization of the creative class).

Figure 2 – Construction of a paradigmatic model
of the creative industries phenomenon in Almaty
Note: compiled by the authors

The paradigmatic model demonstrates the logical interconnection of the identified core categories. Thus, the phenomenon is Almaty, which historically has been a city home to both "hard" infrastructure (theaters, libraries, concert venues, art galleries, creative studios, abandoned non-residential buildings and structures, etc.) and "soft" infrastructure (creative hubs, creative spaces, creative industry parks, co-working centers, etc.).

The causal conditions for the development of the creative class in Almaty were the formation of a legislative framework for the creative industries of Kazakhstan, namely, the approval of the Concept of the development of creative industries, criteria for classifying entrepreneurs as creative industries and the list of codes of the NCEA for creative industries. According to experts, the causal conditions have not been fully created, since, for example, copyright is poorly developed, some NCEA codes do not correspond to creativity, or there are no other relevant activities in the current list, and creative education is insufficient at all levels.

The context of the phenomenon for the formation of the creative class in Almaty refers to the core category – financial issues of creative industries. Most experts interviewed believe that the financial challenges include insufficient budget funding, the need for tax breaks, and inflated rents for creative spaces.

Support for creative industries by non-governmental organizations, specifically international and Kazakhstani private organizations, serves as intervening conditions for the development of a creative class in Almaty. Global trends toward the emergence of a creative class encourage international organizations such as the British Council to support creative initiatives in Kazakhstan, including in Almaty, the country's largest creative hub. Kazakhstan is integrated into global processes and trends in the growth of creative industries, adopting international experience and leveraging the knowledge and practical skills of successful foreign businesses. However, according to experts, the local business sector, driven by its own interests, does not always support creatives.

The development of intermediaries between creators and the state is action/interaction strategies for the development of the creative class in Almaty. According to experts, such intermediaries are currently lacking. The emergence of such intermediaries will lead to a closer and more rapid government response to the needs of the creative class, as well as collaboration among creatives to create new meanings, forms, and experiences within creative spaces of various formats, engaging more and more potential creators.

The consequences of this phenomenon's emergence are manifested in the institutionalization of the creative class in Almaty and throughout Kazakhstan as a whole. The institutionalization of the creative class as a result of the adopted strategy of action and interaction is currently only potential. In the future, if all elements of the paradigmatic model are observed, it will be possible to confirm the institutionalization of the creative class in Almaty. This will be reflected in internal consequences such as personal fulfillment and self-expression among creative individuals, their satisfaction with the process and results of their work, and a clearer class identity. External manifestations of these consequences will include interaction between individual groups of creative industries, collaboration between creative industries for entrepreneurial and economic benefits, contributions to the city's improvement, and an increase in the cultural level and outlook of the urban community.

Thus, the aforementioned internal and external consequences lead to Almaty becoming a creative hub for Central Asia, attracting creative talent from other regions and strengthening its brand and image.

The paradigmatic model examined allowed us to identify the factors influencing the formation of the creative class in Almaty and Kazakhstan as a whole.

Based on the above arguments, recommendations were developed to support the creative class as an element of the social structure of Kazakhstani society, using Almaty as an example. These recommendations include necessary support measures to further stimulate self-identification and a sense of community among members of the creative class:

- use the results of the research by government agencies and local executive bodies to develop infrastructure measures for state support of creative industries in Almaty, such as increasing the number of creative hubs and spaces;

- create an institution of intermediaries between government agencies, businesses, and creative industries;

- consider state support for rent relief for spaces occupied by creative individuals;

- review legislative provisions regarding copyright protection;

- revise the list of economic activities related to creative industries with a view to expanding it.

Further research will cover a review of international experience in developing a creative class through support for creative industries, the legislative framework for the activities of Kazakhstan's creative industries, and a study of the characteristics of representatives of the creative class of Almaty, including professional and class self-identification, motivation factors, satisfaction with working conditions, and creative infrastructure.

Conclusion

Based on the analysis of the expert survey and grounded theory methodology, all the research objectives were met, enabling the study to achieve its goals.

Thus, Almaty's high potential for becoming a creative hub in Kazakhstan was identified thanks to its "hard" and "soft" infrastructure. Data analysis demonstrates that the creative class phenomenon in Almaty has positive consequences for the city's community.

Using grounded theory methods, including procedures for coding and categorizing the content of expert interviews, and applying and examining a paradigmatic model, we identified the phenomenon and conditions of the formation of the creative class, its influence on individuals employed in the creative industries and individual groups within the creative sphere, as well as on class consciousness resulting from the interactions between these groups. Using grounded theory analysis of expert interviews, we demonstrated that the creative class in Almaty is insufficiently institutionalized. Furthermore, the paradigmatic model allowed us to identify the influence of this phenomenon on the collaboration of creative industries to increase the share of the creative economy, its contribution to the development of urban spaces, and the upliftment of the cultural level of the urban community, all of which ultimately allow Almaty to become a creative hub in Central Asia.

In summary, this study suggests that some propositions in R. Florida's creative class and C. Landry's creative city theories correspond to observed phenomena, namely the existence of a creative class in Almaty, the unique motivation of creative professionals, and Almaty's position as a magnet for creators. Furthermore, many Almaty creators lack the skills necessary to function as fully-fledged actors in the creative industries described by J. Hawkins. Despite the objective fact of an emerging creative class in Almaty and the historically determined economic, social, and cultural prerequisites and factors for its development, which differ from aspects described in classical literature by creative economy theorists, similarities can be observed in both the systemic approaches and most of their components.

The recommendations developed can contribute to the further development of the creative class and its more complete institutionalization by identifying necessary support measures for creative industries. This will increase creators' satisfaction and their fulfillment in their chosen fields through a more pronounced self-identification. Improving working conditions and the creative class's sense of self as a group within the social structure of the metropolis under consideration can lead to a multiplier social effect on other social indicators of Almaty's development, including its role as a creative hub for the Central Asian region.

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SOCIAL-DEMOGRAFIC DIFFERENCES OF EDUCATIONAL MIGRATION PERSPECTIVES AMONG KAZAKHSTANI HIGH SCHOOL STUDENTS

The interrelation between migration and education represents a complex and dynamic process that has been examined in the academic literature from various research perspectives. In modern society educational migration has become a crucial factor in shaping individual opportunities, influencing access to educational resources and the quality of learning outcomes. The expansion of international programs and scholarships opens new prospects for Kazakhstani high school students planning to continue their studies at foreign universities. This article presents the results of a sociological study conducted among high school students from urban and regional schools to explore their educational plans regarding studying abroad. The collected data were analyzed using the SPSS software to identify socio-demographic patterns in the formation of educational trajectories after graduation. The findings demonstrate that academic criteria are the key determinant in choosing a foreign university. Information sources on studying abroad are primarily associated with digital channels (the Internet and social media); however, the family remains an influential factor especially for students from regional schools. The study also reveals gender- and location-based differences in the level of awareness of academic mobility programs. Interest in state-sponsored educational programs remains relatively high, though it varies significantly across gender and place of residence. Overall, the educational migration plans of Kazakhstani high school students are shaped by a combination of academic motivations and socio-demographic factors, reflecting the complex nature of decision-making in the field of educational migration.

Research value: examining the educational migration plans of Kazakhstani high school students makes it possible to identify differences across various socio-demographic groups and to systematize the preconditions of non-returning educational migration at the macro, meso, and micro levels.

Practical significance: the findings provide a basis for designing incentive strategies aimed at minimizing the risk of non-returning migration through a deeper understanding of how high school students' migration plans are formed. The research methodology can be used in subsequent studies to identify the dynamics of changing migration plans and motives among young people.

Keywords: educational perspectives, education, high school students, international programs, urban and regional schools.

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Қазақстандық жоғары сынып оқушыларының оқу көші-қон перспективасының әлеуметтік-демографиялық ерекшеліктері

Көші-қон мен білім беру өзара байланысты күрделі әрі динамикалық үдеріс ретінде ғылыми әдебиеттерде әртүрлі зерттеу қырынан қарастырылады. Қазіргі қоғамда білім беру көші-қоны білім беру ресурстарының қолжетімділігі мен оқу нәтижелерінің сапасына әсер ететін фактор ретінде сипатталады. Халықаралық бағдарламалар мен грант санының артуы шетелдік жоғары оқу орындарында білім алуды жоспарлайтын қазақстандық жоғарғы сынып оқушылары үшін жаңа мүмкіндіктер ашады. Мақалада қалалық және аймақтық мектептердің жоғарғы сынып оқушылары арасында шетелдік жоғары оқу орындарында білім алуға қатысты жоспарларын

мақсатында жүргізілген зерттеу нәтижелері ұсынылған. Жиналған деректер мектеп бітіргеннен кейінгі білім беру жоспарларын қалыптастырудағы әлеуметтік-демографиялық ерекшеліктерді айқындау үшін арнайы SPSS бағдарламасы негізінде талданды. Зерттеу нәтижелері көрсеткендей, шетелдік жоғары оқу орнын таңдауда басты фактор академиялық өлшемдер анықталады. Шетелде білім алу туралы ақпараттың негізгі көздері цифрлық арналармен (интернет пен әлеуметтік желілер) байланысты болса да, аймақтық мектеп оқушылары үшін отбасының ықпалы маңызды рөлін сақтап отыр. Сонымен қатар, академиялық мобильділік бағдарламалары туралы хабардар болу деңгейінде де гендерлік және аумақтық айырмашылықтар анықталды. Мемлекеттік білім беру бағдарламаларына деген қызығушылық жеткілікті жоғары болғанымен, ол жыныс пен тұрғылықты жерге байланысты айтарлықтай өзгешеленеді. Жалпы алғанда, қазақстандық жоғарғы сынып оқушыларының білім беру көші-қон жоспарлары академиялық және әлеуметтік-демографиялық факторлардың ықпалында қалыптасып, білім беру көші-қоны туралы шешім қабылдау үдерісінің күрделі сипатын көрсетеді.

Зерттеу құндылығы: қазақстандық жоғары сынып оқушыларының білім беру көші-қон жоспарларын зерделеу әр түрлі әлеуметтік-демографиялық топтар бойынша ерекшеліктерді анықтауға және қайтарымсыз білім-беру көші-қонның макро, мезо және микро-деңгейде алғышарттарын жүйелеуге мүмкіндік береді.

Практикалық маңыздылығы: Зерттеу нәтижелері жоғары сынып оқушыларының көші-қон жоспарларының қалыптасу үдерісін терең түсіну арқылы қайтарымсыз көші-қон тәуекелін барынша азайтуға бағытталған ынталандыру стратегиясын жобалауға негіз бола алады. Зерттеу әдіснамасы кейінгі зерттеулерде жастардың көші-қон жоспарлары мен мотивтерінің өзгеру динамикасын айқындауда қолданыс таба алады.

Түйін сөздер: білім беру жоспарлары, білім, жоғарғы сынып оқушылары, халықаралық бағдарламалар, қалалық және аймақтық мектептер.

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Социально-демографические особенности образовательных миграционных перспектив казахстанских старшеклассников

Взаимосвязь миграции и образования представляет собой многослойный и динамичный процесс, который в научной литературе рассматривается с разных исследовательских перспектив. В современном обществе образовательная миграция становится важным фактором формирования индивидуальных возможностей, влияя на доступность образовательных ресурсов и качество образовательных результатов. Рост числа международных программ и грантов открывает новые перспективы для казахстанских старшеклассников, планирующих продолжить обучение в зарубежных университетах. В данной статье представлены результаты социологического исследования, проведённого среди старшеклассников городских и региональных школ для изучения их образовательных планов относительно обучения в зарубежных вузах. Полученные данные были проанализированы с применением специализированной программы SPSS для выявления социально-демографических особенностей в формировании образовательных планов после окончания школы. Результаты показывают, что ключевым фактором при выборе зарубежного вуза выступают академические критерии. Источники информации об обучении за рубежом преимущественно связаны с цифровыми каналами (интернет и социальные сети), однако семья сохраняет значимое влияние для старшеклассников региональных школ. Выявлены гендерные и территориальные различия в уровне осведомлённости о программах академической мобильности. Интерес к государственным образовательным программам остаётся достаточно высоким, при этом наблюдаются заметные различия по полу и месту проживания. В целом, образовательные миграционные планы казахстанских старшеклассников формируются под воздействием сочетания академических мотивов и социально-демографических факторов, что отражает комплексный характер принятия решений в сфере образовательной миграции.

Ценность исследования заключается в том, что анализ образовательных миграционных планов казахстанских старшеклассников позволяет выявить особенности различных социально-демографических групп молодежи и систематизировать предпосылки безвозвратной образовательной миграции на макро-, мезо- и микроуровнях.

Практическая значимость: результаты исследования могут послужить основой для разработки стратегии, направленной на минимизацию риска безвозвратной миграции посредством

более глубокого понимания процесса формирования миграционных планов старшеклассников. Использованная методология может быть применена в последующих исследованиях для выявления динамики изменений миграционных планов и мотивов молодёжи.

Ключевые слова: образовательные перспективы, образование, старшеклассники, международные программы, городские и региональные школы.

Introduction

In modern society, educational migration shapes individual educational opportunities by expanding or limiting access to educational resources and contributes to improving educational outcomes (Bernard & Bell, 2018). In educational research, migration is defined as the mobility of individuals aimed at obtaining education in a foreign institution, which fosters cultural and social diversity in universities of host countries. Educational migration trend has significantly increased in the 21st century, during which young people, primarily from low-income countries, seek to pursue education in high-income countries (Netz et al., 2024). The most attractive destinations for youth in the context of educational migration are the United States, the United Kingdom, and Australia. Youth mobility between high-income countries is more often observed in short-term exchange programs, such as the European Union's ERASMUS+, compared to long-term higher education programs. For instance, in Europe, only about 3% of students study abroad in long-term higher education programs (Börjesson et al., 2025). In some countries, however, this figure may be higher. For example, in Norway, about 6% of students obtain higher education abroad (OECD, 2022).

Studying the plans and migration motives of current high school students to pursue education abroad is important. Studying abroad is considered a legal form of international migration and is also seen as a de facto form of labor migration (Liu-Farrer, 2009) and a pathway to immigration (Robertson, 2013). Examining the formation of migration motives during school years helps to understand the initial intention for irreversible migration and contributes to reducing the risks associated with it. Recent years have shown a general trend of young people remaining in the host country after completing their studies abroad instead of returning to their home country. Such mobility of youth is associated with the migration of highly qualified professionals and is defined as a "brain drain" (Tremblay, 2005). This type of mobility becomes increasingly relevant in the context of global capitalism and the competition for talent (Liu-Farrer, 2019 and Lauder et.al., 2018), as international students are in high demand as potential skilled professionals (Brown et.al, 2020). Therefore, understanding high school students' educational migration plans and motives is increasingly important, especially considering changes in youth value hierarchies and the expanded opportunities for studying abroad.

Most studies identify wage differences as one of the main motives for migration (Böhme, 2015). However, this conclusion has its limitations, particularly the insufficient consideration of socio-cultural factors influencing youth motives and plans. Educational migration is often described as a one-sided phenomenon, with youth from developing countries aspiring to move to developed countries. However, research results indicate that this assumption is insufficient to fully understand migration motives (Cantwell et.al., 2009). For example, studies on students from the USA, Latin America, and Europe studying in Mexico show that, compared to European students, students from the USA and Latin America are more willing to return to their home countries after completing their studies. In other words, the migration intentions of students from the USA and Latin America are more similar to each other than to those of European students. This difference cannot be explained solely by the socio-economic conditions of their countries of origin. Since both the USA and Europe are considered developed countries, the migration motives of students from these countries should theoretically be more similar than those of Latin American students (Lee et.al., 2010). Such contradictory findings highlight the need for a comprehensive study of educational migration plans and motives.

This article analyzes the formation of the intention and plans to study abroad and the prerequisites for irreversible migration under the influence of various factors. Educational migration plans are analyzed not only based on the socio-economic differences between the host and home countries but also by examining all factors influencing whether youth return home or stay abroad. Studying migration motives helps assess the importance of the connection to one's place of residence within the youth value system. Examining the process of forming migration plans and motives provides a basis for predicting migration prerequisites. Based on the ex-

perience of previous studies, this research is aimed at investigating the algorithm of formation of youth migration motives in the context of globalization of education.

Literature review

The relationship between migration and education represents a complex and multifaceted process, analyzed in the academic literature from various research perspectives. According to a number of international scholars, educational migration is regarded as an investment in the future, through which parents seek to ensure the long-term sustainability of the family and expand opportunities for income generation (Becker et al., 2022). Youth are considered by researchers as a cohort dependent on parents and family; therefore, decisions regarding educational migration are made not individually, but within the family context (Heckert, 2015). Although young people migrate to study abroad without their parents, they nevertheless remain embedded within the family system (Boyden, 2013). Explanations of educational migration have widely adopted the *push-pull theory*, first applied by McMahon to analyze students from 18 developing countries during the 1960s–1970s (McMahon, 1992). Push factors are associated with difficulties in accessing higher education in the country of origin, such as intense competition, lack of educational institutions, or absence of desired study programs. Pull factors, on the other hand, include the academic prestige of foreign universities, employment opportunities after graduation, the possibility of remaining in the host country, cultural and educational ties between countries, availability of scholarships and grants, as well as active marketing strategies of universities (Loginov et al., 2023). Despite its strong position and widespread application, the push-pull theory has been criticized for overemphasizing macro-level and external factors while underestimating the importance of personal (micro-level) motivations. In response, a modified version of the theory has been developed, incorporating individual motivations such as the pursuit of self-realization and career growth, development of intercultural awareness, family influence, the presence of local social networks in the host country, cost of living, and the desire to avoid stress and daily routine. Nevertheless, within these frameworks, micro-factors are considered as individual and situational circumstances rather than general intrinsic motivations (Lauermann, 2015).

In the literature, two additional theoretical models have also gained recognition: *the consumer decision-making model and rational choice theory*. The Consumer Decision-Making Model is based on consumer behavior theory and describes the decision-making process as a sequence of five stages: problem recognition, information search, evaluation of alternatives, purchase decision, and post-purchase evaluation (Oliveira & Soares, 2016). In the context of international education, this is interpreted as the desire to study abroad, information gathering, comparison of options, application submission, and the final decision. Rational Choice Theory, on the other hand, views the individual as a rational agent choosing the best option based on a cost-benefit analysis (Eriksson, 2011). In the educational sphere, benefits are associated with returns in the labor market, while costs relate to tuition fees and the risks of failure. According to this logic, if the expected benefits outweigh the costs, a student is more likely to invest in education. Despite the popularity of these economic models, they have been criticized for their one-dimensional approach, in which the complex and multifaceted motivations of students are reduced primarily to economic considerations, while personal, cultural, and social factors remain outside the scope of analysis. International student mobility is shaped not only by the search for economic advantages but also by the pursuit of "cosmopolitan capital" and "ethnic identity" (Bamberger, 2019).

For a more precise measurement of educational migration, *the expectancy-value theory* has also been widely applied in the scientific literature. According to this theory, an individual's choices and behaviors depend on two key factors: expectations of success and the subjective value of the activity. Values are differentiated as follows: intrinsic value – the enjoyment derived from the activity itself; attainment value – the importance of success in a given task; and utility value – the usefulness of completing the task. Costs include effort, lost opportunities, emotional strain, and distraction from other tasks (Barron and Hulleman, 2014).

Another theoretical framework frequently used in studies of international educational migration is *self-determination theory*. Within this approach, motivation to study abroad is categorized into autonomous and controlled forms. Autonomous motivation includes intrinsic motivation (interest in the activity itself) and identified motivation (external in origin but internalized as a meaningful personal goal, such as the pursuit of career advancement). Controlled motivation, by contrast, includes exter-

nal regulation (behavior influenced by rewards or sanctions) and introjected regulation (behavior driven by feelings of guilt or the need to meet others' expectations) (Deci & Ryan, 2020). Thus, the decision to pursue education abroad is not entirely the result of independent choice but is often shaped by external pressures, including family influence and cultural norms.

Within the framework of sustainable development until 2030, the importance of migration at the international level is emphasized. Migration is regarded as a significant factor contributing both to development and to poverty reduction (United Nations General Assembly, 2020). Educational migration is defined as the process by which individuals seek education outside their country of permanent residence (Sironi et al., 2019). The 2030 Agenda highlights the interconnection between education, economic development, and employment opportunities (SDG 1, SDG 8, SDG 16), inclusivity and lifelong learning (SDG 4), social justice and integration (SDG 16), overcoming discrimination and inequality (SDG 4, SDG 10), and the necessity of global partnership (SDG 17). Education, as the foundation of these interconnections, is particularly emphasized in SDG 4 (Kushnir & Nunes, 2022).

The complex interdependence between education, migration, and sustainable development requires national and international institutions to adopt an integrative and cross-sectoral approach, one that balances the interests of different actors while accounting for both risks and opportunities (UNESCO, 2023). The increasing scale of international migration generates a wide range of complex challenges for educational systems. Key issues include ensuring equal access to educational resources, overcoming language barriers, and fostering an inclusive learning environment. From the perspective of social policy, governments face the task of developing strategies that minimize potential risks while simultaneously harnessing the labor potential of international students (Fayda-Kinik et al., 2024). Taken together, these factors underscore the necessity of moving toward a systemic and interdisciplinary approach that transcends traditional educational models and encompasses the broader socio-economic consequences of international educational migration.

Materials and methods

This study was conducted within the project AP25795411 «International educational migration of Kazakhstani youth: risks and solutions», funded by the Ministry of Science and Higher Education. The article presents the results of a survey of high school students in Kazakhstan. The survey focuses on studying the plans of high school students to pursue education abroad after graduation. The fieldwork was carried out in 2025 among students in grades 9–11 from both general and specialized schools located in large and small cities, as well as rural areas. The total sample included 450 respondents. The study methodology was reviewed and approved by the Ethics Committee of al-Farabi Kazakh National University, Protocol No. IRB-1719 (IRB00010790 al-Farabi Kazakh National University IRB #1). The survey aimed to examine the socio-demographic characteristics and to identify the factors considered when choosing a foreign university, the sources of information about studying abroad, the level of high school students' awareness of academic mobility programs, and their interest in studying at foreign universities through state programs. The survey method proved to be the most effective for studying the educational migration plans of high school students, as it made it possible to cover all key social groups and obtain comparable data on the main parameters. The targeted sampling strategy ensured the inclusion of respondents by gender, grade level (9th–11th), place of residence (city, small town, village), and type of educational institution (general and specialized schools). This approach enabled the identification of intergroup differences and allowed for a comparative analysis of educational expectations and migration plans.

The socio-demographic composition of the sample was formed through targeted selection, which ensured the inclusion of representatives of different social groups. The respondents included male (45.8%) and female (54.2%) students; 9th (36.7%), 10th (40.8%), and 11th graders (22.5%); students from cities (15.8%), small towns (59.2%), and rural settlements (25%). By type of educational institution, 70% were enrolled in general schools and 30% in specialized schools (lyceums, gymnasiums, Nazarbayev Intellectual Schools, and private schools). The questionnaire contained both open-ended and semi-closed questions grouped into several thematic sections: socio-demographic characteristics; educational plans; attitudes toward studying abroad; sources of information about studying abroad and awareness of academic mobility programs. The collected data were analyzed using descriptive statistics and comparative analysis in SPSS (version 21), which made it possible to identify the specifics of

educational plans among different subgroups of respondents.

Results and discussion

The survey results revealed that almost half of the surveyed high school students plan to pursue education abroad after graduation (45.8%), while rest of them intend to continue their studies at Kazakhstani institutions (54.2%). An analysis of the factors influencing the choice of a foreign university shows that the decisive criterion for the overwhelming majority of students planning to study abroad is the quality of education (89%). This finding indicates that academic standards and program content serve as the primary reference point in decision-making regarding educational migration. Financial affordability (39.7%) and the safety of the host country (32.9%) also play a substantial role, highlighting the importance of not only academic but also socio-economic conditions for high school students. University prestige (31.5%) is perceived as an additional, though less critical, factor compared to the quality and affordability of education. The possibility of remaining in the host country after graduation (27.4%) reflects the long-term migration intentions of some students, while climate, cultural environment, and lifestyle (26%) are considered secondary yet relevant circumstances. The least significant factor proved to be proximity to home (2.7%), which demonstrates students' readiness for spatial mobility and their orientation primarily toward the quality and conditions of the educational process abroad. Overall, the findings indicate the predominance of academic and pragmatic motives over socio-cultural ones in shaping the educational migration plans of high school students. The data are presented in Table 1.

The analysis of information sources about studying abroad showed that the main source for high school students is the Internet and social media: this option was indicated by more than three-quarters of respondents (76.4%). No statistically significant gender differences were observed (male – 63.2%, female – 64.6%). Parents and relatives also play an important role (38.3%), which highlights the family nature of decision-making regarding education. Gender differences are more pronounced in this source: girls more often than boys rely on parents as an information source (39.4% and 23.6%, respectively). Educational agencies serve as a source for almost every fifth student (18.9%), with girls turning to them somewhat more frequently than boys (24.6% and 17.9%, respectively). Teachers and school (12.4%), as well as friends (8.9%), are used considerably less often; however, in both cases, girls demonstrate higher involvement compared to boys (19.1% and 11.0%; 9.2% and 8.5% accordingly). Thus, the structure of information sources reflects a combination of digital channels (primarily the Internet) and social environment (family, to a lesser extent school and peers), while gender differences are observed in the degree of orientation toward family and professional intermediaries. The data are presented in Table 2.

Table 1 – Factors considered when choosing a foreign university

№	Answer options	Value in %
1	Quality of education	89%
2	University prestige	31,5%
3	Affordability of education (financial)	39,7%
4	Safety of the host country	32,9%
5	Climate, culture, lifestyle	26%
6	Proximity to home	2,7%
7	Opportunity to stay in the host country after graduation	27,4%

Table 2 – Sources of information on studying abroad by total sample and gender

№	Answer options	Value in % (by the Sample)	By gender	
			Male	Female
1	Internet and social media	76,4%	63,2%	64,6%
2	Educational agencies	18,9%	17,9%	24,6%
3	Teachers and school	12,4%	11,0%	19,1%
4	Parents and relatives	38,3%	23,6%	39,4%
5	Friends	8,9%	8,5%	9,2%

The analysis of differences in sources of information about studying abroad across place of residence revealed several specific features. In large cities, the leading source, as in the overall sample, is the Internet and social media (65.0%). However, in small towns this figure is even higher (75.0%), which may reflect a greater reliance on digital channels due to the relative lack of other resources. In rural areas, the significance of the Internet also remains high (69.2%). Educational agencies are somewhat more frequently used by respondents from villages (17.4%) and cities (16.8%), while in small towns their role is slightly lower (11.4%). Teachers and schools as sources of information are of limited importance (7.1–10.1% across all groups), but their role is slightly more pronounced in small

towns (10.1%). The most significant differences are observed in the influence of family and relatives: while only 13.0% of students in large cities rely on them, this share reaches 42.5% in small towns and 37.7% in villages. This highlights the greater importance of family and close social circles in less urbanized communities. Friends remain a less significant source of information, with their share being almost the same across all settlement types (around 7%). Thus, the structure of information sources varies depending on the type of settlement: residents of large cities tend to rely more on digital resources and formal structures, whereas in small towns and villages there is a stronger orientation toward family and close social networks. The data are presented in Table 3.

Table 3 – Sources of information on studying abroad by place of residence

№	Answer options	Place of residence		
		City	Small town	Village
1	Internet and social media	65,0%	75,0%	69,2%
2	Educational agencies	16,8%	11,4%	17,4%
3	Teachers and school	7,3%	10,1%	7,1%
4	Parents and relatives	13,0%	42,5%	37,7%
5	Friends	7,3%	6,8%	7,2%

Regression analysis shows that gender and place of residence have different effects on the use of sources of information about studying abroad. Female high school students demonstrate a higher tendency to rely on parents, relatives, teachers, and educational agencies, while the use of the Internet and friends is practically independent of gender. Place of residence also plays a significant role. High school students from small towns and rural areas are

more likely to use the Internet and rely on family, whereas the use of educational agencies and school-based sources varies moderately. The most significant factors influencing the choice of information sources are gender and place of residence in the case of parents and educational agencies, while the Internet and friends remain relatively neutral with respect to socio-demographic characteristics. The data are presented in Table 4.

Table 4 – The Influence of Gender and Place of Residence on the Use of Information Sources about Studying Abroad

Source of Information	Coefficient β (Gender, Female)	Coefficient β (Small Town)	Coefficient β (Village)
Internet and social media	+1,4	+10,0	+4,2
Educational agencies	+6,7	-5,4	+0,6
Teachers and school	+8,1	+2,8	-0,3
Parents and relatives	+15,8	+29,5	+24,7
Friends	+0,7	-0,5	-0,2

The analysis of the data shows that the level of awareness among high school students about academic mobility programs remains limited. Only 28.8% of respondents reported being well informed about initiatives such as Bolashak, Erasmus+, and DAAD, while the majority (43.4%) had only heard of them without possessing detailed knowledge. Almost one-third of the sample (27.8%) was not familiar with such opportunities at all. A gender-based comparison reveals relatively minor differences. Among male students, the share of those well informed is 25.0%, while among female students it is 30.0%. At the same time, males are somewhat more likely to indicate superficial awareness of the programs (46.9% compared to 42.5% among females). The proportion of those who have "never heard of them" remains nearly the same (28.1% among males and 27.5% among females). Thus, the results indicate that despite the availability of state and international mechanism supporting academic mobility in Kazakhstan, high school students' awareness of them remains insufficient. The slightly higher level of awareness among female students may reflect their greater involvement in educational initiatives; however, overall the data emphasize the need to expand informational and educational outreach in schools. The data are presented in Table 5.

Table 5 – Awareness of High School Students about Academic Mobility Programs (Bolashak, Erasmus+, DAAD) by the Sample, Gender and place of residence

Category	Variables	Answer options		
		Well aware	Have heard of them, but not familiar	Never heard of them
Gender	Male	25,0%	46,9%	28,1%
	Female	30,0%	42,5%	27,5%
Place of residence	City	50%	38%	12%
	Small town	28%	37%	35%
	Village	14%	58%	28%
By the Sample in total		28,8%	43,4%	27,8%

The analysis of differences in the level of awareness of academic mobility programs reveals the impact of place of residence. The highest level of awareness is observed among high school students from large cities (50%). In small towns, this indicator is almost twice as low (28%), while in rural areas it is minimal (14%), indicating a pronounced gap between urban and rural students. At the same time, high school students from rural areas are more likely to have only superficial knowledge of such programs: 58% of students reported that they had "heard of them but are not familiar," compared to 37% in small towns and 38% in large cities. In turn, a complete lack of awareness is most characteristic of students from small towns (35%) and rural areas (28%), while among students from large cities, only 12% reported being unfamiliar with such programs. Thus, the comparative analysis indicates significant territorial differences in access to information about educational opportunities abroad: students from large cities have a clear advantage, whereas those from small towns and rural areas remain less informed and are more likely to face a deficit of high-quality informational resources. Data are presented in Table 5.

Table 6 – Interest of High School Students in Studying Abroad through Government Programs (e.g., "Bolashak") by Sample, Gender and Place of Residence

Category	Variables	Interest of High School Students in Studying Abroad through Government Programs		
		Interested	Not interested	Not sure
Gender	Male	56%	9%	35%
	Female	40%	3%	57%

Category	Variables	Interest of High School Students in Studying Abroad through Government Programs		
		Interested	Not interested	Not sure
Place of residence	City	58%	1,2%	40,8%
	Small town	38%	10%	52%
	Village	53%	5%	42%
By the Sample in total		49,3%	5,6%	45,1%

According to the obtained data, almost half of the respondents (49.3%) expressed interest in studying abroad through government programs. However, gender-based differences were identified: among male students this indicator is higher (56%) compared to female students (40%). This may indicate that male students are more likely to associate their future with the opportunities provided by international educational programs. A small share of respondents (5.6%) reported no interest in studying abroad. At the same time, this proportion is higher among male students (9%) than among female students (3%). Thus, among female students there is almost no categorical rejection of government-sponsored study abroad opportunities. Of particular note is the high percentage of undecided respondents (45.1%). Among female students, their share exceeds half (57%), whereas among male students it is only 35%. Female students are more likely to remain uncertain about choosing an educational trajectory abroad. The reasons may include family expectations, cultural factors, or the level of awareness about available programs. Overall, the findings suggest that interest in government-sponsored study abroad programs prevails in the sample, but nearly half of the respondents do not have a clear position. Gender differences are quite pronounced: male students tend to show greater interest and less uncertainty, whereas female students are significantly more likely to hesitate in determining their educational plans for studying abroad through government programs.

A comparative analysis by place of residence demonstrates the highest share of interested students among those living in cities (58%) and rural areas (53%). At the same time, in small towns, the level of interest is significantly lower, amounting to only 38%. The share of students not interested also varies: only 1.2% of respondents indicated this, whereas in small towns the figure reaches 10%, and in rural areas – 4%. This indicates that small towns are more likely to show skepticism or face barriers to participation in international educational programs. A high proportion of undecided respondents is particularly characteristic of small towns (53%), compared to 40,8% in cities and 42% in rural areas. Thus, small towns stand out with the greatest degree of hesitation and uncertainty, which may be related to limited awareness of government programs or insufficient confidence in the prospects of studying abroad. The data are presented in Table 6.

Table 7 – Features of High School Students' Interest in Government Programs for Studying Abroad

Variable	Coefficient (β)	Standard Error	t-statistic	p-value
Constant (General school, Female, City)	39,0	2,5	15,6	<0,001
Gymnasium / Lyceum	13,1	4,0	3,28	0,02
NIS	61,0	12,0	5,08	0,001
Private school	32,4	10,5	3,09	0,03
Male	16,0	5,0	3,2	0,02
Small town	-1,0	4,5	-0,22	0,84
Village	14,0	6,0	2,33	0,05

School type, gender, and place of residence have different effects on high school students' interest in government programs for studying abroad. The largest positive effect is observed for students of NIS, increasing interest by 61%, followed by private schools (+32.4%) and gymnasiums/lyceums (+13.1%), all statistically significant. Male students show 16% higher interest than female students. Living in small towns does not have a significant effect, whereas living in a village is associated with a 14% higher interest compared to living in a city, on the threshold of statistical significance. The model explains approximately 82% of the variance in interest ($R^2 \approx 0.82$). The data are presented in Table 7.

Overall, the results suggest that more positive attitudes toward studying abroad through government programs are found among high school students from large cities and rural areas, whereas small towns are characterized by the lowest interest and the highest level of uncertainty. This reflects territorial differences in the perception of educational migration.

Conclusion

The conducted study made it possible to identify the key features of the educational migration plans of Kazakhstani high school students. The choice of a foreign university is primarily determined by academic criteria: the quality of education is perceived as the main benchmark, while prestige, climatic, and cultural conditions play only a secondary role. At the same time, pragmatic factors are also taken into account when making decisions – such as affordability of education, safety, and the prospects of long-term stay abroad.

The analysis of information sources about studying abroad shows the dominance of digital channels (the Internet and social networks), while the family continues to play a significant role, especially in small towns and rural areas. Female students tend to rely more on parents and educational agencies, whereas male students are more oriented toward independent information search. These differences highlight the gender-specific features of educational planning.

Awareness of academic mobility programs remains limited and varies depending on place of residence: students from cities demonstrate a higher level of awareness, while those from small towns and villages are often restricted to superficial knowledge or are entirely unfamiliar with the opportunities available. Interest in participating in government programs for studying abroad is expressed by almost half of the respondents; however, a significant share remains undecided. At the same time, gender and territorial differences are quite pronounced: male students are more likely to express interest, female students show greater hesitation, and students from small towns are characterized by the highest level of uncertainty in their plans.

Thus, the educational migration plans of Kazakhstani high school students are shaped at the intersection of academic motives and socio-demographic conditions. The findings emphasize the need for targeted informational and advisory work that takes into account gender and territorial differences, thereby ensuring equal access to international educational opportunities.

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АВТОРЛАРҒА АРНАЛҒАН АҚПАРАТ

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

Корреспонденция авторы журналға жариялау үшін ілеспе хат ұсынуға міндетті.

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

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

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

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

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

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

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

Мақала құрылымы:

Бірінші бет:

• Бірінші жол – ҒТАМА нөмірі (ерекше жағдайларда ӘОЖ), теңестіру – сол жақ жиек бойынша, қаріп – жартылай қалың.

• Мақала атауы (Тақырып) мақаланың мәні мен мазмұнын көрсете отырып, оқырман назарын аударуы қажет. Атауы қысқа, ақпараттық болуы және жаргон немесе қысқартулар болмауы керек. Тақырыптың оңтайлы ұзындығы – 5-7 сөз (кейбір жағдайларда 10-12 сөз). Мақаланың атауы орыс, қазақ және ағылшын тілдерінде ұсынылуы тиіс. Мақала атауы жартылай қалың қаріппен кіші әріптермен, теңестіру – ортасында беріледі.

• Мақала авторы(лары) – Аты – жөні, жұмыс орны (үлестес), қала, ел, email-орыс, қазақ және ағылшын тілдерінде. Авторлар туралы мәліметтер жай қаріппен кіші әріптермен, теңестірілуі – ортасында күйінде ұсынылады.

• Аңдатпа орыс, қазақ және ағылшын тілдерінде көлемі 150 сөзден кем емес.

• Аңдатпа құрылымы келесі МІНДЕТТІ тармақтарды қамтиды:

• Зерттеу тақырыбы туралы кіріспе сөз.

• Ғылыми зерттеудің мақсаты, негізгі бағыттары мен идеялары.

• Жұмыстың ғылыми және практикалық маңызының қысқаша сипаттамасы.

• Зерттеу әдіснамасының қысқаша сипаттамасы.

• Негізгі нәтижелер мен талдау, зерттеу жұмысының қорытындылары.

• Жүргізілген зерттеудің құндылығы (осы жұмыстың тиісті білім саласына қосқан үлесі).

• Жұмыс қорытындыларының практикалық мәні.

• Түйінді сөздер/сөз тіркестері – саны 3-5 сөзден орыс, қазақ және ағылшын тілдерінде.

Келесі бет (жаңа):

• Кіріспе келесі негізгі элементтерден тұрады:

• Тақырып таңдауды негіздеу; тақырыптың немесе мәселенің көкейкестілігі. Негізін қалаушылардың тәжірибесін сипаттау негізінде тақырыпты таңдауды негіздеуде проблемалық жағдайдың болуы туралы хабарланады (зерттеулердің болмауы, жаңа нысанның пайда болуы және т.б.). Тақырыптың өзектілігі осы нысанды зерттеуге деген жалпы қызығушылықпен анықталады, бірақ туындаған сұрақтарға толық жауаптардың болмауымен, ол тақырыптың теориялық немесе практикалық маңыздылығымен дәлелденеді.

• Жұмыстың нысанын, тақырыбын, мақсаттарын, міндеттерін, әдістерін, тәсілдерін, гипотезасын және мәнін анықтау. Зерттеудің мақсаты тезистің дәлелі, яғни зерттеу тақырыбын автор таңдаған аспектіде ұсынумен байланысты.

• Ақпараттар мен әдістер – ақпараттармен мен жұмыс барысын сипаттаудан, сондай-ақ пайдаланылған әдістердің толық сипаттамасынан тұруы керек.

• Зерттеу мәліметінің сипаттамасы немесе мазмұны оның сапалық және сандық жағынан көрсетілуін қамтиды. Мәліметтер сипаттамасы – тұжырымдар мен зерттеу әдістерінің дұрыстығын анықтайтын факторлардың бірі.

• Бұл бөлімде мәселенің қалай зерттелгені сипатталады: бұрын жарияланған белгіленген процедураларды қайталамай-ақ толық ақпарат беру; материалдар мен әдістерді қолдану кезінде міндетті түрде жаңалық енгізе отырып, әдістерді (бағдарламалық жасақтаманы) сәйкестендіру және материалдарды сипаттау қолданылады.

▪ Ғылыми әдістеме мыналарды қамтуы керек:

– зерттеу сұрақтары;

– алға қойылған гипотеза (тезис);

– зерттеу кезеңдері;

– зерттеу әдістері;

– зерттеу нәтижелері.

• Әдебиетке шолу секциясында – шетел авторларының ағылшын тіліндегі зерттелетін тақырыбы бойынша іргелі және жаңа еңбектері (15 еңбектен кем емес), осы еңбектердің ғылыми үлесі тұрғысынан талдау, сондай-ақ сіз өз мақалаңызда толықтыратын зерттеудегі олқылықтар қамтылуы тиіс.

• Жұмысқа қатысы жоқ көптеген сілтемелер немесе өзіңіздің жетістіктеріңіз туралы орынсыз пікірлер, алдыңғы жұмысыңызға сілтемелер болуына ЖОЛ БЕРІЛМЕУІ ҚАЖЕТ.

• Нәтижелер және Талдау жасау бөлімінде – сіз алған зерттеу нәтижелерін талдау және талқылау келтіріледі. Зерттеу барысында алынған нәтижелер бойынша қорытындылар келтіріледі, негізгі мәні ашылады. Бұл, мақаланың маңызды бөлімдерінің бірі. Мұнда сіздің жұмысыңыздың нәтижелерін талдау және алдыңғы жұмыстармен, талдаулармен және қорытындылармен салыстырғанда тиісті нәтижелерді талқылау қажет.

• Қорытынды, тұжырым – осы кезеңдегі жұмысты қорытындылау және жалпылау; автор ұсынған тұжырымның ақиқатын растау және алынған нәтижелерді ескере отырып ғылыми білімнің өзгеруі туралы автордың қорытындысы. Қорытындылар дерексіз болмауы керек, олар белгілі бір ғылыми саладағы зерттеу нәтижелерін жалпылау үшін әрі қарай жұмыс істеу ұсыныстарын немесе мүмкіндіктерін сипаттай отырып қолданылуы керек.

• Қорытындының құрылымы келесідей сұрақтарды қамтуы тиіс:

• Зерттеудің мақсаттары мен әдістері қандай? Қандай нәтижелер алынды? Қандай тұжырымдар бар? Алынған нәтижені енгізу, қолдану перспективалары мен мүмкіндіктері қандай?

• Пайдаланылатын әдебиеттер тізімі немесе Библиографиялық тізім жаратылыстану-ғылыми және техникалық бағыттарға арналған 10-нан кем емес әдебиеттер атауларынан және әлеуметтік-гуманитарлық бағыттарға арналған 15 атаулардан тұрады және ағылшын тіліндегі атаулар жалпы санның кемінде 50% – ын құрауы тиіс. Әдебиеттер тізімінде кириллицада ұсынылған жұмыстар болған жағдайда, әдебиеттер тізімін екі нұсқада ұсыну қажет: біріншісі – түпнұсқада, екіншісі – романизацияланған алфавитпен (транслитерация).

• Романизацияланған әдебиеттер тізімі келесі түрде қойылуы қажет: автор(-лар) (транслитерация) http://www.translit. ru (жыл жақшада) мақала атауы транслитерацияланған нұсқада [мақала атауын ағылшын тіліне квадрат жақшада аудару], орыс тілді дереккөздің атауы (транслитерация немесе ағылшын атауы – егер бар болса), шығу туралы деректер ағылшын тіліндегі белгілеуде.

Мысалы: Gokhberg L., Kuznetsova T. (2011) Strategiya-2020: novye kontury rossiiskoi innovatsionnoi politiki [Strategy 2020: New Outlines of Innovation Policy]. Foresight-Russia, vol. 5, no 4, pp. 8–30. Әдебиеттер тізімі алфавиттік тәртіппен ұсынылады, оны өзінде тек мәтінде келтірілген жұмыстар ғана.

• Орыс және қазақ тілдеріндегі әдебиеттер тізімін рәсімдеу стилі МемСт 7.1-2003 " Библиографиялық жазба. Библиографиялық сипаттама. Жалпы талаптар және құрастыру ережелеріне" (БҒСБК тізбесіне кіретін басылымдарға қойылатын талаптар) сәйкес.

• Әлеуметтік-гуманитарлық бағыттар үшін әдебиеттердің, сондай-ақ ағылшын (басқа шет) тіліндегі дереккөздердің Романизацияланған тізімін рәсімдеу стилі – American Psychological Association (http://www.apastyle.org/), жаратылыстану және техникалық бағыттар үшін – Chicago Style ((chicagomanualofstyle.org).

• Бұл бөлімде төмендегілерді ескеру қажет:

• Ғылымның осы саласында қолданылатын және автордың жұмысы негізделген озық зерттеу әдістері, негізгі ғылыми жарияланымдар дәйексөзбен келтіріледі.

• Шамадан тыс өзіндік дәйексөзден аулақ болыңыз.

• ТМД/КСРО авторларының жарияланымдарына шамадан тыс сілтеме жасаудан аулақ болыңыз, әлемдік тәжірибені қолданыңыз.

• Библиографиялық тізімде мақаланың тақырыбы бойынша танымал шетелдік авторлар мен зерттеушілер жариялаған іргелі және өзекті тақырыпатағы еңбектер болуы керек.

• Дәйектеме жасалынған жұмыстарға сілтемелер әлеуметтік-гуманитарлық бағыт мәтінінде жақшада, яғни, бірінші авторды, басылып шыққан жылын, бет санын көрсете отырып беріледі. Мысалы, (Залесский 1991: 25). Әдебиеттер тізімінде бір жылда басылған бір автордың бірнеше жұмыстары болған жағдайда, онда басылым жылына қосымша "а", "б" әрпі қосылады. Мысалы, (Садуова, 2001а: 15), (Садуова, 2001б, 22). Жаратылыстану ғылымдары мақалалары үшін сілтемелер мәтінде дәйексөз жұмыстардың пайда болуына қарай нөмірлеуді көрсете отырып, шаршы жақшада рәсімделеді.

Библиографиялық сілтемелерді рәсімдеу үшін Mendeley Reference Manager құралын пайдалана аласыз.

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The requirement for authors (You can use the TEMPLATE for preparing your manuscript):

• The editorial board accepts previously unpublished articles on scientific areas of the journal. The article is submitted in electronic format (in .doc, .docx, .rtf formats) ONLY by uploading it through the functionality of the journal's website (Open Journal System).

• Font size – 12 (abstract, keywords, literature – 10, text of tables – 9-11), font – Times New Roman, alignment – to the width of the text, spacing – single, paragraph indentation – 0.8 cm, margins: top and bottom – 2 cm, left and right – 2 cm.

• Figures, tables, graphs, diagrams, etc. are presented directly in the text, indicating the numbering and title (For example, Fig. 1 – Figure title). The number of figures, tables, graphs and diagrams should not exceed 20% of the entire article volume (in some cases up to 30%).

• The volume of the article (excluding the title, information about the authors, annotations, keywords, bibliographic list) should be at least 3,000 words and not exceed 7,000 words for socio-humanitarian areas, and 1,500-7,000 words for natural science and technical areas.

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• The order of payment and the cost for the publication of the article is established by the publishing house "Kazakh University" and is made by the author after approval by external reviewers and the scientific editor.

Article structure:

First page:

• First line – IRSTI number (in exceptional cases, UDC), alignment – on the left, font – bold.

• The title of the article (Title) should reflect the essence and content of the article and attract the attention of the reader. The title should be short, informative and not contain jargon or abbreviations. The optimal headline length is 5-7 words (in some cases 10-12 words). The title of the article must be submitted in Russian, Kazakh and English. The title of the article is presented in bold type in lowercase letters, alignment – in the center.

• Author (s) of the article – Initials and surname, place of work (affiliation), city, country, email – in Russian, Kazakh and English. Authors' information is presented in a regular font in lowercase letters, alignment – in the center.

• Annotation of at least 150 words in Russian, Kazakh and English.

• The structure of the annotation includes the following MANDATORY items:

• Introductory remarks about the research topic.

• Purpose, main directions and ideas of scientific research.

• Brief description of the scientific and practical significance of the work.

• Brief description of the research methodology.

• Main results and analysis, conclusions of the research work.

• The value of the research (the contribution of this work to the relevant area of knowledge).

• The practical significance of the results of the work.

Key words / phrases – 3-5 in the Russian, Kazakh and English languages.

Subsequent page (new):

• Introduction consists of the following main elements:

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

• Defining the object, subject, goals, objectives, methods, approaches, hypothesis and value of your work. The purpose of the research is connected with the proof of the thesis, that is, the presentation of the research subject in the aspect chosen by the author.

• Material and Methods – should consist of a description of the materials and work progress, as well as a complete description of the methods used.

• The characterization or description of the research material includes its qualitative and quantitative presentation. The characteristic of the material is one of the factors that determines the reliability of the conclusions and research methods.

• This section describes how the problem was investigated: details without repeating previously published established procedures; identification of equipment (software) and description of materials are used, with the obligatory introduction of novelty when using materials and methods.

Scientific methodology should include:

- research question (s);

- put forward hypothesis (thesis);

- stages of research;

- research methods;

- research results.

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

• DO NOT have a lot of links that are not related to the work, or inappropriate judgments about your own achievements, links to your previous work.

• Results and Discussion – provides an analysis and discussion of your research results. The conclusion on the results obtained in the course of the study is given, the main essence is revealed. And this is one of the most important sections of the article. In it, it is necessary to analyze the results of their work and discuss the corresponding results in comparison with previous work, analyzes and conclusions.

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

• The structure of the report should contain the following questions: What are the objectives and methods of the research? What are the results? What are the conclusions? What are the prospects and opportunities for implementation, application of development?

• The list of used literature, or the Bibliographic list consists of at least 10 titles of literature for natural science and technical areas and 15 titles for social and humanitarian areas, and of the total number of titles in English must be at least 50%. If the list of references contains works presented in Cyrillic, it is necessary to submit the list of references in two versions: the first – in the original, the second – in romanized alphabet (transliteration).

• A romanized bibliography should look as follows: author (s) (transliteration – http://www.translit.ru) (year in parentheses) → article title in transliterated version [translation of the article title into English in square brackets], name of the Russian-language source (transliteration, or English name – if available), notation in English.

For example: Gokhberg L., Kuznetsova T. (2011) Strategiya-2020: novye kontury rossiiskoi innovatsionnoi politiki [Strategy 2020: New Outlines of Innovation Policy]. Foresight-Russia, vol. 5, no.4, pp. 8-30. The list of references is presented in alphabetical order, and ONLY those works that are cited in the text.

• Style of the bibliography in Russian and Kazakh languages according to GOST 7.1-2003 "Bibliographic record. Bibliographic description. General requirements and compilation rules "(a requirement for publications included in the KKSON list).

• Style of design of the Romanized bibliography, as well as sources in English (another foreign) language for socio-humanitarian areas – American Psychological Association (http://www.apastyle.org/), for natural science and technology areas – Chicago Style (chicagomanualofstyle.org).

• This section should take into account:

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

• Avoid excessive self-citations.

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

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

• References to cited works in the text of the socio-humanitarian direction are given in brackets, indicating the first author of the work, year of publication: number of page (s). For example, (Zalessky 1991: 25). If there are several works of the same author published in the same year in the list of references, the letter "a", "b", etc. is added to the year of publication. For example, (Saduova, 2001a: 15), (Saduova, 2001b, 22). For natural science articles, references are made in square brackets, indicating the numbering as the cited works appear in the text.

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

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Структура статьи:

Первая страница:

• Первая строка – номер МРНТИ, 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.

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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);

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- 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 КОКСНВО МНВО РК).

Стиль оформления Романизированного списка литературы, а также источников на английском (другом иностранном) языке для социогуманитарных направлений – American Psychological Association (http://www.apastyle.org/), для естественно-научных 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

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