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**KAZGUU**  
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PART 01

KAZGUU LIBERAL ARTS DIGEST  
**LITERATURE  
REVIEWS**



# ПРОБЛЕМЫ С СОЦИАЛИЗАЦИЕЙ ПОДРОСТКА В ШКОЛЕ И КАК ЭТО ВЛИЯЕТ НА ЕГО ИНДИВИДУАЛИЗАЦИЮ

АШКЕНОВА К., ЖУМАГАЗИНА М., НАСАНОВА Ж.

**Абстракт:** В нашей работе представлен анализ нескольких научных статей о проблемах с социализацией подростков в школе, а также показана взаимосвязь этого с индивидуализацией. Были продемонстрированы результаты различных исследований на данную тему. Более того, нами были выявлены актуальные проблемы, а также причины, связанные с социализацией подростков и отмечено то, как данные результаты исследований могут помочь в решении этих насущных проблем в наше время.

**Ключевые слова:** социализация; индивидуализация; школа; подростки; буллинг; аберрантное поведение; учителя; социальные нормы; наркотические вещества; алкоголь; ролевая модель; мультикультурное образование.

Проблема социализации подростков в школе и ее влияние на их индивидуализацию является неотъемлемой и актуальной темой в обществе. Стоит отметить, что именно процесс интегрирования подростка в социум оказывает значительное воздействие на формирование личностных качеств, определяющих его социальную роль, ведь именно данный период жизни обуславливает высокую восприимчивость к внешним факторам. Однако, задается вопрос о том, с каким рядом проблем сталкиваются подростки на данном этапе, и каким образом это оказывает воздействие на их самовыражение? Начнем с того, что социализация — это умение индивидов взаимодействовать с окружающим миром, проявляющегося в различных формах. Наблюдается тенденция разделения подростков на определенные по «популярности» и их значимости в школе группы, характеризующие их

межличностные различия, в следствии чего, это негативно сказывается на подростках с дефицитом внимания от педагогов и одноклассников. Мы полагаем, что зачастую данная проблема активно развивается в школьной среде и проявляется в совершенно разных видах, например, социальное неравенство, буллинг со стороны сверстников или преподавателей, ущемление в плане внешнего вида, умственных способностей и безусловно в проявлении себя. Более того, многие подростки склоняются к девиантному поведению, показывая свой протест против социальных норм, закладываемых в школах. Необходимо также отметить, что ограниченность подростков лишь академической деятельностью может привести к отрицательной социализации, то есть без какой-либо вовлеченности ими в дополнительную творческую деятельность (Качимская & Смык ,2020, с.103).



Следовательно, с рядом социальных проблем, с которыми сталкивается подросток, не имеет четкого понятия о том, как правильно справляться с ними. В данной работе делается упор на том, насколько серьезны трудности, преобладающие в жизни школьников, а также каким способом можно обеспечить благоприятную атмосферу в школьной жизни для дальнейшей социализации и приобретения индивидуальных и личностных черт подростков.

Социализация подростков в школе имеет крайне значительное свойство влиять на то, как его личность сможет интегрироваться и в дальнейшем адаптироваться в общество с рядом социальных норм, закладываемых именно в процессе обучения. Однако, в рамках стремления к идеалу наблюдается потеря индивидуальности школьников, поэтому данное исследование: влияние социализации в школе на индивидуализацию нужно отметить, как важный аспект. Стоит отметить, что одним из проблематичных факторов влияющих на социализацию подростков в школе является буллинг. На наш взгляд, актуальность данной проблемы заключается в том, что в каждой школе любой страны или города, будь то она частной или общеобразовательной, число жертв, подвергшихся «буллингу» растет, и в ближайшем будущем может привести к более пагубным последствиям для нашего социума и повысить число общей статистики «суицида» в школьный период обучения. Констатируя факт о том, что ролевая идентичность имеет свой след в дискриминации, отражая опасность в дальнейшем подросткам занять свою ячейку в социуме без каких-либо проблем в общении и реализации себя, как отдельной личности. Следовательно, эта тема в нашем современном обществе является востребованной в исследовании наукой о психологии личности, так как ставит собой задачу в выявлении особо важных факторов, помогающих оптимизировать

и обезопасить среду подростков в школах. В нашем современном мире для каждого подростка важно без приобретения психологических травм социализироваться в обществе. Бесспорно, являясь частью этой возрастной категории, отметим, насколько необходимо сделать выводы о том, каким образом можно облегчить период социализации подростка для его безопасной индивидуализации.

Нами были выбраны достаточно новые статьи, выпущенные в 21 веке для того, чтобы сохранить актуальность и новизну этих статей. Данные статьи отражают важную для социума информацию, поэтому наша группа выяснила подробности причина-следственной связи проблемы социализации подростков и его влияния на индивидуализацию на них. Например, в статье Качимская, А.Ю., & Смык, Ю.В. (2020) по названию «Субъективное восприятие школьниками психологической защищенности в пространстве межличностных отношений с педагогом» было рассмотрено влияние роли учителя на ученика, создающего для подростка безопасной академической среды, а также была установлена связь между тем, что отношение педагога к школьнику имеет свой след в формировании индивидуальности и личности подростка в целом.

Тема данной статьи является довольно-таки новой, так как в отечественное время не уделяли должного внимания ментальному здоровью школьника и его взаимоотношению с педагогами, которые не всегда были положительными. Такая халатность в обучении лишь усугубляла процесс обучения для учеников, поэтому это работа даёт немалый вклад в улучшение системы образования и подхода к преподаванию, при этом в исследовании показывается то, насколько комфортная среда обучения важна для обучающихся.

Теоретическая значимость данной ста-



ты написана с целью раскрыть всю значимость индивидуального подхода к обучению, давая свободу выбора ребёнку, не ограничивая его в проявлении себя. В статье были взяты ученики разных возрастов для получения более обширных результатов, которые подтверждают, что именно в подростковом возрасте ученики более восприимчивы к окружающей среде. Исходя из этого автор считает, что нужно делать явный упор на создании безопасного пространства для преподавателей с учениками.

Путем выявления субъективного восприятия подростками безопасной психологической среды на основе приведенного исследования, стоит отметить важность внедрения данных результатов в школы для улучшения и создания в ней благоприятных условий для индивидуализации школьников и построения доверительных отношений «учитель-ученик». Показатели психологической защищенности школьников могут послужить инструментом в формировании надежных и устойчивых методик обучения в образовательных учреждениях с учетом характерных возрастных черт подростка.

Более того, в данной статье рассматривается воздействие учителя на формирование субъективного восприятия

психологической безопасности, организовывающего благоприятного процесса развития их индивидуальности. Подчеркивается, что индивидуальный подход самим школьником в организации атмосферы безопасности в своем окружении является важным, несмотря на созданные положительные условия коммуникации между учителем и учеником в ходе преподавания. В ходе исследования было выявлено, что 25 % подростков переживают психологическую незащищенность, «оскорбления», 39 % участников выборки отмечают пункт «заставят делать что-либо против желания» – инструкции, директивы, исходящие от педагогов, субъективно расцениваются подростками как принуждение, нарушающее их безопасность, и 33 % указывают на «недоброжелательное отношение». Следовательно, в этот период подросток применяет характерную для него активность в взаимодействии с такими же представителями социальной группы, преодолевая негативное психологическое воздействие, поэтому выделяется важность создания благоприятного климата для безопасного развития подростка.

Самые яркие факты можно отнести то, что в методологических примерах статья относит понятие субъектности в раскрытии его самостоятельности, уже

#### Показатели психологической защищенности школьников, %

Table 1

#### Indicators of psychological protection of schoolchildren, %

Параметры психологической защищенности	Субъективные оценки школьников								
	Незащищен			Затрудняюсь сказать			Защищен		
	A	B	C	A	B	C	A	B	C
От публичного унижения учителями	0	12	0	28	26	18	72	62	82
От оскорбления учителями	0	25	0	0	7	0	100	68	100
От высмеивания учителями	9	12	0	32	13	21	59	75	79
От угроз учителей	0	20	14	11	16	11	89	64	75
От обидного обзывания учителями	12	11	0	19	6	12	69	83	84
От того, что заставляют делать что-либо против собственного желания	21	39	25	21	5	21	58	56	54
От игнорирования учителями	0	11	23	16	2	10	62	87	67
От недоброжелательного отношения учителей	7	33	9	17	11	7	76	56	84

*Примечание:* А – младшие школьники; В – подростки; С – старшие школьники.

*Note:* A – younger students; B – teenagers; C – senior schoolchildren.

вложенной в нас с рождения, констатируя данные факты через различных ученых, как Рубинштейн, В.И. Слободчикова, К. А. Абульханова. По И.А. Баяевой проводился опрос, где вопрос стоял в психологической защищенности детей в школе. Выяснилось, что младшие классы (2-3 класс) в силу своих неустановленных личностных норм не ощущали на себе психического насилия, а наоборот считали учителей помощниками в психологических проблемах. 6-7 классы, где дети проходят переходный возраст и возрастает их самостоятельность (12-13 лет) по результатам опроса становится все больше процента психологического насилия. Под психологическим давлением они имеют в виду требования в грубой форме или требования против их желания и оскорбления. Им больше присуще агрессия, чем 9-10 классам, потому что значимость учителя становится наименьшей. Школьникам 9-10 классов (15-16) стало присуще новая категория — это игнорирование, то есть, когда учителя игнорируют их как личность.

В статье Лагутовой, А.И. (2020) рассматривается уже другая тема, а именно влияние социальных факторов на психологию личности: исследование отклоняющегося поведения подростков. Проявление девиантного поведения подростками указывает на явное отклонение от социальных норм, что является проблематичным в социализации подростка, поэтому мы хотели рассмотреть данные в статье, чтобы сделать вывод о том, какие причины отрицательной социализации могут быть.

В последнее время девиантное поведение стало обширной проблемой среди подростков, которая изучается и по сей день. В данной статье автор раскрыл причины такого поведения, и предложил различные способы профилактики с такими случаями, но из-за того, что раньше поднимать такие темы считалось чем-то постыдным, изучению этой

темы не придавали особой значимости, ее все еще нужно расширять и изучать дальше. Автор раскрывает концепцию проявления девиантного поведения подростков, и указывает актуальность этой проблемы, давая возможность дальше раскрыть тему данного исследования. Явной новой информации статья не предоставляет, но дает возможность расширить познания о отклоняющемся поведении подростков, и углубившись в это исследование использовать эти знания для вклада в науку.

Важность данной работы заключается в изучении факторов влияющие на девиантное поведение подростков, а также указывает на их решение. Автор дает определение девиантному поведению подростков и то, какими чертами такое поведение характеризуется, объясняя как данное поведение подростков будет отрицательно влиять на их дальнейшее приспособление в обществе. В статье автор показывает влияние родителей, сверстников, педагогов на формирование девиантного поведения подростков. Автор статьи объясняет, как можно избежать данной проблемы, предоставляя методы для родителей и организовывая определённые организации в школе для улучшения состояния ребёнка.

В ходе полученных результатов были сформулированы рекомендации в обеспечении подростков с девиантным поведением, профилактическими мероприятиями со школьным психологом-педагогом, в следствии чего, это облегчит задачу специалистам образовательных учреждений в выявлении аберрантного поведения на ранних стадиях и его коррекцию. Результаты опроса могут быть также полезны в разработке «психологической профилактики» в подростковом периоде, как обязательный предмет, закладывающий знания о социальных нормах и соответствующего поведения в обществе, способствующих снижению статистического числа

суицида среди школьников-подростков.

В данной статье отражены главные причины девиантного поведения, способствующего в создании учебного климата, а также приводятся рекомендации для решения данной проблемы, так как отклонение от социальных норм влечет собой антиобщественные и правонарушительные действия. Стоит выделить, что употребление спиртных напитков, табачных и наркотических веществ спровоцировано желанием быть взрослым, оказаться в компании “крутых людей”. Результаты показали, что попытки самоубийства и издевательства: из 42 участников 38% сказали, что думали о самоубийстве в какой-то момент в своей жизни, в то время как 8% пытались сделать это в какой-то момент своей жизни

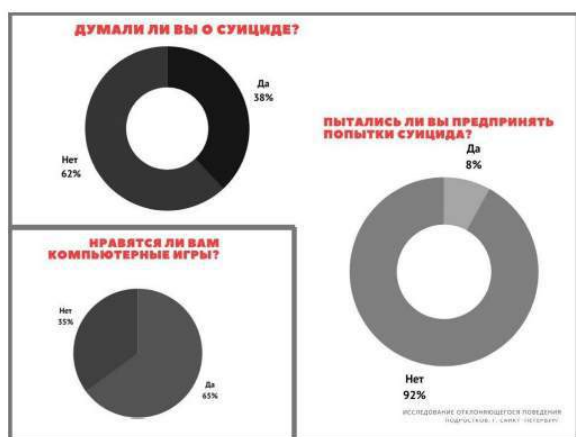


Рисунок 3. Попытки самоубийства и издевательства

(Лагутова, 2022, с.78). Отмечаются особые профилактические мероприятия, призывающие подростков к становлению более социально ответственными личностями.

В статье рассматриваются понятие как аберрантное и девиантное поведение, причины появления такого поведения и решение данной проблемы, поэтому это можно отнести к одним из самых ярких фактов, описанных в статье. Примерами было унижение детей и легкое подшучивание над их внешностью. И их окружение, где дети распивают спиртные напитки вскоре замечаются

их изменения, то есть становятся энергичнее, веселее, увереннее и импульсивнее. Также опыт над школьниками от 14 до 17 лет, где способом исследования являлись анкетные опросы и интервью по разной численности групп, а результаты были показаны схематично.

Тема об особенностях социализации подростков в различных образовательных средах описана в статье Перевозкина, С.Б., & Перевозкина, Ю.М. (2022). Статья поднимает вопрос ролевой идентичности подростков и ее значимость в интегрировании их в социальные группы, повышающие эффективность ролевой коммуникации, задачей чего является увеличение социальных статусов школьников. Мы хотели понять, насколько ролевая идентичность подростков влияет на социализацию их в обществе.

Данная статья даёт возможность по-новому взглянуть на термин социализация и позволяет взглянуть на разные факторы, которые влияют на социализацию и адаптацию подростка в обществе. Для того чтобы эта работа внесла свой вклад в науку нужно больше материалов для изучения данной темы и работу этого автора вполне можно использовать для дальнейшего развития этой проблемы.

Теоретическая значимость представленной статьи является объяснение связи между социализацией и подростками, то, как их окружение и образовательная среда сказывается на их личности. Также автор пишет о пользе дополнительных образовательных учреждениях для развития у ребёнка навыков коммуникабельности, прибавляя социального опыта и умения проявлять себя в обществе.

Акцентируется внимание на том, что введение подростков в творческие и развивающие организации способствует повышению эффективности их процесса социализации в обществе и

последующую адаптацию в нем. Результаты исследования принесут академическую выгоду в создании условий во всех образовательных учреждениях, необходимых для реализации дополнительных творческих кружков, раскрывающих внутренний потенциал подростков и их готовность проявлять эмпатию к окружающему миру.

В статье показываются различия между социализацией подростков обучающихся в общеобразовательной школе и тех школьников, посещающих «Дворец творчества детей и молодежи». Подростки, вовлеченные в дополнительные творческие занятия, демонстрируют открытость к миру, выраженную эмпатию, различающих их лучшей адаптацией в модифицированных условиях в социуме, когда как школьники общеобразовательных школ отличаются в позиционировании себя скептическими и упрямыми. Анализ полученных результатов показал, что значимые различия между группами были выявлены по стратегии «Конкуренция» ( $t_{\text{мп}}=3,3 > t_{\text{кр}}=2,64$ ,  $p < 0,01$ ) и стратегии «Сотрудничество» ( $t_{\text{мп}} = 2,9 > t_{\text{кр}} = 2,64$ ,  $p < 0,01$ ), при этом стратегия «Конкуренция» более выражена у подростков, обучающихся в общеобразовательной школе, а стратегии «Сотрудничество» - у подростков, посещающих дополнительно «Дворец творчества детей и молодежи», т. е. для подростков 2-й группы характерно поведение, целью которого является результат, удовлетворяющий обе стороны взаимодействия. Подростки 1-й группы более склонны к удовлетворению собственных интересов (Перевозкин & Перевозкина, 2022, с.39).

Одними яркими фактами статьи можно считать использование t-критерия Стьюдента; коэффициент ранговой корреляции Спирмена. Дети, которые обучались в дворце творчества детей и молодежи были более отзывчивые, эмпатичные, уверенные и стабильные. А дети общеобразовательной школы

замкнуты и не доверчивы к самим себе же. М. И. Рожкова показал, что значимые различия между группами выявлены по показателям «социальная адаптивность» (Перевозкин & Перевозкина, 2022, с.39).

В статье Хуторянской, Т.В. (2017) были описаны особенности ролевой идентичности подростков в зависимости от социометрического статуса. Статья поднимает вопрос ролевой идентичности подростков и ее значимость в интегрировании их в социальные группы, повышающие эффективность ролевой коммуникации, задачей чего является увеличение социальных статусов школьников.

Новизна статьи интересна тем, что автор указал, что тема их исследования долгое время углубленно не изучалась, несмотря на это в работе раскрыли тему роли и ее значимости в обществе подростка. Статья предоставляет новые возможности для расширения этой темы, помогая взглянуть на ролевые деления подростков с других сторон. С помощью социометрического метода, который использовался на ряду с тестом десяти фигур. В статье даётся определение ролей в школе и то, как это в дальнейшем будет фигурировать в взрослой жизни подростка, также автор показывает, что школьное деление на роли в дальнейшем даёт характеристики для каждого учащего. Это исследование даёт возможность понять, что совокупность всех факторов проявления себя в школе переплетается с взаимоотношениями со сверстниками.

Теоретическая значимость данной работы заключается в том, что автор смог раскрыть насколько адаптация к окружающей среде влияет на роль подростка, также дали определение взаимосвязи социометрического статуса с ролевой идентичностью. Автор пишет о том, что более популярным подростком легче дать определение своим одно-



классникам, чем тем, кто менее активен среди сверстников - этим статья объясняет, насколько деление такого вида важна для подростков, ведь с помощью таких определений им легче найти своё окружение, и примерно даёт понимание и определение их личности.

Анализ данных в проведенном исследовании возможен в использовании министерством образования для эффективного решения проблемы социализации подростков, путем оперативного выявления ролевых моделей среди школьников. Прделанная работа может на практике уменьшить число «пренебрегаемых» учеников, склонных в интроверсии, тем самым обеспечить подросткам позитивную социализацию и их ролевую идентичность.

Статья раскрывает значимость установления важности ролевой идентичности подростков в дальнейшей их социализации в определенных социальных группах. Результаты исследования заключаются в том, что по процентному распределению подростков по социометрическим статусам, выявилось 31% тех самых «пренебрегаемых» школьников, составляющую значительную долю в процентном соотношении. Они, как правило, не включены в сам процесс коммуникации, стараются как можно меньше общаться с одноклассниками, скрытны, из-за чего их одноклассникам также сложно определить их идентификационную роль. В то время как «пред-

почитаемые» составили 57%, выделяющих их особенностью является навыки социальной инициации, гибкость в интерпретации поведения сверстников и способностью эффективно реагировать на отношение сверстников (Хуторянская, 2017, с.22).

Яркими фактами в статье можно считать, что в ходе опыта над одним классом, где ученики делились по классовым рангам, то есть очень популярные 12%, далее менее популярные 57% и изолированные от общества 31%. Выяснилось, что коммуникативность у очень популярных и менее популярных в норме, а интровертированные оказались закрытые. Во втором анкетированном опросе распределили скрытые личностные качества через интерпретацию героев, которые больше располагаю к себе. Определили, что некоторые девушки, выбирая мужских героев подразумевают собой агрессивность, свободу от социальных норм.

«Свидетельствует ли школьная травля об отсутствии эффективного мультикультурного образования в школьной программе?» данная тема поднимается в статье Ekene, F.O., Muhua W., Ujunwa P.E (2022). По причине того, что статья затрагивает важную проблему, которая влияет в дальнейшем, как на социализацию подростка, так и его индивидуальность. Именно эта тема вгоняет человека в рамки и оказывает психологическое давление. А также, расска-

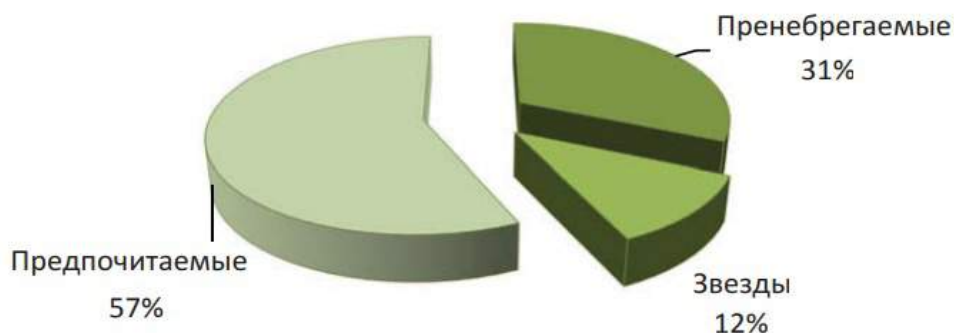


Рис. 1. Процентное распределение подростков по социометрическим статусам  
Fig. 1. Percentage distribution of adolescents by sociometric statuses

зывает, насколько важна сплоченность народов искореняя проблему буллинга.

Данная статья поднимают актуальную тему для подростков. Ведь именно в школе подростки проводят большую часть своего времени сталкиваясь с разными проблемами, например, как буллинг от сверстников или от учителей. Чаще всего причиной издевательств становятся те, кто чем-то выделяются из толпы также в способах самовыражения и тому подобного. Автор сам утверждает, что для исследования этой обширной темы недостаточно материалов и работ, так что ее нужно развивать и дальше, но так как сама по себе тема уже является довольно-таки полезной, она обязательно пригодиться для использования в дальнейших работах по расширению знаний, связанных с этой темой.

Теоретическая значимость данной работы является разбор разных видов буллинга со стороны сверстников и преподавателей. Автор показывает, насколько данная проблема является серьезной, делая упор на последствиях таких издевательств на жертву и то, как это в дальнейшем влияет на социализацию подростков в обществе и на их проявлении себя, как личности. В статье также указывается методы решений

данной проблемы, что должны быть использованы в образовательных учреждениях.

Подчеркивается, что реализация мультикультурного образования в школах, обеспечивающие формирование здоровых взаимоотношений школьников-подростков привнесет свой вклад в построение справедливой образовательной парадигмы с преимуществом благоприятной социализации и способствует снижению числа подростков, подвергающихся буллингу. Автор рекомендует налаживать контакт учителя и ученика, проводить профилактические семинары по борьбе с буллингом, а также уделяет значимость вовлеченности властей в происходящие инциденты (Ekene, Muhua, Ujunwa ,2022, с.14).

В нашем обществе подросток может подвергнуться буллингу, совершающийся по определенному ряду факторов, таких как, раса, пол, гендер, а также доход. В следствии буллинга, подросток подвергается стрессовым ситуациям, эмоциональному дисбалансу и в итоге это приводит к личностному расстройству и потери индивидуальности, поэтому подчеркивается необходимость внедрения мультикультурного образования, обеспечивающего сплоченность

**Таблица 2**  
Описательная статистика.

Переменные	Категории	Частота	Процент%	Средний	SD	Отклонение	Коэффициент перекоса	Куртозис	N= Выборка
Пол	Женщина	12,110,000	49.1	4.23	.223	.174	.312	-3.75	24,650,000
	Мужчина	12,540,000	50.9						
Класс	6-й	2,101,000	8.5	6.87	4.24	2.54	1.04	3.00	24,650,000
	7-й	3,835,000	15.6						
	8-й	4,105,000	16.7						
	9-й	3,740,000	15.2						
	десятый	3,789,000	15.4						
	11-й	3,574,000	14.5						
Раса/этническая принадлежность	12-й	3,507,000	14.2	2.97	3.05	1.23	.132	.107	24,650,000
	Белые, не латиноамериканцы или латиноамериканки	12,988,000	52.7						
	Черные, не латиноамериканцы или латиноамериканки	3,357,000	13.6						
	Испаноязычные или латиноамериканцы	5,946,000	24.1						
	Азиат, не латиноамериканец или латиноамериканка	1,446,000	5.9						
Доход домохозяйства	Все другие расы, не испаноязычные или латиноамериканские	912,000	3.7	3.86	2.77	.217	.054	1.61	24,650,000
	Менее \$7,500	661,000	2.7						
	\$7,500- 14,999	1,185,000	4.8						
	\$15,000-24,999	2,361,000	9.6						
	\$25,000-34,999	2,468,000	10.0						
	\$35,000- 49,999	3,583,000	14.5						
	50 000 долларов или более	14,392,000	58.4						



всех подростков разных культур, создания общего человеческого братства. Данного рода образование влияет на обеспечение безопасной среды обучения и процесса социализации в школах. Следует отметить, что по результатам исследования 20.2% школьников подверглись буллингу, но многие из оставшихся 79.8% не могли рассказать об издевательствах в их сторону из-за напуганности (Ekene, Muhua, Ujunwa, 2022, с.10). Более того, было выявлено, что 52.7% белых, не латиноамериканцы и не латиноамериканки подвергаются большему проценту буллинга, указывая на столкновение с виктимизацией подростков вне зависимости от какой-либо расовой принадлежности (Ekene, Muhua, Ujunwa, 2022, с.12).

Большее количество исследователей темы буллинга и виктимизации говорили о важности сохранности различных культур (мультикультурного образования) в образовательных учреждениях, так как это создает единство и сплоченность народа. Исследование показало, что вне зависимости от расовой идентичности, абсолютно все они подвергаются буллингу. Армения считается наименее европейской страной с наименьшим количеством случаев буллинга, а в Литве наоборот самый высокий показатель. (Ekene, Muhua, Ujunwa, 2022, с.3).

В заключении, социализация подростков в обществе является актуальной и часто оглашаемой проблемой. В статьях, которые мы использовали было определено множество факторов, влияющих на социализацию, например, как девиантное поведения, которое появляется в следствии буллинга, будь то со стороны сверстников, учителей, установленных рамок или родителей.

В первую очередь, освобождает и помогает нам настраивать свои личностные рамки - родители, которые могли не особо участвовать или иметь другие причины отсутствия в момент становления этого процесса, уже не давая надежность ребенку в будущем не иметь проблем с социализацией.

**Таблица 3**

Виды издевательства.

Виды издевательства	Предполагаемое количество студентов	% Задира
Итого Б/НБ	24,650,000	20.2
Не задирается	19,664,000	79.8
Всего подвергшихся буллингу	4,986,000	20.2
Над вами смеются, обзывают или оскорбляют	3,208,000	13.0

А также учителя, совсем не знающие о налаживании языка «учитель-ученик» о котором упоминалась в одной из наших выбранных статей. Унижения сверстниками из-за отсутствия идентичности с ними или установленных обществом рамок, является как проблемой буллинга, так и индивидуальности. Все методики, приводимые в примерах, помогут выявить профилактические меры, создавая благоприятную среду для подростка, потому что именно в подростковом периоде происходит становление его индивида. В будущем эта проблема должна изучаться ещё глубже для того, чтобы находить конкретные пути решения этой актуальной проблемы.

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## ДАҒДАРЫС КЕЗІНДЕГІ ЖАҒЫМСЫЗ ӘСЕРЛЕРДІҢ ПСИХОЛОГИЯЛЫҚ ДИАГНОСТИКАСЫ (БАСТАУЫШ СЫНЫПТА)

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Аннотация: Мақала нормативтік жас дағдарысы кезіндегі баланың дамуының жағымсыз факторларын зерттеуге арналған. Зерттеу материалдары кіші жастағы оқушылардың дамуының қиын кезеңдерінде қандай қиындықтарға тап болуы ықтимал екенін түсінуге мүмкіндік береді. Мақалада жастық дағдарыс кезіндегі жағымсыз әсерлердің психологиялық диагностикасы, ата-ана мен бала қарым-қатынасындағы қиындықтар, әлеуметтік-психологиялық бейімделу ерекшеліктері, зияткерлік көрсеткіштер және баланың жеке басының дамуы кезіндегі кіші оқушының гормоналды фонын талдау қарастырылады.

Кілт сөздер: психологиялық диагностика, даму кезеңі, жас дағдарысы, қиындықтар, көрсеткіштер, өзгерістер.

Бастауыш сынып оқушысының дамуы бұрынғы уақыттан келе жатқан қазіргі

психологияның өзекті тақырыптарының бірі болып табылады. Баланың жеке тұлғасының қалыптасуына және даму үдерісіне кері әсер ететін әртүрлі биологиялық, психологиялық және әлеуметтік факторлар бар. Тұлғаның қалыптасу барысында баланың өтпелі кезеңінде туындайтын қиындықтар әр адамды әртүрлі психологиялық өзгерістерге әкеледі. Ең маңызды ықпал етуші факторлар - бала мен ата-ана қарым-қатынасы, оның құндылықтарының қалыптасуы, қоғамдағы психологиялық адаптацияға әсер ететін жағдайлар және биологиялық-гормондық фон болып саналады. Осы мәселелер бойынша бірнеше тәжірибелер өткізілген мақалаларды салыстыра отырып анализ жүргізілді.

Біздің осы тақырыпты талдауға алғаны-

мызға не себеп болды? Бастауыш сыныптан бастап әр жасөспірім қоршаған ортаның келімсіз жағдайларына бейімделу және оның тұлға болып қалыптасуы өтпелі кезеңде орын алатындықтан балалар мен жасөспірімдерді зерттеу өзекті деп санаймыз. Бастауыш сынып оқушысының бұл кезеңнен сәтті өтуінің маңызы - оның жақын адамдарының, қоршаған ортасының эмоционалды және әлеуметтік әсерін тигізуінде. Егер де осы өтпелі кезеңде баланың өміріндегі қандайда бір кері ықпал көрсететін жағдай болған кезде, бұл баланың тұңғылып қалуына немесе қоғамдағы адаптациясына үлкен әсерін тигізетін еді. Әр азаматтың жастайынан қалыптасқан тұлғалық қасиеттері - мемлекет келешегіне, халықтың сыртқы бейнесіне тікелей байланысты.

«Жас дағдарысы кезіндегі бастауыш сынып оқушысының жеке басының да-

муының жағымсыз факторлардың психологиялық диагностикасы» деген біздің шолу мақаламыздың жетекші мақаласы болып табылатын Рудакованың (2016) мақаласында автор бастауыш оқушысына әсер ететін әртүрлі факторларды келтіріп, жас дағдарысының кезеңін сипаттайды. Сондай-ақ зерттеулер жүргізу үшін дағдарыс кезеңінің өтуіне әсер ететін факторларды анықтауға көмектесетін әдістер мен механизмдер қарастырылған. Бүгінгі күні бастауыш сынып оқушының жеке басын толық анықтайтын бір ғана әдісті атап өту қиын, сондықтан олардың саны көп емес. Бірақ әртүрлі зерттеулердің көмегімен жеке тұлғаның ерекшеліктерін анықтауға болады. Сондықтан оқушының дамуы мен тұлғаның қалыптасуына әсер ететін негізгі факторлар бойынша бала тұлғасының психологиялық диагностикасын қамтамасыз ететін модель бар. Модельде дағдарысқа қарсы әрекет ету ерекшеліктері де көрсетілген. Бұл мақаланың тақырыбы психологиялық диагностиканың жас дағдарысы, психикалық дамудың кезеңділігі, тұлға диагностикасы, зерттеу әдістері мен механизмдері сияқты мәселелерін қамтиды. Баланың жеке басының диагностикасы бойынша модель негізгі жетекші факторларды көрсетеді: әлеуметтік факторлар мен психологиялық факторлардың зерттеу аймағы мен құрамдас бөліктері бар. Әлеуметтік факторларға баланың әлеуметтік ортамен/әлеммен тұлғааралық қатынасы жатады. Психологиялық факторлар баланың тұлғасын тәрбиелік және мотивациялық бөліктердегі субъект ретінде, танымдық сфера деңгейін және өзін-өзі тану мен бағалау деңгейін қарастыратын осындай компоненттерді қамтиды. Рудаковтың «Психологиялық-педагогикалық әдебиеттердің мазмұндық талдауы, жас дағдарысы кезіндегі кіші мектеп оқушысының тұлғасын психологиялық диагностикалаудың ұсынылған моделі» мақаласындағы баланың даму процесінің әртүрлілігі туралы бұл дағдарыс барлық жерде болады деп дәлелдеуге мүмкіндік береді. ба-

лаларға әртүрлі жолдармен әсер етеді және жеке құрылымдық компоненттерге әсер етеді, тұтастай алғанда бүкіл жеке жүйеге локализацияланған»(4 б.).

Дағдарыс кезеңінде бастауыш сынып оқушысына үлкен әсер ететін әлеуметтік факторларды талдай отырып, Панфилова әзірлеген Кактус графикалық техникасы баланың психикасының құрамдас бөліктерін (агрессивтілік, импульсивтілік, эгоцентризм, сенімсіздік, демонстративті ашықтық, құпиялық, сақтық) анықтауға мүмкіндік береді. , оптимизм, алаңдаушылық, әйелдік, экстраверсия, интроверсия) . Ата-ана қарым-қатынасы балаға деген әртүрлі сезімдер жүйесі болып табылатын бала мен ата-ана арасындағы қарым-қатынасты бөлек атап өткім келеді. Ата-аналар баламен сөйлескенде, әсіресе баланың жеке басын және оның іс-әрекетін қабылдауға қатысты қандай әрекеттер жасайды? Бұл сұраққа Варг пен Столиннің ата-аналық қатынастарды диагностикалау әдістемесінде бес шкаланың талдауы жүргізіледі. Масштабты қабылдаудан бас тарту, ынтымақтастық, симбиоз, авторитарлық гиперсоциализация, аз жеңіліс. Ата-аналармен қарым-қатынастан басқа, әлеуметтік фактордың бір құрамдас бөлігі - әлеуметтік мәртебе. Бұл компонент үшін әлеуметтік топтардың балаға әсері және оның мәртебесі туралы ақпарат беретін коммуникациялық дағдыларды диагностикалаудың Морена социометриялық әдісі таңдалды. Сондай-ақ, әлеуметтік факторларды зерттеу үшін Панченко жануарлар мектебінің әдістері, отбасылық социограмма әдісі және Вагнер қол сынағы әдісі көмектеседі. Мақалада сондай-ақ жетекші іс-әрекет түрлерінің (оқу әрекеті және мотивациялық сфера) және жасқа байланысты ісіктердің (когнитивті сала, өзін-өзі тану және өзін-өзі бағалау) болуы психологиялық факторлар көрсетілген. Инфантилизмді, зейіннің еріктілігін, семантикалық жадыны қабылдауды, сөздік логикалық ойлауды және өзін-өзі бағалау мен сананың деңгейлерін зерт-

теу әдістемелері келтірілген. Баланың дамуындағы маңызды орын оқу әрекеті мен мотивацияның болуы болып табылады, оны оқытуда қандай қиындықтар туындайтынын анықтау және оқушының оқуға деген көзқарасын көрсету үшін мұғалімдер мен баланың бағаларын сұрау арқылы анықтауға болады. Бұл айтылған дағдыларды зерттеу үшін Ньютена мен Орловтың аяқталмаған сөйлем методикасы, сандарды орналастыру, Иманованың түзету сынағы, Шульте таблицасы, Лурияның сөздерді жаттау методикасы, Замбацявиченаның сөздік логикалық ойлау механизмы көмектеседі. Сонымен қатар баланың өзін-өзі бағалау және өзін-өзі тану процестерінің қалыптасуында маңызды кезеңдердің бірі. Щурдың баспалдағы мен Лампеннің ағашы баланың, жалпы кез келген адамның сенімділік деңгейін, яғни өзін өзі бағалауын көрсететін методикалар. Баланың өзінің өзіне деген, өзінің денесіне деген қарым қатынасын көрсететін Пирса Харистің методикасы. Жалпы баланың даму жолындағы өзгерістер оның өзіне деген көзқарасы және әлеуметтік, қоршаған ортадағы өзгерістерге алып келеді. Автор Рудакова өзінің мақаласында оқушының дамуы мен тұлғаның қалыптасуына әсер ететін негізгі факторлар бойынша бала тұлғасының психологиялық диагностикасын қамтамасыз ететін модельді ұсынған. Ұсынылған модельде әсер ететін негізгі факторларды және дағдыларды көрсеткен. Оған қоса, осы факторлар мен дағдылар қатынаса отырып жүргізілген зерттеу методикалары мен механизмдерін жазған.

Ендігі кезек, бұл Дружининаның (2012) “Ата-ана мен баланың қарым-қатынасындағы қиындықтар және ата-аналар мен олардың жасөспірім балаларының мінез-құлқындағы қиындықтар” мақаласы талданады. Мақалада ата-ана мен олардың жасөспірім балаларының мінез-құлқытарының ерекшеліктері, яғни қиындықтары жайында айтылған. Қазіргі кезде көптеген отба-

сында ата-ана мен бала арасындағы қарым-қатынас жақсы емес. Әсіресе балаларда өтпелі кезең болғанда олардың мінездері қатты өзгереді. Зерттеушілердің пайымдауынша ол кезең 12-18 жас аралықтарында болады. Бұл жаста өмірлік қиындықтарды психологиялық тұрғыдан жеңуді үйрену процесі ең белсенді түрде жалғасуда, оның табысты болуында маңызды ересектермен, ең алдымен ата-аналармен қарым-қатынасты қолдау ерекше рөл атқарады, бұл мінез-құлық үлгілерінің қалыптасуы деп айтуға болады. Дәл осы кезде балалар көбінесе жалғыздықты сезінеді, күйзеліске жиі ұшырағыш болады, махабатты сезінгісі келеді, болашақтарына уайымдай бастайды және болған әр уақиғаны жүрекке тым қатты жақын қабылдағыш болып келеді. Ал ең бастысы алға мақсат қояды және қиындықпен күресуге күш іздейді. Айнала-сындағы адамдарға қарап, олардан үлгі алады, әсіресе ата-анасына қарап, олардың іс-әрекеттерін проециялайды. Балаға үлгі ғана емес, сонымен бірге қиын өмірлік жағдайлардан тиімді күресу тәжірибесін қалыптастыруға мүмкіндік береді. Теориялық тұрғыдан алғанда, жасөспірімдер жеке тұлғаны жаңадан қалыптастыра бастағанда, олар үшін қоршаған ортада болатын әрбір элемент маңызды. Достарының, мұғалімдерінің, сыныптастарының әрекеттері, тіпті әлеуметтік желі де баланың мінез-құлық қалыптастыруындағы психикасына үлкен әсер етеді. Бірақ ең басты баланың үлгі алатын объектісі ол ата-ана. Себебі, олар баланы туғаннан бастап тәрбиелейді. Баланың өмірге келгенде бірінші көргені ол оның анасы, сосын әкесі. Жасөспірім баланың өсе келгендегі қырсық мінезі ата-анасымен арадағы қарым қатынасты өзгертуі мүмкін. Сондай жағдайда ата-ананың қалай кері байланыс беруі де маңызды. Және әке-шешесі қиын жағдайға түскенде өзін қалай ұстайды, кейін бала да өзін солай ұстайтын болады. Әрине, балалар ата-анасының әлсіздігін проециялауы да мүмкін. Сондықтан баланың ал-



дында стресстік сәттерден оңай шығу, қиын сынақтардан сүрінбей өту мәселесін шешуге тырысады. Автор ата-ананың мен баланың копинг мінез-құлқын анықтау үшін мақала авторы Дружинина зерттеу жұмыстарын жүргізген. Зерттеу материалдары жасөспірімдердің мінез-құлқына аналардың іс-әрекеті қалай әсер ететінін түсінуге мүмкіндік береді. Мақалада айтылғандай, қазіргі заманғы әлеуметтік орта адамға қиын, түсініксіз, стресстік жағдайларда оңтайлы шешімдерді табу тұрғысынан жоғары талаптар қояды, өйткені адам өмір бойы әртүрлі жағдайларға тап болады, олардың кейбіреулерін ол субъективті түрде қиын және шешілмейтін деп бағалай алады. Осы қиындықтарды жеңу үшін бала ата-анасының және басқа туыстарының тәжірибесін пайдалана алады немесе мінез-құлықтың жаңа формаларын өз бетінше құрастыра алады. Осы Зерттеу жұмыстарына барлығы 60 адам қатысқан. Соның 30 жасөспірім баласы бар ана болса, қалғаны 14-16 жастағы 17 қыз бала, ал 13 ұл бала. Зерттеу жұмысын іске асыруға авторға Дементия “Ч.Карвермен күресу стратегияларының сауалнамасы” және Желдак «Ата-ана қатынасының шкаласы» сауалнамасы (ШРО) көмектесті. Зерттеу сауалнама түрінде жүргізілді. Аналар өз балаларының мінез-құлқының ерекшеліктерін, ал жасөспірімдер де өздерінің мінез-құлқының ерекшеліктерін атап өтуі керек болды, сонымен қатар жасөспірімдердің пікірінше, олардың ата-аналарын алаңдатып, алаңдатуы мүмкін екенін көрсету керек. және зерттеуге сәйкес, көптеген жасөспірімдер өздерінің дұрыс емес мінез-құлық деп айтатындарын біледі, бірақ мұндай мінез-құлық арқылы ата-аналарының мазасын алуы мүмкін екенін мойындамайды. Нәтижесінде балаларының кеш ұйқыға жатуы 96,97%, өтірік сөйлеуі 53,33%, үй тірлігіне көмектеспеуі 46,67%, өз бөлмелерінде жинамауы 53,33% ата-ананы алаңдатады, өздері де соны біледі. Бірақ көбінесе ол факт анасын уайымдататының түсінбейді. 15 жасөспірімнің 10%-ы өзін өл-

тіремін деп қорқытқан. Осыған қараса, көптеген жасөспірімдер жас ерекшеліктеріне орай өзімішл болады. Олар ата-анасымен көп сөзге келісуі мүмкін, өзінікін ғана дұрыс деп есептейді және өмірін қатерге тігуі де әбден мүмкін. Шындығына келсек жасөспірімдердің көбі өзін өлтіру туралы ойлайды және оның біразы әрекет жасайды. Зерттеу жұмысын іске асыруға авторға “Ч.Карвермен күресу стратегияларының сауалнамасы” Дементия және «Ата-ана қатынасының шкаласы» сауалнамасы (ШРО) Желдак көмектесті. Автор Дружининаның айтуы бойынша Карвердің копинг-стратегия туралы сауалнамасы күйзеліске ұшыраған кезде жасөспірімдер мен олардың ата-аналары қалай әрекет ететінін білуге мүмкіндік берді. Зерттеу жұмыстарының көмегімен бала әрекеттері мен копинг стратегияларын анықталған. Мақалаға сенсек жасөспірімдерге қатысты «Позитивті түсіндіру және өсу», «Эмоционалды қоғамдық қолдауды іздеу», «Белсенді қоғамдық қолдауды іздеу», «Белсенді күресу», «Жоспарлау» және «Қабылдау» сияқты күресу стратегиялары «Эмоцияларға және олардың көрінісіне назар аудару», «Тью», «Психикалық кері кету», «Бәсекелестік белсенділікті басу» және «Өзіл» стратегияларына қарағанда Жасөспірімдер жиі қолданатын күресу жиі қолданылады деп айта аламыз. стратегиялары: «Дінге бет бұру», «Басқару», «Мінез-құлықтан бас тарту», «Алкоголь мен есірткіні пайдалану» екенін білуге болады.

Осындай өтпелі кезеңде баланың өз құндылықтарын бағалау процестері жүре бастайды. Осыған орай, біз Холлкова & Малохвейдің (2014) “Кіші мектеп оқушыларының адамгершілік құндылықтарын дамыту мәселесі” деген мақаланы тандадық. Мақалада бала өзге ортаға жаңадан келуіне байланысты өзін өзі ұстауы, ортаға деген бейімділігі, белсенділігінің аз екендігі зерттеу нәтижесінде анықталған. Осы мәліметтерге сүйене отырып, бастауыш сыныптағы балалар үшін туыста-



рымен және жақын адамдарымен өзара қарым-қатынасы моральдық тұрғыдан құнды және мағыналы деген қорытынды жасауға болады, бұл балалардың туыстарына деген сүйіспеншілігін білдіреді. Балаларды мектепте оқытудың алғашқы күнінен-ақ бастауыш оқушыларының қоршаған орта туралы әр түрлі түсінікпен келетіндігі, мораль туралы ұғымдары да, мінез-қырларымен әдеттері де әр басқа екендігі айқын. Кейбір балалар достарымен тату-тәтті ойнайды, кейбірі керек болса тіпті ойыншықтарын беруге де даяр. Ал енді біреулері сыртта оқшауланып жүреді, өзіншіл әрі тұйық болады. Балалардың моральдық саналарының, қоғамға байланысты ұғымдарының, мінез-құлықтағы өзіндік дағдылары мен әдеттерінің дамуындағы осы айырмашылықтарды адамгершілік тәрбиесі барысында мектеп түзетуі керек. Мектеп білімі өсіп келе жатқан жас ұрпақтың адамгершілік тәрбиесіне едәуір ықпал етеді. Адамгершілік тәрбиесі белгілі жүйеде жүзеге асырылады. Рене Жильдің 2 әдістемесін қарастыратын болсақ, олар “Цветик – семицветик” әдістемесі және “Школа зверей” белсенді әдістемесі. “Цветик – семицветик” әдісі балалардың материалдық және рухани-адамгершілік тәртіптің жалпы құндылықтарын анықтауға бағытталған. Өзіне және басқа қоршаған ортаға деген тілектердің бағытына диагноз қойылады, сол арқылы бастауыш сынып оқушыларының басым моральдық құндылықтары жойылады. “Школа зверей” проективті әдістемесі балалардың мұғалімге деген қарым-қатынасын зерттеуге бағытталған және оның нәтижелері балалардың өздері оқитын мектептің суретін сандық және сапалық түсіндіруін білдіреді. Рене Жильдің жүргізген зерттеуіне байланысты бірінші сынып оқушыларының тек туыстарымен және жақын адамдарымен қарым-қатынас моральдық маңызды 74% көрсеткішке ие болып ал мұғалімге құндылық қатынасы балалардың тек 11% анықталды, бұл ғылыми мәліметтерге қарама-қайшы келетін маңызды көрсеткіш

болып табылады. Үлкен топтардағы қарым-қатынастың құндылығы және олардағы үйлесімділік өзара әрекеттесудің құрылысы балалардың 14%-ын құрады. Нақтырақ айтатын болсақ, балалардың 39%-ы туыстары мен жақындары үшін материалдық құндылықтарды басым; ал 38%-ы өздері үшін материалдық құндылықтарды, қымбат сыйлықтар алуы маңызды деп белгілеген; бастауыш сынып оқушыларының 12%-ы үшін мінезі-жеке қалауларының әлсіздігіне, жауаптары минимдік қажеттіліктерге негізделген. Балалардың тек 11% - ы өздері үшін және қоршаған орта үшін маңызды адамгершілік құндылықтарды бөлді. Баланың сенімділігін арттырып, ортаға қарай баулу, өзін өзі ашуы, өзін дұрыс ұстауы, сөйлеуі тікелей ұстаз бен оқушы арасындағы қарым-қатынастың басты себепшісі. Сонымен қатар, бастауыш сынып оқушылары үшін айналасындағы адамдарға қамқорлық маңызды емес болып саналады. Бастауыш мектеп жасындағы оқушылар адамгершілік құндылықтары мен тұрақты мінез-құлқының дамуының алғышарттарының пайда болу мүмкіндігі тұрғысынан зерттеу туындап осы жастағы баланың мінез-құлқының тұрақты формаларының және идеалдардың адамгершілік үлгілерін қалыптастырумен ғана емес, сонымен бірге баланың қарым-қатынасының қалыптасқан жүйесімен де байланысты деген қорытындыға әкеліп соқтырады. Адамгершілік дамуындағы бастауыш мектеп өтпелі кезең ретінде саналады және екі дағдарыс шегінде алынады. Олар тұрақты моральдық мінез-құлық формаларын қалыптастыру үшін қажетті жағдайлар жасай алатын және жасалуы қажет ересектердің ерекше назарын талап етеді. Осындай жағдайларға сәйкес мақалаға сәйкес Узбекованың пікірінше мектеп жасына дейінгі жаста қажеттіліктер 3-ке бөлінеді: 1) Баланың жақын ортамен жағымды эмоционалды қарым-қатынасының болуы; 2) Баланың өзін-өзі бағалауы және басқа адамдармен байланысты барлық жағдайларда жасайтын өзіндік

іс-әрекетімен байланысты болуы; 3) Даму үстіндегі жеке тұлға үшін үйреншікті бола отырып, өз іс-әрекетінде басқалармен қарым-қатынасы, қоршаған ортаға және өзіне деген оң көзқараспен байланыста болуы. Бастауыш сынып оқушылары үшін басым моральдық құндылық ата-анамен қарым-қатынас болып табылады, ал мұғаліммен және балалардың өзінен үлкен топтарымен қарым-қатынастың маңыздылығы аз, бұл мектептегі ынтаның әлсіздігін және бастауыш сынып оқушыларының қиын бейімделуін көрсетеді.

Маңызды аспектілердің бірі бұл баланың қоршаған ортаға бейімделуінің динамикасы. Осы аспектіге байланысты Литвиненконың (2007) “Дамудың сыни кезеңдерінде оқушылардың әлеуметтік - психологиялық бейімделуінің динамикалық ерекшеліктері” мақаласын анализге тандадық. Мақалада психикалық денсаулықтың ең төменгі көрсеткіштері 7, 11-12 және 15 жас аралығында тіркелетіні жазылады. Дамудың қиын кезеңдеріндегі өзгерген әлеуметтік жағдайдың талаптары мен жеке тұлғаның қажеттіліктері, мүдделері, құндылық бағдарлары арасындағы үйлесімді қатынасты қамтамасыз ететін әлеуметтік-психологиялық бейімделу оның толыққанды қызмет етуіне, дамуына және өзін-өзі дамытуға қолайлы жағдай жасайды. Осыған байланысты жүргізілген тәжірибе әлеуметтік-психологиялық бейімделуді тұлға пен әлеуметтік ортаның өзара әрекеттесу процесі ретінде түсінуге негізделген. Теориядағы ережелерді оқи отырып, адамның кризис периоды мектеп табалдырығынан аттап алған сәттен басталады десек қате сөз емес. Атап айтқанда, әлеуметтік-психологиялық бейімделу, эмоционалдық сауаттылық даму әлеуметтік жағдайдың бірінші қажеттілік ретінде зерттелді. Элькониннің пікірінше, мектеп жасында жетекші болып табылатын оқу қызметінің өнімділігі; ересектермен және құрдастарымен әлеуметтік байланыстардың табыстылығы; адамның ішкі

дүниесінің, оның өмірлік көзқарастарының, құндылықтарының және идеалдарының бүкіл жүйесінің сыртқы көрінісі болып табылатын мінез-құлық ерекшеліктері. Зерттеу тобына 1,5,9-сынып оқушылары кірді, бұл топтарда балаларда мектептегі мазасыздық оңтайлы деңгейде анықталды және оқу іс-әрекетінде кейбір қиындықтар мен қиындықтар болды. Олар сондай-ақ эмоционалды салада қиындықтарға тап болды. Зерттеу нәтижесінде толық бейімделмеген 5 сынып оқушысы 1 сынып оқушысы мен 9 сынып оқушысынан екі есе аз екендігі анықталды. Сондай-ақ, бірінші сынып оқушыларының көпшілігінде тұлғааралық қатынастар мен әлеуметтік бейімделудің қиындықтары бар екенін атап өткен жөн, содан кейін бесінші сыныптар екінші орынды алады, ал 9-сыныптан кейін котопахна күрделіліктің аз пайызына ие. Бірақ бесінші сыныпта өмірдің барлық маңызды салаларында қиындықтарды көрсетудің ең жоғары деңгейі байқалды. Сонымен қатар, жасырын сипаттағы қиындықтар анықталған топтар да бар. Олар өмірдің барлық басқа салаларында бәрі жақсы болса да, алаңдаушылықтың өте жоғары деңгейін көрсетті. Айта кету керек, оқу бөлімімен бәрі жақсы. Олардың оқуда қиындықтары жоқ, олар тіпті өте жақсы оқиды және оқудағы тұрақтылығы жақсы болып келеді. Мектеп оқушыларының дамудың қиын кезеңдеріндегі әлеуметтік-психологиялық бейімделуінің динамикалық ерекшеліктерін диагностикалау үшін осындай әдістердің тұтас кешені қолданылды: сараптамалық бағалау, сұрақ қою, социометрия, тартылыс өлшемдері, референтометрия, Филлипстің мектептегі мазасыздану тесті, Прихожанның «Шкала тревожности», Стоттың «Карта наблюдений». Психологиялық-педагогикалық әдістер кешені бойынша 1,5,9-сынып оқушылары үшін алынған мәліметтер оларды бейімделу деңгейі мен қиын бейімделу курсының сипаты бойынша топтарға бөлуге мүмкіндік берді (2 б.).

Бастауыш сынып оқушыларының даму барысында баланың интеллектуалдық көрсеткіштері үлкен рөл атқарады. Дәл осыған біз өзінің зерттеуі бар Славуткаяның (2011) “ Жас жеткіншектердің эмоционалды ерікті сферасына дамып келе жатқан әсер ететін интеллектуалдық көрсеткіштерін зерттеу” мақаласын қарастырдық. Мақалада жасөспірімдердің эмоционалды-еріктік қасиеттері мен интеллектуалдық деңгейлері арасындағы байланыс зерттеледі. Осы бойынша тәжірибе 9-12 жас аралығындағы мектеп оқушыларының эмоционалды-еріктік саласын диагностикалау және дамыту бойынша үш жыл бойы жүргізілген. Диагностика әдістері мен түзету-дамыту жұмыстары сипатталған және эмоционалды-еріктік сфераға әсері мектеп оқушыларының интеллектінің дамуына ықпал ететіні көрсетілген. Мақала бойынша Блонский баланың 9-12 жастағы кезеңін психогенездің өзіндік ерекшеліктері бар «препубертаттық балалық шақ» деп атайды (1 б.). Балалардың оқу жетістігіне әсер ететін әртүрлі мәселелерін зерттей отырып, зияткерлік қабілеттердің өзекті болуына эмоционалды блоктар, тұлғаның дамуына да, оның интеллектінің жүзеге асуына да кедергі келтіретін мүмкін болатын жағымсыз тәжірибелер әсер етуі мүмкін екені болжанады. Мұндай мәселелер кейінірек бастауыш мектептен орта мектепке көшу кезінде оқушылардың дезадаптациясына әсер етіп, оның себебі болуы мүмкін. Яғни, эмоционалды-еріктік сфераға әсер ету - интеллектуалдық көрсеткіштерге де қатысты. Баланың одан әрі дамуын анықтайтын жаңа қажеттіліктердің пайда болуы дамудың барлық кезеңдері өткен кезде пайда болады және мотивациялық-талаптылық, ерікті және интеллектуалдық сфералардың жеткілікті деңгейімен ғана зерттелетін жаста дамудың келесі кезеңіне толығымен өтуге болады. Сонымен, мақалада мектеп оқушыларының интеллектуалдық және эмоционалды-еріктік сфераларының дамуындағы қарым-қатынасты эксперименттік зерт-

теу нәтижелері талданады. Берілген зерттеудің міндеттері: 1) осы жастағы мектеп оқушыларының эмоционалды, ерікті қасиеттері мен интеллектінің өзара әсер ету ерекшеліктерін анықтау; 2) бастауыш сыныптан орта мектепке дейінгі оқушылардың эмоционалды-еріктік саласын дамытудың эксперименттік бағдарламасын әзірлеу және сынау. Жыныстық жетілу дағдарысы кезіндегі 11-12 жастағы бастауыш мектептен орта мектепке көшу жаңа жағдайларға бейімделумен байланысты, интеллектуалдық және эмоционалды-еріктік сала. Екінші кезеңде 9-12 жас аралығындағы 227 оқушы тексерілді: оның 120-сы 3-4-сынып болса, 107-сі 5-сыныптағы оқушылар. Сабақтар барысында балаларға әртүрлі сюжеттер ұсынылды, олар қарым-қатынас және әртүрлі жағдайларда әрбір оқушы өзінің қалай әрекет ететінін, осыған байланысты өзінің сезімін айтты. Содан кейін балалар жүргізуші ұсынған өмірлік жағдаяттарға қатысты сұрақтарға жауаптарды дәптерге жазып, оқып, талқылады. Кіші жасөспірімдердің рефлексия мен эмоционалды түзетудің дамуына сезімталдығы осы жас кезеңінде осы бағытта жұмыс істеу қажет деген қорытынды жасауға мүмкіндік береді. Сараптау нәтижелерінде келесі оқу жылында оқушылардың интеллектінің дамуының нормативтік деңгейінің жоғарылағанын көрсетілді, бірақ кейбір сыныптарда оқушылардың 50% - ында дезадаптация байқалды.

Нәтижелер бойынша оқушылардың осындай тұлғалық қасиеттер мен интеллектке әсер ететін факторларды атап өтуге болады: қозғыштық, үлкен және шулы компаниялардағы қарым-қатынасқа ұмтылу, жоғары фрустрация, эмоционалды тұрақтылық, ұялшақтық, көпшіл, аз қобалжу, көңілділік, шынайылық, алаңдаушылық, нәзіктік. Бесінші сынып оқушыларының көпшілдігі неғұрлым жоғары болса, соғұрлым олардың алаңдаушылығы төмендейді немесе керісінше екендігін көре аламыз. Жылдың соңында ғалымдар интеллект және

10 көрсеткіштерінің жеке факторға, ал эмоционалды қасиеттердің - тәуелсіз факторға тікелей пропорционалды бөлінуін байқаймыз. Қалыптастырушы экспериментке дейін және одан кейінгі оқушылардың бақылау және эксперимент топтарында жүргізілген өлшемдер бесінші сыныптың басында эмоционалды және интеллектуалдық сфералар арасында байланыс бар екенін көрсетті. Оны студенттердің бақылау топтарында жыл соңында жүргізілген факторлық талдау нәтижелері дәлелдейді. Балалардың эксперименттік тобында интеллект психодиагностиканың екі әдісі бойынша жеке фактор ретінде ерекшеленді: диагностикалық талдау нәтижелеріне негізделген 10-12 жастағы оқушылар интеллект көрсеткіштері төмен балалардың эмоционалды тұрақтылығы жоғары екенін анықтады. Екінші жағынан, корреляциялық талдау көрсеткендей, «оқыту» деңгейі жоғары, бірақ интеллект дамуының орташа деңгейі бар балалар мектептегі дезадаптацияға көбірек ұшырайды; интеллект коэффициенті коммуникативті немесе эмоционалды қасиеттермен байланысты; еріктік қасиеттер әрқашан эмоционалды немесе коммуникативті қасиеттермен байланысты. Студенттердің IQ мен ерікті қасиеттерінің арасында тікелей байланыс орнатылмаған. Екі жыныстағы балаларда динамикада үстемдік пен еріктік қасиеттер арасында кері байланыс бар. Сонымен, осы жас кезеңіндегі балалардың даму динамикасында тұлғаның интеллектімен және эмоционалды-еріктік қасиеттерімен өзара байланысты коммуникативті қасиеттер, үлкен мәнге ие. Қарым-қатынастың динамикасы мен эмоционалды бояуы 9-12 жастағы балалардың табысты әлеуметтенуіне және олардың интеллектінің дамуына тікелей байланысты. Сонымен бірге, эксперимент нәтижелері көрсеткендей, эмоционалды-еріктік сфераның қалыптасуы интеллектінің дамуына тікелей әсер етеді. Жүргізілген эксперимент әсер ету кезінде оқушылардың интеллектуалдық көрсеткіштерінің өзге-

руі мүмкін екенін көрсетті. Зерттеу жүргізу үшін Цукерманның бесінші сынып оқушыларына арналған «Өзін-өзі дамыту психологиясы» бағдарламасы зерттеу мақсатына сәйкес келетін элементтер енгізіліп қолданылған. Бұл осы жас үшін эмоционалды маңызды материал бойынша студенттердің өз күйлері мен мінез-құлқын кезек-кезегімен міндетті түрде ауызша және жазбаша түрде көрсету; эмоционалды блоктарды, кейбір тосқауылдарды жою үшін арт-терапия сабақтарын енгізуді қамтиды. Оған қоса қосымша ақпарат алу үшін сегіз симптомдық кешендерді анықтаумен ДДЧ (дом-дерево-человек) әдісі қолданылды.

Енді баланың дамуына әсер ететін биологиялық факторларды қарастырсақ, онда бұл кіші мектеп оқушыларының гормоналды фоны болып табылады. Бұған орай біз Лавров, Курашвили, & Струковтың (2016). “ Оқушылардың қан сарысуындағы қалқанша безінің спецификалық антиденелерінің гормоналды жағдайын бағалау” мақаласына назар аударып, анализге алдық. Мақалада экологиялық қауіпті аймақта тұратын 8 бен 16 жас аралығындағы 169 оқушының иммундық жағдайын, қалқанша безінің гормоналды кешенін зерттеу нәтижелері берілген. Бақылауға Пенза облысы Пенза ауданының елді мекендеріндегі мектептерде оқитын 8 бен 16 жас аралығындағы 169 оқушы қатысты. Сауалнама кезінде барлық балаларда жедел ауру және созылмалы соматикалық патология болмаған. Мектеп оқушылары өз кезегінде жынысы бойынша екі топқа бөлінді: қыздар және ұлдар тобы. Алдын ала кезеңде мектеп оқушыларының төлқұжаттары мен антропометриялық мәліметтері жазылған сауалнамалар жіберілді. Зерттеуге қосудың міндетті шарты қан сынамасын алуға ақпараттандырылған келісімге қол қою болды.

Зертханалық зерттеулерге сәйкес, көптеген мектеп оқушылары иммуноглобу-



линнің орташа мәндерін көрсетті, бірақ кейбіреулері төменгі және жоғарғы шектерге жатады. Кейбіреулерінде ғана ауытқуы байқалған. Иммуноглобулиннің мөлшерінің жоғарылауы қалқанша безге әсер ететін агрессиялық фактордың болуын растайды. Бұдан шығатыны, аутоантиденелер патологияның клиникалық көрінісіне дейін зерттелетін адамның қалқанша безіндегі өзгерістердің маркерлері болып табылады. Иммундық статустың ауытқуы қалқанша безінің қызметтері сәйкес келмеуі және оның басқа органдармен қарым-қатынасымен өзара байланысты, әсіресе қыздарда жүреді. Ауқымды зерттеуге 8 бен 16 жас аралығындағы 169 мектеп оқушысы қатысты. Мектеп оқушылары мен ересек тұрғындарда тиреотоксикоздың және гипотиреоздың дамуын болдырмау үшін зерттеумен дәлелденген Тирео-Вит минералды кешені қолданылған. Бұл минералды кешеннің құрамында көптеген макро-микроэлементтер бар потенциал қалқанша безінің жұмысын қалыптастыруға ықпал етеді, қалқанша безінің ауруларының алдын алу үшін қолданылады.

Мақаламыздың жарқын сәттеріне келетін болсақ:

- Өтпелі кезеңдегі жасөспірімдердің ата-анасын өздеріне қол жұмсауға әрекетімен қорқытуы (Дружинина, 2012).
- Көп жасөспірімдер қиын жағдайға тап болғанда ата-анасынан емес, достарынан көмек сұрауға жүгінуі, немесе ұмыту үшін темекі шегу мен ішімдікке берілуі (Дружинина, 2012).
- Бастауыш сынып оқушысы жаңа мектепке ауысқанда жаңа ортаға бейімделу қиынға соғуы (Славутская, 2011).
- Балалардың 77% - ы материалдық құндылықты бірінші орынға қоюы және 11%-ы адамгершілік құндылықтарды таңдауы (Холодкова, & Малохвей, 2014).

- Тұлғааралық қарым-қатынас саласында қиындықтар 1-сынып оқушылары арасында көптеп кездесуі (Литвиненко, 2007).
- Күрделі психикалық тұлға ретінде оның биологиялық, психикалық және әлеуметтік факторлар бір-бірімен тығыз байланысады (Рудакова, 2016).
- Иммуноглобулиннің мөлшерінің жоғарылауы қалқанша безге әсер ететін агрессиялық фактор болып саналады (Лавров және т.б., 2016).

Осы мәліметтерді қарастыра отырып, қазіргі кезде бастауыш сынып оқушыларының эмоцияналдық күйі және психикалық санасы әлеуметтік ортаның жағымсыз факторларына өте сезімтал болып келетінін ашық айтуға болады. Яғни, жасөспірімнің жеке даму үдерісіне келесі пункттер кері әсерін тигізуі мүмкін: оның отбасы, достары, әлеуметтік желі, горманалдық фон, өмірлік құндылықтары. Адам жас дағдарысы кезінде жоғары айтылған мәселелермен кездеседі және баланың жеке тұлға болып қалыптасуы өтпелі кезеңде маңызды болып саналады. Осы мақаладағы жасөспірімдердің психикалық дамуын зерттеуге арналған әдістердің және сауалнамалардың нәтижелерін талқылауымыз көпшілікке пайдалы болды деген ойдамыз.

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# ПСИХОЛОГИЯ ЛИЧНОСТИ И ГЕНДЕРНАЯ СПЕЦИФИКА. КАК ГЕНДЕР ВЛИЯЕТ НА СТАНОВЛЕНИЕ ЛИЧНОСТИ?

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Аннотация: В нашей работе предоставлен анализ нескольких научных статей касательно влияния гендера на психологию личности. Продемонстрированы результаты эмпирических исследований в отношении данной концепции в самых разных сферах: образовательной, профессиональной, эмоциональной и личностной (переживание чувства вины, жизнестойкость, формирование личности). Также мы выявляем актуальные проблемы, связанные с гендерной идентичностью, и предполагаем возможные пути их решения.

Ключевые слова: гендерная идентичность, гендер, психология, становление личности, гендерные различия, психология личности, гендерная специфика

Наука – это всегда обширная, оспори-мая, имеющая множество аспектов и теорий система. Психология образова-ния также представляет из себя науку, таким образом, она имеет ряд спорных сторон и взглядов. В анализируемых нами статье говорится о значении ген-дера в становлении личности человека.

Гендерные особенности играют важную роль в дальнейшем развитии индивида в социально-психологическом плане, а также в определении жизненного и кар-рьерного пути. Развитие личности - это действительно очень трудный, синтети-ческий процесс. В него входит большое количество элементов общения с окру-жающими людьми и стимулов. Очень важную роль играют его навыки комму-никации, познания мира и его деятель-ность. Становление личности - это все-гда очень долгий процесс, на который также влияет наша гендерная идентич-ность. Человек практически всегда ком-муницирует с обществом. Первый опыт он получает с родителями, братьями и сестрами, родственниками и т. д. Да-лее он все больше начинает выходить в социум, т. е. идет в детский сад, школу.

Всем известно, что огромное влияние на то какими мы вырастем оказывают в первую очередь наши родители через воспитание и обучение. Непосредствен-но от социума зависит как мы иденти-фицируем себя в жизни и с каким ген-дером. Через социализацию индивид получает знания, навыки и эмоциональ-ность, которые нужны для адаптации в мире, в обществе.

Эта тема действительно востребована на данный момент т. к. мы можем на-блюдать в современном мире немалое количество психологических, эконо-мических, политических и социальных проблем, связанных с ней. Например, многие родители еще до рождения ре-бенка мечтают об определенном поле. И когда реальность не соответствует их ожиданиям, многие супруги не хотят принимать этот факт, возможно даже и на бессознательном уровне. И мы ви-дим картину, как например сына одева-ют в женскую одежду и дарят ему де-вичьи игрушки, украшения. А родители говорят: «он еще маленький не пони-мает», но это все может длиться пока ребенок в школу не пойдет или даже

дольше. Ведь точно не определить, когда ребенок начинает все понимать, это индивидуально. Именно в детстве мы получаем первые эмоции и образы, которые потом всплывают во взрослой жизни. И в дальнейшем, когда ребенок вырастет он будет проявлять свою личность именно так, как идентифицировал себя в детстве т.е. с каким полом. Поэтому мы взяли эту тему, чтобы изучить как наша половая идентификация влияет на нашу психику в целом.

Мы выбрали достаточно новые статьи, выпущенные в XXI веке, которые подходят для нашей тематики. В данных статьях мы получили очень интересную и важную информацию. Наша группа выяснила как гендерная идентификация может повлиять на нашу личность, психику и жизнь в целом. Например, в статье Кобазовой (2011) проводили исследование на тему того, как наши гендерные аспекты влияют на наш выбор профессии, это на самом деле очень важно изучать, так как нас интересует проблема глобальных результатов преобладания мужского пола в руководящих должностях, когда 70% кадровых ресурсов составляют женщины, и это только в сфере здравоохранения. А в статье Титовой (2021) находили связь феминного и маскулинного типа с жизнестойкостью. Работа Ремонтовой (2013) изучает связь биологического пола с идентичными признаками и ее влияние на психологическую составляющую личности в профессиональном плане. В труде Козловой (2015) поднимается не самая популярная, но не менее важная тема в психологии, там исследовали как наше чувство вины связано с нашим гендером. И в статье Столярской (2005) мы узнали об особенностях самоактуализации.

Нашей целью является рассказать, как гендер и в особенности гендерная идентификация влияет на психологию личности. На данный момент ни для кого не секрет, что андрогинность рас-

тет и иногда она действительно оправдана, но если углубиться она приводит к деформациям. И для ребенка очень важна гендерная характеристика родителей, ведь она тесно взаимосвязана с тем, как они воспитывают и обучают его, взять к примеру перинатальное развитие эмбриона, при котором очень важно психологическое состояние матери. Зыкова в статье «Влияние гендерной идентичности на становление личности» (2014) говорила: «процессы изменения в институте семьи, смены ролей в браке, как следствие — изменение стереотипов воспитания также могут затруднить формирование половой самоидентификации и полового поведения ребенка и подростка» (с. 5). То есть ребенок не развивается в одиночку, этому также способствуют его родители и/или окружающие его люди, т. к. он является субъектом.

Как и говорилось ранее, в мире очень много различных проблем, так или иначе связанных с гендерной идентификацией. И то, что во всех, анализируемых нами, статьях проходили глубокие и интересные исследования в данном направлении может повлиять на их решение. В статьях доказывалось, как наша гендерная идентификация влияет на нашу жизнь, на выбор профессии, на наш статус в обществе, на личностный рост и т. д. Не следует упускать из виду и то, как и почему наша полоролевая идентификация влияет на психологию личности. В общем, данные исследования помогут нам, чтобы предотвратить проблемы, связанные с гендерной спецификой.

В статье Кобазовой (2011) «Гендерный аспект сфорсированности личностно профессиональной перспективы» мы узнали, что на то как человек коммуницирует с окружающим обществом и кем он становится т. е. выбор профессии, статус и т. д. очень сильно влияет гендерная социализация. И данная тема очень много и долго изучалась, но к со-

жалению, недостаточно разработана. Есть 3 основных понятия различий - это биологический пол, категория пола, а также гендер. На данный момент социализация личности – это практически самый главный вопрос в педагогической психологии. Чтобы разобраться в данном вопросе был проведен эксперимент Головаховым & Боровиковым & Никифоровым & Чистяковым (2011) и др. Они рассматривали как факт профессионального становления личности влияет на развитие гендера в течении времени и на выбор его профессии. В исследовании была сделана качественная выборка: приняли участие 122 человека (50% девочек и 50% мальчиков), учеников выпускных классов в возрасте 16-17 лет. Участников эксперимента объединяли по общим параметрам т. е. по поколению, в каких условиях рос и учился человек, а также воздействие СМИ и интерес к поступлению в университет.

В статье Ремонтовой «Особенности профессионального становления студентов с различными типами гендерной идентичности» (2013) выборка была сделана методом рандомизации в которой участвовали учащиеся 2-го и 3-го курса из одного факультета: муниципального и государственного управления. Благодаря экспериментальному рандомизационному методу в выборку попали 92 студента (50% парней и 50% девушек). Исследование проводилось Поволожском институте управления имени П. А. Столыпина. В данной статье говорится о влиянии гендера на профессиональную деятельность человека. Гендерные особенности играют важную роль в дальнейшем развитии индивида в социально-психологическом плане, а также в определении жизненного и карьерного пути. Исходя из прочитанной статьи, перспективой рабочих успехов можно назвать такие моменты, как высокий уровень мотивации, эффективность учебного процесса и репродуктивная компетентность. Все это является про-

дуктами самореализации индивида в течении всей его жизни, что непосредственно относится к социальной идентичности, как и гендерная идентичность.

Титова в статье «Взаимосвязь гендера и жизнестойкости в социальном взаимодействии» (2021) изучает взаимосвязь между феминностью, маскулинностью и жизнестойкостью, т. е. как и когда она повышается или понижается. Методом исследования были математико-статистические методы т. е. корреляционный, факторный и т. д. В данном исследовании приняли участие 273 человека (110 человек мужского пола и 163 человека женского пола), 212 участников были в возрасте от 21 года до 40 лет. В основном в выборке преобладали люди профессий типа «человек-человек» (211 человек). В исследовании была использована методика «жизнестойкость» шкала феминности и маскулинности, а также опросник социального взаимодействия, где изучали 42 характеристики.

В статье Козловой (2015) авторы научной работы провели эмпирическое исследование, которое дало нам соответствующие следствия. Применялся метод сравнения двух независимых выборок. Как и говорилось в предыдущих статьях, различия гендерных ролей играют важную роль в различных сферах становления психологии личности. В данной статье исследуются конкретно гендерные различия в переживании чувства вины. Сама статья берет начало с обозначения понятия «чувства вины» как не самого положительного чувства, характеризующего осмысление своего поведения.

Столярская в своей статье (2005), подмечает основные особенности самоактуализации. На данный момент это понятие дает нам сделать предположение о том, как гендер влияет на развитие и становление личностью. Благодаря исследованию можно понять, как разра-

ботать методы обучения, помогающие личностному росту и развитию. Дабы понять и разобраться ею было проведено исследование. Столярская провела это исследование для выделения гендерных особенностей самоактуализации студентов гуманитарных и технических факультетов. Для исследования использовали тест, определяющий данный феномен. В нем принимало участие 238 человек (123 женщины и 115 мужчин) из них 101 гуманитариев и 137 техников. В возрасте от 18 лет до 21. Данное исследование оценивалось по 14 показателям: умение жить «в настоящем моменте», независимость ценностей, независимость поведения от внешнего воздействия, креативности, принятия агрессии, контактность, представлении о природе человека, самоуважении и т. п.

В статье «Гендерный аспект сформированности личностно профессиональной перспективы» (2011) была обнаружена ведущая закономерность шаблонного образа учеников о том, каким должен быть человек с определенным гендером т.е. чувствительность, красота, феминность, маскулинность и андрогинность. В процессе исследования был выявлен высокий уровень зависимости мнений от половых ролях между гендерной социализации у учеников 10-11 класса. В результате было выявлено, что общество действительно значимо влияет на поведение и мышление гендерной личности. Также социум влияет на ожидание и возможности, которые сформировались в ходе коммуникаций с окружающими людьми. У людей женского пола с андрогинными особенностями наблюдается большая степень общения с социумом, как и у маскулинных мужчин. А у мальчиков и девочек с нестандартной гендерной социализацией обнаружена средняя степень общения. И анализируя связь между степенью общения и гендера участников, обнаружили, что большой зависимости не выявилось. Значимая степень

общения замечена у 37-ми мужчин и 34-х женщин, умеренная степень у 22 парней и 26 девушек, у остальных обнаружена небольшая степень общения. К тому же есть взаимосвязь между половой социализацией учеников и степенью развития социума. Некоторая группа респондентов обоих полов преимущественно насаждает андрогинные характеристики, присваивая хорошие характеристики от обоих гендерных предназначений и применяют их в разных обстоятельствах, т.е. показывают ту или иную половую роль, там, где это больше выгодно. Для того чтобы узнать о решении выбора профессии, провели методику «готовность к выбору профессии» и обнаружили, что половая социализация связана со склонностями профессии у участников. В процессе исследования обнаружили маскулинный тип более склонен к типу «человек-техника», у феминного типа склонность к «человек-человек» и андрогинный тип к «человек-человек» и «человек-художественный образ». И по методике Холланда (1985) нашли связь между половой социализации и направленности в профессии: маскулинный тип хорошо склонен к предпринимательству, а у феминного и андрогинного типа склонность к артистизму. Также по методике «карта интересов» узнали, что женскому полу маскулинного типа нравится химия, биология и гуманитарные науки. Парни андрогинного типа предпочитают юридическое право, преподавание, рынок услуг, химию и медицину. Девочки андрогинного типа любят творческую деятельность, преподавание, химию и рынок услуг. А по связи между направленности, склонности и половой социализации было обнаружено: у участников эксперимента с маскулинным типом выбирают активную деятельность, экономическую и профессию, связанную с производством. Феминному типу нравится творческая и интеллектуальная деятельность. Андрогинный тип проявляет интерес к творчеству, коммуникациям и экономике. В процессе исследо-



вания также обнаружили, что ученики со стандартной половой социализацией желают выбрать работу, связанную с коммуникациями и интеллектуальную и экономическую профессию. Участники с нестандартной половой социализацией предпочитают интеллектуальное и коммуникационное дело, а с полоролевым репертуаром хотят профессию в сфере творчества, экономики и коммуникациями. И мы хотим выделить связь с навязанными взглядами у парней и дам учащихся 10-11 классов: девушки феминного типа выбирают более простую гуманитарную сферу, рынок услуг, маскулинные девочки и мальчики к естественным наукам, а у людей андрогинного типа не выявлено определенной направленности в сфере деятельности.

При проведении исследования Ремонтовой (2013) в статье «Особенности профессионального становления студентов различными типами гендерной идентичности» от всего количества респондентов по сочетанию биологического пола с психологическими характеристиками испытуемых было выделено 6 типов: М — мужской пол + маскулинность (15%), МА — мужской пол + андрогинность (29%), МФ — мужской пол + феминность (6%), Ж — женский пол + феминность (13%), ЖА — женский пол + андрогинность (27%), ЖМ — женский пол + маскулинность (8%). Здесь мы можем наблюдать явное преобладание участников с андрогинными чертами. Данный тип характеризуется более гибким мышлением и маловероятностью подвержения влиянию социальных предрассудков. Это нам продемонстрировали ответы участников. Также ни один из объектов исследования не показал низкого уровня мотивации учения, это разрушило стереотип о том, что данная тенденция зависит от гендера человека. Однако направления мотиваций отличились у респондентов с набором андрогинных и феминных характеристик. У первых наблюдается внутрен-

няя мотивация, что объясняет их все-сторонне активный и творческий образ жизни. А у феминного типа — внешняя, для которой авторитетом пользуется общественное мнение. Большое количество опрошенных студентов обоих полов преимуществом для себя выбрали профессиональный рост и развитие карьеры в будущем. Это говорит о недействительности в наше время, прикрепленных социумом, множества стереотипов и происходящей модернизации консервативных взглядов на половые роли людей. Ведь опираясь на них, предсказуемым было бы отнесение сего приоритета к маскулинному типу, которым свойственна прагматика и личностный рост человека как специалиста. Исходя из вышеизложенного, мы понимаем что гендерные различия, несомненно, влияют на профессиональное становление обучающихся. И по нашим прогнозам по данной статье, если учитывать такие факторы, как равенство прав между полами, свободная гендерная идентичность, согласованная с психологическими аспектами и выбор деятельности, независимый от природного пола, то мы можем получить высокий процент поколения высококвалифицированных профессионалов.

По эмпирическому исследованию в статье Титова (2021) «Взаимосвязь гендера и жизнестойкости в социальном взаимодействии» мы подчеркнули, что у участников феминного типа пониженный интерес к происходящему в жизни, т. е. мало проявляют активность, мотивацию и т. д. Они больше откликаются на реакцию других людей. А у маскулинного типа наоборот есть склонность к активности, лидированию и командованию, но при этом если они не могут руководить ситуацией т. е. теряют контроль над людьми, то у них падает эта уверенность в себе. Также хотим подметить, что феминность и маскулинность имеют близкую связь с жизнестойкостью. Когда у феминного типа возрастает риск, то и возрастает и жизнестойкость,

а у маскулинного типа жизнестойкость возрастает благодаря роста контроля над ситуацией. И мы узнали, что если снижается жизнестойкость, но при этом повышается маскулинность, то возрастает разумность и рассудочность. А если повышается феминность и падает жизнестойкость, то увеличивается подчинение. Таким наглядным образом мы узнали как наша половая идентификация влияет на нашу личностную жизнестойкость.

Одной из ожидаемых лично нами заметок в статье Козловой «Гендерные различия в переживании чувства вины» (2015) была концентрация физиологических реакций, больше преобладающая у женского пола. К ним относятся: усиленный пульс, дрожь конечностей (1.8 балла – Ж, 1.2 балла – М) и другие подобные реакции. Другая выявленная особенность различий заключается в причине, вызывающей данные реакции. Было выяснено, что мужчины с большей вероятностью ощущают чувство вины к персонам, с которыми они имеют нейтральный характер отношений сильнее, чем к близким людям. В отличие от респондентов женского пола (1.5 балла – М, 1.1 балла – Ж). Следующей, одной из важных заметок является сам процесс преодоления чувства вины. Баллы вероятности нахождения алкогольных напитков как успокоительного, а также перекладывания вины у представителей мужского пола больше, чем у женского (3 балла – М, 0.3 баллов – Ж). Последнюю характеристику мы, кстати, отметили как защитный механизм – проекцию, о которой нам рассказывали на занятиях. Говоря о женском поле, им свойственно преодолевать эти чувства переключаясь на выполнение домашних хозяйственных дел (2.5 балла – Ж, 0 баллов – М). Завершающим выявленным различием исследователей оказалась частота извинений за оказанное физическое насилие. Высокими показателями данного измерения отличились респонденты мужского пола, что и было предсказуемым (0.5 баллов – М, 0.16 баллов – Ж). В статье написано, что это может

являться следствием того, что женщины по природе своей считаются более религиозными и просят прощение в основном за содеянные грехи. Это высказывание показалось нам неуместным. Мы считаем, частота извинений коррелирует с частотой содеянных поступков с применением насилия. Например, слабый пол совершает подобные вещи гораздо реже, значит число извинений будет соответствующим. Принимая во внимание все вышеизложенное, можно сделать вывод о том, что отличные друг от друга проявления эмоций и преодоление чувства вины у биологических полов подразумевает под собой влияние гендерной идентичности на психологию становления личности.

В статье Столярской (2005) «Гендерные особенности самоактуализации личности» в начале исследования была проведена оценка различий между мужчинами и женщинами. Были выявлены статистические различия между ними. У мужчин более высокие показатели по сравнению с женщинами значения в шкале принятия агрессии и шкале контактности. А у женщин более высокие показатели в шкале сенситивности к себе и в шкале представлении о природе человека. Вывод этого этапа исследования показал, что действительно существуют гендерные особенности самоактуализации. Мужчины более склонны принимать свой гнев и агрессию как нормальное поведение человека, что дает им в свою очередь лучше контролировать себя, также они быстро входят в контакт и устанавливают взаимоотношения с людьми. Женщины склонны воспринимать природу человека как положительную, они чувствительны к своему внутреннему состоянию, поэтому лучше понимают собственные потребности и чувства. В следующем этапе исследования сравнили уровень самоактуализации студентов на гуманитарном и техническом факультетах. Из второго этапа исследования были выявлены различия между мужчинами и женщинами по следующим статистическим шкалам. По шкалам ценностных



ориентаций, самоуважении, а также по шкалам независимости ценностей и поведения от внешнего воздействия во всех случаях наименьший уровень самоактуализации был у женщин с гуманитарных факультетов и у мужчин с технических факультетов. А самый высокий уровень самоактуализации обнаружен у женщин с технического факультета и у мужчин с гуманитарного факультета. Существуют исследования Берна & Ильина & Майерса, по ним можно предположить, что социализация оказывает большое влияние на самоактуализацию давая поощрение развитию личностных свойств, которые считаются типичными для данного гендера, при этом затрудняет развитие свойств, считающихся не типичными для данного гендера. Но второй этап дает сделать вывод насчет влияния гендера на факультет обучения. При проведении данного исследования было обнаружено что такие факторы как гендер и факультет обучения взаимодействуют на уровень самоактуализации. Этот результат возможно можно объяснить тем, что ситуация выбора обучения по специальности, которая считается не привычной для данного гендера способствует развитию некоторых свойств для самоактуализации.

Беря во внимание все анализируемые статьи и подытоживая наш анализ, мы выделяем особое значение гендера в формировании индивидуальности человека и проявлению его в различных сферах в течение всей жизни. Также мы хотели бы сказать о том, что проблемы, связанные с гендерной идентичностью, имеют место быть в нашей жизни. Полагаясь на вероятность, следствием этих проблем можно выявить то, что люди во многом невежественны в данной теме, то есть это происходит либо из-за того, что среднестатистический человек не интересуется исследованиями, подобным выше либо сами исследования проводятся в недостаточном количестве/качестве для узнавания их. Однако, по причине того, что гендерная специфика является неотъемлемой частью психологии личности, она буквально участвует в процессе ее формирования и остается актуальной проблемой на сегодняшний день и требует более конкретизированного ее изучения в будущем.

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# ВЛИЯНИЕ ТИПА РОДИТЕЛЬСКОГО ВОСПИТАНИЯ НА АДАПТАЦИЮ РЕБЕНКА В СОЦИУМЕ

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Аннотация: Проблема социализации детей в современном мире, имеет массу разнородных причин. Существуют исследования, которые сфокусированы на таких данных, как: виртуальная среда, физиологические недуги (повреждения мозга/нервной системы), социальная среда и т.д. В выбранных нами статьях рассмотрен вопрос о формировании социальной адаптивности в рамках детско-родительских отношений. Представлены основные ошибки в стилях воспитания, и деструктивные паттерны, влияющие на уровень асоциальности ребёнка. Цель данной работы рассмотреть ряд научных исследований, и определить первостепенные факторы, влияющие на уровень социализации у детей, и их взаимосвязь с детско-родительскими отношениями. Просмотрев статьи, было обнаружено что авторы для сбора информации использовали количественные и качественные методы исследования, такие как: опросники, лонгитюдные и кроссекционные методы. В результате полученных данных, авторы дифференцировали стили воспитания, и выделили из них наиболее благоприятные, и наименее полезные. В конечном итоге, выяснилось, что наиболее позитивный характер для успешной социализации оказывает демократичный стиль воспитания, где родитель и ребенок соблюдают определенные правила “границ”. А наиболее негативное влияние оказывают стили воспитания в которых родитель проявляет гиперопеку, или напротив, не обращает должного внимания на ребенка.

Ключевые слова: детско-родительские отношения, тип воспитания, социум, сепарация, социальная адаптация, гиперопека, асоциальность.

## ВВЕДЕНИЕ

Семья — это основной и первичный институт, через который проходят дети. Именно она дает начало формированию у ребенка психологических специфик, базисных установок и дефолтного поведения в социуме, которые трудно поддаются корректировке в будущем. Среда, в которой рос ребенок и паттерны воспитания родителей формируют у него определенную модель, которую он считает за абсолютную норму. В то же время, есть множество определений и классификаций типов родительско-

го воспитания. Каждый из них по-своему влияет на социализацию ребенка в будущем. Опираясь на эту идею, наша группа решила обзреть статьи из надежных источников, чтобы рассмотреть, чем чреваты определенные типы подходов к воспитанию детей

Актуальность выбранной нами темы заключается в том, что на данный момент особо широко распространена проблема асоциализации детей и подростков в связи с тем, как родители и их тип воспитания влияет на их адаптивность в социуме. Родительский стиль воспита-

ния имеет как прямое, так и косвенное влияние на то, как ребенок ведет себя в обществе и взаимодействует с другими, так как родители, являются первым микросоциумом ребенка. Именно в детстве у чада складывается базисное понятие о том, как функционирует общество и во избежание у ребенка затруднений в коммуникации и социально-деструктивного поведения, крайне важно придать выбранной нами теме огласку.

Вышеперечисленные статьи были выбраны нами в связи с тем, что в них рассматриваются типы родительского воспитания и факторы, влияющие на социальную адаптивность детей, а также исследуется прямая корреляция между ними. Статьи базируются на исследованиях, экспериментах, статистической информации, описаниях и результатах экспериментов, что доказывает их достоверность и надежность.

Цель: выяснить существует ли на самом деле связь между типом родительского воспитания и адаптацией ребенка в социуме, и если да, то какая. Нулевая гипотеза: связи между типом родительского воспитания и адаптацией ребенка в социуме не существует.

В статье Токаревой и Рычковой (2011) рассмотрены основные принципы, концепции и классификации родительских отношений, которые прямо или опосредованно влияют на психическое развитие и адаптацию ребенка в обществе (теория. А Адлера, З. Фрейда, Э. Эриксона). Авторы дали краткое описание каждому из направлений, и изложили причинно-следственные связи, между родительским стилем поведения, и социальным развитием ребенка. К тому же, в рамках данной проблемы, авторами были проведены исследования в условиях психологического центра. С помощью использования различных методик (“Анализ семейный взаимоотношений”, “Взаимодействие родитель-ребенок” и т.д.) которые также указаны в

работе, авторы тщательно проанализировали, и изучили данный вопрос, придя к определенным выводам. Эти же методики были предложены для дальнейшей оптимизации отношений родителей с детьми. Таким образом, авторы данной статьи изложили практические и теоретические данные, которые раскрыли тему взаимосвязи детско-родительских отношений, как одного из факторов развития социального поведения детей.

Новизна данной работы заключается в расширении и конкретизации общеизвестных данных, а также применения этих данных в совершенно новых условиях и объектах. В качестве общеизвестных данных, были использованы достоверные, однако старые исследования и теории (D.Baumrind (1967); R.A. Bell (1969); E.Moss (1988) и другие). Тем не менее, эти данные считаются по сей день актуальными, и используются как основа, для последующего определения детско-родительских отношений. Исследование, которое проводили авторы, было сделано на основе приведенных известных теорий, и проверено в новых условиях, а именно, в городе Челябинск, в котором участвовали 48 абсолютно разных и новых семей. Таким образом исследование, проведенное авторами, представляет собой новые данные, относительно этой проблемы, и позволяет в рамках проблемы сделать дополнительные и новые выводы.

Теоретическая значимость данной работы заключается в освещении проблемы детско-родительского отношения, и его влияния на социальное общение ребенка. Авторами были приведены различные закономерности, принципы и концепции такие как теория психоанализа, индивидуальная психология, теория привязанности, гуманистическое направление, деятельностный подход и различные теоретические модели западной психологии. Каждая из них выделяет определённые типологии и клас-

сификации родительских отношений и то, как они могут влиять на социальную адаптацию детей. К примеру, на основе одного из западных исследований (С.Н. Hart et al, 1998), были выделены 3 типа воспитания и детей: авторитетное воспитание - активные дети, авторитарное воспитание - проблемные дети, снисходительное воспитание - агрессивные дети. Подобным образом, авторы дают описание каждой концепции, и вдобавок информацию, освещающую читателей о теме научной работы.

Практическая значимость данной работы заключается в том, что результаты исследовательской части могут быть использованы в разрешении проблем, связанных с асоциализацией детей и подростков. Результаты могут найти применение в практической деятельности психологов, психотерапевтов для улучшения способов и методов психологической помощи в случае идентичных проблем. Также, эти результаты применимы и для самих родителей, чтобы ясно увидеть проблемы, вызванные собственным отношением, и использовать это, для разрешения проблем в общении, и развитии детей. К примеру, авторы выделили то, что в случае пассивного взрослого, дети менее склонны к общению и разговорам, не имеют ярко выраженную мимику и пытаются привлечь внимание взрослого, лишь с использованием различной жестикуляции. К тому же, в случае не активно взаимодействующего взрослого с ребенком, снижается понимание речи, и дети перестают следовать инструкциям взрослых. Таким образом, выявив проблему пассивного взрослого, и то, как это влияет на формирование активной речи ребенка, авторы предложили метод (тренинг-программу) для ее разрешения. Данный тренинг способствует улучшению взаимоотношений, путем общения и сотрудничества, при посредничестве педагога-психолога. Вместе с тем, авторы выделили типы неправильного, ошибочного воспитания, такие

как: эмоциональное отвержение, гиперсоциализация, эгоцентризм, жестокие взаимоотношения и т.д. Эти данные могут быть использованы родителями для того, чтобы понимать, как стоит правильно воспитывать своих детей.

Авторами было проведено исследование, в котором приняли участие 48 семей, города Челябинск. В каждой семье возраст родителей составлял 20-36 лет, и каждая пара имела детей от 2 до 3 лет. Кроме того, в части «Приложения» было упомянуто немалое количество источников, исследовательских работ, которые использовались авторами при написании статьи, что доказывает, многоступенчатые этапы рассмотрения темы.

Авторы приводят теорию А. Адлера о том, что чувство неполноценности и незащищенности, может быть вызвано пассивным участием матери, в воспитании ребенка. Также авторы описали гуманистическое направление, в основе которого описывается отвержение ребенка родителем, его предпочтение в выборе ребенка (брат/ сестра), и в целом проблемы в общении ребенка с матерью, которые вызывают чувство осторожности и неумение доверять окружающему миру. Наша группа, считает эту информацию важной, так как в наше время, многие родители, а в частности матери, стремятся подняться по карьерной лестнице, забывая участвовать в развитии ребенка, что в следствии, может оказать пагубное влияние на ребенка. К тому же, на данный момент психологи часто сталкиваются с такой проблемой, когда родители, не способны принять своего ребенка, что также отрицательно влияют на его развитие и умение устанавливать контакт в обществе.

Авторами были выделены ошибки в стиле родительского поведения, такие как предпочтение женских/мужских/детских качеств, влияние конфликтов меж-

ду парами и другое. Частые конфликтные ситуации между родителями, а в частности – разводы, могут сильно отразиться на психическом состоянии ребенка, и это является достаточно актуальной проблемой, на данный момент. Родители должны уметь устанавливать границы между собой, и своими детьми. Именно поэтому, наша группа считает эту информацию первоочередной информацией.

По данным исследования, при максимальном уровне позитивного отношения к ребенку (48 семей), у 34 человек наблюдается негативный фон активности, и у 15 жесткий контроль. Наша группа посчитала эту информацию интересной, так как жесткий контроль над ребенком может только навредить психике ребенка, что никак несовместимо с их ответом о позитивном отношении. Мы предполагаем, что эти родители не осознают свою ошибку в стиле воспитания, что лишь доказывает важность данной работы.

Роль стиля воспитания родителей очень сильно влияет на социальное развитие ребенка. Нарушение социального поведения, неумение находить контакт с другими, сложности в обучении, и различные поведенческие проблемы, служат проекцией в отношении взрослых и детей. Очень важно исправить эту ситуацию, найти решение, и проработать проблему, так как сформировавшаяся поведенческая база, может очень трудно поддаваться коррекции при взрослении ребенка.

Статья Менса, Куранчи и Алфреда (2013) была направлена на изучение влияния типа родительского воспитания, а именно авторитетного, авторитарного и вседозволенного типов, не только на адаптацию и поведение ребенка в социуме, но и на его успеваемость в академическом ключе. В исследовании был использован метод описательного опроса. Население, охваченное исследова-

нием, состояло из учащихся и учителей начальных школ в Восточном и Западном учебных округах Ганы Суньяни. Четыреста восемьдесят (240 учащихся мужского пола и 240 учащихся женского пола), и шестнадцать (16) учителей, были произвольно отобраны из восьми (8) государственных и частных базовых школ для получения данных. Учеников использовали в целях того, чтобы получить ответы для определения стиля воспитания их родителей, в то время как учителям, было поручено оценить определенные черты личности и поведения, которые обычно проявляются учениками, в их социальных отношениях с другими учениками, и по отношению к ним. Таким образом, социальная компетентность, и адаптивность учащихся были определены, на основе оценки преподавателей, последние в свою очередь основывались на поведении учащихся, продемонстрированного в школе.

Как зафиксировано в статье Менса, Монники Конни, Куранчи и Алфреда (2013), стили родительского воспитания оказали значительное и позитивное влияние на мотивацию к учебе студентов женского пола, однако в сторону мужского пола, никаких изменений не было замечено. Данная дифференциация влияния типа воспитания в зависимости от половых и гендерных признаков, показала нашей группе чем-то ранее неочевидным. Мы предполагаем, что в случае дальнейшего, более скрупулёзного исследования этой тенденции, это можно будет расценить, как определенный вклад в научно-познавательную сферу.

Теоретическая значимость статьи заключается в том, что авторы напрямую показывают корреляцию между интересующими нас факторами, благодаря чему читатель может понять корень появления таких проблем как: асоциальность детей, и их слабая адаптивность в обществе. Для доказательной базы было проведено исследование,



в котором участвовали школьники, чьи родители придерживаются разных типов воспитания (авторитетного, авторитарного и вседозволенного) и учителя, рефлексирющие их социальное поведение. В результате было выяснено, что четкая корреляция прослеживается между авторитетным и авторитарным стилями воспитания, и поведением детей в социуме. Полученные результаты, свидетельствуют о том, что дети, чьи родители придерживаются авторитетного стиля воспитания, демонстрируют просоциальное поведение, в то время как дети авторитарных родителей, были оценены учителями - как социально некомпетентные. Дети, воспитанные третьим типом родителей (вседозволенный тип), в свою очередь, не показали никакой единой тенденции в своем поведении в социуме (Менса, Моника Конни и Куранчи, Альфред, 2013).

Данной статье могут найти практическое применение родители, чьи дети демонстрируют признаки слабой социальной адаптивности. Таким образом, пересмотрев принципы воспитания, родители могут способствовать тому, чтобы их дети, могли чувствовать себя более комфортно и раскрепощенно в обществе. Как было сказано в статье Менса, Моника Конни и Куранчи, Альфреда, (2013), в этом возрасте родители должны относиться к своим детям как к разумным существам, чтобы позволить им чувствовать себя комфортно в обществе. Более того, статья может быть взята за основу психологами и психотерапевтами, специализирующихся на внутрисемейных отношениях и применена в их деятельности как инструмент решения детско-родительских проблем и отрешенности ребенка от социума. Также, статья может послужить основой для дальнейших исследований этой темы, и нахождения новых методов решения проблемы асоциальности детей.

Статья является достоверной, благодаря сравнительно большому количеству

респондентов (240 учащихся и 18 учителей), участвовавших в эксперименте, что снижает погрешность результатов. Также, в графе «Референсы» было упомянуто большое количество источников, которые использовались авторами при написании статьи, что постулирует факт рассмотрения тем, с различных перспектив.

Тип родительского воспитания также имеет влияние, на академическую успеваемость ребенка. Таким образом, авторитетный тип воспитания более положительно сказывается на учебе ребенка, в то время как авторитарный и вседозволенный типы воспитания, имеют негативное влияние на оценки и общую успеваемость.

Исследование показало, что непропорционально большая часть родителей, принимает авторитетный стиль воспитания, демонстрируя отзывчивость, теплоту и заботливое поведение дома. Исследование также выявило связь между стилем воспитания и общительностью детей. Дети авторитетных родителей оцениваются как социально компетентные, а дети авторитарных родителей - как социально некомпетентные. Из этого вывода следует, что характер и манера воспитания детей, влияют на их социальное развитие. Результаты взаимосвязи между стилем воспитания, и социальным поведением детей, дополнили перечень существующих исследований, которые выявили позитивную и существенную взаимосвязь между стилем воспитания и академической успеваемостью детей.

Позднякова и Смолярчук (2011 г.) в работе «Соотношение стиля семейного воспитания и уровня социальной адаптации дошкольников 5-7 лет» проводят исследование как стиль родительского воспитания влияет на адаптацию дошкольников в социуме. Исследование доказывает действующие факты о том, что воспитание родителей, а конкрет-



нее, их стиль и особенности воспитания, влияют на успешную адаптацию или дезадаптацию детей. В исследованиях приняли участие 130 детей, в возрасте 5-7 лет и 260 родителей. Исследование детей проводилось в формате тестов «Несуществующее животное», детского апперцептивного теста, «Неоконченные рассказы», методики «Маски», беседы «Расскажи о себе» и методики «Изучение социальных эмоций». Родителям, в свою очередь был предложен опросник «Анализ семейных взаимоотношений». По полученным данным детей разделили на две группы, в первую группу вошли дети, легко адаптируемые в социуме, а во второй группе те, у кого выявились трудности с адаптацией. С применением расчета коэффициента корреляций по Пирсону, были выявлены, какие именно показатели влияют на действия родителей, по отношению к ребенку.

Множество специалистов как в психологии, так и в педагогике считают, что, на адаптацию ребенка влияют его личные особенности и индивидуальные характеристики, не учитывая главного фактора, который раскрывается в данной статье. Дети до появления в учебном учреждении, целиком и полностью, находятся под воздействием единственного микросоциума, а именно – семьи, в котором они находят единственный пример нормы. При дальнейших исследованиях, важно дополнять основные факторы, имеющие влияние на социализацию детей. Любые особенности стиля воспитания родителей, могут влиять на успешную, или неуспешную адаптацию, а также взаимодействие ребенка как со взрослыми, так и со сверстниками, и на ряд многих показателей, такие как: самооценка ребенка, восприятие общественных норм и т.д.

Статья подтверждает не только факт влияния родительского воспитания на социализацию, но также определяет влияние на такие моменты, как: самовосприятие, представления о обществе

и эмоциональное состояние ребенка. Авторы проанализировали такие аспекты родительского воспитания, как: уровень протекции, масштаб удовлетворения потребностей ребенка, степень предъявления требований, запретов, и санкций на виды нарушений ребенка. В результате данного исследования, было выявлено сложное статистическое соотношение между двумя компонентами, имеющие как позитивные, так и негативные связи.

Статья предназначена родителям для анализа, и самонаблюдения собственного стиля воспитания. Дети дошкольного возраста, живущие под крылом своих родителей, находясь в определенном, обособленном вакууме, не ознакомлены с принципами работы социума, и нуждаются в полном ознакомлении, и помощи в выстраивании представлений об обществе. Статья пригодна как для психологов, так и для педагогов-специалистов, работающих с группами детей.

В исследовании участвовало 137 семей дошкольников, из которых 130 детей возраста 5-7 лет и 260 родителей. В статье применяется статистический анализ приведённых данных с использованием программы SPSS for Windows, что позволило рассчитать коэффициент корреляции по Пирсону.

Результаты исследования показывают, что в группах детей преобладает негативный опыт в адаптации, нежели позитивный. У 38% испытуемых адаптационный период протекает в пределах нормы, дети могут без каких-либо проблем, выстраивать взаимоотношения со сверстниками, а также имеются определенные, базовые представления о мире «взрослых». Респонденты-дошкольники по результатам исследования, обладают определенными уровнем эмпатии, и навыками распознавания эмоций. Остальные 62% испытуемых имеют проблемы с адаптацией и низкий уровень представления о социальных

нормах. Что противоречит нашим первичным представлениям, о социальной адаптивности у дошкольников, однако результаты исследования, доказали обратное.

Результаты исследования в данной статье отражают негативное и позитивное влияние родительского воспитания на адаптацию детей дошкольного возраста. Приведены соотношения между особенностями стиля воспитания и влияния определенных факторов на характеристику ребенка. В научном анализе были взяты две статьи одного автора, что способствовало углублению и полному погружению в данный психологический феномен.

Университетом Сакарья, Турция (2016 г.) было проведено исследование, направленное на исследование влияния стиля воспитания на социализацию ребенка. Данная статья была выбрана по нескольким причинам. Во-первых, основным объектом исследования являются дети младшего дошкольного возраста. В статье исследуется влияние четырех типов родительского воспитания, на адаптацию детей младшего и школьного возраста, а именно 5-6 лет. Во-вторых, как было упомянуто ранее, авторы в статье рассматривают 4 типа родительского воспитания что дает нашему исследованию, определенную структуру, поскольку существует множество трактовок и классифицирования систем воспитания, в связи с этим, каждый классифицирует их по-своему. Также описанные в статье статистические данные, позволяют сделать выводы о том, какой из типов родительского воспитания положительно или наоборот, негативно влияет на коммуникативные навыки ребенка в обществе.

Выбранная нами статья достаточно актуальна, так как была написана в 2016 году. После изучения статьи и анализа статистических результатов, указанных в исследовании, наша группа по-

лучила дополнительную информацию по выбранной теме, которая раскрыла новые вопросы для исследования. В данной статье были рассмотрены типы родительского воспитания, такие как: репрессивно-авторитарный, демократический, чрезмерно-опекающий и беззаботный стиль. (Berk, 2012; Akça, 2012; Kaya, 1997; Yavuzer, 1979; Özyürek and Satin, 2005; Ceçen, 2008)

Если родитель придерживается авторитарного стиля воспитания, то он проявляет свою любовь к ребенку только в том случае, когда он (ребенок) делает то, что хочет родитель. От детей в семьях, где приветствуется авторитарный тип воспитания, ожидают полного и безоговорочного послушания. (Kuzgun, 1972) в противном случае, ребенка может ожидать наказание.

В демократическом стиле воспитания у родителей и ребенка формируется насыщенная вербальная коммуникация, а также глубокая эмоциональная привязанность. Дети в таких семьях чувствуют безопасность, поскольку родители устанавливают границы, в которых ребенок чувствует себя комфортно. Это позитивно влияет на саморегуляцию ребенка.

Следующий тип воспитания чрезмерно-опекающий. Как было известно ранее, родители с гиперопекой, очень тревожно относятся к своему ребенку, и считают, что он нуждается в постоянной защите и контроле с их стороны. Ребенку в такой обстановке сложно учиться быть самостоятельным и независимым. Это негативно влияет на его психосоциальную зрелость и возвращает серьезную инфантильность.

Беззаботный стиль воспитания развивает в детях постоянную потребность в одобрении и похвале. (Erkan et al., 2002).

Исследования, которые были проведены до этого, определили какие бывают типы родительского воспитания, в то

время как данная статья нацелена на то, чтобы определить позитивно-влияющий на адаптацию ребенка в социуме, способ воспитания. Также полезным в статье было и то, что в исследовании были обнаружены, различные факторы, по которым родитель, интуитивно выбирает модель воспитания. К таким факторам можно отнести: пол, возраст, образование, количество детей в семье и то, был ли ребенок запланированным.

В исследовании участвовали 231 человек, дети возраста 5-6 лет, и их родители. Были подсчитаны такие показатели как: количество участников женского и мужского пола, количество детей в семье, уровень образования родителей и их доход. Результаты показали, что позитивный эффект на адаптацию ребенка будет иметь демократический стиль. Метод, использованный в исследовании, можно использовать как для получения новых данных, так и для других типов родительского воспитания, что поможет родителям эффективнее социализировать своих детей. Данное исследование можно активно использовать для получения информации о детях старше 5-6 лет. Так как научная работа, предполагает возможность в помощи исключения негативного фактора в стиле воспитания, а также в вопросе об адаптации, фокусировки внимания и на ряд других факторах, как: наличие интернета, самооценка ребенка и т.д.

В исследовании принимали участие дети в возрасте 5-6 лет, и их родители. Из них 47% участники женского пола, и 53% участников мужского пола. Авторы также подсчитали количество братьев и сестер участников, так по результатам у 46% участников есть 1 брат или сестра. Также были исследован уровень образования родителей и доход семьи. Полученные результаты позволили получить статистические данные по теме, в то время как, дополнительный опросник позволил определить поведение родителя. В общем, опрос состоял из

60 вопросов, 15 из которых относились к определенному типу воспитания. Также, в исследовании была использована шкала оценки социальных навыков для детей 4-6 лет. В шкале оценивались навыки межличностного общения, управления гневом, адаптации, навыки самоконтроля и т.д.

Чрезмерная защита родителей влияет на успехи детей в школе, и их адаптацию среди сверстников (Günalp, 2007). Чрезмерная защита ребенка свойственна родителям с гиперопекой. Как было описано в статье, ребенок, который рос в такой обстановке сложнее обучается самостоятельности и независимости. Именно поэтому им сложнее адаптироваться к социальной и учебной среде.

По результатам исследования наиболее позитивный эффект будет иметь демократический стиль воспитания, поскольку он сохраняет баланс между свободой, и границами дозволенного поведения ребенка, в то время как, авторитарный стиль, не позволяет ребенку проявлять себя, из-за его неадаптивного стержня, который взрастили в нем родители. В то время как, беззаботный стиль слишком индифферентный по отношению к ребенку, что мешает тренировать самоконтроль ребенка. Что мешает ему принимать, законы социального функционирования, для того чтобы в дальнейшем, быть активным участником социума.

Смолярук в статье «Влияние детско-родительского взаимодействия на социализацию дошкольников», рассматривает предпосылки развития социальной адаптивности ребенка дошкольного возраста, с точки зрения детско-родительских отношений, а также, выявляет механизмы взаимосвязи с типом родительского воспитания. В связи с тем, что сензитивным периодом, для социальной адаптивности является раннее детство, авторы акцентировали свое внимание на дошкольниках. Принятие

социальной действительности, механизмов работы социума и моральных норм - является главной задачей родителя, которые являются связующим звеном в мир взрослых.

Актуальность и новизна данной статьи заключается в выявлении роли родителей, как первичной назидательной базы, и то какой стиль воспитания, является наиболее благоприятным для ребенка и его социальной адаптации. Именно посредством эмпирического исследования, мы выявляем причины успешной социальной адаптации ребенка, и взаимосвязь с родителями, и норма протекания феномена детско-родительских отношений. В исследовании участвовали дети 5-7 лет и 60 родителей. В первом исследовании, у дошкольников выявляли уровень социального развития. Основными инструментами данного исследования, стали: беседа «Расскажи о себе» (А. М. Щетинина), тест «Неоконченные рассказы» (Т. П. Гаврилова), детский апперцептивный тест (С. Беллак, Л. Беллак). На основе результатов тестов, методик и бесед, опрашиваемых детей, разделили на две группы. Первая группа - дети с высокой социальной адаптивностью, которые отличаются позитивным характером ответов. Также, в общем анализе ответов, характер доминирования у 1 группы, превалировал над характером подчинения, что свидетельствует о низком уровне ведомости. Дошкольники с высокой социальной адаптивностью, хорошо ознакомлены с социальными стандартами и активно используют их при жизненных запросах, преобразую под субъективный случай. Одним из правил здорового функционирования в социуме, у таких детей, считаются заданные родителями нормы. Дошкольники с 1 группы, уверенные, стараются проявить себя, получить одобрение от взрослых, при этом, не стараясь найти поощрения родителей любой ценой. Во второй группе оказались дети с низким уровнем социальной адаптивности,

эмоционально неудовлетворенные низким социальным статусом, или отверженностью в социальном коллективе. В опрашиваемых методиках они выбрали карточки с плохим настроением, характер подчинения лидировал над характером доминирования. По результатам теста «Несуществующие животные» выявились нездоровые факторы, такие как: низкий уровень притязаний и заниженная самооценка. В рисуночном тесте, дети рисовали непримечательные, мелкие фигуры, что свидетельствует о тревожности, инфантильности, неуверенности и развитию комплекса неполноценности. Дошкольники с проблемами в социализации ознакомлены с социальными нормами, однако избегают их применения, что по мнению исследователей является преднамеренным действием, для формирования конфликта в социальной среде.

Теоретическая значимость заключается в обуславливании уровня социальной адаптации, и ее взаимосвязи с детско-родительскими отношениями, которые возвращают перспективу ребенка в социальной среде. Устойчивые модели родительского воспитания, обеспечивают чувство эмоциональной привязанности, полноценности, значимости и принятия ребенка, если в воспитании ребенка, превалировали обратные факторы, у ребенка закрепляется асоциальное поведение. Родительское воспитание дифференцировали на два типа: гармоничный и дисгармоничный. По результатам диагностики стиля семейного воспитания, порядка 59% семей отнесены к дисгармоничному типу, что носит деструктивный характер. Причина нередких случаев, когда ребенок дезориентирован в обществе-дисгармоничный стиль воспитания. Вышеизложенное подчеркивает то, что проблема социализации детей, коренится в их воспитании, и взаимоотношениях с родителями, такой тезис позволяет нам осветить погрешности в воспитании родителей, и используемые ими, деструк-



тивные подходы в воспитании.

Практическая значимость данной исследовательской работы заключается в полноте отражения родительских моделей воспитания, которая является одной из самых насущных и волнующих общества тем. Научный материал, представленный в этой статье полезен как для специалистов в сфере психологии и педагогики, так и для обывательского обозрения (массового чтения). Эта научная работа, является неким теоретическим пособием для родителей, и инструментом для эффективного воспитания их детей, и то какие факторы воспитания станут успешны для полного функционирования в социуме. По результатам исследований и выводов автора, можно активировать работу семьи и первого социального института, через который проходят дошкольники, а именно - дошкольное образовательное учреждение.

На основе результатов анализа данных «Шкала привязанности», доказано что 66 % процентов школьников, испытывают сильную эмоциональную привязанность к матери, нежели к другим взрослым в семье. Автор обнаружил связь между степенью привязанности и уровнем адаптации ребенка в социуме. Корреляционный анализ позволил выделить причинно-следственную связь, заключающуюся в том, что дети с здоровой эмоциональной привязанностью и гармоничным типом воспитания, наиболее социально адаптивны.

Благодаря методике «Неоконченный рассказ», выдалось распознать уровень эмпатии и ее компоненты у дошкольников. соперничающих детей значительно больше (60%), чем число сочувствующих (40 %). Эмпатия проявилась у 33,6 % мальчиков и 41,3 % девочек. Дети, не проявившие эмпатического отношения 76,4% мальчиков и 58,7 % девочек. Такие результаты объяснимы, ведь не все дети в таком возрасте, способны соперничать сверстникам, в силу ряда причин.

Перечисленные исследования внесли вклад в развитие проблемы социализации детей дошкольного возраста, и выявляли корневые причины, которые связаны с типом родительского воспитания. Статья наиболее полно отражает то, как стиль может повлиять на дальнейшее социальное функционирование в обществе. Также, автор в ходе проделанной им исследовательской работы, выявил влияние гармоничного типа воспитания, и его антипода - дисгармоничного типа. От которого зависит социальный успех ребенка, ведь сенситивным периодом для социализации, является раннее детство. И исходное положение в социуме, напрямую зависит от того, с каким типом воспитания столкнулся ребенок.

Раннее детство является критическим периодом для развития ребенка, связанным с социальной адаптацией. Поскольку гендер может играть определенную роль в дисциплинарных решениях в раннем детстве, важно прояснить влияние авторитарного и вседозволенного отношения родителей, на поведенческие проблемы детей в зависимости от пола в этот период (Рикуя Хосокава & Тошики Катсура, 2018). В данной статье исследуется влияние типа родительского воспитания, а именно авторитарного и вседозволенного, на социальную адаптацию детей в зависимости от гендерных признаков. Вдобавок к этому, рассматривается влияние каждого из типов воспитания на проблемы экстернализации (гиперактивность, неподчинение правилам и агрессия) и интернализации (тревога, отрешённость и депрессия), отдельно у детей женского и мужского полов. Авторы, также, учитывают различия положений семей, выбранных для исследования, касательно социального и экономического статусов, является ли семья полной или нет, посещал ли ребенок детский сад или



ясли, какое у родителей образование и т.д. Исследование было проведено в 2014 году в городе Нагоя, были отобраны дети пяти (5) лет с 52 детских садов и 78 яслей. Так как применялся лонгитюдный метод исследования, опрос был повторен год спустя с теми же детьми, но в шестилетнем возрасте. Для точного выявления связи между родительским воспитанием и социализацией ребенка, из исследования были исключены дети с умственной отсталостью. Опрос включал в себя вопросы, наиболее точно выявляющие тип воспитания и наличие или отсутствие всех вышеперечисленных критериев.

Выбранная нами статья, достаточно свежая, так как была опубликована в 2018 году. В статье автор указал дополнительную информацию по нашей теме. Ранее, было известно, что существуют различные трактовки и классификации стилей воспитания. Автор подметил, что именно от стиля родительского воспитания зависит то, как ребенок будет вести себя в обществе. В статье автор упоминает важность дисциплины во время воспитания ребенка дошкольного возраста. Именно стиль воспитания, уменьшает или наоборот, усугубляет поведенческие проблемы детей в возрасте 5-6 лет. То есть в зависимости от стиля воспитания, родители используют различные способы и стратегии дисциплины. Как зафиксировано в статье есть 2 классификации неэффективной дисциплины, которые включают в себя 2 стиля воспитания, которые были выделены Баумриндом.

Авторами было проведено лонгитюдное исследование в городе Нагоя в префектуре Аичи. Оно длилось 4 года, периодами в 1 год. В исследовании приняло участие 1668 японских детей, из них 853 мальчика и 815 девочек в возрасте 5 лет. Так как исследование было лонгитюдным оно проходило в период перехода детей из дошкольного периода, в начальную школу. Дети для исследо-

вания были выбраны из 52 детских садов и 78 школ яслей.

Исследователи взяли во внимание такие факторы как: пол детей, стили воспитания в семье, доход семьи, уровень образования родителей. Также для исследования была использована «шкала воспитания», которая была адаптирована, специально для японских родителей, поскольку автор рассматривал культурный аспект, в сравнении с европейскими странами. В шкале родители заполнили 30 пунктов которые оценивали их поведение по отношению к детям и стиль их воспитания.

Теоретическая значимость данной работы, заключается в освещении проблемы влияния родительского типа воспитания на социальную адаптацию детей. Авторы указали то, что родительское воспитание может оказывать влияние на развитие различного вида расстройств, плохую успеваемость в школе, и на отвержение сверстниками. Кроме того, эти негативные последствия могут вызвать проблемы и во взрослом возрасте, в виде психических недугов, плохих перспектив в трудоустройстве и асоциального поведения. В рамках этой темы, авторами была предложена типология Баумринда: авторитарное (родители, склонны использовать требования для дисциплинирования, демонстрируют низкую привязанность и эмоциональную теплоту - дети, имеют низкую самооценку, менее удовлетворены и менее защищены, имеют негативное отношение к миру) и пропустительное воспитание (родители, имеют низкие требования и высокую отзывчивость, отсутствие наблюдения, контроля, теплые и заботливые - дети, имеют нарциссические тенденции, социальную безответственность и эгоцентрическую мотивацию). Знания этих видов могут быть полезны читателям, для более широкого раскрытия темы и понимания того, что подобные типы воспитания могут быть потенциально вредны для пси-

хосоциального развития детей.

Данная статья может быть использована психологами и психотерапевтами при работе с детьми, столкнувшимися с проблемами адаптации в обществе, депрессией, повышенной агрессивностью. Она является особенно ценной и значимой в практическом ключе, так как статья рассматривает гендерные особенности и специфику среды и условий испытуемых семей. Таким образом, используя результаты исследования, психологам и психотерапевтам будет легче найти причину, лежащую в основе проблемы клиента-мальчика и клиента-девочки. К примеру, в статье Рикюя Хосокава & Тошики Катсура (2018) было определено, что и авторитарный, и вседозволенный типы воспитания могут усугубить проблемы экстернализации у мальчиков, но не повлияют на интернализацию. Что касается девочек, авторитарность воспитания влияет на их экстернализацию, но тип вседозволенного воспитания, не оказывает на него никакого влияния. Оба типа никак не отражаются на интернализации. Кроме того, авторитарное воспитание связано с деструктивным поведением как мальчиков, так и девочек, в то время как вседозволенное воспитание связано с деструктивным поведением мальчиков, но не девочек. Эта информация может быть особо полезна в работе профессионалов. Было установлено, что пол ребенка играет важную роль в возникновении проблем детского поведения, а в ряде исследований, указанных в данной работе, предполагают роль гендерных различий в интернализационных и экстернализационных проблемах. Наша группа посчитала этот факт, крайне интересным, так как существует мало исследований, которые бы раскрыли, тему гендерных различий, ведь в самом деле, это является важным фактором при раскрытии вопроса влияния и последствий. В данной работе был указан факт того, что авторитарное воспитание не имеет различий в вопро-

се пола детей, однако попустительская дисциплина была связана экстернализационными проблемами только у мальчиков. Так же авторы указали, что этому причиной может быть менее развитые процессы саморегуляции у мальчиков. По результатам исследования, влияние оказывает не только само отношения родителей к детям, но и уровень дохода родителей. Исходя из результатов у детей из семей с более низким доходом были значительно высокий балл по интернализационным проблемам. Наша группа так же считает эту информацию очень важной, так как в вопросе влияния мы должны рассматривать все аспекты и стороны проблемы.

В заключение следует отметить, что авторитарные родители могут влиять на поведение и адаптацию своих детей в социуме, которое, как правило, оказывается безуспешным, поскольку запрет и установление власти чреватые беспокойством, тревогой и страхом у детей. Кроме того, имеющиеся в настоящее время данные свидетельствуют о том, что авторитарный стиль воспитания детей наносит ущерб как мальчикам, так и девочкам. С другой стороны, было установлено, что вседозволенный тип воспитания родителей вызывает деструктивное поведение у мальчиков, но не девочек. Этот тип родительского стиля предполагает потакающего ребенку родителя, что напрямую приводит к низкому самоконтролю и агрессивному поведению в особенности у мальчиков.

При анализе вышеизложенных статей, с подкрепленными исследованиями, мы выяснили что: основополагающей причиной того, насколько ребёнок будет социально адаптивен, зависит от типа родительского воспитания. В рассматриваемых статьях, выделили различные рычаги влияния родительского воспитания на жизнь детей.

Каждый из авторов статей использовал теоретические основания (материалом

послужили практические данные), и классифицировали типы семейного влияния, по субъективной оценке, объединяя определенные признаки воспитания, в различные категории. Но несмотря на разность классификаций стилей/типов воспитания, выяснилось что наиболее положительно будет влиять на успешную социализацию, тот тип родительского воспитания, который: имеет глубокую и эмоциональную связь с ребенком, транслирует ему собственную значимость, закладывает моральные установки и формы поведения, а также доверие между ребёнком и родителем, удовлетворение потребностей ребенка, проецирование адекватного отношения к окружающим и хорошие взаимоотношения между родителями, проявление нормативной дозы любви, внимания и заботы. Если родители пренебрегали здоровым отношением к ребенку, и в воспитании преобладали некомпетентные подходы, проявляли неуверенность в воспитании, чрезмерную требовательность, гиперопеку, эмоциональную нестабильность, и в целом у родителя диагностировался негативный стиль воспитания, то в дальнейшем, это повлияет не только на его социальный опыт, но и нарушит его эмоциональное равновесие. У ребенка будут проблемы с общением среди сверстников, у него нарушится восприятие ролей в обществе, возникнут проблемы с агрессией, он станет уязвим к тревожному поведению, и в целом закоренит пассивную социальную роль. Таким образом, можно сделать яркий вывод о том, насколько первые участники на пути к социализации ребенка, а именно родители - играют весомую роль, в становлении ребенка как социального субъекта. Данные, приведенные в статье, опровергают нулевую гипотезу о том, что связи между воспитанием родителей и социальной адаптации детей нет.

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PART 02

KAZGUU LIBERAL ARTS DIGEST

RESEARCH  
PAPERS





# SOCIOLECTS USED IN M. S. NARIKBAEV KAZGUU UNIVERSITY

AKIZHANOVA M.

## INTRODUCTION

Sociolects are deciphered as social dialects. These are words specific to a certain group of people. They can be used as a broad term words for secrecy as special words for professions. Such veiled words may indicate belonging to one particular group. The researchers noted the use of certain words when exposed to a certain group of people (Dvorak, 2019; Shnell, 2014). Moreover, a person can use words under the influence of that environment. Thus, the research revealed the difference in the choice of words among people subject to professions in different fields (Lewandowski, 2010). There are four schools at KAZGUU University, three of which are to be discussed in this paper. They are High School of Law (HSL), International School of Economics (ISE), School of Liberal Arts (SLA). In this study, the sociolects related to the students of each of the three schools to be considered. The observation in this study considers the vocabulary of the representatives of professions within the walls of the university, which can shed light on the interaction of their participants.

## PROBLEM STATEMENT

Social dialects differ depending on the group of people. Interaction with a particular group of people may require comprehension of

certain words in order to be understood. Within the walls of the university, students may not have sufficient knowledge in deciphering the meanings of specific words due to their veil.

## PURPOSE OF THE STUDY

The present study is performed to identify the sociolects used by three schools of the University of KAZGUU. It is aimed to observe the differences of usage of words in the walls of one academic place. The investigation may provide the insight of the students' communication, as well as the link between the school representatives with their future occupational field.

## RESEARCH QUESTION

The overarching question of this paper is "Which sociolects do the students of M. S. Narikbaev KAZGUU University HSL (High School of Law), ISE (International School of Economics), and SLA (School of Liberal Arts) use?"

## LITERATURE REVIEW

The dialectal words belonging to certain social group is considered to be called as sociolects. According to Lewandowski (2010), a sociolect act as a bridge in the communication between an individual and

a particular social group. Such specific words differentiate population of non-identical groups. Likewise, sociolinguists Budin and Vincy YB (2022) investigated the usage of the words belonging to a certain school in the observational setting to see the differences of wording.

In order for a word to become characteristic of indicators of a certain group of people, it is necessary that the word or phrase is to be used by a large number of individuals in the group at a common event. For example, a researcher defined words as indicators of high status after they were used by people at an official event (Holmes, 2013). On the contrary, to this opinion, Shnell (2014) illuminate on the concept of linguistic behavior.

From the perspective of belonging to certain profession, researcher found the varieties of occupational and non-occupational concepts (Lewandowski, 2010). The use of sociolects by the representatives of each school demonstrated a word choice appropriate for the group involving the meaning differences. Similarly to this opinion, Dvorak (2019) elaborates on the speech of profession wording. Some naming can deal with every day belongings, which can be identified by people of the profession. It was identified that people being in the profession of law field use completely different words compared to the field of service. Their social status is demonstrated by the words of high level and terminology.

Therefore, the use of the sociolects is connected with social and linguistic patterns. This includes occupation and focus on word meaning. The present study concerns particular choice of sociolects by the students of three direction different directions (economics, law, and language) to determine the words used.

## METHODOLOGY

The present section assists as a tool to

answer the question of the research. The methodology for the present study was chosen from the works of sociolinguistic analysis made by the researchers Budin and Vincy YB (2022). They investigated three school in their university and identified particular words used. In order to do that the researchers used observation method (Budin & Vincy YB, 2022). It allowed the investigators to be in the focus of the phenomenon, in their case it was the use of specific words by the representatives of each group. The present study uses qualitative method of analysis with the observation type (Creswell, 2016). Observation is able to provide more expanded details compared to written or spoken interviews (Creswell, 2016, chapter 14).

## RESEARCH SITE

In order to investigate the social phenomenon within the walls of educational organization, the research site included places in M. S. Narikbaev KAZGUU University. The locations studied were chosen depending on the communication environment of the students. Thus, the present study did not include settings, where students tend to remain silent as library in the ground floor. Moreover, students tried to stay quiet when spending their time in the fourth floor at the resting zone. When choosing a place for this observation, it was also noted that the time of a day is to be taken into consideration. That is, even when a place chosen has the environment of communication, students restrained their interaction in the early morning times between nine a.m. until midday. The observation examined relatively equal period in each of the places. As such, the setting of the conversation three locations where chosen, which are

- the library hall
- the second floor: co-working space
- the third floor: N. A. Shaikenov Atrium

(Appendix A.)

## DATA COLLECTION INSTRUMENTS

Information for the investigation is to be collected qualitatively. The researcher observes targets in the set of phenomenon and note the sociolects used (Appendix B.). Students at the University are investigated and their speech between each other acts as the main source for data required. The observer listens to their conversations and in the case of any words, which can be considered as the sociolects. It is worth to make sure the school where the student belong to in order to notice other deviations from standard speech.

## OBSERVER ROLE

For this investigation, the observer is to collect information without attention; that is the complete observer type (Creswell, 2016, chapter 14, p. 4). It is worth noting that the researcher observes from the position when not to be noticed.

## PARTICIPANTS

Participants for the present study are the students of KAZGUU University. Each of the three schools representatives (HSL, ISE, SLA) will be taken separately. The students are from the first year of study and higher.

## LIMITATIONS

Bias of the researcher

Subjective opinion of the researcher due to the lack of experience. The researcher may decide how the dialogues look and how the speakers position themselves, while in reality it can be different. Thus, this research tent to possess biased features.

Findings and Discussion

Sociolinguistic studies done by the researchers review in the previous sections shed the light to the specific usage of sociolects depending on the occupational

field. Some professions tend to use those word choices on a daily basis matter. As Lewandowski (2010) illuminated, people that deal with the profession of law had specific features. They, as was identified, used higher-leveled vocabulary, demonstrating the education in the field. Moreover, the researcher noted the present of terminology related to the occupation. As it was noted, the students dealing with law procedures

From the students of High School of Law or HSL, the sociolects included 'Diduction' in the meaning of 'a thing that is to be developed'. The students of the school utilize the word 'Spravidlovo' in Russian in the general context as saying 'fair enough or true'. Other sociolect phrases observed included 'Rastorzhenie braka', 'na kakom osnovanii', 'iziskanie', 'postanovlenie', 'ustav'. While some of them can be used as the word for a general use as 'Rastorzhenie braka' or a divorce procedure, and 'na kakom osnovanii' in the meaning of 'on what purpose', the rest three are the terminological. To analyse the word choice of HSL, it is essential to understand the meaning of each. For instance, the word 'iziskanie' in Russian, which is translated as 'survey or research'. In the field of law, it is mostly used in the meaning of 'identifying'. Then comes the 'postanovlenie', which is the word related to some governmental procedures and regulated documentation. They can be used as governmental resolution or presidential decree. In the present study, the meaning of the word was connected to university rule. Next is 'ustav' that is regulation. Students used the phrase 'ne po ustavu', which may mean the process of making something out of the general rule.

From the students of International School of Economic or ISE, the following words and phrases belonging to dialectal words of social group. The findings were case, indicator, deficit, thesis, target, front, and 'razvod'. The word 'keis' was used in the meaning of happened event, whereas 'indikator' was

used to demonstrate something. 'Deficit' to show the lack of something, which is used as the term of a general basis as well as the term for accountancy field. 'Front' was used in the meaning of 'the front side, the side with it seen'. An interesting finding noted was the presence of 'grazhdanskiy' in the meaning of group of people belonging to non-military field. This may somehow intentionally differentiate the group of one group from another, as the representative of the school use this sociolect as the way to call other people who are not in their group. The students also used mostly 'need to consider' in the regular 'need to discuss', which can be linked to a professional terminology.

From the saying of students from the School of Liberal Arts or SLA used mostly the words from English language as 'funeral style' referring to the style in clothes. Another sociolectal phrase was 'so strange' in English despite the fact that students were communication in Russian. Similarly to this, was the use of the word 'randomno' or random in the meaning of 'selective'. The finding, which can give some insights about the social background of the student, was the word 'salary', although the researcher do not differentiate the social status differences in the context of university.

Interestingly, the action of getting divorce after a legal mirage was expressed differently by the schools. That is, the School of Liberal Arts used 'Razvod' in such a context, whereas the representatives of the Higher School of Law used more levelled expression 'Rastorzhenie braka'. This can be similar to the findings of Lewandowski (2010) about the differences between the occupations. The students connected with the field of law, tend to use more upper variation of the standard phrase as in the finding explained above. The speech of the students of the School of Liberal Arts has more word English origin taking into account the fact that the students were communication with each other in Russian. Another similar example demonstrating

the deference of word choice was the examination taken during the middle part of the semester. This word can be considered as the student sociolect and it can be related to the students in general. Nevertheless, the students of the SLA used the shortened version of the word 'Midka', while students of HSL were identified to use 'midterm' version. In this context, the International School of Economics keep neutrality by using both versions of the word in their conversations. In addition, the speech of ISE students contain words from English origin as in SLA, as well as some professional terminology as in HSL.

## CONCLUSION

To summarize the information above, the purpose of the present study was to answer a research question "Which sociolects do the students of M. S. Narikbaev KAZGUU University HSL (High School of Law), ISE (International School of Economics), and SLA (School of Liberal Arts) use?".

In order to collect the information, the qualitative approach was used. The observation method provided a room for the data for analysis the use of sociolects. Sociolinguists identified the link between occupation and the use of a particular wording.

The findings included that SLA students use language that is more colloquial with the higher use of English words, compared to the rest two schools. The HSL students has higher leveled vocabulary, which is similar to the findings of the researcher. Interestingly, the sociolects used by ISE students are kind of a mix of two. The student of this school can use colloquial phrases as well as some high-leveled administrative terminology. Therefore, the present study tried to investigate the sociolects used in the walls of the university.

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# PHRASEOLOGICAL UNITS OF THE ENGLISH LANGUAGE CONTAINING PROPER NAMES

GULNAZ E. BALTABOLAT

**Abstract:** This study is the analysis of phraseological units, including proper names according to the classification that was created based on the previous classification of researchers. Overall, 92 phraseological units containing proper names in the book “The Painted Veil” by William Maugham were used for the practical part of the study. Phraseological units were analyzed and the results of the analysis were explained.

## INTRODUCTION

Proper names in phraseological units are found in all languages of the world. Since ancient times, people may have wondered why exactly these geographical places or people’s names were included in stable expressions. Therefore, the purpose of this study is to analyze phraseological units with proper names in the English language. The relevance of the research is that this topic may not be fully investigated in Kazakhstan and proper names in phraseological units in “The Painted Veil” by William Maugham may not have been analyzed yet, it turns out that this research might be one of the first studies on this topic and in Kazakhstani context. In this study phraseological units containing proper names will be analyzed according to some criteria, that is, first, they will be identified by Pierini structure; second, the origin of it will be found; third, the type of proper name in the phraseological unit will be demonstrated; finally, the meanings of phraseological units will be presented. In the end, some conclusions from the analysis will be summarized. By conducting the analysis, the answer to the question “How to interpret phraseological units of the English language containing proper names?” will be given.

## LITERATURE REVIEW

Since the study aims to analyze and organize proper names in phraseological units, several classifications designed by other researchers will be introduced. Before proceeding to the analysis, it is important to elucidate a phraseological unit. Atamurodova (2020) states that a phraseological unit “is a stable, coherent combination of words with partially or fully figurative meaning” (p.158). They present the cultural, and historical backgrounds and the worldview of the people speaking a certain language. Moreover, there is another definition given by The Free Dictionary (n.d.):

[A phraseological unit is] a word group with a fixed lexical composition and grammatical structure; its meaning, which is familiar to native speakers of the given language is generally figurative and cannot be derived from the meanings of the phraseological unit’s component parts. The meanings of phraseological units are the result of the given language’s historical development.

Thus, it can be said that phraseological units are usually unique for each language. As well as they are distinctive, the names of geographical places, people, words that

can only be understood by native speakers, and historical events take place in stable expressions.

Proper names in phraseological units have a valuable place in the language because they serve as signs of cultural, linguistic, geographical, ethnic, and social identity. They can be considered as the demonstration of the interaction of culture and language in phraseology (Sušinskienė, 2009).

Sušinskienė (2009) classifies phraseological units into large topics such as People names and Place names. These large topics are divided into sub-topics. For instance, "People Names" is divided into "Bible", "Mythological Figures", "Real People", etc. However, Sayfullayev looks at phraseological units from another perspective. That is his classification is a bit different. He divides them into 3 groups: native phraseological units, borrowed phraseological units, and intra-linguistic borrowings, that is, phraseological units borrowed from American and other varieties of English. He also mentions phraseological units containing proper names, but described them superficially, without going into details (Sayfullayev, 2021).

1. Pierini (2008) combines four types of phraseological units with proper names, such as idioms, irreversible binomials, stereotypical comparisons, and formulas. The author writes about the structure of phraseological units of each type. Unlike previous researchers, Pierini does not provide readers with a definition of stable expressions, focusing only on the analysis of their construction.

Having studied the many articles read, one can conclude that there is no definite fixed classification of phraseological units. Also, it can be said that every mentioned researcher classified them from dissimilar angles.

After summarizing the above research papers, based on the classifications, I decided

to create a new allocation of phraseological units containing proper names, which is a mixture of the classifications of Sayfullayev and Sushinskene. Before I classify them, every phraseological unit will be analyzed according to Pierini's criteria. It will look this way:

1. Pierini's classification;
2. The origin of the phraseological unit:
  - Native
  - Borrowed
3. Type of proper name in the phraseological unit:
  - Personal name
  - Place name
4. Topics of phraseological units according to their meanings.

This classification will be applied for further analysis.

## METHODOLOGY

In this research, as it was mentioned before, I am going to study phraseological units containing proper names. As for the practical part of my analysis, I decided to choose the book "The Painted Veil" by William Maugham. To be more precise, phraseological units will be classified according to the classification that was given in the literature review section. It means, first, each stable expression will be analyzed following the Pierini structure system (what formula does it correspond to). Second, I will use Internet resources to determine whether a phraseological unit is native or borrowed. Then, depending on the type of proper name, phraseological units of each group will be divided into two subgroups, such as names of people and places. Fourth, the definition will be provided by many dictionaries (Cambridge Dictionary, Oxford English Dictionary, Collins Dictionary, etc). Then the phraseological units will be grouped by similarity of meaning. Thereafter, the following example is given to avoid misleading.

"Jack of all trades":

1. According to Pierini, its structure is NP1\* + preposition + NP2\*, because two noun phrases (Jack, trade) in it are connected by the preposition.

2. Its first use occurs in the XIV century by the English poet Gower, so it can be considered a native phraseology.

3. It contains a personal name.

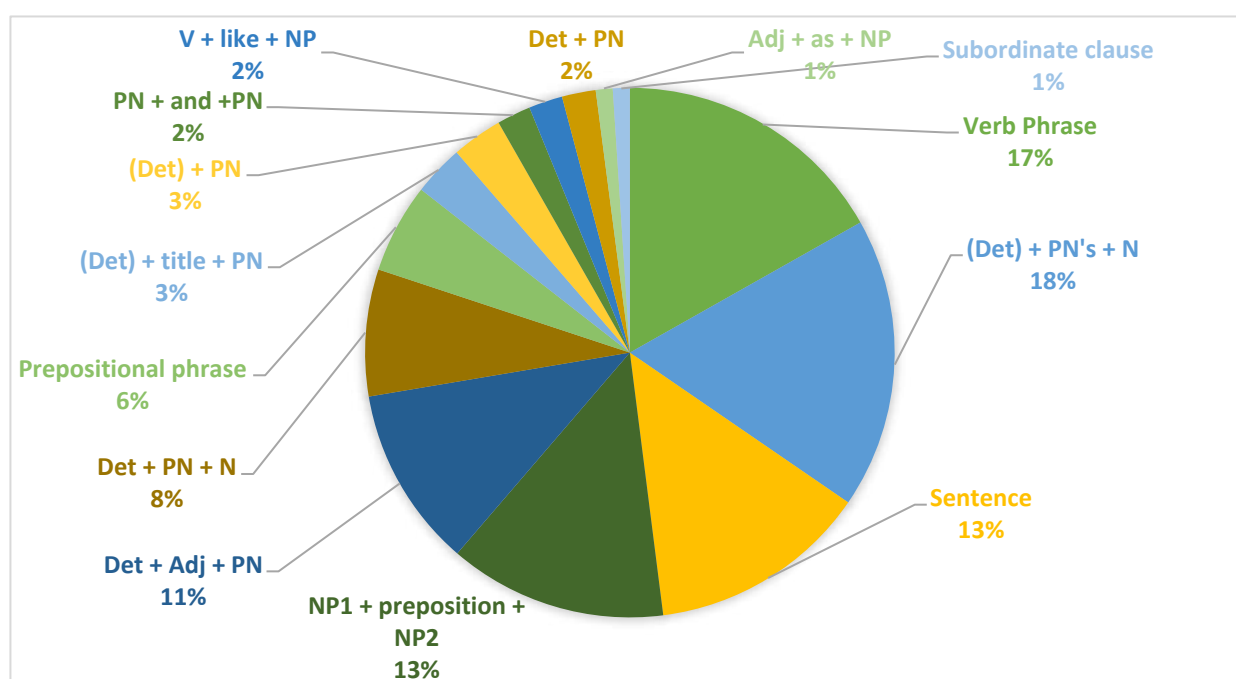
4. "Someone who can do many different jobs" (Cambridge Dictionary, n.d.). In the end, after the analysis results are obtained, I will make a summary depending on the number of proper names (personal/place names) found in phraseological units, i.e., the percentage ratio will be represented (for example, more people's names than toponymic or vice versa). In the subsequent parts of the study, the abovementioned steps will be represented in more detail and in practice.

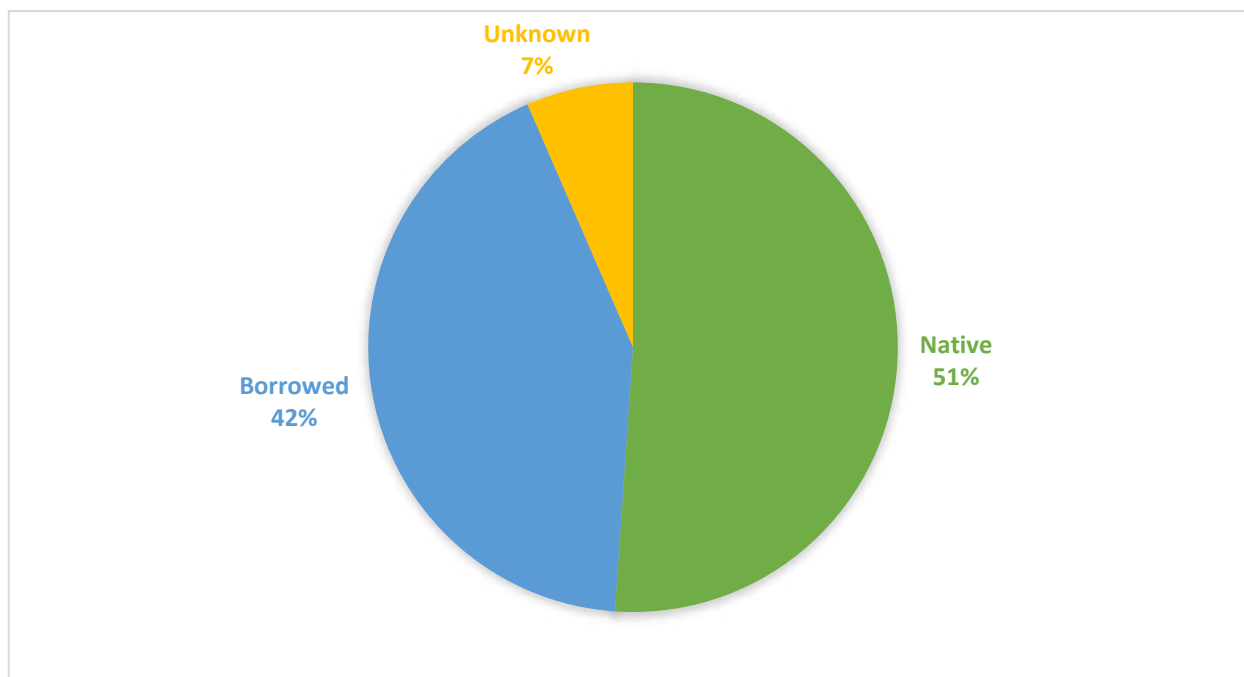
## FINDINGS

Each phraseological unit was analyzed according to the criteria that have been mentioned in the methodology part (see Appendix). First of all, all phraseological units were classified according to the Pierini system of structures of phraseological units with proper names. Also, during the classification, phraseological units in the form of a sentence were encountered, thus they did not correspond to any of the Pierini structures. "Phraseological units -

Sentences" have formed a separate type of structure called "Sentence". Therefore, some results were summed up: the most common structures are "(Det) + PN's + N1" – 16 (for example: Job's news), and "Verb Phrase" – 15 (for example: not know someone from Adam). This is followed by "Sentence" – 13 (for example: when in Rome, do as Romans do), "NP1 + preposition + NP22" – 12 (for example: a sop to Cerberus) and so on ("Det + Adj + PN3" – 10, "Det + PN + N4" – 7, "Prepositional phrase" – 5, "(Det) + title + PN5" – 3, "(Det) + PN6" – 3, "PN + and +PN7" – 2, "V + like + NP8" – 2, "Det + PN9" – 2, "Adj + as + NP10" – 1, "Subordinate clause" – 1) (see Figure 1).

If to talk about the number of native phraseological units, there are 47 of them, and the number of borrowed ones is 39. Speaking separately about borrowings the most common ones are from Bible (14), then Greek (4), Roman (3) and Italian (3), and so on (2 Arabic, 1 Irish-English, 1 North Africa, 1 Spanish, 1 Dutch, 1 Chinese, 1 Greek and Roman, 1 Late Latin). The origins of 6 phraseological units were absent on the Internet. It turns out 51% of 92 phraseological units are native, and 42% are borrowed. Here it can be said that the number of native phraseological units predominates (see Figure 2).





The next criterion is the type of proper names in phraseological units. During the analysis of phraseological units, proper names were found that are neither personal names nor place names. Therefore, they will be categorized as “Others”. 50 phraseological units include personal names and 21 geographical names. Also, the number of “others” is 22 units, 8 of them are nationalities, 4 religious figures, etc. (1 weekday, 1 comedy, 1 greatness, 1 Syrian god, 1 cat breed, 1 three-headed watchdog, 1 doll, 1 abstract, 1 language, 1 McCoy). 54.3% of phraseological units contain personal names, 22.8% - the name of the place, and others – 23.9% (see Figure 3).

Thereafter, the difficult part of the analysis - each phraseological unit was provided with its meaning. In order to find their meanings a large number of dictionaries have been used, such as Cambridge Dictionary, Collins Dictionary, Merriam-Webster Dictionary, The Free Dictionary, etc. In order to determine the meaning of one phraseological unit, definitions given by several dictionaries were viewed, and the meaning that was provided by one among all of the other dictionaries was selected since it better reveals the meaning of the phraseological unit. After determining the meaning, the phraseological units were

divided into groups depending on the similarity of the subject of the meanings. As a result, 8 groups were formed, such as Human (28), Life Situations (17), Difficulties (13), Emotions (9), Work (8), Injustice (7), Distance (6), and Plant (4). Among all the topics, the biggest is Human Qualities, and it is 30.4% (see Figure 4).

Two phraseological units differ from others: “Throw yourself on Waddington’s mercy” and “Only a Chinese would turn a handle that way”. They differ in that these phraseological units do not actually include a proper name, but they were included to better convey the idea intended to be expressed.

“Throw yourself on Waddington’s mercy” in the original sounds like this: Throw yourself on someone’s mercy. The word “someone” was replaced by the real person’s name “Waddington” to indicate a specific person. Thus, the author wanted to convey to readers that it is Waddington and no one else who will decide what to do with a person. That is, the name Waddington is not a permanent part of this phraseological unit, any person’s name can be in place of Waddington.

“Only a Chinese would turn a handle

that way” came from “turn a handle”. The author supplemented the phraseological unit, including “Chinese” in order to put emphasis on this particular nationality.

The next section will summarize some terminations based on the results of the findings.

## DISCUSSION

The analysis of phraseological units containing proper names was demonstrated in the previous section. Based on the results of the findings, one could conclude that in “The Painted Veil” the number of native (51%) phraseological units is more than borrowed (42%) ones. Also, the origins of 6 phraseological units were not found, which is 7%. It could demonstrate that native phraseological units were frequently used in the early 20th century.

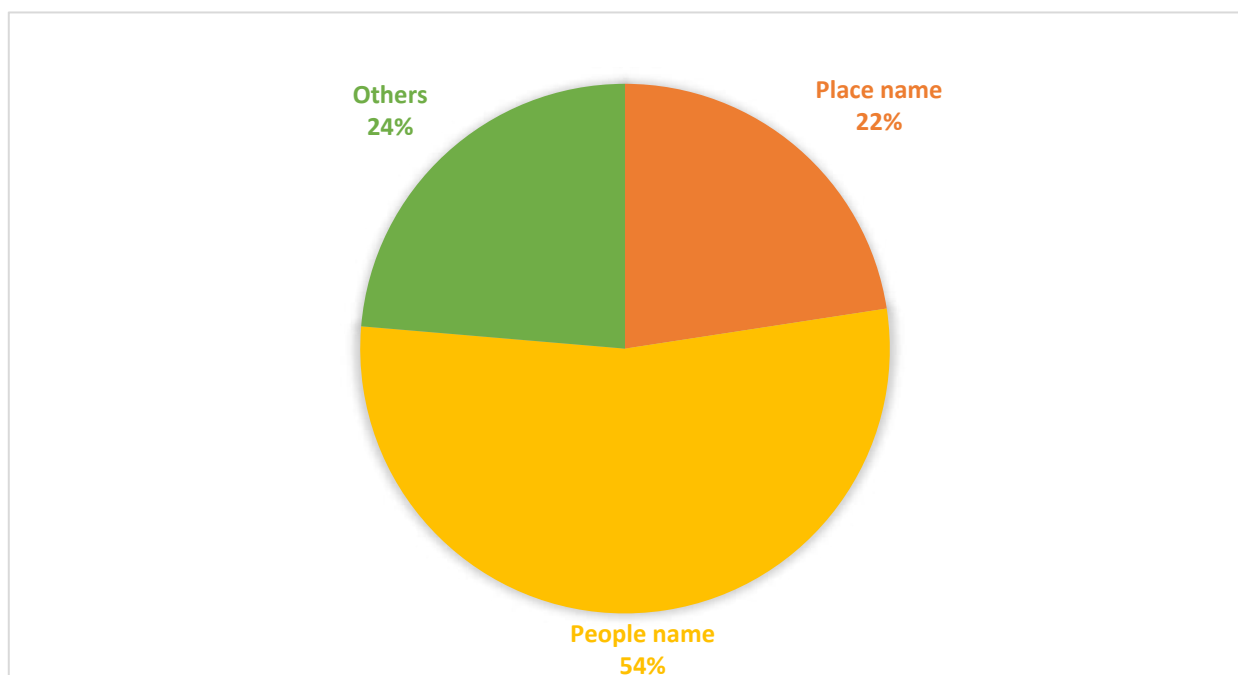
Second, if we talk about the type of proper names in phraseological units, the number of personal names (54%) prevails over the number of toponyms (22%). It could mean that at that time phraseological units containing people’s names were popular

among people. What is more, there are phraseological units containing neither people nor place names, which are called “Others”. They are 24%. Considering the frequently encountered phraseological units that include God, we can also say that people at the beginning of the 20th century were inclined to express emotions by associating with God.

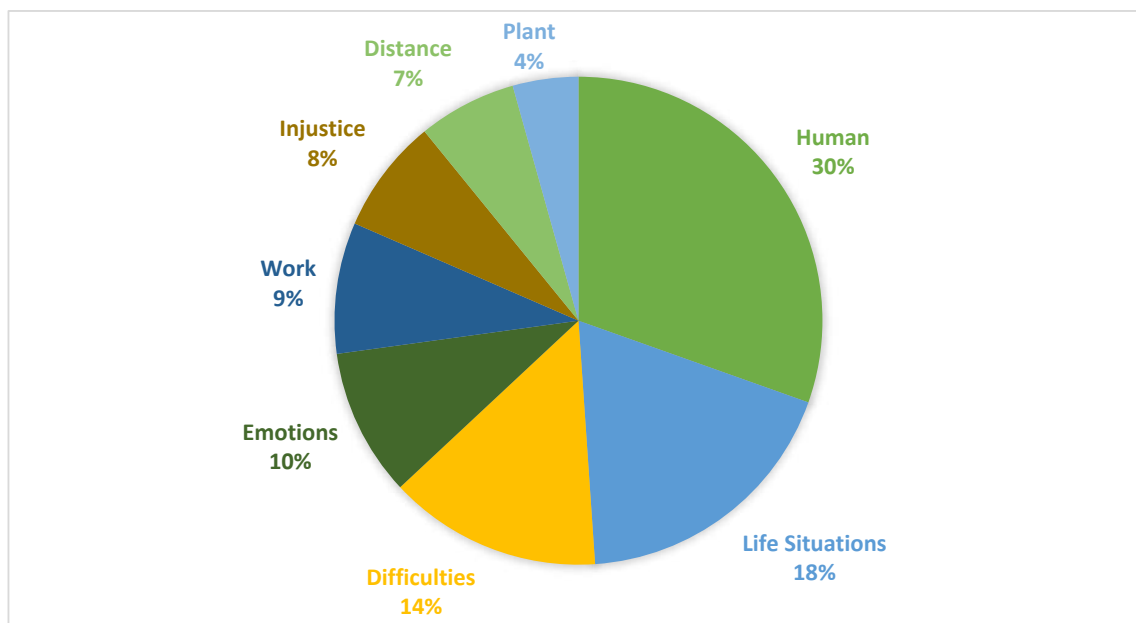
Third, there are more phraseological units on the topic of a person and his qualities (30%) than on other topics. Since proper names in phraseological units reflect the culture, history, and worldview of the people, this may mean that at that time the person and his values were in the first place, so phraseological units on this topic were most used.

Finally, the structure “(Det) + PN’s + N” is often found among the Pierini system of structures. It is 18%. These are phraseological units, such as “Abraham’s bosom,” “Hobson’s choice,” etc., expressing the belonging of something to someone.

The results of the entire study will be summarized in the next part.







## CONCLUSION

To sum up, 92 phraseological units containing proper names in “The Painted Veil” by William Maugham were analyzed and classified according to the previously mentioned classification:

1. Pierini’s classification;
2. The origin of the phraseological unit:
  - Native
  - Borrowed
3. Type of proper name in the phraseological unit:
  - Personal name
  - Place name
4. Topics of phraseological units according to their meanings.

Criteria for the analysis of phraseological units were created on the basis of previously conducted research. The results of the analysis were demonstrated and explained. Determining the structure of phraseological units according to Pierini’s classification, finding the origin of phraseology, demonstrating the type of proper name in phraseological units, and providing the meaning, then grouping phraseological units depending on the themes of meanings are steps of my interpretation of phraseological units containing proper names.

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# PECULIARITIES OF POLITICAL DISCOURSE IN THE ENGLISH LANGUAGE

LUNARA BARYSHEVA

**Abstract:** This paper's aim is to conduct the linguistic analysis of political discourse. The material for the analysis is chosen to be the 2020 Presidential Debates between Donald Trump and Joe Biden. Linguistic analysis of such type of political discourse text seems to not have been conducted in a great number, so this research adds to the knowledge on political linguistic aspects. Based on the theoretical framework, metaphors, metonymies, and pronouns were identified as special features of political discourse, and were respectively analyzed in this paper in the chosen material. The research applied mixed approach; features were analyzed according to the respective ways of analysis, classified accordingly: metaphors – according to metaphorical concepts, metonymies – according to metaphorical concepts, and pronouns – only considering personal pronouns, according to their person and referential domain; and tied to the context to explain their role. The results showed that the leading feature is singular first person personal pronoun “I”, which helps opponents defend their position. Among the other features, it has been noted that the main concept of metaphors is Argument is War, deriving the associations from the area of war in order to make statements stronger. Metonymies seem to be rich in the concept of Institution for the People Responsible, which also makes up for the more strong and precise speech.

## I INTRODUCTION

The recurrent paper is aimed at conducting the analysis of linguistic peculiarities of political discourse. Utterances in political field often possess a great amount of power, and the speech is delivered through language, so the analysis of the use of linguistic features would be necessary for defining the means that help evoke the power of the speech. Many discourse and linguistic analyses have been conducted on the topic of political speech, however, most of them concern such utterances as inauguration speeches, or other kinds of speech delivered for a certain occasion by a politician. These are, as could be clear, monologues, and those may show just one side of the political discourse. On the other hand, the power of this type of discourse may often be seen in political debates, moreover, there might not be sufficient

number of analyses of linguistic features of political debates. Many of the works existing on the topic of analysis of debates provide a more extralinguistic content, linking the use of certain features to the style and purely psychological purpose. For conducting the analysis, first the works of scholars and researchers on this topic will be taken as a theoretical base. For this particular paper, the material will be chosen among the political debates, respectively, in order to build upon the existing knowledge of the linguistic means in the discourse of politics in relation to their contextual role in the speech. The features will be analyzed in respect to the methodic incidental to each of them. After the presentation of the results, each element will be discussed according to their function in the text. Before embarking on the research of the subject of the paper, it might be fair to briefly go through the theoretical ground of it.

## LITERATURE REVIEW

### THE BACKGROUND OF POLITICAL DISCOURSE

First of all, it should be necessary to consider the background of the political discourse. We will see how the latter was brought to the stage becoming a grand branch of communication in a political social setting. The concept of political speech has been present for centuries now. Political discourse likely originates from an ancient Roman and Greek cultures during the 5th century BC, particularly rising in the city of Athens. This was not only a form of verbal art, but also the means of defending one's beliefs, especially as democratic policy developed more. Thus, some famous ancient sorcerers and politicians taught respective public speaking techniques (Medjedoub, 2017). With the evolution of linguistic studies over time, researchers of the period of cognitive linguistics had been examining the cognitive constraint of language (Chilton, 2004).

### THE DEFINITION OF POLITICAL DISCOURSE AND THE CONCERN OF IT

Continuing with defining political discourse itself and the overall intent of this type of discourse. Firstly, we need to determine the notion of "discourse" per se, so it is easier to provide an understanding of discourse of political kind. The former is not that clear, as it is quite a broad notion. Otherwise, following the more compact description of the term offered by Van Dijk (n.d.a), we can define it as the use of language considering the social context of the communication. Proceeding with determining the discourse of politics, as, again, Van Dijk (n.d.b) suggests, its idea is put as the communicative act of political figures, who are presented as actors. Similarly, Karasik (2000) includes political discourse in the types of institutional discourse, which deals with communication

concerning certain social positions and extent of power (Kenzhekanova, 2015). When it comes to the aim intrinsic to political discourse, a famous scholar, George Orwell, pointed out the political potential and power of language in his work by using the words: "using political speech or writing... in defense of indefensible" (Orwell, 1969, as cited in Wilson, 2015, p. 777). This would mean a sort of blurred and sometimes misleading, though persuasive delivery of a text. Political discourse, in this sense, relies on the concept of a "theatrical play" where the individuals act in the public, representing certain stance as their "role" and defending it.

### SPECIAL FEATURES OF POLITICAL DISCOURSE AND THE CLASSIFICATION

The position of the speaker in political discourse is usually identified within a context of speech. The context may account for the setting, the audience, and, most importantly, the overall end goal of the text. All of the above makes up for the foundation of the preliminary preparation of the speech, which presents a tight connection between the cognitive and linguistic constraints of speech. When classifying those into two groups by their functions, we will have extralinguistic and linguistic aspects characteristic of political discourse. The former are, in any way, expressed through the linguistic means. They also can be almost effortlessly spot on the intuitive level, so we will not stop here too much. However, the extralinguistic peculiarities are obviously worth mentioning as they contain the essence of the speech. The main aspects, according to Kenzhekanova (2015) and Polyakova et. al (2019), seem to be as follows:

- Competitiveness (act of competing with one another);
- Aggression (asserting dominance);
- Ideology (voicing and defending a certain stance);
- Theatricality (the fact of acting for

the public).

Concerning the pathway through which the abovementioned is rendered, Kulo (2009) and Alduhaim (2019) suggest these linguistic means that we are also going to use:

- Metaphors (linguistic means that majorly hold symbolic meaning in conjunct to certain associations; transference of a meaning);
- Metonymies (replacement of an idea with another word that it is linked to, showing contiguity);
- Pronouns (linguistic elements used to replace the name of a subject; personal pronouns);

These are the specific features of political discourse that constitute the major part of the communication in politics and serve as means of affecting the masses. The information provided above gives enough insights into the stylistic constraints of political speech, and might come in hand as the basis for further analysis. This is, of course, provided that the procedures comply with the purpose of the paper.

## METHODOLOGY

The research on the subject of identifying position and purpose of certain features of a discourse seems to require particular steps, which are described below:

### CHOICE OF SOURCES

Sources, as the guidance for developing the path of analysis part of the research, need to comply with certain criteria. This is so that we can be more confident that the theoretical guide is applicable in this paper. The criteria were as follows:

- Reliability
- Relatively up-to-date sources (referring to articles and theses)
- Relevance

The sources that were used comply with the points as they were derived from reliable databases and most are written by credible authors who have the knowledge and experience in the field. The majority of

the works date no older than the early 00s. Moreover, the sources obviously had to be relevant to the topic of the paper, that is, political discourse features analysis, and everything included in it. Thus, some contain both theoretical and practical analysis. This helps understand the procedure of discourse features analysis more and be in clear terms with the subject.

## ANALYSIS MATERIAL

As for the material for the linguistic analysis, it could be clear that it would be better to have a speech delivered by politicians orally. For this reason, political debates were chosen. In the debates, the participants are asked certain questions and are expected to answer them thoroughly. In order to receive a more complex view on the political discourse features, two analysis materials have been selected. To be more precise, the 2020 presidential debates of Donald Trump and Joe Biden. This type of political speech would have a bit more suitable due to its quite assertive nature. As one of the characteristic features of political discourse is competitiveness, and the speech presume this sort of setting, there is likely more material to analyze in this sort of extralinguistic context.

### CHOICE OF APPROACH AND ANALYSIS PROCESS

As the sources analysis suggests, it is clear that a certain approach to the work must be applied. In this particular paper, where there is a need not only to single out certain linguistic elements, but to also sort them out accordingly, mixed approach to the analysis was used. The term suggests that throughout the analysis process, the data was sorted according to both the frequency and meaning aspects.

First of all, it was obviously necessary to carefully read the material. Based on the information the sources provide, the linguistic elements of political discourse were spotted.



The context of the text was taken into account in order to provide the closest possible aim of usage of this particular unit.

For instance, metaphors were defined in the text by the criteria suggested by Pragglejaz Group (2007) in their work on Metaphor Identification Procedure. They were then analyzed according to the metaphorical concepts, as suggested by Lakoff & Johnson (1980) and Lakoff (1991).

Metonymies, as types of metaphors, were identified and classified based on the, again, Lakoff & Johnson (1980) system of conceptual metonymies. In order to spot metonymies, the elements had to be analyzed on the subject of conceptual relation of the object presented in the sentence and the context of speech.

When analyzing pronouns, their function was identified according to the attribution to the person of pronouns, their referential domain mentioned by Fetzer & Bull (2008), and, again, context of speech, which defines the purpose of the use of the elements, depending on the main goal of the speaker.

After the linguistic units had been identified and provided a contextual use meaning, they were considered on the subject of the frequency of emergence of the elements. The latter was conducted in order to view how and how often the speakers utilize some of the linguistic features of political discourse, which one of those predominates, and in what way they help to manipulate the speech message.

The results of the above described analysis are shown in the segment below.

## FINDINGS

Throughout conducting the linguistic analysis of 96 linguistic units in the text, the particular linguistic features characteristic of political discourse in the English language were derived from the text [the full list is provided in Appendix]:

### Metaphors (27):

Metaphors, as one of the main linguistic elements in political speeches, appear in the debates throughout the whole text, corresponding to such conceptual models as:

#### Argument is War

We won the elections...

The marked word in this case helps Trump highlight him having an upper hand received with being chosen as a President. Since Presidential elections can be viewed as a war setting due to its competitive nature, the winner has the advantage of setting their own conditions. This is the case with the first question dealing with nominating the new head of the court.

The deal is that this is going to wipe out any pre-existing conditions...

In the sentence above, Biden is referring to a health policy, making an argument that it will exclude any pre-existing conditions. He makes his point quite expressively using the Argument is War metaphor, which, in this case, literally means destroy.

#### Time is a Limited Resource

We have plenty of time...I have a lot of time...

Time is mostly highly valued, so the use of this particular metaphor in the answer to the question on the nominee for the head of the court implies the assurance that the transition to the new administrative power will be conducted successfully in due time, with little limits to its amount. Otherwise, time cannot be owned per se.

#### Time is money

I get my time back?

Biden's expression here means he was given another opportunity to answer in the set number of minutes after he had been

interrupted.

Life is a Gambling Game

Now, what's at stake here is...

With this expression, Biden further refers to Trump wanting to cancel the Affordable Care Act, meaning that there is a risk for the people of losing something important because of the wrong choice of the President they might make. It is as if he is trying to point out the danger that the people's lives could be subjected to.

Significant is Big

The bigger problem that you have is that...

In this sentence, Trump is pointing out Biden's argument saying that the latter is not as significant to be paid attention to as the issue Trump provides further on. The expression is used metaphorically, as larger physical objects tend to be thought of as more important.

Ontological metaphor Activity is a Container Object

... we're in the middle of the election already...

As election is not a physical container itself, but an event, the expression holds a metaphorical meaning. Continuing the thought of the opportunity for the people to choose the nominees, Biden shows here that since the election has already started and is going to end soon, the situation has no possibility of going back and giving the opportunity for the people to vote rationally.

Argument is a Journey

He hasn't laid out anything.

Biden wanted to emphasize how Trump did not have a set of consistent steps for realizing the goal.

Ideas are Light-Sources

Do you believe for a moment what he is

telling you, in light of all the lies he's told you...

Biden, talking about Trump, tries to attack him by questioning his image in the eyes of the public. He uses in light of all the lies to say considering all the lies.

Personification

Drug prices will be coming down...

Here, when Trump means that he is going to reduce the prices on drugs, not that the prices are going to go low in a literal sense.

The State as a Person

It's China's fault.

In this case, China is viewed as the type of person who was not taking the responsibility during the case of the pandemic.

Metonymies (6)

Metonymies were classified according to the conceptual models as well as metaphors. The following contiguity models are some of those that were found among the metonymies:

Institution for People Responsible

... the Supreme Court will hear a case...

Here, the mediator likely refers to the Chief Justice as the Supreme Court, when talking about the case of Obamacare.

We have the Senate...

Trump is talking about the people who work in the institutions when beginning his point about the new Supreme Court nominee.

It is a very political thing I've spoken to Pfizer...

Trump here refers to the people who are in charge of the company, meaning he had discussed an issue with them. It also shows how the company plays a crucial role in the situation.

### The Place for the Institution

...we have the White House...

Trump is talking about the people who work in the institutions when beginning his point about the new Supreme Court nominee.

... we should be providing the money the House has passed...

The House here is the White House, which refers to the institution of the Executive branch in the US.

### The Part for the Whole

... before she went to the bench...

The word bench here is used to refer to the job in the court by only mentioning the part of the courtroom.

### Pronouns (63)

The pronouns analyzed were of personal type, classified in accordance with the referential domain of each (I, we [self-reference; inclusive-exclusive for we], you [other-reference; addressee, definite group, indefinite group]).

- I (23 times)

... and the justice I have nothing- I'm not opposed to the justice, she seems like a very fine person.

Here, Biden highlights the fact that he personally does not have anything against the justice, so to avoid the possibility of personal attacks on him further and make the argument seem more objective.

Because I want to give good healthcare.

Trump uses singular first person personal pronoun to revert the attention to himself personally, to show that the virtue of good health care for the people is his initiative.

- We [exclusive] (16 times)

We have a professor at Notre Dame...

We is used exclusively to again refer to the party and other advisers who are on the side of Trump and likely to the nominee for the court.

We [inclusive] (6 times)

Folks, do we have any idea what this clown is doing?

Biden uses plural form of first person personal pronoun inclusively here as he is referring to the public, thus, including both himself and the public while criticizing Trump.

- You [addressee] (13 times)

You got very lucky.

Other-reference pronoun towards addressee from Trump to Biden. The former is addressing Biden to point out how the latter did not succeed for his effort.

You probably play more than I do, Joe.

The second person personal pronoun is again used by Trump to refer to Biden when attacking his accusation of Trump's inactiveness.

You [definite group] - 5 times

You should go out and vote.

Biden's use of the second person personal pronoun to refer to a certain group of people, meaning, the people of America, calling upon them to vote on the election.

With the results presented above, each unit was given a short description. They are going to be discussed in the following section below, so to provide more insight into the purpose behind the use of particular features.

## DISCUSSION

The political discourse linguistic features analysis of the material shows that the three main linguistic features that were aimed

to be analyzed are present in a relative abundance. The features that largely define political discourse seem to be metaphors, metonymies, and pronouns, as had been suggested by Kulo (2009) and Alduhaim (2019).

When comparing the frequency of the features, it has been found that pronouns, only taking the personal type of first and second person into account, are more prevalent. This is probably quite common especially in the debates setting as both the candidates are bound to refer to certain people, be it themselves or others, in order to convey an idea of action, for instance. Among the analyzed pronouns, the singular first person personal pronoun "I" has been found to appear much more frequent than the plural first person "we" and the second person "you" pronouns. This might possibly be due to the more ideological character of debates, where the candidates make statements carrying a certain idea, which they need to link to their own persona either as a separate individual or a representative of a certain group. This helps them create a certain image that can play an important role in the people's choice when voting, since they will have certain associations with this or that candidate's identity.

When analyzing metaphors, it has been found that the concept of Argument is War appears more often. This might be explained within the frames of one of the extralinguistic features of political discourse, which is competitiveness. Debates is in itself a competitive setting, where the participants are "fighting" for "victory". Thus, they would use much more references to the field of war, so to either make themselves seem more powerful or make the opponent's argument seem weaker, which will again turn in the speaker's favor.

When analyzing metonymies, they have not been found in such a large number overall, which might be slightly unusual for a public character of speech. The concepts, however, were not distributed nearly as

equally. The most predominating metonymic concept appeared to be Institution for the People Responsible. It could be connected to the need to mention the executive power for the sake of referring to authority, which could bring more significance to the speaker's argument. Otherwise, it might be to just save time and not having to talk about certain people working there, as the field of competence of the institution is more important.

Thus, the explanation above elaborates on the use of the linguistic features in political speech on the example of debates. This allows us to wrap up the work conducted in the following segment.

## CONCLUSION

In this paper, the special linguistic features of political discourse have been analyzed. Since political speech holds a great amount of power it might have been necessary to conduct the analysis to see the means by which the power is expressed, especially in relation to the setting of debates. The methods for analyzing each type of features, which are metaphors, pronouns, and metonymies, were derived from respective sources and applied accordingly. Within the frames of results it has been found that political speech, especially in the debates, is quite rich in the features of power-play, where the opponents are willingly singling themselves out and tying themselves to a higher position by using certain linguistic means.

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# USE OF COMPOUNDS IN SCIENTIFIC TEXTS

YELIZAVETA FROLOVA

**Abstract:** Compounds is one of the most popular word types in the English language and scientific style in particular. This article is dedicated to the problem of practical classification of compounds in the texts of scientific register. It focuses on four particular frameworks based on such criteria as part of speech, compliance of word semantics and constituent semantics, remainders of syntactic structure, intermediary segment and formation of constituents. The choice of the method used fell on the qualitative method of content frequencies analysis used for linguistic researches. With the help of this method, the most frequently found compound type found has been nominal, fully motivated, asyntactic, morphological compound. This pattern has been linked to such scientific style features as nominalization, semantic clarity, and concise character. Thus, compounds met appeared to reflect some distinctive peculiarities of scientific register, which has been implied from predominant types in classifications.

## INTRODUCTION

The word-formation can be described as a part and a parcel of the natural expansion of language's lexis. In the English language one of the most productive and long-existing word-formation types is composition, which has led to the emergence of numerous compounds varying from everyday colloquial expressions to official terms common for formal style. Special attention should be paid to the domain of scientific and technological lexis, where compounds hugely contribute to the coinage of new terms and fulfil the augmenting language lacuna of this constantly developing sphere. Although the role of compounds for science is difficult to overlook, the prism through which they have already been scrutinized is mostly theoretical, and the problem of practical analysis is still left relatively unsolved. The number of works on practical classification of scientific compounds is limited, and few of them consider semantic and syntactic distributions. Apart from existing gap in knowledge, another reason to classify compounds of scientific register

is to put previously unapplied theoretical frameworks into practice to give direction for future researches in lexicology. This work is aimed to recognize compounds in the scientific article on the topic of chemistry, locate them into categories in line with four paradigms of classification both applied and unapplied previously, determine the prevailing types, and give the sufficient overview of the received findings. The method used for this aim is qualitative method of content frequencies analysis widely met in linguistics. The research begins with defining the notion of compound, its role and classificatory frameworks, and continues with the description of methodological procedures, presentation of findings and discussion.

## LITERATURE REVIEW

### The Notion of Compound

The first and foremost phase to research scientific compounds is to comprehend what this term implies by looking at it from different perspectives and deriving workable term. To

avoid overgeneralization and inconsistency, compound should be signified regarding contrastive features between compounds and phrases, compounds and derivatives. The initial distinguishing markers are postulated by Bloomfield (1933), who partially singles out compounds from the domain of phrases, referring to their narrower semantic scope, pronunciation, and grammatical solidification. However, more intelligible indication is portrayed by Antrushina et al. (2001), who underlines the equivocation of phonetic criteria, inclines to formal orthographic solidity, and expands on the indissolubility of compounded constituents as one part of speech and sentence. As for the status of composited elements, both Bloomfield (1933) and Arnold (1986) highlight their hypothetical autonomy as notional and functional words unlike boundedness of affixes in derivation. Nevertheless, this supposition misses out on the massive cluster of bounded roots and stems, which rely on the conjunction with other morphemes but differ from affixes by means of their notional affiliation (Prčić, 2005). Thus, compound is a graphically, semantically, morphologically, and syntactically consolidated lexeme generated by the compilation of dependent notional, independent notional, and independent functional morphemes.

### **THE ROLE OF COMPOUNDS IN SCIENTIFIC STYLE**

The understanding of compound, constructed around the stark contrast with neighboring classes, exhibits its linguistic ability to aggregate several semantic fields, compared to derivatives that just shadow prevailing meaning. Simultaneously with substantial prolificacy of compounding admitted by Antrushina et al. (2001), aforementioned feat gives an upper hand to compounds as a niche in exponentially augmenting and clear-cut lexis of science. In other words, as Galperin (1977) remarks, science incessantly faces the overriding necessity for brand-new phenomena to be encapsulated lexically, which could be

entirely fulfilled by effective and flexible composition. Furthermore, not only does compounding stamp lexemes, but it also condenses the meaning so that word units are both all-encompassing and clear to funnel through, as dictated by science (Shakhovskiy, 2008). This glaring compliance of compounds' nature and the paradigm of scientific register is also empirically manifested by Horsella and Pérez (1991), who report on the convergence between semantic load in chemistry discourse and accumulation of compounds. By and large, ascribed superiority of compounds as the most suitable lexical shape of scientific style is undeniable and underpinned by their quantitative predominance over remaining word formation, discerned by the analysis of Moskowich et al. (2006). Therefore, compound both conforms to some prescriptions of style and could incarnate its peculiarities.

### **CLASSIFICATIONAL FRAMEWORK OF COMPOUNDS**

With a compound being a perfect fit for scientific lexis, its further correspondence to the style should be traced at more in-depth level of classifications, which foci vary from contemporaneous to separate perception of compound segments. The most holistic subdivision draws on the "part of speech" affinity of a compound with three feasible branches picturing "nouns", "adjectives", and "verbs" (Arnold, 1986, p. 122). Practically, approximate distribution in scientific texts is deployed by Koluh (2019); however, it mixes part of speech and origin criteria by displacing compounds with borrowed components into "neoclassical" (p. 44).

More elaborate division, collating contemporaneous semantic perception and separate semantic perception of composited elements, is presumed by Antrushina et al. (2001), who splits compounds into three levels according to the match of these perceptions (pp. 107-109). Moving further,

constituent-oriented classifications of compounds entailing separate perception of elements come to the forefront. An example of them is Bloomfield's (1933) ranks of compounds spanning from "syntactic", which segments are able to unfold freely in a sentence with no amendments, to "semi-syntactic" and "asyntactic" (p. 233). Another constituent-aimed framework is characterized by Antrushina et al. (2001), who ranges compounds from "neutral" that lack intermediary fragment between root-based ("simple"), affixed ("derivational") or shortened ("contracted") parts to "morphological" and "syntactic" with mediator in the guise of a letter or functional part of speech (pp. 104-106). Practically, constituent-focused tiers in scientific texts are used by Gnatchuk (2016), who pinpoints speech part of every compounded segment, but overlooks dependent notional morphemes that cannot be affiliated with any part of speech (p. 4).

Therefore, since preceding practical divisions of Koluh (2019) and Gnatchuk (2016) have shortcomings in application, the practical lacuna concerning classification of compounds in scientific discourse is quite unexplored. Particularly, four ascribed theoretical paradigms by Arnold (1986), Antrushina et al. (2001), and Bloomfield (1933) can be brought into practice by this research with subsequent insights into the results.

## METHODOLOGY

### Designating Compounds

To fulfil the practical gap of compound classification in scientific texts within four aforementioned frameworks, the method of qualitative frequencies content analysis mentioned by Robert (1989) is taken. The initial step applied is to settle on the material to scrutinize for data. With the help of ScienceDirect database, "Nanoparticles: Properties, Applications and Toxicities" article by Khan et al. (2017) from peer-reviewed Arabian Journal of Chemistry

has been discovered. Since its subject matter dwells on the chemistry discourse with meticulous account for reactive compartment of nanoparticles, the scientific directive of the language cannot be called into question. Respectively, this text matches with the requirement of scientific linguistic setting to be navigated for compounds. In its turn, the compounds for the distribution are picked out through continuous sampling with a prime criterial role of solid orthography and supportive criterial role of semantic-grammatical interdependence between compounded stems. Namely, the latter distinctive principle is resorted to in borderline cases when separateness in the writing of compounded roots does not imply separateness in meaning and inflection.

## ALLOCATING COMPOUNDS

The follow-on categorizations of collected compounds is implemented with regard to part of speech as proposed by Arnold (1986), compliance of word semantics to constituent semantics as put forward by Antrushina et al. (2001), remainders of syntactic structure as suggested by Bloomfield (1933), and intermediary segment in conjunction with constituent formation as also provided by Antrushina et al. (2001). Additionally, such assisting tools as Merriem-Webster Dictionary and Online Etymology Dictionary are involved to verify speech part belonging of words and elaborate on semantic interpretation of roots for relevant allocation of compounds in two first classificational schemes. Finally, within the limits of each categorization compounds attached to each class are counted with successive report in numerical and percental forms. Also, succinct justification of compounds falling into particular category is demonstrated in findings on individual cases for all the classificational frameworks. Later on, the meticulous interpretation of findings is delivered at the discussion section.

## FINDINGS

## Part of Speech

To come up to findings, all the methodological steps have been successively applied. After the manipulatives from the first part of the methodology section, the total number of 107 compounds has been detected. When examined according to three classes of speech part prism, more than a half appeared to be nouns with insignificantly fewer number of adjectives, and no verbs as displayed in Table 1. The “nouns” can be epitomized by the concepts, such as “wear-resistance”, or concrete tangible objects, such as “seawater”. In its turn, adjectives are illustrated by mainly technical properties, including “high-temperature” and “cost-effective”. The full list with examples of nouns and adjectives can be looked through in Appendix A.

## Compliance of Word Semantics and Constituent Semantics

As for the rungs of alignment between contemporaneous semantic perception of constituents in a compounded word and their separate semantic perceptions, the representative of the first, or the most semantically unvarying type, constitute roughly 90% of the sample. At the same time, two other levels comprise drastically fewer compounds as clearly seen in Table 2.

An illuminating instance of absolute semantic compliance from the text can be the compound “carbon-based”, the semantics of which is directly constructed from semantics of words “carbon” and “based” without any variation. The next Table 1

## Part of Speech

Category	N	%
Nouns	55	51,4
Adjectives	52	48,6
Verbs	0	0,0
Total	107	100,0

intermediate level can be substantiated by “household”, whose definition lacks the wording of “house” and “hold”, but involves subliminally close categories of “family” and “stability” (Merriam-Webster, n. d.). The third level of virtual incompliance of semantics is illuminated by “cutting-edge”, which is defined without direct reliance on meanings of “cutting” or “edge”, but rather idiomatically associated with something new scraping through something unexplored (Merriam-Webster, n. d.). The exhaustive list of instances for each level is located in Appendix B.

## REMAINDERS OF SYNTACTIC STRUCTURE

Concerning the extent to which the constituents of a compound could unfurl into grammatically acceptable element of a syntactic structure, only 8% of them can act as fully-fledged word combinations without any modification of word order or morphological structure and are characterized as “syntactic”. At the same time, the less popular type of compounds having around 7% from total is “semi-syntactic”, which comprises compounds with constituents unfolding into syntactically correct structures exclusively after some changes in inflectional affixes or word order. Ultimately, the most frequent class of “asyntactic” compounds, whose constituents cannot be transformed into syntactically acceptable elements, takes more than three fourth from overall (see Table 3).

The first “syntactic” class is illustrated by Table 2

## Compliance of Word Semantics and Constituent Semantics

Level	N	%
1	96	89,7
2	9	8,4
3	2	1,9
Total	107	100,0



the adjective “large-scale”, which can be a normal word combination if the hyphen is removed. The intermediary “semi-syntactic” class could be represented by the adjective “energy-absorbing”, which can act as predicate “absorbing” plus object “energy” if the stems change their places. The illustrative instance of the last “asyntactic” class could be adjective “energy-based”, because even if the stems exchange their places the preposition “on” is necessary for the word combination to sound adequate. More cases can be found in Appendix C.

### INTERMEDIARY SEGMENT AND FORMATION OF CONSTITUENTS

From the perspective of morphological paradigm, a bit more than a half of compounds is attached to the “morphological” category with the next “neutral simple” class lagging behind on more than 20%. Among the remained classes the most commonly occurred one is “neutral derivational”. As reflected in Table 4, the others together constitute less than 5%.

The majority of compounds with Latin stems can be the representative cases of “morphological” class, since the vowel “o” is internalized between the stems. For instance, in “lithography”, “o” consolidates two bounded roots “lith” and “graph”. The exemplary “neutral simple” compound is “fingerprint”, whose parts are tied in the absence of linking elements or affixes. The emblematic instance of “neutral

derivational” can be “high-resolution”, since the second stem contains noun-forming suffix “-tion”. The rare cases of “neutral contracted”, involving “Cu-based” and “Ni-based” are built up with the help of shortening the names of chemical elements, i.e. “Cuprum” and “Niccolum”. The only “syntactic” compound with the remnants of word combination, such as preposition “of” and article “the” is “state-of-the-art”. The remained instances are situated in Appendix D. Upon the whole, the leading positions among analyzed compounds are occupied by the morphological, semantically transparent, asyntactic compound nouns. Moving further, such a distribution will be commented upon in the discussion section.

### DISCUSSION

Relatedness of Prevailing Compound Types to the Features of Scientific Register

As has been propped up in the review of literature, compound can be looked at as an especially suitable word-formation type for the lexis of science and the representative of some of its functions as well. Hence, the patterns of prevalence among particular compound types under examination through first three classificational prisms discerned in findings could be elucidated by some distinguishing features of scientific style.

First of all, the popularity of the compound nouns could be traced to the propensity of nominalizing articulated by Shakhovsky

Table 3

Remainders of Syntactic Structure

Category	N	%
Syntactic	9	8,4
Semi-syntactic	8	7,5
Asyntactic	90	84,1
Total	107	100,0

Table 4

Intermediary Segment and Formation of Constituents

Category	N	%
Neutral Simple	27	25,2
Neutral Derivational	22	20,6
Neutral Contracted	2	1,9
Morphological	55	51,4
Syntactic	1	0,9
Total	107	100,0



(2008). Namely, the lexis of science is occupied by the tendency to label the phenomena which the nouns are the best suited for. Therefore, the predominance of compound nouns goes along with the trend of scientific register to label newly-coined notions.

Moreover, the overt superiority of the 1st semantic class of compounds as defined by Antrushina et al. (2001) can be unequivocally linked to such a peculiarity of scientific style as semantic transparency. According to Galperin (1977), the concreteness, precision, and straightforwardness of meaning cannot be called into question in scientific discourse. Thus, the predominant non-idiomatic compounds suit the scientific principles of clarity and unambiguity.

Ultimately, the asyntactic compounds can be prevailing due to the focus on the semantically dense lexis rather than grammar relations in scientific register (Galperin, 1977). In other words, compressive character results in the numerous words with no traces of syntax between the constituents. Consequently, asyntactic compounds follow the tendency of scientific style to put emphasis on main lexical meaning. Upon the whole, the compounds that have been found in the text of science are emblematic of its primary stylistic characteristics.

### **ALTERNATIVE PERSPECTIVES ON CLASSIFICATION**

The current analysis of the compound types that has been implemented is based on the classifications developed by different authors, in different time periods using different criteria. On the other hand, some alternative distributions are also possible since some of the frameworks fall short of covering all the cases. For instance, during the allocation of compounds in accordance with the last classification of Antrushina et al. (2001), the incongruities in the attachment of compounds with inflectional affixes either to the “neutral derivational” or “neutral simple”

were met. For this framework taking into account only compounds with derivational affixes or compounds with bare roots, the alternative perspectives are to be furthered by other researches.

### **CONCLUSION**

To sum up, this research achieved stated goal of finding out the most frequently occurring type of compounds in scientific texts as well as shed a light on the feasible explanation of the patterns from the view of stylistic features. To implement it, several theoretical phases, including developing universal term, underlying the role of compounds in scientific register through analysis of previous works and stylistic treatises, and classificational choice, have been undertaken. After that, several methodological procedures such as singling out compounds and analyzing them through the lens of qualitative method of linguistic content frequencies analysis have been introduced. All in all, the most popular type appeared to be a morphological semantically motivated asyntactic compound noun, which has been subsequently lined up with such peculiarities of scientific style as nominalization, preciseness and compressive character in discussion. Consequently, it could be stated that compounds in scientific register possess distinguishing cornerstones of style, which becomes evident when observed through the classifications. In the long-term perspective, the idea of the link between idiosyncrasy of scientific style and the morphology of compounds that texts of this style comprise of is to be researched in more details. Chiefly, the findings of this research are to serve as exploratory basis for further investigatory attempts into the connections of stylistics, morphology, semasiology, and semiotics. Since this paper does not fully solve the problem of lacking knowledge with regard to compounds in scientific style but brings new vision on it, it is left to be resolved in the future researches. By and large, alongside with the issue of research lacuna, the

problem of incompleteness and practical utility of some frameworks has been indicated, and is expected to be addressed in the future through either advancement or substitution of them as well as their practical testing.

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# WORD ORDER IN ENGLISH AND CHINESE: A CASE STUDY OF THE CHINESE FOLK TALE

ASSEMGUL KHAMIDULLOVA

**Abstract:** Language is considered an integral part of culture. Different cultures with their indicative characteristics reflect the distinctions in languages with the grammar and syntax. The current research compares word order in the English and Chinese languages. The former of the languages concentrates on formal representation, while the latter adopts conceptual one. The foundation of the study is a Chinese folk tale 木头平板电脑 (Mùtóu píngbǎn diànnǎo) and its version translated into English, The Wooden Tablet. The word order is analyzed by dividing sentences to the three communicative types which are imperative, interrogative, and declarative. According to the findings, only imperative sentences depicted identical structure of ordering the words.

**Keywords:** word order, English language, Chinese language, sentence types

In achieving the intended communicative aim, speakers of all languages place words according to the word order rules of the spoken language. However, there are six main diverse language families classified by their geographical position: Indo-European, Sino-Tibetan, Niger-Congo, Afro-Asiatic, Austronesian, and Trans-New Guinea (Ethnologue, 2019). What leads to the content of the problem of the research is the fact that each of the families has its own development history of syntax, i.e., word order. English and Chinese languages, belonging to two diverse language families therefore have distinctive word order rules. This, in turn, encourages the researcher to outline the relevance of the research. Basically, that is the dissimilarities in the syntax which complicate the process of learning another language, i.e., English in this case.

The current research aims at locating similarities and differences in the rules

of ordering the words in the English and Chinese sentences. To achieve this aim, the following objectives will be completed:

- to examine the existing word order rules in the studied languages;
- to locate and categorize examples that backbone those rules basing on the Chinese folk tale and its English translation;
- to interpret the data found in accordance with the theoretical rules.

Therefore, the methods of the research are descriptive and comparative.

Despite the existence of research on the word order differences and similarities in English and Chinese (Li, 1998; Yitong, 2020; Zhao & Cao, 2016), uniqueness of the present research underlies in the choice of the material base which provides the novelty.

## LITERATURE REVIEW

Throughout history, views about Chinese and English word order have been discussed by many linguists. Yitong (2020), for example, believes that Chinese people center on holistic thinking due to their philosophical mindset. Accordingly, he (2020) states that the language structure resulted in being loose, “using less or no formal words when making sentences” (p. 52). That is why it was mentioned that non-predicate verbs, auxiliary verbs, independent subjects and articles are missing in Chinese grammar which is not peculiar to the English language.

English language started as a synthetical language which gradually shifted to analytical one. It accounted for the word order being “relatively fixed while also changing” (Yitong, 2020, p. 53). “Chinese pays attention to the coincidence of meaning, it is often simple and clear. While English pays attention to the coincidence of form and structure, and it is rigorous” (Lin Kuan, 2014, as cited in Yitong, 2020, p. 52). Jiang (2009) also agrees that vision of word order of the two nationalities are disparate by denoting English as “sentence-oriented” and Chinese as “discourse-oriented” languages (p. 11). Ordering words is a grammatical matter in English language and rather a semantic matter in Chinese language.

In order to analyze word order of the two languages, they will be examined from the perspective of division of sentences according to their communicative aim – imperative, interrogative, and declarative. Each of the sentence types possesses several rules peculiar to them. Further, the three sentence types will be described along with their set of rules.

### IMPERATIVE SENTENCE

“The imperative sentence expresses inducement, ... it urges the listener, in the form of request or command, to perform or

nor to perform a certain action” (Kirvalidze, 2013, p. 70). Generally, it is built by omitting the subject and keeping the verb or verbal phrase unchanged (Po-Ching & Rimmington, 2006).

While there is one characteristic in common, there are cases when a couple of particles are also added to the imperative sentences in Chinese. For instance, the particle 吧 (ba) is added at the end of the sentence to make a suggestion (Po-Ching & Rimmington, 2006). However, in order to make a command, it is discarded. 吧 does not have an analogue in English language. Another particle is 着 (zhe) which indicates that an action is induced to last for some time.

### INTERROGATIVE SENTENCE

“The interrogative sentence expresses a question, i.e., a request for information wanted by a speaker from the listener” (Kirvalidze, 2013, p. 70). She (2013) continues that in English, four types of questions are depicted – Wh-questions, Yes-No questions, tag and alternative questions.

LanGeek (n.d.) provides word order rules for these questions. Wh-questions start with wh- interrogative words such as what, when, where, which, whom, why, who, whose, and also how. They are built with the help of the wh-word which comes before the auxiliary (or modal) verb, subject, and main verb. Sometimes they are also constructed without auxiliary verbs. In this case, wh-word comes first, main verb and the rest of the sentence comes after. The next type, that is Yes-No questions, are formed by putting auxiliary (or modal) verbs at the very first place, following them with the subject and the main verb. To make a tag question, a tag is added to the end of a statement. The principal rule is that a positive statement is followed by a negative tag and vice versa. Alternative questions, in their turn, request the listener to decide on one option between two or more. The

options are connected with each other by conjunction or.

Meanwhile, question types in Chinese can be divided into question-word questions, general questions, surmise questions, affirmative-negative questions, and alternative questions (Po-Ching & Rimmington, 2006).

Po-Ching and Rimmington (2006) delineated structure rules of these questions as follows. Question-word questions are built by placing interrogative words in the question where the answer is supposed to be. To make a general question, the particle 吗 (ma) is added to the end of a declarative sentence without changing its structure. The same structure is used for surmise questions but with the particle 吧 (ba) instead of 吗 (ma). Affirmative-negative questions are made with the help of an affirmative adjective or verb preceding their negative form; for instance, 好不好 (hǎo bù hǎo), 有没有 (yǒu méi yǒu). Alternative questions are built by placing 还是 (hái shì) between verbal clauses to provide two alternative variants.

Last but not least, rhetorical questions should also be taken into account when analyzing literature. These questions are peculiar to any language for they belong to stylistics rather than grammar. In English, there is no structure rule for rhetorical questions that is peculiar only to them. The prime principle is that they do not require any answer (LanGeek, n.d.). In Chinese, on the other hand, one of the methods to form such a question is to negate general questions (Ross & Sheng Ma, 2014).

## DECLARATIVE SENTENCE

“The declarative sentence expresses a statement, either affirmative or negative, and as such stands in syntagmatic correlation with the listener’s responding signals of attention” (Kirvalidze, 2013, p. 69). Unlike previous sentence types, this kind of sentence does not possess a universal

word order rule according to which it would be possible to make an analysis of all given declarative sentences. This is because there are parts of a sentence that one declarative sentence may have and another may not. Therefore, these sentences are to be examined on the basis of the word order of direct and indirect objects, time phrases, negation, modal verbs, and location if there are any in a sentence.

According to Teng (2017), two languages share a common rule of ordering direct and indirect objects. As in English, direct objects come after verbs in Chinese. If there are any indirect objects, they are placed between verbs and direct objects.

Time phrases in two languages also have a peculiarity in common. When placed at the beginning of a sentence, word order coincides in these regards. At the same time, they can be placed before the verbal phrase in Chinese (Teng, 2017).

According to Ross and Sheng Ma (2014), ordering negation in Chinese is not similar to one in English since negative particles are used before a word to be negated. English negative particle not corresponds to Chinese 不 (bù) and 没 (méi). 不 is used with time tenses and adjectives, while 没 is used with 有 (yǒu) and comparison (Ross & Sheng Ma, 2014).

The same authors (2014) stated that word order of modal verbs match in two languages. Modal verbs, such as 喜欢 (xǐhuān) (to like), 要 (yào) (to want), 可以 (kěyǐ) (can, be able to) and others, precede the main verb in a sentence. The structure is also met in English language grammar (Ross & Sheng Ma, 2014).

Lastly, expressing location is also to be examined. There are several means of giving information about placing objects, according to Po-Ching and Rimmington (2006). One of them is using 在 (zài) which means to be placed preceding location phrases as 下面 (xiàmiàn), 南边 (nánbian) and many other. Another way of



describing location is the English there is (are) sentence. In Chinese, the structure is as following: location phrase is followed by 有 (yǒu), the qualifier, and noun in the end (Po-Ching & Rimmington, 2006). The authors also state that for this structure, 是 (shì) may also be used instead of 有.

Aforementioned basic word order rules will be used to analyze one and the same text in its original Chinese version and the translation into English.

## METHODOLOGY

Every person tends to associate new information with something familiar to him or her; thus, I learn Chinese making parallels with English. At the first stage of learning the language, it is easier to understand the structuring of sentences by translating them into English if the word order of the sentences coincides. In order to classify similarities and disparities, I have resolved to analyze the two languages basing on the case of the elementary-friendly literary work called 木头平板电脑 (Mùtóu píngbǎn diànnǎo) [The Wooden Tablet] and its translation into the English language.

The folk tale was checked for the presence of the principal word order rules mentioned earlier. Hence, it has the potential to give a basis for the analysis. In the quantitative part of the research, all of the sentences will be counted and grouped into three sentence types. I will then conduct a qualitative part analyzing correspondences and differences of word order rules. The results will be interpreted after which recommendations for future research on a related issue will be given.

## FINDINGS

In order to perform analysis of word order of English and Chinese, sentences of the folk tale were firstly divided into three sentence types – declarative, interrogative, and imperative. The next step was to analyze the word order rules of each sentence type,

comparing them between the source text, i.e., the original version of the folk tale in Chinese, and the target text which is its translation into English. Hereinafter, the two terms are abbreviated as ST and TT correspondingly.

Overall, there are 193 sentences in the piece of work. Imperative sentences comprise the smallest fraction equaling to 12. Interrogative sentences encompass 21 of all sentences. Meanwhile, the share of declarative sentences is the most substantial one which amounts to 160. Further each sentence type is described referring to the rules mentioned in the theoretical part.

### Imperative sentence

Every sentence of this type was scrutinized. All 12 sentences preserved their word order when translated into English:

ST: 放下那个篮子。(Fàngxià nà gé lànzi) (Literally – Put down that basket.)

TT: Put down that basket.

As it is intrinsic to imperative sentences, verbs are placed in the first place both in English and Chinese. 放下 (fàngxià) refers to Put down and 那个篮子 (nà gé lànzi) refers to that basket.

Another sentence used 请 (qǐng) for a polite request which correspond to English please:

ST: 请帮助他!(Qǐng bāngzhù tā) (Literally – Please help him!)

TT: Please, help him!

Here, 帮助 (bāngzhù) is help, 他 is him. Again, the word order of ST totally matches with TT.

There is one sentence with the 吧 (ba) particle which is used for suggestion. It is omitted in translation as in:

ST: 想想吧。

TT: Think about it.

Overall, 11 Chinese imperative sentences including two with 吧 (ba) and 请 (qǐng) particles have the same word order when compared to respective English ones.

#### Interrogative sentence

As mentioned above, there are several types of interrogative sentences in English and Chinese. First and foremost finding is that some types of questions in English and Chinese are compatible. Therefore, similar question types will be represented in pairs. Among 21 interrogative sentences in the folk tale, four pairs of question types were identified. The first pair is the English Wh-questions and Chinese question-word questions. Both of them convey one and the same idea. Nonetheless, they have different word order. While interrogative words are put at the very beginning of a question in English, these words are located in a place where the answer is supposed to be in Chinese.

This pair was found to be the most popular. In all 13 questions of this pair, the word order is not preserved:

ST: 但是他可以去哪里呢? (Dàn shì tā kěyǐ qù nǎlǐ ne?) (Literally – But he could go where?)

TT: But where could he go?

哪里 (nǎlǐ) is English where. While the interrogative word is placed at the beginning in English, it is exactly the opposite in Chinese. If the question was asked, 哪里 would be substituted by an adverbial modifier of place.

The second pair of question types is English Yes-No questions and Chinese general questions. They possess one communicative meaning but they are structured differently. The folk tale introduced six sentences of this pair, one of which is:

ST: 他们想要一间小泥屋和一些旧衣服

吗?(Tāmen xiǎng yào yī jiàn xiǎo ní wū hé yīxiē jiù yīfú ma?) (Literally – They want a little mud hut and some old clothing 吗?)

TT: Do they want a little mud hut and some old clothing?

Do and 吗 (ma) indicate that the sentences are interrogative. Nonetheless, the former is placed at the beginning, whereas the latter is located at the end.

The third type of question pairs that is similar in English and Chinese is tag and surmise questions. Actually, they are different in their structures as described in the Literature Review. Still, tag and surmise questions possess one and the same meaning for 吧 (ba) corresponds to the tag part of questions in English. However, it was detected that an English tag question in the folk tale is a translation not of a Chinese surmise question, but of an affirmative-negative question:

ST: 你非常爱你的父亲,是不是? (Nǐ fēicháng ài nǐ de fùqīn, shì bù shì?) (Literally – You very love your father, are not are?)

TT: You love your father very much, don't you?

是不是 (shì bù shì) here indicates that the sentence belongs to affirmative-negative question type. Since this question type lacks in the English grammar, the translator was to make a choice of existing question types to render it with.

The folk tale does not represent any other examples neither of surmise nor affirmative-negative question type.

The fourth pair of questions type is alternative questions in English with the same name in Chinese. These questions are asked in identical situations. The folk tale comprises no such questions; therefore, analysis of word order of these questions cannot be conducted.

The last type which is a rhetorical question:

ST: 你不知道,你不应该偷东西吗?(Nǐ bù zhīdào, nǐ bù yīng gāi tōu dōngxī ma) (Literally – You do not know, you not should steal things 吗?)

TT: Don't you know, you shouldn't steal things?

As it can be seen, the structure of the question belongs to the English Yes-No questions and Chinese general questions pair. As the name of Yes-No questions suggests, the question demands to be answered with either yes or no. However, since the given question is rhetorical, it does not require any answer. Therefore, it was resolved not to assign this particular question to the Yes-No questions type. Still, the word order is not similar in ST and TT as in Yes-No questions and general questions mentioned before.

As far as interrogative sentences are concerned, none of the questions did not indicate any similarity. Even though most of the question types in Chinese and English are asked with identical communicative purposes, they are not similar in their structure. Moreover, comparison analysis of alternative questions in the two languages and Chinese surmise question was not performed due to the absence of these questions in the folk tale.

#### Declarative sentence

In this part, declarative sentences are to be analyzed from the perspectives of direct and indirect objects, time phrases, negation, modal verbs, and location.

#### Direct and indirect objects

There are 59 sentences containing direct objects and one with both direct and indirect objects. Referring to the rule, direct objects follow verbs in English as well as in Chinese:

ST: 他打开盒子,用手指小心地抚摸了一下平板电脑。(Literally – He opened the box, with fingers carefully touched the tablet).

TT: He opened the box and carefully touched the tablet with his finger.

Here, 盒子 (hézi) and the box, “平板电脑” (píngbiǎn diànnǎo) and the tablet function as direct objects and place after verbs in both languages. However, sentences may also have indirect objects. In this case, the structure alters:

ST: ... 他不再向父亲问任何关于平板电脑的问题。(Literally – He no longer to his father ask any about the tablet questions).

TT: ... he did not ask his father any more questions about it.

In the ST, the overall structure is as follows: subject precedes indirect object, verb, direct object. While in the TT, the verb precedes the indirect object.

Thus, sentences with a direct object have the same word order in two languages. But the structure changes when there is also an indirect object.

### TIME PHRASES

12 sentences indicate a particular time. In ten of them, a time phrase is placed at the beginning:

ST: 早上,康普睁开眼睛。(Literally – In the morning, Kangpu opened his eyes.)

TT: In the morning Kangpu opened his eyes.

The Chinese sentence has the same word order as in English. In particular, the time phrase 早上 (zǎoshang) and In the morning both locate at the first place.

However, there are two sentences where time phrases in Chinese do not place at the beginning:

ST: ...我们今天就不会住在这个泥屋里。(Literally – ... we today not live in this mud hut).

TT: ... we would not be living in this mud

hut today.

So, when time phrases do not place as in the first case, the word order of sentence alters.

## NEGATION

As it was stated in the theoretical part of the present study, negation in Chinese is of two types – 不 (bù) and 没 (méi). Unlike in English, they occur before the word to be negated. There are 35 sentences with negation that follow this rule. For example:

ST: 他又累又饿,但不能回去。(Literally – He was tired was hungry, but not could back go).

TT: He was tired and hungry but he could not go back.

Here, could is a word to be negated. While in English negative particle is used after this word, it is quite the opposite in Chinese.

## MODAL VERBS

18 declarative sentences with modal verbs were identified. Among a number of sentences with various modal verbs, an example with 必须 (bìxū) meaning have to is depicted:

ST: 今天,我必须去城里卖菜和买一些米。(Literally – Today, I have to go city to sell vegetables and buy some rice).

TT: Today I have to go to the city to sell our vegetables and buy some rice.

The Chinese sentence is almost fully similar to the English one in terms of the word order. Especially, attention should be drawn to the modal verb 必须 (bìxū) or have to in English that comes right after the subject and before the main verb.

## LOCATION

The declarative sentences that express location are to be analyzed in regards of

verbs 在 (zài), 有 (yǒu), 是 (shì) and various location phrases. In general, it was counted that there are 16 of them. 在 when used with location phrases mostly appears immediately after subjects:

ST: 我在这些鸡毛下面不能呼吸。(Literally – I in these feathers under not can breather).

TT: I can't breathe under these chicken feathers.

In Chinese, location is the first information to indicate after the subject. Thus, verb 在, i.e., to be at, and location phrase 下面 (xiàmian), i.e., under, order with the location name (these feathers) between them. At the same time, the location phrase in English is mostly placed at the end.

There is (are) sentence that structure with the help of 有 or 是:

ST: 他的村庄里没有石墙。(Literally – His village in not were stone walls).

TT: There were no stone walls in his village.

As it can be noticed, none of the verbs and phrases indicating location do not coincide in their structure.

Considering all this, the two languages sometimes do not differ from each other in their word order. However, this may not be the case depending on the sentence type and its constituting parts. In the next part, differences and similarities will be outlined.

## DISCUSSION

The aim of the present study was to investigate word order in English and Chinese. This was accomplished by analyzing imperative, interrogative, and declarative sentences in the folk tale 木头平板电脑 (Mùtóu píngbǎn diànnǎo) and its translation The Wooden Tablet. This chapter will interpret the results presented in the Findings and give recommendations for future research on the related topic.

### Word order of imperative sentences

The word order rule of imperative sentences is that the subject is usually omitted and verbs are placed in the first place as it was stated by Po-Ching and Rimmington (2006). This rule is used both in English and Chinese. However, Chinese express suggestions with the help of particle 吧 (ba) in imperative sentences. In contrast, suggestions, commands, and any other inducement in English are not differentiated by any grammatical means. Therefore, all 12 imperative sentences excepting one with the particle 吧 have the same word order in the two languages approving Po-Ching and Rimmington's (2006) rule. Hence, according to these authors' view it might be concluded that imperative sentences with this particle are different in word order when compared to English.

### WORD ORDER OF INTERROGATIVE SENTENCES

The grammar of English and Chinese was represented by LanGeek (n.d.) and Po-Ching and Rimmington (2006). It was declared that there are four and five types of questions respectively. The correlation between them, which is based on the meaning, is drawn in the Findings chapter in the following pairs: Wh-questions and question-word questions, Yes-No and general, tag and surmise questions, and alternative question. It was found that Chinese affirmative-negative questions described by Po-Ching and Rimmington (2006) have no direct analog in English which is condemned in the folk tale. The data revealed that this question is compensated by the English tag question. Nonetheless, there is no literature which could formalize it in theory. It was also resolved to add a type of rhetorical questions to these types of sentences from stylistic considerations. All in all, among 21 interrogative sentences, no similarity between English and Chinese word order was found.

### WORD ORDER OF DECLARATIVE SENTENCES

In order to examine word order of declarative sentences, they were searched for a row of characteristics that may change word order of a sentence.

### DIRECT AND INDIRECT OBJECTS

The findings of this section backed the premise about the fact that direct objects precede verbs in both of the languages which was brought forward by Teng (2017). All 59 sentences with direct objects followed this rule. However, the structure differed drastically when there was also an indirect object.

#### Time phrases

The data proved the viewpoint of Teng (2017) who declared that English and Chinese grammar tend to place time phrases at the beginning of a sentence. Ten sentences out of 12 that indicate time showed similarity in word order in these regards. The remaining two sentences with time phrases either in the middle of the sentence or at the end differed in structure.

#### Negation

It was asserted by Ross and Sheng Ma (2014) in the chapters before that negative particles are put before the word to be negated in Chinese and the exact opposite in English. The data evidently highlighted that none of the 35 sentences with negation are not similar in structure. Thus, the structure of negation is viewed differently in the two languages.

#### Modal verbs

Ross and Sheng Ma (2014) pointed out that the word order is identical. Both languages place modal verbs before the main verbs. All 18 sentences that have modal verbs attested following this rule. It might be recapitulated that the word order rule of modal verbs in the folk tale is the same.



## Location

Po-Ching and Rimmington (2006) depicted several methods of expressing location in Chinese. There were 16 sentences containing indicators of location. However, all of the sentences opposed the word order rules of these authors (2006). Consequently, the folk tale substantiated the fact that ordering location phrases are unlike in the two languages.

## Limitations and recommendations

The present research is small-sized and is conducted on the basis of a folk tale. Thus, it is not able to fully investigate word order in Chinese and English. The amount of studied sentences is insufficient to generalize the findings. Moreover, the folk tale does not provide all sentence types. In other words, there is no example of alternative and affirmative-negative questions in the piece of writing.

The study did not give insight into tenses and structural types of sentences. As these may also cause changes in word order, further research is advised to take them into account.

## CONCLUSION

The current research was devoted to analyze differences and similarities in word order of English and Chinese, basing on the Chinese folk tale called 木头平板电脑 (Mùtóu píngbǎn diànnǎo) [The Wooden Tablet] and its English version. To accomplish the purpose, every sentence was analyzed in terms of its sentence type – imperative, interrogative, and declarative. Further, each sentence type was classified according to their peculiarities. The findings were thoroughly investigated. Despite the limitations of the present study, the analysis helps draw conclusions. Thuswise, imperative sentences presented in the Chinese folk tale have identical word order in English. The structure of all Chinese interrogative sentences did not match with those of English. In the declarative

type, sentences were viewed from several perspectives. Structure of declarative sentences with direct objects and modal verbs coincided fully, whereas those with time phrases coincided partially. At the same time, the sentences with indirect objects, negation, and indicators of location completely changed the word order of the sentences. Hence, the word order of imperative sentences only is similar in Chinese and English as examined in the folk tale.

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# REPRESENTATION OF THE TRILINGUAL POLICY BY KAZAKHSTANI MEDIA AND INFORMATION PORTALS

RUSSALINA AKHMEROVA

## INTRODUCTION

The twenty-first century is a century of globalization. Due to that, the spread of multilingualism is a response to political, economic, educational, and cultural changes in the world. In a globalized world, Multilingualism is one of the main ways for a country to integrate into the world economy and international arena. The monolingual model is less suitable for international relations in the spheres of economics, politics, culture, etc., therefore, the majority of countries are implementing a multilingual model to integrate into the modern society arena (Kulsariyeva et al., 2017).

To address such language-related issues, in 1999 the General Conference UNESCO adopted the term “Multilingual education” as a part of the 12th resolution. This trilingual standard called “Education in a trilingual world” implies the involvement of at least three languages in education, such as the mother tongue, regional, and international languages (UNESCO, 2003).

Ethnic and linguistic diversities are one of the main characteristics of Kazakhstan being a multi-ethnic state with over 130 ethnicities living in the country. Kazakhstan’s desire to establish itself in an international arena and integrate into the world economy resulted in introducing a concept of the “Trinity of languages.” The concept was introduced in 2007 by the former president of the Republic of Kazakhstan Nursultan Nazarbayev in his

message to the people “New Kazakhstan in the new world” (Nazarbayev, 2007). This new trilingual policy, with Kazakh as a state language, Russian as regional and the language of international communication, and English as a way of integrating into the world economy, was a way of telling the rest of the world that Kazakhstan is ready for a dialogue with the world.

Barron-Hauwaert states that trilingualism develops in conditions when children are raised in a trilingual environment, adults live in either multilingual or trilingual communities, and when bilinguals learn a third language at school or for any other reasons (2000). However, it does not necessarily mean that students need to be fluent in all three languages, nor that all three should be at the same level of proficiency. Nowadays, the trilingual policy is implemented in about 178 countries (Irsaliyev et al., 2017). The driving force for the practice of trilingual policy is the popularization and spread of the English language (Klyshbekova, 2020).

Kazakhstan had set ambitious goals of integrating itself into the international arena, and already in 2008, the Ministry of education began the first stage of “Trilingual policy implementation” by introducing this concept into the education sphere. This was achieved by starting to teach students in three languages and training trilingual teachers (Kulsariyeva et al., 2017).

The implementation of the trilingual policy

has been covered in Kazakhstani both media and information portals. Both of these sources can be divided into private and governmental ones. This study aims to analyze the representation of Kazakhstan's Trilingual policy by both private and government-owned information sources and media and see if there are any differences in their portrayals.

## **PROBLEM STATEMENT**

Coverage of the trilingual policy has appeared in numerous media and information portals. The Trinity of languages has been discussed since its very introduction into Kazakhstan's education. Since then, it has caused numerous debates and controversial opinions. The policy still has certain challenges and issues to address. These existing problematic areas indicate the need for further research since there are not enough studies conducted on this concept. The lack of research evidence on the trilingual policy in Kazakhstan is one of the problems of this study.

Another problem is the lack of government-owned media and information portals in Kazakhstan. Private sources such as news portals and newspapers outnumber official governmental ones. In addition, the available coverage of the trilingual policy concept in the media and information portals is insufficient.

This study is going to contribute to the existing knowledge and research on the topics of Kazakhstan's trilingual policy and its representation in private and government-owned media and information portals. It will also provide an opportunity for future research on these topics since this research is not going to encompass all the available data and evidence.

The significance of this study is presented in its relevance. The topic of trilingualism and trilingual policy is popularized not only in Kazakhstan but in the world in general. However, this study goes beyond

investigating the concept itself, but also encompasses its representation in various Kazakhstani information portals. This, hence, will provide certain conclusions on whether private and governmental portals differ in their coverage or not. The significance of this research is that it studies a relevant topic, its representation in different information portals, and how these portals may or may not differ from each other.

## **PURPOSE OF THE STUDY**

This study identifies several areas that are going to be investigated in the paper in order to answer the research question.

The first goal of this study is to cover the concept of trilingual policy in Kazakhstan's reality and identify possible pros and cons of the implemented policy.

Next, the research is going to focus on investigating the way Trilingual policy is presented in Kazakhstani information portals and media.

Lastly, this paper aims to conduct a discourse analysis of the two types of information portals and media, namely private and government-owned, and identify the possible differences in the representation of the concept of Kazakhstan's trilingual policy.

## **RESEARCH QUESTION**

The research question that this study aims to answer is "How do Private and Government-owned Kazakhstani Media and Information Portals differ in the representation of the Trilingual policy?"

## **LITERATURE REVIEW**

This section of the research paper provides an overview of the concept of trilingualism, trilingual policy in Kazakhstan along with other countries, possible Pros and Cons of Kazakhstan's reform, and Private vs.

Government-owned media and information portals.

Barron-Hauwaert's definition of trilingualism, by which he explains the situations where trilingualism occurs, was already provided in the introduction of this paper (2000). However, there are also some other descriptions of such phenomena, which provide more precise definitions of the concept. Brann in his work "Trilingualism in Language Planning for Education in Sub-Saharan Africa" identifies trilingualism as "the triad" which consists of three components, namely chthnolect, demolect, and metalect (1981). In this case, the first term refers to the home language, the second refers to the community or national language, and the last one to the received or link language. Hoffman claims that from his knowledge there are no definitions of trilingualism that could be considered important since all the aspects that are involved in this phenomenon, apart from the presence of three languages, are just as variable as in the case of bilingualism (2001). The Council of Europe provides a definition of multilingualism as a way of language use for intercultural communication, where an individual is perceived as a social agent, proficient in several languages at varying degrees, and obtains knowledge about several cultures (Coste et al., 2009).

#### Other countries

Multilingualism is being more and more popularized and spread around the world and trilingualism is becoming a common practice in many countries. Trilingual policies are being implemented and practiced in different countries in their own ways. Irsaliyev et al. in their work stated that trilingualism is being practiced in over 170 countries around the world, however, only five of those countries successfully maintain this policy, namely Finland, The Netherlands, Switzerland, Spain, and Luxembourg (2017). In their work, Irsaliyev et al. portrayed the reasons and justification for the successful implementation of the

policy in these countries (2017). The first reason is many years of multilingual education experience, for instance, Luxembourg introduced the policy in 1912, Finland in 1987, Spain in 1982, Switzerland in 1996, and The Netherlands in 1997 (Irsaliyev et al., 2017). The second reason is citizens of these countries are proficient in two or more languages, meaning that the population is either bilingual or trilingual (Irsaliyev et al., 2017). The third reason is languages that are being acquired originate from the Latin alphabet, which facilitates the process of learning these languages. Another reason that Irsaliyev et al. noted, is the difference in teachers' salaries, which are 18 times higher than in Kazakhstan, hence, this may be a motivating factor for teachers' productivity (2017).

The political and geographical situations may also influence the trilingual policy. Hong Kong with its geographical and political situation has a rich linguistic culture. Hong Kong Government's goal within the framework of the education system is to improve students' trilingual competencies (Wang & Kirkpatrick, 2015). Education in Hong Kong is practiced in three languages, namely Cantonese, English, and Putonghua/Mandarin (Wang & Kirkpatrick, 2015). Cantonese is the first language of Hong Kong, English became popularized due to British colonial rule, and Mandarin has been added to the trilingual system after being restricted (Wang & Kirkpatrick, 2015). It is evident that trilingual education is a common practice around the world and may result from a variety of different factors.

### **KAZAKHSTAN'S TRILINGUAL POLICY**

The world's current political and economic situations require people to learn and master several languages to integrate into international, socio-political, cultural, and economic relationships (Kubieva et al., 2021). Hence, the popularization and spread of multilingualism around the world



justify Kazakhstan's implementation of the trilingual policy. Important to mention that Kazakhstan is the first Central Asian and Post-Soviet country to implement three languages as a medium of instruction for different subjects within the framework of trilingual education policy (Karabassova, 2020). This policy is a major educational reform in Kazakhstan that encompassed all levels of education and may be considered quite a controversial educational policy (Karabassova, 2020). As mentioned before, the policy has been initiated by the former president of Kazakhstan, and in 2007, 33 schools called "Daryn" have been designated by the government as trilingual to pilot the initiated reform (Karabassova, 2020).

For the successful integration of the policy into Kazakhstan's education system the Ministry of Education of Kazakhstan identified three focus areas:

1. Regulatory and methodological framework improvement;
2. Educational programs update;
3. Development of a teaching and administrative personnel training system (MES, 2015).

These aspects supposedly were meant to facilitate the successful implementation of the trilingual policy in the context of Kazakhstan's education system.

In Kazakhstan's reality, in terms of the trilingual policy there would not be any issues with acquiring the Russian language (regional language), since due to certain factors, namely cultural, historical, and geopolitical, Kazakh people are "mainly dominated by the Kazakh-Russian bilingualism (Kulsarieva et al., 2017). Hence, the main focuses were on the English and Kazakh languages, their weight, and their status within the framework of the trilingual policy.

Kulsarieva et al. in their work justifies the

reason English is a member language of the trilingual reform by providing statistics on the English language stating that the second half of the 20th century was an impetus of the English language popularization giving a status of language – negotiator (2017). 87 countries have established it as a state language with up to one billion people being speakers of this language and 2 billion people learning it worldwide. English is the main language of business, travel, technology, etc., followed by French and German (Kulsarieva et al., 2017). This has given English a leading role in the modern age of globalization, which explains Kazakhstan's choice.

However, multilingual identity in the context of Kazakhstan's reality does not only refer to the English language and globalization, but also to the country's multi-ethnicity (Syzykbayeva, 2016). Therefore, the Kazakh language also plays a crucial role in the trilingual policy. Although a lot of support was allocated toward learning the Kazakh language, the reality is that there is still a large number of people who are not able to speak it (Aksholakova & Ismailova, 2013).

Despite the government's ambitions and determination to successfully implement a trilingual policy, some parties do not share the same perspectives and opinions (Syzykbayeva, 2016). This difference in visions is going to be discussed in the following section of the literature review.

## **PROS AND CONS/DIFFERENCES IN OPINIONS**

New ideas are only acceptable when they manage to meet the requirements and development of society (Kulsarieva et al., 2017). This concept can be applied to the implementation of trilingual policy and whether or not it is going to be successfully accepted by society. Although trilingual education is being recognized worldwide, opinions on this concept differ. Kazakhstan's trilingual reform was

welcomed and accepted at first, however, when it came to the actual implementation, it faced resistance (Karabassova, 2020).

Tlemissov et al. in their work identified several gaps in Kazakhstan's trilingual policy (2020). The first issue is the insufficiency of well-educated specialists and teachers that are a crucial component in every education system. However, Tlemissov et al. state that a solution to that problem is sending education system workers abroad to gain needed skills and experience (2020). The next issue that was identified is the relatively low knowledge of English in students, however, as a solution to that, Tlemissov et al. suggest Ministry of Education improve the quality of teaching materials and attract foreign experienced specialists (2020). The last issue identified by Tlemissov et al. is the lack of an English environment in which students can learn the language (2020). For instance, in some trilingual countries, all media sources are available in all three languages. The creation of an English environment, via certain ways, in which students can fully integrate, is a suggested solution to the problem provided by Tlemissov et al. (2020).

Neuendorf identifies almost similar gaps in the implementation of the trilingual reform: the lack of specialists who can teach certain subjects in English and the inability of students to comprehend materials that are being taught in three languages (n.d). He also provides a row of solutions to the identified problems: providing training to the teachers, and providing assistance to students who struggle with learning in three languages and English in general (Neuendorf, n.d).

Neuendorf also states that the Trilingual policy's success depends on how much attention is paid to the Kazakh language, so that all languages are treated equally, and Kazakh is not suppressed by English and Russian (n.d). According to him, trilingual implementation is a long process, and Kazakhstan might need to wait for

two decades to see the progress, also government needs to allocate constant funding for the policy's success (Neuendorf, n.d).

## **PRIVATE VS. GOVERNMENT OWNED MEDIA AND INFORMATION PORTALS**

In the modern world, information accessibility is crucial for the decision-making of consumers, investors, voters, etc. This information is provided mostly by Media (television, newspapers, radio, etc.) and various information portals (Djankov et al., 2003)

In their work, Djankov et al. examined ownership of media and information portals in 97 countries, finding out that the ownership is mostly divided into government-owned and private families owned (2003). They also concluded that, unlike printed media, broadcasting tends to be owned by the government (Djankov et al., 2003). In the study, two theories of government ownership of information sources were examined. The former is the public interest (Pigouvian) theory which states that market failures are cured by government ownership; the latter theory is the public choice theory, which states that political and economic freedom is undermined by government ownership (Djankov et al., 2003). The data provided in the study supports the second theory.

According to Okwuchukwu, media and information sources help people to make sense of the world and reality; they also guide people to certain societal issues and play important roles in the social, cultural, and political systems of society (2014). In his study Okwuchukwu focused on the ownership of media in Nigeria, finding that it is mostly controlled by different levels of the Nigerian government, including state and federal governments, public and private officials, politicians, businessmen/women, etc. (2014). These groups of people, namely the ruling elite, are the main newsmakers and control most of the

information published in the Nigerian media (Okwuchukwu, 2014). These ownership patterns prevent Nigerian media from independently creating society's agenda (Okwuchukwu, 2014).

Gehlbach and Sonin conducted a study where they analyzed government control of media and provided a theoretical framework (2014). They identified two types of media ownership, namely state and private, and talked about media bias, which as they concluded is greater in government-owned media and in autocracies rather than democracies (Gehlbach & Sonin, 2014)

When the government has an interest in mobilizing the population to take certain actions or accept political objectives the Media bias is greater and its government ownership is more likely (Gehlbach & Sonin, 2014). During mobilization, the government is more oriented to seize the ownership of private media, which tends to be less biased (Gehlbach & Sonin, 2014).

Bias and government control over media may result in the reduction of the informational content of the presented news, which subsequently results in decreasing in value and viewership (Gehlbach & Sonin, 2014).

## METHODOLOGY

This section of the paper is going to focus on the methodology used to conduct an analysis and answer the research question. As mentioned before, the goals of this study are to review the concept of trilingual policy in Kazakhstan, its representation in state and private media and information portals, and identify possible differences or similarities in the portrayals of the policy.

This study also aims to answer the proposed research question: "How do Private and Government-owned Kazakhstani Media and Information Portals differ in the representation of the Trilingual policy?"

The discourse analysis method is going to be used to answer this question. Discourse

analysis studies the correlation between language and the contexts in which it is used; context explains the functions of the language and determines its interpretation (Nesterchuk & Tarasevich, 2019). Discourse analysis looks at language in a social, psychological, and textual context, and studies not only the language itself but also the way people use it to do certain things (Nesterchuk & Tarasevich, 2019). This study will use written DA which focuses on texts, namely, news, political speeches, etc.

To conduct the discourse analysis on the topic of possible differences or similarities between the portrayals of state and private media and information portals, a total of 8 sources were randomly selected, four private and four government-owned with up to two articles from each of the sources. Here is the list of the selected portals and the names of the chosen articles over the period of 2017-2022 years:

Private:

"365info" – news agency

Articles:

1. "Senator suggested teaching in primary school exclusively in Kazakh — kazSMI review"

2. Multilingualism as a trend in the development of modern Kazakhstan

"Nur.kz" - news agency

Articles:

1. "What is the need?": MP criticized the trilingualism program in Kazakhstan"

2. "Trilingualism as one of the priorities of modern education"

"Zakon.kz" – news agency

Articles:

1. "Our children are becoming an experimental platform – Senator about the

reforms of the Ministry of Education and Science”

“Informburo” - news agency

Articles:

1. “Everything you need to know about languages and language policy in Kazakhstan”

State:

“Khabar 24” – television broadcast

Article: “K. Tokayev spoke about the trilingualism program in Kazakhstan”

“Kazinform” – news agency

Article:

1. “How is the plan for the development of trilingualism in East Kazakhstan being implemented”

“The Astana times” – newspaper

Article: More than 20 percent of Kazakh citizens speak three languages”

“GOV.kz” – unified platform of internet resources

Article: “Trilingualism as one of the priorities of modern education”

Articles on the topic of Kazakhstan’s trilingual policy from each of the sources were analyzed to identify the way state and private portals portrayed the topic.

## FINDINGS

Certain conclusions were made after a thorough revision and analysis of the selected sources and articles. First, the chosen government-owned media and information portals are going to be discussed. It can be concluded that all the selected state sources were similar in their published materials. The published articles had a distinct structure of a report including:

1. The situation of the trilingual policy implementation;
2. Actions that are being taken for improving the situation and ensuring the successful implementation of the policy;
3. Statistics on the situation which encompassed the allocated money, percentage of the population involved in the policy, number of teachers that are being trained, etc.

Overall, these articles are aimed at informing people about the trilingual policy, presenting mainly positive information and statistics:

“Gov.kz” portal in the article “Trilingualism as one of the priorities of modern education” defined trilingual policy as a way to create a stable future, expand knowledge, and skills, and develop relationships with people (Trekhyazychie, 2021).

Kazinform reports on the way the policy is being implemented in the West region providing statistics on the training teachers and allocated money (Malko, 2018).

Astana times newspaper supports the former sources and focuses on the achievements of the trilingual policy stating that more than 20 percent of the population is able to communicate in three languages (Omirgazy, 2018).

The articles portray the policy as a beneficial and necessary for Kazakhstani society tool that can ensure a prosperous future for future generations.

However, not all the selected government-owned sources present only positive statistics and information.

“Khabar 24” published an article “K. Tokayev spoke about the trilingualism program in Kazakhstan” based on the meeting with governors of regions and cities of republican significance, where President Kasym Jomart Tokayev addressed the topic of trilingual policy (Tulinov & Izimov, 2019).



During the meeting he addressed the Ministry of Education and Science of the Republic of Kazakhstan, asking about their attitude toward the program, noting that it is an important question to consider (Tulinov & Izimov, 2019).

Kulyash Shamshidinova, Minister of Education and Science of the Republic of Kazakhstan, reported that initially all the school subjects were planned to be taught in all three languages (Tulinov & Izimov, 2019). Money has been allocated by the Ministry of Education for the training purposes of eleven thousand teachers (Tulinov & Izimov, 2019). However, the ministry plans to cease the financing and stated that the transition to trilingual education will now depend solely on the readiness of the institutions and the teachers themselves (Tulinov & Izimov, 2019). The president replied by highlighting the complexity of the topic and emphasizing the priority of teaching the Kazakh language first and only then Russian and English (Tulinov & Izimov, 2019).

Private media and information portals can be divided into two categories. The first category includes portals publishing information similar to the one presented in the government-owned portals. The second category includes articles that are different from the already discussed ones. They include not only a positive overview of the trilingual policy, but rather critique and discuss some drawbacks.

Let us first discuss the first category of the articles. Interestingly, one portal could publish articles that belong to different categories.

365 info published two articles with different content and views. The first article that was reviewed includes Senator's Murat Baktiyarly negative opinion on the topic of trilingual policy (Naukhanov, 2022). In the article, the senator states that although a lot of money has been allocated to the reform, the quality of education is not getting better (Naukhanov, 2022). He also

expressed his opinion on teaching English in kindergartens and elementary schools being unnecessary, because not all students and kids will need this knowledge in the future (Naukhanov, 2022).

The second article from the same portal "Multilingualism as a trend in the development of modern Kazakhstan" provides an overview of the trilingual policy implementation. However, the article is divided into several parts such as:

1. Strategic task
2. Strive to learn Kazakh
3. Emphasis on English
4. A unique multicultural space
5. Polylingualism policy in the EU countries, etc. (Skalej, 2019).

Thus, the article justifies the importance of learning not only English, but also Kazakh, and discusses the trilingual policy within the framework of other countries as well.

The article retrieved from the Infomburo portal "Everything you need to know about languages and language policy in Kazakhstan" provided an overview of the policy from a neutral perspective describing the statistics and new trilingual reforms (Masanov, 2018). The discussed reforms address mainly the Kazakh language and not only the education system but also the political one.

The next two portals "Zakon.kz" and "Nur.kz" also published articles including the critique expressed by Senator Murat Baktiyarly where he states that Kazakhstani children have become an experimental platform for numerous education reforms. He also states that English knowledge is not the main literacy indicator.

Another article "Trilingualism as one of the priorities of modern education" selected from the "Nur.kz" portal describes the Pros and Cons of the trilingual policy:



## PROS:

1. Kazakh people will be able to fluently speak in three languages and increase their competitiveness in the global market.
2. The cultural traditions connected with the development of the Kazakh language will be preserved.

### Cons:

1. The possibility of students learning the three languages not being able to properly speak any of them.
2. The risk of having studied the disciplines in English and not being able to comprehend and explain them in, for instance, Russian.
3. Considering the lack of qualified personnel, teachers may find it difficult to cope with the workload. Some teachers lacking certain English competencies may not be able to explain disciplines or complex topics in this language (Grigoriv, 2021).

Overall, the differences between private and government-owned media and information portals are evident. Government-owned portals publish report-structured articles and simply provide an overview of the trilingual policy reform including the statistics and the actions aimed at the successful implementation of the policy. However, these portals did not include any critique or controversial opinions on the topic except for the “Khabar 24”.

Although some private portal articles were similar to the ones published by state-owned ones, the majority of the revised articles were different. They unlike the government-owned ones included the pros and cons of the policy, criticism, and controversial perspectives toward it.

However, both kinds of articles may also be considered similar in terms of reporting the overview and statistics on the policy and focusing on prioritizing the Kazakh language over others

## DISCUSSION

After analyzing all the sources and selected articles from both private and government-owned portals, it is clear that they do differ in their portrayals of Kazakhstan’s trilingual policy. The findings that were concluded from the analysis directly correlate with the conducted literature review.

Just as the analysis in one of the sections of the literature review “Kazakhstan’s trilingual policy”, some of the articles also include the statistics on the policy, actions that are being taken, and the overall situation on the trilingual policy implementation. Plus, also emphasize the importance of all the languages as a part of the policy, however, mainly focuses on strengthening the knowledge of the Kazakh language.

Some of the articles also describe the popularization of trilingual education in the world, in particular, in European Union countries which correlates with the conducted literature review analysis on trilingual education in other countries.

Another similarity between the literature review analysis and concluded findings is that in the articles both sides of opinions and perspectives on the policy are presented. Not only positive or neutral ones but also some criticism and pros and cons perspectives.

Overall, the findings on the different portrayals of the trilingual policy in private vs. state portals directly correlate with the literature review analysis on the topic of Private vs. Government-owned media and information portals. Although there are some similarities in the sources, the differences are clear and evident. Government portals use report-structured language with a positive perspective and neutral tone when talking about trilingual reform, because their objective may be to convince citizens of the successful implementation of the policy. However, the private portals include both sides of the coin in their reporting, benefits of the policy along with certain drawbacks and criticism.

## LIMITATIONS

This section will discuss certain difficulties and limitations of this research paper. First, although the topic of Multilingualism and trilingual policy is relevant in the modern world, there is still an insufficient number of available sources. In addition to that, there is also a deficiency of sources on the topic of Trilingual policy in the Kazakhstani context, on the representation of trilingualism in media, and differentiation between state and private Media.

Other limitations were connected to Kazakhstan's media and information portals. There is an insufficient number of available credible portals, and it was difficult to identify whether they are private or government owned. Lastly, the portals mainly publish the same articles, which made it difficult to find information and reduced the number of articles.

## CONCLUSION

The influence of globalization has popularized the distribution of multilingualism. Kazakhstan's aim to integrate into the global economy and international arena has resulted in the implementation of the trilingual policy. The policy focuses on strengthening the status of the Kazakh language and improving the knowledge of Russian and English. Although English is a crucial component of Kazakhstan's integration into the world economy, the Kazakh language is more prioritized in terms of policy. This study covered the concept of trilingual policy in Kazakhstan and identified certain benefits and drawbacks of the reform. Also, this study focused on the way trilingual policy is presented in Kazakhstani media and information portals. Lastly, the research conducted a discourse analysis between private and government-owned media and information portals and identified the similarities and differences in the representation of the trilingual policy concept in the Kazakhstani context. It can be concluded that although the government

is trying to successfully implement the policy, there are still remaining issues, and challenges that need to be worked on. Kazakhstani private and government-owned media and information portals do differ in their portrayal of the trilingual policy, where private sources publish more provocative and controversial information on the policy topic, unlike the government-owned portals which publish mostly neutral, report-structured information. The trilingualism policy is a great tool for Kazakhstani society that can help to build international relationships and strengthen the competitiveness of our country. The fact that there are controversial opinions and different views on the perspective merely mean that the policy has not been implemented fully and there is still a lot of work that needs to be done, for the people to accept it and benefit from it.

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# COMPETITIVE ENVIRONMENT

BARYSHEVA LUNARA, FROLOVA YELIZAVETA, SERIKBAY DILYARA

**Abstract:** The academic competition for a good grade which only limited number of students could get became a part and a parcel of modern curriculum. Since competitive environment may have a number of different effects on students, the problem of learning in competition in all its aspects is a focus of this research, which sets the purpose to look at the experience of learning in competition on the basis of philosophy course case. The methods used for this aim is qualitative case study. All the data collected from five interviews of KAZGUU students who enrolled in English-based philosophy course in 2022 spring semester and faced competition for an A-mark were analyzed with the help of singling out axial and thematic codes. Consequently, five themes characterizing the experience of learning in competition were identified: (a) motivation to study, (b) primary instincts, (c) stress, (d) mediating role of tutor, (e) acquiring qualities and skills.

## INTRODUCTION

Competitive environment seems to be an essential part of the studying process of some of the learning programs. The meaning of “competitive situation” itself is, as Epstein and Harackiewicz (1992) suggest, is a setting where only a restricted number of people can assume the reward. There is likely no single answer as to what impact competition in learning produces on the students. However, it seems that it might possibly negatively affect the learners’ motivation leading to deep discouragement and impairment of self-perception. Moreover, assuming that goals of the competitors are opposite, in the study setting it may result in the disruption of peer relationships. Hence, the problem of this study is multifaceted and associated with learning in competition in all its aspects. The research focuses on the particular case that took place among KAZGUU students in English-based philosophy course in 2022 spring semester where A-mark could be acquired by only five students and aims to study the experience of learning in competition in the constraints of this case.

Overarching research question:

What is the experience of learning in competition by KAZGUU students in philosophy course? Subsidiary questions:

How did KAZGUU students view competition in philosophy course?

How did KAZGUU students view peers they competed with?

## LITERATURE REVIEW

The studies on the topic of competitive environment suggest certain perspectives on the subject, which will be discussed further. For instance, Van Nuland et. al. (2004) conducted the study with the use of crossover design, where the students were tested in a competitive and non-competitive environment, graded on their knowledge before embarking on the study and after each tour. The results showed that the competition promoted increase in encouragement in students when applied on the level of game-based activities. Similarly, Corell et. al. (2018),



having conducted a quasi-experimental control group with medical students and assessing the participants before and after the experiment, found out that competition enhances the performance of the students.

At the same time, conducting mixed method study on grade 7 students from Taiwan, Chen et al. (2018) arrived at the fact that competitive element may result in worse knowledge acquisition. In a similar way, Chan and Lam (2008) carried out the study on grade 7 Chinese students using stratified random sampling and dividing the children into competitive and non-competitive groups. This study showed that in a competitive setting the children started experiencing troubles with self-esteem and perceiving own ability to do well. Similar findings were reached by Lam et. al. (2004), who conducted experimental study and found that students in competitive environment compared to those in non-competitive setting tend to opt for less complicated assignments and evaluate themselves much lower when experiencing failure. From the paradigm of qualitative research competitive environment was studied by Kowalski and Christensen (2019) who conducted interviews with high school students to learn how competition affects their engagement into the studying process and academic results. The findings demonstrated that it depended on how the students perceive their abilities and how high the stakes were, suggesting that high-stake competitions may demotivate students and provoke stress, especially among high-achievers. In university setting such high-stake competitions can be exemplified by various assessments based on bell-curve, which may not only discourage learning, but also, as the quantitative research of Burley and Megan (2017) suggest, undermine peer collaboration with students being less likely to help their peers who are as successful or more successful compared to them.

Aforementioned ambiguous findings create a gap in knowledge on the subject of learning in competition which this research

is attempting to fill. Moreover, since the majority of studies on similar topic are sited in America, Europe, or Eastern Asia and few of them consider particular cases, this study will build upon existing knowledge from new perspective.

## METHODOLOGY

Since the unit of analysis of this research is case characterized by program boundaries (particular course) and time boundaries (one semester), the strategy of inquiry chosen is basic qualitative case study (Creswell, 2009). The recruitment has been conducted through purposive sampling via personal net of author's connection. All the five participants are KAZGUU students, were enrolled in English-based philosophy class in 2022 spring semester, and admit the presence of competitive environment in the course. The data has been collected using semi-structured interviews with open-ended questions carried out in Russian for the convenience of the participants. Before interviews written informed consent has been acquired with one copy remaining for participants. The interview consisted of three parts. First, according to Creswell (2009), the questions to establish rapport and collect demographic information have been applied. Then, grand-tour questions about the overall view of competition and experience of competition in philosophy class have been asked supported by specific and probing questions. Interviews have been finished by concluding question to add something on the topic of the research and thank-you statement in the form of chocolate bar. The data analysis has involved processing stage and actual analysis stage. The first stage has comprised conducting and audiotaping interviews, transcribing them verbatim, and reading through transcripts to get overarching sense of data. The second has included deriving axial codes from open codes or participants' words, developing axial codes into thematic, and interpreting themes. To ensure the reliability of the findings, the transcripts of the interviews were re-

checked while replaying the audiotapes to make sure no information is left out or miswritten. In addition, throughout the analysis all the axial codes were checked for the shift in their definitions and underwent cross-checking with each author analysing the codes of one another. For the validity of the findings, axial codes were subjected to member-checking and peer-debriefing and all the negative codes were also presented (Merriam & Tisdell, 2015).

## FINDINGS

As the result of analysis, the total number of 260 axial codes was discerned. Thirty-four codes were left uninvolved either because they were met not in all the interviews or collided with the main themes. In accordance with their similarity, other codes were distributed into 5 following themes including motivation to study, stress, primary instincts, mediating role of tutor, and acquiring qualities and skills. All the excerpts to support rich and thick description of themes are provided in Russian not to distort nuances of meaning by translating participants' words.

### MOTIVATION TO STUDY

The largest theme derived with the 62 axial codes is motivation to study. All the five participants to this or that extent reported on being encouraged by the competition in the classroom to answer on lessons, participate in discussions, and, thereby, learn the course material. At the same time, the nature of this motivation was idiosyncratic and individual for all of them.

First, for some of the students their high goals to get an excellent mark in competitive environment served as a source of motivation. For example, Participant 3 emphasized that competitive setting combined with her desire to get the highest score made her stay tuned to keep up with other students. She revealed that "...из-за того, что среда конкурентная, и тем более я хочу быть лучшей, эм, это

способствовало на мое обучение то, что я читала, хоть и на уроке, читала, занималась и старалась." Similar idea was expressed by the voice of Participant 2, who claims "...если я хочу быть первой, если я хочу быть лучшей, то я буду стараться для этого. Я не буду просто сидеть, я не буду просто прокрастинировать. Ээ, я буду предпринимать какие-то действия для того, чтобы оказаться на этом месте."

Apart from the reward in terms of grades, some students were also inspired to compete and study by the praise from their parents. For instance, Participant 2 reporting on her feelings when outperforming others mentioned "я люблю слушать похвалу, в свою сторону, особенно, когда это касается родителей. Аа, мм, я всегда-всегда стараюсь, так скажем, получить это одобрение от родителей." Similarly, Participant 1 also underlined the role of parental approval by saying "я чувствую такую эйфорию от победы, что я смог, я сделал и звоню родителям, чтобы они написали."

However, while some of the participants admitted being positively empowered by their aims, others acknowledged that risk to be outperformed by more successful peers in competition prompted them to pay efforts in learning. To illustrate this point, Participant 4 described how comparison with other competitors fueled her motivation to persevere. She stated "...и как бы, когда ты видишь эту картину и понимаешь, задумываешься, вот чем я хуже этого человека, и ты начинаешь точно так же, как бы активничать." Thus, high bar to reach, parental reward, and the risk to fall behind competitors functioned as motivational force for students in philosophy course.

### PRIMARY INSTINCTS

The next theme occurring in the data was connected with primary instincts to win and surpass others in competition and contained 58 axial codes. It was present

in the description of participants' attitude to winning and peers and partially explained their relationships in the group as well as feeling while getting desired reward.

To begin with, all the participants on this or that level shared about their overt focus on the mark which some of them closely associated with natural instinct of human beings to get the best for oneself. To illustrate this point, Participant 4 expressed that prioritizing reward is normal by saying "...все мы люди, мы все хотим хорошую оценку получить, и когда у тебя в предмете 40% твоей оценки зависят от твоей активности понятное дело, то, что никто не хочет получить за это ноль."

However, in some cases excessive focus on winning turned into the rivalry for the desired reward. For example, Participant 3 said "...ты видишь своих вот сокурсников как мм... Как своих соперников за оценку хорошую, потому что ты знаешь, что только 10% от всех мм... учеников получают только хорошую оценку." In addition, for some of the participants this rivalry showed up in interpersonal relationships. By Participant 1 the competition in the philosophy course was perceived as a factor creating opposite goals and destroying friend ties. According to his words, "это подрывает ваше общение, потому что, ну, в любом случае там как бы один за всех и все за одного. Но, именно в плане конкурентоспособной среды там каждый сам за себя идет." Therefore, the primary instinct to get the highest mark and win presupposed applying all the means to get the reward sometimes at the cost of interpersonal ties.

## STRESS

The third theme derived is theme stress appearing in the narrative concerning the atmosphere in the class and general impressions of learning in competition. It consisted of the total 45 axial codes and recurred through all the five transcripts to this or that extent.

First of all, all of the five interviewees felt tension and pressure in the classroom provoked by the necessity to compete and limitedness of the reward, which triggered negative emotional response from them. For example, Participant 3 characterized the conditions as stressful by saying "[атмосфера] довольно-таки стрессовая. Ну, для меня, может для кого-то не было, но для меня она была немного такая стрессовая, и я переживала и... как бы... не такая легкая атмосфера, не было так легко, не было так спокойно, просто."

Furthermore, partially the presence of stress was seen in physical and emotional state of the participants. For instance, Participant 5 told about her before-class worry and dispersion of attention. She reported:

"...вот из-за того, что я пытаюсь делать ээм все возможное с моих рук, у меня, то есть я не знаю, что может где-то у меня ошибка, я не знаю за что взяться, то есть у меня сразу начинается стресс некий."

Similar response was noticed in the excerpts from Participant 4 who portrayed her preparation for classes as following: "Я помню, как каждый раз перед началом пары я так прям судорожно листала вот все свои конспекты, что-то искала новое, чтобы можно было ответить преподавателю." Thus, academic competition in philosophy class made participants feeling stressed out, restless and strained.

## MEDIATING ROLE OF TUTOR

The smallest theme formed from the collected data is theme-mediating role of tutor. The total number of axial codes included in this theme is 29. It was characterized by giving chance to everyone in the competitive setting, involving students in the process and appreciating additional work and motivating students to study.

All the participants enrolled in the course shared that tutor gave an opportunity

for less active students to get additional points by creating additional tasks; hence, contributed to the equal conditions in the classroom. For example, Participant 5 said “... преподаватель очень классно придумывает, что она делала некоторые задания, которые там 20 баллов весили, типа цитирование сделать, и это [неактивным студентам] позволяло хоть немного получить какие-то хоть поинты.” Moreover, professor tried to engage these students in the lesson and awarded any activity. For instance, Participant 4 said that “... на передних партах, обычно сидели те, кто стремился получить как можно больше поинтов и преподаватель видя это, специально начинала сзади, задних парт, чтобы дать возможность тем студентам ответить.”

Apart from that, students reported that tutor not only strived to involve less active students in the process but also richly rewarded those who showed more interest in the subject and payed more effort to study. For example, Participant 3 shared “...кто хорошо готовился, у них было больше преимуществ, потому что она оценивала хорошо их высказывания, их ответы и давала им больше, соответственно, вот этих баллов.” In addition, Participant 5 emphasized that in order to get more points they are to give more complex and creative responses. For instance, “...за очень хорошие ответы она иногда давала по 2, по 3 поинта, и ты перед тем как ответишь, реально думаешь, что вот нужно не так поверхностно ответить, а намного глубже и как бы чтобы получить больше.” Considering everything, tutor managed to create equal conditions in the classroom, engaging students and motivating them to persevere in studies.

### ACQUIRING QUALITIES AND SKILLS

The last theme derived is acquiring qualities and skills that consisted of 35 axial codes. It is divided into two subthemes such as acquiring qualities and skills necessary for

the studying process and those linked to everyday life.

All of the participants mentioned that in the process of learning they obtained skills that helped them in the course and in their studies. Namely, they reported that they developed a habit to independent learning, habit to be active on the lesson and determination in studies. For example, Participant 5 highlighted the necessity to search for additional materials and study by yourself “... как я упоминала раньше, я много чем пользовалась, я не оставалась на одном, что вот что есть силлабус и все, я только это буду читать нет. То есть я максимально старалась находить дополнительные материалы.” Furthermore, Participant 4 pointed out the importance of determination in learning “... и мм после философии я поняла то, что нужно стремиться учиться, нужно рвать и метать, как бы это так в переносном смысле нужно рвать и метать, нужно грызть гранит науки.”

The other aspect of this theme is qualities and skills needed in life. All the interviewees underlined acquiring skills and qualities same as critical thinking, coping with stress, concentration and resilience to loses, which are to help them outside of the university. To illustrate that, Participant 4 stated: “Но мне кажется, что наоборот, предмет помог как бы развивать этот критическое мышление, вот это вот в стрессовой ситуации обыгрывать.” In the same way, Participant 2 stressed the need to be resistant to failures: “Я вынесла то, что не нужно быть самокритичным. И то, что даже если у тебя не получается, то всё равно нужно идти до конца.” Briefly, enrolling in the philosophy course resulted in the acquisition of qualities and skills connected with education and life.

### CONCLUSION

To conclude, the experience of learning in competition in philosophy course was both motivational and stressful experience of



competition, which was driven by primary instinct to win, sufficiently mediated by a tutor and lead to the acquisition of qualities and skills. However, despite the commonalities in experience, the opinions of the participants could differ and each perceived competition in their own way. Chiefly, the competition in philosophy course was viewed partially as an attempt to surpass others and get high marks and partially as a source of anxiety. In a similar way, peers in competition were perceived differently ranging from enemies to role models to look up to.

In the long-term, the findings of current research could be furthered by both quantitative and qualitative studies. The special importance could be given to researches looking at two or more cases of learning in competition using comparative case study to give a deeper insight into the problem.

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# BILINGUALISM FROM EARLY CHILDHOOD

BAIGAZY ZHAMILYA

## BACKGROUND

Mixing two languages from an early age is one of the main problems in the field of languages. Across the planet, a large number of people use two languages in society or everyday life. According to experts, there are about 40% of bilingual people on the planet Earth. In our country Kazakhstan, every day you can see how most young children in the store, in kindergarten, and on the street use a second language. Experts also stated that children from international families and children who have moved from other countries most often become bilingual (Sakurova, 2021). In the Republic of Kazakhstan, the official language is Kazakh, and the generally accepted language can be called Russian. For this reason, in our country, many people use Russian at the same level as Kazakh.

In general, bilingualism is the ability to express thoughts in two languages without difficulty, easily, and accurately. In addition, many children become bilingual out of necessity. For example, it may depend on the school or kindergarten, on society, on the region where they live. In addition, they can gradually, step by step, learn a second language, or as soon as they learn the first, they can start learning a second language. These bilingualism methods are invoked simultaneously or sequentially. Bilingual children who have just started using a second language, in many cases use code-switching, using words from two languages at the same time. By the age of three, many children, thanks to practicing, begin to use bilingualism at a slightly higher level than at the initial levels (Kavak & Gül, 2020)

## PROBLEM

The problem is the topic of bilingualism consists of the difficulties faced by parents, as well as the question of which consequences of bilingualism are positive or negative. This means that after learning a second language, children may have useful skills or abilities, or vice versa, some children may have a negative attitude to bilingualism due to difficulties with switching languages. In principle, this can happen in children who have moved from other countries, especially in educational institutions, in conversation with teachers they may also not understand the lessons (Rodríguez, 2015). In addition, the main problems of bilingualism are the lack of vocabulary. As Kavak and Gül (2020) mentioned earlier as a result of their research, if children do not have a large vocabulary, it negatively affects them, and it is difficult for them to answer or explain anything.

In the works of researchers who were considered for this work, parents had different opinions about bilingualism. For example, parents from Turkey supported bilingualism, and their children had no other problems except vocabulary and communication with teachers (Kavak & Gül, 2020). However, the opinion of the parents who moved to New York was not good, as their daughters faced problems in learning the English language, and it was difficult for them to communicate with friends and teachers (Rodríguez, 2015).

For these reasons, this work is aimed at studying the problem of what difficulties parents face whose children use two

languages from an early age and whether it is also useful for their future.

## STATEMENT OF PURPOSE AND RESEARCH QUESTIONS

The study aims is to find out the role of bilingualism in children when using two languages acquired in a natural environment. Also to discuss how they overcame the challenges, and give them recommendations for those problems that they have mentioned. In addition, examine the usefulness and harmfulness of bilingualism to skills and the sphere of communication. That is, whether they have problems communicating with friends or with other people. To uncover the problem, one main question and research and some subquestions were asked:

1. What are the experiences of parents raising bilingual children?

## RESEARCH DESIGN

As this work is aimed at studying the opinions of parents and the difficulties their children faced when using a second language, qualitative research methods were used. Because this research method allows you to learn more information during the conversation by asking additional questions. To find answers to the research questions, interviews were conducted with parents, as it may be difficult for children to participate in the study at an early age.

## RATIONALE AND SIGNIFICANCE

The study of this work aims to contribute to the growing field of bilingualism through the opinions of parents who already have experience in this field and are already raising bilingual children. This study may be useful for parents who want to raise bilingual children in the future. As a result of this study, it is shown that children have a certain age when they begin to use a second language without mistakes and difficulty. In addition, parents play an important role in

the lives of such children, so they need to practice more and communicate with their children in two languages at the same level.

## DEFINITION OF KEY TERMS

This study examines the topic of bilingualism in children from an early age, which is explained through the answers of their parents.

In the process of researching this work, some terms were used that describes the sphere of bilingualism.

Firstly, it is the word bilingualism is used in the meaning of being able to speak, and understand two languages (Purcell & et al, 2012, edited by Kavak & Gül, 2020).

The words “code-switching” determine how to use words from two languages at the same time, or can be called as ‘language mixing’ (Kavak & Gül, 2020, p 71).

## OUTLINE

The structure of this work consists of six chapters. The first chapter of the Introduction, which gives basic information about the term bilingualism, also describes the topic of the work in brief. In the second chapter, the Literature Review examines all the works of authors who have previously studied this problem and through them, the main problem of this work is revealed. For what reason exactly qualitative research methods and the entire description of the participants were chosen and how the research process will be conducted will be considered in the Methodology section. The next chapter is the most important of the whole study since here all the results that were collected during the study will be shown. Further, in the next section, the results will be compared with the results of other authors who were listed at the beginning with the list of references. The final chapter consists of carrying out the results of the results as well as some tips for future researchers who also want to explore this topic.

## LITERATURE REVIEW

The list of literature on bilingualism from an early age, which is the main topic of this study, includes the advantages of bilingualism, strategies that parents used during the upbringing of bilingual children, as well as difficulties faced by parents, as well as support in learning at school. As for bilingualism, there is an infinite amount of literature about when and as a result of which bilingualism appeared, as well as about the origin of the language. At least, there is no official information about the history of bilingualism, meanwhile, there are various indirect data and historical records and information. Several researchers in the work of Rodríguez, in their works, considered different sides of how bilingualism developed in the family. For example, the research of Caldas and other researchers focused on the fact that more and more parents prefer to teach children in two languages, which, on the other hand, is the goal of parents (edited by Rodríguez, 2015, p 178). There are also other studies by Kennedy, Romo, and other authors, where it was emphasized and said that some families support bilingualism to preserve family heritage and culture (edited by Rodríguez, 2015, p 178).

In the current century, a large and constantly growing number of researchers have been researching and repeating for several years in a row the fact that half of the inhabitants of the terrestrial planet use bilingualism. The generalizability of many published studies on this issue is problematic, but the indisputable truth is that bilingualism occurs everywhere and in all people, regardless of their age difference. As example, we can talk about the population of European populations. According to the European Commission statistics in 2006, 56% of people from 25 European countries speak a second language (Grosjean & Li, 2013). Based on all these reports, we can say that all these population groups include children who speak two languages in their family and social circle from an early age.

This work is devoted to one of the key aspects of bilingualism for those children who speak two languages since childhood. Consequently, this chapter attempts to thoroughly study the existing literature on this topic. Next, first of all, the work on bilingualism in children in the educational process will be considered.

## BILINGUALISM IN EDUCATION

Over the past decade, most research in literature has emphasized the use of bilingualism in media education and many researchers have paid attention to the effectiveness of bilingualism in children at school and before school time. For this study, more than ten papers were reviewed and the authors' opinions were divided into two parts with the fact that one side supports that bilingualism is positive from an early age, and the other holds the position that bilingualism negatively affects children. It should also be recalled that the work of teachers with such children is one of the important aspects of this problem. Su and Çetin (2021) in their study examined foreign students and 13 teachers from Southeastern Anatolia during 2019-2020 and found that sometimes it is difficult for teachers to switch in two languages during a pair. This view is supported by Kavak & Gül (2020), who writes that on the negative side, bilingualism will lead to a failure of communication with friends and teachers. They stated that, on the one hand, bilingualism has a good effect and, on the other hand, it has a bad effect on subjects such as understanding actions, following instructions and such children also have rivals. However, of course, there are opposite results. For example, Eisenstein's (1980) work on bilingualism is complemented by Frank et.al (2017). Both of them eventually showed that bilingualism from early childhood has a positive effect on the assimilation of information, increases the level of academic performance, and helps to quickly learn other language systems. Also, there is the fact that bilingual children, in addition to schools and in communication

with friends, also communicate with their parents in two languages.

## BILINGUALISM IN FAMILY

The use of bilingualism primarily begins with families. If two languages are used in the family circle from an early age, then it will not be difficult for children in the future, but, also have others who will study from time to time. There are a large number of published studies describing the role of parents in learning bilingualism. Each parent helps their children to learn a second language in their own way, and some were forced because of their ethnic situation. Rodríguez (2015) studied three Latin American families who lived in New York for 2-3 years. These families raise their daughters on the basis of English and Spanish. At the end of the study, it was found that all parents were afraid that children would have difficulties learning English in a new field. In order to preserve their native language, they agreed to speak Spanish in the house. There are many parents who want to do more for their children, who want to keep the comfort with their children. For example, in another study, parents, in order to support their children, also started learning Turkish in educational institutions, since children in the country had to know Turkish (Su & Çetin, 2021). All these were different strategies of support from parents.

Ultimately, it should be recalled that the purpose of this study is aimed at clarifying the role of bilingualism in children when using two languages acquired in a natural environment. Taking into account the above-mentioned studies, the main objective of this work is aimed at studying what difficulties parents face when raising bilingual children. Also, what ways do they use to overcome these problems and support their children in learning a second language. The main question of the study seems to be: 'What is the experience of parents raising bilingual children?'

## METHODOLOGY

In the previous chapter, all the results were considered, including the theories of previous authors that were considered in families where bilingualism children are growing from an early age, as well as the results of opinions that were implemented from the answers of parents. In this chapter, the main force is to explain the design of the study, as well as the tools that will be used to clarify qualitative research methods.

The main purpose of this work is to find out what is the role of bilingualism in children when using two languages acquired from a young age. Also, to identify the problems they and their parents faced by answering the questions:

What are the experiences of parents raising bilingual/multilingual children?

- “What are the positive and negative effects of bilingualism?” (Kavak & Gül, 2020)
- “Does bilingualism have any advantages and disadvantages?” (Kavak & Gül, 2020)
- “Does code-switching affect how children feel and think?”
- “How should parents support their bilingual children?”

Important aspects of this chapter are generally divided into 5 sections. The first section explains which study design was chosen for this study. Next, strategies will be presented on how the participants were selected for the study, as well as information about them and about the place of the study. The methods of data collection for the study are discussed in the third section, while the next section will provide detailed information about the data collection process and about its analysis. The fifth section will address ethical issues.

## RESEARCH DESIGN

Qualitative research methods were chosen



to study the problems and obtain additional information about bilingualism, especially in a family where children speak two languages from an early age. According to Creswell & Poth (2016), qualitative research methods are an appropriate type of method for researchers who want to explore an area that has not yet been explored, as well as for research to establish or theorize important problems. Qualitative methods offer an effective way for a researcher to feel a real atmosphere in which a research participant could express his opinion and solve problems on the topic of bilingualism. In addition, the ethnographic study will be used for one family who is raising their daughters in Italy.

With qualitative research, the researcher used tools such as interviews, observation, and others. This research was in the family circle. Since during the qualitative research method, the researcher herself can collect information and clarify the points where necessary, in this work it was easier to use a tool which is called an interview to collect data.

## **PARTICIPANTS**

This study was conducted in a circle of three families who raise their children in two languages. Parents were chosen for the interview, as children at a young age would not be able to answer research questions. All these families are familiar to the researcher, so the researcher did not have to use a random sampling strategy. For this reason, the researcher chose one of the criteria of M. Marshall, a purposeful strategy, to identify information-rich cases, that is, in order to get more information selection for the study (Izmailova, p 142).

It should also be mentioned that in this study, due to the reason for the lack of location, a face-to-face interview was not used. The interview with Italy was conducted via the zoom platform or Skype, as it was more convenient for people who live abroad. With the rest of the participants, due to

poor communication in the local area, the interview was conducted through audio and video calls to WhatsApp applications.

For the study, two families were selected from Kazakhstan, where their family speaks Kazakh and Russian, and one family from Italy, where the mother is from Kazakhstan and the father is from Italy. 1st family from Kazakhstan — Participant A, 2nd family from Kazakhstan – Participant B, a family from Italy – Participant C. All parents are pure-blooded Kazakhs, except for the father who raises their daughters in Italy. Two girls sisters from Italy are 8 and 10 years old, they study in the 2nd and 4th grade. They generally also use Russian words in their speeches, but for them in everyday life, the main languages are Italian and English. As part of the school, they go to a school where many speak Italian.

Participants from Kazakhstan, one of them is a girl who is 13 years old, and the second boy is 8 years old. These participants use Russian and Kazakh languages at the same time in the field of school and in communication with friends, and relatives. However, it should be noted that they all go to a Kazakh-language school, where there are few students of Russian nationality. All participants from Kazakhstan live in the Western part of the country, they go to the general educational school named after M.Auezov.

## **DATA COLLECTION**

In this study, semi-structured interviews was used as data collection. This type of interview allows the researcher to ask additional open-ended questions during the interview in order to learn more about the information and avoid ambiguity (Rodríguez, 2015). All basic questions are the same for all parents. All interviews with parents were conducted in Russian. Simple words were also used so that parents could understand the meaning of the questions, but in difficult cases the meaning of the words was given.



## PROCEDURES

The data collection process began after the purpose and suitable participants for this study were determined. After the identification of the participants, the collection began about them, their location, and which school they study at. The interviews with the parents were on different days of the week. The time of the interview depended on the work of the parents, that is, we chose the days and time of day when they had free time to participate in the research work. Also, the interview was conducted randomly, that is, there was no specific purpose for choosing participants about the order of the interview, everything depended on the free time of the participants themselves. Parent 2 gave the interview first, then Parent 1 and last was Parent 3.

Then it was decided that the coding method would be done according to the Creswell method "template for coding a case study using a multiple case study approach" (Rodríguez, 2015, p 184). In this process, the same aspects mentioned several times were in the same encoding format. The main notes during the interview were written in writing, however, the entire three interviews were recorded on a certain program 'Voice Notebook' and on a dictaphone.

## LIMITATIONS

This study also has several limitations. For example, it may not be possible to find out the level of proficiency in the native language of children. In addition, as mentioned above, due to poor Internet connection, interviews can break through halfway. Also, due to working hours, it was difficult for parents to choose the time for an interview. Another limitation was the fact that only 2-3 months were given for the study. In other words, there was little time to conduct more interviews and observations, also, if there was more time then it would be possible to explore more participants.

## ETHICAL CONSIDERATIONS

As in other research papers, this work also had its ethical problems. At the beginning of the study, information about the study was provided both orally and in writing. In addition, a confidentiality agreement was also demonstrated, which says not to disseminate information about the participants and that all responses will be used anonymously. (Kavak & Gül, 2020)

## FINDINGS AND DISCUSSION

This section presents the results and discussions of three case studies that were taken from the participants' responses during the interview. Most of the people used the code-switching strategy on their way to learning a second language. This method not only helps to improve communication or develop languages but also increases the level of understanding, and clarifies information for effective communication (Kavak & Gül, 2020)

As a result of the research, the following main topics were organized: firstly, the language environment of children's communication; secondly, the opinion of the family in the development of early bilingualism; thirdly, the initial steps in bilingualism. The final chapter will show the methods they used when learning other languages. It should also be noted that each chapter consists of several subtopics.

## LINGUISTIC ENVIRONMENT (LE)

During interviews with all parents, it was known that children in different environments use different languages. As reported by Rodríguez (2015), bilingual children have some factors that affect the ability to speak two languages: family, personality and environment. She also noted that personality means age and gender, etc.

All parents have confirmed that their children in the family mainly use their native languages. Participants from the Republic

of Kazakhstan use the Kazakh language at home, they also both noted that in this way they want to preserve the Kazakh language. It reveals such a valuable meaning that parents want their children not to forget their native language and native culture.

Interviewer: What language is spoken in your family?

Parent A: "Our family speaks mainly Kazakh. When we are at home, we try to talk in Kazakh"

The most interesting finding was that, participants from Italy, unlike other participants, speak two languages in the family, both Italian and English. Russian Russian is also used by the mother of the participants, who noted that her daughters use Russian in cases when she asks for something in Russian:

Parent C: "Russian, sometimes when I start to say something, my children automatically answer me in Russian".

It was also known that participants from the Republic of Kazakhstan use a second language in conversation with relatives, but it should be noted that they start a conversation in a second language when others ask or tell something in a second language.

Interviewer: Does the child speak Russian with other relatives or acquaintances?

Parent A: "She speaks, if someone starts speaking Russian"

Parent B: "With relatives, who addresses him in what language and answers in the same language".

When questions occurred about the language of communication with friends, it was known that in these circumstances children also use a second language. Italian girls speak two languages at school, as they go to a school where foreign students study. In addition, from all the answers, it was concluded that it is easy for all children

when they speak a different language with their peers.

## PARENTS' OPINIONS

In the life of all children, the opinion of parents is one of the important things. In addition, every word, the opinion of parents strongly affects the future of the child, children can decide by concluding them. In this work, both positive and negative opinions of parents on various issues related to bilingualism were found.

For example, if we consider one positive opinion, we can say that they largely support multilingualism. From their response, you can see that they like that their children know more languages, and they also want children to learn more languages, such as Korean and Chinese.

Parent A: "... On the onther hand from inside, I wanted her to know Russian, Kazakh, plus English... It's good when children can express their thoughts in two or three languages, of course confidently and clearly... I would like, for example, Chinese".

Also, according to parents, it is always necessary to correct the child if they make a mistake between SC. However, they recommended that it should be done so that the children did not notice it, while they understood that they were wrong:

Parent C: "The main thing is not to make you painfully remember a word or build a phrase. It is necessary to correct it so that it is imperceptible, but the main thing is that the child realized that he was saying something wrong".

Meanwhile, it was known that parents were against early learning of a second language without the interest of children. All parents answered in one position and said that there is no need to force a child to learn a foreign language from a very early age. For example:

Parent C: “Never try to force a child to learn a foreign language. ...As for age, it is probably not necessary to force children from too young to learn the language directly, everything has its time”.

Parent A: “The main thing is not to strain them at a younger age, let them first feel childhood until the age of 12, and then you can slowly develop them in different directions”.

It can also be concluded from the answers that parents prefer a certain age for learning a second language.

### THE FIRST STEPS

Each action started has its beginning, which explains where and how the process started.

Kavak and Gül (2020) in their work mentioned three stages of learning a second language after the first, as sequential mastery. At the first stage, children begin to simply observe the speakers of the second language, then at the second stage they begin to form their sentences according to their memories, only at the final stage they begin to speak the correct pronunciation with the correct grammar. Therefore, to find out if the answers of my participants coincide with this statement, I asked the following questions:

- From what age do your daughters speak two languages?

Parent A: “My daughter started speaking two languages when she already went to kindergarten, that is, Kazakh and Russian. Somewhere she started to speak two languages at the age of 4, in parts something in Kazakh, and something in Russian”

Parent B: “My son started speaking two languages, it seems, if I’m not mistaken, from the age of 3-4”

Parent C: “Then my husband and I decided to send them to kindergarten, where there

are children of different nationalities, and when they were both 3-4 years old, they could already speak English”

- In what language did your child utter the first words?

Parent A: “My daughter pronounced the words in Kazakh”

Parent B: “In Kazakh”

Parent C: “My two daughters pronounced their first words in Italian, I think it should be so”.

Comparing the three answers, we can clearly say that the participants in this study began using language

### LEARNING STRATEGIES

The methods used in language learning are one of the important topics when research work is related to languages. The ways of mastering a second language are what the whole learning process will depend on. In this study, all children and parents used the same methods when mastering a second language: self-study, practice, and language courses.

When the question was about the difficulties of SC and a mixture of languages, the two parents replied that they had no difficulties since the children themselves began to talk and distinguish languages from each other. For example, as reported by Parent A and Parent B:

Parent A: “Somehow it can be said that since she started talking to herself, it was not difficult for her, and in the end, she learned everything”

Parent B: “Initially it was a mixture of languages, then by the age of 3, he began to distinguish them and separate them from each other”.

Practice is the most indispensable way to achieve the best result in all cases. On the

way to bilingualism, practicing in the family, with parents, is the biggest responsibility for the child. All three parents to the question of what methods they used with their children in learning a second language, the answers consisted of the following images:

Parent A: "...I just answered her in the language that she asks questions, and I think this is practice... And thus, I asked for words, gave them a couple of new words or a sentence too, so that they could practice in their free time"

Parent C: "...I just do with him all the same things that everyone usually does with a child, only in English. We speak English while walking, read books in English, watch cartoons, and so on. It seems to me that the key point is the interest in what is happening and the lack of a sense of artificiality, the uselessness of using another language".

From the above answers, you can see that parents support the phrase - nothing is fixed without practice.

As we all know that language courses are now an ideal tool in language learning. Such courses can be for those parents who initially have a goal for their children to be bilingual. However, in this work, all parents have the same concept, and they are all against early language courses. They prefer that from a certain age it is possible to give children courses.

During the interview, I asked if my parents had a goal for bilingualism and through this, I wanted to know their opinion about the one parent - one language method. Two parents replied that in their family such methods are not recommended at all and are not supported, while the third role replied that in their family this method is quite positive.

Interviewer: How do you feel about the 1 parent-1 language teaching method? (when 1 parent communicates with the child only in their native language, the other-only in a foreign language)

Parent A: Oh no. Maybe it will help others, but our dad only approves of Kazakh at home.

Parent B: I am against this, because parents can and will talk to children together, address each other

Parent C: I have absolutely a good attitude, well, as you can see, we used this strategy in the house. From an early age, he and Dad talked in Italian, with me in many moments in English.

## DISCUSSION

In the literature review chapter, five articles on the topic of bilingualism from an early age in children were used. However, among them, the results and the type of participants in the two qualitative studies were the same as my results.

(F1) Of all the analyses, the results of this study were very similar to the results of the work of Kavak and Gül (2020). They studied two children from Turkey, both children had a foreign mother and the father of both children had Turk. It should also be taken into account that these children have not lived in Turkey since birth: the first participant was two years old, and the second participant lived for 3 years. My participants, unlike them, were born and raised in a country where they have heard their native languages since childhood. Kavak and Gül (2020) used Bernstein's theory, which they wanted to test with him whether CS was effective and useful. We also conducted interviews with each child and their parents, in addition, they also used different languages during interviews with children to see the effectiveness of CS. As the main result of the study, they provided that the use of bilingualism has a special role in children's mastery of a new language. However, in their study, the results of the two interviews had different opinions. For example, one participant had a negative influence on communication and learning Turkish due to a lack of vocabulary.



The second participant had positive results since CS promotes communication skills well. So in my list of results, you can see that being bilingual has had a good effect on children from different sides of communication, parents also have good opinions about the development of the language space, and they do not mind that children use a different language in different environments.

(F2) Rodríguez (2015), as well as I, conducted a study with the families of the participants. She observed and conducted an interview with three Latin American girls and their family members who live in New York, it should also be pointed out that she also conducted an interview with their teachers. She pointed out that there are some environments where the children use different languages in connection with which environment they are in. In her work, Rodríguez gave separate characteristics for each of the three families and examined each separately. In her work, the parents did not have the same opinions as to the parents' opinions in my work. In the study of Rodríguez, as a result, it was given that the three girls mastering bilingualism brought more problems and burdens than proficiency in English. In my results, there were opposite analyses, since all parents answered only that their children had mastered the second language without difficulties, with the help of work on mistakes, without burden. Also in their responses, there were only positive reviews about bilingualism, except that they do not like very early bilingualism.

(F3) As already mentioned, Kavak and Gül (2020) explained and used the method of consistent language proficiency in their works. This method consists of three phases, we briefly call them, then we can say that the first is observation, the second is formation, and the third is speaking. Sequential mastery is also used when parents use two different languages to communicate with their children. In my work, if we analyze the answers of parents, then it is possible to comprehend

that children used the same method in using a second language. That is, first of all, children observed, studied how other people speak using a second language, did the analysis, and worked with errors. After that, they began to form words and sentences themselves, and after that, they began to use their results, that is, to talk.

(F4) Rodríguez also mentioned one method in her research paper called the method - 'one parent - one language'. And, as it turned out, besides Rodríguez, Kavak and Gül also used this method in their works. Since their participants have parents from two nationalities. In my work from my parents, I also asked about this method. However, it turned out that in my case only the family used this method, since 3 parents live in Italy in their family, this method is similar to the usual, familiar method. As for the participants from the Republic of Kazakhstan, according to their parents, they are not familiar with this method and they refuse the method.

Based on everything, I can say that research has shown that in the future, early bilingualism can be useful for learning more languages. This work can be useful to parents of bilingual children, as the above methods were also mentioned, as well as experience, practice, and advice from each parent who is already raising bilingual children.

## CONCLUSION

The purpose of this research work was to find out what is the role of bilingualism in young children. After learning a second language, their results were useful or negative, also find out what difficulties their parents faced and whether switching codes was useful. The main question of the study was formed as follows:

- What are the experiences of parents raising bilingual children?

This chapter will be given a summary of the results, the limitations of the entire study



and the importance of the work, and at the end recommendations for future research.

The main result of the study was that bilingualism has a positive effect on children. All parents who participated in this study noted that their children did not have any difficulties or problems with learning and also using a second language. According to them, learning a second language helps children learn even more languages in the future, and if children know more languages, their knowledge will expand even more. Also, parents explicitly refer to the fact that it is impossible to force children to learn another language from an early age if they are not interested in it themselves. As a result of bilingualism, all children were able to communicate freely with their peers and relatives in a second language, in our case, it is Russian and English.

Another important result was the methods of learning a second language. In this result, the first thing to mention is a method called 'practice'. During the study, the parents' responses consisted of one point of view. According to the interview results, it was found that all parents used a second language as a practice in everyday life. For this reason, it was not difficult for children to learn a second language. The parents also mentioned that they made the correctness unnoticed so that the children would not be offended, while they could understand their mistake. In addition, parents expressed the opinion that with the help of coursework, children can also learn foreign languages, but indicated that there is a certain age limit when they can be sent to courses.

Also, according to the results, it was found that children in different areas, in different cases, use different languages. All three families involved in the study use their native languages in the family circle, some specific topics that are difficult to explain in their native language are discussed using a second language. At school or with friends, children also use a second language, since, according to parents, it will be convenient

for them to communicate in this way. As for communicating with other people and with relatives, they speak a different language if these people themselves are the first to ask something in another language.

In general, mixing, and using two languages has a positive effect on both children and their parents. With the help of a second language, children can express their opinions confidently and accurately.

## **LIMITATIONS**

The limitation of this work is mainly that the number of participants was not so much. It was also not possible to get an interview in real life due to different places of residence. The interview was taken in the virtual world using social networks. The conversation with the children failed because they were at a young age.

Another limitation was that a large number of additional questions were not asked in connection with the place of origin of the interview. And for some questions, there was a small amount of answer content for the result.

## **SIGNIFICANCE**

Despite all the limitations, this study achieved its goal, which was to answer the research questions. It is assumed that the role of bilingualism in children from an early age has many positive and negative consequences. This work may attract the attention of parents who plan to raise children in two languages, or those parents who want their children to know more languages. Because in the results section there were a lot of useful tips and opinions from parents who have already encountered this topic.

## **RECOMMENDATIONS**

For future researchers who want to study the topic of bilingualism in children, I would like to recommend conducting not only

interviews but also meetings with families and conducting observations. And as a result, they will have great opportunities and a large amount of information for an accurate result of the study. Also, select more than three families to find out more opinions and answers from parents to be able to summarize the results of the study for all people.

Another recommendation is to try to interview or talk to children about the results of observations. In such cases, they will have a better chance to learn how the children themselves use a second language in practice.

## SUMMARY

In conclusion of the whole study, I want to say that bilingualism has both positive and negative consequences for children. What has been discovered in my work is that bilingualism has beneficial effects. Parental support plays a special role in the practice of learning a second language. If we specifically answer the main question of the study about the difficulties faced by parents in raising bilingual children, it was found that parents do not see any significant difficulties in learning a second language. In practice, children themselves understand their mistakes, correct themselves and learn from adults the correct use of the word. And as a result, all children have achieved positive results in mixing a second language with their native one.

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# WHAT ARE THE CHALLENGES OF INTERNATIONAL STUDENTS IN THE ADAPTATION IN ANOTHER COUNTRY?

INDIRA KABDRASHEVA

Key terms: international students, adaptation challenges, linguistic adaptation, socio-cultural adjustment, psychological adaptation, strategies of overcoming challenges.

## BACKGROUND

The process of internalization of students has become an integral and significant aspect of higher education in our time. Studying abroad, student exchange programs and academic mobility programs are in increasing demand every year. According to the statistics provided by the Zerengok & Guzel (2018) since the 90s, the number of students studying outside their country has been growing by 6 percent every year. Therefore, the number of universities increases annually, as well as the number of international students in them. Against the background of rapidly developing internationalization, education programs such as academic mobility trains able-bodied citizens in various fields of activity and provides invaluable experience (Tremblay, 2005).

## PROBLEM STATEMENT

The problem of studying the experience of international students in adapting to another country has a social, ethnic and cultural character. The topic of the adaptation of the international students has not been fully studied in Kazakhstan, especially in KAZGUU University. Therefore, students who go abroad to study are in most cases not ready for the challenges that await them, as they do not know what to expect from the host country and how to behave in case of difficulties of adaptation. Moreover, some students' ideas and expectations about the host country, which may turn out to be false, may lead to difficulties in adaptation.

## STATEMENT OF PURPOSE AND RESEARCH QUESTIONS

The purpose of this qualitative study is to explore the students' experience in adapting to another country and to identify the challenges students faced in the adjustment process to the new environment. To answer the following main research question "What are the challenges of international students in the adaptation in another country?" and to shade light on the problem, 2 subsidiary research questions were developed:

- 1) What difficulties did students face in socio-cultural, linguistic and psychological adaptation in another country?
- 2) What strategies do students use to overcome adaptation difficulties?

## SIGNIFICANCE OF THE STUDY

The experience of students studying abroad, which they can gain through academic mobility, is an important part of the student formation not only in terms of academic performance, but also personal development. This is a great opportunity to form as a full-fledged person and gain a lot of experience in social terms. Moreover, the experience of studying at a foreign university has a positive effect on the future of the job position. In confirmation of this, Enríquez (2018) notes that academic mobility helps to acquire and develop many professional and language skills that are valued when applying for a permanent job. The presence in the resume of participation in academic

mobility makes the graduated student more in demand by employers, due to the fact that the internalization of the international market is growing, which means that a student with experience of studying abroad successfully fits into the modern requirements of getting a job. In addition to all of the above, the experience of living in another country helps to develop soft skills, such as the ability to communicate and adapt to new living conditions, which will also undoubtedly be required in social life. As Enríquez (2018) shares his experience, academic mobility provided an opportunity to try himself in different roles and develop various communication skills, as well as understand the process of his future work.

### **DEFINITIONS OF KEY TERMS**

In this study, the difficulties of international students in adapting to another country are examined through the prism of several concepts that correspond to this study. The term adaptation of the international students in this work is understood as “acceptance of cultural differences, smoothing the psychological barrier between their culture and the culture of the host country.”(Vershina & Kocheva, 2016, p. 2)

### **OUTLINE OF THE STUDY**

This thesis contains 5 chapters, including the introduction part. The first part Introduction shades the light on the topic, presents the problem of the study, and also provides the importance and purpose of this research paper. The second part Literature Review analyzes existing works on the topic of international students' adaptation in another country. The next part Methodology provides information about the process of conducting the research, its methods, and also discusses the participants and instruments for collecting information. Also in this part, I tell what measures were taken to preserve the confidentiality of the study participants. The fourth part of the study tells about the main conclusions obtained

on the basis of information revealed from the conducted interviews. Also, in this part, the identified information and its connection with the reviewed literature discussed. The last part summarizes all of the above, outlines the findings and provides implications and recommendations for future research, as well as notes the limitations of the study.

### **LITERATURE REVIEW**

The topic of student exchanges between countries and the process of intercultural education itself is an essential part of today's social and cultural society. International adaptation, which Wilson (2011) defined as temporary and forced adaptation to a new culture and environment for an indefinite period of time. The topic of integrating students into foreign universities is of great importance, as it makes a significant contribution to the country's education system, forms an able-bodied component of citizens. Moreover, Pishcherskaya and Filippova (2016) acknowledge that it has a crucial meaning in the student's life, since the process of academic mobility positively affects the student's academic knowledge and social skills.

This part of the study focuses on a review of the literature on the topic of adaptation of students participating in academic mobility, aims at analyzing the challenges faced by students and identifying recommendations from the authors of the works studied for this literature review. Such researchers as Huang (2012), Wan (1999) and Andrade (2006) and others in their works focused on studying the adaptation challenges of international students. The main topics of this literary review that will be discussed are the main difficulties of students in adapting to another country, the connection of psychological, socio-cultural and linguistic adaptations, as well as solutions to adaptation problems provided by students from their experience together with recommendations from the authors.

Students in Andrade's (2006) study noted



that the main difficulty was poor language skills, which had a direct impact on the time it took to complete assignments and affected students' grades. Similarly, Wan (1999) confirms that the primary problem of international students in adapting to their new environment is their limited command of the language. Thus, participants in his study noted that they had to adapt to the learning system on their own, accompanied by a sense of separation from other students, which greatly affected not only the academic but also the social side of life. In agreement with the fact that the language barrier is the major issue of students in understanding the language, Beregovaya and Kudashov (2019) claim that students did not perceive educational information well because of low language proficiency. In contrast to their findings, Huang (2012) assumed that the language barrier is only part of the problem of language comprehension. The author argues that much more important is the amount of knowledge a student already has and its focus.

It is essential to note that language, psychological and social adaptations are closely related. In confirmation of this, Novikova and Novikov (2015) noted that successful social adaptation has a positive effect on the success of students in learning the language. The Latin American students who participated in their study were socially active and had good communication with teachers and students, which helped accelerate the process of learning Russian. Ozturgut and Murphy (2009) agree with Novikova and Novikov (2015) in this aspect, students feel anxious when it comes to class discussions and communication with students because of insecurities about their language skills.

The authors of the studies have different approaches to the issue of solving the difficulties of adaptation of students. The most common factors in facilitating student adjustment are considered to be a supportive university atmosphere and supportive teachers. Hwang (2011) and

Guo (2011) note that institutional support is a fundamental factor in students' ease of adjustment, and its presence or absence significantly affects academic performance. According to Lillyman and Bennett (2014) communication with peers is also necessary because a sense of belonging to a group of people is important for students, but they do not reject the fact that teachers also play a great role in student adjustment. In addition to peer interaction and teacher support, Huang (2012) indicates that mentoring plays an invaluable role in the adaptation to reveal a student's potential and academic abilities.

The adaptation of foreign students is a matter of particular importance, since it can have a strong impact on the mental state of a student, as well as the formation of his personality. Moreover, the future professional career of a student depends on adaptation. Summarizing the results of the conducted studies on this topic, it can be said that the main problem of student adaptation is the language barrier and the low level of language knowledge of the student. Also influencing factors are the atmosphere at the university, communication with peers and the support of professors. This literature review becomes a starting point for further research. The topic of adaptation requires more research attention, since in most cases the focus is only on academic adaptation, excluding socio-cultural and psychological adaptation.

## METHODOLOGY

### Research Question & Purpose

The problem of language adaptation of students to a new country lies in the ethno-cultural conclusions about the foreign country in which they study. Some insights about the host country may cause difficulties in the student's adjustment. This study set out to investigate the experience of international students in adapting to another country and seeks to obtain data which will help to find out the difficulties that



students faced in the process adaption to a new environment. In order to gain insights into the process of student adaptation and its complexities and give full and deep answer for the research question current paper conducted on the qualitative method basis. Since this research requires analysis of human experience, the qualitative method of research is better suited than the quantitative method, because the first one aims at a deep understanding of “the processes that people experience, why they responded as they did, the context in which they responded, and their deeper thoughts and behaviors that governed their responses” (Creswell & Poth, 2016, p.84).

The main research question of this study is:

What are the challenges of international students in adaptation in another country?

In the process of research, I also want to find answers to the following sub-questions:

- How international students overcome challenges?
- What kind of assistance from teachers in adapting students to a new country?
- How psychological, sociocultural and linguistic adaptation connected with each other?

### **SAMPLING**

In order to gather the necessary information on the topic of adapting students to another country, the study participants were 4 students currently studying abroad. The study participants were selected by purposive sampling, as this study requires participants to have a specific study abroad experience.

Collecting facts, the sample was selected according to the following criteria: students who studied or in the process of studying abroad and has experience in adapting to another country. The study was conducted with KAZGUU students who used the opportunity to participate in academic mobility provided by the university: 3

students of the 2nd year of study and 1 of the 3rd year, the sampling strategy was purposeful for all participants of the study. All of the participants are gaining education in English and have knowledge in this language. Moreover, 3 of the participants have some knowledge of the local language of the host country, since they started learning the language when they came abroad to communicate with locals better. The study participants went to another country to study during the spring semester for 4 months, from February to May inclusive. The research site is based on the universities where the participants are currently studying: 1 student from Turiba Business School, located in Riga, Latvia and 3 students from University of Porto, Portugal. Participants were informed of the purpose and progress of the study, and verbal consent to participate in the interviews was obtained, therefore, all study participants voluntarily agreed to participate.

### **DATA COLLECTION**

In this study, I used the interview as an information gathering tool, because it is the only qualitative research tool that is appropriate for this study. In addition, the interview is suitable for collecting information in a broad and in-depth way. The type of interview is semi-structured. The interviews were conducted online one-on-one, through the Zoom online program, as all participants of the study are now in another country. Interview questions include general questions in an unstructured way, followed by semi-structured and structured questions. Semi-structured type of interview is the most suitable for researching the topic of students' adaptation and will allow collecting enough information to analyze the results. The interview is suitable for gathering information related to experience, because in the interview “you ask open-ended questions so that the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings” (Creswell, 2002, p.240).

## DATA ANALYSIS

To analyze the interview responses, the first thing I did was prepare data recorded on a tape recorder, which was used to further use the information in the study. The next step was to analyze the information by transcribing all the interviews manually, the interview was converted from oral form into written text in English and Russian. I highlighted the information that answers the research questions, in other words, I marked the text fragments as important and grouped the information by themes for a complete understanding of the answers to the research questions. Then I analyzed major codes and found a connection between the obtained results and the analyzed literature. The next step was to read the interviews and check the correctness and relevance of the codes several times. After all of this, a disinterested and unbiased person, who has particular experience in conducting research, reviewed the data at my request in order to prevent me from misunderstanding the answers.

## LIMITATIONS/CHALLENGES

In this study there are some limitations, one of them is the time limit, I was given only 3 months to complete the study, which affected the fact that I could not take the interview and analyze the responses of more participants. Hence the second limitation, as a sample I took only 4 participants in order to be able to fully analyze the data received from them and draw the correct conclusions. The following limitation is also associated with a limited sample: due to the small sample size, identifying the relationship between the results of the participants caused some difficulties, given the fact that the respondents gave different answers in some aspects.

## ETHICAL CONSIDERATIONS

As the researcher, it is my responsibility to design interview questions in such a way that they are unbiased, not leading, and do

not involve sensitive topics. I explained the participants about the purpose of the study and how the data collection process will be conducted. Participants were informed of their right to refuse to participate in the study and their right to choose the language in which the interview will be conducted, if they agreed. They were informed that confidentiality will be maintained, their personal information will be encrypted and replaced with other words and each participant's name was replaced with a number.

Before conducting the interview, I asked participants for repeated verbal consent to participate in the interview, as well as permission to record their words on a tape recorder. I informed them that these recordings will only be used for a qualitative transcription of the interview by the researcher without the involvement of third parties. Research participants were also informed that their personal data and information obtained during the interview are secure, as all data will be stored on the researcher's personal computer under a password. All handwritten notes will be stored in online format on the computer as well, and the original versions will be destroyed. After the study is completed, all data and information about the study participants will be deleted. At the end of the interview, participants will be notified of the opportunity to review the results of the study at the conclusion of the research.

## FINDINGS AND DISCUSSION

The purpose of this study is to identify the difficulties international students face in the process of adaptation. In this part of the study, the results will be presented on the basis of analyzed semi-structured interviews conducted with 4 students participating in the academic mobility program provided by KAZGUU University. These questions are:

3) What difficulties did students face in socio-cultural, linguistic and psychological

adaptation in another country?

4) What strategies do students use to overcome adaptation difficulties?

Findings section is divided into 4 main parts: first part is going to reveal what challenges international students struggle with in terms of sociocultural adaptation. The next part will present students' experiences of the psychological part of adaptation. The third part will discuss the difficulties of linguistic adaptation that students had during the adjustment period. The final section will explore strategies of overcoming adaptation problems from the personal experience of the participants.

### **SOCIO-CULTURAL ADAPTATION**

Analyzing the data obtained from the interview, it can be noted that socio-cultural adaptation occupies a significant place in the adaptation of a student in another country. The main aspects of socio-cultural adaptation that the students highlighted were the lack of knowledge about the culture of the host country, relations with local residents and the role of the teachers in the adaptation as a whole. One of the most frequent topic was lack of knowledge about the host country, 3 out of 4 study participants noted that they were not familiar with and prepared for the culture of a foreign country which negatively influenced the adaptation at the initial stage. As reported by Student 1:

It was a bit difficult as the environment was a bit different. The routine and mentality is also different, we adapted a bit, but it didn't take much time.

This fragment from the interview shows that the lack of knowledge about the culture of a foreign country caused some difficulties in adapting.

Likewise, S2 noted: "We came here with our eyes closed, not knowing the culture". This opinion was repeated more than several times by 3 out of 4 participants.

The students' experience in communicating with local residents is contradictory and shows different results from the participants. While Student 2 comments: "The people here are very kind, so they will always help you. You need to be a socially open person, and this will help you adapt faster", on the contrary, Student 4 informed: "you ask in Russian, but they don't answer you. And they look at you with such an evil look and barely answer".

As Student 4 explains: "Sometimes there are such sideways glances towards Russian speakers, I think this is due to the occupation of the USSR at that time, but still, the native people, the older generation still feel contempt".

The other two participants did not mention their relationship with the locals, but said about the relationship with teachers. Almost all participants (3/4) note that they did not experience special treatment as foreign students, the learning process was the same as that of local students.

We also have to do the same homework and tests as local students, there was no special treatment for us. (Student 3)

Likewise, S4 reported: "We ourselves faced this problem, with the indifference of local teachers, coordinators, they had to meet us halfway, adapt, prompt (but they did not)".

It should be noted, that all participants of the study think that there is strong relationship between sociocultural, psychological and linguistic adaptation. Thus, the majority of the students (3 out of 4) felt neutral about the lack of a special approach to them, while Student 4 reported that because of this attitude of teachers, there were difficulties with adaptation at the first stages.

We are faced with the complete indifference of teachers. No feedback and no help. And in this regard, it was a little difficult for us. (Student 4)

## PSYCHOLOGICAL ADAPTATION

When exploring the answers received about the psychological component of the adaptation of international students, following main points can be distinguished: lack of support and a strong connection between the psychological state and the level of knowledge of a foreign language.

Several study participants (2 out of 4) reported that the lack of support and solving problems alone greatly affected their psychological state, which in turn complicated adjustment to a new country.

It was hard for me, because I am all alone in this country, and all the responsibilities lie solely on me. (S3)

Similarly, S4 reports: "I cried and said I'm going home. No matter how much you consider yourself an adult, but when you find yourself alone, you want someone to support you, you are looking for this support".

Moreover, all the interviewed students think that the mental state depends on the level of knowledge of the local or English language. As Student 1 explains:

When you know the language, you communicate more confidently with local people, which is also associated with a mental state.

Student 3 complements the statements of the previous respondent:

We were not so stressed when this process was, because we know that we know the language.

Student 4 clearly clarifies the unbreakable link between linguistic, social and psychological adaptations:

If you don't know the language, you can't communicate with society, you can't communicate with society- your psyche suffers, because a person needs to communicate.

These examples from the interviews show that all types of adaptations are equally important and have an impact on each other.

## LINGUISTIC ADAPTATION

When students were asked about their experience in linguistic adaptation in another country, all students identified the language barrier as the main problem of linguistic adaptation.

Due to language problems, I was always afraid of getting lost or getting on the wrong bus. Due to the lack of some knowledge of vocabulary, I had to get into the translator and this causes some problems. (Student 4)

S3 agrees with S4 in stating that the language barrier is causing some inconvenience: "There were locals who didn't talk, spoke only in \*\*\*(local language), then I didn't understand what they were talking about".

Like the rest of the participants, S2 notes that knowledge of English abroad is important and helps a lot in communicating with people:

Many locals speak English, so there are no problems in colloquial speech with the residents.

In confirmation of this, S4 emphasizes: "It is very difficult for people who do not know English at all". She suggests that it is better for schools to change the English teaching program:

If we were taught to SPEAK English, and not given this unnecessary information, it would be better.

Strategies of overcoming adaptation problems

When the students were asked about how they overcome difficulties in adaptation, they gave different and personal methods



of overcoming problems. All participants noted that introspection and analysis of the situation helped them successfully adapt to a new country, as well as the fact that time normalizes the situation (2/4). In addition, one participant marked support as a way of successful adaptation:

Over time, everything (difficulties) passes, time has passed and everything has settled down. I was helped to adapt by external support, parental support and introspection, work on myself. (S4)

Acceptance of the situation was also mentioned as important in adaptation process:

I think the main thing is to understand that each country has a different culture and accept it. Understand that this process will take some time and just accept it. (S3)

Furthermore, participants 1 and 3 mentioned the use of gestures to convey information to facilitate linguistic adaptation:

Many people here speak English, and even if they don't, it can be explained with gestures.(S1)

I use gestures to convey information, in many cases we talked about the price and they just showed the price on the calculator. (S3)

All students also noted the teachers' attitude and said that the teachers' neutral attitude towards them as foreign students, in general, did not affect them (3/4), they are even happy about the lack of special treatment, as they would feel uncomfortable because of this.

I can't say that it (neutral attitude) somehow helped or worsened, it seems to me that it should have been, because if more attention had been paid to us, we would have felt stressed. (S1)

## DISCUSSION

In this part of the study, the results obtained, which were presented in the previous part, will be discussed. This study was based on the purpose of answering the following questions: (1)What difficulties did students face in socio-cultural, linguistic and psychological adaptation in another country? (2) What strategies do students use to overcome adaptation difficulties? To answer these questions, semi-structured interviews with 4 participants were conducted.

The structure of the discussion part is as follows: in the first part, the difficulties of socio-cultural adaptation will be considered. Next, psychological adaptation will be discussed, the section three will present students' experience in the field of psychological adjustment. The last part will be devoted to discussing strategies and methods of overcoming adaptation difficulties by students.

### SOCIOCULTURAL ADAPTATION

The majority of the students reported that they were not familiar with the culture of the host-country which in turn influenced their adaptation process. This is consistent with results obtained by GulRaihan & Sandaran (2017) which state that international students are experiencing difficulties in the new society due to the cultural differences and insufficient readiness to the new environment.

Also, half of the participants highlighted about the experience of the relationship with local residents, which was unexpected finding, due to the fact that it was not mentioned in the literature review part. One participant said almost all local people behaved negatively, while other one noted that locals were always ready to help them. These different experiences can be explained by historical events that link the first participant's homeland and the host country and locals' attitude to it.



## PSYCHOLOGICAL ADAPTATION

All participants of the study note that the level of knowledge of the local or English language has a great influence on the psychological state. They felt worried about the language barrier, which is reflected in the results of a study by Ozturgut and Murphy (2009), in which students experienced stress when communicating with people due to lack of confidence in their language skills.

Also, the greatest part of the students experienced lack of support which affected their psychological state. This can be explained by the fact that some of them had no experience of living without parents and for the first time take responsibility for their problems. Huang (2012) also mentions that the importance of supporting international students lies in revealing the student's potential and academic performance abilities.

## LINGUISTIC ADAPTATION

Surprisingly, this study did not reveal results on the relationship between academic performance and language skills. According to Andrade (2006), the problem of great importance in the adaptation of students was the low level of language proficiency, which affected their grades. But the participants of the current study did not experience the impact of the language barrier on academic performance. Instead, students mention that it was challenging for them to be socially active due to limited language proficiency. Perhaps the participants in this study have a better level of English, which facilitated their academic performance, while their knowledge of the local language is limited to easily communicate with people. This can also be explained by the hypothesis of Huang (2012), who believes that the language barrier is not the main reason for the complexity of language adaptation, for him the initial knowledge of the student and their orientation is much more important.

## STRATEGIES OF OVERCOMING ADAPTATION PROBLEMS

All participants of the study noted the attitude of teachers as a factor that does not complicate adaptation due to their neutral attitude: they were not singled out and did not feel stressed. This is slightly different from the expected result, comparing with the reviewed literature, Hwang (2011) and Guo (2011) argue that teacher support is a decisive factor in student adaptation and that it has an impact on student grades, which was not noticed in the current study. Also unexpected for the author were the results of students' introspection as a way to overcome problems and the analysis of the situation as a whole. Perhaps this is due to the differences of the approaches to the situation and in the characters of students of this and other studies.

## CONCLUSION

In this part of the study, the main results of the interview were presented and discussed, drawing a parallel with the literature studied. International students experience various social, psychological and linguistic difficulties in adaptation and also use different strategies of overcoming these challenges.

### Conclusion

The aim of the present study was to explore the challenges that students encounter in the process of adaptation in another country. This chapter provides overall summary of the findings being revealed through the conducted semi-structured interviews. In addition, the chapter provides implications and limitations of the results, recommendations for stakeholders and for further researches. Also, as already noted in the introduction part, this study aims to answer the following sub-questions:

- 1) What difficulties did students face in socio-cultural, linguistic and psychological adaptation in another country?

2) What strategies do students use to overcome adaptation difficulties?

## MAJOR CONCLUSIONS

Answering the first subsidiary question and analyzing the respondents' interviews, three types of adaptation can be distinguished: 1) socio-cultural adaptation 2) psychological adaptation 3) linguistic adaptation. The study revealed that the socio-cultural component plays an important role in adaptation, since relationships with local residents, as well as the attitude of teachers have a strong influence on students and their adaptation process, both positive and negative. Also, it turned out that most often lack of knowledge of the culture of the host country before arriving there leads to difficulties of adjustment. As well as socio-cultural, psychological adaptation is of great importance in the life of international students during their stay in another country. The study shows that students lack support when they find themselves abroad, which affects their mental state. Moreover, there is a strong correlation between the level of knowledge of a foreign language, whether it is English or the local language, and the psychological state, which means that the more skills a student has in a foreign language, the calmer and more confident the student feels. Finally, the third component of adaptation is linguistic adaptation. The results showed that the main obstacle to successful language adaptation is the language barrier, which affects their psychological state and social adaptation.

Answering the second sub-question of the study, the results revealed the use by students of various personal methods of overcoming adaptation difficulties: such as the use of gestures and signs to communicate with local residents. Also, students used introspection and analysis of the situation in which they found themselves as a way to overcome the difficulties of adaptation. Results also showed that the support of family and friends instilled patience in the

students and gave them strength for further adaptation in the country.

Overall, the results of the investigation show that the adaptation of international students has a psychological, sociocultural and linguistic character and all these aspects are closely interrelated. The main adaptation challenges were the language barrier, lack of knowledge about the culture of the host country before arriving there, as well as lack of support. Thus, the main conclusion can be drawn that language knowledge is a very important component of adaptation, since linguistic adaptation has a strong influence on its other types, not excluding the fact that even with the knowledge of the language,

difficulties may arise with the psychological or social adaptation, the language simply facilitates the adaptation process.

## LIMITATIONS

In addition to the limitations prescribed in the methodology part of the study, there are limitations associated with the part of the findings. Firstly, since all the participants in my study chose the interview language as Russian, and after coding and translating the interview for further analysis took place in English, this could have an effect on the results of the study. This could happen due to the inability to find an exact equivalent of the translation of some of the respondents' statements. The second limitation of the study results can be called a small number of participants, since a larger number of participants could reveal completely different results. Thirdly, the limitation of the results could be that three out of four participants undergo academic mobility in the same country and this could lead to the same information from them.

## RECOMMENDATIONS FOR THE FURTHER RESEARCH

The results of this study gave some idea about the process of adaptation of KAZGUU

University students in another country, showed the experience of students and what difficulties they face. Since the study was conducted with a small number of participants, it is recommended to increase sample and conduct a repeat investigation.

In addition, since this study focuses on the experience of undergraduate students, it is recommended to conduct a study with graduate students in order to obtain relevant information for this contingent of people, because the findings can differ from revealed one.

### IMPLICATIONS

Due to the fact that knowledge of English plays an important role in the adaptation of students in another country, the Ministry of Education of Kazakhstan could reconsider the strategy of teaching a foreign language, starting from school. The school curriculum most often focuses on learning the grammar of the language, missing such an important part as speaking, without which it is difficult to learn the language and adapt abroad. I could also suggest universities conduct more introductory lectures about the foreign countries to students who are planning to leave abroad, as well as invite students who have had experience in adapting to another country and ask them to share their experience, to provide useful information that can facilitate adaptation.

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# EXPERIENCES OF THE NIS GRADUATES WITH THE CLIL APPROACH

KALYMZHANOVA AZHAR

## INTRODUCTION

### BACKGROUND

In accordance with the trilingual education policy, piloting schools in Kazakhstan are implementing a Content and Language Integrated Learning approach. This method became a core of the trilingual education model in Nazarbayev Intellectual schools in Kazakhstan (AEO NIS, 2013, as cited in Karabassova, 2020). NIS is organizing CLIL in line with international standards. Through the implementation of the CLIL methodology, students learn simultaneously both the language and school subjects.

According to Syzdykbayeva (2017), the experiences of piloting schools will be transferred to general education schools in Kazakhstan. Therefore, to effectively implement the method in mainstream schools, there is a paramount objective of conducting the various studies that will provide an overview of the situation regarding the level of application of CLIL in piloting schools. Since CLIL in NIS as a core of trilingual education shapes the language abilities of the students (AEO NIS, 2013, as cited in Bekenova, 2016), it is necessary to understand the extent to which this method meets all the stated criteria based on the opinions of students.

### THE PROBLEM

Piloting schools such as NIS and Kazakh-Turkish lyceums were implementing a

trilingual education model long before the governmental decision to start introducing trilingual education on a broader scale. Studies showed that teachers encounter various challenges related to foreign language proficiency and teaching during CLIL classes (Huertas-Abril & Shashken, 2021; Kakenov, 2017; Karabassova, 2020). Such issues that arise in implementing the CLIL approach require a thorough investigation of all the stakeholders. According to Syzdykbayeva (2017), there is a lack of research, exploring the perception of the students on CLIL, who are considered as main stakeholders, in the Kazakhstani context. Moreover, the long-term effects and benefits of CLIL after graduation are not studied. Although the research investigating the CLIL application in Kazakhstan based on the opinions of teachers and students is replenishing, more research on CLIL would enhance the understanding of this phenomenon and contribute to program improvement.

### STATEMENT OF PURPOSE AND RESEARCH QUESTIONS

This study aims to examine the experiences and the perception of the NIS graduates on the CLIL approach. The research will reveal the long-term influence of education based on the implementation of the CLIL method.

1. How do graduates of NIS schools describe their experiences of studying subjects with the implementation of the CLIL approach?



2. What sort of challenges did the graduates of NIS encounter in the CLIL lessons?
3. How does their experience with the CLIL help them after graduation?

## **RESEARCH DESIGN/APPROACH OVERVIEW**

Since the research seeks to identify the perception of the NIS graduates on their experience with CLIL during school and after graduation, a qualitative research design best suits the study. Semi-structured face-to-face and online interviews will help to formulate the answers to research questions. The NIS graduates will choose the format of the interview based on their preferences.

## **RATIONALE AND SIGNIFICANCE**

This study will shed light on the understanding of CLIL and its impact on students. Studying the NIS graduates' opinions about this method, as well as understanding what challenges they encountered and why, and how CLIL helps them at university will not only contribute to improving the implementation of CLIL but will also help to revise and develop a trilingual education program. Identifying the possible benefits and challenges of the CLIL method will broaden the existing literature on CLIL in the Kazakhstani context. This research attempts to address the research gap regarding the long-run influence of CLIL. With the understanding of the effects of the CLIL approach on students before and after their graduation, educational institutions can make efforts to improve the methodology of the content and language teaching as well as stimulate the development of academic and personal skills.

## **DEFINITIONS OF KEY TERMS**

Throughout this study, CLIL is used as an abbreviation for Content and Language

Integrated Learning. Coyle et al. (2010) define the term CLIL as a 'dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language' (p. 1). A foreign language of a learner, regional or a second language (L2) relates to an additional language.

## **OUTLINE**

The research paper includes 6 chapters. The context, problem, purpose, and significance of the study are presented in the introduction. The second chapter Literature Review presents the existing theoretical knowledge on CLIL and analysis of relevant sources regarding this topic in international and Kazakhstani contexts. In the Methodology chapter, the research design, sample, data collection, and analysis are provided. Furthermore, this chapter includes important aspects of the research such as the limitations of the study, ethical considerations, and the researcher's reflection. The Findings chapter reports the results of the data collected through interviews. The Discussion section analyzes and interprets significant findings and links them to the reviewed literature. The Conclusion chapter summarizes the results of the research, suggests implications and recommendations for the improvement of CLIL implementation and further studies, and finally, points out the limitations.

## **LITERATURE REVIEW**

Content and Language Integrated Learning (CLIL) is a learning method that is extensively implemented throughout the globe, especially in countries with bilingual and multilingual education. Much of the current literature on the Content and Language Integrated Learning pays particular attention to the effectiveness of the program around the world through the perception of teachers and students. In the context of Kazakhstan, while there has been much research on the opinion of teachers regarding the implementation of

CLIL, there is a lack of research that takes into consideration the impact of CLIL on students in the long term.

### **CLIL IN THE INTERNATIONAL CONTEXT**

CLIL has been actively used around the globe for a long time, especially in Europe to promote bilingualism and trilingualism. According to Eurydice (2006), the Canadian experiment with immersion teaching of the French language in the province of Quebec in the 1970s influenced the development of the CLIL methodology. Then this method began to develop and spread throughout Europe in the 1990s. In 1995, the European Council adopted a resolution according to which students of the European Union Member States 'should have the opportunity of learning two languages of the Union other than their mother tongue(s) for a minimum of two consecutive years during compulsory schooling' (Council of the European Union, 1995, p. 4). It is worth noting that since then, in each country, the method of introduction and application of the CLIL was different, as each country has its educational peculiarities. Many researchers have noted that the widespread implementation of CLIL in European school systems has contributed to educational changes in foreign language learning (Goris et al., 2019; Lorenzo et al., 2010; San Isidro, 2018). Moreover, similar alterations have occurred in other parts of the world such as Asia and Australia, and South America. Notwithstanding an active application of the CLIL approach, there is a discrepancy in studies on the effectiveness of CLIL. Many studies found that CLIL positively affects foreign language proficiency and increases the interest of the students (Pladevall-Ballester, 2018; Fielding & Harbon, 2020; Huertas-Abril & Shashken, 2021; Zaroni, 2021), while Finardi et al. (2016) revealed that students in Brazil encounter with the difficulties in understanding the technical vocabulary, as well as problems for teachers on the practical level. In fact, there are certain challenges in effectively

teaching both the subject and language in every country where CLIL is applied. According to a systematic review by Goris et al. (2019), CLIL performs best in the education system of Spain in terms of providing a better English as a Foreign Language (EFL) learning approach, while in the Netherlands, Germany, and Austria EFL proficiency did not indicate significant results on tests. Hence, CLIL functions differently in schools of various contexts.

### **CLIL IN THE CONTEXT OF KAZAKHSTAN**

Kazakhstan supports tripartite language unity due to its historical background, as well as the political, economic, and social opportunities that Russian and English languages provide. Nazarbayev (2012) stated that the trilingual language policy should be encouraged by the state. In light of the decision to implement trilingual education, some researchers have begun to examine the attitudes of the Kazakh population toward multilingual education. According to Zhilbayev et. al. (2019), the majority of teachers, students, and parents demonstrated a positive attitude toward teaching natural-mathematical cycle subjects in the English language. Moldagazinova (2019) argues that the standard of living in the country will increase with the use of trilingual education according to many participants' views, despite the opposition of some of the Russian-speaking and Kazakh-speaking population to studying subjects in Kazakh and Russian, respectively. Further research is needed to determine the long-term impact of trilingual education.

Kazakhstan launched a project of CLIL method implementation within trilingual education policy. This approach is implemented in piloting schools such as Nazarbayev Intellectual Schools (NIS) and Bilim Innovation Lyceums. Moreover, other secondary schools applied CLIL as an experimental method for a short period. The number of studies that have

focused on the perception of teachers on CLIL prevails over those that investigated the opinion of the students. According to Bekenova (2016), teachers expressed positive opinions and attitudes towards the CLIL method, mentioning the beneficial influence of the approach on improving language proficiency. Unlike Bekenova, Kakenov (2017) argues that the CLIL teachers of NIS who teach History, and Geography in Kazakh were confronted with a lack of students' language proficiency and educational materials. Based on both Bekenova and Kakenov's research, the great distinction between the teachers of the CLIL can be revealed. CLIL teachers who teach in English have more positive attitudes toward the methodology because they have access to greater facilities for teaching than those teachers who teach CLIL classes in Kazakh and Russian. For a more detailed study of this phenomenon, the opinions of the students are needed. Among studies of students' attitudes towards the CLIL methodology, few studies have been found. Syzdykbayeva (2017) investigated the opinions of secondary school students. In her major study, the benefits and limitations of the CLIL approach were identified; she also reported that students negatively perceive CLIL because of insufficient language support and teachers' lack of experience. Certainly, CLIL corresponds to the policy of multilingualism in Kazakhstan, although it requires further exploration of the stability of the students' perception and whether they benefit after graduation.

A review of the existing literature aimed to reveal how the CLIL is implemented in an international and Kazakhstani context by analyzing studies on the effectiveness of CLIL application with the help of teachers' and students' perceptions. There has been much research and discussion on the perspective and effectiveness of using CLIL within a trilingual policy. Most of the research in the context of Kazakhstan has focused on the perspective of the program and the opinion of teachers. More research based on students' opinions is needed to

better understand the long-term impact and perspectives of CLIL.

## METHODOLOGY

In the Kazakhstani context, there is a paucity of studies investigating students' experience with the Content and Language Integrated Learning approach. The objective of this study is to investigate the perceptions of the NIS schools' graduates on the CLIL implementation. The study is based on a qualitative phenomenology research design to answer the following research questions and sub-questions:

How do graduates of NIS schools describe their experiences of studying subjects with the implementation of the CLIL approach?

- What sort of challenges did the graduates of NIS encounter in the CLIL lessons?
- How does their experience with the CLIL help them after graduation?

## RESEARCH DESIGN

Aiming to answer the research questions and to explore NIS graduates' experience with the implementation of CLIL, a qualitative approach will be employed. According to Creswell (2011), a central phenomenon is developed and examined in qualitative research. Considering CLIL as the central phenomenon, the qualitative method allows obtaining a deep understanding of various CLIL aspects through personal experiences.

As for the type of research design, the given inquiry will employ a phenomenological research method. A phenomenological research design identifies the common meaning and essence of a lived experience from the perception of individuals (Creswell, 2012). Hence, a phenomenological research design will be conducted to investigate a shared experience among NIS school graduates who studied with the

implementation of CLIL.

## RESEARCH SAMPLE

The participants for the study were selected based on a purposive sampling strategy. Patten and Newhart (2018) state that by using purposive sampling, researchers deliberately select individuals that provide relevant information. Notwithstanding the fact that the generalizability of the sample that was selected purposefully is limited, participants can provide useful information about their experiences to deeply understand the phenomenon using this sampling approach. Moreover, considering the common characteristics of the graduates of NIS schools, a homogeneous sampling type will be applied.

The graduates of NIS schools from Northern Kazakhstan will be recruited as the research participants. The researcher decided to analyze their background since the graduates who studied with the CLIL approach can share their perceptions and experience regarding the long-term effect of CLIL. The choice to interview the graduates of NIS schools from the Northern regions is justified because in each Nazarbayev Intellectual School of Physics and Mathematics and School of Chemistry and Biology students choose two preferable profession-oriented subjects and learn other similar subjects using the CLIL method. These subjects are Physics, Biology, Chemistry, ICT, Global Perspectives, and Economics. Therefore, the research site will be focused on schools in Northern Kazakhstan.

Through purposive homogeneous sampling, five NIS graduates of the class of 2021 will be selected. The target participants studied CLIL lessons in Nazarbayev Intellectual schools in Northern Kazakhstan and they are students of different universities at the moment. The rationale behind choosing NIS graduates of the class of 2021 is that they clearly remember their experience with CLIL lessons and can identify its

further influence. Since all the graduates are of legal age, the researcher will take oral consent from each participant to have permission to conduct the study.

## DATA COLLECTION

Semi-structured interviews with the NIS graduates were conducted to collect the data for the study. According to Merriam and Tisdell (2016), interviews allow one to gain information about past events and how individuals interpret the surrounding world. Furthermore, the use of a semi-structured type of interview allowed the researcher to order and ask questions flexibly.

Two NIS graduates of the class of 2021 chose to be interviewed face-to-face and the other two participants were interviewed online through a telephone call. Telephone interviews eased the process of data collection because the participants are geographically dispersed. Since direct observation was not possible in this study, interviewing the participants through open-ended questions provided relevant information. Before the interview, all participants were informed of the details and purpose of the study. The researcher also notified them of ethical aspects and guaranteed anonymity. All interviewees provided necessary information since they did not change the subject and answered all questions. In addition to the predefined list of questions, the researcher also asked follow-up questions to get more information on the experiences of the participants.

## DATA MANAGEMENT

All the collected data is stored in the researcher's USB flash drive. The security of the data is managed by storing the files in the folder with the password and regular monitoring. Interview recordings will be deleted after conducting the study and only the interview transcripts with the analysis will be stored. Transcripts of the interviews do not include the real names of the participants.



## DATA ANALYSIS

During the initial stage, the interview recordings were transcribed with the help of the function in Word Online that converted the audio files into text format. As soon as the texts were edited and prepared, the interview transcripts were analyzed by intensive reading and identifying valuable information. Through open coding, sentences with certain characteristics were highlighted. Then the process of axial coding organized and combined the initial codes. Axial codes were reviewed and the codes having connections were organized based on one core category. Two major themes Challenges and Benefits containing sub-themes were identified. Sub-themes having no connection to answering the research questions were excluded. One unbiased person provided feedback on the report.

## LIMITATIONS

The research findings cannot be generalized to the whole population covering all the NIS school students and graduates since the research sample is limited to NIS schools in Northern Kazakhstan. In addition, it will be difficult to interview a larger sample size because interviewing is time-consuming. Due to lack of time, few participants were reached. More participants would have provided more information on the subject matter from various perspectives. Furthermore, since interview analysis takes a long time, a quantitative method could be applied to reach a large number of participants.

## ETHICAL CONSIDERATIONS

According to Merriam and Tisdell (2016), the trustworthiness of the study is dependent on the researcher's ethics. To follow ethical considerations and have permission for the exploration, the investigator asked for verbal consent from the participants. Moreover, the researcher paid prior attention during the interview to the

interaction with no harm. All the participants were informed in advance and during the interview that involvement in the research is voluntary. Participants were informed about their rights to skip uncomfortable questions or stop the interview at any moment. To provide anonymity and minimize the risks, each participant will have pseudonyms in interview protocols and transcripts. It will be challenging to identify from which NIS schools graduated the participants since the cities of Northern Kazakhstan were not named.

## REFLECTION

As a researcher, I am interested in obtaining reliable data because I studied at NIS school. However, after the 10th grade, I transferred to another school. Since I am not a graduate of NIS school, the experience of studying subjects with the implementation of CLIL is unfamiliar. Thus, the risks of getting inaccurate and falsified data will be minimized

## FINDINGS

Investigating the experience of NIS graduates in studying school subjects with the CLIL approach provided a plethora of information for this study. The analysis of the interviews revealed four major categories: challenges, benefits, communication, and long-term influence.

## CHALLENGES

Although interviewees in most cases positively viewed CLIL implementation, they mentioned that linguistic and academic challenges in different aspects of education occurred.

Language difficulties. The study identified that participants encountered a language barrier when they started learning subjects in English during the initial stage. The language barrier was characterized by comprehension difficulties of the topic of the lesson and the task format, memorizing



and using terminology, and the need for translation. As NIS Graduate 1 explains: “There was a language barrier because you do not know the language 100%, that is, you had to translate. Also, when explaining the subject, too”.

In the interview, two participants stated that it was complicated to learn terminology and subject-specific vocabulary to some degree. Graduate 1 reports: “Many words and terms were incomprehensible in the texts”.

**Academic challenges.** Examining the experience of studying science and other subjects in English indicated that only one participant encountered a negative influence on academic performance. As reported by Graduate 1: “It became more difficult to learn with the introduction of English into our disciplines... It affected the grades and the grades were much lower than they were in the native language”.

Some interviewees pointed out that studying science itself is quite a complicated process without taking into account the language of education. Graduate 1 commented about this issue: “Chemistry was a difficult subject because there were so many formulas, and it was hard to memorize everything”. One more participant reports: “Studying subjects is difficult, but the language of instruction did not make much difference” (Graduate 3).

## BENEFITS

Despite some linguistic and academic challenges, NIS graduates shared that CLIL had a positive impact on their language proficiency, content learning, and academic and personal skills.

**Language proficiency improvement.** When exploring the possible influence of studying with the implementation of CLIL, all four participants stated that their English language proficiency benefited while studying subjects in English. NIS graduates shared their positive experiences

mentioning that their four basic language skills developed, and vocabulary was enriched by terms, academic words, and other useful phrases. Graduate 3 reports: “In general, my English level has improved because of this experience”.

Furthermore, interviewees noted that speaking skills developed due to studying sciences with the CLIL approach influenced spoken English. Graduate 2 reports: “Science subjects, they increase general English a lot. Colloquial, supposedly”. Another participant mentioned that such an experience contributed to positive cognitive changes related to the English language. Graduate 3 states: “It helped me to think not only in my native language but also to think in other languages”. In other words, studying in English stimulated them to start thinking in the foreign language.

**Content learning.** All four interviews pointed out that studying content in English provided them with the opportunity to find various useful and reliable materials for education. Graduate 4 outlines: “In English, it is much easier to find various materials, books, examples, solutions, and so on. I guess it increased my knowledge of subjects...”. In addition, some participants shared that they studied sciences in-depth due to the availability of many reliable resources. As Graduate 2 comments: “More in-depth study of the subject, because there are more resources and more books in English”.

**Academic and personal skills.** When investigating how CLIL affects the NIS graduates except for language and content knowledge, participants reported that their academic and personal skills such as writing, data analysis, and effective communication respectively evolved. The first participant mentioned that speaking, effective presentation skills, leadership, and competitiveness were developed. Graduate 2 states: “I personally learned how to compress a lot of information and to identify key points from a very large text”. Similarly, another participant outlines:

“Paraphrasing, citation styles, which are very important in writing any project work. Basically, the structure of design and use” (Graduate 4).

In addition to the development of personal and academic skills, Graduate 3 points out: “Skills of speaking, understanding, communicating, reading and listening in English. I began to think in the language in which I was learning. It affected the structure of a person’s thinking”.

### **LONG-TERM INFLUENCE**

Examining how graduates’ experience with the CLIL helps them in the long-term perspective, showed that it provides an opportunity to live and study abroad, to use the acquired knowledge in university and communication. Graduate 1 explains: “ It made life easier for me at university. Some words, vocabulary, I use in everyday life until now.”. Graduate 2 states: “Education in an English group in university. Perhaps, in the future it will help with internships on behalf of the university, in exchange programs.”.

However, while some interviewees stated that experience with the CLIL does not help in life, some of them reported that it improved English and helps in communication with foreigners. Graduate 3 outlines:

It improved my English, and it helps me to communicate with foreign students, and with my friends from other countries because English is a world language and I can talk to them about any topic. Even about physics, biology, and any subject we studied in school.

### **DISCUSSION**

This chapter aims to discuss findings to explore the experiences of NIS graduates with the CLIL lessons and answer the research questions.

### **LINGUISTIC AND ACADEMIC CHALLENGES**

The results of this study revealed that NIS graduates encountered various difficulties related to the English language and subject learning at the beginning of CLIL implementation. The tendency of having linguistic obstacles such as difficulties in comprehension of subject-specific vocabulary is compliant with the numerous studies all over the world (Finardi et al., 2016; Huerta-Abril & Shashken, 2020; Syzdykbayeva, 2017). Notwithstanding the fact that NIS students learn four basic English skills in-depth before the transition to the CLIL lessons, it is complicated in the initial period to study subjects in English, especially sciences. Syzdykbayeva (2017) explains that students are hampered in mastering the language since there is a lack of English speaking environment. As a result, students may have a language barrier, and difficulties understanding the content, learning scientific processes, and participating in class. The finding revealed that there is a need for teachers’ support and the use of scaffolds at the start of the CLIL application.

### **BENEFITS AND LONG-TERM EFFECTS**

The majority of the participants reported that studying subjects in English had a positive effect on their English language proficiency, especially vocabulary and speaking. These findings are in line with the previously conducted studies on CLIL (Pladevall-Ballester, 2018; Fielding & Harbon, 2020; Huertas-Abril & Shashken, 2021; Zanoni, 2021) that indicated that CLIL is a beneficial method for language improvement.

Furthermore, NIS graduates stated that CLIL provided them with the opportunity to study sciences and other subjects thoroughly since there is an abundance of educational materials and resources in English. Although in the previous research exploring the teachers’ perception of CLIL, teachers reported a deficiency of resources and books (Bekenova, 2016; Huertas-Abril & Shashken, 2021; Karimsakova et al.,

2018), students did not encounter such challenges. This could be explained by the fact that while teachers need careful preparation and materials to construct a lesson plan, students can use numerous reliable sources for completing the tasks and further education.

Another important finding was that NIS graduates shared their experiences of developing distinct academic and personal skills. Hanesová (2014) found out that CLIL implementation has the potential to develop critical, creative thinking, and communication skills in students. As interviews indicated, the participants enhanced their effective communication and cognitive abilities, writing skills, and other personal skills.

Moreover, some participants claimed that CLIL is beneficial in university and for their future. These results support the previous studies which revealed the students' positive view of CLIL on their future (Coyle, 2013; Syzdykbayeva, 2017). This finding revealed that CLIL has a positive impact on students' further education in university, communication with foreigners and provides an opportunity to study and live abroad.

## CONCLUSION

This chapter indicated the experience of NIS graduates regarding the CLIL method covering the possible challenges, benefits, and the influence of the approach in the long-term perspective. CLIL students may have distinct individual experiences that require further in-depth investigation with the broader sample size.

## CONCLUSION

This chapter focuses on providing a summary of the study. The purpose of the present research was to determine the perceptions and experiences of NIS graduates with the CLIL approach. The current research also aimed to examine the long-term influence of the experience of

## MAJOR CONCLUSIONS

Considering the first research question, the findings revealed that participants in most cases have positive attitudes to CLIL and describe their experiences favorably. NIS graduates expressed their positive experiences by mentioning their improved language proficiency and content knowledge, as well as developing useful academic and personal skills. Despite the positive aspects of CLIL, some participants reported that they encountered difficulties related to the educational demands and education using the English language. The study found that at the initial stage of the CLIL implementation, students encounter challenges because they are used to learning in their mother tongue, considering their relatively high level of English language. However, after a period of adaptation, students get used to learning in English, after which they develop a more positive attitude to the method.

In the response to the second research question, some participants mentioned that they experienced language and academic difficulties such as challenging understanding of the content, and language barrier at the very beginning. Nonetheless, some graduates reported that studying sciences itself is complicated and they did not notice any difference due to the change in the language of instruction. The conclusion that can be drawn from these findings is that each CLIL student overcomes different challenges, which depend on individual peculiarities such as English language level, knowledge of a particular subject, and ability to learn and adapt to changes.

Another major finding is that through CLIL, students gained access to numerous English-language resources that provide reliable information and enhance their knowledge of particular subjects. Moreover, NIS graduates mentioned that CLIL provides new opportunities related to education in universities all over the globe and their improved language proficiency

allows them to have active communication with foreigners. Interestingly, during the education with the CLIL application, some graduates developed useful skills. Hence, NIS graduates noted the distinct impact of the CLIL method.

Overall, these findings drew a picture of the level of CLIL implementation in NIS schools in Kazakhstan and to what extent NIS students were satisfied with the CLIL approach. The NIS graduates have a positive perception of this method of teaching, noting both minor difficulties and favorable impacts of CLIL.

### **LIMITATIONS**

In addition to the previously discussed methodological limitations, it is important to consider other limitations of this research in future studies. First, few participants were reached and interviewed due to a time constraint for conducting the study. To gather more information and generalize the results to the entire target population, more interviews should be conducted with students and alumni of all Nazarbayev Intellectual Schools.

In addition, all interviewees preferred to answer in Russian. Therefore, some concepts and ideas of participants may not have been fully transferred because of translating the interviews into English.

### **DIRECTIONS FOR FURTHER RESEARCH**

The findings of the research proposal that CLIL can be studied from distinct perspectives. A future study covering a broader sample size with an extended number of research sites would probably provide more generalizable results. Since the present research is focused on the experience of graduate students of NIS, it is suggested to reproduce the study for the graduates of other schools such as Bilim Innovation Lyceums, that are implementing the CLIL approach. In terms of sample

size, it would be interesting to conduct quantitative research that will cover all Nazarbayev Intellectual Schools and other piloting schools. Moreover, the study comparing and contrasting the experiences and perceptions of teachers and students would be interesting.

### **IMPLICATIONS**

The research findings may provide useful information for school administration and the Ministry of Education and Science. The information provided by participants on the difficulties of learning with CLIL can be used to improve the program not only in piloting schools but also during the introduction of the method in regular schools. To improve the effectiveness of CLIL, school administrations should introduce preparatory activities for students by foreign language teachers, subject teachers, and psychologists. Such arrangements minimizing possible challenges for the students may contribute to a better understanding of the school disciplines, effective communication in English, and increased psychological readiness. Moreover, the policymakers may review the rules and measures for the introduction of the CLIL approach in general education schools.



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# EXPERIENCES OF THE INDIVIDUALS WITH MULTILINGUAL UPBRINGING IN KAZAKHSTAN

TOKZHAN YESSENGALI

## CHAPTER 1. INTRODUCTION

### BACKGROUND AND RATIONALE

Multilingual households exist and their experiences in family language environment and raising children is different from linguistic environment of monolingual households. According to Ily Hollebeke, Esli Struys & Orhan Agirdag (2020) linguistic focus of bilingual households shifted to multilingual practices. According to the articles of this researchers it can be stated that there is no problem with people being raised in multilingual families (was not found yet), but there is a problem that their experiences were not investigated nor documented for decades. Additionally, Elizabeth Lanza (2021) asserted multilingualism has become popular topic to investigate. In other words, raising children that acquire few languages simultaneously is currently being researched by different researchers. According to some of them multilingual family policy is not advised during child-rearing practices and these concerns cause hesitation in multilingual families. Multilingualism as a phenomenon is a skill that could be investigated due to rising number of multilingual families in Kazakhstan.

### RESEARCH QUESTIONS

Hence, main research question of this paper is: "What are the experiences of individuals with multilingual upbringing in Kazakhstan?", the goal of this study is to investigate experiences of individuals from families with multilingual background in Kazakhstan, explore its influence on certain realms of their life and to get to know how individuals from multilingual households

were raised with multilingual family policy. Following questions were used as subsidiary ones to depict experience of the individuals from multilingual households more precisely:

1. How multilingualism interfered with their social life?
2. How multilingualism and family relations interfere?
3. How may multilingualism and perception of identity interfere?

### KEY TERMS

Several concepts related to languages and linguistics were used as a frame to explore experiences of individuals from multilingual upbringings in Kazakhstan:

- 1) Multilingualism- ability to speak more than to languages fluently (sometimes on a native like level)
- 2) Multilingual upbringing- guardians and parents speak and use multiple languages during upbringings of the child.
- 3) Family language policy- certain rules, preferences (usually built by the oldest generation of the household) when it comes to languages: preferring native language, rejecting translanguaging, etc. The reaction of breaking the rules is also a part of family language policy.

### OUTLINE OF THE STUDY

This work consists of 6 chapters. Introduction gives general view into the research: problem purpose of the paper, alongside with questions of the research. Following chapter, Literature Review, discusses existing theory and research related to

multilingual upbringing. Methodology further explains how participants were selected, how certain research design and instruments were chosen, etc. Findings of the study are depicted in Findings chapter and analysis of the findings are in the discussion part of the paper. The last part is the conclusion: overall view of the whole paper and gives recommendations for further research.

## CHAPTER 2. LITERATURE REVIEW

### BACKGROUND

Factors such as interest in multiple languages and increase in migration is encouraging growth in number of family dynamics where multiple languages are enforced by parent and/or environment (Van Oss, et al., 2021). Multilingual families are likely to climb in numbers due to various reasons as otherwise stated. Thus, possible growth leads to necessary decision of multilingual families: what languages are going to be spoken in the family and how they are going to be spoken. Decision on regards of linguistic use of languages when it comes to child-rearing practices shapes family language practice by enforcing certain patterns and in-family language related rules. Having several languages used in family essentially leads to family language policy. Family language policy is an ideology of the family related to languages: how often to use certain language, is it fine to mix the languages/ which language is favored in family, etc.? Family language policy is vital part of the language experience in multilingual families and thus, crucial factor in experiences of individuals with multilingual upbringing. Influence of multilingualism also shapes overall encounter of multilinguals.

### EXPERIENCE

Multilingual experiences within a family cannot be depicted in few sentences or few arguments. Due to complex relationships

of individuals with one language only, relationships of various languages within a family (multiple people) are harder to describe. However, there are attempts in sociological sciences to find certain patterns in different multilingual families. There are theories and certain terms linked to multilingualism in household. For instance, the language experience of members from multilingual background may be labeled as multilingual repertoire according to Lanza (2021). Multilingual experience with languages leads to ideas such as family language policy is directly influenced by family dynamics and that family is a natural setting for language development have been supported in two articles by Srhir (2020) and Lanza (2021) used in this literature review. Asserted by these authors language family police is language essence and basis for multilingual families. Family plays central role in multilingual experience because members are the individuals that build family language policy (by enforcing certain rules or even disobeying them), use languages in a way that is understandable for family members as otherwise stated.

According to Hua and Wei (2016) multilinguals have not been the object of the interest despite sparking interest in certain societies, however growing interest in multilingual families functionality has been also noted. Growing interest may be explained by the fact that there are more bilingual/multilingual families (reasons were introduced in “Background” part of the literature review).

Hua and Wei (2016) declared that experiences of multilinguals differ from case to case because each family has a different reason of multiple languages being used: immigration, transnational marriage is also factor that contributes to such phenomena (Gomes, 2020). In other words, each family has unique reasoning, background, family language policy and these factors shape language experience of multilingual individuals. Similar point was discussed by Shrir (2020). However,

author added the notion of that original/native language is usually preferred to be used in family environment. This ideology leads to bond of family members related to capitalization of mother tongue. Kozminska & Zhu (2021) and Gomes (2020) have introduced influences in multilingual family. Effect of the language on identity in multilingual families is mentioned in the paper by Gomes (2020). Perspective of Gomes (2020) is discussed in concluding part of the narrative research. According to the paper parent-child interactions heavily influence not only emerging identity, but also their national and linguistic selves. Second article noted that Polish family in Britain have declared that they were relatively satisfied with their language policy (English and Polish) and noted that their language related ideology/strategy was not influenced by any political by events in society (Kozminska, Zhu, 2021). In paper of Kozminska, Zhu (2021) the example how family language policy is mainly influenced by family itself and influences members was given as otherwise stated. However, self-efficacy of the multilingual family member is not directly influenced by family languages (Van Oss, et al., 2021). Family language policy that ensures to use all the languages is sometimes advised by linguists. However, the fact that those professionals may have their own bias when it comes to multilingual upbringing must be taken into consideration. Bias of advocates of multilingual training has been proven statistically by Van Oss, et al. (2021).

### **GAP IN THE LITERATURE**

Multilingualism as a phenomenon has been a focus of linguistic researchers for a short time and hence there are gaps in studies of it as it was mentioned in the “Background” of this chapter. The first noticeable gap is that researchers tend to focus on: the process of multilingualism during child-rearing practice and in family only, and experience outside the family is not usually the focus of the research, even though multilingual is a peculiar skill that may somehow interfere

with life outside the family. This research will investigate experiences of multilinguals who are already young adults or at least undergraduate students to see the result of their multilingualism they have had already in the family and outside.

## **CHAPTER 3. METHODOLOGY**

### **RESEARCH QUESTION & PURPOSE**

The aim of this chapter is to explain research design and instruments applied to this research. I was interested in the experiences of individuals from multilingual families because there is a concern that using multiple languages simultaneously during child-rearing practice may not be beneficial for and even have certain drawbacks on individuals. Main objective of this study was to explore experiences of individuals with multilingual upbringings by answering following questions:

1. What are the experiences of people in multilingual families?
2. How multilingualism interferes with their social life?
3. How multilingualism and family relations interfere?
4. How did multilingualism and perception of identity may interfere?

This chapter of the research will also explain why qualitative phenomenological method was chosen as a method design, instruments that will be used during data collection, how participants were selected, how collected data will be analyze. As asserted by Creswell and Poth (2016) qualitative case study is usually used to explore unheard experiences of people, since multilingual families were not always considered when talking about language settings, their experiences are unheard. Hence, qualitative research method is used in this research due to fact the main objective is to discover unheard encounters of people raised in multilingual family environment.

## **SAMPLING AND PARTICIPANTS**

Since main purpose of this paper is to examine experiences of people who were raised in multilingual environment, target participants are individuals with multilingual family language policy. Participants were found using convenient sampling because it was of the fact that majority of the families in Kazakhstan are bilingual and author of this study had troubles finding participants and even then, convincing those not-yet-participants to become participants of this study. I found participants mostly due to the fact I have common friends with them.

Being raised in an environment where more than two languages are spoken was the essential criterion when selecting participants. Age aspect was minor and additional aspect, so that I personally would be able to communicate with them deliberately as possible and to avoid huge age gap between interviewee and interviewer that may have led to certain awkwardness or even bias from participants and even author of this chapter. See Table 1, for specific details about participants.

## **DATA COLLECTION**

Qualitative method allows researcher to collect data in a various way and the most popular ones are interview and observation. Observation was excluded in collecting preliminary data since all the needed information could be found in interviews and focus of the research: “Experiences of individuals with multilingual upbringings”. Naturally, observation should have been held in someone’s natural family setting. Interview was selected as primary collection tool to answer subsidiary questions of the research because according to Creswell and Poth (2016) interviews are understandable sub-questions that are easy to understand from the perspective of the respondent.

All the interviews were conducted online via audio-messages of “WhatsApp” social network. As semi-structured interviews help

with making interviews flexible. Questions were altered, added and/or excluded during the interview depending on the respondents’ answers. Terminological phrase “Family language policy”, an essential backbone of this research, was not used during interview due to its origin that may not be familiar to respondents, instead there were adapted phrases that can be used instead of the phrase.

## **DATA MANAGEMENT**

All the data collected was destroyed after transcription and coding of the interviews. Security of the data during research was provided by smartphone of the researcher, I, that requires facial identification of the owner to give access to all the information on the device.

## **DATA ANALYSIS**

Collected data were analyzed manually through coding. Each audio-message (response of the respondent) was transcribed individually by me, and then axial coding was used to find common themes in all three interviews.

## **LIMITATIONS**

Main limitations of this paper were short amount of time and small number of participants. Paper was written during one semester, and it is not enough to investigate the experience of the individual in a half an hour interview via social networks, also I was able to find and convince only three individuals from multilingual family.

## **ETHICAL CONSIDERATIONS**

In this section of this chapter, I am going to discuss ethical issues and measures taken into consideration to minimize risks that may endanger participants. My responsibility in this research when it comes to participants is to prioritize the security of my participants, of their identities, and data.



Participants were considered as equal, and their data will be protected from leakage. Mentioned steps were conducted according to Creswell and Poth (2016).

Each participant gave permission to record and store their responses before the process and consented to participate in the research. In the beginning of each interview, each participant was informed about their rights as a participant and most importantly that they were allowed to withdraw from research at any given moment without giving reasons,

## CHAPTER 4. FINDINGS AND DISCUSSION

### CHAPTER 4.1. FINDINGS

#### IN FAMILY

When exploring language environment in multilingual families, 3 out of 3 participants of this study described positiveness of the language environment and some even asserted that there is no strictness or any prejudices against learning additional languages. However, according to interviewees, parents in all families declare the preference of a native language (Kazakh) over other languages and usually show dissatisfaction when anyone (mostly children) mix languages, usually Kazakh is mixed with Russian. One of the themes that occurred during the interviews is that all three participants had one certain rule in their families, according to which they are supposed to finish the sentence with the language they started it. Despite certain loose rules, majority of the participants asserted comfort in family language environment: "I would say comfortable, comfortable use any language, well, at least, it is for me" (Participant 3), and only one participant declared certain level of inner discomfort when being scolded for translanguaging. However, according to that participant language environment in their family is still positive:

...I would say this is the best way of going

through this kind of situation because everyone makes mistakes, and my dad also understands me because I'm just learning, and this is the home environment when we can make mistakes, but we should not repeat that whenever we go out of the comfort zone (Participant 2).

However, interesting theme that occurred is that all three participants mostly speak and/or are comfortable to use Russian, despite loose requirement of parents to mostly speak their native language (Kazakh).

#### OUTSIDE THE FAMILY

Adapting to the environment outside the family, according to the respondents, was mainly positive.

Multilingualism of the participants and their experience in building friendships was mainly positive: 2 participants shared experiences where they were able to build relationships with other people with the help of their multilingualism and vice versa. Being raised in a family where multiple languages are spoken positively interfered in life of 2 participants as otherwise stated. Moreover, Participant 1 added that their multilingualism was enhanced by friendships built in Kazakhstan. However, the fact that multilingualism mostly did not influence any friendship in a positive aspect and even gave them certain discomfort in relationships was briefly mentioned by Participant 3. The fact that discomfort was caused by the fact that in those certain friendships other individuals spoke one language was mentioned by the participant.

In education, participants declared similar positive attitude towards interference of education and multilingualism and Participant 3 even highlight how their skill was useful when studying abroad.

#### PERCEPTION OF IDENTITY AND MULTILINGUALISM

Peculiar theme that occurred during

interviews when interviewees were asked about multilingualism in themselves. 2 out of 3 participants declared changes in personalities when switching languages and even the fact that each language obtained certain role was mentioned. Participant 3 claimed: "Well, to be honest my identity is based on all the languages that I speak...". All in all, three participants have similar and different experiences when it comes to self-perception regarding to multilingualism. They have declared different internal shifts when speaking different languages, however the fact that there is a change for all participants when changing languages must be considered.

The perception of languages and multilingualism as a skill was rated highly by respondents. Participant 1 even stated that multilingualism is an essential skill to teach during child-rearing practice. Only one participant did not give the highest rating and feedback to their multilingual experience due to the fact they do not deem themselves fluent enough in their native language. In other words, all the participants are considerably satisfied by their multilingual experience in Kazakhstani society.

### **CONTRADICTION OF THEORY AND PRACTICE**

Previously it has been found that elderly generation of multilingual families enjoy the fact when younger generation (children) study new languages, also it was found out that parents mostly prefer native language over languages, Parents and guardian do enjoy when their children learn new foreign languages, but in practice, they prefer native language in vernacular, participant 2: "...she really doesn't care about mixing languages because she does it too but my dad is a little strict in this regard" and in the same interview: "...he tried to integrate his multilingualism...". This minor contradiction in family language policy of multilinguals could be explained by language situation in Kazakhstan: government has been

enforcing native language since the independence of the country was declared in 1991 and has been trying to enforce three language(multilingual) policy in school curriculum simultaneously

## **CHAPTER 4.2. DISCUSSION**

### **IN FAMILY**

Positive language environment stated by participants may be explained by Srhir (2020) and Lanza (2021). According to their articles and literature review of this paper family dynamics plays direct role in shaping family language policy. Even minor contradiction in family language policy and theory did not have negative influence on perception of family environment of the respondents: parents enjoyed the idea of learning new languages, but preferred native language use. Having non-strict and friendly dynamic have directly influenced the way languages are spoken in the family. Certain preference over a native language in all three respondents' families was discussed in literature review of this paper. Srhir (2020) explains that preferring native language when building language policy of the family leads to bond. This bond and its need may be more comprehensible when Kazakhstani language environment is taken into consideration. Kazakhstan was under the ruling of Russian Empire and part of the USSR for centuries and after gaining desired independence, native language has been not only popularized by government, but also certain preference of Kazakh has been voiced by the society itself. Nevertheless, all participants mostly speak Russian, again, because of the centuries of being under the ruling of Russian speaking governing.

### **PERCEPTION OF IDENTITY**

As it was asserted in Findings section of this paper, one of the participants claimed to build their personality around all the languages they speak. This type of inner

perception changes when switching languages was discussed by certain researchers. In the research by Dewaele and Nakano (2013) speculation about the way person accepts the language has direct influence on how they feel when they start using the language was confirmed. As otherwise stated, this type of inner shift is directly caused by perception of the speaker on the languages they are shifting in between. Additionally, the fact that this type of changes is more noticeable to multilinguals rather than bilinguals was mentioned by Dewaele and Nakano (2013) too.

### **OUTSIDE THE FAMILY**

According to experiences of interviewees maintaining friendship as a person with multilingual upbringing may be enhanced by their linguistic skills or vice versa, multilingual skills may have negative influence on the friendship. Mainly positive influence of the participants may be explained by languages that they speak, they were spoken in social circle that they interfered with. All participants speak Kazakh and Russian as basis and languages such as Turkish and English are already widely spoken and popularized languages in Kazakhstan. Thus, all the languages they acquired with the help of the family was relevant for their experience of socializing into the environment.

### **GENERAL EXPERIENCE AND SATISFACTION WITH MULTILINGUALISM**

According to Zhu Hua and Li Wei (2016) each multilingual experience differs from each other due to differences in the history that led to the family speaking multiple languages when raising children. All three participants have different causes by their linguistic skill; however, they can be united by the fact all of them are deeply satisfied with their multilingual experience. General linguistic atmosphere clarifies positive

experience of the respondent: Kazakhstan is heavily bilingual-populated society and there are a lot of special lyceums, schools that even educate in three languages (BIL, NIS, etc.). This type of indirect positive enforcement by society and in society directly led to positive experience of multilingual individuals that took part in this research.

Literature review of this paper indirectly explains how multilingual upbringing may lead to struggles, however respondents of this research stated mainly positive experience. This drastic difference from literature and real-life experience is certainly caused by the fact that this research was conducted in Kazakhstan where majority of the population is already bilingual, hence speaking two languages on a native level is not unusual, speaking more than two languages is not deemed as a peculiar skill.

### **CHAPTER 5. CONCLUSION**

Purpose of the study was to explore the experiences of individuals raised by multilingual parents and/or guardians. Evidence shows that experiences of individuals from multilingual families is positive in overall: positive family environment with non-strict family language policy, mostly positive interference of multilingualism and socializing. Also, it was discovered that individuals felt peculiar changes in themselves when switching languages and certain ones even claimed they have different used for each of their language.

### **IMPORTANCE**

The importance of this study is to recognize the experiences of people from multilingual households in sociolinguistics. The way these people interact with their family and with society differs from people who share all the languages spoken in family with a society they dwell in. By conducting this research, positive environment that could be discovered in almost unstudied area

of multilingualism in sociolinguistics of Kazakhstan was indicated.

### LIMITATIONS

This section of the paper indicates factors that limited the research. Further research should be conducted as narrative research to gain knowledge from the perspectives of guardians and parents because this research focused on the youngest generation of the family (children). Perspective of a guardian and/or a parent may give another perspective of experience from multilingual parent, contradiction in the findings may be explained, when parents that enforce family language policies will be interviewed. and looking into the difference between location should be taken into consideration because as mentioned in "Finding and Discussion" chapter, multilingualism as a skill is accepted as a positive trait and this perception of society has strong correlation with experiences of multilinguals. In other words, research was limited by the country where research took place and by the fact that only one perspective was taken into consideration.

### RECOMMENDATIONS AND IMPLICATION

Due to mostly positive experiences of participants, non-strict enforcement of multilingual environment is recommended. There are not a lot of recommendations that can be discusses due to phenomenological nature of the research, and as a researcher, I cannot recommend multilingual families, however, changes in the doubtful attitude of linguists towards multilingual families may be suggested.

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# LANGUAGE LEARNING MOTIVATION

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## INTRODUCTION BACKGROUND

Motivation - is an abstract concept, that can be considered as one of the leading factors in human entities' behavior, and is defined by Cook and Artino (2016) as a process, in which an individual is targeted to achieve personal goals by accomplishing particular activities. This term assists the productivity of each person, consequently, the stated goals of an individual will be succeeded (Kilic & Akan, 2021).

The concept of motivation has been discussed in a wide range of sciences, beginning with psychology, continuing with cognitive sciences, and finishing with linguistics. Talking particularly about linguistics, and language studying, it can be said that exactly this term plays a pivotal role in the case of successful foreign language learning implementation. Thus, procedures that are targeted to increase students' motivation were equipped within the language teaching sphere. For instance, educational centers conduct surveys which aim is to identify students' purpose of language learning; after gathering the data, an analysis is conducted, and after finding majority's opinion, implementations according to motivation are applied (Kilic & Akan, 2021).

Despite the fact that educational organizations identify students' language

learning purposes, there were no investigations focusing on students' strategies and experiences toward perceiving the motivation. Therefore, this paper will focus on the process of students' motivation maintaining.

## RESEARCH GAP RESEARCH DESIGN

There were many studies which were focusing on the percentage of motivation level among students and factors, that affect the motivation. As an example, a quantitative research from Sener and Erol (2017) depicts that beginning from 33% to 54% of Turkish students are motivated positively to learn a second language. Sidaway (2021), Kilic and Akan (2021) guided qualitative studies towards factors of foreign language learning motivation, and revealed that social environment (e.g. teachers, classmates, parents) is the leading factor for high degree of motivation.

Despite provided studies in relation to the concept of motivation and its factors, there is still a lack of qualitative researches devoted to the experiences of people, who tried to keep their motivation to successfully learn a language.

For this reason, this study is designed as a qualitative research, for gathering students' experiences and perceptions.



## RESEARCH SITE

Previous studies were conducted within schools, which provide foreign language lessons on the basic level. Owing to that reason, there is a lack of studies that were settled within universities or other educational organizations which offer learning the English language at high levels, beginning with upper-intermediate level. Thus, this study is conducted within the KazGUU university, in which language lessons are taught beginning from the B1 (intermediate) level.

## SAMPLE

As it was mentioned earlier, according to the research site (schools) the sample, subsequently, will be school pupils. Naturally, the major amount of pupils are still not ascertained with their future specialization, thus, they may take the foreign language learning not so seriously, as college or university students do. Thereby, conducting a study on language learning motivation among university students will bring more elaborated views. Accordingly, the sample that was chosen for this research is KazGUU students.

## PURPOSE OF THE STUDY

The purpose of the study is to bring new insights regarding motivation and investigate how KazGUU students keep their motivation during the whole semester. In addition, there will be clarifications of students' associations with the motivation and English language terms.

## RESEARCH QUESTIONS

After the identification of the previous researches' gaps, the following research questions have arisen:

1. What are the experiences of students towards preserving their motivation during the period of studying? (Main research question)

2. What words are associated with the term Motivation? (Research question)

3. What words are associated with the term English language? (Subsidiary question)

## SIGNIFICANCE OF THE STUDY

Although it was already revealed that motivation is helpful in terms of language learning and the techniques for its increase are equipped, there is still a need to investigate further within particular huge educational centers, such as universities. This fact highlights the significance of the current study.

## KEY TERMS

The most frequent terms, which are defined by Cook and Artino (2016), that can be found in this paper are following:

Motivation - a process, in which an individual is targeted to achieve personal goals by accomplishing particular activities;

Extrinsic motivation – motivation, that is stimulated by external factors and conditions;

Intrinsic motivation - motivation, that is stimulated by internal factors and conditions.

## THESIS OUTLINE

The current thesis consists of the following sections: introduction, literature review, methodology, findings, discussion, and conclusion. The introduction chapter clarifies the statement of the research problem, gap, significance of the study, and settled research questions. The following section focuses on the reviewed literature and a deeper explanation of the concept of motivation. In the next section methodological part of the research, research participants, research site, and ethical considerations are explained in a detailed way. The following two chapters are devoted to the presentation of the

results and their further discussion. The last chapter – Conclusion – is a summary of the findings, and, in addition, the limitations of the study will be acknowledged and recommendations for future researches will be provided.

## LITERATURE REVIEW

### MOTIVATION CONCEPT

By examining the topic-related literature, it can be said that motivation affects learners' attitudes to learning and increases their concern about language acquisition. Several amounts of published quantitative studies (e.g. Dörnyei, 1994) suggest that the cognizance of the significance of motivation is widely spread among educational sciences, due to its efficiency and validity in education. In this manner, most educational centers have taken into account and promoted operations for incentive advancement into teaching programs. Nevertheless, it was revealed that there are other components of motivation, which are present beyond the academic sphere; for example, motivation, which arises in terms of language knowledge for good career opportunities formation. On this point, the present literature review emphasizes the presence of motivation "inside" the classroom and "outside" the classroom; in other words, concepts of motivation for studying, which are caused by the principle of academic performance, i.e. extrinsic motivation (Deci, 1975), and concepts, which are risen by principles of students' perspectives for life, i.e. intrinsic motivation (Deci, 1975) will be presented.

### EXTRINSIC INCENTIVE

Beginning with the internal classroom aspect, quantitative researches on the topic of motivation, which were conducted by Imsa-Ard (2020) and Sidaway (2021), have shown that half of the students were demotivated to learn a language, because of the inappropriate techniques of language

teaching. The explanation here is that such kind of language training classroom procedures were applied explicitly for the exam-oriented education system, which is commonly used in the vast majority of schools and universities. Moreover, Imsa-Ard (2020) states that 12% of learners were motivated (i.e. forced) to study a language within a course because of parental and teacher pressure. Notwithstanding these findings, Kilic and Durdagi (2016) have discovered that there were at least 14% of students, who were highly motivated to learn a language in a classroom by the reason of their own will to communicate and assist each other. Such attitudes regarding language learning in the classroom among students establishes a friendly atmosphere. A pleasant setting reflects positively on students' motivation and foreign language performance (Busse & Walter, 2013). What is more, Imsa-Ard (2020) states that if the surrounding is benevolent, students are reasoned to speak and perform confidently in front of the class; learners practice grammar exercises without anxious feelings and are not afraid to make mistakes.

Obviously, inside the classroom, students have to demonstrate their academic knowledge of the language. However, there is a presence of outliers, who intended to use natural, non-academic language. Analogous examples from reviewed literature about this phenomenon will be presented in the following paragraph.

### INTRINSIC INCENTIVE

Continuing with the external classroom aspect, it can be said in advance, that students, whose goals are independent from school's or university's language course achievement, have immunity to language learning demotivation. Yurtseven and Altun (2016) explain this as a fact that these learners inquire a foreign language in a more practical way. In addition, authors have concluded that such students prefer and eager to study and speak more natural language, such as native speakers,

than academic language. Altun (2016) interprets such desire as an inclination to investigate cultural aspects of a studied language. Another detailed examination of motivational orientations by Sener and Erol showed that 'the aim of learning English as a foreign language was mostly to find a good job' (Sener & Erol, 2017, p. 261). Furthermore, a qualitative study by Sidaway (2021) describes students' strong incentive in relation to their intention of ability to use a language for future utilitarian ambitions. For instance, participants from Sidaway's (2021) study, who are planning to move to English-speaking countries, have responded that it is vital for them to be able to interact effortlessly with their future neighbours, classmates, and colleagues. It should be also mentioned that students, who are driven by intrinsic motivation, have the ability to achieve language-related goals regardless of circumstances.

## CONCLUSION

There is a plenty amount of factors that stimulate the motivation toward language learning. A review of the relevant literature proves that there are many students who find inspiration for language studying in assisting each other inside the classroom, while others are stimulated by adaptability for good opportunities in future living conditions. Researches show that, in generic, the data was collected with the usage of quantitative methods. As a consequence, there is a gap in gaining the information from the qualitative approach. Moreover, it should be clarified about the experiences of people, who endeavored to preserve a motivation for successful language achievement. In light of that, this study will expand the awareness regarding students' motivation and will answer the questions which are given in the methodology section.

## METHODOLOGY

This chapter explains and justifies the methodological part of the research. The

paper aims to explore KazGUU students' perceptions of the English language learning motivation by answering the following research questions:

1. What are the experiences of students towards preserving their language learning motivation during the period of studying? (Research question)
2. What words are associated with "Motivation", according to KazGUU students? (Sub-question)
3. What words are associated with "English language", according to KazGUU students? (Sub-question)

In generic, the description of this chapter is divided into 6 sections. The first section will clarify the particular research design, which was chosen for the study. The subsequent section will be devoted to the inclusion characteristics of sample recruiting along with the portrayal of the research site. The following section will discuss data collection methods, which were operated in the study, alongside the management of data. The next section describes how the collected information will be analyzed. The fifth section will narrate the limitations and challenges that occurred during the process of data collection. The final section is dedicated to the description of ethical considerations.

## RESEARCH DESIGN

The study is built upon a qualitative research design. Silverman's (2013) inquiry confirms that it is preferable to operate with a qualitative approach in terms of conducting a study about the issues related to the perceptions and experiences of human entities. Thus, an advantage of using the qualitative method is that it allows making an investigation deeper into participants' language learning motivation experiences, thoughts, perceptions, and feelings.

In addition, as it was mentioned before in the previous chapter, which is devoted to

the review of the literature, pre-existing studies regarding the chosen topic, in most cases, were conducted with the usage of quantitative methods. Furthermore, it can be known from Creswell's (2016) book that quantitative researches provide generalized results. Consequently, such kinds of studies do not demonstrate the detailed opinion and unique experiences of each research participant. According to this fact, it is another reason for conducting the study, which will be compiled through the medium of qualitative research design.

It is common knowledge that information is gathered by the researcher single-handedly with the usage of specialized qualitative research tools, such as interviews, observations, etc.; in other words, information should be filtered through the researcher's lens. For instance, during the process of the interview conducting, the researcher has to inquire about the participant's viewpoint for getting a clear understanding of the performed issue or phenomenon. Moreover, such investigations are held within the natural setting of the research participants (Hatch, 2002).

In accordance with these characteristics, the current study equips individual semi-structured interviews with each person, who volunteered to participate, in their natural setting – KazGUU University – where people might have faced the concept of language learning motivation. Detailed information and portrayal of sampling recruitment, research site, and research instruments are described in the following paragraphs.

## **PARTICIPANTS & RESEARCH SITE**

### **PARTICIPANTS**

By looking at the research topic, problem, and questions, which are aforementioned, it can be obvious that the target population for the study concentrates on the students from KazGUU. For this research, purposive

sampling is equipped. This type of sampling allows the researcher to examine various cases of perceptions from participants regarding a specific topic (Crossman & Ashley, 2020). Students were asked to take participation voluntarily with the application of the verbal informed consent; in addition, there were two inclusion criteria, which are important for the present research. The first criterion focuses on the person's current year of study in KazGUU, and the second deals with the presence of experience in English language learning. It is also essential to mention that participant's major plays a kind of pivotal role, simply because it is considered by the researcher of this study that chosen major deals with the perception of English language learning motivation. In relation to these rationales, 4 participants were engaged in this study. The information about picked participants is depicted in the form of a table and demonstrated below.

Table 1  
Information About Participants

Name	Major	Year of study
Student B	International Relations	1 year
Student E	Applied Linguistics	2 year
Student A	Management	1 year
Student T	Applied Linguistics	3 year

### **RESEARCH SITE**

The study has been conducted at the research participants' natural setting – KazGUU University. This research site is preferred because the English language is used here as an official language of learning – the majority of the disciplines (e.g. Academic Writing, Basic English Language, Critical Thinking) and faculties (e.g. Applied Linguistics, International Relations, Translation Studies) are specifying on this language, student's research works have to be written in English, and lessons are conducted in English; accordingly, it is essential to conduct the research within



this site by the fact that students had to deal with the foreign language learning and still facing that process within the KazGUU University.

## **DATA COLLECTION AND MANAGEMENT**

The research instrument that has been used in this research is the semi-structured interview. This type of interview consists of open-ended questions, which were designed to figure out the information regarding the research problem. An advantage of using this type of research tool allows changing the structure of the interview due to the fact that when individuals are asked to answer the question, the interview session “becomes a game of finding the right answers” (Hatch, 2002, p.102). Thereby, with the usage of semi-structured interviews, there was an ability to ask participants additional questions to allow participants to elaborate their answers and get more detailed information.

All the interviews were audiotaped with the digital audio recorder and transcribed using a Microsoft Office Word platform. The gathered data are contained in the researcher’s personal computer (PC), with restricted access. The accession to the PC is protected with double-step verification, thus, the reliable safety of the participant’s personal information and interview transcripts is guaranteed. By the end of the research, all preserved data will be eliminated without the opportunity to be restored.

## **DATA ANALYSIS**

The transcribed interview data will be analyzed inductively, i.e. the procedures such as identification of codes from the raw data and its development into the categories, which are flowing into the themes and serving the key finding of the research, will be applied (Thomas, 2003). In this way, the analysis will be held in five steps:

1. Reading the transcript;
2. Recognition of specific elements of data;
3. Labeling the elements to form the categories;
4. Diminishing the overlapping amongst categories;
5. Creating themes from the revealed categories.

## **LIMITATIONS AND CHALLENGES**

The study was performed within three months. Subsequently, due to the limited amount of time the possible number of participants constituted only from three to five individuals. According to this limitation, the researcher was not able to conduct surveys with the greater amount of people and investigate the topic deeper. In addition, despite the fact that in the previous sections it was described that individual semi-structured interviews were conducted, it was planned, in the beginning, to organize a focus group interview with 4 people. The intention was to make it like a discussion in a circle (See Picture 1) and let people reflect on each other’s experiences as well as share pieces of advice that could help one to keep language learning motivation; however, it was impossible to find an appropriate time of the session for each participant and the researcher as well. Thus, it has been decided to change this format to the individual semi-structured interview.

It has also affected the sampling choosing strategy due to the reason that focus group interviews require purposeful homogeneous sampling, i.e. there should be individuals with similar experience and background (Hennink, 2013). Thereby, instead of picking 1-st year High School of Economy (HSE) KazGUU students, I had to find and ask new volunteers for interviews, who were deemed as purposeful sampling (See Table 1), and conduct interviews separately.



## ETHICAL CONSIDERATIONS

For minimizing any risks that may occur during the process of data collection, management, and transcription, ethical principles, such as verbal consent and confidentiality, have to be followed.

Before conducting interviews with participants, they have got familiar with the process of the interview session and asked for verbal informed consent and a consent form. Participants were also informed that they have a right to not participate if they are not willing to. For regulation of the confidentiality of the personal information of people, who took part in the study, all names of individuals, cities, and schools, which were mentioned during the discussion, were changed in the interviews' transcription. The study has minimal risks because the topic is not sensitive.

## FINDINGS

This basic qualitative study aims to explore the KazGUU students' experiences regarding language learning motivation. The current chapter demonstrates the main findings derived from semi-structured interviews, answering the following questions:

1. What are the experiences of students towards preserving their language learning motivation during the period of studying? (Main research question)
2. What words are associated with Motivation, according to KazGUU students? (Sub-question)
3. What words are associated with

English language, according to KazGUU students? (Sub-question)

Revealed themes in the chapter are classified according to the structure, which can be seen in the Figure1 below.

Note. This figure demonstrates how the themes are structured. The first part, which is called Extrinsic, consists of sub-themes called Future, Communication, and University, which is in its turn divided into other sub-themes called Assessment, Procedure, and Socialization. The following part, which is called Intrinsic, consists of three sub-themes: Self-development; Self-esteem, which has another three sub-themes called Positive, Negative, and Neutral; and Born-linguist.

## EXTRINSIC MOTIVATION

As known from the Literature Review part, motivation can be extrinsic and intrinsic, in other words, a motivation that comes from the outside and the inside. Thus, after exploring participants' perceptions and experiences, it was revealed that half of them are motivated by extrinsic incentives. Moreover, according to the participants' responses, it was logical to divide these factors into other categories such as Future, Communication, and University. In addition, within the University part, there are three more categories: Assessment, Procedure, and Socialization.

## FUTURE

When the participants were asked about



Figure1

A Schematic Display of the Motivation For KazGUU Students

the circumstances that help them preserve their motivation, it was mentioned by three out of four participants that the English language is widely used in many spheres, so it is a necessity for future careers and employment. Views on this theme are exemplified below:

Student A: I believe that in our time knowledge of English is a necessity... In my opinion, English is simply a base

Researcher: Base on what?

Student A: The base for building a further career, for example, even to learn a good, one or another specialty, requires knowledge of English, well, this is if you consider quality education, quality universities.

This participant claims that the knowledge of the English language is a foundation for the construction of a career.

Student B states a similar opinion and provides an example about their future career:

...nowadays the English language is a good skill on the resume. If we talk specifically about my specialty, then it is necessary to know a foreign language, because, without it, it makes no sense to master this specialty, ... Because in the future, I'll be working at the embassy, and that's what keeps me motivated.

This student considers that the English language will be evaluated as a good competence in their resume due to the fact the specialization that they study deals with international communication.

Student E claims that the knowledge of English is good for future proficiency:

English is a foreign language, you know, an international language and the fact that maintaining it is extremely useful because almost the whole world speaks English, and being able to write an academic language is, I think, a good skill for the future.

The participant states that the ability to write in an academic English language will be useful for the future.

Thus, the participants are thinking about the conditions of their life in the future. Students consider that with the knowledge of the English language they will be able to gain good career opportunities.

## COMMUNICATION

Half of the participants have responded that their motivation to learn English is tightly connected to communication. A participant has responded that it motivates them to learn a language to create new acquaintances: "Thanks to the English language I found many new acquaintances." (Student B). In this manner, the person is able to practice the language skills and make new friends at the same time.

One student is motivated to practice speaking skills when the community in class is familiar: "As an exception, there are classes where most of the students I know personally, they are my acquaintances, friends, and, like, during these classes I'm more active than in classes where I don't know anyone." (Student E). It can be interpreted as the fact that the student feels comfortable when they are surrounded by acquainted individuals, and have more motivation to develop their ability to speak fluently.

In this manner, participants perceive the English language as a tool that assists them in the expansion of their circle of communication and are motivated to practice it within a group of people.

## UNIVERSITY

Each participant has mentioned that there is at least one reason, which is related to their current university studies, that motivates them. Indeed, the research site, KazGUU University has a unique system of assessment and a wide range of well-

qualified lecturers.

The findings are divided into the following sub-topics and participants' perceptions regarding this theme are presented in the following paragraphs.

**Assessment.** The research site, KazGUU university, has a specialized system of assessment. Students receive graded and non-graded assignments, thereby, half of the students are motivated to study a language within the University to get marks for graded assignments and pass the course, without being enrolled in the summer term:

Researcher: Do you do any English-related homework?

Student E: Extremely rare. I do, yes, but not always.

Researcher: What about graded assignments?

Student E: Graded assignments, they have to be done, so yes.

Researcher: And what do you think about when you do them?

Student E: Well, I'm thinking about not being enrolled into a summer term, that's all.

As it can be seen from the Student's E response, the person is motivated to successfully pass the course without working off in the summer.

The participant B has a quite similar point of view:

Student B: homework in English, they are not mandatory, you can say, because they are not graded, do it at will. I don't do it personally, I'm not interested.

Researcher: So you prefer to do only the graded tasks?

Student B: Yes.

This participant prefers to accomplish, at

least, graded tasks, because non-graded assignments do not seem interesting to the student.

Another response from the Student E regarding the assessment of tasks: "I did it at first because of my grades, because I had to do an assignment so that I wouldn't have to go to the summer term... I was just learning English, that's all, just for grades". Consequently, it can be interpreted that the evaluation takes place in this participant's motivation.

It is also important to mention that half of the participants react negatively to the low marks for the assignments:

Researcher: And if your grades are below 70%, how do you feel?

Student A: Here I am already dissatisfied with myself and begin to analyze. I analyze where I need to become better, there may have been some gaps, etc.

Student A reports that low marks dissatisfy them and it encourages them to review the gap in their knowledge.

The same situation with the Student B:

Researcher: How do you feel if you get grades below 70%?

Student B: I'm sad. Because I studied to be a translator (in college), it was my specialty subject and it's embarrassing to say that I have less than 70% in English.

It can be interpreted that according to the fact that Student B has graduated from the Linguistic College, it is shameful for them to gain low marks.

One participant does not take low marks seriously: "Well, it's really like, it's not a big deal. Well, I feel pretty good, like, score and score, that's it." (Student E). Thus, low marks do not affect Student's E language learning motivation.

Student T has mixed feelings about the

issue:

I got, like, 60% at the colloquium... here I admit that it was my fault that this evaluation came out, because the teacher began to ask exactly this topic. When I heard, I said, "What's that? Have we ever covered that?" and she said we didn't do that in a lesson, but it had to be done at home. Well, I think it's wrong. On the other hand, I understand that there's not always enough time to cover all the topics on the subject. It's my fault, but it's not, because it's not my fault that we don't have time to cover all the topics, but it's also my fault that I didn't pay attention, I didn't know how I missed it.

Thus, this participant argues that the limited time of the syllabus affects badly on academic achievement, however the student acknowledges their own inattentiveness.

Participation in class is also graded, so one participant has mentioned that it motivates them to practice their English speaking skills: "I always try to participate as actively as possible because, well, first of all, it counts as an evaluation." (Student T). Thereby, the student finds motivation in class-participation assessment.

In addition, attendance is significant for course achievement, thus, according to the response, which is presented below, one student is motivated to attend the English and other English-related disciplines to have at least 80% of attendance: "Well, in order to sit a lesson mostly to not get summer term, because attendance percentage is small." (Student E). As a consequence, the participant finds motivation in the sufficient percentage of their attendance.

In general, students are motivated to attend English classes, complete assignments and participate in the lesson for better academic achievement, and simply pass the course, without the summer term enrollment.

Procedure. Every lecturer in KazGUU conducts lessons in their own way.

Subsequently, lecturers are equipping different techniques and procedures to share the knowledge with students. Two out of four participants have mentioned that they were motivated because of the interesting approach of a teacher. Views on this theme are demonstrated below.

It was the most favorite subject because Teacher A taught it. This is the most creative teacher I think, and the lessons were as interesting as possible. And we tried not to miss a single lesson, although, this is a discipline, 10 credits, on which you can miss 8 times, but we, even when we were late, even knowing that we are late, we came to this lesson, because the lessons of this person were very interesting and productive. ... She was on the same wage as us. Like a teenager. (Student B)

According to the response, the student is motivated because the teacher and students have common ground, it makes the process of education more interesting.

One participant had the same experience when they were motivated by a teacher: "The motivation was to learn from this teacher. So I did all the assignments that she gave, always performed." (Student E). Thereby, the participant is motivated to complete tasks from the particular lecturer.

One student has mentioned that it was motivating for them to complete interesting assignments: "...and such kind of interesting tasks I like to do, like Teacher B. To study global problems, news, discuss about it." (Student B). Thereby, this participant's motivation increases when the tasks are designed like a discussion of a certain field or topic.

Thus, students are motivated to take part in the lessons and complete the tasks because they liked the teacher's approach, attitude, or the design of the procedures.

Socialization. It is a common manner that there is a need to conduct a task within a group of students – group works. To



that extent, half of the participants are motivated to socialize within the university and expand their knowledge of a language for completing the group tasks. Perceptions on this theme are presented below.

...when the teachers start saying, like, “sit in groups now and start doing some kind of task”. This is what I don’t like. Well, of course, I’m gonna have to do this task force thing just because where I’m going, I’m not going anywhere. But although sometimes some teachers realize that not everyone can work in a group, and so they say, okay, if you don’t want to work in a group, then work individually. That’s when I have this opportunity, I work individually, but it’s not always, so I just don’t have a choice, and I work in a group. (Student T)

The participant does not like to take part in group tasks, however, it is inevitable, and students have to accomplish the group task together, whether they want it or not.

Student B, vice versa, likes to socialize and discuss different topics in English:

At the beginning of the lesson, we talk about global problems. I like that we not only talk about language, but we cover different spheres of life ... I just walk in and when someone says something, I just follow, I answer, I’m not prepared, I’m just spontaneous, I’m good at it, and I’m always ready to answer everything.

According to this response, it can be interpreted that the student is motivated to take part in discussions and practice their speaking fluency. Moreover, the participant confidently answers each question, which are arising during the discussion.

## INTRINSIC MOTIVATION

Beyond the extrinsic motivation, there is a presence of an intrinsic motivation, which was discovered in the participants’ answers. Therefore, the theme is also divided into sub-categories.

## SELF-DEVELOPMENT

All the participants have mentioned that they are motivated to learn a language for self-development. The views are exemplified below:

Researcher: What do you think about when you go to the English lesson?

Student A: Well... About how the lesson will pass and whether I will learn something new for myself

Researcher: Is there anything that helps you keep your motivation?

Student A: In principle, it helps me to realize that I’m learning for myself, that I need it primarily for my life and future, and naturally, it’s my life, I love it and I want to do better, so motivation does not disappear.

Thus, Student A is motivated by the concept of personal development. In addition, the participant says that they are enjoying their life, consequently, the constant growth and advancement of their lifespan helps them to keep their motivation.

Student B has similar perceptions:

I like a foreign language because it broadens our horizons and our aspects of life ... here to support your English language, we need to talk more, even if we have mistakes, I make mistakes, we will understand this and improve our speaking, and I am not afraid to make mistakes.

According to the response, the student claims that the presence of mistakes will help in improving your English skills, thus, there is a motivation to continue learning a language.

The Student’s E opinion is analogous to the Student’s B response. They both consider that the knowledge of the English language helps them expand their skills and horizons:

Many speak fluent English. Well, sometimes people who feel, you can see from them,



you can hear from them that they are a little, they have difficulties speaking English, but I think it is even good, because, with the experience of your skills, your speaking skills improve and in the future you will have a good English.

Accordingly, the participant states that

The Student T is a very hard-working person, thus, it is a pleasure for them to acquire knowledge, and practice English tasks:

I love to take tests, I love to take exams. Yes, you may think that I'm inadequate, but I love it, I like it, I don't know. That's my passion, you know... And the more homework, the better for me. I mean, so, yeah, if there's a lot of homework, I think, "Hurrah, I'm gonna sit this one out".

Consequently, this person likes to study and has motivation to work harder.

According to the gathered responses, language learning motivates and assists students to expand their skills and horizons, and acquire new insights about the world.

## SELF-ESTEEM

In each participant's answer, there was a mention that the concept of self-esteem was assisting them as motivation. However, in some cases, self-esteem had not only positive effect, but neutral and negative effects as well. These are explained in the following paragraphs.

**Positive.** Three participants have shared the view that they like to stand out in front of other students, and they are confident in themselves. Participants' answers are demonstrated below:

Student B: To be honest, I am considered the most active student in Teacher's B class. And this is to the point that it annoys others [laughs].

Researcher: You mentioned that it annoys

others that you are the most active, it somehow affects you? What do you feel?

Student B: I don't care because it's their opinion and I shouldn't care if they're not as active as I am. I can't help it if they're so passive. If they're passive, it doesn't mean I have to be passive too. And in general, I like to stand out [laughs].

Researcher: So it motivates you in principle to participate (on the lesson)?

Student B: Yes.

Accordingly, Student B likes to participate actively, thereby it motivates them to perform the language knowledge that they already have.

The identical situation for the Student T:

When you participate on the lesson, everybody sees you, everybody hears you, and, like, this is a chance to show off, to shine your knowledge, to show you who's boss. ... I want to show myself so much, so I try. ... I have been told by many that "yes, I always admire you, I want to be like you". ... I hear a lot of people say that and when they say that, I realize that, yes, I'm on the right track, and I have to keep going, and I have to keep developing.

According to this response, the student likes other individuals' attention and compliments, subsequently, it motivates them to expand their language knowledge further.

Student A shares a similar opinion: "I like to be listened to". The participant also likes to gain attention.

**Negative.** Two participants have mentioned that they had times when they have lost their motivation according to their character traits or mental instability. The voices of participants are exemplified below:

My mood - unstable, so let's say, it changes a lot, so if I'm upset, for example, something upsets me, I don't want to learn, I don't want

to live simply. ... It doesn't really start out that specific anymore, it starts out in a more global way. That is to say, this is not only about learning English but in general about life. (Student T)

Student T provides an answer that due to personal traits it is possible for them to lose motivation amid the unpleasant circumstances.

Same view from the Student E:

Researcher: Have you ever had moments when you felt you had lost the motivation to learn, learn a language?

Student E: Well, how hard to answer actually. Well, it was, maybe, but it's not related to grades and so on. It's more about my mental state and so on.

Researcher: So there are some factors, for example, there was no mood and you didn't want?

Student E: I didn't want to do anything in general, like that. In general, neither learn and so on.

Researcher: So it's some kind of internal factor, right?

Student E: Yes.

Similarly, this participant loses motivation under the influence of personal factors, such as a decline in mental status.

Neutral. Some factors of self-esteem have a neutral effect – it performs in a good way, but does not bring any new impulses to the learning process. Such response was recorded from one participant:

Well, I had an 80% rating ceiling once, but when I got 80, I didn't have much of a reaction, but I was glad to get that rating, like, I know I can do that, but somehow understanding what I can do, I have no motivation to do that, carry out further tasks, simple. (Student E)

Thereby, the student understands and sees their own potential, however, it does not motivate them to put efforts further.

According to the voices of participants, there were similar opinions, however, there is still a presence of some differences.

## BORN-LINGUIST

Despite the participants who are motivated by other intrinsic factors, there is one participant that is considered to have an eternal source of internal motivation. This information can be acquired from the following quotations:

Since childhood I watched cartoons in English, well, just on TV were some cartoons, they were foreign, of course, in English, I watched them. ... I liked it, I understood it and I studied some words from there. ... And it was from childhood that I was good at it. (Student T)

According to this quote, Student T tends to have early bilingualism.

This participant considers language learning as a hobby: "I love to learn languages. ... I think of learning languages as my hobby. ... My motivation never fades. Just as long as languages exist, so do I. And it's great that they exist". Thereby, the person claims that due to the existence of plenty amount of languages, their motivation does not disappear.

The participant acquires language not as a tool for communication or skill, as other participants did, but as an activity or a concept that brings satisfaction and pleasure:

Honestly, I'd like to know all the languages in the world, even the ones that are already dead. Here's the example Latin. Yes, I would love to learn all the languages of the world, speak them and become the most phenomenal polyglot ever. Yeah, it would be cool if I was, I don't know, in a Guinness Book of World Records, that everyone knew

about me for thousands of generations, that I was written about in books, and that I wrote my own books. Well, it's again not because I want fame or some recognition, just. I don't know, I just like it.

This response, once again, states the fact that the participant does not study a language for fame and career, conversely, Student T has strong passion regard languages.

Concluding the Student's T responses, it can be said that the person is passionate about the language learning process and has an immunity to demotivation.

### ASSOCIATED WORDS

Participants were asked to answer the following sub-questions: (1) what words are associated with Motivation, according to KazGUU students? (2) what words are associated with English language, according to KazGUU students?

The answers to these questions are demonstrated in the table, which is given below.

### DISCUSSION

This study investigated the language learning motivation of KazGUU students. The focus was on the experiences of keeping their motivation during the whole semester. The answers to the research questions will be discussed further here,

beginning with students' word associations, continuing with the answers to the main research question, and finishing with the explanation of the revealed themes and their comparison with previous researchers' findings.

### SUB-QUESTIONS

Answering the first sub-question, words, which are given by students to associate the term English language, can be analyzed according to the students' background and current major:

1. Student B gives such words because their major is International relations, that's why such associations may occur.
2. Student E offers such words owing to the reason that their major is Applied Linguistics, and the student has a gradual interest in this educational sphere. Consequently, such associations may take place.
3. Student A provides such words due to their responses. The student acquires the language as a base for future and life, thereby such words were shared.
4. Student T demonstrates such words by the reason of the fact that the student considers the language learning process as a hobby. Subsequently, similar words are presented.

Answering the second sub-question, words, which are given by students to associate the term Motivation, can be analyzed

Table 1  
Students' Words Associations

	English Language	Motivation
Student B	Education, International Relations, geopolitical, Lincoln, USA.	Family, Ambition, Self-development
Student E	Grammar, Vocabulary, Academic writing	Goal, Future, Interest
Student A	Interesting, Helpful	Success
Student T	Foreign language, Travel, Education, Major, Hobby, Talent, Polyglot	Ambition, Desire, Goal, Accomplishment

according to the students' background and current major:

1. Student B gives such words because, according to their responses, they have high self-esteem, and as it was mentioned in the previous part, such people tend to be ambitious. Thereby there is a presence of such words.
2. Student E offers such words owing to the reason that they have responded that the English language is an international language, and this fact motivates them to acquire new skills for the future.
3. Student A provides this word due to their responses. The student is motivated by perspectives of future careers and successful life conditions that may be brought with the knowledge of the English language, thereby such word was shared.
4. Student T demonstrates such words by the reason of the fact that the student has strong intrinsic motivation. Subsequently, similar words are presented.

### **MAIN RESEARCH QUESTION**

Answering the main research question, it can be noted that students are governed by external and internal factors to preserve their motivation during the period of study. In addition, according to the voices of participants, such factors as the University's rules, future perspectives, and communication with other people give more details about the external aspect; whereas such elements as personal development, ego, and inner sense of the language describe the internal aspect of motivation.

### **EXPLANATION OF THEMES**

#### **FUTURE – TWO-FACTOR THEORY**

The concept of the Two-factor Theory (2022) focuses on the external factors that stimulate an individual to set and accomplish particular goals. Thus, participants are

partially affected by such extrinsic factors as future career, income, and relationships with colleagues, which are affecting their language learning motivation.

### **COMMUNICATION – COMMUNICATION THEORY**

Scudder's (1980) Communication Theory explains the fact that each living entity tends to communicate with one another for cooperation and other needs. In this manner, participants perceive the English language as a tool that assists them in the expansion of their circle of communication.

### **UNIVERSITY – ADAPTIVE STRUCTURATION THEORY**

Findings of the theme University can be proved with the assistance of the Adaptive Structuration Theory (Turner, Morris, & Atamenwan, 2019), which explains the concept that motivation to complete a task or tasks arises because of the presence of the regulated laws and rules within the organization or a group. Consequently, due to the KazGUU University study requirements, students' motivation to learn a language is based on University's regulations, such as graded class participation and counted percentage of attendance, accordingly to the Adaptive Structuration Theory.

### **SELF-DEVELOPMENT – GROWTH MINDSET**

According to the voices of participants, language learning assists students to expand their skills and horizons, and acquire new insights about the world. It may serve as a piece of evidence that KazGUU students have a growth mindset, which is, according to Dweck (2017), "based on the belief that your basic qualities are things you can cultivate through your efforts, your strategies, and help from others" (p.15). In this manner, the Growth Mindset Theory by Dweck (2017) proves the Self-development

theme.

### **SELF-ESTEEM – THE CONCEPT OF SELF-ESTEEM**

This theme has a sense in this research, because, according to Golubeva (2019), level of the self-esteem affects one's attitudes and motivation towards different aspects of life.

According to the responses, and Golubeva's (2019) work, it can be said that self-esteem may bring positive effects on language learning motivation, when a person owns a high level of self-esteem, such people necessitate to dominate in the community and be highlighted. The negative effect of self-esteem brings the effect that a person tends to be a perfectionist, and in such a manner, one becomes very self-critical. Talking about neutral effects that may occur between self-esteem and language learning, it is shown that a person understands his or her abilities, it is pleasurable, however, no effort will be put into future tasks and challenges. Thereby, this theory explained the theme.

### **BORN-LINGUIST – THE UNCONSCIOUS MIND**

This theme can be explained with the help of Freud's (1915) work about the unconscious mind. Psychologist claims that human entities are not able to understand their own desires due to the fact that they may be too distressing for the human psyche to confess; owing to that reason, such thoughts are tightly restricted within the unconscious mind. The theory can be connected to this finding owing to the reason that Student T has mentioned the fact that they do not understand why they really like to learn languages, and why do they so passionate about them. However, Freud (1915) recommends analyzing the proper work of the brain's defense mechanisms only when the psychoanalysis was conducted.

### **Expected Themes**

#### **University**

In the studies which were conducted by Imsa-Ard (2020) and Sidaway (2021), it is discovered that an exam-oriented educational system affects negatively the students' motivation. Consequently, the only motivation that drives them is simply to pass the course without getting a bad mark. The same situation is for KazGUU students, which is described in Assessment sub-category; the student has to achieve at least 60% mark to pass the course, thereby, people put effort to gain such percentage. Continuing with the Procedure sub-category, there is a contrast with Imsa-Ard's (2020) research, in which were described that students were forced by teachers to learn a language, my research has revealed that students are motivated to study a language when the lecturer applies interesting techniques and approaches of language teaching. Talking about the last sub-category – Socialization, however, there were no pieces of evidence from previous studies when students had an incentive to learn a language in terms of socializing with other students to complete a group task.

#### **FUTURE**

In contrast with my findings, Yurtseven and Altun (2016) are tended to categorize this theme as an intrinsic incentive, while in my research this topic takes place as an extrinsic incentive. On the other hand, Sener & Erol (2017) categorize the theme Future as an extrinsic motivation as well as I do.

#### **COMMUNICATION**

The same interpretation of the theme named Communication as in the study which was conducted by Kilic and Durdagi (2016). Participants, in both cases, are highly motivated to learn a language to communicate with other students and



make more friends. In addition, Sidaway's (2021) participants have responded that the English language is extremely necessary for them due to the fact that they have to move into English-speaking countries and communicate with new colleagues and neighbours.

### **SELF-DEVELOPMENT**

Only in Altun's (2016) research it was also revealed that participants have a desire to discover more information about the studied language and its cultural background. This finding from Altun's (2016) study is similarly classified as an internal incentive.

### **UNEXPECTED THEMES**

#### **BORN-LINGUIST**

During the process of reviewing the literature, there were no facts or findings which are describing an experience of a participant who has deep intrinsic incentives as in my research. As a consequence, it can be assumed that my study has included the participant with a unique experience. Accordingly, future studies may investigate the narrative qualitative research with this particular participant, conduct a peer review procedure regarding the intrinsic motivation concept either guide psychoanalysis as Freud (1915) recommended.

#### **SELF-ESTEEM**

Similarly, this theme was not revealed and mentioned in the previous studies. It is important to mention that this topic is supported by Golubeva's (2019) work, a study that was conducted in terms of psychological sciences. Thus, future researchers can pay more attention to making investigations within psycholinguistics or sociolinguistics.

### **CONCLUSION**

To conclude the study has answered all the stated questions, and the findings were

approved with the theories and compared with the previous studies on the topic. Looking back at the reviewed literature and comparing it with the findings of the current research, it can be said that the concepts of extrinsic and intrinsic incentives still exist. KazGUU students' motives are partly coherent with the results of other studies, however, the authors of the previous articles on the topic prefer to categorize these concepts into different sub-themes; it could happen due to the reason that we have different samples, research designs, and research sites. Thus, there are two themes (Born-linguist, Self-esteem) which are bringing new details, knowledge, and insights for further investigations upon the motivation concept.

### **CONCLUSION**

The study aimed to find out the experiences of KazGUU students regarding perceiving motivation during the period of studying. The current chapter will present a summary of the findings which were discussed, present limitations, as well as the significance of the study, and the recommendations for future authors who are interested in the topic.

Overall it can be said that KazGUU students are motivated by external and internal factors, which have their own specific subthemes. All of these factors are explained further with the help of theories from such authors like Turner, Morris, and Atamenwan (2019).

### **SIGNIFICANCE**

The significance of the findings from this study is, compared with previous researchers, there were no themes that were similar to born-linguist and self-esteem; thanks to the chosen participants this study brings some new insights regarding the topic.

### **LIMITATIONS**

Limitations of the current study are related

to the research site and sampling. These two criteria are specific, so the findings are differing from previous researches' results and may differ in future investigations, from site to site and from sample to sample.

## RECOMMENDATIONS FOR PRACTICE

According to the revealed sub-theme, born-linguist, in the future, there may be conducted narrative phenomenological studies with the participant who has the same experience as Student T does (or a researcher can perform an investigation exactly with this individual). Moreover, due to the discovery of the theme self-esteem, a research in the field of psycholinguistics can be provided.

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# EXPERIENCES OF STUDENTS WITH DISABILITIES AT KAZGUU UNIVERSITY

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**Abstract:** This small-scale research examines the experiences of students with disabilities at M. Narikbayev KAZGUU University. It therefore addresses the main research question: What are the experiences of the inclusive education of the students with disabilities at KAZGUU University? To answer this question, a basic qualitative research strategy was used. Semi-structured interviews were conducted with five research participants with various disabilities. Through qualitative data analysis, three key themes were identified that reveal their experiences. These are: responsiveness of faculty and staff, challenges in education process, and social visibility of students. Moreover, the findings helped to answer subsidiary questions: 1) Are students with disabilities satisfied with the inclusive education at the university? 2) What kind of recommendations can be given based on the results of this small-scale study?

**Keywords:** students with disabilities, inclusive education, qualitative research, grounded theory analysis

## INTRODUCTION AND LITERATURE REVIEW

Inclusive education (from French “inclusif” - including) - the process of developing general education, which implies the availability of education for everyone, including people with special needs. According to the results of large-scale research, involving more than 30 German universities, students are restricted by various means to get inclusive education (Bartz, 2020). In particular, the problems that they face are appropriate learning materials, accessibility of special spaces, and the relationships with teachers. Therefore, it is important to examine each situation of students with disabilities to properly plan a learning course and make them inclusive and accessible for those students. Moreover, Ekelman, et al. (2013) found out that the students with disabilities

experience social significance problems, and especially in the relationships with academic staff and university environment. In this study, 10 students with disabilities were interviewed to learn about the problems they face. As a result, retention, transition issues and concerns have been identified as important problems. Sometimes academic staff does not have the ability to fully provide comfort for such students. It was confirmed by Moriña, et al. (2017), where the participants in the study say that the academic staff are not well enough prepared to deal adequately with students with disabilities. Earlier, Duquette (2000) found out that the staff may not always fully understand the needs of such students. For this reason, it is important to be able to focus on giving information about disabilities and improve communication with disabled students as it was suggested

by the study by Spassiani, et al (2017). Even though there were only 12 students who took part in their study, it was a good starting point for colleges to begin thinking about what students

with disabilities prefer, and what barriers and supports they experience. As said by the authors of that study: "... it is so important for people with disabilities to be part of research so that their experiences and opinions can be heard" (Spassiani et al., 2017, p. 137). We support this opinion and believe that people with disabilities need to be part of research so we can figure out how to best support students in the way they want to be supported. Our research aims to voice the experiences of disabled students at our university so that KAZGUU University's administration and faculty members can get some valuable information about how disabled students can better be provided with inclusive education conditions. This study not only focuses on the problems, but also suggests recommendations for solving problems by introducing some kind of improvement. It is also important that this is apparently the first study on this topic, which was conducted within the walls of KAZGUU University.

## MAIN AND SUBSIDIARY QUESTIONS

The main question of this research is:

What are the experiences of the inclusive education of the students with disabilities at KAZGUU University?

The subsidiary questions are:

Are students with disabilities satisfied with the inclusive education at the university?

What kind of recommendations can be given based on the results of this small-scale study?

## METHODOLOGY

Data collection. We applied basic qualitative research design as it focuses on researching particular experience and opinions (Corbin & Straus, 2015), and suits the most the needs of novice researchers. We used semi-structured interviews as the primary instrument of data collection. Participants were purposefully sampled (Merriam & Tisdell, 2015). We have selected our participants based on the following criteria: 1) they are students of KAZGUU University, 2) they have all reached the age of 18, and 3) they have various disabilities (physical and/or mental). It did not matter what course and what specialty the students were studying. There were representatives of all four courses, and such specialties as jurisprudence, psychology and law enforcement. Overall, five students agreed to participate in our research. Among them are 3 males and 2 females. Our research explores sensitive topic. However, the questions of interviews were formulated in a way to bypass unpleasant associations of participants. During the interview, to build the rapport, we asked several warm-up and demographic questions to get to know our participants as best as possible. Since this is a semi-structured interview, the questions varied depending on the mood of the students. Basically, in this section there were simple questions, such as: "Introduce yourself", "Tell about your day and your hobbies" and others. Broad questions consisted of, firstly, telling about the nature of the disability and, secondly, sharing the experience of studying at the university. To achieve more detailed information, probing and reflexive questions were asked.

Each participant was aware of the anonymity and confidentiality procedures. For anonymity, the names of students were replaced with alphabetical letters: A, B, C, D and Z. For confidentiality purposes, all information was stored on Google drive protected by password known only to researchers. Each of the participants signed an informed consent



form, which, in brief, described what is required of our participants, their rights, as well as our contact details in case the participant decides to file a complaint. Two copies of the document were made, one of which remained with the participant. Each interview took approximately 20-30 minutes. The interviews were conducted in Russian language, were audiotaped and later transcribed.

**Data analysis.** The collected data was analyzed through the constructivist grounded theory approach studied during the lectures. This method focuses on organizing data into several categories, which could help to answer the main question. The steps of analysis are: Open codes -> Axial codes -> Thematic codes. We, as researchers, collected the information from the given interviews and processed it several times until the themes emerged naturally. Immediately these natural divisions appeared, we started to code the raw data and search for the similar codes to create subtopics. These subtopics later developed into larger themes. The data was analyzed to identify topics that fully reveal the experience of students with disabilities in the process of inclusive education. For more convenience, we have divided the themes and related axial codes by colors (see Table 1). Overall, 320 axial codes were identified, among them 3 key themes were distinguished. In addition, it is

noteworthy that 18 discrepant codes were left and they did not fit into any category.

To ensure the validity and reliability of our research, we used such strategies as member-checking, rich and thick description, presentation of the negative information that runs counter to the themes, and peer debriefing. First of all, a member-checking strategy is used to match the experience of participants and researcher's interpretation of it. Second of all, a rich and thick description strategy was used in order to describe in a detailed way a particular case that is connected with the participant's experience and university's conditions in terms of providing inclusive education. Thirdly, presentation of the negative and discrepant information. The use of this strategy can be considered one of the key factors for this study to acquire a natural and realistic character. Since the topic of this study and the results that have been achieved by the researchers may be contradictory. The last one, which is peer debriefing strategy, is aimed to make the results of this research valid and credible by involving another person into this study and let them ask questions that the researchers should take into account.

## FINDINGS

Responsiveness of faculty and staff. To

Time	Speaker	Open codes	Axial codes	Thematic codes
3:12	Aidana	Какже именно?		
3:13	Student A	Даа...ну например удобные аудитории. То есть, ну, без лестниц, без выступов, как бы, ну есть здесь такие аудитории, да. Мне потом придется идти и просить поменять полностью аудиторию.	Facilities for people with disabilities  Seeking help from the university to change the classroom	Academic responsiveness from faculty and staff
3:35	Aidana	А часто ли Вы обращаетесь за помощью к людям, к одногруппникам здесь?		
3:42	Student A	Вообще не часто, но я никогда не сталкивалась тут с такой проблемой как, этот, ну... попросить как бы, люди сами подскажут и помогают	Help from students	Social visibility

Table 1  
Screenshot of Data Analysis

answer the main question of the study, three key themes were identified. The first big theme was called “responsiveness of faculty and staff”. Out of 5 interviews, 104 axial codes were allocated for this topic in total. This means that, firstly, faculty and staff is almost always aware of the limited capabilities of a particular student. Thus, for example, Student A with physical disabilities mentioned that she receives a sufficient amount of attention from teachers: “Да, конечно, они сами, как бы, сами индивидуально подходят. То есть идет пара, нам что-то объясняют, какую-то новую тему, и ко мне еще отдельно лично подходит учитель и спрашивает все ли мне было понятно... вот”. Student A also repeatedly notes that she likes to study at KAZGUU due to the fact that the administration cares about her health condition in matters concerning her attendance: “Нет не влияет (посещаемость на успеваемость), вы знаете, университет идет навстречу по таким вопросам...они знают какие у меня условия”. Similarly with Student A, Student B, who has a hearing impairment, says that teachers are aware of his disability: “Ну я вообще сразу же говорю, что я плохо слышу и можете повторить. Преподаватели понимающе к этому относятся как-то”. Student B even repeatedly notes that he has no discomfort when asking for information that he could not hear: “Люди стесняются своих недостатков получается и боятся ну переспрашивать, а лично у меня как бы нет такого”. Secondly, the university administration also makes every effort to ensure the comfort of such students during their studies. For example, Student A was provided with an assistant to climb the stairs. There was also a case where the step to the dining room was removed, which prevented her from entering this territory:

“И они еще некоторые пороги убрали, когда я вот поступила...ээ наверное вы же знаете про столовую? Там раньше был порог, они же его убрали и просто угадайте из-за кого это сделали. Это я вот подняла шум”.

However, the administration is not always able to keep track of the full measure of comfort. Thus, Student C with a physical disability mentioned a not very pleasant case related to a failure in physical education: “Мне на первом курсе сказали, что у меня освобождение есть по объективным причинам. Но почему-то в четвертом курсе заявляют, что у меня незачёт за второй третий и четвертый курс и сейчас идет разбирательство”. According to him, academic staff can sometimes “make mistakes”, but such moments do not spoil the overall impression of the work of the KAZGUU administration.

Challenges in education process. The next theme that emerged naturally from the data analysis is “challenges in education process”, which included 80 axial codes. This topic implies the difficulties faced by students with disabilities in the process of their studies at the university. Since students with different types of disabilities were involved in the study, accordingly, each student had different problems during the interview process. For example, Student C, who has limited physical abilities, said that it is difficult for him to move in places where there is a large space and where there is nothing to grab onto: “Ну опишу ситуацию что, например, я скажем так прикован к стене, потому что я должен ходить возле стены, ну это такая подстраховка на уровне мозга, потому что я могу схватиться типа”. Students who have hearing problems face difficulties such as poor sound insulation inside the classrooms. In our case, these are students B and D who study in different courses:

“Ну вообще, я заметил, в кабинетах некоторых, особенно атриума, там же стены тонкие получается и всегда какой-то гул стоит от студентов снаружи. И как бы речь учителя еще и сливается с этим всем”- Student B.

“У нас же есть атриум, и там вот кабинеты...там в этих кабинетах звукоизоляция плохая как бы...очень шумно бывает,

когда много людей...так еще и эхо возникает...в таких случаях я вообще ничего не слышу” - Student D.

Also some students have to spend a lot of time to get ready and go to the university, as was the case with Student A:

“Я встаю...за 3-4 часа до этого, нужно же мне успеть собраться, еще и накраситься, перекусить, одеваюсь я тоже достаточно долго сами понимаете... сестренка обычно старается, помогает, вместе выходим на остановку, она в свой университет, а я в свой”.

Student C experiences the same problem: “Всё это занимает чуть больше времени

чем у обычных людей. Видишь, когда люди одеваются за 15 минут, то мне надо где-то 25 минут примерно так. Потому что, это происходит крайне медленно”. However, as we mentioned earlier, not all students have the same disability, therefore, not all students we interviewed need to spend a lot of time preparing.

An important issue to consider is whether these students feel comfortable when they talk about their disabilities to their friends or classmates. For example, since Student A and C have physical disabilities, one of them moves in a wheelchair, and the other is helped by his friend to move around, so the surrounding people understand their condition. And students who have hearing impairment and post-traumatic syndrome do not particularly like to share what problems they face with their classmates. For example, Student D shares: “Ну просто знакомым я не хочу об этом рассказывать...что у меня проблемы со слухом, мне как-то неловко что ли”. However, Student B does not hesitate to tell his classmates that he has hearing problems and keeps in touch with them for certain reasons:

“Ну зачем это, просто пустая трата времени, тупо общение... ну я люблю конечно общаться, у меня есть друзья, но

именно в большинстве с одноклассниками я бы не сказал, что у меня какие-то дружеские отношения, у меня только с ними деловые отношения: я домашку спрашиваю и так далее”.

Social visibility. The last topic, which also helped us to uncover the experiences of

students with disabilities at university is - social visibility. According to a study conducted by Clifford, social visibility is how an individual is perceived by other members of a group and what place he occupies in this society. This position is achieved through certain skills or their absence (1963). In our study, this theme has sub-themes such as participation in events within the university walls, communication with classmates, and relationships with faculty members. The first sub-theme is called “participation or non-participation in events”, which means non-academic activity within the university walls. The students we interviewed were not involved in such events due to personal reasons. For example, Student A says: “А так из событий я участвовала один раз на посвящении, это было один раз, мне потом самой не понравилось, сама потом ушла, потому что не могла найти общий язык с ребятами”. Student Z has similar attitude: “Шумно там... и мне не нравится вообще публичные выступления”. Other students do not participate in events due to their disabilities as shared by Student D: “Хотелось вот почувствовать университетскую жизнь...а такие шумные мероприятия я не особо люблю... наверно и так понятно почему”. The same reason demotivates Student C to participate in events: “Честно, я не люблю участвовать во всяких мероприятиях, потому что я знаю, что я не могу справиться с чем-то”.

The second sub-theme is called “communication with classmates and other students”. This sub-theme implies what kind of relationships students with disabilities have with their classmates, how often they communicate, and how other students react

to them at the university. As mentioned earlier, Student B adheres to business relations with his classmates, or rather, communicates with them when he needs it. And the same can be said about Student Z, who does not like to communicate with his classmates. However, there are those who have different relationships with their groupmates. For example, Student A who says: “Ну.....я конечно не такой человек, который общается со всеми подряд, у меня довольно узкий круг, но я общаюсь да. Хорошие у меня отношения с...с одногруппниками”. Besides their groupmates, the research participants mentioned readiness of other KAZGUU students to help them whenever it is needed.

The last sub-theme called “relationships with teachers”. This sub-theme uncovers the relationships between the students and their teachers, the problems that they face during their studies, and teachers’ accommodation of the needs of such students so that students with disabilities can feel comfortable. For example, Student A describes her relationship with teachers as follows: “Хорошие отношения у меня с преподавателями. Я с ними...я с ними стараюсь дружить”. Whereas, Student Z when describing her relationship with one of the faculty members notes: “Нет, она всегда старается говорить ребятам “давайте тише, не будем шуметь”. It is also worth mentioning that not everyone shared only positive experience of communicating with faculty members. Thus, Student D, who had hearing impairment, encountered an intolerant attitude on the part of the teacher at the lesson, who didn’t like the idea of repeating the same information to that student.

## CONCLUSION

To sum up everything that was mentioned before, this research shows that the responsiveness of faculty and staff of KAZGUU plays a big role in the overall experience of students with disabilities. It was found that, in general, students feel

comfortable precisely because of the way the administration takes care of students and provides their support. It was found that the student experience also consists of the difficulties students face on a daily basis. But, despite this, they have learned to cope with them and nothing prevents students from living and enjoying a full life. And, thirdly, the student experience includes social visibility, which makes us understand that students have equal conditions for participating in student events and sections. Students achieve their goals, have hobbies, make friends and get interesting experiences while studying at the university.

Relying back to the participant’s opinion, it was also found out that the students are partially satisfied with the inclusive education process in the university. It means that some participants are fully satisfied with conditions and others said that there is a way to improvement. However, when coming to recommendations, not many of them were listed. Thus, the research participants offered some recommendations connected with students’ safety and necessary facilities. They are: additional elevators, desks for students who have physical disability or move with the wheelchair, soundproofing in Atrium classrooms, supports at the walls where there is a lot of space, classrooms or recreation areas where it is forbidden to make noise.

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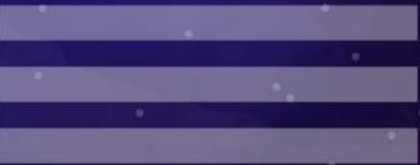
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# PART 03

# KAZGUU LIBERAL ARTS DIGEST ESSAYS





## YOUNG WOMEN SHOULD GET MARRIED ACCORDING TO CIVIL LAW BUT NOT TO TRADITIONS

AKKUZINOVA LEILA

In the past, and even not so far away, women were even more restricted in their freedom. Their wishes, interests, and voices had no significance at all. This was especially acute regarding marriage and wedding concerns. The dreams of a beautiful marriage ceremony, a loved partner, and happy family life were taken away as women were exposed as a commodity, and property. This property that needed to be advantageously transferred into the possession of another man. Instead of their personal choice, the age of marriage and the partner were determined by traditions. Although it appears to be an atrocity and offense nowadays, this is still happening in different parts of the world. Fortunately, shocking news about forced marriage and other humiliations still encourage people to eradicate this problem. Thereby most women today have a right to resolve issues related to marriage independently.

It is noticeable how traditions gradually outlive their usefulness and lose their meaning; hence now the whole world prefers equality. Traditions carry the continuity and individuality of the nation, and neglect of them will lead to their disappearance. However, many of them may contradict civil law "On marriage" (1962) that regulates public relations, including marriage. According to it, marriage is necessarily a voluntary and equal union between people. It also protects in case of its termination (Article 6). Adherence to these rules means, first, guaranteeing mutual respect and freedom

of choice. Sincere love is rare and great luck, and at the level of the law, it should be consolidated with dignity following its norms. Traditions, being echoes of the past, should not violate fundamental human rights, in particular women. They tend to age because the world is changing rapidly and progressively.

Marriage traditions disparage the role of women in society and, as a result, bring all kinds of suffering in modern realities. Most of them are flagrant violations of human rights. The perception of a woman as a weak and defenseless creature causes a feeling that it will be easier for a man to control her. Thus, they try to subdue them to make them personal devices. Enright (2009) adheres to the position that such a woman's duties in the family, which are focused on householding, protecting the honor, and maintaining the authority of her husband can be above her personal safety and freedom (p. 342). "Every day I regretted that I was born because no one deserves such crushing pain." - hollers the girl Maysoun, who was forcibly married at the age of 15, because of which she was forbidden to finish school, fated to the painful indulgence of her husband. The girl was also exhausted mentally; she saw hallucinations. Women have been fighting for fundamental rights for so long not so that today patriarchal foundations will prevail, depriving them of a happy life, prospects, and an elementary right to choose. Underestimated expectations of

a girl's social role in the future, as well as neglect of her education, is a crucial factor in strengthening such traditions (the United Nations Population Fund, 2014). It seems that the occurrence of these expectations has deep roots in upbringing because the imposition of stereotypical gender roles is entrenched in society's consciousness since childhood. Parents teach girls to be submissive, servile, and quiet, instilling in their traditional family values. Undoubtedly, having a family is happy, but it should be a conscious personal choice of a woman.

According to the United Nations statistics, millions of female representatives suffer mentally and physically, being oppressed by cultural practices (2014). A few million are just those cases about which the girls were not afraid to tell; how many of the same crimes are unknown – it is scary to imagine. Fearing society's condemnation, rejection by the family, and being ridiculed and humiliated, they keep silent about it. Forced marriage is not a guarantee of a good life, which implies prosperity and healthy relationships; on the contrary, the attitude and perception of a woman by a man who forcibly took possession of her will be under the prism of neglect than that of the one who married her mutually and for love (Steiner & Becker, 2019, p. 589). Abusive traditions are, to some extent, a desecration of marriage. After all, marriage is love, which was decided to be consolidated at the level of the law. Recognition by law gives protection to the rights of property, as well as the rights of children born in marriage. By contrast, traditions are obsolete cultural features preserved by some peoples, mainly Eastern ones. Nowadays, it is nonsensical when outdated concepts infringe on human rights, especially women. However, it is impossible to condemn the supporters of traditions since they defend the significance and dignity of culture and call for respect for the cultural characteristics of ethnic minorities (Rimonte, 1991, p. 1321).

A vivid example of cruel traditions,

widespread in Central Asian countries, is the rite of bride abduction. Kidnapping is punishable by imprisonment from 4 to 7 years (Article 125 of the Criminal Code of the Republic of Kazakhstan on July 3, 2014). Thus, civil law protects the rights of women in the case of violence, both physical and emotional.

Marriage should mean responsibility for each other and mutual respect. Civil law also aims to reduce the occurrence of forced marriages. The humiliation of dignity and violation of freedom cannot be covered up by traditions, thanks to civil law. It is necessary to educate young people who think about marriage. People should know their rights and be sure that they will be protected by law. Contacting law enforcement agencies should not be something to be ashamed of or condemned. The more people talk about it, the faster this problem will be eradicated.

Today's realities are too progressive for the old traditions, so those that infringe on the rights do not fit in and seem to be something alien. At the same time, it is impossible to judge adherents of culture because their values include national traditions. However, this remains an acute problem in society related to human rights. Bunch (1990) argues that the most severe problem violating human rights is gender abuse and inequality (p. 486). Since most of the rituals related to marriage oppress women, civil law provides protection, which is why young women should marry by this and not according to traditions. This law regulates such issues as the age of marriage, consent, and equality within its framework.

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## YOUNG WOMEN SHOULD GET MARRIED ACCORDING TO CIVIL LAW BUT NOT TO TRADITIONS

ANELYA AYAPBERGENOVA

It is widely known that for plenty of years ago, people used to marry off girls at a very early age, and in some countries, this event is just a tradition which is still honored. It is common in West Africa, South Asia, East, and Central Africa; 75% of girls in Niger, 72% in Chad and 71% from Mali were already married before 18 years old (Population Reference Bureau [PRB], 2011). None of them wants to accept the fact that these girls are still children and have the right to choose what to do with their lives. Society sees them as wives or mothers only, but not as individual personalities who have their own voice. It could be respectable in the past when women had no opportunities to have ordinary freedom outside of the family. Now the majority of women are well educated and able to live independently. However, it does not mean that people can turn a blind eye to this problem, because it may lead to some negative consequences such as physical and mental issues, deprivation of liberty, and personal development.

Early marriage often leads to severe health problems for girls, as they are still in puberty and their bodies have not changed to the end, there sometimes happens that almost everyone is forced to have sexual interactions with their partners. According to the Unicef report (2021), 27.2% of females aged 20-24 have already given birth before 18 years old in Western and Central Africa. In this area, it is common to be pregnant right after marriage, even if it is unintended.

Childbearing at this early age causes risks which harmfully affects both the child and the mother; moreover, most of the time in a married couple, male is usually much older than the female, and logically, these men had more sexual partners, which can be the reason of HIV/AIDS infections (PRB, 2011). Global statistics conducted a study that showed pregnant females who lived in Sub-Saharan Africa and aged 15 to 19 years old, with the result that at least one in seven girls was infected with HIV. (UNAIDS, 2022). Sometimes those same adult men allow themselves to abuse their wives physically and this is called domestic violence. Unfortunately, it happens more often in families where a female was married before turning 18 years old. A Unicef report has shown that India has the highest rate among all countries and has reached about 67%, it is the percentage where a girl has experienced domestic violence (UNICEF, 2005). As for the psychological effect, to which quite plenty of girls are subjected also must be known. Through some analyses, students from the American Academy of Pediatrics researched that some girls who are married before the age of 18 are 10% more probable to have psychological disorders than other girls who are married at a more mature age (Le et al., 2011). This is due to the fact that their mental state has not yet reached a certain level to cope with, for instance, stress, and the abrupt change of status, environment and the emergence

of new responsibilities such as a household, caring for a husband, his relatives, and a child. The outcomes of these diseases or accidents may be unpredictable; however, they are definitely harmful to health and sometimes can lead to death.

Since we live in a modern society where the most essential thing in people's life is their development, and to have their own family at a very young age is not correct. First of all, everyone has a choice of whom they will marry or not. However, some traditions force girls to marry just after the menarche, even if they are not in love with their partner. All of them are still children, and they are not interested in marriages, instead of this they want to live as other peers from other countries without that tradition. People, on a legal basis, have rights about whom they marry and what age is the most appropriate for entering into this relationship. Almost every country does not accept child marriages. However, unfortunately there are some countries that make it legal and they are Yemen, Equatorial Guinea, Gambia, Saudi Arabia, Somalia, and South Sudan (Pew Research Center, 2016). Having a strict legal minimum age is important, since in most cases, the girls' personal rights are violated. They can be expressed by all types of abuse, ban of freedom of expression or action (Unicef, 2022). One more thing young females lose when they get married is education, most often, they do not have time for that, or their families do not think that they have to. Most of them do not even finish secondary school, meaning they do not have a bare minimum to work somewhere or apply to university. For instance, in India boys are more likely to enroll in secondary education than girls by as much as 20% (The Alan Guttmacher Institute, 1998). Not getting any knowledge or a job could lead to a lack of social skills, no friends, or being a part of society. Being educated is the essential ability for everyone in this world; it is not only about obtaining a diploma, but it is also for full personal development and experience; since, they were not given a life

just for being mothers or wives, they should first know what they want to be and whom they want to become.

Despite the fact that overwhelming number of countries do not practice child marriage and even take strict measures, the issue still exists elsewhere of the world and needs to be solved as soon as possible, since so many negative outcomes could happen if let everyone to do what they want hiding behind traditions and running away from responsibilities. Women are not only objects with which anyone can do whatever people want, but they are also individuals, and they have the right to do what they want in their lives. Now people live at a time when everyone has equal rights, where no one should hide their own voice; after all, early marriages have a negative impact not only on females themselves, but society as a whole.

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## YOUNG WOMEN SHOULD GET MARRIED ACCORDING TO CIVIL LAW BUT NOT TO TRADITIONS

ANUARBEK SHUGYLA

Even in the modern world, some old traditions force women to get married at a youthful age. Most women cannot refuse so as not to oppose cultural values. Not all countries define forced marriage as a criminal offense. Due to the unfortunate circumstances of such marriages, it was essential to adopt the necessary laws that defended women's rights. Despite the fact that many international laws have appeared, traditional marriages are still practiced in rural villages. The most widespread custom is to marry a young girl with the consent of her parents but even without asking her opinion. At this point, early marriage has a significant impact on a girl's future, especially in such areas of life as mental and physical health, education, and social well-being.

Early marriage causes great moral and physical harm to the still-developing health of a young woman. Sometimes traditional practices can bring the health condition of girls to the limit. For example, there is a cruel form of customary marriage called Ukuthwala in South Africa. This custom is also known as "bride kidnapping," when a man captures a girl younger than eighteen and forces her to marry him. In the article "Ukuthwala: Is it all culturally relative?" Mabasa (2015) writes: "Young women or girls are abducted and subjected to violence, including sexual abuse and assault to coerce them into submission. This is criminal conduct under the guise of custom." In other words, older men have the opportunity to commit violence against a young girl and, at the same time, remain innocent, hiding

behind ancient customs. Section 15 of the Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 (2007) states that people who perform sexual acts with a child below sixteen are convicted of a crime. Although the law prohibits the sexual exploitation of children, a flawed policing system cannot protect women from physical attacks. Moreover, Ukuthwala has become the reason for an increase in the number of girls whose health is damaged by various diseases. According to Malan (2011), young women, who were forced to marry aged men, are more likely to contract HIV and have problems with their pregnancies, such as the death of a newborn baby; there are also more chances to receive psychological trauma because of being kidnapped. It means that girls are exposed to the risk of becoming infected, as well as getting an emotional shock from the aggressive actions of their spouses. Consequently, victims of child marriage, especially girls, face serious issues like health complications while they are still adolescents.

Becoming a wife, girls leave school and enter adulthood too early. This deprives them of opportunities for personal development and even a secondary education degree. Harvard FXB Center and the Indian Self-Employed Women's Association (2013) surveyed villages of Northwestern Gujarat. They did research on the marital status of children between the ages of 6 and 17. Almost one-half of married children were not going to school in comparison to 78 percent of those who were unmarried. Otherwise stated, single children are

twice more likely to visit school than early married children. Another recent study by Mughal and Awan (2020) was conducted in Muzaffargarh, Pakistan. Statistics showed that most women entered into early marriages, and 52 percent of them could not even get primary education, while only 4 percent had a college level. If women do not have the necessary knowledge, they will not be able to find jobs in the future. In addition, married women should take care of their husbands and fulfill their wishes. Continuous service to spouses makes girls forget about any employment opportunities. According to the laws of some countries where early marriages still exist, husbands do not have the right to prohibit their young wives from getting an education. As proof, Article 12 of the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women (2003) is defined as: "States Parties shall take all appropriate measures to eliminate all forms of discrimination against women and guarantee equal opportunity and access in the sphere of education and training." Even though a young girl has become someone's wife, no one can restrict her rights to general education. However, there are cases when women, knowing their rights, want to continue studying, but household chores and newborn children assume all their time. They have to do household chores that limit their other endeavors. Therefore, when women marry at an immature age, often because of tradition, there is more chance that their development will stop before it has even begun.

Losing the opportunity to study at school, girls also lose the opportunity to improve their social skills. Early marriage alienates girls from supportive social networks, which could allow them to participate in public affairs and discussions. Dropping out of school reduces girls' ability to get involved in community activities and join political processes (Parsons et al., 2015, p. 15). When a teenage girl marries, she becomes more isolated from social activities. According to The Population

Council (2004), only 1.8 percent of married women in Gujarat and 0.7 percent in West Bengal were participants in organizations. This indicator is extremely low compared to the statistics for unmarried girls. If girls are restricted from joining groups or clubs, civil law can protect women's rights to sustainable development. To give an example, Article 19 of the Maputo Protocol (2003) declares: "The States Parties shall take all appropriate measures to ensure participation of women at all levels in the conceptualisation, decision-making, implementation and evaluation of development policies and programmes." Women should not be limited in making their own decisions. Furthermore, child marriage often puts an end to a carefree childhood. The majority of young girls that are involved in forced marriage often feel miserable and lonely. Since everyone around them endorses their condition, there is no one to whom they can speak. Typically, those who are in distress keep quiet. (UNICEF Innocenti Research Centre, 2001, p. 9). Being in such a condition for a long time makes a girl more self-contained. Thus, isolation and separation from the outside world might have a negative impact on the social well-being of female children.

Overall, early marriages significantly affect young women's lives, mainly in a negative way. Forced marriages are strongly criticized as a severe violation of girls' rights, as well as the rights to health, education, social development, and freedom. As mentioned, the practice of forced marriages involving children is considered a tradition in many regions. Traditions should only be followed, provided they do not cause future harm to the woman. Human rights should be used as an instrument for substantial change. Every woman has the right to marry according to civil law, going against cruel traditions and old customs which only ruin lives and crush hopes.

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## YOUNG WOMEN SHOULD GET MARRIED ACCORDING TO CIVIL LAW BUT NOT TO TRADITIONS

KAZI VENERA

According to Nkosi and Wassermann (2014), the word *ukuthwala* has several meanings for the African nation. The first meaning is to carry something on the head when it is too heavy to carry on arms. The authors interpret that other meanings are to wear a hat in order to protect from heat, to be pregnant, to be arrogant, and so forth. All of the given words have a slight shade of the meaning of “to carry”; thus, it can be interpreted as carrying a hat on a head, carrying a fetus, and carrying arrogance. Moreover, *ukuthwala* has another definition referring to a marital tradition of carrying away a woman that a man intends to marry. Usually, men devise a plan with their peers and abduct a potential bride without her knowledge (p. 132). It is worth mentioning that this is not the only custom that forces women to marry without their consent. As a rule, these customs give rise to acute social and health concerns in comparison with marriages according to civil law. Thus, women should not get married according to traditions for three main reasons: human rights violations, mental health damage, and physical wellness damage.

To begin with, radical marital traditions violate fundamental human rights, neglecting women’s desires and coercing them to make unwelcome actions. The conditions in which a marriage can be held are declared in the General Assembly of the United Nations (1948), stating that partners can be married if only both give their full consent. Notwithstanding a constant strive against human rights violations, girls face infringements of their freedom, being married off non-consensually at a distinctly young age. Particular traditions

perceive underage girls as potential brides, and astounding statistics were revealed in the article of Paul and Mondal (2020), who write that 12 million underage girls get married annually (p. 162). In fact, in some countries, a sheer child is married off to a man who is five times or more senior than the bride. Moreover, Matuf (1984) notes that from the age of seven, girls were traditionally accepted as brides in Haban in South-East Yemen (cited in Gaimani, 2006, p. 47). In other words, little girls had to live with their husbands and fulfill their conjugal duty from the age of seven, and it was the reality not only in Haban but in Yemen as a whole. Coupled with this, any endeavor to get a higher minimum age enshrined in the law in Yemen faced fierce resistance. The government deemed these changes as a western ideology that aimed to damage Yemeni culture (Bang, 2016, p. 8). Conspicuously, the Yemeni government conveyed a misconception of marital laws based on their traditions. Hence, marital traditions convey a distorted image of potential brides and, as a result, breach the human rights of women.

Likewise, early marriages significantly affect the mental health of young girls. They are more susceptible to behavioral modifications and changes in their mindset, causing detrimental consequences. As revealed by the United Nations Children’s Fund (2005), the earlier women get married, the higher risk they believe in the justification of getting beat by their husbands (p. 22). Such a notion contributes to domestic violence, which can cause severe stress for women. Additionally, being married off early means confinement in the new house.

In this case, girls who had to become wives at young ages suffer from low self-esteem and loss of identity because they were divided from society (Diala, 2019, p. 59). In other words, premature separation from parents and lack of social interaction with peers undoubtedly, give rise to deleterious implications in shaping young minds. It can make girls inclined towards dangerous thoughts. As can be observed in the article of Gage (2013), married girls aged 10-17 years are twice as likely to have suicidal thoughts than unmarried girls. All in all, youngsters gain erroneous mental models, and their emotional health substantially suffers from untimely marriages.

Finally, marital traditions have a negative influence not only on mental health but also on the physical wellness of youngsters. One such harmful tradition is female genital cutting (FGC), which is not considered a marital tradition directly; however, it is closely interconnected with one another. According to Karumbi et al. (2020), most countries, female circumcision is a prior practice for child marriage (p. 15). Most girls, who experience cutting, are more likely to be married off as a child rather than their uncut coevals. However, the procedure itself is not a pleasant one. FGC is a non-medical procedure of complete or partial removal of external genitalia (UNICEF, 2005, p. 1). Usually, the custom is carried out without medical assistance; as a result, girls suffer from severe pain and shock during and after practice. Williams-Breault (2018) divulged in his article that approximately 200 million women underwent the procedure, and 3.6 million girls are expected to endure it annually worldwide. Despite its pernicious effects, a fallacy regarding its positive outcomes permeated some Muslim communities, maintaining that female cutting deters girls from emotional, talkative, and inappropriate behavior (Boyden et al., 2011, p. 8). That is to say, uncut women are regarded as impure owing to a belief that it is Haram. Conversely, Morison et al. (2001) argue that cut women experience problems with

urine control and infertility, and they are more exposed to sexually transmitted infections and cytology. For this reason, women are subject to appalling issues with their reproductive health rather than being advantageous to conjectural benefits of the practice. Therefore, FGC is a detrimental custom based on the misjudgment of women's health and social inferiority.

Additionally, consanguineous marriage is another tradition that harms the health of women and their newborns. This custom was highly prevalent during the middle ages; however, it did not vanish and still takes place in today's world. The highest percentage of cousin marriages is in Arab countries, counting from 20 to 50 percent of all marriages (Hijazi & Haider, 2001). Admittedly, children are the ones most endangered by the consequences of the tradition. As demonstrated by Bartles et al. (2015), cousin marriages cause several genetic problems in children and miscarriages. In particular, children conceived in such marriages are genetically predisposed to abnormal diseases such as gigantism, psychosis, valvular heart diseases, hypertrichosis, and so forth (Kabir, 2019, pp. 7-8). It implies a substantial threat of having indisposed children or even giving birth to a stillborn. Therefore, consanguineous marriages damage women's health as well as other marital traditions.

All things considered, marital customs violate human rights and females' mental and physical wellness. Across the world, young girls are married off without their consent and consequently confront severe issues with their physiological health, namely loss of identity and low self-esteem. Along with mental issues, girls' physical condition is afflicted with harmful consequences of FGC and consanguineous marriage, which leads to acute hardships throughout the life of women. Thus, actions should be taken to put an end to appalling violations of young girls' rights and their welfare and eradicate the conviction of children becoming brides!



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## EACH PRESIDENT SHOULD BE ELECTED ONLY ONCE

KOLTSOV KONSTANTIN

In the 21st century most countries and their heads follow the democratic way of ruling the state and generally accepted rules of democracy. To support democracy and liberty inside the country, there is set of laws called «constitution» that regulates the most important legislations for citizens and government. However, not only can laws maintain order in a country, but people also play crucial role in governance. On this basis, there are many arguments about presidential term limit and its amendments, restrictions, and others.

Ergo, the presidential term is a time during which a head of the country is allowed to rule the state. The presidential term limit bounds the length of this term and quantity of times one person can run for office. The most widespread term limit is two; most countries experienced it during lots of decades and legislated this limit in the constitution. However, there are some countries which still keep one-term limit. On the one hand, a one-term limit seems to be good for a country because of stability, removability, further perspectives and development; there will not be stagnation and decline because of one person who governs the country several times for private benefits. On the other hand, some cases have demonstrated that a one-term limit causes many issues, such as instability, corruption, and tension, which happen less often in countries with two-term limit indeed.

During not so long history of independent Kazakhstan, constitutional law used to state that each person could run for office twice

and for five years. However, In January 2022, the Republic of Kazakhstan faced significant tension inside the state: there were mass strikes in some cities, mainly in Almaty, where citizens claimed the government to exclude the first president of Kazakhstan, Nursultan Nazarbayev, from the political life of the country, and to reform constitutional laws concerning presidential rights. Eight months later, in the appeal to the people of the Republic of Kazakhstan, president Kassym-Jomart Tokaev said that he intends to hold snap presidential elections in the country and change the term-limits system and some Parliament powers in the Republic. The president of Kazakhstan decided to make one-term limit for each president and increase the term from 5 to 7 years to prevent instability and corruption, and start a new political age of Kazakhstan. «On the one hand, 7 years is a sufficient period to implement any ambitious program. On the other hand, limiting the presidential mandate to one term will ensure the maximum focus of the head of state the strategic tasks of national development» - Tokaev said (President Kassym-Jomart Tokayev's State of the Nation Address — Official Website of the President of the Republic of Kazakhstan, n.d.).

Otherwise, Kazakhstan is turning into a one-term limit country after more than 30 years of being a two-term limit state. Although, many people consider that Kazakhstan was a de-facto one-term limit dictatorial country because of Nursultan Nazarbaev, who has been ruling the country from 1991 to 2019, and had an unlimited right to run for office

whenever he wanted. This law, officially written in the constitution, affirms that the first President of Kazakhstan can run for office unlimited amount of times in spite of presidential term limits. In this regard, there cannot be any speech about removability and development perspectives. Despite the setting of new government program of vanishing the corruption and inflation descent in Kazakhstan by ex-president Nazarbaev, corruption rate in the republic was increasing year by year. Moreover, Nursultan Nazarbaev is suspected of profiteering with the state budget, money laundering, and creating illusions of struggling with corruption in Kazakhstan by several international non-governmental institutions (Corruption in Kazakhstan — Wikipedia, n.d.).

Houkpe (n.d.) writes that one-term limits do not work excellently due to many reasons. One-term limits do not lead to developments and improvements in the country; neoteric historic-political events have shown it. Countries which have two-term presidential limit have had fewer corruption rates and more popular (among the population) reforms. Despite this fact, it did not work in poor African countries such as Liberia, Benin, Sierra Leone, Cape Verde, and Senegal, where presidents had run for office twice.

However, a lack of re-elections might create seat of power in the country. Therefore, each country with two-term limit should possess preventive mechanisms that do not allow monopolization of power in the state and eliminate abusive governance. For example, an alike mechanism was set in the United States on 7 February 1951, when the U.S. Congress ratified the 22nd amendment to the constitution of the USA accepted on 21 March 1947 after President Franklin Roosevelt's death. Heretofore, U.S. constitution did not provide any presidential limitations; there was a longstanding tradition among presidents – refusing running for office for the 3rd time. However, after two Roosevelt's terms, the

members of Democratic Party supported Roosevelt to take part in next elections, and he accomplished their wish. Eventually, Franklin Roosevelt won the elections in 1940 with a slight margin, and in 1944 won regular elections too. Thus, Franklin Roosevelt became the very first president in the USA who had been ruling the country 4 terms (Brokaw, n.d., Third term, n.d.).

Since then, U.S. has a permanent tool to bring removability of power to the country and set more plans for development. It means that more candidates have a chance to become president as far as previous presidents cannot always run for office. The USA faced a new period of stability and development; the country strengthened its military and industrial power and spread its considerable influence over lots of European countries (for example, creating and extension of NATO block); otherwise, capital was coming to America nonstop. The 22nd amendment is one of the factors which motivated the government to rule the country much more effectively; increasingly perspective projects of development were being offered to the government by new candidates for the presidency. Drawing a parallel, in the Soviet Union, where were no restrictions of being general secretary for authorities, that period of time (widely known as Brezhnev's stagnation) has shown that the absence of removability causes the same problems: economical standstill and no further renewed perspectives. As a result, it clearly demonstrated that on the example of two competing states in cold war, the USA rushed far away from the USSR in the level of development, owing to the governance system too.

To sum up, many well-developed countries in the world has the two-term limit system (in most cases) that gives stable development and fair governance to a country. The removability of power let different politicians make own contribution to the country and its citizens. Unfortunately, the one-term limit often does not work as it should: it creates corruption, instability, and tension

in a country. Corruption and inflation rates grow up, whereas the standard of living cardinally falls. Thereby, two-term limit provides absolute stability, removability, further perspectives, and development; auspiciously affects the governance.

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## YOUNG WOMEN SHOULD GET MARRIED ACCORDING TO CIVIL LAW BUT NOT TO TRADITIONS

KUANDYKOVA AIBIBI

According to the Child Marriage Global Databases that have been provided by UNICEF (2020), more than 650 million women are suffering the severe consequences of child marriage. In the modern world, people are already convinced by the fact that young women should get married according to civil law but not to traditions, religious and cultural factors as it was in the distant past. However, the tendency of a young marriage because of traditions and religion is still prevalent in Muslim countries, especially Iran, Iraq, and Afghanistan. Apart from it, a specific Sub-Saharan region in Africa has the highest rates of early marriage worldwide. It is evaluated that 76% of young girls in Niger become wives before they turn eighteen, while 28% marry under 15 (UNICEF, 2016). Marriage among young adults is clearly gender inequality since there is a belief that women are inferior to men. Child marriage causes many issues, such as lack of health and education, and it strongly impacts the development of violence toward young girls and the country's economy.

It is well-known that young marriages refer to the union between a child under eighteen and a grown person. Young girls are physically and psychologically unprepared to become mothers and have children. Child marriages are often situated in poor developing countries where no one talks about the importance of sexual education. As a result, it leads to early pregnancy with numerous severe consequences. Teenage girls who do not acknowledge well about physical changes during pregnancy cannot

deal with enormous body changes. Even older women still struggle with what to say about young girls during pregnancy. International Centre for Research on Women (2010) claims that girls under the age of fifteen are more likely to die in childbirth than women under twenty. Moreover, young girls who are going to give birth are belonged to a risky group in catching the so-called disease malaria since their immune system, in most cases, is weak. According to World Health Organization data, "About 10.5 million become infected during their second or third semester, and among these, the mortality rate is ~50%" (2004). Consequently, girls are forced to marry at an immature age and become pregnant before they are mentally and physically ready to experience tremendous stress and diseases, even if it can lead to fatal outcomes.

Apart from health, child marriages negatively affect teenage girls' education since they are likely to force them to drop out of school. In most cases, the main reason for child marriages is families' financial inability to pay for educational attainment. Instead of providing education, it is much easier for parents to engage their daughters. This practice happens constantly and only strengthens the vicious circle of the wide spreading of young marriages. The data in a journal article named "Early Marriages in Africa" shows that "The higher the percentage of child brides in developing countries, the lower the level of female literacy, and this is especially so for countries in sub-Saharan Africa. In Niger,

Chad, and Mali, roughly 70% of girls 18 and under are married, and only 30% of women aged 15 to 18 years are found to be literate” (2012). Being deprived of the opportunity to get an education leads to the development of an unlitrary society. Moreover, because of a lack of education, most of the young girls are unaware of health, diseases, and how to take care of themselves, which could be a potential danger for their children. It separates the girls from self-development and causes a lack of socializing with the community and environment that evolves around them.

Another adverse consequence that must be considered is how child brides are exposed to violence as physical and emotional. Clark, Bruce, and Dude claim that girls who married before turning legal age are more likely to suffer from domestic violence compared to girls who engaged later (2006). Child brides are vulnerable and dependent on their husbands and their family. The young girls cannot say anything against them whenever they face violence due to their young age and low social status. Moreover, some girls do not even realize that this kind of behavior, such as beating, slapping, and kicking, is immoral. Girls who encounter mistreatment from their partner mainly experience physical injuries, chronic pain, and issues with the reproduction system (Campbell, 2002; Lamb and Peterson, 2012; World Health Organization 2012). Aside from physical violence, teenage girls might encounter emotional abuse. It could be threatening, shouting, and keeping under emotional pressure. After all these sufferings, child brides experience anxiety, and post-traumatic stress and it leads to isolation.

It is worth noting that young marriages detrimentally affect the economy. As has been mentioned before, the main reason for the growing popularity of early marriage is families that are living in poverty and marrying daughters to reduce the economic burden themselves. In addition, young marriages entail high childbirth rates by

making expensive costs to pay for families and reducing the standard of living. In most cases, early pregnancies cause the death of children, or young families cannot pay for healthcare, education, and food. “The Economic of Child Marriage” reports that early marriage evaluates the price of economies at 1.7 percent of their GDP. It raises the pregnancy of women by 17 percent and brings harm to developing countries that deal with high childbirths. The increased fertility rates lead to severe costs to national economies because of the demand for essential services (2018). All these direct consequences strengthen poverty in developing countries and do not give them any chance to maintain economic stability and equity.

To conclude, young marriage is a form of violence towards children. Primarily it breaks the human rights of girls, which conducts profound implications such as poor health, low level of schooling, and the growth of physical and mental abuse. Girls are forced to marry and give birth when their minds and body are not prepared. They usually have weak immune systems, which make them vulnerable to catching serious illnesses. Moreover, the highest dropouts from school increase the number of unlitrary girls who become separated from the world. Teenage girls are at higher risk of violence, which they receive from their husbands. It often leads to sufferings from anxiety and increased incidences of depression. Besides that, it also negatively impacts the economy since child brides only keep growing in poverty in developing countries without a chance to have economic equity. In other words, early marriage is a crime; therefore, girls should get married in agreement with civil law.

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## LADIES IN EASTERN COUNTRIES MUST COVER THEIR BODIES

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Is there anyone who has not heard about the terrorist attacks which took place in the United States on September 11, 2001? These events caused great shock among the population and became the cause of prejudice against Muslims from the East. Since then, adherents of the religion of Islam have been associated among people with terror, cruelty, and violence. In this regard, much attention in the media has been given to Muslims. It was especially forced by their migration to the Western countries, where values are entirely different from the East. Western people protect their freedom and do not tolerate prohibitions. Everyone should do what he wants. Therefore, women of the East caused a lot of controversy there. Why would the democratic Western population be skeptical about them? It is connected with Muslim women's obligation to wear a veil. According to Atasoy (2006), many people have studied this field, being concerned about the question either "the veil is a symbol of women's subordination to an oppressive tradition or a means of emancipation from that tradition" (p. 203). Veiling also has another name, which is *purdah*. Papanek (1973) remarks that it is "the word most commonly used for the system of secluding women and enforcing high standards of female modesty in much of South Asia" (p. 289). After having analyzed all of them, it was revealed that there is no "must" regarding Eastern women's obedience to veiling. There always should be the choice of whether they have to follow this rule or not due to the three

negative consequences of *purdah* system, which are gender's inequality and lack of ladies' independence, unemployment, and reluctant abandonment of dreams, as well as detachment from the world.

First, women are humans too, so they should have the same rights and play the same social role as men all over the world, including Eastern countries. However, in a society where women are veiling, their rights are noticeably infringed compared to men's. Ladies' position there is quite vulnerable. For example, according to Kelly & Breslin (2010), in such Eastern countries as Iran, women's rights are still very strongly discriminated against. Women here are perceived as "second-class citizens" in comparison with men. Their subordination and vulnerability are legalized here. Even though the Constitution prohibits racial or ethnic discrimination, there is no word about sexual and gender injustice and inequality (p. 124). Moradian (2009) states that most domestic violence cases happen due to the uneven allocation of rights in the Iranian community on the legislative level (p. 3).

Moreover, while covering women's bodies is considered to be a protection and shelter from the outside world, it does nothing to protect them from violence inside the family. According to Moradian (2009), it was noted by the Iranian Police Commander that slightly less than half of all fatal attacks here are caused by conflicts at home, and half of all women's murders are committed

by their relatives and most often in the woman's place of living (p. 5). Thus, it is not clear whether women need to be protected from the outside world through veiling if the possibility of their violence at home is even greater. The decision whether to cover or not should come from the personal desire and awareness of a woman. It should not be a coercive act depending on the opinion of society or the government. Everyone should have the right to choose. Shirazi (2019) notes that during the reign of Reza Khan, there was a reform aimed at abolishing hijabs, and women who continued to wear them were subjected to violence. This innovation was meant as a step away from tradition, as a transition to modern values. However, after a few decades, another reform was conducted, where women were obliged to wear hijabs. After the 1979 revolution, the government exposed the harsh methods of Reza Khan, who forced ladies to take off their hijabs. At that time, women were subjected to violence in both cases, being covered and vice versa, which is why many of them preferred to stay at home and miss classes to avoid criticism (p. 5). Razavi (2006) writes that in 1979, Family Law was replaced by Sharia, which severely limited the rights of women, obliging them to cover themselves as well as to leave senior government positions. Women were even allowed to be stoned if they did not follow these rules (p. 1225). Thus, these Iranian reforms were accompanied by violence and oppression of women's rights. In short, Iran, as a representative of the purdah society, clearly demonstrates the lack of freedom of choice and discrimination against women in general.

Secondly, in the purdah society there is a tendency that women should not often go outside their homes to work, and, accordingly, they do not need to receive an education, due to the patriarchal foundations of this society. Alexander & Welzel (2011) highlighted the impact of education on the decline of patriarchal values that are so important in Muslim society. Moreover, the increase in women's education reduces

the patriarchal values much more than the education of men (p. 261). On the other hand, in recent times, in some countries of the East, there has been an increase in the employment of women, showing the fact that the hijab does not interfere with the movement of a woman's career. According to Metcalfe (2008), women's employment in the Arab world increased by almost 50 percent in the second half of the 20th century. However, this happened in critically diverse ways across the countries. For example, in high-income Arab countries (e.g., Bahrain, the UAE, Qatar), it increased by more than four hundred percent, while in the poorest countries of the region – by less than a quarter per cent. Thus, the impact of the hijab on the ability to work and get an education depends on the country's inclinations towards traditions, rejection of modern realities, and, accordingly, on the level of the state's development. Therefore, in the developed Arab countries covering is not a reason for a woman to sit locked up at home without developing herself in any field. However, on the contrary, feminist views are promoted here among women who cover their bodies, which sometimes gives them the right to vote or manage something (p. 89). However, Metcalfe (2007) claims that although women's employment has increased recently, their positions are mostly "female" by definition. Hence, they most often work in the field of education and women's health but rarely occupy management and leadership positions (p. 58).

Thirdly, an agreement with patriarchal customs, which carry the obligation to wear a hijab, leads to the fact that a woman has to give up her desires in the name of the family, because of which they feel excluded from this world. They cannot choose the profession which they like because of the fact that somewhere the veiling is perceived negatively, or a skimpier costume is necessary for this job. Papanek (1964) states that, unlike Western women, women who are forced to wear the veil have much less freedom to choose what they want to



do. A woman, agreeing to the foundations of the patriarchal purdah society, getting married, begins to limit her possibilities. That is why, when veiling comes not from the desire of a woman but from the desire of their men to restrict their rights, referring to supposedly their duty in terms of honor and dignity, it cannot be called correct in modern society (p. 160). The author writes that women, putting on a veil, themselves agree to limited actions and behavior expected of a woman in such clothes by society. Here the Western woman is opposed to the Eastern one by the fact that the first one can find ways to increase role flexibility. The author notes as an example an event where a woman, being in a western dress, performed a male role in one of the events, which involved laying the table for men. In a society where women are covered, such freedom of setting boundaries on their own is not given, based on patriarchal views and the weakness of the female in front of men. For instance, in Pakistan, this phenomenon makes women's presence at parties, gatherings, or meetings where there are both men and women more awkward and tight. Girls are not allowed to do things against the norms and traditions (p. 161). As Papanek (1973) remarks, covering women's bodies in South Asia and ladies' isolation removes their possibility to work outside the home. Most often, these are the women from the poor regions, while wealthier women in the East, under the influence of westernization and frequent contact with society, can afford to refuse to veil; nevertheless, it seems that such protection is more essential. A society in which the behavior of a woman regarding her segregation and coverage is strictly regulated cannot be considered developed at all (p. 292). It is explained by the fact that women in strict isolation can afford much less than women who do not observe the veil or observe it in rare cases and calmly visit all public places without limiting themselves in anything (p. 296).

Fortunately, veiling does not always interfere with the fulfillment of dreams and

the development of ladies. For example, until recently, spreading the burkini was exceedingly trendy. In his article, Fitzpatrick (2009) notes that this type of swimwear, completely covering the body of a woman, allows her to be in interact with this world, to be introduced to any activities related to water sports as well as professions (p. 2). According to Fitzpatrick (2009), this is very fair to them as it equalizes the rights of covered women with uncovered ones (p. 4). However, due to some stereotypes, such women are perceived in the West as hostages of traditions and a patriarchal society who have not managed to defend their rights (p. 8). Hence, the burkini is only a single case of satisfying the desire of covered women. Thus, traditionally covered women are still not so involved in a progressive society, lagging the modern world.

Overall, it is up to every woman to make her own choice whether or not to observe the veil due to the brutal consequences of imposing this rule on them, such as discrimination and oppression of their rights in comparison with men, lack of access to employment and education, as well as the exclusion from the world and the women's backwardness in the patriarchal purdah society. Even though veiling is considered protection from the outside world, women are also subjected to violence at home. Moreover, their rights are not protected at the legislative level. Hence, in a purdah society, such as an Iranian one, women's rights are significantly infringed upon; there is no feature of the human's freedom of choice. In short, here, the segregation of women serves as an indicator of their discrimination, but not their high status and care for them. In addition, in countries where women are required to cover their bodies, their education is not considered mandatory nor work in managerial positions. In a patriarchal society, it is considered unsuccessful, which does not allow women to take a higher status or go up the career ladder; their desires are simply cut, although in some progressive Arab countries, women

have a higher status. Moreover, women wearing the hijab have less access to public places, which removes them from the world as well as from their dreams and desires. There is no aim to make anyone refuse entirely their traditions. However, equal rights, the absence of any discrimination on any grounds, as well as the opportunity to develop and express oneself should be provided to absolutely every person in the world. Only this way both covered and non-covered women will have equal rights and levels of social engagement.

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# THE DAY OF THE DEAD

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The whole world knows about Halloween, people from plenty of countries are fond of celebrating this party. Though, instead of pumpkins and a “Trick or treat” custom, there will be sugar skulls, marigolds, “ofrendas” (altars), skeletons and all the celebrations will be relocated to Mexico. That is a brief description of the “Día de los Muertos” widely known as Day of the Dead, the Mexican celebration of life on November 1st-2nd. In fact, this cultural event affects Mexican society as well as provides an impact on its economics.

To begin with, colorful and captivating festivals have always been the way to attract tourists. The Day of the Dead is not an exception as in the first two days of November Mexico streets will be filled with about 1,400,000 tourists (Davis, 2021). This fact refers to the economic impact of the event. Firstly, tourism industry is the largest export earner due to the number of souvenirs that visitors buy (Walker, 2017). Most people cannot attend such an entertaining event without purchasing something to remember. Hence, the small local businesses in Mexico experience an economic boost during celebrations, because the souvenirs and festivity items are in demand. Besides, Day of the Dead incomes are distributed to all industries under the “Tourism Umbrella”. For instance, according to a recent forecast, Mexican tourists with international ones will spend \$191 million only on lodging this year (TravelPulse, 2022). The relevance of this event is clear as celebrations will give a hand to Mexico’s economy in recovery from

pandemic.

Furthermore, the animated film “Coco” by Disney Pixar played a role in popularizing Day of the Dead among masses. Here is the opportunity to consider the cultural and social impact. Día de los Muertos is a family event to honor deceased and beloved ones since in Mexican vision spirits of these members are coming back on the first two days of November. Thus, Day of the Dead promotes family values not only into Mexican nation, but also into touristic community due to the worldwide success of “Coco”. Moreover, in 2008 UNESCO claimed Day of the Dead to be an Intangible Cultural Heritage of Humanity, which determines holiday value and emphasizes the event’s uniqueness. At the same time being listed by UNESCO means to become a part of a huge “cultural chain”, that’s why Day of the Dead celebrations unite people from a wide range of communities. In addition, these two factors expand influence on economics because of high export rates due to the gathering of tourists in Mexico seeking to feel a real holiday atmosphere.

All the arguments above support the idea that Day of the Dead is event with a high cultural value and a helper in Mexican economy evolving, specifically in the post-pandemic period. People from all over the world can find something meaningful in Día de los Muertos celebrations which is about emotions and color, which promotes life and family values.

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# PARIS FASHION WEEK

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















Semaine de la mode de Paris or Paris Fashion Week is one of the prime movers of the Fashion Tourism industry, also the part of global “Big 4” fashion weeks. The name of the event speaks for itself, it is a series of designer presentations held in the capital of France, Paris (Wikipedia, p. 1). Paris is home to many great haute couture (high fashion) designers, therefore it gained its “fashion capital of the world” status. It should be mentioned that this global event has a direct impact on economical and environmental factors.

According to Morand (2022) Semiannual Paris Fashion Week has a great impact on economical growth, making the fashion industry of France one of the most profitable fields: generally accounting for 1.7% of France’s GDP. It also opens a variety of job opportunities, making unemployment rates slowly decrease. Due to the multiplier

effect, this event eventually causes money leakage to other countries, foreign brands/sponsors specifically. According to Fédération de la Haute Couture et de la Mode’s (2021) statistics, it is seen that most of the profits were made by foreign brands and celebrities, rather than French ones.

As for environmental factors, fashion has always been the number one threat to ecology. Endless manufacture of clothes and fabrics, especially for fashion show seasons, has consequences in faces of carbon footprint and public security risks. Nonetheless, due to sustainability, this event is looking for ways to shorten its duration, to decrease carbon emissions. In 2024, Paris Fashion Week is aiming to become the first sustainable fashion capital and event (Hampel, 2022). French Fashion Federation is also discussing ways to increase the number of green lodgings in

## MOST PERFORMING VOICES

 Top Voices Media	 Top Voice Influencer	 Top Voice Celebrity	 Top Voice Owned Media	 Top Voice Partner
<b>HIGHNOBIETY</b> DE \$645K	 Shuzo Ohira 大平 修藏 \$189K	 Ranveer Singh \$2.38M	LOUIS VUITTON \$6.85M	 MAC US \$72.9K
<b>VOGUE</b> US \$626K	 Andres Zurita \$150K	 Oh Se-hun \$1.08M	<b>DIOR</b> \$2.97M	<b>Christian Dior</b> PARFUMS \$41.3K
<b>VOGUE HOMME</b> FR \$493K	 Ziad Nakad \$146K	 Maluma \$904K	<b>VETEMENTS</b> \$2.37M	<b>nclgallery</b> US \$24.5K
 <b>sina</b> 新浪网 sina.com.cn CN \$353K	 Loic Prigent \$104K	 <b>TANE</b> Song Min-ho \$422K	<b>HERMÈS</b> \$751K	<b>DSF</b> Daily style fashion \$23.6K
<b>if</b> CN \$251K	 Tiany Kiriloff \$100K	 Takanori Iwata \$275K	<b>LOEWE</b> \$747K	<b>LVMH</b> \$15.19K



Paris, so tourists would visit shows more ecologically friendly.

To sum up, specifically, Paris Fashion Week is the most respected fashion event in the industry as it brings more profit and worldwide attention. Even though this event has its benefits and drawbacks in terms of the economy, it is still considered the main tool to develop fashion and tourism in the country. Being a part of an industry that makes the most pollution is rather hard to maintain safe ecology, nevertheless, this event has shown its concern regarding this issue. Now the rest of the world has to wait for the upcoming fashion week in February 2023 and see if changes have been made.

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# SAINT PATRICK'S DAY IN IRELAND.

DANISH AISULU

Ireland is one of the best countries for travel. Beautiful nature, ancient history, great beer, English-speaking people, and fascinating folk mythology about leprechauns and lucky charms make Ireland an excellent destination for a fun adventure at any time of year. However, there is one special day when a country of green fields becomes actually covered in all green. Saint Patrick's day is a holiday that initially celebrates the arrival of Christianity in Ireland. However, for the Irish people nowadays, it is considered more as a celebration of their cultural heritage. The biggest parade, which is a true source of the nation's pride and a great tourist attraction, is held in Dublin. People wear green and march in parades while singing Irish folk songs throughout the day. "Paddy's Day," as the locals call it, is a big deal in Ireland, as it has become a national brand, which positively contributes to the economy and politics of the country.

The Irish cherish their national holiday so much because of their long history of political struggle against British autonomy (Lauren Alex O'Hagan, 2020). Despite being observed in Ireland since the ninth century, Saint Patrick's Day still needed to be recognized as a national holiday. When the British saw any Irish public gathering as worthless and ludicrous, making St. Patrick's Day a legitimate holiday became a matter of national significance. Nevertheless, things are different now. Paddy's day has now become a holiday beloved by many nations and spreads the Irish legacy all around the world. Even the Irish government uses St.

Patrick's Day to market their country, as evidenced by the February 8 announcement of 2022 St. Patrick's Day program. They want to reestablish connections with Irish communities worldwide while promoting Ireland as a fantastic place to live, to visit, work, study, and invest (The Government of Ireland, 2022).

On the other hand, Ireland's economic state is also thriving, thanks to Paddy. Research shows that Ireland brings in more than €70 million in five days between March 16 and 20 ( Dan Doran, 2022). While St. Patrick's Day celebration temporarily shuts down certain establishments, it also boosts the local economy through increased hotel room rates, beer, food sales, ride-sharing services, and other tourism-related consumption.

National celebrations are always a great source of joy. Saint Patrick's day is even more notable considering its local and global impact. The influence is felt not only on the political and economic state of the country but on the social one. For Ireland, St. Patrick's Day is a symbol of their independence and the country's prosperity. Therefore, the Irish attitude towards their national holiday is an excellent example of honoring one's cultural heritage while benefiting from it. Moreover, every traveler must celebrate it at least once in the holiday's homeland.

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