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"K L A D" IS A STUDENT JOURNAL FIRST PUBLISHED AT M. NARIKBAYEV KAZGUU UNIVERSITY SCHOOL OF LIBERAL ARTS. THIS JOURNAL IS AIMED AT ENHANCING STUDENTS' INVOLVEMENT INTO SCIENCE AND RESEARCH.

"K L A D" JOURNAL ADMITS FOR PUBLICATION VARIOUS TYPES OF ARTICLES: ORIGINAL RESEARCH, REVIEW ARTICLES, SHORT REPORTS OR ESSAYS, REFLECTIONS, CASE STUDIES, METHODOLOGIES AND CASES IN ENGLISH; CONTAINING THE RESULTS OF FUNDAMENTAL AND APPLIED RESEARCH IN THE FIELD OF PHILOSOPHY AND IDENTITY, HISTORY OF KAZAKHSTAN, PEDAGOGY, LINGUISTICS AND METHODS OF TEACHING LANGUAGES, TRANSLATION, AND TOURISM.

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Research Articles

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УДК 8.1751
MPHTI 16.31.41“TERMINOLOGY SOLUTIONS FOR KAZAKH TRANSLATORS
IN THE OIL AND GAS INDUSTRY”

V. Sidorenko

Abstract

This article deals with the terminology challenges in the oil and gas translation and offers resources for overcoming these challenges. The oil and gas translator face the challenge of understanding the processes behind the terms that require accurate translation. Accurate translation is essential to the success of the customer's interactions with other parties. Therefore, it is important for the translator to learn how to overcome terminological challenges and understand all industry-specific processes. The research is based on the results of a survey conducted among practicing translators in the English-Russian language combination, who have noted certain terminological difficulties and shared their resources for finding an accurate translation of oil and gas terms. The proposed resources were analyzed for their reliability considering the specific attributes of the reliability.

Key words: *oil and gas industry, translation, terminology challenges, terminology solutions, reference materials, thematic dictionaries.*

Kazakhstan's economy is firmly tied to the oil and gas industry, given that oil production accounts for 17% of Kazakhstan's GDP. At the same time, in 2018, the 30 largest companies in Kazakhstan paid almost 60% of all taxes to the budget, 90% of these companies work in the oil production sector.¹ In this regard, the significance of oil and gas translation in the Kazakhstani translation services market is indisputable.

Oil and gas translation is one of the areas of technical translation that provides certain challenges for translators, particularly when dealing with terms. The industry is constantly evolving, which leads to the appearance of new terms. The operation of oil and gas companies, field development, production and processing, all these processes include constant cooperation with foreign partners, which entails huge volumes of materials that require high-quality translation. The quality of the translation has a direct impact on the success of this interaction.

The significance of specific terms was noted by Marek Łukasik. He presumes that the clarity and effectiveness of professional communication depend on the precision of the term, i.e. the quality of the link between the term and the respective concept it represents (Łukasik, 2012). This makes it important to accurately convey the meaning of the term in translation. Accurate translation implies the elimination of ambiguity, which can mislead the reader. M. Motin asserts that the formation of terms is not an invention, but an expression of the deep meanings of extralinguistic reality (Motin, 2011). In his publication, he emphasizes that since the terms denote exactly any fragment of extralinguistic reality, they are inevitably used in areas of knowledge where ambiguity is unacceptable — primarily in science and technology. He identifies and analyzes the problems of translation using the material of oil and gas terms, where the problem of ambiguity is especially acute.

On the way to accurate translation, another problem also arises such as the abundance of multi-component terms. I. N. Gushchina, A. D. Sidelnikova consider the specifics of text translation in the oil and gas industry from Chinese and English into Russian highlighting the basic challenges that arise during translation

¹ Skolko nefti dobyli v Kazakhstane v proshlom godu [How much oil was produced in Kazakhstan last year]. Accessed on April 5, 2021 at: <https://kursiv.kz/news/otraslevye-temy/2020-01/skolko-nefti-dobyli-v-kazakhstane-v-proshlom-godu>

(Gushchina & Sidelnikova, 2017). As they assert, basically, these challenges are associated with the translation of terms, that are single-component and multi-component.

Many other linguists speak about the necessity of creating and using term bases and dictionaries in their articles and textbooks, especially in the technical spheres of translation, in view of the ambiguity of terms, and the corresponding complexity of defining the connotation of a term (Pearson, 1998; Latysheva, 2019).

All these needs and problems necessitate the modern linguistics community to develop the direction of scientific and technical translation, which will contribute to the correct and adequate transmission of texts of a technical orientation with the emphasis on field-specific terminology. Many universities do not teach the basics of oil and gas translation, and as a result, graduating translators are in fear of dealing with the oil and gas translation without this basic knowledge and not knowing the resources to turn to for help.

These gaps in training and the challenges of dealing with oil and gas translation served as the starting point for this research, the main purpose of which was to form a list of useful terminology resources that will be of practical value to translators who are interested in oil and gas translation, based on experience exchange of practicing oil and gas translators. The research was based on the problems of translation of oil and gas terms and terminological solutions for such problems, taking into account the fact that oil and gas translation is a very extensive and complex direction of translation.

The research included a survey of practicing translators with varying experience in English-Russian language combination, from 1 to 10 and more years. The survey was conducted in an anonymous form regardless of gender or age categories. The total number of respondents accounted for 52 people. The survey questions focused on the challenges of working with oil and gas terms and the sources that translators used to overcome such challenges. The translators' responses allowed us to identify the most common difficulties in translating oil and gas terms, which will be described in more detail below.

Wide range of knowledge required. The oil and gas industry include many topics and areas of knowledge in which the translator must be able to navigate. For instance: geology, physics, cartography, chemistry, petrochemistry, etc. In order to properly translate the terms, the translator is required to have background knowledge not only in petrochemistry but also in related areas of knowledge, which means that the translator needs to know the basics and understand the processes expressed by such terms. For instance: rifting – рифтинг (Geology), well intervention – геолого-технологические мероприятия (Oilfield operations), towed streamer – буксируемая сейсмическая коса (Geophysics), etc.

Narrow-field terminology and complex production processes. While many subtopics and fields of knowledge are involved, the oil and gas industry is also characterized by the presence of highly specialized terms referring to complex production processes. When working with oil and gas materials it is not enough to simply know two languages, you also need to understand what is being said in order to accurately convey the meaning of the terms. You can find a translation of a term in a dictionary, but even so, describing the whole process is no easy task without understanding the process.

Abbreviations and acronyms. One of the difficulties of oil and gas, as well as any technical translation, is the abundance of abbreviations and acronyms, which are difficult to decipher and therefore to translate. For instance: CEPA (Canadian Energy Pipeline Association) – Канадская ассоциация трубопроводных компаний, SBP (Sub-Bottom Profiler) – профиломер, etc.

Jargonisms. In any industry, inevitably, certain specific expressions, jargon, appear that are not understandable to ordinary people. In the oil and gas industry, such jargon includes X-mas tree – фонтанная арматура, monkey – верховой рабочий, pig – скребок для очистки и инспекции трубопроводов, etc.

Idioms / figurative expressions. In addition to jargon, in oil and gas materials you can also find idioms that pose a certain challenge to translators. For instance, live pipeline – трубопровод под давлением, hot tapping – холодная (безостановочная) врезка.

Multiple attributive nouns. Respondents also noted a certain difficulty with multiple attributive nouns. These are the word combinations in which nouns serve as an adjective to describe another noun. Such phrases can consist of two or more nouns, and sometimes it is difficult to determine the main word and the defining one and unravel the chain of nouns by understanding the attributions. For instance, Shell Kazakhstan Development Country Security Manager – Региональный менеджер по вопросам безопасности Шелл Казахстан Девелопмент.

Differences in terminology among oil and gas companies. When working with different companies, the translator may encounter the problem of different translation options for the same terms. For instance, well intervention, well work, routine maintenance – all these terms mean geological and technological operations – геолого-технологические мероприятия.

These and many other peculiarities of oil and gas translation make it difficult for translators to find the accurate translation for terms and produce a high-quality translation that would satisfy the demanding customer. The research was based on the survey responses, with a further in-depth review of the suggested resources for reliability and applicability to terminology problems in oil and gas translation.

When processing the respondents' answers, the proposed resources were assessed with respect to their reliability. This was done taking into account the attributes of the reliability of the source, i.e. the availability of the following:

- 1) Resource authorship;
- 2) Authors' contact details;
- 3) Sources of information;
- 4) Purpose of creating a resource;
- 5) Neatness in providing information;
- 6) Data relevance.²

According to the obtained responses, resources for working with oil and gas terminology can be divided into two basic groups – reference materials and thematic dictionaries.

As for reference materials, the respondents suggested such resources as Indira Serikbay's textbooks *English in the Oil and Gas Industry* and *English for Oilmen*, A.O. Nosenko's *English for Oil and Gas Industry. Reader* (Serikbay, 2004 and 2009; Nosenko, 2018). These tutorials would be helpful to get started and get an idea of the industry. The textbooks provide information on a range of processes from exploration and production to refining, transportation and marketing, the so-called upstream and downstream processes. In addition to specialized terminology, the books contain extensive illustrative material, background information on the oil and gas industry of Kazakhstan, Russia and other oil-producing countries. These textbooks are recommended for all translators who are going to work in the field of oil and gas translation and who want to master the basic concepts and terms and get acquainted with the history of the issue. However, these textbooks would not provide information on more specific processes. These books can be found in both printed and electronic format. The reliability of these resources is determined by the availability of information about the authors (contact details included), editors, reviewers and publishers, the availability of references (in Russian and English). Using this information, anyone can verify the accuracy and relevance of the data presented.

Many translators who took part in the survey noted *Wikipedia*, as a useful tool since it is constantly updated and may contain relevant information about new developments and processes. As far as credibility is concerned, the well-known *Wikipedia* encyclopedia is replenished by the materials of different people willing to participate in this process. It may contain some mistakes, but not more than reputable encyclopedias since it has a group of moderators that constantly monitors its replenishment. *Wikipedia* is not the most reliable source

² Compiled by the author using the article of Yakushina E. (2013). *Mediaobrazovanie: kak proverit dostovernost informatsii v Internete* [Media education: how to check the accuracy of information on the Internet] Digital Education journal, 3 issue.

of data, because the articles in it may differ in more or less deep rationale. When searching for information in *Wikipedia*, one should pay special attention to the sources of the data provided. Sometimes it is more useful to find the original sources and study the issue in more detail. Thus, *Wikipedia* represents the accumulation of references on the topic in question.

Many respondents mentioned oil and gas companies' websites as a resource for dealing with terminology problems. Such resources contain the information that has been approved by the customer to be published on the company's website. This means that the terminology used in it meets the expectations of the customer. This is an indispensable resource when you work on documents for a particular company. In addition to the website of the client company, useful information can also be found on websites of other oil and gas companies, competitors, and partners in joint projects. Through the websites of other companies working in this area, you can find references to the same processes that are mentioned in the customer's documents. The websites of foreign companies are usually better filled and offer more information. Many companies also create websites in multiple languages. For instance, KazMunayGas offers information on its website in Russian, English and Kazakh.

According to the respondents, it is helpful to refer to industry-specific standards when dealing with oil and gas materials. For the oil and gas industry, these are standards by *International Organization for Standardization (ISO)* and *American Petroleum Institute (API)*. On the websites of these organizations, you can find not only the standards, but also related information in several languages. Standards are the most reliable sources of information, as they are compiled by industry experts, reviewed, revised and adopted on an international level. Industry companies use approved standards directly in practice to ensure the quality and conformity of their products for safety purposes, increase the efficiency of their processes and meet the expectations of customers.

Some respondents also responded that they turned to forums and industry experts in the process of translation. Both are examples of seeking for advice through networking. However, advice from forums is less reliable than other sources of information listed above, as users usually register under pseudonyms, without providing contact information, and this is a bad sign for reliability purposes since you cannot verify the source. Anyway, forums may be a useful tool for translators. Therefore, several forum options have been considered that may be useful for oil and gas translators. In addition to the forum from everyone's favorite Multitran, there is the *Petroleum Engineers* forum which is not primary for translators but can be useful for them as it unites the industry workers who can share their experience and some reference materials. It is active and includes over 6,000 registered users and contains over 8,000 open topics. Another one is the *City of Translators* forum, which unites translators from different fields and provides a platform for an exchange of experience and opinions, as well as contains lots of useful materials for translators/interpreters. These platforms serve not only to find answers and help but also to network and find work.

As for dictionaries, respondents identified their favorite and effective dictionaries, the list of which is presented below.

Multitran – the well-known online dictionary, providing the translation of terms by category.

Imagetranslation – an online illustrated dictionary that provides translation of terms in Russian and English using pictures, drawings, photographs, diagrams and other images.

Schlumberger's online glossary – a glossary of oil and gas terms in English and Spanish with clear definitions, some even with support graphical information.

Oil and Gas Commission in British Columbia's glossary – monolingual glossary of oil and gas terms in PDF format, which can be found at the BCOGC's website, and which provides terms on LNG and other facilities, oil and gas measurements, pipelines, regulations and legislation, and acronyms.

TMK's glossary – a glossary from the website of TMK (Russian manufacturer and supplier of steel pipes), presented in English and Russian separately.

Oil and Gas Illustrated Glossary by V.S Belousov – a hardcover print edition dictionary.

New Comprehensive English-Russian Dictionary of Oil and Gas by Publishing House Zhivoi yazyk – another hardcover print edition dictionary.

All of the above dictionaries, except for the last two hardcover print edition dictionaries, can be found online. The last two were issued in 2010 and were not found in online stores as well. That is why it was not possible to consider them in detail. Given the time of their release, the information in these dictionaries may have lost some relevance.

Of all the presented online dictionaries, only *Multitran* raises questions about reliability, as it is the result of the work of a huge number of translators and other contributors who offer their options, and it is not always possible to check the accuracy. Some contributors provide information about the source they used, which is a very rare case, but hardly anyone provides personal contact information. That is why this information is difficult to check and rely on. Other dictionaries are presented with the references, authors' personal and contact information, which allows anyone to verify the reliability of the information provided.

This list of resources provided in this article is not exhaustive but represents a particular fraction of the resources available to translators in the era of global knowledge sharing. And this research was aimed to conduct knowledge exchange between practicing translators through a survey. As a result, resources that can be useful in solving terminological problems in oil and gas translation, defined above, were selected, taking into account their reliability and relevance.

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“FEATURES OF HOUSEHOLD REALIA TRANSLATION IN LITERARY TEXTS”*Zh.A.Kunayeva***Abstract**

This article discusses the features of translation of household realia words. Realia words, selected from the original text, are analyzed from the point of view of the methods of their translation to identify the most appropriate of them. The relevance of the research lies in the fact that literary text very often contains realia words that complicate the task of the translator in achieving an adequate translation. The study used the method of continuous sampling for the selection of linguistic material, also the methods of semantic and pragmatic analysis to determine the appropriate ways to translate realia words. Methods of interpreting realia words are analyzed on the basis of the novel by the Australian writer Christina Stead “The man who loved children”. The analysis of the linguistic material showed that the most productive ways of transferring the household realia words of the English language into the Russian language are transcription, descriptive translation and generalization. The novelty of the work lies in the fact that the novel has not been previously translated. Despite the interest of researchers in the process of conveying realia words, the practical aspects of the effectiveness of individual translation techniques and their combinations are still relevant. Analysis of the quality of translation equivalents, identification of patterns of transmission of realia words on the material of literary texts can contribute to a deeper understanding and solution of problems in the theory and practice of translation of non-equivalent vocabulary. The results of the study showed that in order to achieve the adequacy of translation in the transmission of the household realia words, as well as for the correct transfer of their meaning, the translator must not only be able to apply transformations, but also have background knowledge.

Key words: *realia words, non-equivalent vocabulary, literary text, transcription, descriptive translation.*

Introduction

At the moment, the issue of linguistic realia words is undoubtedly one of the relevant problems of translation studies. Many domestic and foreign linguists and translators continue to study and define various characteristic features of realia words, highlight their classifications and offer specific ways to translate these lexical units in different literary genres.

Realia words, being an important part of literary texts, play a special role not only in the process of creating certain artistic images by the author, but also in preserving the national flavor (Kuzmina, 2008, p. 224). However, this layer of vocabulary can cause difficulties when transferring it into another language, and therefore it seems necessary to study in detail the existing strategies with the help of which it is possible to achieve the most adequate translation of realia words. This fact justifies both the choice of the topic and its relevance and importance for linguistic science. These issues are quite complex and still not fully understood, because in any work, the meaning of words, phrases and whole sentences is not limited to their direct meaning.

The reader, knowing the literal meaning of words, unfortunately, cannot always ensure for himself the entire completeness of the perception of what he has read. At this stage the problem of the feasibility of translating the realia words arises, to which more and more new works are devoted, since the translation of these particular lexical units plays a huge role in understanding the entire text. So, the subject of this research is the realia words

and the ways of their translation in literary text. The novel “The man who loved children” of Australian writer Christina Stead was chosen as the material for this research. It should be noted that this novel is considered as a literary work with a rich vocabulary and a high content of lexical units that have no equivalents in the translating language. The purpose of this work is to analyze the realia words and methods of their translation into Russian in the framework of pre-translation analysis of the text. The novelty of this work lies in the fact that this novel has not been previously translated into the Russian language.

Methodology

During the study, the following tasks were set:

- to analyze theoretical material and define the term “realia words”;
- to select realia words in the novel “The man who loved children”
- to analyze the selected realia words and the way of their transmission in the target language

In accordance with the tasks set, the pre-translation analysis was performed, especially semantic analysis, component and pragmatic analysis. Semantic analysis includes analysis assuming taking into account the content-semantic space of a specific text.

To identify the national specifics of the implementation of the realia words in the process of actualization and modeling of the English communicative style, component and pragmatic analyzes were used. The pragmatic-functional approach underlying any translation includes the analysis of the original text, the identification of the described situation, the search for functionally adequate substitutes for the transfer of the function that the author intended for the recipient of the source language, the implementation of an adequate translation.

Translation strategies of domestication and foreignization represent one of the ways to convey the nationally specific character of the lexicon in question. In this master thesis, foreignization strategy was used. Because, from our point of view, it is very important to ensure the preservation of the specific features of a foreign text through the use of carefully selected language means.

Results

Before proceeding to a more detailed study of the concept of “realia word”, it is necessary to consider in general the definition of “non-equivalent vocabulary” and related terms. Barkhudarov (2008) claims that the following groups of words can be classified as non-equivalent vocabulary: proper names, accidental gaps and realia words and in his opinion realia words are concepts that reflect objects of material and spiritual culture (p. 24). However, there are many other definitions for this concept. Weisburd (2006) affirms that the realia words are words denoting concepts or situations that do not exist in the practical experience of speakers of other languages (p. 18). Scientists Vlahov and Florin (1986) give the most complete definition and maintain that “realia words are words (or phrases) that name objects that are characteristic of the life of one people, and are alien to another, requiring a special approach in translation due to the fact that do not have exact correspondences in other languages” (p. 47). Tomakhin (1997) claims that “realia words mean objects of material culture, historical facts, elements of government, the names of personalities and folklore characters known in this country, which in the vocabulary of the language refer to non-equivalent vocabulary” (p.129). Tursunov (2015) says “realia words are facts of reality of social and cultural life, also concepts and words related to the life, legendary personalities, heroes, tradition, custom, and the history of the country of the language being studied” (p. 163).

Based on the above definitions, we found out that the realia words denote objects and phenomena that are characteristic only of a certain linguistic community and can be identified by comparing the lexical units of two languages. The connection of these objects and phenomena with the people and the historical period of time

is clearly traced. The realia words we study are also characterized by local flavor and are able to recreate the national peculiarities of life and differ from other lexical units in their general use in different styles of speech, unambiguity and lack of equivalence.

The function of recreating the national historical color, the symbolic function and the function of aestheticization of everyday details, which are used in this work in order to immerse the reader in the national atmosphere of the events described in the book, are also quite obvious function of realia words. That is why it is very important and at the same time difficult is the question of the exact transmission of the used realia words into reader's language for a more correct understanding and interpretation of someone else's culture, which became the main task of our research.

An adequate translation rate is understood as a completed translation in which the texts of the source and target languages are maximally equivalent. To carry out the transfer of the original text into any other language, the translator must be proficient in such concepts as methods, techniques and methods of translation. They are fundamental categories with the help of which the translator can achieve the most accurate transfer of the source text into the target language. And the realia words are of great interest in the framework of the linguoculturological analysis of the text, which is an integral part of any adequate translation (Burova, 2017, p. 428).

Many researchers have identified a variety of techniques and methods of conveying the realia words in literary texts. Komissarov (2013) identifies four ways of transmitting "realia words that do not have direct lexical correspondences in the Russian language": 1. Transmitting an English word using translation transcription and transliteration. 2. Transmission using tracing. 3. Descriptive translation. 4. Using explanations and notes in translation (p. 28).

Fedorov (2002) identifies the following main methods of translating realia words from one language to another: 1. Transcription and transliteration, the essence of which is to write a word denoting realia in the original language using alphabetic characters of the target language. 2. Descriptive translation, which is expressed in the creation of a new word or phrase to denote a corresponding object or phenomenon (elements and morphological connections that actually exist in the language are used). 3. Adaptation method, in which the selected version of translation is specified within the context (a word denoting a foreign language realia, at the same time, it is something close, but not identical to it in its function). 4. Hyponymic (generalization) translation, in which the lexical unit of the source language, denoting a specific concept, is transmitted into the target language by a word that names the corresponding generic concept (p. 207).

The purpose of the study is to analyze the features of the translation of household realia words in the novel of Christina Stead "The man who loved children". In this work, considered the most interesting examples and tried to identify the features of their translation in this work. In total, within the framework of the study, some examples of translation of household realia words were found and analyzed.

Vinogradov (2011) believes that "household realia words include the names of dwellings, property, clothing, attire, food, drinks, types of labor and occupations, banknotes, units of measures, musical instruments, folk dances and songs, performers, folk holidays, games, and addresses" (p.71).

In the considered work of art, there is a significant number of realia words related to everyday life of people. Here are some examples of English-language household realia words found in the original text.

An extensive subgroup of everyday realia words in the text of the novel is a food. The novel contains realia words like "Worcestershire sauce", "custard", "chutney", "mincemeat":

*"She would play on and on till her cheeks got hot and then call for another cup of tea, or else go and get herself some store cheese and **Worcestershire sauce** in a plate, pushing the cards aside" (Stead, 1966, p.16).*

*"Where the devil is that **custard** pie, Archie?" (Stead, 1966, p.160).*

“She left a note on Sam's desk asking for money to go to Baltimore to see her lawyer, and after dining off a four ounce-curry made for herself from cold meat and raisins, with **chutney** and tea, she shut herself into her room, determined not to come out again until it was time to leave for Baltimore” (Stead, 1966, p.414).

“He'd chop me up for **mincemeat** and put me in a pie” (Stead, 1966, p.190).

The novel contains realia words which are names of different household items like “*French windows*”, “*eiderdown*”:

“Jo threw down her flowers, chocolates, her hat, while the others started to pour in around her, through doors and long, open **French windows**, and exclaimed, “Where's Sam?” (Stead, 1966, p.236).

“The chair, and the slanting of the light, the endless insoluble game of *solitaire*, were as comfortable to Henny's ravaged nerves as an **eiderdown**” (Stead, 1966, p.14).

Also, in the novel, realia words that designate various premises are often encountered. For example, “*consulting room*”, “*drugstore*”, “*brownstone*”.

“Or you go to his **consulting rooms**, and he trusts you and leaves you alone—or he leaves the stuff unlocked purposely—foo, I've thought of a hundred ways” (Stead, 1966, p.157).

“She bit her lip, got up, put on her red dressing gown and the **drugstore** slippers given to her by Tommy on her last birthday, and looked impatiently for her fountain pen” (Stead, 1966, p.43).

“She would see the near rush or distant slow-moving glitter on the steeps of North Charles Street, see the half-dry, fountain with a boat in Eutaw Place, which could be seen from the front windows of the **brownstone** house Hassie had there” (Stead, 1966, p.14).

Also in the novel there are realia words that refers to the culture of the people like “*corroboree*”, “*banjo*”:

“We'll have a **corroboree** afterwards when I get better” (Stead, 1966, p.32).

“They were just wondering whether they should go and help him when he reappeared jubilant, holding his old **banjo** between his legs and hands” (Stead, 1966, p.263).

Discussion

Next step will proceed directly to the analysis of the methods of conveying realia words found in the text of the novel. The study identified ways of translation the English-language household realia words into Russian.

Worcestershire sauce is defined as “a pungent sauce whose ingredients include soy, vinegar, and garlic” (Merriam-Webster, n.d.). After analyzing the translations of different works, we can see that this name of the sauce was transferred into Russian in different ways: “вустерский соус”, “Ворсестерширский соус” and “горчица”. When translating this name of the sauce, using the transcription method and translating as “вустерский соус” is a good example of translation. In this case, with the help of transcription, the national flavor of the realia word is preserved. Thanks to the use of transcription, many English gastronomic realia words were borrowed by the Russian language and culture and entered the practical experience of Russians.

Chutney is defined as “a thick sauce of Indian origin that contains fruits, vinegar, sugar, and spices and is used as a condiment” (Merriam-Webster, n.d.). In 2018, translator Elena Petrova combined two methods to translate a given realia word, transferring as “индийский соус чатни” in the translation of the novel “The Only Story” of Julian Barnes (Andronova, 2019, p.27). In this case, the transcription preserved the national flavor and descriptive translation provided an explanation for readers who are not familiar with the realia word. But today the name of this sauce is becoming more and more popular in the world, so it can be translated as “чатни” with the help of transcription method.

Also in the text there is untranslatable realia word “*custard*”. *Custard* is defined as “a sweet sauce made from eggs, milk, and sugar and poured over sweet dishes” (Cambridge Dictionary, n.d.). Custard is so widespread and popular that it is also mentioned in situations far from the kitchen and dining table. Despite of

its popularity, it has no direct equivalent in the Russian language, and can be translated using the method of descriptive translation: “сладкий крем из яиц и молока”, thereby giving explanations for readers who are not familiar with the realia word.

Mincemeat is “a finely chopped mixture (as of raisins, apples, and spices) sometimes with meat that is often used as pie filling” (Merriam-Webster, n.d.). This realia word can be translated using the method of descriptive translation, since it has no equivalent in the Russian language: “фарш из сухофруктов”, thereby conveying the semantic meaning of the realia word.

French window is “a pair of glass doors, usually opening from the back of a house into its garden” (Cambridge Dictionary, n.d.). This realia word can be translated into Russian using the method of functional analogue as “стеклянная дверь”. Thus, the Russian approximate analogue becomes as culturally adapted as possible. This realia word is also found in the novel “Invitation of a Small Guest” of Vladimir Nabokov, and translator Sergey Ilyin used the tracing method and translated it as “французские окна” which was criticized, because, it does not give an idea of subject and misleads readers (Solomatina, 2017, p.74).

Eiderdown is defined as “a thick covering for the top of a bed, filled with soft feathers or warm material” (Cambridge Dictionary, n.d.). In this case, it would be appropriate to use the method of descriptive translation and transfer as “одеяло из гагчьего пуха”, because it provides an explanation for readers who are not familiar with this realia word.

Consulting room is “an office where a doctor talks and examines patients” (Cambridge dictionary, n.d.). In this case, it would be appropriate to use a generalization method and translate as “кабинет врача”. This variant of translation was used by Larisa Bepalova who translated the novel of Agatha Christie “And then there were none” into the Russian language (Filistova, 2019, p.174). From our point of view, such a choice of a translator is quite justified and is the most successful.

Another realia word, which is difficult to translate, is “*drugstore*”. *Drugstore* is “a shop where medicines are sold out, and where people can buy household goods, cosmetics, also drinks and snacks” (Collins Dictionary, n.d.). This realia word has been translated as “аптека” several times. But as it can be seen from the definition, this realia word has a broader meaning. So, it will be understandable for Russian-language readers, if it is transferred as “магазин” using generalization method of translation. This method is justified, since the realia word has no other implication or significance in the context.

Brownstone is “a house with its front built of a reddish-brown stone, especially common in New York City” (Cambridge Dictionary, n.d.). When translating this realia word, the translator can use the method of generalization and translate as “особняк”. In the context, a given realia word has no real semantic value, so the translator can replace it with a broader concept familiar to the Russian reader.

Corroboree is “a nocturnal festivity with songs and symbolic dances by which the Australian aborigines celebrate events of importance” (Merriam-Webster, n.d.). When translating this realia word, methods of transcription and description were used by translators before: “корробори” and “танец огня”. From our point of view, it would be appropriate to use transcription method, and give a brief description in brackets. Because, when translating literary text it is very important to preserve the national color of nation and not allow the loss of meaning.

Banjo is “a musical instrument with a drumlike body, a fretted neck, and usually four or five strings which may be plucked or strummed” (Merriam-Webster, n.d.). This realia word can also be translated into the Russian language using transcription method. In this case, using the transcription method, it is possible to preserve the national flavor, and readers will also understand from the context that it is about a musical instrument. Also, the translator can give explanatory comments in a footnote.

In this work, we examined the most interesting examples and tried to identify the features of their transmission into the Russian language. In total, within the framework of this work, 11 examples of translation household realia words were found and analyzed.

As a result of our analysis, it was revealed that the most of the selected realia words from the English-language work of Christina Stead “The man who loved children” can be transmitted into the Russian language using the transcription method. Vlahov and Florin (1986) affirm that the presence of a huge number of transcribed words in the translation text can lead to the appearance of unusual and incomprehensible lexical units, however, thanks to these translation methods, the text does not lose its flavor and conveys the original text as accurately as possible (p.86). In this case, this method can be used to translate 4 out of 11 realia words.

The next method that can be used to translate the realia words in a novel is descriptive method of translation. Nelyubin (2003) believes that descriptive translation is used in cases where it is not possible to convey a linguistic element due to its absence in the target language. The main advantage of this method is that it is able to fully reveal the essence of the phenomenon, while excluding incomplete understanding of the reader, as can happen in the case of tracing or transcription (para.3). Thus, descriptive translation can help the translator in some difficult situations for the most accurate transmission of the phenomenon of a foreign culture. In this case, 3 out of 11 realia words can be transferred into Russian using this method of translation.

When translating some realia words in the novel, the translator can also use the method of generalization. Komissarov (2013) affirms that the generalization method is one of the lexico-semantic replacements of a source language’s unit with a narrower meaning by a unit of the target language with a wider meaning (p.123). Using this method, the translator seeks to avoid overloading the text with unfamiliar words, and thereby facilitate its perception by the reader. In this case, it would be appropriate to use this method of translation to translate 3 out of 11 realia words.

A functional analogue is the name of such an object that exists in the target language and performs the same functions as the original realia word, unfamiliar to the reader of the translation (Konopko, 2017, p. 208). It is quite often used in translation practice, especially if there is a need to reduce the “exotism” of the text, since when using a functional analogue, the national flavor of the content is leveled. In this case, 1 realia word can be translated with the help of functional analogue method.

In the course of work on the article, the set tasks were achieved. The literature on the problems of realia words and their transmission was studied. So, the frequency of the ways of conveying the realia words in this work, in percentage terms, is as follows: 37% of realia words can be conveyed by transcription method, in 27% of cases a descriptive translation is possible, generalization method of translation can be applied to 27% of realia words and 9% of realia words can be translated by the method of functional analogue.

When choosing a method for translating realia words, translator should take into account the word-formation capabilities of languages, literary and linguistic traditions in accordance with the specifics of the reader of this translation. The choice of certain method of translating realia words also depends on its function and place it occupies in the context, as well as on the connotations caused by realia words. We also made sure that for a more adequate transfer of meaning, translator needs to look for an individual approach. The preservation of the style of the work depends on this, as well as the success of the perception of the text by readers.

Conclusion

Summing up all of the above, it should be noted that on the material of the selected by us literary text of Christina Stead “The man who loved children”, household realia words could be transferred through techniques such as transcription and descriptive translation. Thus, we were convinced that in fiction there is still no single universal method for translating nationally specific vocabulary, therefore the translator needs to make a conscious choice in favor of one method or another, evaluating all the features of the use of realia words in a separate piece of text. When translating a literary text, not only the source and target languages are compared, but also different cultures. Translation of a literary text containing a description of the life of a certain historical

period requires a special approach, since it is necessary not only to convey the meaning of non-equivalent lexical units as accurately as possible, but also to preserve the historical flavor of realia. The adequacy and accuracy of translation is more facilitated by the orientation towards the use of various translation methods, considering many factors based on the study of the culture and history of the source language's country, so that the atmosphere, color and cultural value of the work of art are fully perceived by the foreign language reader, rather than the standard, theoretically informed decisions.

From the above, we can conclude that the practical material of this article can be used in the full translation of this novel into the Russian language.

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**“WHAT FACTORS THE RESEARCH METHODS I STUDENTS
CONSIDERED WHILE CHOOSING THEIR FIELD OF STUDY?”**

Russalina Akhmerova, Rakhat Eslyan, Aiarys Nursapa

Introduction

The process of choosing the specialty is one of the most important decisions in an individual's life because it will define his/her future profession. There are many major options to choose from, and sometimes students may get confused. The pressure of making the right decision is high and the process itself may be extremely stressful. There may be certain factors that may influence students' major decision. These factors may be inner ones, for instance, student's interests and hobbies, or outer ones, such as UNT score, parents'/friends' opinions, etc. This research paper aims to find out which specific factors were considered by Research Methods I students during the process of choosing their major.

Purpose of the study

The Research Methods I course is attended by 1st and 2nd year students of linguistics and translation studies majors. All of them went through the period of their lives where they had to choose their field of study. They may have had some specific factors or aspects that they considered that contributed to their choice. The purpose of this study is to determine what exact factors have the students considered while going through a process of selecting the field of study, and what experiences they had during that process.

To achieve the purpose of the study the following research questions were asked:

What factors the Research Methods I students considered while choosing their field of study?

Methodology**Research design**

To answer the quantitative questions of the research our group conducted a survey. Survey questions were aimed to detect the specific factors and aspects that contributed and led to the students' major choices.

Participants

For the quantitative part of this research, 33 participants were randomly selected from the two groups of Research Methods I course.

Research site

M. Narikbayev Kazguu University was chosen as a site for the data collection.

Data collection instruments

For the quantitative part of the research, our group conducted a survey. The survey consisted of questions that were aimed to identify the reasons for the students' field of study choices and therefore consisted of three parts: questions about students' background, questions on factors contributing to students' major choices, and questions on satisfaction with the choices they made.

Data analysis

Both descriptive and inferential statistical analyses were conducted in SPSS program to answer the research questions. First, descriptive analysis was conducted to get a picture of the research participants' background

and the factors that research participants chose to contribute to their major choices. Then, bivariate statistical analyses, in particular independent sample T-test and Pearson correlation, were conducted to find out the relationship between the variables.

Procedures

The process of data collection and analysis consisted of several steps. First, the survey questions were created. Following this, the survey instrument was assessed by the research supervisor thus ensuring face validity of the developed instrument. Next step was aimed to select the participants and get the consent from them. Then, the survey was conducted by sharing its link among the participants. After that, the collected data was analyzed and interpreted.

Anonymity and confidentiality procedures

Our research group guaranteed the anonymity and confidentiality of all the participants and the collected data. All the names and other personal information of the participants were coded. All the collected information was kept in one of the researcher's laptop and could be accessed only with the help of a fingerprint or a password.

Risks for the participants

Our group tried to compose the survey questions in a specific way to minimize any risks for the participants. However, throughout the whole research process, we can't guarantee the absolute absence of any possible risks. There may be some risks connected to the participants' identity or life, because during the survey the participating students were asked to share their opinion and experiences about the choice of specialty, which may trigger them. However, all the participants were ensured to stay anonymous and were informed that they could withdraw from research at any time.

Benefits for the participants and others

Taking part in our research can be beneficial for the participants in a way of a new experience. Also, they may analyze themselves and their major choices while answering survey questions, which might help them to understand their choices better. Our research team benefitted from conducting this research as well because it helped us to develop our research skills.

Findings

Overall, 33 students answered survey questions. In the first question which asked participants to indicate their major, 28 students (84.8%) indicated Applied Linguistics as their specialty. The second question asked participants about their year of study and 21 students (81.8%) indicated that they are sophomores. In a question about the participants' gender 26 students (78.8%) indicated that they are females. Our survey also included the question about participants' GPA, 5 students (15.2%) answered 2.50, and the same number of participants indicated 3.00. Therefore, it is possible to draw an image of an average participant of our survey who is a female Applied Linguistics sophomore with a GPA higher than 2.50.

The rest of the questions were aimed to find out whether the external factors influenced the participants' major choices, and what specific factors were the most influential. In the table below the statistics of the participants' answers is shown (See Table 1).

Table 1
Statistics for factors influencing major choices

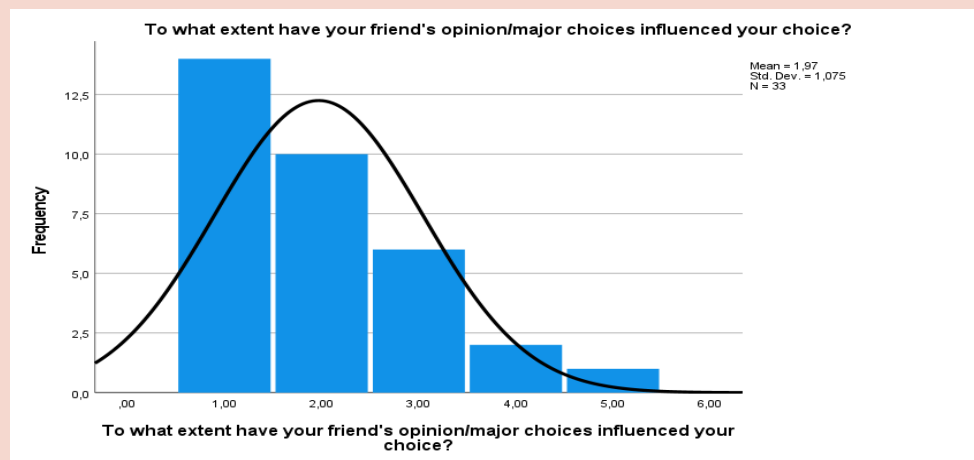
		Statistics						
		How have ex. factors influenced your major choice?	To what extent has the parents' opinion influenced your major choice?	To what extent has the thought of the future income influenced your score?	To what extent have your friend's opinion/major choices influenced your choice?	To what extent have your hobbies influenced the major choice?	What was the main reason for your major choice?	To what extent has UNT influenced your major choice?
N	Valid	33	33	33	33	33	33	33
	Missing	0	0	0	0	0	0	0
Mean		2,4848	2,5152	3,0606	1,9697	3,2727	2,2121	2,3636
Median		2,0000	2,0000	3,0000	2,0000	3,0000	2,0000	3,0000
Mode		2,00	2,00	3,00	1,00	3,00	1,00	3,00
Std. Deviation		,97215	1,12142	1,05887	1,07485	1,00849	1,36376	1,08450
Range		3,00	4,00	4,00	4,00	3,00	4,00	3,00
Minimum		1,00	1,00	1,00	1,00	2,00	1,00	1,00
Maximum		4,00	5,00	5,00	5,00	5,00	5,00	4,00

In the question “How have the external factors influenced your major choice?”, Median is 2.0 which shows that the majority of students (39.4%) chose the option “a little bit”, and only 5 participants (15.2%) chose the option “a lot”. This means that the external factors were slightly influential in a process of choosing the major.

Next questions included specific factors that might have influenced participants’ major choices, these questions asked students to rate the influence of a specific factor from 1 to 5. From the statistics, it is evident that the factors concerning UNT ($M=2.36$) and parents’ opinion ($M=2.51$) have slightly influenced major choices.

In the question about the friends’ opinion/major choices $Mean=1.97$, the majority of the participants (42.4%) rated this factor as 1, and 10 students (30.3%) rated it as 2, which means that this aspect was the least influential (See Figure 1).

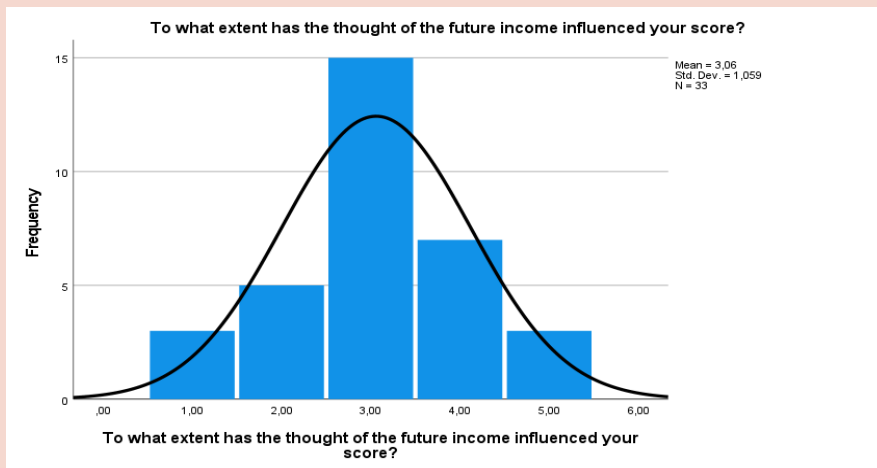
Figure 1
Impact of friends’ opinion on the choice of the major



In the question about the future income $Mean=3.06$, 15 participants (45.5%) rated this factor as 3, and 7 students (21.2%) rated it as 4. This shows that this aspect was one of the most influential (See Figure 2).

Figure 2

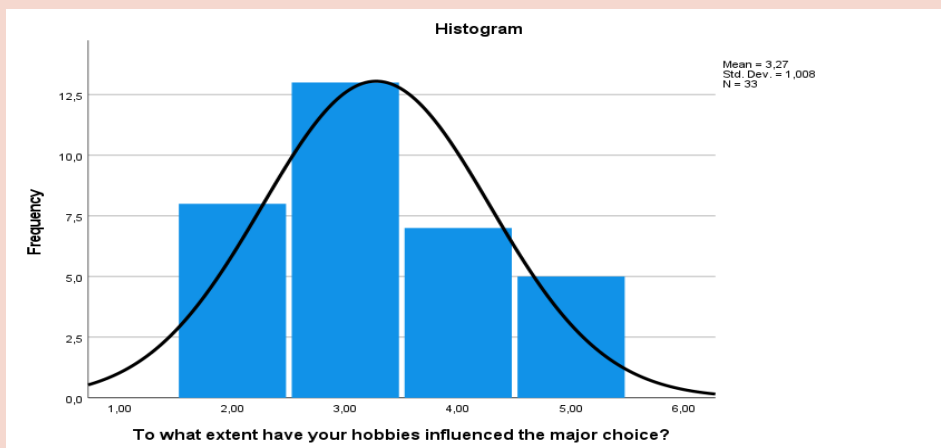
Impact of the future income on the choice of the major



The survey also included a question where participants had to rate to what extent have their hobbies and interests influenced their major choice. 13 students (39.4%) rated this factor as 3; 7 students (21.2%) gave it 4; and 5 (15.2%) rated it as 5. *Mean* = 3.27, which shows that according to the statistics this factor was one of the most influential as well (See Figure 3).

Figure 3

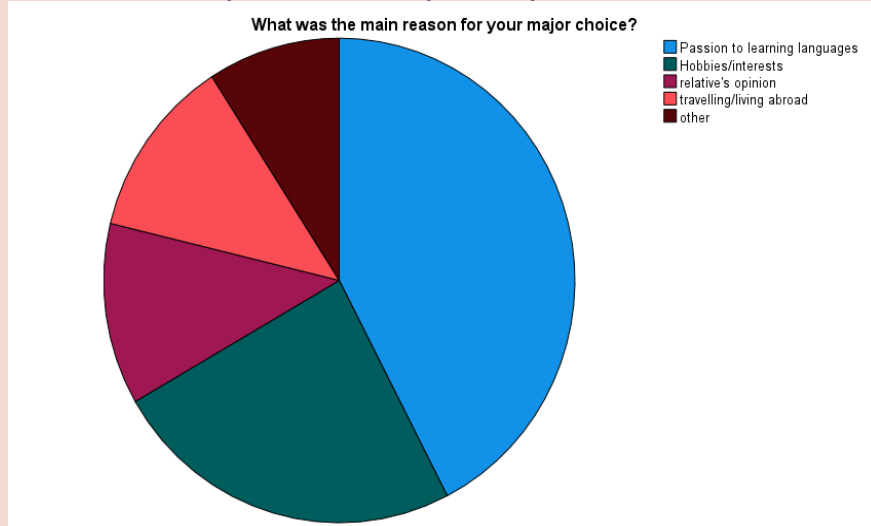
Impact of hobbies on the choice of the major



Our survey also had an open-ended question, where the participants were asked to indicate the main reason for choosing a particular major (Figure 4). Majority of the students (42.4%) indicated “Passion to learning languages” as their main reason. Also, 8 participants (24.2%) indicated hobbies and interests as the main reason. We can say that learning languages and hobbies/interests are related to each other and have considerably influenced the participants’ major choices.

Figure 4

The main reason for the choice of the major



In conclusion, descriptive analysis shows that factors such as “future income” and “hobbies” were the most influential concerning the major choice, however, the friends’ opinion/major choices was the least influential. After conducting the descriptive analysis, our group also conducted a series of bivariate analyses to look at the relationship between particular variables. To look at the relationship between participants’ gender and the factors that might have influenced their major choices, our group conducted several independent samples T-tests.

Table 1

Relationship between gender and UNT factor

Group Statistics					
	What is your gender?	N	Mean	Std. Deviation	Std. Error Mean
To what extent has UNT influenced your major choice?	male	7	2,2857	1,11270	,42056
	female	26	2,3846	1,09825	,21538

Independent samples T-test showed that there is no significant relationship between gender and UNT score factor, for males ($M=2.28$, $SD=1.11$) and for females ($M=2.38$, $SD=1.09$). This means that UNT affected both genders equally and was not more influential for any particular gender.

Table 2
Relationship between gender and parents' opinion factor

Group Statistics										
		What is your gender?	N	Mean	Std. Deviation	Std. Error Mean				
To what extent has the parents' opinion influenced your major choice?		male	7	2,0000	1,00000	,37796				
		female	26	2,6538	1,12933	,22148				

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
To what extent has the parents' opinion influenced your major choice?	Equal variances assumed	2,251	,144	-1,389	31	,175	-,65385	,47073	-1,61391	,30621
	Equal variances not assumed			-1,493	10,530	,165	-,65385	,43808	-1,62332	,31563

Independent samples T-test showed that there is no significant relationship between gender and parents' opinion factor, for males ($M=2.0$, $SD=1.0$) and for females ($M=2.65$, $SD=1.12$), $t(31)=-1.39$, $p=.17$. This means that parents' opinion affected both genders equally and was not more influential for any particular gender.

Table 3
Relationship between gender and future income factor

Group Statistics										
		What is your gender?	N	Mean	Std. Deviation	Std. Error Mean				
To what extent has the thought of the future income influenced your score?		male	7	3,4286	,53452	,20203				
		female	26	2,9615	1,14824	,22519				

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
To what extent has the thought of the future income influenced your score?	Equal variances assumed	1,228	,276	1,037	31	,308	,46703	,45035	-,45147	1,38554
	Equal variances not assumed			1,544	22,015	,137	,46703	,30253	-,16036	1,09442

Independent samples T-test showed that there is no significant relationship between gender and future income factor, for males ($M=3.43$, $SD=0.53$) and for females ($M=2.96$, $SD=1.15$), $t(31)=1.04$, $p=.31$. This means that future income factor affected both genders equally and was not more influential for any particular gender.

Table 4
Relationship between gender and friends' opinion/major choices factor

Group Statistics					
	What is your gender?	N	Mean	Std. Deviation	Std. Error Mean
To what extent have your friend's opinion/major choices influenced your choice?	male	7	1,8571	1,06904	,40406
	female	26	2,0000	1,09545	,21483

Independent Samples Test											
		Levene's Test for Equality of Variances				t-test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
To what extent have your friend's opinion/major choices influenced your choice?	Equal variances assumed	,147	,704	-,308	31	,760	-,14286	,46430	-1,08981	,80409	
	Equal variances not assumed			-,312	9,686	,762	-,14286	,45762	-1,16700	,88129	

Independent samples T-test showed that there is no significant relationship between gender and friends' opinion/major choices factor, for males ($M=1.86$, $SD=1.07$) and for females ($M=2.0$, $SD=1.09$), $t(31)=-.31$, $p=.76$. This means that friends' opinion/major choices factor affected both genders equally and was not more influential for any particular gender.

Table 5
Relationship between gender and hobbies factor

Group Statistics					
	What is your gender?	N	Mean	Std. Deviation	Std. Error Mean
To what extent have your hobbies influenced the major choice?	male	7	4,0000	1,15470	,43644
	female	26	3,0769	,89098	,17474

Independent Samples Test											
		Levene's Test for Equality of Variances				t-test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
To what extent have your hobbies influenced the major choice?	Equal variances assumed	,622	,436	2,287	31	,029	,92308	,40357	,09998	1,74617	
	Equal variances not assumed			1,964	8,028	,085	,92308	,47012	-,16035	2,00650	

Independent Samples Effect Sizes

	Standardizer ^a	Point Estimate	95% Confidence Interval	
			Lower	Upper
To what extent have your hobbies influenced the major choice?	Cohen's d	,94777	,974	1,836
	Hedges' correction	,97149	,950	1,791
	Glass's delta	,89098	1,036	1,909

a. The denominator used in estimating the effect sizes.
 Cohen's d uses the pooled standard deviation.
 Hedges' correction uses the pooled standard deviation, plus a correction factor.
 Glass's delta uses the sample standard deviation of the control group.

Independent samples T-test showed that there is a significant relationship between gender and hobbies factor, for males ($M=4$, $SD=1.15$) and for females ($M=3.07$, $SD=0.89$), $t(31)=2.29$, $p=.03$, Cohen's $d=.9$. Moreover, Cohen's d coefficient shows that this relationship is pretty strong.

Test showed that there is a difference between males and females concerning the "hobbies" factor. To be specific, this factor was the most influential for the males while choosing the major. According to our findings, we can say that the male students in both Research methods I groups are more likely to chose their specialty being influenced by their hobbies.

Table 6

Correlation between GPA and UNT score

		Please, indicate your GPA	What score did you get on UNT?
Please, indicate your GPA	Pearson Correlation	1	,515**
	Sig. (2-tailed)		,007
	N	29	26
What score did you get on UNT?	Pearson Correlation	,515**	1
	Sig. (2-tailed)	,007	
	N	26	30

** . Correlation is significant at the 0.01 level (2-tailed).

Our group also conducted Pearson Correlation analysis to look at the relationship between participants' GPA and their UNT scores. The results showed that there is a significant relationship between these two variables, $Pearson's r(92)=.515$, $p=.01$. This means that the higher the participants' UNT scores the higher is their GPA.

Conclusion

Our team conducted the descriptive and bivariate analyses to answer the following research question:

What factors the Research Methods I students considered while choosing their field of study?

We can conclude that among all the factors listed, the most influential ones were the "future income" and "hobbies" factors. The "UNT" and "parents' opinion" factors have slightly influenced participants' major choices. Also, many students indicated the "hobbies" factor as their main reason for the major choice, in particular, this factor has significantly influenced male students of Research Methods I course, becoming the main reason why they have chosen their major.

“WHAT DIFFICULTIES DID KAZGUU UNIVERSITY’S SECOND YEAR STUDENTS ENCOUNTER DURING ONLINE LEARNING?”*Kuatova K., Makartseva A., Uraztayeva A.***Introduction**

The world has faced global changes in every sphere due to the pandemic situation. The education system has been no exception. The Covid-19 pandemic has also had a significant impact on it, raised the actuality of online learning, and played an important role in a sudden shift to distance learning. As a result, all educational institutions switched to online learning and educational processes have been digitized. Transition to online learning has become a tool of social distancing designed to slow the spread of infection and prevent the increase in the number of disease cases.

Distance learning technologies previously were not used as actively as now. So all universities around the world as well as students were not fully prepared for this sudden transition to the online education system and faced great difficulties during this process. Therefore, because of the actuality of online learning due to the current situation all over the world, our research aims to investigate the difficulties occurring from the viewpoints of students.

This study is conducted in order to deeply know the opinions of KAZGUU University’s second year students, how they describe pros and cons of online learning, the difficulties that they encountered while taking online classes and also if they find it effective or not.

In order to find precise answers to our research questions the research studied expected challenges from different perspectives such as technical, physical and mental health issues. The research is carried out on purpose of personal interest to the topic as, at the same time, an unexpected switch to a new system also caused challenges, for us – students, in adapting to unfamiliar conditions in an online environment. In this way, the research will help us, to researchers, to identify the results, and to find out if the experience of our peers has a compliance with ours.

As a result, the following research questions were formulated:

Overarching research question:

- What difficulties KAZGUU University’s second year students encountered during the online learning?

Subsidiary research questions:

- Does the fatigue condition of the students cause their lack of concentration during online classes?

- Does the quality of the internet connection affect the work of the camera during online lectures?

Literature review

Online learning was some sort of an option to get education for students all over the world. But after the emergence of COVID-19, distance learning turned into a mandatory format which resulted in endless ZOOM conferences and being at home 24/7. This literature review was conducted in order to look at online learning amid pandemic from perspectives of students with different backgrounds and gather more theoretical basis and understanding of the research topic.

The research about the psychological impact of the coronavirus pandemic on medical college students from Changzhi investigated the mental state of the college students during the lockdown. The results of this research showed that almost 24.9% of college students have experienced anxiety since this COVID-19 flare-up (Cao et

al., 2020). In addition, it was indicated that having a relative or an associate tainted with COVID-19 was an independent hazard factor for experienced uneasiness. The COVID-19- related stressors that included aspects such as finances, daily-life, and academic delays were the possible causes for Chinese medical college students' anxious state (Cao et al., 2020).

Another research with a similar theme was done by researchers in the United States. They investigated the effects of the coronavirus epidemic on the mental health of US college students. Through the conducted survey it was found that of the 195 students, 138 (71%) had increased stress and anxiety due to the COVID-19 outbreak. A number of stressors such as worrying about their health and of their loved ones (91%), concentration troubles (89%), sleeping pattern problems (86%), lack of social interaction (86%) and concern related to the academic performance amid online learning (82%) were indicated that contributed to the increased stress, anxiety, and depressive thoughts among students (Son et al., 2020).

Researchers from Switzerland looked into comparison of students' mental condition and social interactions before and after the emergence of COVID-19. It was concluded that lockdown and social measures negatively affect some students' social life and therefore affect their mental health. Students, especially those that live alone, may face a lot of stress and worry about their condition because of lack of interaction with their family, friends and society. Female students are at higher risk of having negative mental health consequences. (Elmer, Mepham, & Stadtfeld, 2020).

Researchers from Spain did research on whether COVID-19 confinement affected the academic performance of the students of The Autonomous University of Madrid. The results showed that pandemic lockdown had a significant positive impact on students' performance. Moreover, this impact is noteworthy both in subjects that expanded the number of evaluation exercises and in subjects that did not alter the student workload. After lockdown, students' learning methodologies changed to a more continuous habit, progressing their effectiveness (Gonzalez et al., 2020).

Finally, Pakistani researchers looked into higher education students' perspectives on online learning during the COVID-19 pandemic. It was concluded that online learning is not so effective in developing countries such as Pakistan because a tremendous number of students are incapable of accessing the internet due to technical as well as financial issues. 73% of respondents had access to the internet and 71.4% participants were confident in their capability to use computers for study purposes. However, despite that, 78.6% of students felt that usual classrooms were much more effective than distance learning (Adnan & Anwar, 2020).

From reading these research papers, it can be concluded that despite different backgrounds and countries, most students, especially those who live alone or lack social interaction, experience anxious conditions during the pandemic lockdown and it negatively affects their mental health. However, students' perceptions about online learning may vary depending on the background. For example, online learning positively impacted students' academic performance and proved to be more effective in Spain, whilst students from Pakistan considered conventional classrooms much better. Based on this knowledge, we wanted to find out about the opinions and difficulties encountered by students from KAZGUU University in Kazakhstan, since it was not investigated before. Moreover, though conducted literature review revealed that students from different countries and with different backgrounds experience anxious conditions during online learning and have problems with their mental health, the present study investigates the effect of online learning on students' physical health thus adding value to the bulk of research on this topic.

Methodology

For the purposes of the research we have chosen a quantitative method of enquiry. One of the main goals of this study is to identify the difficulties faced by the second-year students of KAZGUU, therefore, the survey was chosen as the main research tool.

The survey was created through Google forms and was distributed via WhatsApp messenger. The survey was sent to the chat rooms of second year students, where the number of people was approximately 100-150, but only 40 people answered. The participants were randomly sampled.

The survey consisted of three parts. The survey instrument was checked for face validity by being assessed by our research supervisor. The first part was aimed at collecting the demographic data of the participants, namely their age, gender and profession. In the second part, there were questions related to technical difficulties during online lectures. The third part consisted of questions about health problems caused by online learning.

Descriptive analysis of the data was carried out in order to determine what difficulties the students faced and to answer the main question. Bivariate analyses were conducted to answer subsidiary research questions.

Quantitative findings

Background of the research participants

The survey was conducted among 40 KAZGUU students of the second course. The conducted descriptive analysis shows that the majority of the students who answered this survey are females, which we can see from the central tendency ($Mode = 1$). Research participants aged 17-19 (87.5%) make up the greater part of the sample ($Median = 1$). The statistics demonstrate that the same number of the students have the specialty in Translation Studies and Applying Linguistics that constitute 30%.

The conducted survey covered some technical challenges that students faced during online learning. On the question of inaccessibility of gadgets in large families or because of financial issues, the majority of the students (75%) report not encountering such issues ($Mode = 2$). Respondents have a neutral opinion about the quality of the internet connection ($Median = 3$). Students evaluate the work of online platforms such as Zoom, Canvas and rate the work of Zoom as average ($M = 3$), Canvas as stable ($M = 4$), on a continuous scale where “1” means “very unstable” and “5” is “very stable” (See Figures 1 and 2).

Figure 1

Work of the online platform “Zoom”

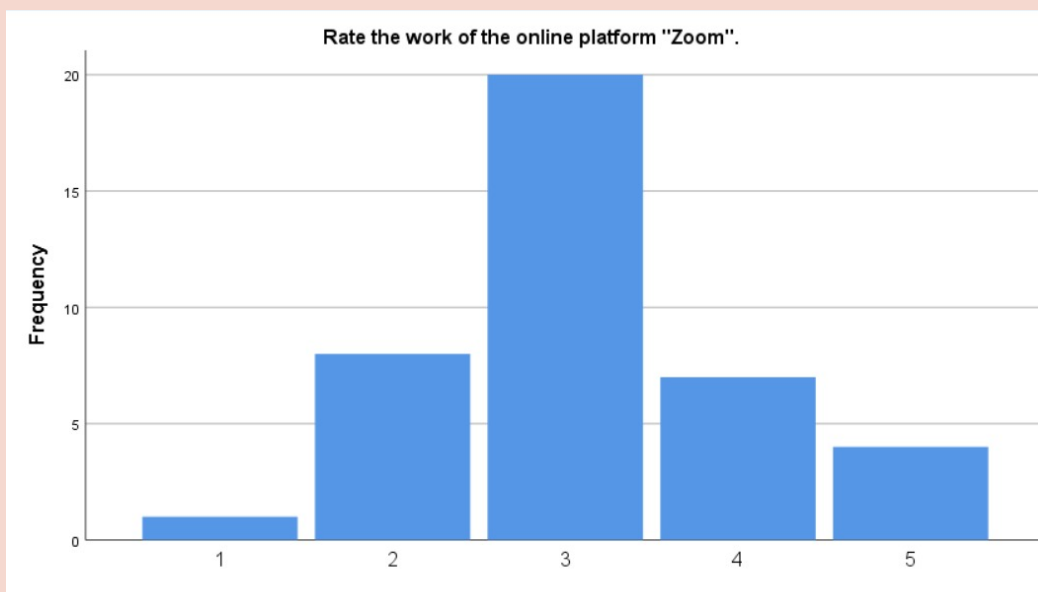
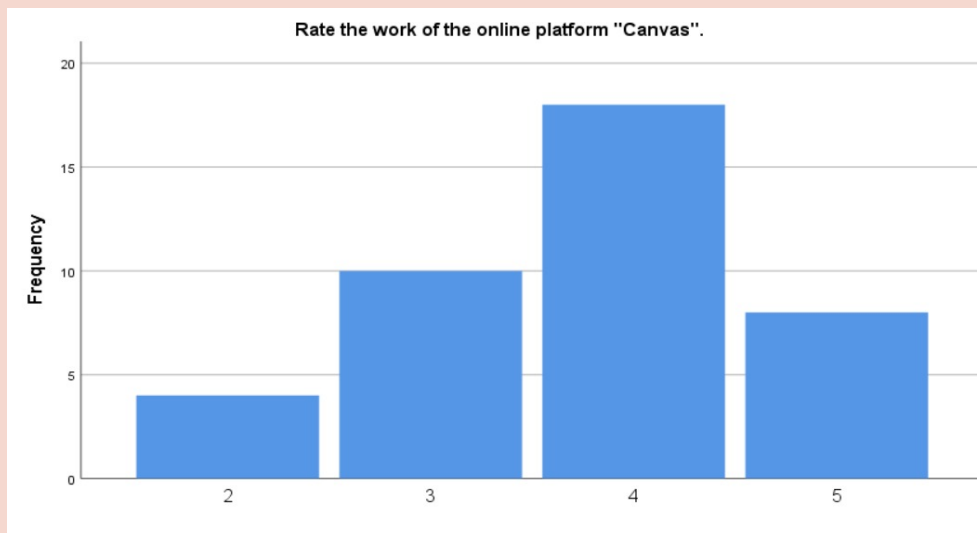


Figure 2

Work of online platform Canvas



The majority of the participants experienced difficulties with the settings of the microphone during the online lessons and represent 57.5% of the population ($Mode=1$), and 55% students report not encountering difficulties with the settings of the camera ($Mode=2$).

The survey discovered students' views on academic aspects of online learning and its effect on physical health. On the matter of both level of academic load and level of given assignments, 45% and 57.5% of students respectively selected "4" ($Mean=4$), which means "high" on the scale from 1-5. 82.5% of participants noticed the lack of concentration during online lectures ($Mode=1$).

Almost 75% of students encountered difficulties with group projects during online learning ($Mode=1$). Research participants reported to experience various difficulties during online learning, but mostly report being bothered by background noise (50%) and bad quality of internet connection (72.5%) (See Table 1).

Table 1

Factors that bother students during online lessons

Factors	Answers	
	N	Percentage
Background noise	20	50.0%
Family	12	30.0%
Lack of work place	4	10.0%
Bad internet connection	29	72.5%
None of the above	5	12.5%
Overall	70	100%

As for the condition of physical health, 80% of participants agreed with the statement: "Online learning negatively affects physical health". Also different states of malaise were provided as possible ones, so most of the students experienced backache (82.5%), fatigue (70%) and headache (60%) after several online lessons on one day (See Table 2).

Table 2
Experienced malaises

		Answers	
		N	Percentage
Malaise	Fatigue	28	70.0%
	Pain in the eyes	22	55.0%
	Backache	33	82.5%
	Headache	24	60.0%
	None of the above	2	5.0%
Overall		109	100.0%

With the help of this descriptive analysis, we can draw many conclusions regarding difficulties second-year students encountered during the online learning. Also bivariate analysis was conducted to find possible relationships between variables and to provide help in answering the subsidiary questions.

Bivariate analysis

In order to find out whether the fatigue of the students caused their lack of concentration during online lectures we conducted a cross-tabulation test between these two variables. To see if the relationship between the independent variable, which is fatigue, and the dependent variable, which is the lack of concentration, is significant we conducted a chi-square test. The results illustrated that the relationship between the variables is statistically significant ($p < 0.05$). The calculated effect size ($\Phi = 0.71$) shows that this relationship is quite strong. The analysis of cross-tabulation tests suggests that the students who report having problems with concentration during online lessons are more likely to suffer from fatigue (See Table 3).

Table 3
Cross-tabulation for Problems with concentration VS Fatigue

				Fatigue		Total
				Yes	No	
Do you have problems with concentration during online lessons?	Yes	Count		28	5	33
		Expected		23.1	9.9	33.0
	No	Count		0	7	7
		Expected		4.9	2.1	7.0
Total	Count		28	12	40	
	Expected		28.0	12.0	40.0	

Cross-tabulation test two

We also wanted to look at the relationship between the quality of internet connection and the problems with camera students encountered during the online lectures. So we did the cross-tabulation test and chi-square test. The results showed that the connection between the independent variable, which is the quality of the internet connection, and the dependent variable, which are the technical problems with the camera, is statistically significant ($p = 0.3$). The calculated effect size ($\Phi = 0.332$) shows that this relationship is moderate. From the cross-tabulation test we can conclude that those who report having poor internet connection are more likely to experience problems with the camera (See Table 4).

Table 4

Cross-tabulation for Problems with camera VS Poor internet

				Poor internet		Total
				Yes	No	
Do you have problems with camera during online lessons?	Yes	Count		16	2	18
		Expected		13.1	5.0	18.0
	No	Count		13	9	22
		Expected		16.0	6.1	22.0
Total		Count		29	11	40
		Expected		29.0	11.0	40.0

Conclusion

In order to answer main and subsidiary research questions, descriptive and bivariate analysis were conducted.

Overarching research question:

What difficulties KAZGUU University's second year students encountered during the online learning?

Based on the descriptive analysis students it was found that students had to face such difficulties as technical issues (poor internet connection, background noise, microphone settings), increased amount of assignments, problems with concentration and physical health (backache, fatigue, pain in the eyes, headache).

The subsidiary questions are:

Does the fatigue condition of the students cause their lack of concentration during online classes?

Does the quality of the internet connection affect the work of the camera during online lectures?

Results of the descriptive analysis represented some interesting points and we wanted

to find out whether there is a relationship between variables. We noticed that most of the participants experience tiredness during or after online lessons. Moreover, we saw that almost all participants find it hard to concentrate during online lessons. So we wanted to see the strength of the relationship between these two phenomena. And as the results showed us, the fatigue of the students is highly likely to be the cause of their inattention to the content of the lesson. From the survey results, one of the factors, which is the low quality of internet connection turned out to be the most actual obstacle for students to participate actively in the online class. Then we saw the problems with the camera that 45% of the survey participants encountered at least once. So we wanted to see if there is a relationship between these two variables. The results of the bivariate analysis presented that poor internet connection could cause the problems with the camera.

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DO BILINGUAL PEOPLE THINK IN TWO LANGUAGES?*Malika Zhandarbek***Introduction**

This small-scale research is about the way how the bilinguals tend to think. It is well known that bilinguals are people who can speak two languages equally fluent. Moreover, there is a question which is rose due to the curiosity and the passion of the scientists and other people. More and more people are interested to know which languages are used by bilingual people when they think. Consequently, the number of researches dedicated to this problem is significantly increased. So, this research paper is devoted to the answer to this research problem and help to other scientists with this solution.

Problem Statement

Since the number of bilingual people is rising nowadays, accordingly the interest in them is increasing. To gain information about the bilinguals' thinking ability and to understand how their brain works, qualitative research which explores everything in - depth is required. Setting focus on the languages spoken by bilingual people may have an effect on the results of the research. Therefore, by doing qualitative research most questions related to bilingualism may have been solved with the help of this research paper.

Purpose of the Study

Since the research topic is set aside to the bilinguals and their languages which they tend to think in. The aim of this research paper is to determine the way how the bilinguals think and which language they choose to think in.

Research question

As it was mentioned above, the research is conducted to find out the languages which is chosen by bilinguals to think in. The main research question is set and sounds as:
Do bilingual people think in two languages?

Then, there are other questions which helps to find out the answer to the main question (See the Appendix 1).

Methods Section

This study was designed to find out the answer to the main research question such as “Do bilingual people think in two languages?”. According to Britannica (2019), bilingualism means the ability to speak two languages, so the main outcome measure was being bilingual. The other primary criteria were the reasons of being bilingual, the period of time of becoming bilingual, and the advantages of being able to speak two languages. The secondary outcome measures were the languages of the participants, the frequency of speaking a certain language, and others which would be find due to the interviews.

Participants

In this study three participants were asked to take part in interviews. The participants were two women and one man, all of them were students of the second year in the university. The members of research were recruited from the Academic Writing C2 course with the permission from the course professor.

According to the ethical approval, the names of attendants were kept anonymously. Before the start of conducting interview, participants were informed about the purpose of the study, the procedure of interview, and the right to refuse from the interview. Additionally, the author asked the permission to record the interview. All the participants agreed to take part in the recorded interviews via online platforms such as Skype and ZOOM meetings. All data and interviews were saved on the personal belongings of the author.

Research design

The design of this research paper is qualitative research since the data collection tool is an interview which was conducted among the participants. Moreover, the topic and the research questions were related to the qualitative research topic. This type of the research is more relevant to collect such kind of the information according to the criteria of the study design.

Materials

This research paper was carried out to identify the answer to the research question. As it was mentioned, the bilingual is the person who is able to speak two languages. The main principle of the study was the period of time of starting being bilingual, the proof of being bilingual. The trivial criteria were the frequency of certain spoken languages, the spoken languages of bilingual, and so on.

Procedures

The procedures of the interview will be described in this section of methodology. Before starting the interviews, I gained a permission from Academic Writing C2 course trainer to recruit students for the interview. As it was mentioned in the first section, three participants took part in the interviews. All three participants were informed about the right to refuse from the interview. Moreover, they were enlightened that the interview is going to be recorded, and that the names will be kept anonymously according to the ethical approval.

After the approval from the course professor of the interview questions, I contacted to course students to inform about the interview. The first three students whom I texted were ready to take part in the interviews and were corresponding to the main outcome measure of the study. All participants were informed about the details of the interview which were written above. Next, I asked the time of the interview which is comfortable for the participants, then I met the interviewers at the arranged time in Skype or ZOOM meetings.

During the interview the participants were relaxed, and answered all questions briefly. They were asked to answer 10 main questions which are connected with the study. There is a list of the questions.

Are you bilingual?

How many languages do you speak?

Which languages do you speak? Why?

Why did you start speaking in two languages?

Where did you start learning languages?

What are the advantages and disadvantages of bilingualism?

How many languages do you think in?

Which language do you think in?

Do you switch between languages when you speak?

Have you experienced any moments when you accidentally switched languages and people cannot understand you?

Beyond these questions the interviewers were asked other questions. All the interviews were recorded and saved on the personal belongings of the author. Moreover, the interviews were transcribed and saved for the data analysis. Besides, there were several limitations during the data collection. The first one was the lack of time, since the process of writing the paper was during the semester. The second one was the number of the students. If there were more participants, then probably the results may be divergent. The analysis of the interviews will be discussed in the Findings section.

Results section

In this part of research paper, the results of interviews will be provided the answers of the participants. Three students were interviewed with their agreement. The interviews consisted of about 10 open - ended questions. The number of questions was changeable due to the semi - structured interviews. Since this research paper is concerned on the language which is chosen by bilinguals to think on, the questions of the interview were related to the topic.

Before starting the interview, all participants were informed that the interview is going to be anonymously and their personalities would be kept secretly. The first question was to make sure of the participants being bilingual. All of them answered positively, so all of them match the criteria which are required from interviewees to be bilingual.

The next three questions were dedicated to find out the reason of bilingualism and the number and name of languages they spoke. The answers of the participants were similar due to the causes of bilingualism. The participants mostly mentioned as the reason their families and environment.

Participant 1: I speak Kazakh and Russian, ... My family members speak these languages and I forced to speak both of them.

Participant 2: My mother tongues are Russian and Kazakh, ... My parents are Kazakh, and I grew up in Kazakhstan where both Kazakh and Russian are spoken languages.

Participant 3: *Kazakh and Russian... I learned them since the childhood, because my environment speaks these languages and I forced to learn it to survive in the life.*

So, according to the first part of the answers the participants became bilingual due to the environment since all three participants mentioned the fact that they started being bilingual from the childhood period.

After these questions, three participants were asked to identify the languages which they tend to think in. Fluent bilinguals seem to have both languages active at all times, whether both languages are consciously being used or not, the researchers report in a recent issue of *Frontiers in Psychology* (as cited in Frot, 2021). Moreover, all interviewees responded individually and there are three contrasting answers concerned in this question. For instance, Participant 1 answered that the language which is used to think depends on the situation. However, they mentioned that the used language might be either Kazakh or Russian. Whereas Participant 2 could not identify the language they use and said "*mostly in Russian maybe*". Participant 3 *replied* to this question in this way: "*It's definitely Russian because I'm into Russian literature rather than Kazakh. So, Russian is used more in my mind and everyday speech*". Since every person is unique, the answers consequently are different.

To sum up, during the interviews of the participants, different answers were found to the questions that were asked to find out the answers to the main question of the study. Due to the fact that there were few participants and little time there were obstacles such as lack of time, lack of information, and a few participants. However, despite this, it was possible to highlight the necessary information that helped in the study. Thus, it turned out that bilinguals think differently because they have different abilities and thinking.

Conclusion

To sum up everything that has been stated so far, the bilingual people seem to think unique since everyone has different thinking ability and logic. The aim of the research paper is not fulfilled, since there were several limitations such as a little time and a small number of the participants. However, the gained information from the semi - structured interviews is enough to summarize and make assumptions for a larger sample of bilingual people. So, divergent answers from the participants was made to understand that every bilingual person is non - identical and has an opposed opinion on the languages they speak.

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“KAZGUU STUDENTS’ PERCEPTIONS OF BILINGUALISM IN THE PROBLEM-SOLVING EXPERIENCE”*Rakhmetova Aidana, Nagornyyak Natalya, Shakhmarova Tomiris***Introduction**

On earth, about 70% of the population speaks to one degree or another, two or more languages. Bilingualism has a positive effect on the development of memory, the ability to understand, analyze the phenomena of language, intelligence, quickness of reaction and communication skills. All conditions have been created in our country for the development of bilingualism. The balance of communication in two languages - in Kazakh and Russian - is crucial for a child's successful mastering of two languages. Moreover, trilingual language policy has been adopted by the government of the Republic of Kazakhstan to foster English language learning in the country.

Being a very complex, contradictory process, bilingualism attracts specialists in many countries of the world. The intellectual development of bilinguals is the most studied issue. However, we assume that the perception of bilingualism by Kazakhstani students is rather under-researched topic. This study is therefore aimed at investigating students’ perceptions of bilingualism within the Kazakhstani context. By learning student perceptions of bilingualism, one can understand bilingual experiences of students and their perceptions of these experiences. That’s why to achieve the purpose of our research; the following research question was asked: What are the KAZGUU students’ perceptions of bilingualism?

Methodology

The given section is aimed at discussing and describing the methods, which were selected for this research. The main idea of the study is to understand how the students of KAZGUU perceive bilingualism. To get answers to our research question, basic qualitative study was conducted, as this type of qualitative research design is suited best to describe how people make sense of their experiences (Merriam & Tisdell, 2015, p. 24). As part of the chosen method, the semi-structured interview protocol was developed intended to obtain qualitative data.

KAZGUU University was chosen as a research site for this study since the medium of instruction in this university combines three languages: Kazakh, Russian, and English. One more reason behind this is that currently, KAZGUU University offers online education, which allows conducting research in a pandemic.

The participants of this research are KAZGUU university students who are either bilingual or multilingual. The participants for this research were selected with the help of a purposive sampling method to recruit participants who are willing and available to participate. The inclusion criteria included: a) their availability since they are residents of the Republic of Kazakhstan; b) they have bilingual background. They use both Kazakh and Russian, Kazakh and English, and Russian and English languages daily for communicating purposes. Overall six students displayed their interest in participating in the study. Prior interviews the research participants were led through informed consent procedures and signed the developed for this research consent form.

Qualitative data was collected through interviews. We have chosen this method because this particular tool is popular with its flexibility and effectiveness. The interviews were conducted as a one-time occurrence via Zoom. Each interview lasted for about 15-30 minutes.

In order to prepare and organize collected data, the transcribing approach was applied. For this goal, we listened to the interviews several times and transcribed each word manually. Next, we started coding the data and categorized the open and axial coding into themes. After that, the thematic analysis was done, and specific

themes that helped answering the qualitative question were identified. Finally, we interpreted the results in detail.

Qualitative findings

In this part of our research, we will answer main qualitative question. This study aims to answer the following question: “What are the KAZGUU students’ perceptions of bilingualism?” There are two topics, which were identified with the help 3 step data analysis procedure, from six interviews: “Language learning process” and “Benefits of bilingualism”.

Language learning process. When asked about their bilingual experiences, all six interview participants started sharing their experiences of learning second language prior becoming bilingual. They also told about their ways and techniques, which helped them to acquire their second language. All respondents believe that becoming bilingual is not a one-day process, and it requires consistency. Thus, Participant 4 shared:

If that counts, I started learning English from the second year of school, but it actually kicked off around 6-7 years studying because we had a special teacher who actually gave the base level of English from which I started to grow. How to say ... I mostly watch ... watched videos and played video games in English. I very rarely spoke to foreigners who spoke English video games chatted with them. In the late of four years, I sometimes think English and Russian at the same time. That is pretty much it.

Another respondent approached this issue in an unordinary way. Similarly, he perceives bilingualism in terms of language learning process. Using analogical methods of language learning, he also became bilingual in this manner. In particular, Participant 2 explained:

Well, I ... The first thing that I wanted to do on the start of the learning language it is to start to think in this language. Because it would be easier to think in it, in a language than translate it in my head. For example, I started from watching videos even if I didn't understand them in order to make my brain to work in English.

Besides participants’ self-developed strategies to learn new language, the majority of them had to go to language courses to be able to speak second language. Thus, Participant 6 shares: I learned the basics of English language in special language courses. It took me 2 years to somehow understand this language. I still try to practice English for 15 minutes a day. I understood that you need to be in the environment this language is spoken.

Given interviews helped us to reveal the perception of bilingualism by KAZGUU students as a language learning process final result of which is becoming bilingual.

Benefits of bilingualism. Another theme that emerged after analysis is the theme of benefits of being bilingual. We received various answers that describe core advantages of bilingualism from our interview participants. All six respondents agree that there are plenty of benefits of being bilingual, and none of them denied that bilingualism gives privileges. Moreover, many of them highlighted the significance of knowing two or more languages. Participant 1 said: “I definitely think that bilingualism gives me plenty of benefits because we are able to have conversation with foreign people with like native speakers, and we communicate with people easily if we know the second language”.

Apart from that, they noted several areas where they can apply their bilingual skills in order to accomplish good results. Participant 3 clarified: “... because I have a broader access to many resources and articles when I need to do my homework or just to find more information about some topics and it gives more opportunities to grow ...”

Participant 5 supports this opinion and provides the example from his friend’s experience:

Well, of course it gives me benefits because as I said I can have information that somebody with only one language might not have. For example, my friend, he studies in university, and he is an engineer and he need to use like English sources because there is no source like in Russian.

The same participant then continues and describes her own experience when she demonstrated an ability to solve the problem using these previously mentioned skills:

I could say about my experience when I lost my phone in Turkey, it was 2 years ago. I was in the department store and lost my phone and called from my mother's phone to my phone and someone answered, we talked in English and it was easy to understand each other.

To summarize the research participants' experiences of benefiting from being bilingual, it is possible to say that the views of our participants were focused on, first of all, access to additional information, secondly, chances to build a career, and, finally, development of such skills as adaptation, communication, and problem-solving.

Conclusion

Now, when we have conducted the basic qualitative study we can answer the main question, which is "What are the students' perceptions of bilingualism?" Based on the qualitative data analysis of six interviews it is possible to conclude that KAZGUU bilingual students perceive bilingualism as a language learning process with final result of becoming bilingual and enjoying the benefits of it starting from having wider access to learning resources and ending with improvement in problem-solving skills. Besides, these major findings it was revealed that most of the participants hold a positive attitude towards bilingualism, and believe it to have a positive impact on their lives. Having heard the voices of the research participants' about bilingualism, we got an insight into respondents' perceptions of bilingualism.

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WHAT IS THE IMPACT OF LANGUAGE ON PEOPLE'S IDENTITIES?*Russalina Akhmerova***Introduction****Background information**

Language is connected with many aspects of our lives such as gender, culture, religion, communication, identity, etc. This relationship is built upon language affecting or being affected by these factors. One of these factors is a person's identity which is strongly connected with language in a way that "'Language' in the sense of what a particular person says or writes, considered from the point of view of both form and content, is central to individual identity" (Joseph, 2004, p. 225). This study will examine the relationship between language and identity and find out how the former can influence the latter.

Problem Statement

A person's identity is a complex concept that is being studied up to this day. Its relationship with the language can be described in many ways, however, it may be difficult to examine all of them. Therefore, the problem of this study is that it is impossible to encompass all the ways in which identity and language correlate.

Purpose of Study

The purpose of this study is to look at the relationship between language and identity, and identify how language can influence people's identities. It also aims to research how language's impact on one's personality is shown in everyday life and how it influences the aspects of a person's worldview, behaviour, and interests.

Research question

“What is the impact of language on people’s identities?”

Significance

This study will identify the language’s impact on human’s identity and will contribute to the knowledge base and further studies on this topic.

Methodology

As mentioned in the introduction of this research, there is a connection between language and identity. There are also certain ways in which the former impacts the latter. This study aims to explore the ways language influences humans’ identities. Therefore, this section of the research will present the methodology used to investigate the following research question:

What is the impact of language on people’s identities?

Research design

The qualitative interview-based research design is used in this study, which helps to collect sufficient data and address the problem of the research (Cohen et al., 2017).

Research Site, Participants, and Sampling

One of Kazakhstan’s top universities was chosen as the site for the research. Three participants were chosen using purposeful sampling which is used to select the individuals who will provide the more in-depth answers to the questions and will facilitate the process of understanding the topic for the researcher (Creswell, 2008). Participants were chosen considering the following factors: the number of languages they can speak, their fluency in those languages, and the time period of learning them. The chosen participants knew from 3 to 6 languages, were fluent in about 2 or 3 of them, and have been learning those languages for a different amount of time. All participants were sophomores majoring in Applied Linguistics.

Data collection instruments

Semi-structured interviews were used to collect the data from the participants. Participants were informed about the anonymity of the interview process and provided their consents. All interviews were scheduled for a time that was convenient for the interviewees. The interviews were conducted in two days via the Zoom platform and consisted of overall ten main questions and several additional that were asked to obtain more detailed answers. The questions were of different types. At first, the ice-breaking questions were asked, to make the participants feel comfortable and less nervous, for instance, “How many languages do you know?” or “What is the best part of learning the language?”. Then the ones that demanded the more deep and sophisticated answers were asked, for example, interviewees were asked to describe their behaviour when they speak a particular language.

Procedures

The process of conducting this study started by choosing the relevant topic that would suit my field of study and interests as a researcher. The next step included searching literature that provides information on the topic of “Language and Identity”. Several sources were found, reviewed, and used for further analysis. Next, the process of creating the interview questions started. The questions needed to be specific, but easy to understand, so that the participants would provide the full, clear answers that could be used for the data analysis. After creating the interview questions, the first interview trial was piloted and succeeded. Although, some criticism was received and several changes were made. After piloting the first trial, the actual interviews were arranged with the participants.

Data Analysis

Data analysis started by precisely transcribing the recorded interviews and assigning each participant a pseudonym to ensure anonymity. Then during the coding which is “the process of identifying themes or concepts that are in the data” axial, semantic, and, thematic codes were identified (Ezzy, 2002, p. 86). Several themes emerged and were further analysed. These themes will be presented and discussed in the Findings section of this research paper where the thematic analysis will be presented.

Findings

The previous part of the research covered the methodology that was used in this study to collect the data in order to answer the research question “What is the impact of language on people’s identities?”. This section of the research will present the findings that have been discovered after conducting, transcribing and analysing the interviews. As mentioned in the previous section, three participants were purposefully selected for the semi-structured interviews via the Zoom platform.

The first couple of questions asked participants to tell what is their first language, what languages are they fluent in, and what languages are they still learning. (See Table 1.)

Table 1. The languages that participants know.

Participants	1 st language	Fluent in	Still learning
Participant 1	Russian	English, Kazakh	Kazakh, Japanese
Participant 2	Russian	English	Kazakh, Chinese, Korean Spanish
Participant 3	Russian	English, Kazakh	Chinese, French

Overall, three themes were discovered after the analysis of the interviews. Thus, the impact of language on people’s identities can be explained in terms of “expanding the person’s worldview”, “changing the person’s behaviour” and “helping to obtain new hobbies/interests” (Scudellari, 2016).

Expanding the person's worldview.

In the interviews all participants discussed the way languages expand people's worldviews. Language is connected with its culture, therefore when people learn the former, they also learn about the latter. This way their personality starts to be affected by different factors and parts of the new language/culture. All participants agreed that language can change people's perceptions of the world. Participant 2 shared:

"I think that learning different languages really expands your worldview. You take something from each language and culture and this influences your personality. You kind of start seeing the world differently."

Participant 3 stated the following:

"From personal experience, languages completely have changed me and my worldview. I started seeing the world differently. For instance, I have a strong social position, my lifestyle, the way I dress, act and think have also changed."

Changing the person's behaviour.

The most in-depth answers were provided to the questions concerning the behaviour changes when speaking a particular language. Participants mentioned how their behaviour, attitude, body language, facial expressions, and voices change depending on the language they speak. Participant 1 said:

"Sometimes I think in Russian I am more straightforward than in Kazakh. When I speak Japanese, I sound softer and also more respectful to people because the Japanese language is very polite."

Participant 2 stated:

"When I speak Chinese or Korean, my face becomes more alive, in Spanish, I'm very loud, it's impossible to be quiet when you talk in Spanish. Concerning Russian and English, I'm more calm, relaxed."

Participant 3 shares:

"I love watching TV shows in the original language so that I can hear the way actors speak. Over time I start talking and acting the way they do. For example, in Chinese when someone compliments you, I don't just say "thank you", but get shy and say "nali, nali". My behaviour definitely changes, it's very interesting."

Helping to obtain new hobbies/interests

Participants were also asked about the new hobbies that were influenced by the languages they know. They shared that each language and culture develop a new interest in them, and these new hobbies sometimes facilitate the learning process. Participant 1 shared:

"I became really interested in Japanese culture and started reading mangas. I also like American movies and TV shows, and I listen to English music a lot."

Participant 2 stated:

"I started watching Korean and Chinese TV shows. I also started listening to a lot of Spanish songs, Spanish music is so good, and it helps me to learn the language. I also want to visit Spain"

Participant 3 said:

"Basically, my hobbies are based on the languages I know. English and French have really influenced my music taste. I also became more into fashion because of American and French cultures."

Participants were also asked to explain their opinion on the relationship between language and a person's identity. They shared that from their experience, they were influenced by languages, therefore, in their opinion, language can have a strong impact on people's identities. Participant 1 shared:

"In my opinion, it is tremendous because for example when I started learning Japanese, I became more respectful and sometimes I can understand the aspects of their traditions. I can say that languages I speak have changed my identity a little bit"

Participant 3 stated:

"I know people who can speak several languages, and their behaviour, voices, facial expressions completely change when they speak different languages. So, I think that languages really affect people's personalities."

The data analysis provided the answer to the research question “What is the impact of language on people’s identities?”. The findings showed that there is a relationship between language and people's identities, in a way that language may strongly influence a person's personality, his/her perception of the world, behaviour and even interests. Indeed, the impact of language on people’s identities may be considered strong. According to the analysed data, people may have different behaviours and attitudes depending on the language they use, develop new interests and hobbies due to the languages they learn, and languages may also shape people’s worldviews.

Conclusion**Limitations**

Several challenges occurred during the research conduction. First, a limited amount of time was given to accomplish all the steps of the data collecting process. Second, it was difficult to select the participants that would suit all the requirements for the interviews. Lastly, considering the fact that all the interviews were conducted via the Zoom platform, it was difficult to notice the participants’ nonverbal communication.

Overall, the main objective of this study was to identify, examine, and analyse the ways language can influence people's identities. The research included several steps. First literature on the topic of this study was reviewed, then, using purposeful sampling, several participants were chosen, next step involved conducting, coding and analysing the interviews. Lastly, based on collected data it was found that language affects a person's identity in the ways that it may change one's worldview and perception of the world, it also may make the person adapt his/her behaviour and attitude depending on the language they use, and lastly, it also may help to develop people new hobbies and interests. These results answered the main question of the study “What is the impact of language on people’s identities?” and may be used as a guide for further researches.

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“FACTORS AFFECTING THE FINAL DECISION OF SPECIALTY CHOOSING: CASE OF KAZGUU UNIVERSITY”

Vesselskaya Kristina, Nikolayev Aziz, Saduakas Tursynzhan

Abstract

The process of choosing future career is one of the most essential choices in students' lives. Thus, the purpose of this research was to find out what are the main factors influencing final career decision among freshmen students living in Kazakh society. 32 students of KAZGUU University were surveyed and interviewed to determine these factors and to find some possible relations between the genders, age and certain career choice predictors. One more purpose was to assess students' satisfaction with the choice they made in order to analyze, whether some factors had a positive or negative impact on the career choice. Results showed that talents, hobby and future salary affect students' choosing process the most. Interview demonstrated strong impact of parents' opinion and personal thinking of freshmen. It was found that males are affected by such factors as financial situation of a family and personal talents more than females. It was also found, the older freshmen are, the more childhood dreams and social prejudices concerning future specialty had impact on their career choice. No significant relationship was found between gender and the preferred field of study in the sample. The level of freshmen's satisfaction with the chosen major is quite high, which denotes the positive effect of the factors revealed.

Introduction

The topic of career choice is one of the most challenging dilemmas in any high school student's life. Huge number of teenagers make their final career decision at a very young age, based on some set of factors, which influence their choice to varying degrees. This influence has a lingering impact on individuals' further life, since the outcomes predict and determine their incomes, whole career path and leave significant trace on students' personality. Therefore, this fateful choice can change one's whole life dramatically, especially if it was not thought out well or off-based. Taking in consideration these facts, the topic of career choice is one of the most serious and vital among young generation and will never lose its actuality.

The motivation behind this study was to determine and explore the different factors and an extent of their importance on the career choice. Hence, the fundamental purpose of this study is firstly, to investigate what factors affect the final decision of specialty choosing the most. Secondly, to find some possible relations between the genders, age of gradulators and certain career choice predictors. And the final purpose is to assess students' satisfaction with the choice they made in order to analyze, whether some factors had a positive or negative impact on the career choice. M. Narikbayev KAZGUU University (KAZGUU) was chosen as a site for data collection. The target population of present study are freshmen, as their career decisions were made not a long time ago, and results would be the most actual. Thus, this research aims to find the precise answers to the following research questions:

Overarching research question:

- What factors affect the final decision of specialty choosing of KAZGUU's freshmen students?

Subsidiary research questions:

- To what extend are KAZGUU's freshmen students satisfied with the choice of their specialty?
- Is there relationship between gender and the chosen field of study/school?
- Is there relationship between gender and how certain factors affect the career choice?
- Is there correlation between age and how certain factors influence the major decision?
- How could KAZGUU freshmen describe their experience of choosing specialty?

The findings of this small-scale research, though being generated as a result of a case study, could help to explore and understand better the teenagers' general mindset and decision-making process patterns when choosing future occupation and life path. This might make this study significant in terms of practical implementation. Moreover, while searching for the literature on this topic, no articles related to career decision making by Kazakhstani students were identified. Thus, this small-scale research can contribute to the literature on the topic within the Kazakhstani context.

Literature review

Career choice is a complex task, involving difficult process of decision-making, affected by numerous circumstances and factors. Considering the young age at which students should make their decision, career choices are often made with low awareness of the real world, as researches demonstrate (Caplow, as cited in Bright, Pryor, & Harpham, 2005). Pupils have to make one of the most significant choices in their lives at the age, when they might not be informed enough about all the opportunities they have. As Jones and Larke (2005) report, the lack of awareness on different occupations is one of the greatest factors, influencing career choice. In these cases, counselors and school teachers greatly contribute to students' decision, guiding them (Kazi & Akhlaq, 2017). Therefore, the school to which students belong as well is one of the factors, affecting career choice.

Besides the school factor, peers pressure as well as social media influences the major choosing process, especially at the earliest stage, according to Kazi and Akhlaq (2017). The peers' choices often become one of the prior factors, when choosing a field of study. This trend is observed for many decades, as the plenty previous researches reports a growing degree of students' surroundings impact and social prejudices on career choice in the course of time (Gim & Leong, 1995). Concerning the media, they provide essential information about the occupations concepts, but commercial adverts often contribute the gender stereotypes in career choosing, as Kazi and Akhlaq (2017) claim.

In the end of the last century the research of Sax (1994) indicated that financial conditions of a family as well as the probable future occupation prospects influence the career choice of men predominantly, as they bother more about their future family's expenses, while women more influenced by utility and social values, when choosing a major. Such results could be explained by gender inequalities of those times, which now tend to decrease over time. These days, more young people pay the strongest attention on their personal interests and hobbies when choosing a career. Suutari (2003) reports that there is a positive relationship between the career decision and personal interests of students. Students, which made their career choice based on the hobbies are greatly satisfied with their decision. Apart from the personal motives, Ozen (2011) emphasized on the effect of cognitive abilities while choosing a major.

Finally, one of the most fundamental factors affecting career preferences is home environment, as the numerous researches report (Grissmer, 2003; James, 2000; Ogunlade, 1973). Parents' upbringing style sets the basis for children's personality and greatly influence what a career path they will pick. According to Herbart (2005), the more children receive parental love and support, the more their career choice is dictated by parents. In these cases, parental factor might play rather negative role, since students often choose uninterested for them fields and during all the years of studying feel depressed. Another research proved that students tend to discuss their final decision with mothers, rather than with fathers. (Muthukrishna & Sokoya, 2008). In terms of Kazakh culture, where the parents' opinion and the older generation as a whole is deeply respected and considered, probably the parental factor is even greater.

However, there are no statistically significant researches on the theme of career choice factors in Kazakhstan, which make this paper actual and unique. Taking into account the results of previous studies in various countries

of the world, this study will determine for the first-time which factors most influence the choice of profession among Kazakhstani students.

Methodology

The research applied quantitative and qualitative methods to find the answers to the research questions. One of the main aims of the study is to reveal the factors that predict students' career decision making and to assess their satisfaction with choices they made. For this reason, the survey and interview research instruments were used to find the answers.

The survey was used to collect quantitative data. It was conducted via smartphone apps (WhatsApp and Telegram) and consisted of following parts: general questions, questions identifying factors, questions revealing students' satisfaction with the choice. The survey participants were randomly sampled from the number of the KAZGUU freshmen students. The particular number of students from each KAZGUU's school participated in the survey. The final number of survey participants is 32.

Interview was applied to collect qualitative data. The interview was conducted in online format as well. The interview questions were aimed to reflect how students understand, that their chosen specialty is the most suitable for them and how can they describe their overall experience (10-15 questions). The participants of the qualitative part of the study selected from the amount of freshmen students as well. One or two representatives from each KAZGUU school was interviewed.

Findings

Descriptive analysis

Background of research participants. The survey was conducted amongst KAZGUU freshmen students. The total number of participants is 32 people. 75% (24) of our research participants are females, aged 17 – 46.9% (15). Survey is dominated among students from School of Liberal Arts – 53% (17). The most of the respondents are students of Translation Studies program – 37.5% (12) (See Table 1). Thus, the survey's average participant is a female from School of Liberal Arts, studying Translation Studies, aged 17.

Table 1.

Background of research participants

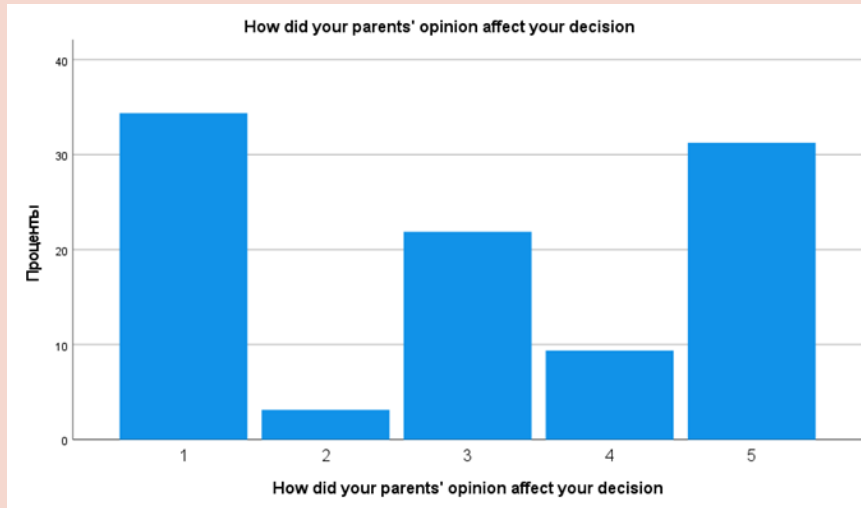
Variables	Frequencies	Percentage
Gender		
Male	8	25.0
Female	24	75.0
Total	32	100.0
Age		
17	15	46.9
18	13	40.6
19	4	12.5
Total	32	100.0
School		

School of Liberal Arts	17	53.1
School of Economics	7	21.9
School of Law	8	25.0
Total	32	100.0
Major		
Business Phycology	1	3.1
Economics	1	3.1
Finance	2	6.3
International Law	2	6.3
International Relations	3	9.4
Law	6	18.8
Applied Linguistics	5	15.6
Translation Study	12	37.5
Total	32	100.0

68.8% (22) of the research participants do not want to change their major, which is probably connected with the fact, that 84.4% (27) of students conducted a research concerning future specialty, using Internet sources – 75% (24), and according to the answers, major was chosen mostly by themselves – 87.5% (28). Thus, it is fair to say, that respondents’ decision was balanced and conscious.

The rest of the survey’s questions were focused on discovering the factors, which affected respondents’ career decision the most. Research participants were asked to estimate from 1 to 5, to what extend some factors proposed in the survey affected their choice. Such factor, as financial condition of the family affected the least ($M=1.4$, $SD=0.9$). The friends’ opinion about participants’ future specialty as well did not play significant role ($M=2.1$, $SD=1.4$). Such factors as childhood dreams ($M=2.4$, $SD=1.2$), the social prejudice concerning future major ($M=2.4$, $SD=1.4$), teachers’ contribution ($M=2.5$, $SD=1.6$), and the career guidance tests’ results ($M=2.6$, $SD=1.2$) affected a little bit more, but also not prevailing. According to the mean, factors, which influenced a career decision the most are personal talent of students ($M=3.5$, $SD=1.3$), hobbies ($M=3.0$, $SD=1.1$) and parents’ opinion ($M=3.0$, $SD=1.6$). What is interesting, to the question concerning parents’ opinion responses are divided extremely: 34.4% (11) chosen “1” – didn’t affected at all, whereas 31.5% (10) answered “5”- affected greatly. Thus, it is difficult to make a clear conclusion, to what extend the parents’ opinion affected, as the answers are too diverse (See Figure 1).

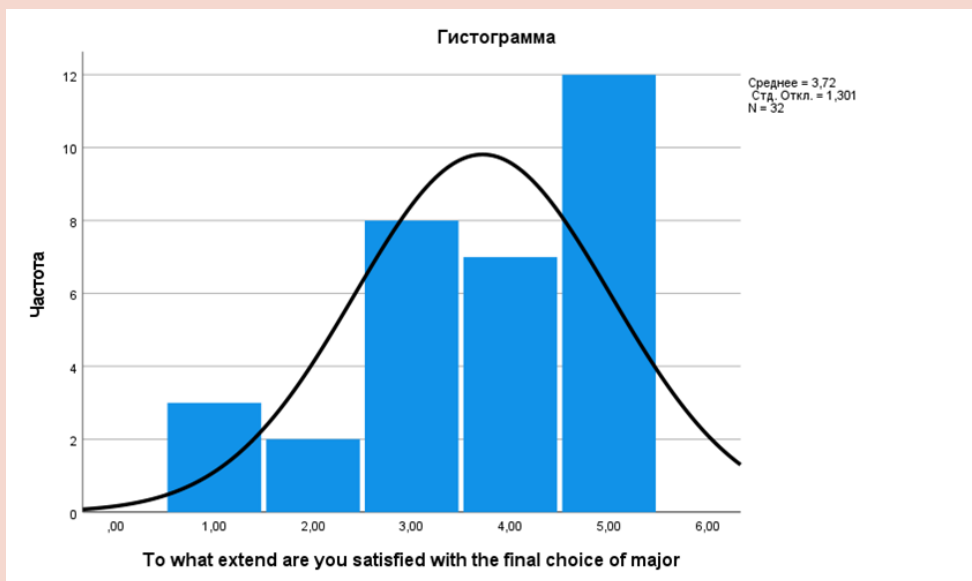
Figure 1. Impact of parents' opinion.



81.3% of the respondents reported that they did not consider their parents' specialties when choosing their majors, so such factor as parents' career definitely did not play an important role. However, the future salary did, as the majority of the respondents (68.8%) answered that considered their future salary while picking a major.

Finally, to the question, to what extend from 1 to 5 are freshmen satisfied with the final choice of major the Mean is constituted 3.7 ($SD=1.3$). This means that generally, research participants are happy with their faculty choice (See Figure 2).

Figure 2. Satisfaction with the choice of major.



Thus, the factors, which played the most significant role in the process of specialty choosing among KAZGUU freshmen students, are: talent, hobby, future salary and maybe parents' opinion. These factors played a positive role in career choice, as freshmen are greatly satisfied and generally do not want to change their major.

Bivariate analysis

Cross-tabulation test. A chi-square test and cross-tabulation test were performed to answer the quantitative subsidiary question: "Is there relationship between gender and the chosen field of study/school?". The relationship between these two variables is proven to be insignificant, $X^2(2, N=32) = 0.60, p = 0.739$, as p value is more than 0.05 (See Table 2). Thus, there is no relationship between gender and chosen school among KAZGUU University freshmen.

Table 2.

Cross Tabulation and Chi-Square for Gender VS Schools

			School of Law	School of Liberal Arts	School of Economics	Total
Gender	Male	Count	2	5	1	8
		Expected	2.0	4.3	1.8	8.0
	Female	Count	6	12	6	24
		Expected	6.0	12.8	5.3	24.0
Total		Count	8	17	7	32
		Expected	8.0	17.0	7.0	32.0

Chi-Square Test

	Value	df	Asymp.Sig. (2-sided)
Pearson Chi-square	.605 ^a	2	.739
Likelihood Ratio	.653	2	.721
Linear-by-Linear Association	.194	1	.659
N of Valid cases	32		

^a3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.75

T-test One. Next, independent samples t-tests were conducted to determine, whether there is a relationship between gender and factors that affect career choice. After conducting a series of tests comparing the relationship between each of the factors presented in the questionnaire with gender, it was possible to find a statistically significant relationship. Results show, that there is a difference between males ($M=4.37, SD=0.74$) and females ($M=3.25, SD=1.39$) in the way "talent" influences career decision, $t(30) = 2.17, p = .039$. It means that such a factor as talent influenced males more than females while choosing a profession. Furthermore, the Cohen's d is equal to 1.26, which denotes that this relationship has strong effect in the KAZGUU freshmen population. (See Table 3).

Table 3.

T-test comparing Gender on Talent

	Female		Male		t-test***
	M	SD	M	SD	
To what extent did your talent influence your career decision	3.25	1.39	4.37	.74	2.17

*** $p < 0.05$. $N = 32$

T-test Two. Continuing to investigate how certain factors in choosing a profession affected different genders, it also found a statistically significant relationship between how the family's financial situation affected the career decision for males ($M = 2.12$, $SD = 1.45$) and females ($M = 1.20$, $SD = 0.58$), $t(30) = 2.57$, $p = .01$. Thus, males were more influenced by a financial situation of a family, than females. According to Cohen's d , which is equal to 0.87, this relationship has moderate effect in the population of KAZGUU freshmen (See Table 4).

Table 4.

T-test comparing Gender on Family's financial situation.

Family's financial situation	Female		Male		t-test***
	M	SD	M	SD	
	1.20	.58	2.12	1.45	2.57

*** $p < 0.05$. $N = 32$

Concerning all the other factors, represented in the survey (parents' and friends' opinion, childhood dreams, hobbies etc.), no relationship between them and the genders were found, except of those two, reported above.

Correlation One. Then, to find the answer to one more quantitative subsidiary question: "Is there correlation between age and how certain factors influence the major decision?", the Pearson's r correlation tests were performed. The results showed that there is statistically significant correlation between age of freshmen and the extent to which a social prejudice towards future major affected their decision. Pearson's $r(32) = .384$, $p = .03$ (See Table 5). The Pearson's r coefficient indicates the perfect positive relationship, which means that the older the students are, the more their career decisions are influenced by social prejudices.

Correlation Two. Finally, continuing investigating the previous subsidiary question, it was also discovered the statistically significant correlation between the extent to which a childhood dreams affect the career choice and the age of freshmen. Pearson's $r(32) = .420$, $p = .01$ (See Table 5). According to the Pearson's r coefficient, which demonstrates the perfect positive relationship, the older students are, the more impact childhood dreams have on career decision.

Table 5.

Correlation Coefficient Values Pearson r) between the Variables.

Variables	1	2	3
1. Age	1		
2. Social prejudice	.384**	1	
3. Childhood dreams	.420**		1

** $p < .05$

For all the other factors presented in the questionnaire, no correlations were found except of those two presented above.

Conclusion on quantitative findings

Descriptive analysis was conducted to find the answer to the following research questions:

- What factors affect the final decision of specialty choosing of KAZGUU's freshmen students?
- To what extent the KAZGUU's freshmen students are satisfied with the choice of their specialty?

Bivariate analysis, in turn, was performed to answer all the others research's quantitative sub-questions:

- Is there relationship between gender and the chosen field of study (school) among KAZGUU's freshmen?
- Is there relationship between gender and how certain factors affect the career choice?
- Is there correlation between age and how certain factors influence the major decision?

Descriptive analysis shows, that the factors, that influenced the final career decision the most are: talent, hobby, future salary and probably parents' opinion. The level of freshmen's satisfaction with the chosen major is quite high, which denotes the positive effect of the factors above. After conducting the number of tests, four interesting correlations were found. Results showed that males were significantly influenced by such factors as talent and financial condition of a family while choosing the major. It was also found, the older freshmen are, the more childhood dreams and social prejudices concerning future specialty have impact on their career choice. Surprisingly, but no significant relationship was found between gender and the preferred field of study in the sample. Now, in order to answer the remaining questions of this study, a qualitative analysis will be done, during which different interviews will be conducted with representatives of each KAZGUU University school.

Qualitative findings

The qualitative part of this research focuses to answer the qualitative research's sub-question: "How could KAZGUU's freshmen students describe their experience of choosing specialty?" Interviewing 5 students from different schools and transcribing the process in the coding table, it was possible to identify 138 axial codes, summarized from the open codes. Analyzing the resulting axial codes, 4 main topics revealed, founded in all the five interviews. They are: rational thinking, outer impact, personal reasoning and time period. One more topic named "choice" is observed, which doesn't answer the question, however it gives the background of the research's interviewees' choice. Axial codes included in this topic reveal the shape of students' decisions: simple choice, quick decision, contrary choice and so on. Thus, it can be noted that the nature of the decisions made by the interviewees is rather ambiguous, and ranges from more complicated and contradictory to simple and quick. All other topics are quite narrow and clearly answer the question.

Outer Impact. Each of the respondents in one way or another raised in their answers the topic of the influence of some external factors on the process of choosing their specialty. Among these outer factors, first of all, are parents' opinion. Participant 2 shared:

I choose KAZGUU and I enrolled to this specialty because I really wanted to study at this university, but I wanted to choose another major. My parents did not allow me to choose another field of study.

On the other hand, the same participant revealed the necessity of such outer effect, since at such young age teenagers may make mistake and adult people should guide them:

I think, it is necessary to consider what you like to do, but it is extremely challenging to choose, when you 15-16 years old. At this age, you want to do everything and nothing at the same time and you can make a very bad choice. Therefore, you need to listen to yourself and ask your parents for advice.

Other participants, supporting the idea of the effect of outer factors, told about their school experience impact, particularly teachers' influence. Participant 4 claimed: "So I think that maybe my, my teacher, was reason, was one of the reasons why I've chosen my profession."

The 5th participant, supporting the previous statement, shared: "In school I saw many injustices, in childhood, it made me create the decision to be a lawyer."

Therefore, based on the responses of participants, there is influence on the choice of profession of external factors. Immature minds of teenagers are influenced from outside and encourage them to make decisions in a certain favor, as the experience of participants shows.

Personal reasoning. Despite the great outer impact, there is a certain theme of participants' personal reasoning. When talking about the experience of choosing a specialty, each participant referred to their life episodes, personal interests and dreams, prioritizing them. For instance, 3rd Participant shared, that in choosing a major, he followed a dream: "But applied linguistics is like a tool for me to, to make my dream a reality."

Participant 1, also supporting this topic, added:

I would advise people choosing their future specialty to remember what they liked to do in childhood, what they were drawn to and what it was interesting for them to study at school.

Participant 4, summarized both statements and shared one of the personal interests, that greatly contributed to his choice:

Oh, maybe, because I want to be aware of the changes in the world of economics. And I like communicate with I love to communicate with foreigners with such shares such people.

Thus, the personal reasons in choosing a specialty definitely took place in students' experience. Participants paid close attention to what they like now or liked to do in childhood, what their dreams and personal interests are, which altogether played a great role in the choosing process, according to the answers.

Time period. Analyzing the axial codes regarding the time frame of participants' experience of choosing a profession, a certain pattern is observed. All participants' first thoughts about the choice observed in their early adolescence and since childhood, but they were not serious ones, according to the students' experience.

Participant 3 shared:

I wasn't thinking serious, but I, I wanted to be a vet like veter (fails to pronounce) a vet doctor, like, work with animals when it was six, maybe? Um, then I started thinking seriously when I was 13. Or well, even. I didn't clearly remember but you know when I became a teenager? And that's it. I was 13.

Participant 1, as well supported previous idea, sharing, that the first thoughts came in the young ages – in childhood, but also noted, that the clear realization of what they will definitely choose came in more mature age:

Well, since I was a kid, I loved to explore new things, watch detective stories and defend those who couldn't stand up for themselves. I loved helping my friends and giving them various advice. It turns out, as a teenager, at the age of 15-16, I realized that I wanted to become a lawyer and entered a law college.

Other participants shared similar opinion and stated that serious choices and realizations occurred at the age of 15-17.

Therefore, it is possible to conclude that the axial codes included in the thematic of the "time period" reveal a certain experience of the first unserious thoughts and assumptions about who the students wanted to become. However, the students realized from their own experience that one should not blindly rely on the first childish thoughts and more rationally and consciously approached the choice at the age of 15 to 17. Thus, as students grow up, thoughts about the profession become more balanced and serious, as the experience of students shows.

Rational thinking. After examining participants' answers and axial codes regarding their major analyzing process, certain observation was made. All participants had made their choice relying on their abilities and skills. Also, they inspected their future major to understand what it can give them in the future. Participant 3 stated:

You know, translation study, for example, is more specific, it's more certain, like, you will translate from this language to this language and applied linguistics, it's um, it has more options for me to choose what I will do like I can do translation, but I can I can work with languages in general.

Participants 1 also vouched for this idea, adding his own experience:

Well, in general, I seriously thought about choosing a specialty, since it depended on what I would do for 4-3 years. After weighing all the pros and cons, I chose the jurisprudence, although there were other options.

Also, there was a discovery that is related to participants' background: interviewees that are school graduates have an idea of changing their specialty if it doesn't fit them while college graduates are more stable. Participant 4 supported school graduate idea: "If I choose, if I chose the wrong decision, I would have the ability to change to change my future profession."

Participant 3 also was on board with that thinking and also added that abilities that a person gets from wrong decided specialty might still be useful: "Even if I will not work as the linguist. Everything that that I studied in KazGUU, you in this faculty is useful for me."

Taking in account all of the above, it can be stated that participants use mature approach to their final decision and try to evaluate every opportunity that they have with their future major. Also, there is a significant difference between schools graduate and collage graduate thinking processes. School graduates see their choice as a changeable one and describe it as an experience to a better one if current pick doesn't sir right with them. Meanwhile, college graduates are more confident in their choice and don't mention possibilities of changing their majors.

Conclusion on Qualitative findings

Having conducted the qualitative part of the research, it is possible to answer the qualitative sub-question: "How could KAZGUU's freshmen students describe their experience of choosing specialty?" Analyzing the participants' answers, their experience is directly related with the outer impact. Parents, school teachers and probably some other outer factors greatly contributed to their choice of the major, affecting the immature teenagers' mind and prompting them to choose a particular field of study. However, the personal reasoning anyway took its place in the participants' decision-making experience. Students pay close attention to their childhood interests, dreams and desires, putting them at the first place when making preliminary decisions. According to the answers it was also revealed, that the first thoughts about the future career came at very young age and were not considered seriously; however, as they matured, the choices they made often changed dramatically. Students' experience also demonstrates the existence of rational thinking when making the final choice. Investigations show, that freshmen students approached the final choice of specialty quite responsibly and from a more mature point of view, adequately analyzing their abilities, skills and opportunities. Summing up all the above, the experience of choosing a profession among first-year students of our university was quite interesting, balanced and based on external factors, background, personal preferences and analyzed by them through the prism of real abilities and skills.

General conclusion

To sum up everything that has been stated so far, this research shows that talent, hobby, future salary and parents' opinion affect students' in their major choosing process the most. It was also found that parental opinion has a huge influence on their kids' opinion, but their personal thinking is of great importance too. Furthermore, it was found that males are more affected by financial situation in a family and personal talents. While touching the topic of gender, this factor does not have any effect on future major choosing process among KAZGGUU University freshmen. Such factor as social prejudice and childhood dream are more likely to influence students' opinion as they get older. The older students get the more they start to think adequately about their major, weighing their abilities and skills. Research can be called successful in its nature, since all the aims were achieved and answers to the main and subsidiary questions were answered.

Results of this research might have practical implementation and be useful for undergraduates of high school to analyze their decision and weight all the factor before making their final decision. In addition, the results might be important for teachers and parents, since they can show them what a crucial role their opinion and modeling play in children's' future.

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**“THE IMPACT OF A FAILED ACADEMIC COURSE ON STUDENTS’
OVERALL WELL-BEING, FURTHER MOTIVATION, AND
ACADEMIC PERFORMANCE”**

Yergaliyev Akbar, Aubakirova Zhibek, Nuranova Ayazhan

Chapter 1. Introduction**1.1 Introduction**

The problem of a failed academic course among students tends to have a great relevance nowadays. The student’s academic performance varies under the influence of numerous factors; however, the issue of academic performance is a key topic for students of all courses of study. The level and quality of academic performance intensively affect the students’ daily life, including his or her general psychological state, as well as his or her further desire to study. The topic of this study is connected with the problem of students’ unsuccessful academic performance in one private Kazakhstani University. The following part consists of such perspectives as background information, problem statement, the purpose of the study, and research question.

1.2 Background information

The majority of universities have one of the main criteria for completing an academic course: a minimum grade of 50%. Otherwise, the course is considered incomplete, which is another way can be called an academic course failure. Kurniastuti, Fattman, and Kim (2014) conducted a study in which they proved that the greatest achievement for young people is academic achievement. According to the study of Eko (2004), the future of a teenager, including education and work, directly depends on his academic achievements. Based on previous statements about the importance of academic performance for students, it can be concluded that academic course failure can be a source of stress for students and directly affects their overall well-being.

About 20% of students of Kazakhstani higher education institutions are expelled from universities annually due to low academic performance, which leads to academic course failure (The reasons why Kazakhstanis most often drop out of school are named, 2021). These statistics confirm the prevalence of the problem of academic course failure among students of our country, thereby forming the relevance of the given research.

1.3 Problem statement

Nowadays, the requirements for higher education students are very high. These criteria include the successful completion of an academic course, academic activity, academic integrity, and much more. However, among students, there is also the problem of unsuccessfully completing a course, which, as a result, leads to the repeated study of a certain discipline. Based on the opinion of students of one private Kazakhstani university, usually, such a situation entails negative consequences, which in turn affects the overall well-being of the student and the level of stress. However, the impact of a failed academic course on a particular students’ future academic performance is still poorly investigated in Kazakhstan.

1.4 Purpose of the study and research questions

The purpose of the study is to identify the students’ overall well-being and further motivation after failing the academic course in one private Kazakhstani university.

The research question for this study to answer: “How does a failed academic course in one private Kazakhstani University affect the students’ overall well-being, further motivation, and academic performance?”

1.5 Significance of research

This research will be vitally important for the university’s administration and lecturers to reconsider the current examination procedure of academic course. Therefore, this will help to determine the optimal level of workload

for the successful completion of the academic course for students. Enrollees and current university students also can apply the outcomes of the study to examine and prevent possible academic course failure during their studies.

Chapter 2. Literature Review

2.1 Factors of failing academic courses at university

University students often face a variety of challenges, including emotional issues and mild mental disorders. Most of these challenges are primarily caused by the university, while others are primarily caused by emerging adulthood developmental processes. Some of the obstacles that students face during their first year at university are the result of trying to adapt to a new social environment, a new set of ethical values, and a new set of demands. Mental disorders at university, cultural expectations, the quality of high degree of life stress, a low secondary school academic record, poor time-management, and an extroverted personality have all been shown to be closely linked to first-year academic course failure (Sibanda, Iwu & Benedict, 2015, p. 107).

2.2 The impact of a failed course experience on students' overall well-being

Many different factors affect the decline in students' academic performance. However, this process can be the beginning of a whole chain, because academic course failure, in turn, can cause various consequences, including stress and different psychological disorders. According to data from the research by Ajjawi et al. (2020), the consequences of the failed academic course are dangerous and lead to extremely negative emotions for all students, and especially for already vulnerable learners. Moreover, Ajjawi et al. (2020) argue that the consequence of academic course failure among students is chronic fatigue, anxiety, insomnia, and depression, which is aggravated by pressure from "stressors", namely, repeated payment of the course, a repeated study of the material, etc., which also forms a negative impact on the overall well-being of undergraduates. Naylor, Baik, & Arkoudis (2018), claim that the main consequence of stress due to academic course failure is the risk of student exhaustion. The importance of the quality of academic performance tends to be high for any student, that is why the failure of an academic course is a very personal process that forms a new temper in the student and directly affects his psycho-emotional state and future success.

Moreover, low academic performance, including academic course failure cannot only cause stress among students but also have an impact on the motivational component. The connection between academic stress and course grade was anticipated to be intervened by understudies' adapting style and motivation.

2.3 The influence of failed course experience on students' further motivation and academic performance.

Since students are different, consequences after a failed academic course for them are still unpredictable. Neff, Hsieh, and Dejitterat (2005) claimed that subjective failure experiences were the most important factor in achieving academic goals (p. 280). This is important in realizing that each person has their perception of failure. However, based on the previous research, it was determined that after experiencing the academic course failure, students began to experience a high level of self-compassion, which directly influenced the appearance of intrinsic motivation in students (Neff, Hsieh & Dejitterat, 2005, p. 272). This shows that in general students aim to improve their academic performance in future course retake.

Besides, Struthers, Perry, and Menec (2000) found that students, who have recognized the importance or significance of academic performance for themselves, have endured difficulty and jeopardized academic goals, therefore causing them more significant or meaningful attitude, based on the presence of motivational factors that impact further academic performance (Struthers, 2000, p. 588). This shows a positive correlation between experienced academic course failure and further desire for achieving a higher grade.

However, no precise correlation has been identified between the aforementioned stressors and the impact on a student's future academic success. This issue is also understudied in Kazakhstan and needs further justification. In the following chapters of this paper, the results of a study conducted at one private Kazakhstani university will be discussed and compared to previous research findings.

Chapter 3. Methodology and Data analysis

3.1 Methodology

Our sample consisted of students who have failed an academic course at least once. Most freshmen who fail an academic course in their first year will, in most cases, retake the course in the second year. The reason for this is that without the completion of basic academic courses the student will not be able to take more advanced courses in the future. However, to obtain more objective data, the key respondents were second and third-year students as they have more experience to share with others. To summarize the impact of academic course failure on students and their further motivation and academic performance, the online survey answers are considered the main source of information. Our team conducted a quantitative method survey among students of one private Kazakhstani university. Online platform Google Forms collected anonymous information, therefore the identity of the student is hidden.

The survey consists of 13 questions, 12 out of them had multiple choices answers and 1 open-ended question. General questions: Year of study, gender, what Higher School they study in, and their general experience in failed academic courses.

Stress level and its causes: The worrying scale was used to determine the amount of anxiety, which are: 2.1 Not stressful at all. 2.2 Low-stress level. 2.3 Somewhat stressful. 2.4 Very stressful. 2.5 Extremely stressful.

Students' further desire to retake the course: The questions of students' retake experience with multiple-choice and open-ended questions about their motivation in achieving higher grades and experience of retaking the academic course.

3.2 Data analysis

The total number of respondents consists of 85 people. 65 % of participants were 2nd and 3rd-year students, about 22% were 1st year and only a small minority (13%) belonged to the 4th year students. This study is comprehensive due to the fact that the findings were evaluated from the perspectives of first-year students as well as seniors. Nearly half (43,4%) of the respondents, who participated in the survey, were from the Higher School of Economics (HSE), 31, 8% related to the School of Liberal Arts (SLA) and roughly one in four (24,7%) belonged to the Higher School of Law (HSL).

According to the data from the survey, the main factors that contributed most to students' academic course failure are poor time-management skills (33%), unpreparedness for online learning (26%), dissatisfaction with the quality of teaching (20%), and mental stress problem (11%). This information allows us to confirm previous research studies from Sibanda, Iwu, and Benedict (2015), who suggested that all of the factors above are closely connected to academic course failure among students. In order to avoid the failure of the academic course hereafter, all of the factors above should be taken into the highest consideration both on the part of the students and from the point of view of the administration, setting the academic burden for the students.

Based on the responses from the survey, the majority of the students faced severe stress: from extreme to somewhat level, accounting for about 75% out of the total number. According to Naylor, Baik, and Arkoudis (2018), the major effect of academic course failure tension is the possibility of student fatigue, which means that students quickly became irritated, frustrated, and agitated. These numbers are closely connected to factors that were the main causes of the stress and the decline of students' overall well-being, where 54% were the fear of the financial issue and the parents' reaction combined. According to the survey, more than a half (63,6%) of failed academic courses measured by 5 European Credit Transfer and Accumulation System (ECTS), which means that for the period of the 2021 year, the cost of the academic course was 89,500 tenge (5 ECTS * 17900 tenge). This data allows us to conclude that the failed academic course imposed on the students' fear of the upcoming financial burden. Assuming that many students are on the financial support of their parents, this failure could also be the reason for the conviction of students' family members.

It is critical to understand the fact that half of the participants experienced a high level of motivation for a

successful subsequent attempt to complete the course after the failure. Half of the respondents (52.9%) said that repeated completion of the course with the topics they studied earlier will help them finish the course with a higher grade than it was and agreed that the previous experience will help further academic performance. Moreover, the responses to the survey show that more than half of the participants (70.7%) successfully retook the failed course. Furthermore, none of the respondents failed the same academic course more than once, and the majority of students (69%) received a final grade ranging from 70 to 100 points, indicating that students were more inspired to complete the course successfully. These data confess to conclude that based on previous experience, it is easier for students to adapt to the learning environment of a particular discipline again, and the already experienced failure gives more motivation for a successful retake of the course in the future.

Chapter 4. Conclusion

Based on our main findings, the consequences of a failed course significantly affected the students' overall well-being, which negatively influenced their emotional state, by causing stress and anxiety. However, students had strong reasons to be motivated to successfully retake academic courses. The main factor of motivation was the financial issue of failed courses, as a basis for shame in front of parents who pay tuition fees. Hence, the student demonstrates the maximum interest in the prosperous completion of the future course in order not to experience stress again by letting down parents or guardians. Conclusions of this study are supported by the work of Struthers, Perry, and Menec (2000) who stated that experiencing negative events do not invariably mean that future goal attainment is perceived as unlikely. Many students have unpleasant experiences and therefore are disappointed, but they still acknowledge they have the abilities to cope positively and are encouraged to obtain their goals as a result (p. 589).

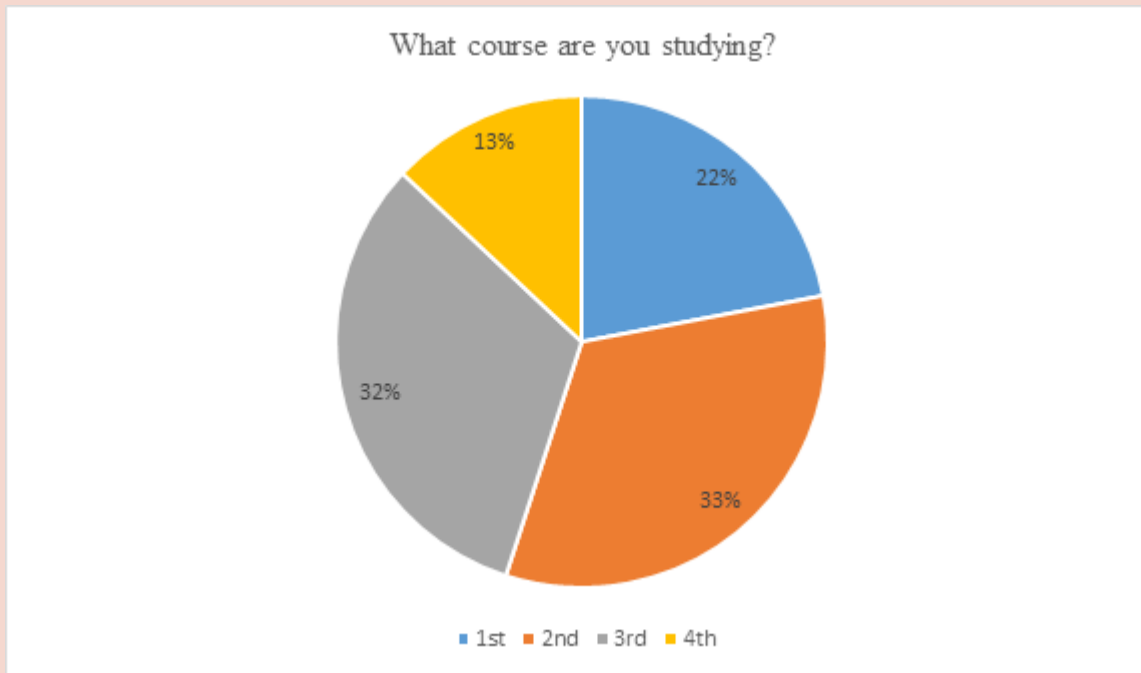
This study, being founded on the information received from students who failed certain disciplines, would recommend the university administration to pay closer attention to the academic course load standards in order to reduce the students' level of stress from very high to at least moderate. Furthermore, this problem needs more in-depth study, including research among other universities in order to improve the quality of education and academic performance of students within the country.

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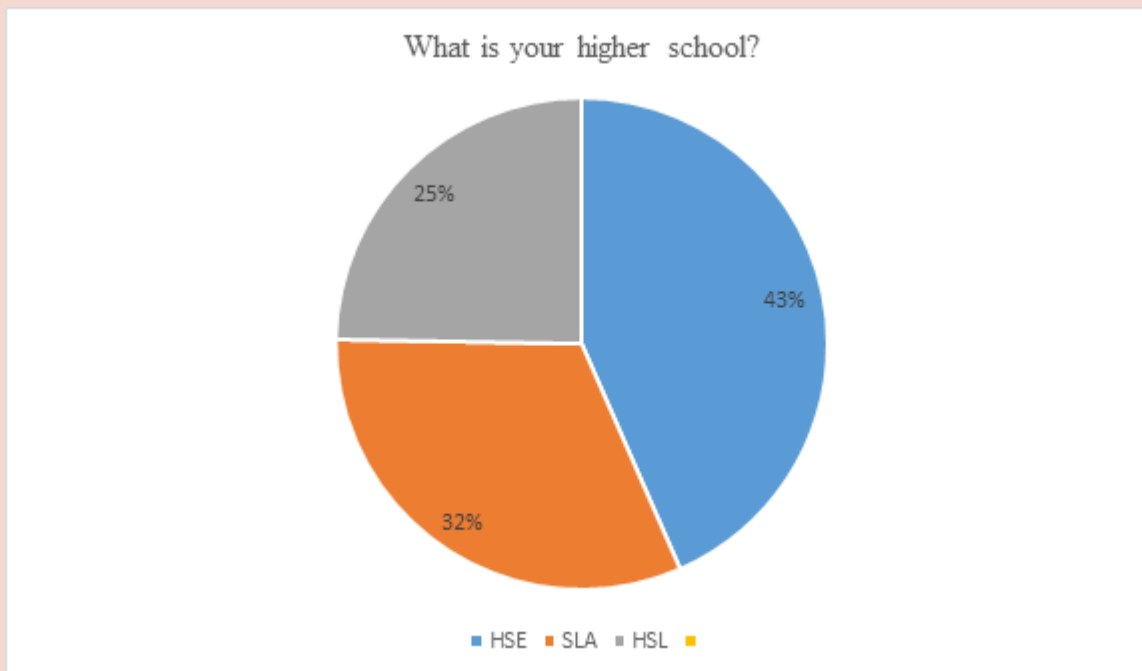
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Appendices

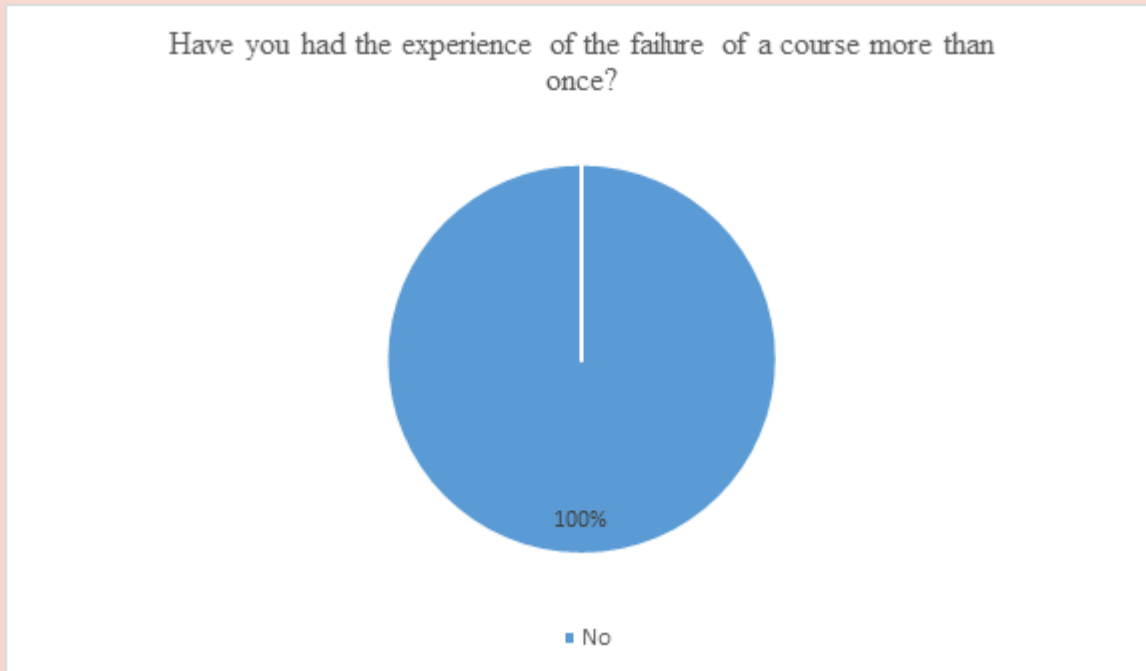
Appendix №1. The course of the student



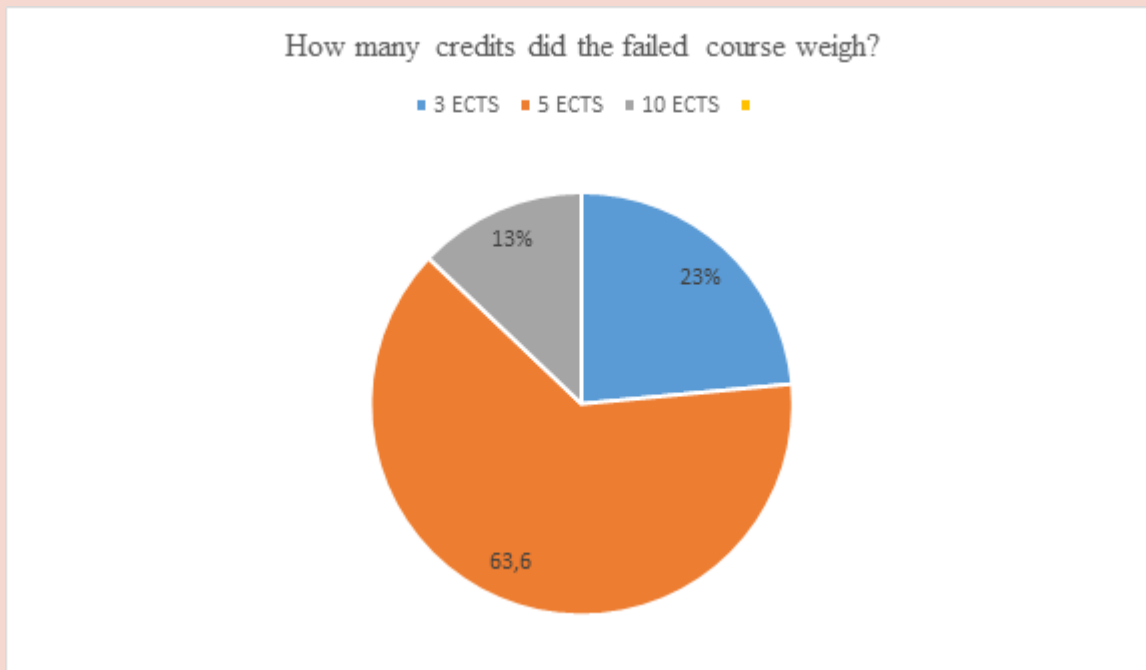
Appendix №2. Higher School of the student



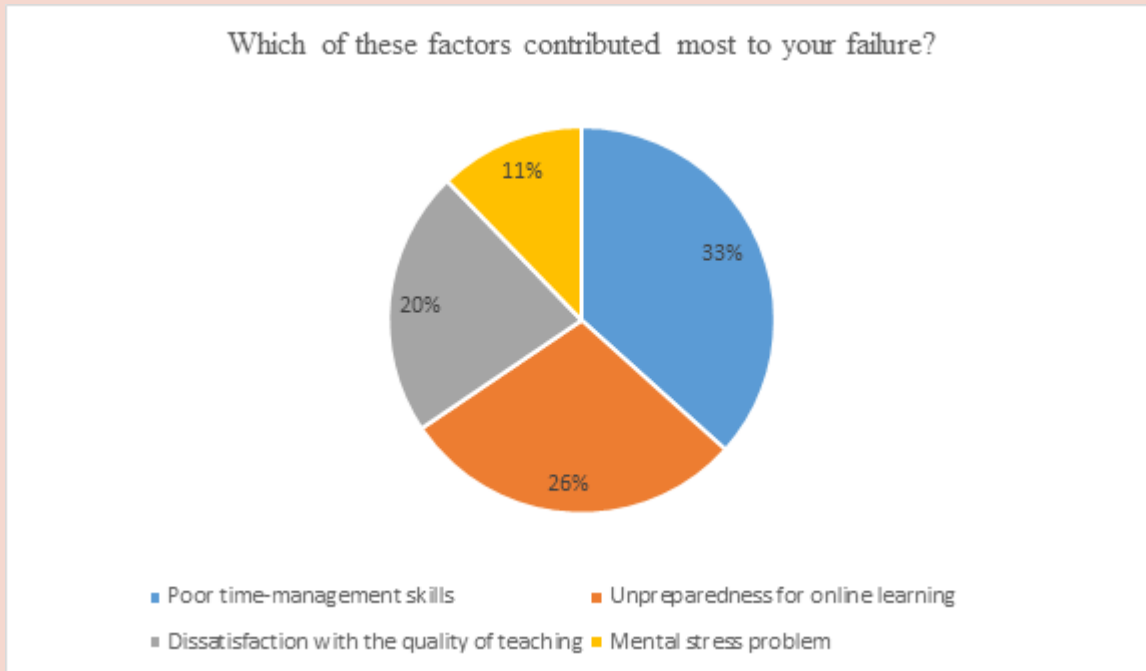
Appendix №3. The experience of the failure of a course more than once



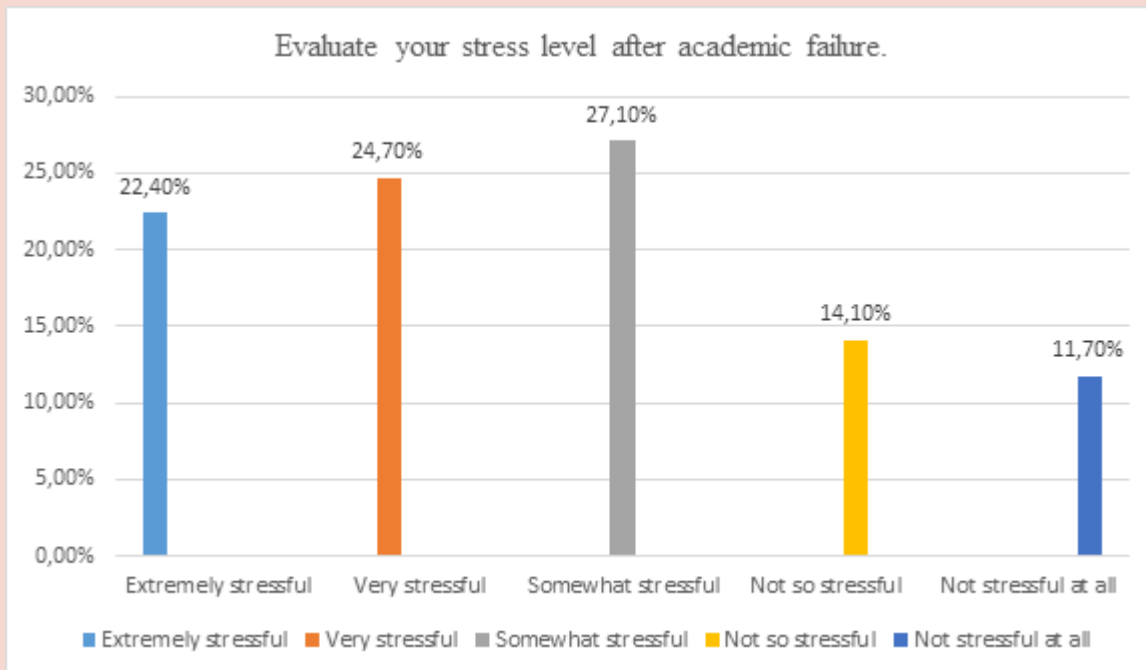
Appendix №4. The weight of failed academic course



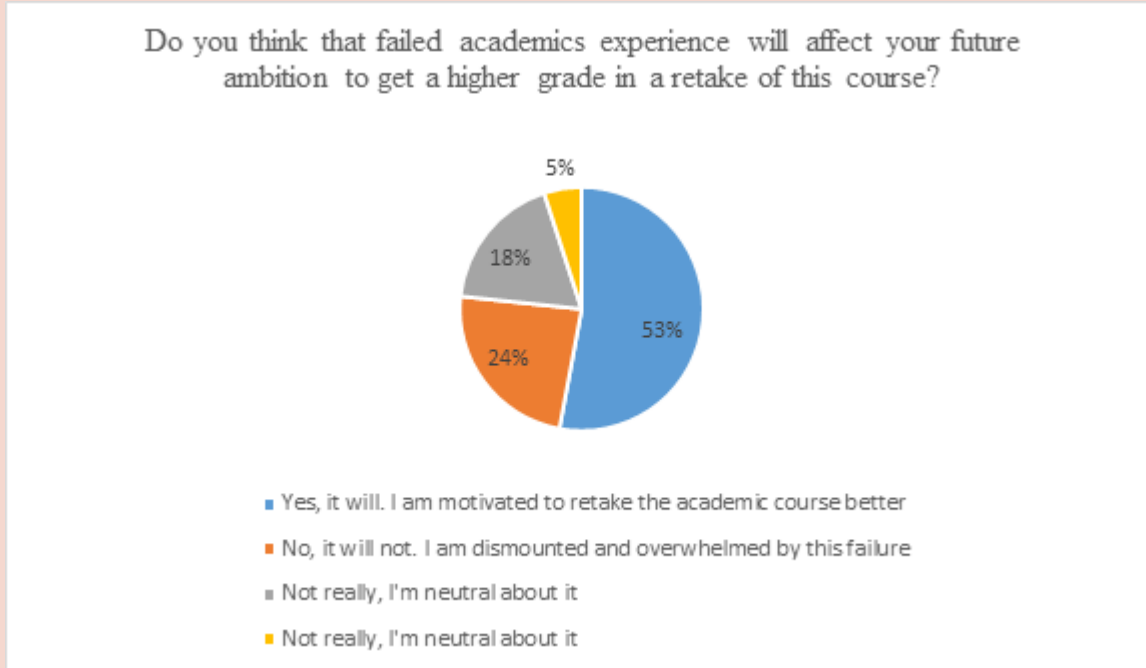
Appendix №5. Factors that contributed most to student’s academic course failure



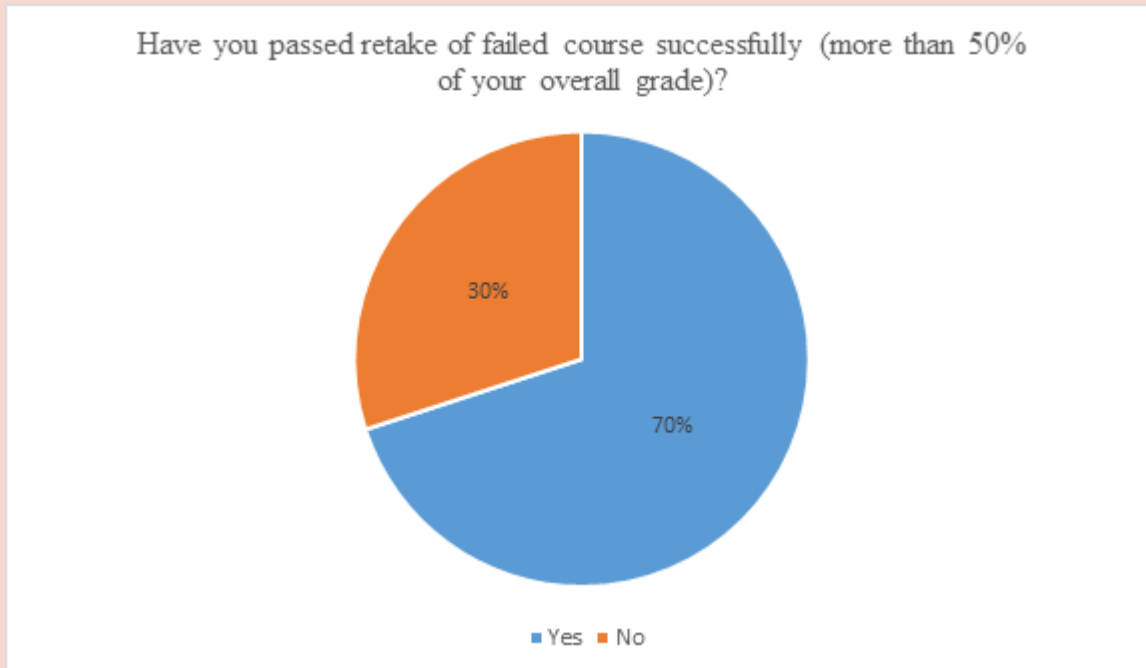
Appendix №6. The stress level of the student after academic course failure



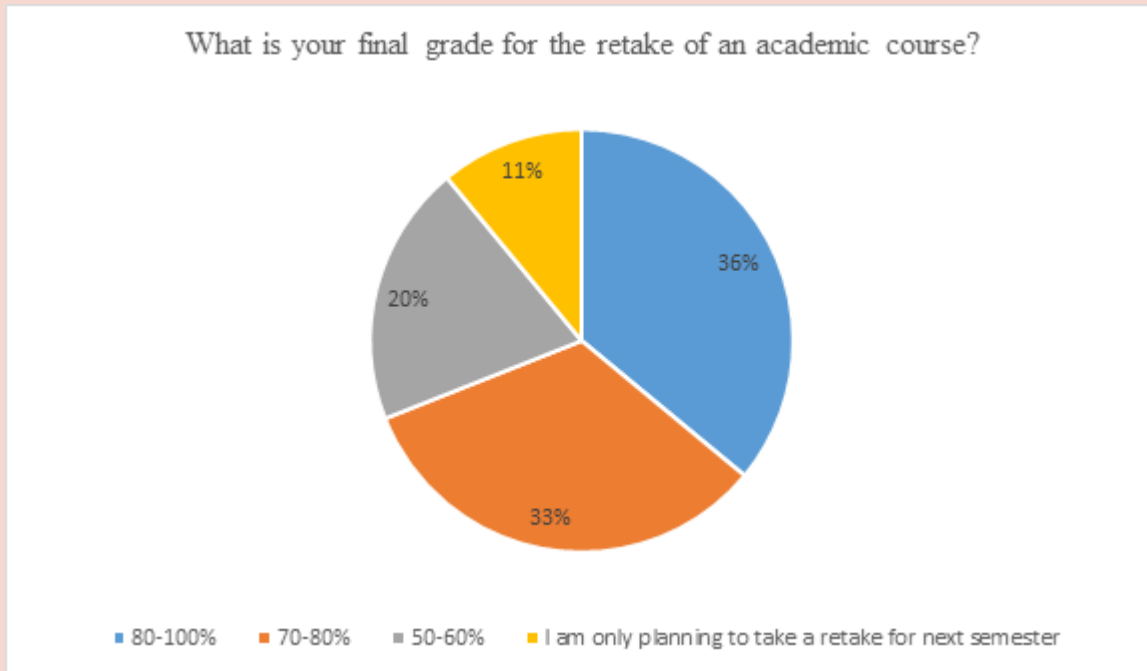
Appendix №7. Student's future ambition to get a higher grade in a retake of this course



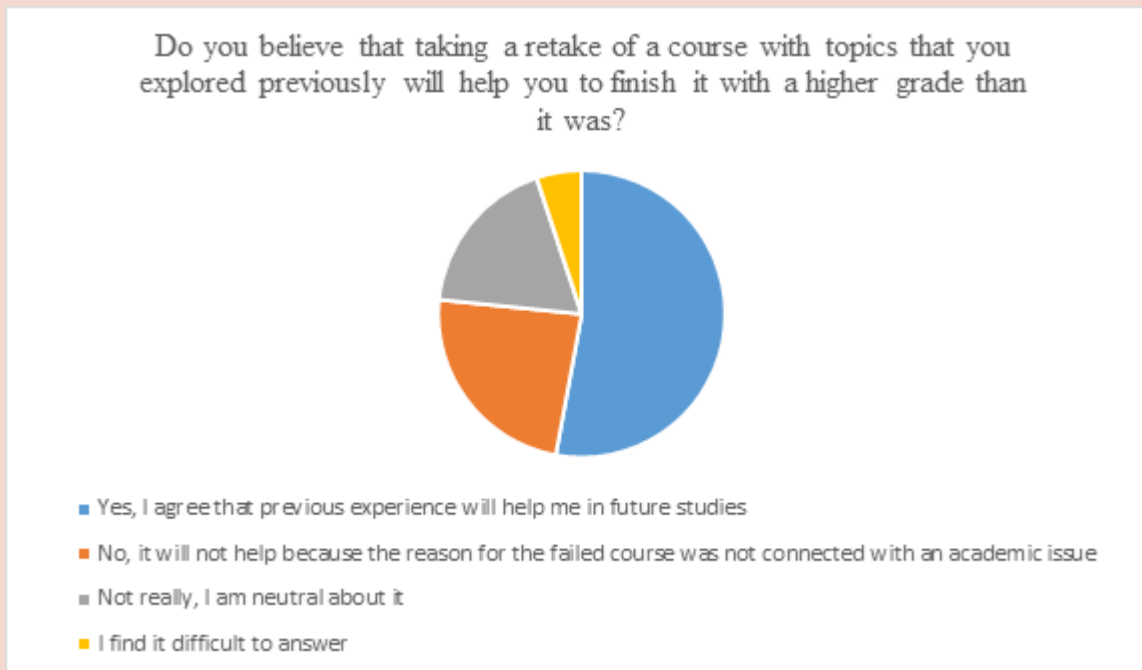
Appendix №8. Students' experience of a successful retake of failed course



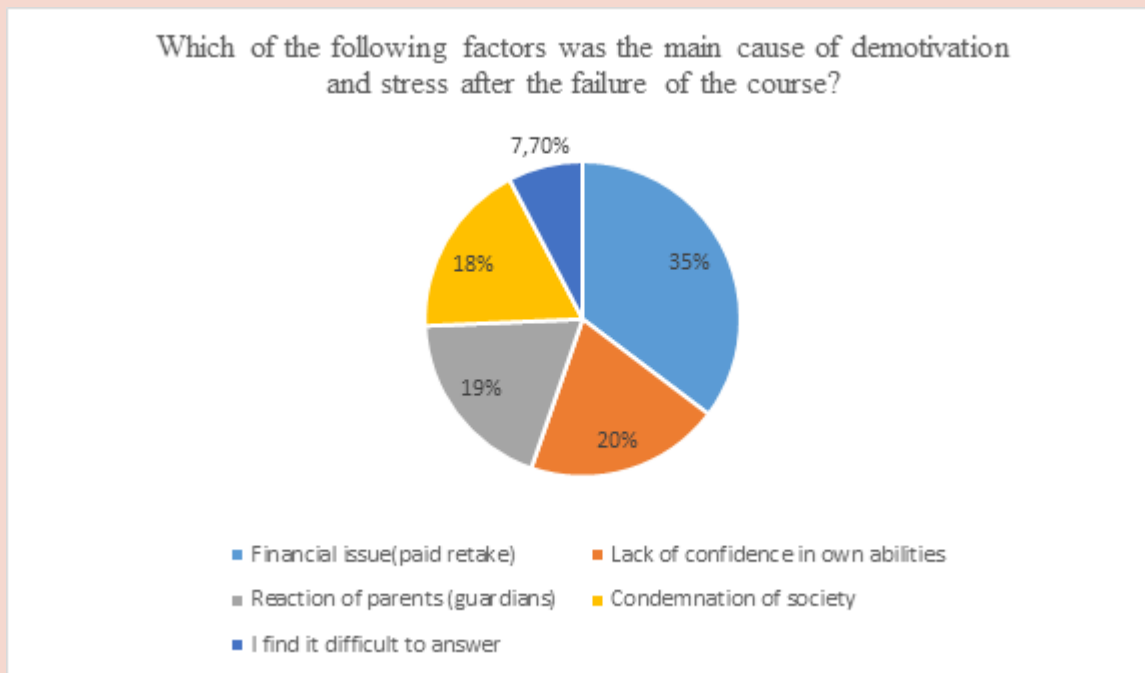
Appendix №9. The final grade for the retake of an academic course



Appendix №10. The influence of the course studied earlier more successful completion of the retake



Appendix №11. Factors causing demotivation and stress after the failure of the course



“KAZGUU UNDERGRADUATE STUDENTS’ EXPERIENCES OF GENDER STEREOTYPES”

Yermekkyzy Assem, Zhamantayeva Assiya, Khamzin Aslan

Introduction

The topic of gender stereotypes is one of the most discussed ones in such emergent contexts like Kazakhstan. Gender stereotypes are a generalized view or preconception about the roles of men and women that is imposed by society. The majority of people are exposed to them from early childhood, starting with the choice of toys and colors. In most cases, this has negative consequences and underestimation of women’s roles is one of them. Since childhood, listening to the voice of society, some people continue to live in created roles. For instance, in Kazakhstan, it is common trend for males to be leaders in the workplace, whereas females usually do not hold high positions. It is claimed that men earn money, women give birth. Such stereotypes affect self-esteem, since the created roles of the sexes are closely related to the confidence and understanding of the human mind, which can break the person himself or vice versa. However, gender stereotypes lose their relevance every year, as young people begin to deny these generalized views.

The purpose of this study is to find out and study the influence of gender stereotypes on students' self-esteem depending on their experience. KAZGUU University was chosen as the site for data collection. Undergraduate students were chosen as a target audience to explore their different experiences as the latter vary from person to person.

Research question:

How KAZGUU undergraduate students describe their experience encountering gender stereotypes?

Sub-questions:

What suggestions are to be made by KAZGUU undergraduate students to reduce the spread of these gender stereotypes?

Methodology**Participants**

The participants of the basic qualitative study were six KAZGUU undergraduate students. Among them were four girls and two boys. Participants in the qualitative study were selected with a convenience sampling strategy. The researchers were making selective decisions relying on their own judgments. Even though, convenience sampling does not seem to be a scientific strategy, due to lack of time devoted to the study, it has been chosen as one of the most suitable options in current conditions. However, it has its own benefits in terms of depicting a general picture of the situation.

Data collection instruments

In order to collect qualitative data, the researchers conducted interview with the research participants. The interview questions were targeted to fully investigate the given topic and were divided into ice-breakers and grand-tour questions.

Procedures

Prior taking interviews each research participant was lead through informed consent procedure and provided his/her voluntary consent to participate in this small-scale study. Interviews were conducted via video telephony and online chat software. Due to COVID-19 pandemic, face-to-face interview were difficult to be organized. Each interview lasted for about 15-30 minutes.

Data analysis

The three-step procedure was applied to analyze the interviews. Firstly, we coded the interviews into open codes, then developed axial codes, and at the final stage of data analysis we integrated axial codes into three thematic codes.

Anonymity and Confidentiality procedures

The information collected during interviews is used only for research purposes. We assure, that the names of the respondents will be never divulged. In order to keep the information safe, we asked the respondents to use pseudonyms.

Qualitative findings

The basic qualitative study aimed at answering two main qualitative questions, such as "How KAZGUU undergraduate students describe their experience encountering gender stereotypes?" and "What suggestions were made by KAZGUU undergraduate students to reduce the spread of these gender stereotypes?" with which we were able to complete our research by pre-recording their responses on a voice recorder. To do this, each member of the group took two respondents, and then independently transcribed them in a table provided, after which we shared our work with each other to determine thematic codes using "Jamboard" online platform. The coding table helped identify the three main topics found in all six interviews: gender-biased statements for women, gender-biased statements for men and thirst for change.

Gender-biased statements for women. Participants demonstrated concern that gender-biased statements are harmful to women's personal development including both career and lifestyle. Participant 2 claims that she encounters gender stereotypes every day. She shares her experience:

Especially words like a woman should cook, clean, well.... do all the chores around the house, as this is her duty. My parents and relatives use these words so often that sometimes I don't feel at ease in my mind. Also, I have a brother, but he doesn't do anything and no one says anything and I think it's unfair..... I don't understand why we should listen to these words related to gender stereotypes. I mean that they destroy my freedom.

Participant 4 also mentions that women stereotypically are poorer leaders than men and women's success is not always conditioned by their hard work:

I even remember hearing that some of our students discussed how a certain girl bought a car and arrived at our university parking lot, and they were like: "Well, it is clear how, she bought it." That is, again, gender stereotypes that a woman cannot achieve anything except through the bed.

Participants also mention that gender stereotypes influence people's perception of self-image. Three of them mentioned that they personally were judged for the way they were dressed. Participant 4 shares her experience of such attitude and her emotions about it:

It was not nice, it offended me, because this is my body, because I do not dictate what you wear. For some reason, they dictate this to us, simply because we were born as women.

Only one Participant 4 mentioned effect of gender stereotypes, particularly objectification of women, on self-esteem:

Consumer attitude influenced my self-esteem. That is, when some canons are imposed on us. That is, if you are a product, then you must have a price tag.

Despite women's lifestyle gender stereotypes can also affect their career opportunities. 2 of 6 participants mention such phenomenon as "glass ceiling" and the difference in payments for men and women.

Gender-biased statements for men. Men are considered to encounter gender stereotypes less than women. However, this judgment is often false. Gender stereotypes can significantly complicate their life as well. All the respondents talk about responsibility that men and the fact that this responsibility is often too difficult to them to carry. Participant 4 mentions the problem of pressure exerted on men:

That is, for example, the same thing that a man does not cry. How many situations we have are stressful enough, but a man must hold on. Or the stereotype that a man must work, support his family, they also have a certain responsibility.

If talk about the effect on men's behavior, Participant 5 notices, that society's judgments affected them in a certain way:

Well I've become more closed... and I never show my emotional reactions. I keep it myself and society inspired me that.

Moreover, and we find it particularly interesting, Participant 3 claims that this attitude can lead to different mental problems amongst men:

And as a result, if I'm not mistaken, clinical depression is more often revealed in men, right? Life expectancy of men is shorter. Because society imposes too much responsibility on men.

Thirst for change. Although all participants sought to change these gender stereotypes, their idea is to speak out or show the negative impact of gender stereotypes and promote the idea of equality. Participant 6 suggests gender equality to be discussed in education sphere, using such words as "seminars, attendance and additional courses on gender equality". Participant 2 finds more fundamental solution of the problem:

It is necessary to analyze their gender policy and actions to implement them in our country. Also, different projects and campaigns could be launched to spread information on modern vision of people. Young generation must know that old misconceptions are not dominating and it is crucial for society to stop constructing new stereotypes.

All the participants believe that entertainment sphere and social media should spread ideas of gender equality "That is, my concrete solution to the problem is to popularize it through films" (Participant 4). Participant 3 supports this idea "If you are faced with gender inequality, then you need to talk about it, do not being shy".

Summary

In the course of qualitative research, we interviewed people with different experiences. Having different experiences of gender inequality, all participants demonstrated a good knowledge of this subject, with which we were able to find answers to two qualitative questions: "How KAZGUU undergraduate students describe their experience encountering gender stereotypes?" and "What suggestions were made by KAZGUU undergraduate students to reduce the spread of these gender stereotypes?".

The reasons for gender stereotypes could be traditions, upbringing, and old-fashioned views of society. Based on the participants' responses, we concluded that our peers experience both female and male specific gender stereotypes by being exposed to gender-biased statements in their everyday lives. Moreover, society's perception of gender stereotypes negatively affects research participants, which was evidenced in their responses. For women, gender stereotypes are usually bad for their personal development, as society uses words such as women should cook, clean and this restricts their freedom. For men, this affects their mental health, as they have to take responsibility and be what society represents them to be. In other words, stereotypes usually treat both sexes differently and therefore have different consequences. However, their reasons are mostly similar.

The study participants sought to change the problem of gender inequality, as in many cases they were dissatisfied, and offered to solve it by educating people about gender stereotypes in educational institutions as well as through popular culture, for example, through social networks, and movies.

The experiences of KAZGUU freshmen students living in a bilingual environment
Ayaulym Zhenisova, Tokzhan Yessengali, Aidana Kabassova, Dias Kalikhanov

Introduction

Bilingualism is the ability of a person to speak in multiple languages. This skill is most common among teenagers or teen adults in Kazakhstan due to the trilingual policy that was adopted on the state level. Bilingualism surrounds Kazakhstani people everywhere from the signs on the road with caution written in three

languages (Kazakh, Russian, English) to the educational program that is created to teach the pupils in three languages. However, the main motivation to learn a new language appears by the influence of the family, exactly, the household environment. Nowadays knowing more than one language opens up various opportunities in education and career pathways.

Given current concern of bilingualism, this small-scale research aims to investigate the students' understanding of bilingualism and opinions about bilingual environment. We chose KAZGUU University as a research site because we think that this university is a good example of place where trilingual policy is being followed. The participants are freshmen students who have been living in the bilingual environment for more than ten years and continuing living in such environment provided by university. Investigating the students' insight about bilingualism can help to find the root of the influence and motivation to learn new languages for them and study more about social bilingualism in the educational environment at the university campus.

To achieve the aim of this research, the following research questions were developed:

- What are the experiences of the KAZGUU freshmen students living in a bilingual environment?
- How those experiences are reflected in KAZGUU freshmen students' academic and social lives?

Methodology

This chapter is about the set of actions we have done to conduct this study. The basic qualitative study was conducted to find the answer to the research question. The study focuses at the experiences of the KAZGUU freshmen students living in a bilingual environment. The main tool of this study was semi-structured interview, which consists of 12 prepared questions and additional probing questions.

Overall five freshmen students were recruited for this study following purposive sampling strategy. The inclusion criteria involved: being first-year student, being bilingual, and having experience of living in a bilingual environment. Moreover, they were suitable participants for us because they could share information about their shift to a new bilingual environment, in this case, KAZGUU University.

The interviews were conducted via online platforms (WhatsApp, Telegram, and ZOOM). The duration of each interview did not last for more than 25 minutes. The participants had to answer 12 prepared questions to explore their insight concerning bilingualism in specific spheres of their life, their understanding of this phenomenon, and their opinion about it. All five interviews were conducted in English.

All the students participated in the research voluntarily. At the beginning of each interview, we have informed each interviewee about the consent form and their rights during this research work. They were able to withdraw from the study at any time. In addition to this, their personal information (real names, phone numbers) were not included in the study, and their real names were replaced by pseudonyms. Moreover, to ensure confidentiality and anonymity of our research participants, the data was stored at the researchers' personal computers protected by individual passwords.

Data analysis was conducted following the method of open, axial and thematic coding (Creswell, 2013).

Qualitative findings

The qualitative part of the research aims to answer main qualitative question: What are the experiences of the KAZGUU freshmen students living in a bilingual environment? Pre-recorded, semi-structured, and open-ended interviews that used interview protocol were transcribed manually verbatim. The "JamBoard" helped to identify our main topics grounded in all five interviews. These topics include "Bilingual background", "Motivation", "Benefits of bilingualism" and "KAZGUU as a bilingual environment".

Bilingual background. Each of the respondents speak at least two languages, one participant informed us that he is now in the process of studying fifth language. When questions about languages used in different environments (family, friends and university), some patterns were noticed: five out of five respondents use

Kazakh language with their parents, but use Russian with their siblings. This pattern can be explained with the fact of Kazakhstan's post-Soviet Union belonging that made Russian language one of the most used languages in our country, sometimes replacing Kazakh language. Nowadays parents are trying to teach the importance of the native language with banning foreign languages, except Kazakh in the household. Last assumption was based on the respond of Participant 1:

My mom does not want us to mix languages and when she is near, we try to speak only Kazakh, but we often fail and end up getting lecture about native language's importance and that we don't appreciate it enough.

The next patterns noticed are that five out of five respondents are studying at KAZGUU in English language and also that different participants use different languages with friends. Here Participant 4 asserts that he uses not Kazakh and Russian, as it can be thought beforehand: "Friends...(thinking) it's kinda semi-Russian, semi-English...". Additionally, Participant 2 mentioned that his friends speak three languages: English, Kazakh, and Russian.

Moreover, during the interviews, it was discovered that Kazakh language is considered dominant amongst other languages by four participants and only one thinks that Russian is dominant for him. It can be explained by the nationality of the respondents. This assumption was based on the response of the Participant 3 "Kazakh dominates the most, because I am Kazakh".

Motivation. All participants in one way or another were motivated to learn additional language, in the case of Participant 5 it was not his direct motivation, but of his parents and non-direct country's influence. Participant 5 asserts:

In Kazakhstan, if you want to live, uhm, work, you have to know at least two languages. (Thinks for a while). So yeah, my mom thought so and put me in Russian-speaking environment and sent me to courses to improve my English. So, it is my mom's work (laughs a bit).

Basically, this respondent became bilingual mostly due to the environment where he was put by adults, this assumption was held by another participant too. In this case, Participant 3 did not even notice the process of becoming bilingual "It happened natural to me that I don't even...you know...I didn't understand what happened". To add, studying a new language from small age is not always decided by parents. Here Participant 2 shares that she wanted to learn English because of her desire "I started learning English at the very young age(pauses) I was 7 years old. I had some courses and I had the DESIRE to study and learn new language". Another motivation could be peer pressure as it was reported by Participant 2 "My classmates were my main motivation, I wanted to reach their level of in all languages. I studied hard, plus practices with classmates".

To summarize, the participants acknowledge the direct and non-direct motivation, specifically, the parents desire, influence from outside world and self-motivation, helped them to start learning languages.

Benefits of bilingualism. Another topic identified during the interview is bilingualism's positive influence on different aspects of students' lives: preparing for lectures, making friends, etc. All respondents praised the usefulness of bilingualism. Turns out knowing multiple languages helps Participant 1 to prepare for the lectures and is very effective ability in university:

It boosted my essays and preparing to debates, also when writing essays, I focus on essay structure and just knowledge, not on translation of task, then translating my ideas. Overall, I spend less time for preparing for some lessons.

The most surprising thing to mention is that participants resonated uniquely why they consider bilingualism a positive skill. Whilst the previous speaker explained the benefits of bilingualism in the academic aspect, Participant 4 assured that bilingualism helped him to make more friends, those friends already made his student life that started a few months ago "Cool", as respondent on his own referred to in his answer. Another respondent also shared interesting thought "It is very interesting to know about culture of other countries, other people. You can touch this culture (laughs)" (Participant 3). This participant claimed that he can interfere with other cultures

due to the bilingual environment at KAZGUU campus because there he got to meet representatives of other nations.

KAZGUU as a bilingual environment. This topic was identified as all five respondents shared their experiences of studying at KAZGUU. Five out of five participants share the same idea of KAZGUU being a good place for learning new languages. Participant 4 shared:

Umm at this moment yes, I think that university is best place for learning and gaining knowledge. (short pause). Especially learning foreign languages. Because I am also learning French language here. Umm It is best thing I like now in university.

Most of the interviewees said that KAZGUU is a good place for not only learning new languages but also for practicing learned languages. All of them mentioned that except for English, students try to improve their Kazakh and Russian speaking skills. Participant 3 emphasized:

But also, I noticed one thing: most of the students speak in Russian, so it's a great chance for others who don't speak Russian to develop and practice Russian language.

Here respondents shared that they learn theories and apply them in practice very often in different classes at KAZGUU. They also explained that thanks to these classes they can improve their bilingual skills. Participant 5 said:

Yeah, I totally agree. Every lesson has a lot of both practice and theories at the same time that improve our skills. Here I have disciplines in English and Kazakh, I am able to participate to different debates, I mean, languages (uncomfortable laughter) I have a chance to develop not only my knowledge and my language skills, I just have a chance to develop as a (stopped for few seconds) professional. Sounds as some type of advertisement (laughs), but yeah, it is true, I enjoy studying in my university and the chances it gives me to boost my skills. Now I speak more English, like, more freely and at the same time I am able to improve my native language skills too.

In addition to this, two participants shared that they have some problems with the incomprehension of teachers' English during classes. One interviewee said that it is more difficult to study at university after college because of the difference between English taught in both places. Thus, Participant 2 elaborates:

...when we do not understand in class, teacher is like: okay, let me do it in Russian (laughs). So, it is fun. Officially we speak English, but when we are in a hurry, teachers and even students seem to use Russian, Kazakh rarely.

Participant 3 holds the same opinion about English misunderstanding problem and reasons to improve English language "Maybe we need more practicing in foreign language than Russian, and in we use English for the purpose of studying and learning and doing different projects and homework".

The answers to the question "Do you think that KAZGUU is a good place where students can develop their bilingual skills?" were similar in all five participants' interviews. So, they considered KAZGUU as a good place for bilingual students. Along with this, two participants shared that they have noticed differences between their English language levels before and after the study at KAZGUU. Also, these two participants mentioned that teachers and students mainly use the Russian language as the language of explaining some things to each other.

Conclusion

After conducting qualitative analysis, we were able to find answers to qualitative questions of our study: "What are the experiences of the KAZGUU freshmen students living in a bilingual environment?" and "How those experiences are reflected in KAZGUU freshmen students' academic and social lives?" It was found out that our participants became bilingual due to several factors like family and friends influence and mostly environment. All participants agree that bilingualism is really helpful in both university life and spare time. Participants shared their experiences living in a bilingual environment. It can be concluded that most of them are positive about bilingualism in their lives. The answer to the first question is the common experiences of our

interviewees concerning the bilingual environment: “having bilingual environment in both university and family life”, “realizing the benefits of bilingualism in their lives” and “improving their bilingual skills at KAZGUU.” The second qualitative question is about the reflection of these experiences in our participants’ lives. All participants see good sides of bilingualism such as meeting new people, knowing something new about another culture, and improving their class performance. Overall, these experiences of living in a bilingual environment have a positive reflection in five interviewees’ academic and social life.

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“PECULIARITIES OF POLITICAL DISCOURSE IN THE ENGLISH LANGUAGE”*Beysembekov Yerzhan***Abstract**

The question of politics has constantly been encountering heated debates. In order to fully perceive and evaluate the current political situation, the field of politics should be studied from all possible angles. This small-scale research provides a particular amount of data regarding the political discourse from a linguistic perspective. The study is devoted to examining the unit of political speech from three linguistic aspects. The collected information will lead to specific patterns and conclusions in the political discourse in the English language. To sum up, the conclusions were drawn by this study may be the foundation for other academics who are pursuing the investigation in the analogous area. Furthermore, this is the pioneering research conducted in this direction. Of course, there were other studies on political discourse, but there is no research that was held from this narrow angle. To be more accurate, this paper is the first paper to examine political discourse from three linguistic paradigms. Therefore, this discussion of peculiarities of political discourse may fill in the literature gap and contribute to enlarge the scientific database. In fact, it concluded that the main peculiarities of political discourse include being straightforward, simple, comprehensible, and audience-oriented.

Introduction

"The limits of my language mean the limits of my world" - has been once said by a glorious Austrian philosopher – Ludwig Wittgenstein (Watson, 2020). Truly, one cannot perceive the world if one cannot perceive the language of the world. Any changes and developments that take place in society are reflected in the language, like a mirror. Thus, the language that we use nowadays can be considered to be shaped by the world, and therefore it is the ever-evolving treasure that has survived the long history of humankind. Nowadays, even one single language is used differently in different spheres of our life. By investigating and analyzing the language in a particular field, we can find out a lot about the nature and structure of the field. As for this research paper, its ultimate goal is to determine the characteristics of political discourse by applying analysis on different levels. The political discourse in the English language will be analyzed employing performing three types of analysis: 1) Morphological 2) Syntactic 3) Lexical. After performing this research, we will access the massive amount of data which will be our tool to create the image of the political discourse by identifying current trends and making conclusions. The implementations of this study are panoptic. On the one hand, with the help of a literature review, we will compare current patterns with some older trends, which will lead to making predictions about the forthcoming changes and developments. On the other hand, the data demonstrated in the research will be of good use for other academics whose studies involve languages and characteristics of political discourse. The uniqueness of this study is that by applying several linguistic analyses, it approaches the political discourse from a brand new, very narrow perspective. In a way, this particular study serves the function of an avenue for further investigations and developments in Language and Politics.

Methodology and background information**1.1 Definition of the term "Political discourse."**

To begin with, the definition of political discourse has to be strictly identified and concretely announced. Therefore, many sources with different approaches to defining this term have been meticulously analyzed, and

the most appropriate and exact one chosen for this research. The first option was one by van Dijk (1998, p.2): Political Discourse: "The text and talk of professional politicians or political institutions, such as presidents and prime ministers and other members of government, parliament or political parties, both at the local, national and international levels, includes both the speaker and the audience". On the one hand, it is stated very formally and denotes the main point behind the discussed term. On the other hand, it seems too broad and needs some more focus on the specific aspects of political discourse. Thus, it does not proclaim what is unique about this term. Another option was given by Johnson, D. W., & Johnson, R. T. (2000, p.4), "Political discourse is the formal exchange of reasoned views as to which of several alternative courses of action should be taken to solve a societal problem." This definition did not pass, as it lacks the binding to the linguistics study, which had to be the approach we are going to take.

Finally, the definition of political discourse which has been most clearly presented was the one by Rustam Usmonov (2018, p.1): "Political discourse, due to its multifunctionality, is of particular importance in the framework of cognitive linguistics, where language acts as a mechanism for ensuring the interaction of man and the world: the world is not given to man directly ("objectively"), but is created and interpreted (subjectively)." and "The specificity of the social functionality of political discourse in relation to other types of discourse is manifested in its basic instrumental function (struggle for power), which is expressed in the basic concepts of political discourse (Usmonov, 2018, p.1)." In other words, it is the type of a discourse in which the intention to make specific references to get to specific results, such as "acquiring power," may be present. To sum up, bearing in mind how this definition uncovers the very nature of political discourse, I have selected this one as the most overarching definition, which is appropriate to serve during my whole research.

1.2 Methodology. "Morphological, Syntactic and Lexical aspects of Political discourse" is by far a very massive and colossal domain, which is impossible to fit into the small-scale research paper. Therefore, specific optimizations and adjustments will be made. There is an overwhelming amount of types of linguistics analysis, made for different purposes and serving varied functions. However, in the practical part of this paper, we will focus on particular approaches to analyzing the given texts.

All in all, three linguistic paradigms will be included in this paper. The morphological, syntactic, and lexical analysis will be paid most attention to during this research. In the practical part, I will meticulously describe which sub-type of analysis will be made, how deep it will be and what spheres it will include. In a theoretical part, existing aspects of these paradigms will be presented.

First of all, we will go through the Morphological Analysis. On a basic level, it identifies morphemes of a word, type of word-building, which may be major (derivation, composition, conversion, contraction), and minor (onomatopoeia, reduplication, reversion, blending). Next, affixes are separated in terms of their origin, productivity and aim. Going further, the distributional analysis is conducted. To be precise, this is the description of phonemic and morphemic distribution, and this process consists of dividing a word into morphs and then identifying its environmental features. Here, a morph is a segment consisting of phonemes. Distribution types may be contrastive, non-contrastive, and complementary. Finally, morphemes are classified into several types according to the degree of self-dependence, linear characteristics, formal presentation, grammatical alternation, and segmental relation. According to the degree of self-dependence, morphemes may be free, bound, or semi-bound. According to the formal presentation, they may be overt or covert. As for the Segmental relation, morphemes are classified as segmental and supra-segmental. According to grammatical alternation, they are either additive or replacive, and as for the linear characteristic, they are continuous or discontinuous.

All in all, this was the quick revision of how fully complete large-scale research would be organized. Now I will briefly preview which exact part of the complete morphological analysis will be implemented in this very research. In the practical part, we will conduct the following analyses: 1) The words will be categorized according to their type of word-building 2) the morphemes in the given text will be examined according to their

origin and degree of self-dependence. As a result, there will be a table showing us the percentage of each type of word-building and classification of morphemes in terms of their etymological classification and degree of self-dependence in the given text. This will allow us to calculate and compare the presence of differently originated morphemes and the quantity of free, bound, and semi-bound morphemes in the political discourse. It should also be pointed out that the text will not be graded according to the segmental relation since we are working with written and not spoken language.

Secondly, the syntactic aspect will be fully presented. On a basic level, we identify the principal parts (subject, predicate), subordinate parts (adverbial modifier, attribute, and object). Also, we normally point out if the sentence has similar parts, participle clauses, infinitive clauses, addresses, and parentheses. Next, there is a theme and rhema according to the actual division of a sentence. Four communicative types of a sentence: Declarative, interrogative, inducive, and intermediary. A sentence may be exclamatory or non-exclamatory, depending on its intonation. According to the structure, it may be simple, compound, or complex. Thus, when conducting a full syntactic analysis, we define the structure of a sentence and only then define a type of a sentence according to its communicative classification, intonational classification, and structural classification. Again, this was the description of a whole and completed the syntactic analysis, and in the practical part, some piece of this analysis will be conducted in terms of optimization. To be precise, the practical part will include the following procedures: 1) I will categorize the sentences according to their communicative classification and present the quantity of each type in percentage. In that way, we will have an opportunity to draw patterns and know which communicative types of sentences are used the most and the least in the given texts. 2) We will categorize the sentences according to their structure: simple, compound, complex. Logically, the results will be presented in percentage, and it will help us see the characteristics of political discourse in terms of the structures of the sentences.

2. Discussion of Donald Trump's "Save America" speech.

In this part, one piece of political discourse will be examined. The sample we will analyze in this part is the transcription of Donald Trump's "Save America" speech. The text will be examined from the three main aspects: 1) morphological 2) Syntactic 3) lexical.

The observation of each aspect will be numbered accordingly.

2.1 Morphological analysis

From the morphological aspect, we examine the words according to their word-building types and categorize the morphemes according to their degree of self-dependence. A total of 100 words and their morphemes were examined and classified according to the mentioned characteristics. The results will be presented one by one. The analyzed words will be divided and presented in statistics, firstly, according to the word-building types, secondly, according to the degree of self-dependence, and finally, according to the origins of the morphemes, accordingly.

According to the word-building types of words in Donald Trump's "Save America" speech, the results are as follows: The highest proportion of the analyzed words (45%) were the result of the derivation, 25% were made by conversion, 10% - composition, and 15% of the words were the root-words of either native or foreign origin (Appendix A). The left 5% consists of the words with different word-building types, which included contraction, reversion, and abbreviations. Since the goal of this small-scale research is to see the big picture of characteristics of political discourse, the level in which this analysis was conducted proved itself to be sufficient. Therefore, no further investigation of different sub-types and specific cases was initiated.

As for the degree of self-dependence, in the total of 100 analyzed words, 35% of them were free morphemes, without the addition of bound morphemes, while the other 65% of observed words were built by adding bound morphemes to free morphemes (Appendix B). Below, ten words were presented as a piece of example; 4 of the

examples are free morphemes: "chance", "brilliant", "cancel", and "people". The other six words are made with the help of adding the bound morphemes to the free morphemes: "years", "elections", "lawyers", "happening", "Democrats", "watched". To summarize, half of the used words are of a derivation, and conversion composition and root-words share the second half of the used words, and more than half of words are bound morphemes, while the quarter is free morphemes.

2.2 Syntactic Analysis As a syntactic outlook on the text, we conduct an analysis in which we identify the communicative types of a sentence: declarative, interrogative, inductive, and intermediary and provide the calculated proportion of each type in percentage. In the process of observation of Donald Trump's "Save America" speech, a total of 100 sentences has been examined, and as a result, 92% of the used sentences turned out to be of a declarative type. The left 8% turned out to be interrogative (Appendix C). Here, the example is presented. A little part of the whole transcription is demonstrated below, and the communicative type is pointed right after each sentence: They'll knock out Lincoln, too, by the way. (Declarative) 2) They've been taking his statue down, but then we signed a little law. (Declarative) 3) You hurt our monuments, you hurt our heroes, you go to jail for ten years, and everything stopped. (Declarative) 4) Did you notice that? (Interrogative) 5) It stopped. (Declarative) 6) It all stopped. (Declarative) 7) They could use Rudy back in New York City. (Declarative) 8) Rudy, they could use you. (Declarative) 9) Your city is going to hell. (Declarative) 10) They want Rudy Giuliani back in New York. (Declarative) 11) We'll get a little younger version of Rudy. (Declarative) 15) Is that okay, Rudy? (Interrogative)"

Basically, what we have here is the illustration of how frequently the declarative type of a sentence is used in the political discourse. In this example, among the total of 15 sentences, 13 are declarative, and two are interrogative. In percentage, it is the majority (87.7%) of declarative sentences and the minority (13.3%) of interrogative sentences. All in all, this unit of political discourse demonstrates that interrogative sentences are hardly used in political speeches, while declarative sentences are used most of the time.

2.3 Lexical analysis

In the lexical part, our investigation was centered on the types of synonyms used during the speech and the usage of euphemisms by political speakers. This part of the research will be concentrated on political euphemisms as they are believed to be the main feature of political discourse. In the following paragraphs, firstly, the synonyms will be classified according to their types. It is important to point out that this research paper will be applying five classifications of synonyms and categorize the words according to them (terminological, referential, contextual, and functional). As for the euphemisms, they are presumed to be mostly of a political area of usage. Thus, they will not be classified according to the area of use. However, the euphemisms will be categorized depending on their types of formation. The main types of formation for euphemisms include periphrases, litotes, slang, and abbreviations, and the proportion of each type present in the given text will be presented in percentages.

Classification of Synonyms. In this part, the synonyms used in the "Save America" speech by Donald Trump are classified according to their types. The results will be presented in the following way: first, the percentage of the particular type used, and then several examples will be presented so as to help the reader create patterns and see the trends. When it comes to the results per se, 67% of the synonyms used in the "Save America" speech are of a contextual type (crowd-people; false-fake; the press-media). 33% of the synonyms were of a referential type (a president – Joe Biden) (Appendix D). The usage of functional, terminological, or dialectal synonyms was not encountered during an analysis of the "Save America" speech.

Types of Euphemisms. In this part, the euphemisms will be divided according to their types of formation. The findings will be demonstrated in percentage. On the whole, the text had about 90 euphemisms in total. Various examples of euphemisms were encountered: "third-world countries" – a euphemism for poor or undeveloped countries; "cut him loose" – a euphemism that means to fire someone (cut someone loose). Now the euphemisms are to be categorized according to their type of formation. More precisely, the quantity of each type of formation of euphemisms will be demonstrated in percentage: periphrases, litotes, slang, and abbreviations. 65% of the euphemisms were periphrases (to cut someone loose – to fire someone; mentally-challenged people – low IQ people; senior citizens – older people ;). 35 % were litotes – (I am no fool – I am smart; He may not be wrong – He is right; Not unlike – Like.) (Appendix E). Apparently, no abbreviations nor slang was spotted during the examination of the texts.

In conclusion, only one-third of synonyms from "Save America" speech are referential. The majority of synonyms used are contextual. In addition, among euphemisms, periphrases account for 65% of euphemistic expressions, and the minority is litotes.

2.4 Conclusion for Practical Part

Now that the observation results are presented before us, it is safe to make certain conclusions and identify specific trends. The transcription of Donald Trump's "Save America" speech is a typical example of a political speech and, therefore, can serve as a representative unit of political discourse. In the practical part, the observation of the text has been conducted. The text was analyzed from three central perspectives: morphological, syntactic, and lexical. The inference from each aspect will be presented one by one:

From the morphological perspective, the clear conclusion is that most of the words used by the politician were of two types of word formation, almost half of the words used were of a Derivation type of word formation, and the conversion constituted for precisely a quarter of the total examined words. This brings us to the inference that the spoken language in political discourse consists mainly of words made by primary word-formation types (conversion and derivation). In contrast, the secondary word-formation types remain hardly used in the political discourse. The logical presumption to be derived from these findings is that the politicians try and sound confident and crystal clear. Thus, the usage of basic and primary word-building types is justified by their will to be unambiguous and avoid misunderstandings or misinterpretations of their statements. Also, the observation showed us that there are no bold distinctions between the number of free morphemes and the bound morphemes in political discourse. Apparently, each of the degrees of self-dependence is present, and there is no clear tendency of frequent usage of one or the other. Thereby, it is concluded that the usage of free and bound morphemes is not one of the significant characteristics of political discourse in the English language.

As for the syntactic aspect, the observation focused on identifying the proportion of each communicative types of a sentence used by Donald Trump during the "Save America" speech. The results tell that the vast majority of the sentences are of a declarative type. This fact may be interpreted in several ways. Firstly, this may be because the declarative sentences are by themselves the most used type of sentence in linguistic corpora. Secondly, this may have been engendered by the fact that the political speeches need to sound confident, reassuring, and promising. Therefore, the minimal usage of interrogative sentences may be explained by the context of the speech, and the situation, which required the speaker (Donald Trump) to convince the audience and not to request anything in any form from them.

The lexical observation has brought up considerable findings too. From the lexical perspective, the analysis was concentrated on identifying the proportion of each type of synonyms and the formation types of euphemisms in the transcription of the speech. Most of the synonyms used were either of a contextual type (67%) or a referential type (33%). This helps us build the conclusion that other types of synonyms are simply rarely used in the political discourse. Presumably, terminological synonyms are not used because the speaker usually speaks to a large audience, which includes ordinary working-class people, who are not into the

terminological language, and since the speaker's intention is to convince the audience, he or she uses the appropriate language. The reason for the dialectal synonyms to be absent may be because the political speaker tries to look all patriotic and therefore almost always uses the language of the region he is located in. When it comes to the euphemisms, the periphrases constituted 65% of the total number of euphemisms and 35% for the litotes. This creates an impression that the slangs and the abbreviations are not used as a means of being politer in political discourse. Instead, Donald Trump used more periphrases and a little fewer litotes. The reason for not including slang may seem pretty clear. Political speech is mainly an official speech. Thus, by adding slang in the speech, a speaker might have sounded childish and not serious. As for the abbreviations, my conclusion is that there is a very small number of abbreviation synonyms in the English Language, and therefore there is none in this particular text. As for the periphrases, they were used mostly because they facilitate the speech and make the speech much politer and more considerate. This is crucial in political discourse because the speaker is to be heard by almost the whole nation, and in order to keep the authority, respect, and support of people, a good politician needs to be both concrete as well as polite. This might be the reason why the litotes were also used. They soften the language and express uncomfortable truths in a more neutral or positive way.

General conclusion

The whole process of conducting this study resulted in a comprehensive amount of data and appeared to be a valuable piece of work from both theoretical and practical perspectives. The main focus of the theoretical part was on identifying the concrete definition for the discussed term. The "Political discourse" is a pretty straightforward paradigm but still can be perceived ambiguously. Therefore, the most appropriate and accurate term by Usmanov was selected for this paper. In addition, the general information chapter covered the types of analysis which can be possible to apply to the examined texts. As is observed, the morphological, syntactic, and lexical analyses might be very long and overwhelming. This fact has been noted for future research papers of a large volume, but for this small-scale research, a narrower approach was taken. To be precise, only specific and most essential types of analyses were used in this paper. As a second but equally significant part, the analyses of the political speech have been conducted. The purpose of conducting morphological, syntactic, and lexical analyses was to create the overall picture of political discourse in the English language. As a result, it was seen that the politicians often use primary word-building types, including derivation and conversion. It means the politicians try to make their statements clear and comprehensible. Thus, they avoid minor word-building types in order not to sound ambiguous. As for the syntactic analysis, most sentences were declarative, which probably implies that the political discourse is more about stating, explaining, and declaring rather than asking. The lexical analysis helped to discover that there are almost no dialectal nor terminological synonyms. Probably, it is a sign that politicians try to be straightforward and audience-oriented, and therefore do not use scientific or dialectal synonyms. Overall, the linguistic portrait of the political discourse has been concluded to be as follows: Straightforward, simple, comprehensible, and audience-oriented.

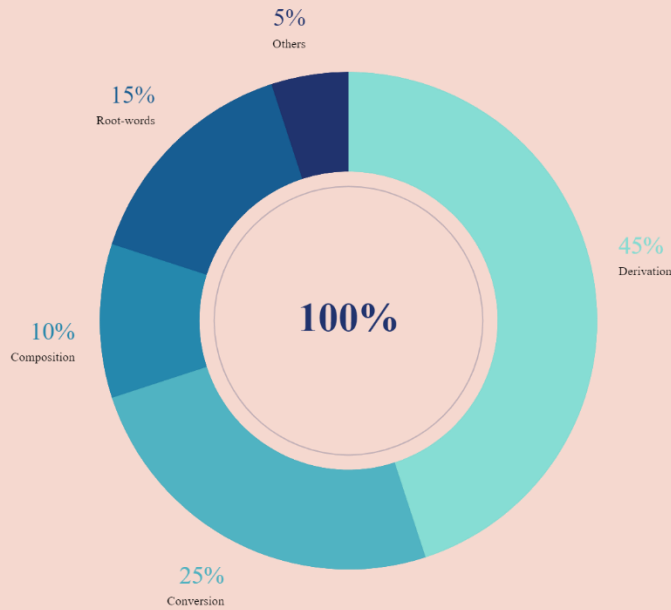
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Appendices

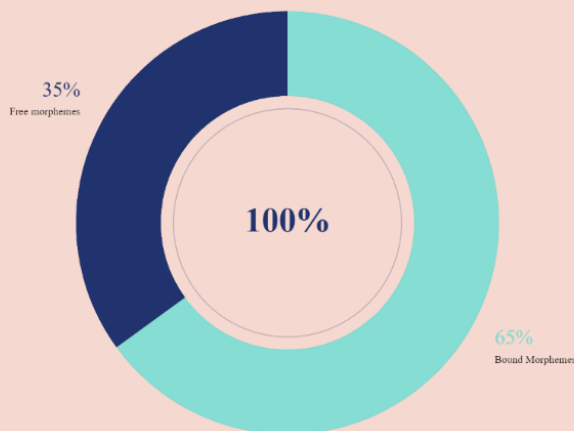
Appendix A. (Donut chart)

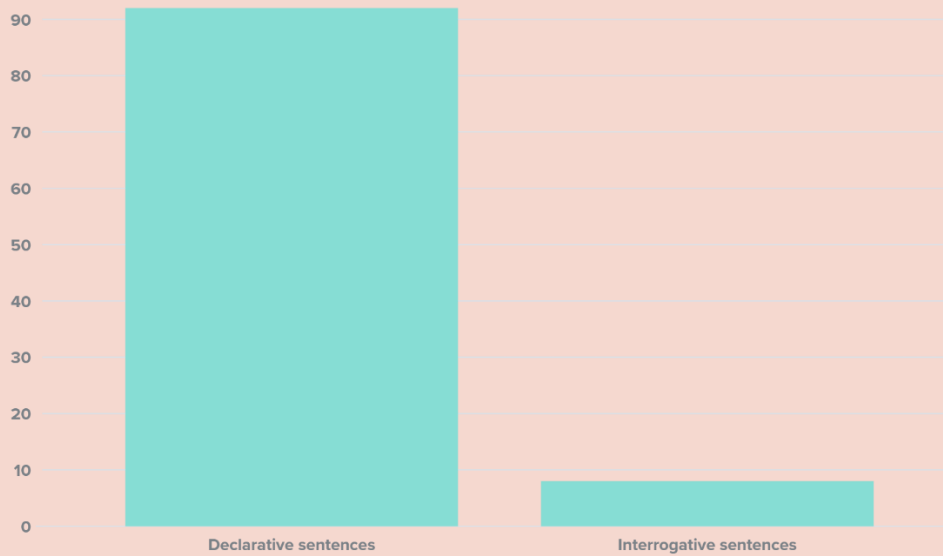
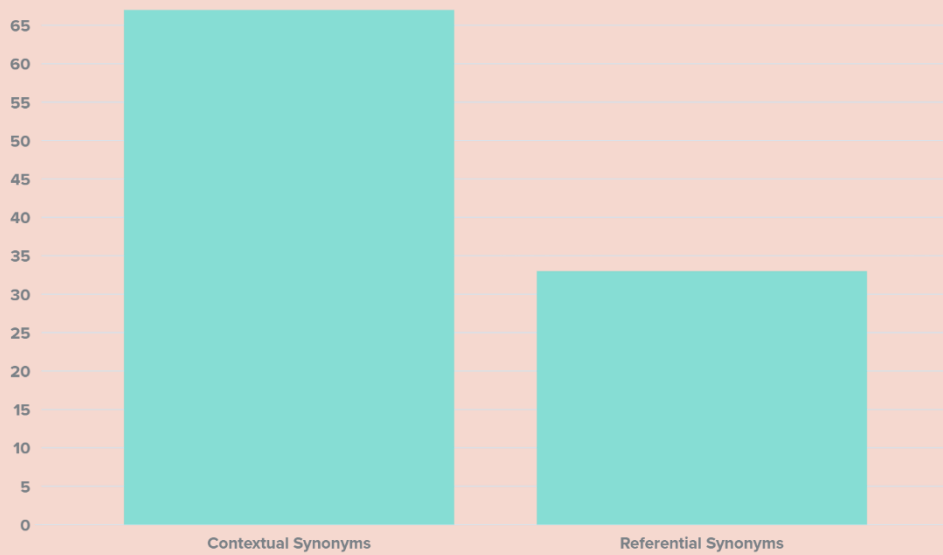
Word-building types used in Donald Trump's "Save America" speech transcription



Appendix B. Bar chart

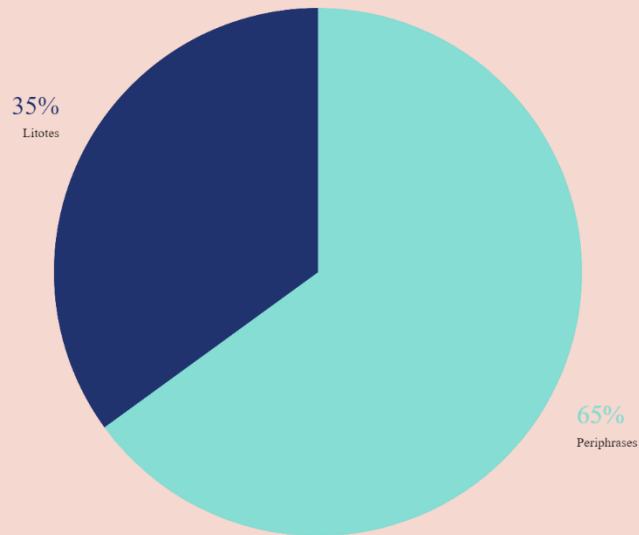
Classification of words according to their degree of self-dependence. "Save America" speech by Donald Trump



*Appendix C. Bar chart***Communicative classification of sentences in "Save America" speech by Donald Trump***Appendix D. (Bar chart)***Types of synonyms used in "Save America" speech by Donald Trump**

Appendix E. (Pie chart)

Types of euphemisms used in "Save America" speech by Donald Trump



“FUNCTIONS OF INTERJECTIONS IN THE MODERN ENGLISH LANGUAGE”*Vesselskaya K. V.***Abstract**

The Interjections of Modern English are a unique part of everyday speech, firstly, because of their little-studied nature and secondly, due to their rather interesting features, which altogether makes this topic actual for research. The purpose of the inquiry is to determine the most appropriate views of this specific part of speech; provide an overview of current relevant theories, including various classifications and distinctive features of their usage; set own original view on the concept and role of interjections and finally, elicit the functions interjections perform in the Modern English language. To investigate the central phenomena, the research utilized a qualitative method with some minor elements of a quantitative design. The paper presents two parts. The first is a theoretical one, which summarizes the most popular opinions of Western and some Russian linguists regarding the concept of interjection. The second part is a practical one, which distinguishes the functions of interjections in the Modern English through the analysis of the book of J. K. Rowling “Harry Potter and the Philosopher’s Stone” (1997) based on the semantic classification of Ameka (1992), presented in the theoretical part. Thanks to the both theoretical and practical approaches, a sufficient number of functions revealed: communicative, imperative, expressive and many others. The received data might be used by instructors for students majoring in Applied Linguistics and Translation Studies. Based on these findings the original functional dictionary of Modern English Interjections might be also developed. The draft version fragment of such an innovative dictionary is presented in the appendix.

Keywords: Modern English, functions, interjections, literature analysis, functional dictionary.

Introduction

Over the last few decades, there has been a huge interest in the interjections as in a special class of words in the modern English language. Such interest related with emotional and expressive features of interjections, which made this unit of speech so commonly used and therefore actual for researching. Nevertheless, for some reasons, interjections are still poorly understood grammatical unit. Therefore, the object of this research is the interjections of the modern English language, its’ concept, functions, classifications and peculiarities in particular.

Considering the existing literature of English interjections, including some previous researches, linguists’ articles and grammar books, it is possible to formulate the research’s problem: there are no strict and clear rules, which could reflect all the functions of Modern English interjections, because there are too many absolutely different linguists’ views about the interjections’ role in the speech. (Potter, 2006; Curm, 1931; Apetyan, 2014; etc.). Therefore, the first purpose of this research is to investigate the interjections: determine the most accurate and suitable views on this unusual unit of speech in the first part – theoretical. Secondly, to summarize the existing theory, including the general ideas, classifications, properties and peculiarities and based on this overview, formulate the own original view on the concept and main role of interjections in the modern English. Finally, basing on this theoretical review, to determine the functions of modern English interjections, which a certain interjections’ type performs in the language – in the second part named practical. The practical part utilizes a literary material for analysis of the interjections’ usage. The chosen paper is a book of J. K. Rowling “Harry Potter and the Philosopher’s Stone” (1997). This literary work is quite reliable material for the

examination of everyday speech in order to identify interjections' usage features and functions, since it reflects the real spoken and modern language of the people.

Summarized both theoretical and practical approaches will provide the data, extremely useful for practical usage. Firstly, the findings obtained might significantly contribute the general understanding of the role of interjections in the Modern English. It could be included in the instructional materials and used by teachers for English language theory disciplines. Secondly, based on the research's results the original functional dictionary of modern English language interjections could be created. The data on interjections in this dictionary will be presented in accordance with the specific functions, revealed upon the present research and including as well the information about the interjections' type, its possible synonyms, and translation into Russian. As far as it is known, there are no such dictionaries of interjections at the moment, which also confirms the practical significance of the entire research.

Thus, combining two approaches: theoretical and practical, the result of the research will be quite valuable, versatile and might have a brilliant practical implementation.

Methodology

Drawing upon the research purposes, this study applies a qualitative research design. The reason for selecting this methodology is explained by the characteristics of the stated research theme and aims, which require a linguistic in-depth investigation of the phenomenon of modern English interjections. The first part of the present study deploys a literature review as a research instrument, where the most appropriate data on the interjections' essence are gathered, analyzed and compared to form the original view on the definition and role of interjections. The second part of the inquiry utilizes a systematic document analysis to investigate in practice the functions performed by interjection in accordance with their typology, described in details in the theoretical chapter. The chosen document is the work of J. K. Rowling "Harry Potter and the Philosopher's Stone" (1997). This part also provides a quantitative information on the amount of interjections used within the chosen document for analysis, presented in the form of pie charts. Therefore, the practical chapter applies a qualitative strategy with some minor elements of a quantitative design.

Thus, the chosen methods allow to explore and present the most actual and precise findings concerning interjections' functions in the language, thanks to such strategies as systematic analysis of a document, literature review, synthesis and comparison, applied in both theoretical and practical part of the paper.

1. Theoretical Part: General information about interjections

1.1. Definition of interjection

The notion of interjection is the starting point for the research's further investigation. It is essential to determine the concept of interjection in the right way to achieve the research purpose. The concept of interjections has a long history, it derives from the works of Roman linguists, for example Varro, I century BC. These days, thanks to the efforts of thousands of linguists all around the world, there are a huge number of interjection's definitions exist. Depending on the personal views of linguists, some definitions may differ significantly from each other. Even though all the definitions describe the same notion, ideas might vary completely. For instance, according to Potter (2006), interjections cannot be defined as a part of speech, it is all just "mere noise" and they are meaningless. Moreover, interjections are devoid of semantics from his point of view. However, Potter does not reject, that in a certain context, when interjections pronounced with the special intonation, they could express feelings - sadness, happiness, approval, disappointment etc. On the other hand, some linguists, such as Curme & Kurrath (1931), claim that interjections are the oldest variable of conversation and are the most primitive kind of a sentence. Therefore, interjections from their point of view are not just class of words, but sentences. They also considered interjections more from physiological point of view rather than from linguistic.

Many other linguists considered interjections neither as words nor as sentences, they are only expressions or emotional cues that do not turn into words. Nevertheless, over the past decade, most of the modern linguists describe interjections as unchangeable words, with particular semantic and emotional meaning, which pronounced with a special sound. It is generally assumed, that interjections only those words that serve to express the state of a person, i.e. feelings, thoughts, intentions. However, it is also appropriate to include the words denoting greeting, goodbye and apology to interjections, since all the formal features of interjections in such words are observed: they are unchangeable too, carry a particular semantic and emotional load and pronounced with special sound as well (Apetyan, 2014). In the most communicative situations there is no special need to express thoughts using whole sentences, it is enough to use a suitable interjection, which just serves for such purposes.

Therefore, it is clear that in the linguistics there are serious disagreements about interjections as an independent part of speech, about grammatical features and concerning its' role in the language. In this work, considering all the reviewed literature, it is possible to form the following point of view regarding the concept of interjections. An interjection is a specific, full-fledged and independent part of speech, which could change concepts historically and used to express (but not directly name) emotions, feelings, greetings, goodbyes etc. in speech. Interjections are not the names of objects or their actions, but an approximate image of the action of an object, a process with a specific sound (rhythm, melody, pitch and sometimes timbre). Thus, interjection is a rather complex concept, which will probably change over the time as new linguistic research appears, but in this work, the definition above is taken as the starting point for the research's further investigation.

1.2. Interjections' properties and peculiarities

Now, when there is a clear definition of the concept of interjections, it is possible to formulate some properties and peculiarities of their use, which make interjections such an unusual, but vital part of speech in modern English language. It is known that new interjections appear literally every day and included in the vocabulary of native speakers, being an integral part of it (Apetyan, 2014). Perhaps, interjections are so popular in everyday speech due to these peculiarities, represented below.

The first peculiarity of interjections follows from the definition in 1.1. They express certain feelings, emotions and motives, without naming them directly, but the interlocutor always clearly understands what the person wanted to say using this word or phrase. For example, a person touching something hot exclaims "Ouch!" or "Oh!" and it is clear that this person feels pain, even though he or she didn't say "I'm in pain". Thus, thanks to interjections it is possible to replace whole phrases or sentences with one suitable word.

The next peculiarity is related with grammatical property of interjections and consists in the fact, that interjections are not actual members of the sentence, which means that no words in written or spoken speech can affect them. This indicates one important property of interjections - being in the conditions of any sentence type, they never change and keep their original form, so interjections are syntactically independent. This fact implies that interjections do not have the forms of time, gender, or number. They are immutable.

The third peculiarity is associated with the use of interjections exclusively in everyday speech and often in novels, but not in the scientific and academic style. This is their distinctive feature; accordingly, they cannot be used in the formal presentation of information, for example, in reports and scientific articles. The use of interjections in a business style is considered inappropriate not only in English, but also in many other languages of the world.

Finally, the last peculiarity literally lies on the surface after detailed study of interjections. It is easy to see that often interjections include very rare sounds, which sometimes cannot be found anywhere else in the language. This fact is connected with another property of interjections - to attract the attention of the interlocutor. For example, "shh" and "psst" consist entirely of consonants, which is not typical for the English language (Barkhudarov, 1975).

Thus, considering all the peculiarities and properties of interjections, it is possible to define why they are so popular in our everyday speech. Interjections are extremely simple in their use and do not require special syntactic or grammatical design in the sentence, since they are simply independent and moreover, are unique in their phonetic structure, satisfying a person's need to express emotions. All these factors combine to make this part of speech irreplaceable so far and important.

1.3. Classification of interjections

There is a large number of different classifications of interjections exist: according to the word structure, according to its semantics, phonetics and morphological structure. In this paper, only few the most common classifications of interjections described, some of which later help to identify in practical part what functions a particular type of interjection performs in the language.

Firstly, if to consider the classification of interjections according to the structure of the word, then, as Churanov notes (2006), all interjections are somehow included in one of the following types:

Interjections in the form of a word (Aha! Boo!);

Interjections in the form of a phrase (Dear god, Good lord);

Interjections in the form of sentences (God bless my soul!).

However, this classification as well as some others structural and morphological typologies, does not really suite for the present research practice work, as each specific type of interjections above do not have clear functions, they only reflect the word structure of interjections and thus, the same type can carry completely different functions. For example, “Stop!” – interjection in the form of a word, might carry incentive function, whereas “wow” – as well interjection in the form of a word, but probably carry only emotive function. It is more appropriate to observe classifications concerning the meaning of interjections (semantics) to reveal the interjections’ functions and to achieve the research purpose.

According to the semantics, or simply meaning, Budazhapova (2011) claims that all the interjections could be divided into following types:

Emotive (Hooray! Ew);

Onomatopoeic interjections (woof, wink-wink, bzz);

Interjections that are pronounced with a certain gesture or movement (bo-o, achoo, hush);

Interjections that derives from other significant words (Ah me! My!).

This classification, unlike the previous one, is more suitable for identifying the functions of interjections in practice. Nevertheless, Kaushanskaya in 1973 made up more shortened, but quite clear and similar, to some extent, classification according to interjections’ meaning:

Emotional interjections (Damn, Ugh);

Imperative interjections (Stop! Hush!);

Interjections of speech etiquette (greetings and goodbyes).

Felix Ameka – famous Australian linguist, proposed one more semantic classification almost 20 years earlier than Budazhapova, but 19 years later than Kaushanskaya, in 1992. Of course, his classification is also similar to the previous two, but according to many experienced linguists, the most profound and touching all the aspects of interjections typology:

1) Expressive Interjections, which could be subdivided into:

Emotive – used to show emotional condition (Ouch! Wow);

Cognitive - reflect the state of mind of the speaker (Aha! – I know this);

2) Conative Interjections - aim to attract attention and prompt action or response of a person, in other words imperative. (Sshh! – I want silence. What? – Repeat, please. Greetings and goodbyes like: Hey!).

3) Phatic Interjections - used to maintain conversation and strengthen verbal and non-verbal contact, just like the cognitive type, they demonstrate the speaker's mental state and thus it helps to improve contacts. (Mhm, uh-uh, yeah – right/I agree/ I listen).

Thus, for the research practical part this classification created by Ameka is the most suitable, as it fully reflects all the features of interjections and will help to identify the main functions of this special class of words.

2. Practical part: Analysis of Modern English interjections

2.1. Result 1: Types of interjections used in the Modern English literary work

Now, when all the necessary terminology regarding the concept of interjections is determined and explained, including the concepts, properties, peculiarities and classifications, it is possible to proceed to the practical part of this paper. Practical analysis of interjections used in a particular work of modern English language will help to identify what functions a particular type of interjection has in the language according to the classification proposed by Ameka (1992). The work selected for analysis is ‘Harry Potter and the Philosopher’s Stone’ by J. Rowling (1997). The materials for the practical part was not chosen by a chance, as J. Rowling's books are very popular and are filled with a sufficient number of different types of interjections. Thus, in the analysis it will be possible to reflect all existing classifications of interjections and identify their functions in the language the most fully.

First, it is necessary to outline the general picture of all the interjections used in the work. After careful reading of the entire book, it was managed to count about 170-180 interjections and the most of them were used in direct speech or dialogues of characters. According to the word structure, the prevailed amount of used interjections belongs to the interjections in the form of a word type. It is about 107-110 interjections of this type in the book. The pie chart on the frequency distribution of each type presented below. (See Figure 1). On the second place are interjections in the form of a phrase, whose amount are equal to nearly 47-50. And the least common used type of interjections according to the word structure is interjections in the form of a sentence. It is approximately 5-7 such a sentence. The most common examples of all three types are presented in the Table 1 below. The most frequently used interjections were "Oh" and “Ah” – which in different combinations and independently as well were used about 52 times.

Table 1. Interjections’ types according to the word structure used in ‘Harry Potter and the Philosopher’s Stone’.

Interjections in the form of a word	Interjections in the form of a phrase	Interjections in the form of a sentence
Shhh!	Oh, yeah	Bless my soul
Up!	Yes-yes	Oh my goodness
Hmmm	Thank goodness	Oh, good Lord, here!
Ouch!	Good Lord	Ah, you shut up!

Figure 1. Frequency distribution of interjections’ types according to the structure used in ‘Harry Potter and the Philosopher’s Stone’.

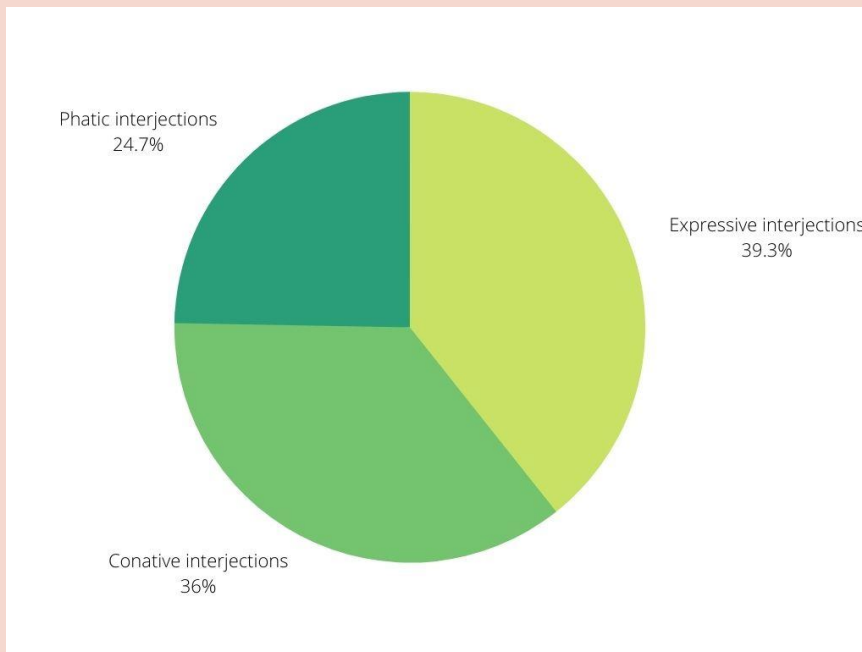


According to the semantic classification by Ameka, the most commonly used type of interjections in the book is expressive, which includes emotive and cognitive subtypes. The pie chart of the frequency distribution of each type according to the semantics presented below. (See Figure 2). Generally, it is quite logical, that characters use this class of interjections more often - to express the emotions and states of mind. Conative type of interjections is used a little bit less in comparison with expressive, but fairly frequent too. Finally, the phatic interjections’ type is the least frequently used. Below is a table of some examples of each type, which was used in the book. (See Table 2).

Table 2. Interjections’ types according to the semantics used in ‘Harry Potter and the Philosopher’s Stone’.

Expressive interjections		Conative interjections	Phatic interjections
<i>Emotive</i>	<i>Cognitive</i>	Shoo!	Oh, yes
Oh...	Er...	Shhh!	Oh, really?
Ah!	Eh...	Up!	Yes-yes
Oh, good Lord	Um	Out!	Yeah
Aarrgh!	Hm...	Hello	Nah
Ouch!	Ahem	Hey	So?
Wow!	Ooh...	Bye-bye	Mm?
Aach!	Aha!	Good-bye	Yuh-uh
Haaa!	Oww...	Shut up!	Yh-huh
Urgh...	Eh?	Ahoy	Well

Figure 2. Frequency distribution of interjections’ types according to the semantics used in ‘Harry Potter and the Philosopher’s Stone’.



Thus, the general analysis of interjections’ usage in the book ‘Harry Potter and the Philosopher’s Stone’ by J. Rowling (1997) defined that the most commonly used interjections belong to the expressive type and are mostly in the form of a word. This is probably due to the fact that in everyday speech people more often use interjections precisely to express emotions and mental states. Such expressions should not require complex constructions and therefore, these interjections mostly in the form of a short word.

2.2. Result 2: Functions of interjections used in the literary work according to classification

Now, after the general analysis of all the types of interjections used in the chosen book, most important part of the research starts. In order to determine, what functions interjections carry in modern English language it is not enough simply to rely on the theory. Of course, even based on the previously determined theory it is possible to predict, what functions a particular type and subtype of interjections perform in the speech. However, the comprehensive analysis of the theory with practical approach is required for the most accurate results.

As it was already mentioned, the most frequently interjections’ class used within the book is expressive and its subtypes: emotive and cognitive. Throughout the book, there is a huge amount of dialogues between the characters, where they use this expressive class, to enrich their speech. According to the common sense and examples given in the Table 2, it is obviously, that the main function the expressive class performs is to express people’s emotions or states of mind. However, not everything so obvious, since each of the subtypes carry its own functions, even if at the first glance it seems that there is no particular difference between them.

Analyzing and comparing the examples of cognitive interjections in contexts and basing on the theoretical description of this subclass, it is possible to determine, that cognitive interjections’ function is to transfer the mental or in other words cognitive state of a person to the direct speech, in order to demonstrate the person’s thoughts and express the way of thinking. This subtype focused mostly not on emotions, but rather mental condition of a speaker. As an example, using interjections “Hm...” or "Um - Hagrid?" (Rowling, 1997), character in the book shows that he is puzzled and thinking about something – the mental state of a person. "Er

– Petunia, dear", (Rowling, 1997) or "Not a wizard, eh?" (Rowling, 1997) – a speaker is not sure about something and try to find the right words – the way of thinking and person's cognitive state.

The emotive subtype, on the contrary, simply carry the function to express the current emotions, enriching the vocabulary: "Ouch! - Harry clapped a hand to his head" (Rowling, 1997) – pain. "Urgh - troll boogers" (Rowling, 1997) or "Bleaaargh - see? Sprouts" (Rowling, 1997) – disgust. "Aarrgh!" – anger. Emotive interjections' function does not touch the way of thinking, as cognitive subtype, although both of them aim to show the general expressive state of a speaker, using sudden words, whose over time turned into stable and specific words or phrases – interjections.

Summarizing all of the above, the expressive class of interjections perform two different functions, in accordance with its subtypes. Emotive interjections' function – to express the current emotional condition of a person, enriching the conversation, whereas the cognitive interjections' function is not only to display the emotion, but the speaker's way of thinking, reflecting the cognitive or mental state.

The next interjections' class is conative, which aimed to prompt an attention of a person or a subject and thus, causes the response or retaliatory action. This type, as already mentioned, includes also the words of greetings and goodbyes. Analyzing the contexts, in which this type is used, it is possible to define that conative interjections perform imperative function and express the direct desires of a speaker. For instance: "Shoo! - said Mr. Dursley loudly" (Rowling, 1997). This means to ask to get away from the place. "Up! - she screeched" (Rowling, 1997) - request to leave the place as well. "Shut up, Malfoy" (Rowling, 1997) – speaker demands the silence. In the cases of greetings and goodbyes, conative interjections carry out a communicative function and thus encourages the interlocutor to respond: "Hey, Potter" (Rowling, 1997), "Hello, dear" (Rowling, 1999), "Bye, Harry" (Rowling, 1997), etc. Overall, this class of interjections perform imperative and communicative function, prompting mutual actions, as contexts show.

Finally, the phatic class of interjections, which is the least frequently used in the book and turn out to be more difficult type to analyze, since it has similar features to the previous classes. First of all, the main function of this class is clear already from the theory – to maintain a conversation and improve verbal or non-verbal contacts, in other words - communicative function, similarly to the conative class. Analyzing the examples within the contexts, it is noticeably, that these interjections not only help to build and improve the conversations, but display the speaker's mental state as well, just like the cognitive subtype. As an example: "Oh, yeah? - said Malfoy" (Rowling, 1997) or "Mm? - said Hagrid" (Rowling, 1997), "So?" – an interest, demonstrates that the interlocutor is really listening and involved – mental state. However, the main difference between the functions of phatic class of interjections from others is that based on contexts analysis, all examples of this type are used to assent and support the words of the interlocutor: "Yes -yes, you're right, of course". (Rowling, 1997). "Yeah, right", "Mhm", "Nah" etc. To sum it up, phatic interjections perform the functions, similar to the conative and cognitive interjections, whose are: displaying mental states and communicative. The main function, which makes this class special, is assenting function. It means that such interjections are echoing to the interlocutor, supporting him, which helps to improve a contact.

Thus, the modern English interjections' functions are:

Communicative

Imperative

Expressive:

Expression of emotions

Expression of cognitive/mental state

Assenting/ echoing

Speech enriching.

Discussion & Conclusion

Summarizing both theoretical and practical parts of this paper, it is obvious that interjections are irreplaceable unit of the speech, without which people would not be able to convey their emotions, thoughts, some internal cognitive states as well as to color their daily speech. That is why it is quite unfair to claim that interjections should not be considered as the special language part, since according to the theoretical analysis of this work, which included the opinions and approaches of various Western and Russian linguists (Ameka, 1992; Apetyan, 2014; Barkhudarov, 1975; etc.), most of the formal duties and features of parts of the speech are also observed in the interjections. Interjections possess certain morphological, grammatical, phonetic and semantic features and apart from that, firmly entrenched in the everyday vocabulary of all generations and cultures.

Interjections have an extremely important value in the language, which explains the large number of existing classifications of interjections according to semantics, grammar, morphology, and so on. According to the structural classification (Churanov, 2006), interjections could be in the form of a word, phrase or even a sentence. One more classification, based on the semantic and proposed by Ameka (1992) was taken as the basis for practical analysis and consist of following types: 1) expressive and its subtypes: emotive and cognitive, 2) conative and 3) phatic.

The methods of comparison, analyzing and synthesis used within the practical work were aimed to determine, what functions are particular types according to the Ameka's classification (1992) and just interjections itself carry in the Modern English language.

General practical analysis of this paper showed, that expressive type of interjections in the form of a word is the most frequently used in the speech (107-110 throughout book), and a little less often used is in the form of a phrase (47-50). This is due to the fact that interjections are mostly used by people to express some sudden emotions and states and therefore do not have a complex grammatical structure.

More detail practical analysis distinguished the following functions of interjections in the Modern English language: communicative, imperative, expressive, which could be subdivided into expression of emotions and expression of cognitive or mental state, assenting or in other words echoing and finally, speech enriching function.

Concerning the functions of interjections, which the particular types perform, analysis demonstrated, that the expressive class of interjections has two different functions, as there are two subclasses. Expressive type emotive subtype performs the function of expression of emotions whereas expressive type cognitive subtype apart from the function of expression of emotions, also expresses the people's cognitive or mental condition. Conative class of interjections has two functions: imperative and communicative. Lastly, phatic type of interjections performs function, similar to the previous classes, which are expressing the mental condition and communicative, but additionally, this type has the echoing or assenting function, improving by that a communication process. Apart from that, all the interjection classes possess one common function – to enrich the language and make it more colored and diverse.

Therefore, all the purposes stated in the introduction are reached fully. The results of this paper have a practical implementation, since the functions explored so far might be used by instructors for the theoretical materials in the Fundamentals of English Language Theory classes. Furthermore, the findings of this research gave a start to the development of the original and to some extent innovative functional dictionary of the modern English language interjections, which is currently underway. The innovation of such a dictionary lies in its structure, which is presented in the form of tables and is divided according to functional criteria, including the classification, probable synonyms and translation into Russian. The draft sample of such a dictionary developed thanks to the finding of this research attached in the Appendix.

Finally, the topic of modern English interjections is still quite unique for linguistic researches due to its relatedness with cognition processes and its great role in speech. Therefore, basing on the existing theories and

including results of this paper, more researches should be done on the ways how to structure interjections from a new perspective as well as on defining the sources of new appeared interjections, since the new variations appear in the language every year, never losing its actuality and requiring some new framing.

Acknowledgements

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Additionally, I would like to thank my parents for their moral, emotional and financial support and encouragement in all endeavors. You are always there for me. My achievements are to your credit.

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Appendix

Functional Dictionary of Modern English Interjections

(draft version)

Function	Expressive: expression of emotions / cognition				
Word	Synonym	Translation	Example	Meaning	Type
aah!	aaah, aaaahh	Aaa	"Aaaah! Help me!"	Fright, shock	Expressive type, emotive subtype
ahh	ahhh, ohh	Ах, ох	"Ahh, yes, I understand now"	Realization, understanding	Expressive type, cognitive subtype
ahh	ahhh..	Ах, ох...	"Ahh... The hot tub is amazing"	Relief or relaxation	Expressive type, cognitive subtype
argh	augh	Ах! Их!	"Argh, it doesn't work!"	Annoyance, anger, frustration	Expressive type, emotive subtype
boo!	booh!	Бу-у!	A child jumped out from the closet and yelled "boo!"	A noise used to scare people by surprise	Conative type
brr	brrrr	Бррр, ррр	"Brrr, it's too cold outside"	Being cold, shivering	Expressive type, emotive subtype
eh?	huh?	Эээ	"Eh? I didn't hear what you said."	Misunderstanding	Expressive type, cognitive subtype
eww	ugh, ewww, yuck, ick	Фу, бее	"Ewww, this pear is rotten"	Disgust, dislike	Expressive type, emotive subtype
grr	grrrr	Ррр... Ах ты!	"Grrr, I'll kick him"	Anger, snarling, growling.	Expressive type, emotive subtype
hmm	hm, hmmmm	Хм, ммм	"Hmm, I'm not sure about that"	Thinking, hesitation.	Expressive type, cognitive subtype
hah	heh	Пххх, ххх	"Heh, that's cool"	Something is little funny	Expressive type, emotive subtype
hurrah	hooray, huzzah	Ура!	"Hurrah, we won!"	Exclamation of joy	Expressive type, emotive subtype

Function		Communicative			
<i>Word</i>	<i>Synonym</i>	<i>Translation</i>	<i>Example</i>	<i>Meaning</i>	<i>Type</i>
ahoy	hi, hello, hey, hey there	Эй, хей	“Ahoy! What’s up?”	Greeting, particularly in a nautical context	Conative type
bye	bye-bye, see you, good bye	Пока, до встречи	Bye! It was nice to meet you.	Goodbyes	Conative type
hey	Hi, hello, hiya, hey there	Привет, хей, хай	Hey! How are you?	Greetings	Conative type
psst	-	Псс	"Psst. I need to tell you something"	Used to quietly get someone's attention, tell a secret	Conative type
uh-huh	mhm, uh-hu	Ага, да-да	"Uh-hu, I agree with you"	Agreement, acknowledgement	Phatic type
yeah	yeeeeeah! yeas!	Ага, да, ну да	"Yeah, you’re right"	Agreement, common slang for "yes"	Phatic type
yuh-uh	yuh-hu, yu-huh	Угу, ага, мгм	“Isn’t he wrong?” “Yuh-uh, completely”	Agreement, affirmation	Phatic type
Function		Imperative			
<i>Word</i>	<i>Synonym</i>	<i>Translation</i>	<i>Example</i>	<i>Meaning</i>	<i>Type</i>
shh	hush, shush	Шшш, тшш, тише, тихо	"Shh, I’m trying to hear what is saying!"	Used to make someone be quiet	Conative type
shoo	-	Кыш, брысь	"Get out of here! Shoo!"	Used to drive away animals or children	Conative type
out	-	Прочь, вон, долой	“Out! I don’t want to see you!”	Used to drive a person away	Conative type

“THE IMPACT OF ACADEMIC-RELATED STRESS ON STUDENTS”*Dilyara Temirbulatova, Tomiris Lee, Bayan Rymkhan***Chapter 1. Introduction****1.1 Introduction**

Entering university is one of the most important events in a person's life. As the students enter the university, new obligations are imposed on them. However, due to high academic workload and high expectations, the emergence of stress is inevitable. The possible factors that increase the level of stress are family problems, difficulties in personal life, financial problems, or violation and bullying. Moreover, the intensity of the development of stress depends not only on the external factors but on the personality of each student as well. Low-stressed students cope better with behavior and emotions, compared to students with higher rates of stress. However, no one can remove stress from their lives since it is an integral part of everyone's life. As a result, excessive stress leads to a serious impact on a person's well-being, both mental and physical. The multiple stresses experienced by students can negatively affect learning outcomes and lead to terrible consequences, such as depression, unemployment, substance use, personal destruction, and suicide. Some of these effects may be short-term, and the student can avoid this by coping with the stress in time, however, some may notably affect their future.

1.2 Background information

The following chapters will present evidence that stress has a profound effect on the overall students' health and performance. Rana (2019) illustrates that university stress affects students in different ways: physically, mentally, socially, and academically. Hard study workload is sufficient for the occurrence of academic stress, which includes increased anxiety, sleep disorders, increase in blood pressure, and other health problems. Academic-related stress is a significant issue that should not be overlooked.

1.3 Purpose of the study and research question

The purpose of this study is to discover the impact of academic-related stress on undergraduate students. This study aims to contribute to this growing area of research by exploring the impact of stress related to education and academics on different aspects of students' life. This allows us to better understand the mechanism of stress, its sources, and effects, and how to deal with it. This paper is aimed to address the following research questions:

1. How does academic-related stress affect students' mental well-being?
2. What are the effects of stress on physical health?
3. How can academic achievement be influenced by stress?

Chapter 2. Literature review**The Impact of Academic-Related Stress on Mental health**

There is a growing concern that students are prone to suffer from mental illnesses as a result of academic pressure. According to the World Health Organization, every fifth of adolescents in the world suffer from mental health disorders (WHO, n.d.). Conventional wisdom has it that stress can be considered as a stimulus for achieving goals. While it is true that experiencing minor stress might be beneficial as it results in an outstanding performance, it does not necessarily follow that feeling constant pressure is always advantageous (Rana, 2019).

Educational underachievement, hard academic workload, and failure at examination can contribute to mental problems such as depression, anxiety, and in the worst-case suicide (Sun, 2012, p.15). A bright example of mental health problems in the case of Amelia, a 17-year-old student, who suffers from depression and anxiety caused by academic-related stress. Taking an exam is always a stressful situation for Amelia as she feels cramps in her hands, and increased heart rate. Unfortunately, dealing with constant panic attacks makes her dependent on medications, such as Adderall. Amelia reports that day without taking drugs makes her stressed and anxious (CPR News, 2019). The case reported here illustrates that students' preference toward using drugs, alcohol, or smoking can be considered as the methods to deal with the hard workload and release tension. Indeed, it is highly likely that stressed students are more prone to have low levels of self-esteem and practice unhealthy habits (Hudd et al., 2000). Ultimately, mental health issues can follow students into adulthood which might result in further mental deterioration, unemployment, and dissatisfaction with their personality.

The Impact of Academic-Related Stress on Physical health

Academic-related stress has an adverse impact not only on the psychological state but on students' physical health as well. As the World Health Organization states, "there are interrelationships between depression and physical health. For example, cardiovascular disease can lead to depression and vice versa" (WHO, 2020). Experiencing stress for an extended period may lead to the development of chronic illnesses since a weakened immune system is more susceptible to colds and diseases. Consequently, physical symptoms manifest in fatigue, muscle tremors, vision difficulties, and headaches (Rana, 2019). Moreover, stress among students can be correlated with an unhealthy diet, physical inactivity, and poor sleep schedule. The relationship between educational stress and eating habits has been widely investigated by Hudd et al. (2000), who found that highly stressed students prefer convenience food over healthy one. Poor nutrition has an adverse effect on the gastrointestinal tract since stressed students are likely to be malnourished or overeat (Hudd et al., 2000). Problems related to digestive symptoms result in diabetes, nausea, or diarrhea. In the further investigation into physical health problems, Hudd et al. show that most students with higher levels of stress are less likely to be engaged in physical activities (2000). It is noteworthy that physical inactivity may lead to increased insulin rate and obesity. Therefore, long-term stress may lead to a poor sleep schedule. The main side effects of sleep disorder are exhaustion, low concentration, poor academic achievement, and communication problems. Pascoe et al. (2020) emphasized that most students in the USA experience an insufficient amount of sleep due to a hard study workload. Taking sleep pills, drinking, and smoking are the main students' methods to cope with sleep disorders (Pascoe et al., 2020). The essence of the problem is that physical health disorders caused by academic-related stress negatively impact body functioning, and, hence, lead to serious chronic diseases.

The Impact of Academic-Related Stress on Academic achievement and Dropout

The combination of physical and mental health has a significant effect on poor academic performance and dropout level. Indeed, it is highly likely that prolonged and intense stress may lead to burnout, reduced productivity, which negatively affects students' outcomes. Leijden (n.d.) has shed new light on the relationship between stress and academic achievement. He observed that students in a highly stressed educational environment find it difficult to cope with their academic expectations. As a result of students' perfectionism in getting high grades the level of stress increases. Moreover, high competition, lack of sleep, and hard study workload may have an important contribution in losing motivation to study. According to the Institute for Public Policy Research (IPPR), the rate of students drop-out from university due to mental health problems increased up to 210% in the years 2014 and 2015 (Institute for Public Policy Research (IPPR), 2017). This leads to the point that students are not able to endure academic pressure and, consequently, drop out of the university. Pascoe et al. (2020) found that there is a significant difference in overall health conditions between dropped out students and individuals with higher education. Students who dropped out from the university due to academic stress report that they have poor psychological health compared to graduated ones. Thus, students' low academic

achievements and increased dropout level are one of the consequences of academic-related stress, which may result in further health deterioration of overall health, low earning capacity, and unemployment.

Chapter 3. Methodology

3.1 Instrument

This survey was conducted by means of a questionnaire from university students in Nur-Sultan, Kazakhstan. Twenty-two freshmen, 16 females, 5 males, and one who preferred not to answer, participated in this study. The mean age of the participants was 18 years old. The participants were sent a link to take a survey, and they were warned beforehand that the questionnaire was made anonymously. Participation in the survey was completely voluntary. However, because the applied methodology is in the form of a survey, it is difficult to capture the effects of stress caused by education through experience.

3.2 Findings

The survey was conducted among first-year KAZGUU University students. The purpose of this study was to discover the impact of academic-related stress on undergraduate students.

Firstly, students were asked to evaluate the level of stress on a 10-point scale during the academic year. In response to this question, the majority of those surveyed indicated that they feel stressed during studying. Around 22% of the respondents rated their stress at the point of 8 and 6 respectively. Only two students experience minor stress during the academic year (1 and 3 points, respectively). On the contrary, 4 students out of 22 experience higher rates of anxiety while studying.

When asked about how often do you feel stressed, half of the public responded that they rarely feel pressure. However, roughly 45% of students commented that they are often stressed. Only one student reported feeling pressure all the time.

Moving on to the next question, it was found that the main and common causes of stress among students are deadlines and procrastination (63.6% respectively). In second place were poor time-management (around 60%) and heavy academic workload (50%). Students are least concerned about communication problems with peers (4.5%) and professors (9%).

Students during the academic period indicated an effect of stress on their mental condition. Primarily, it manifests in increased irritability and aggression (almost 73%) and feeling of guilt and self-dissatisfaction (just over 68%). Therefore, students revealed that they feel depression and low self-esteem as consequences of stress (31% and 27% respectively). Fortunately, struggling with a study did not cause suicidal thoughts among the respondents.

Therefore, the survey indicated the impact of stress on physical health. The majority of those surveyed noticed excessive sleepiness (just over 77%), and increased fatigue (roughly 73%), and low concentration (59%). The next significant issues were related to headaches, insomnia, and problems with the gastrointestinal tract (45% each). Moreover, some students complain about heartache and dizziness (around 27% each).

On the whole, a significant number of students can cope with academic workload (around 90%), whereas only 9% of freshmen faced some difficulties.

To the question "how do you deal with stress?", 77% of respondents indicated that they go to sleep. Moreover, 72% of respondents chose either eating or meeting with family and friends. Only a third of all respondents are enrolled in physical activities. In contrast, some students cope with stress by drinking and smoking (around 4.5% and 23% respectively). Just 2 of those questioned have a session with a psychologist.

The main way to overcome stress among students is to take a rest (77%) and to reconsider the situation (45%). About a third of the respondents seek support from relatives and friends. The least of them start to panic or use drugs and alcohol (13 and 9% respectively).

In the pre-examination period, most students usually experience academic stress (roughly 77%), compared with those who stay calm before exams (just under 23%).

When the students were questioned about the influence of stress on the emergence of bad habits, over 68% of those surveyed answered positively. Bad habits might be considered as alcohol intake, smoking, or overeating and inactivity. Meanwhile, approximately 27% did not notice an appearance of those habits. One student preferred not to answer.

In conclusion, it is clear that stress has a significant impact on students' mental and physical health. Unfortunately, there is a high possibility of the emergence of bad habits among students. Most freshmen feel under the pressure for a continuous period of time, which is associated with academic achievement.

Chapter 4. Conclusion

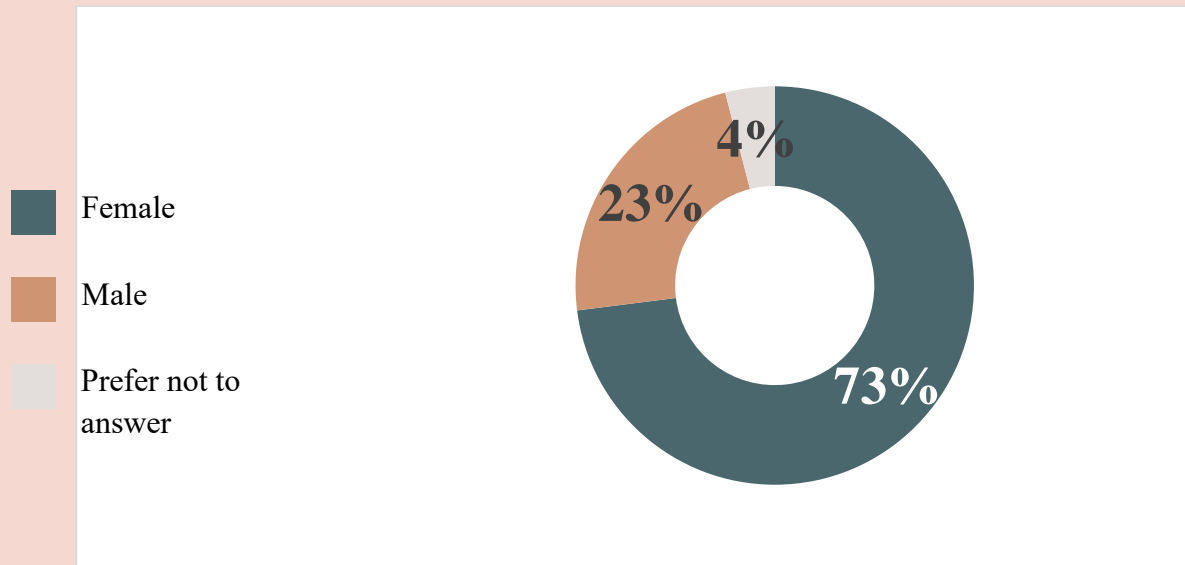
To conclude, stress is an integral part of every student's life. The main goal of the current study is to determine the significant impact of experiencing academic-related stress among students. The most obvious finding from this study is that the majority of students experience stress and struggle with its consequences, such as high alcohol consumption, smoking, and eating disorders. Nonetheless, the methods of dealing with stress among students are individual. Since academic-related stress has a detrimental impact on students' physical and mental health, it should be mentored by parents and teachers.

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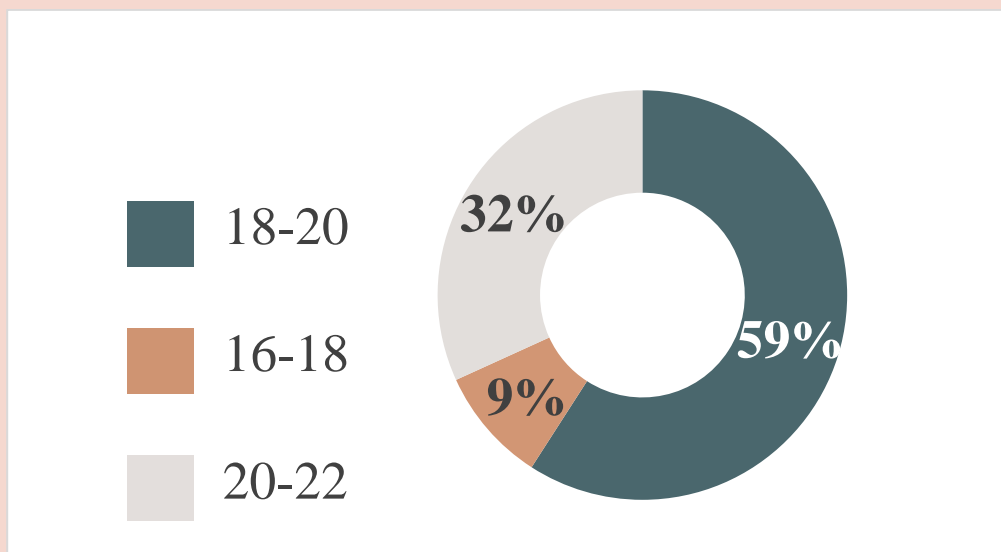
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Appendices

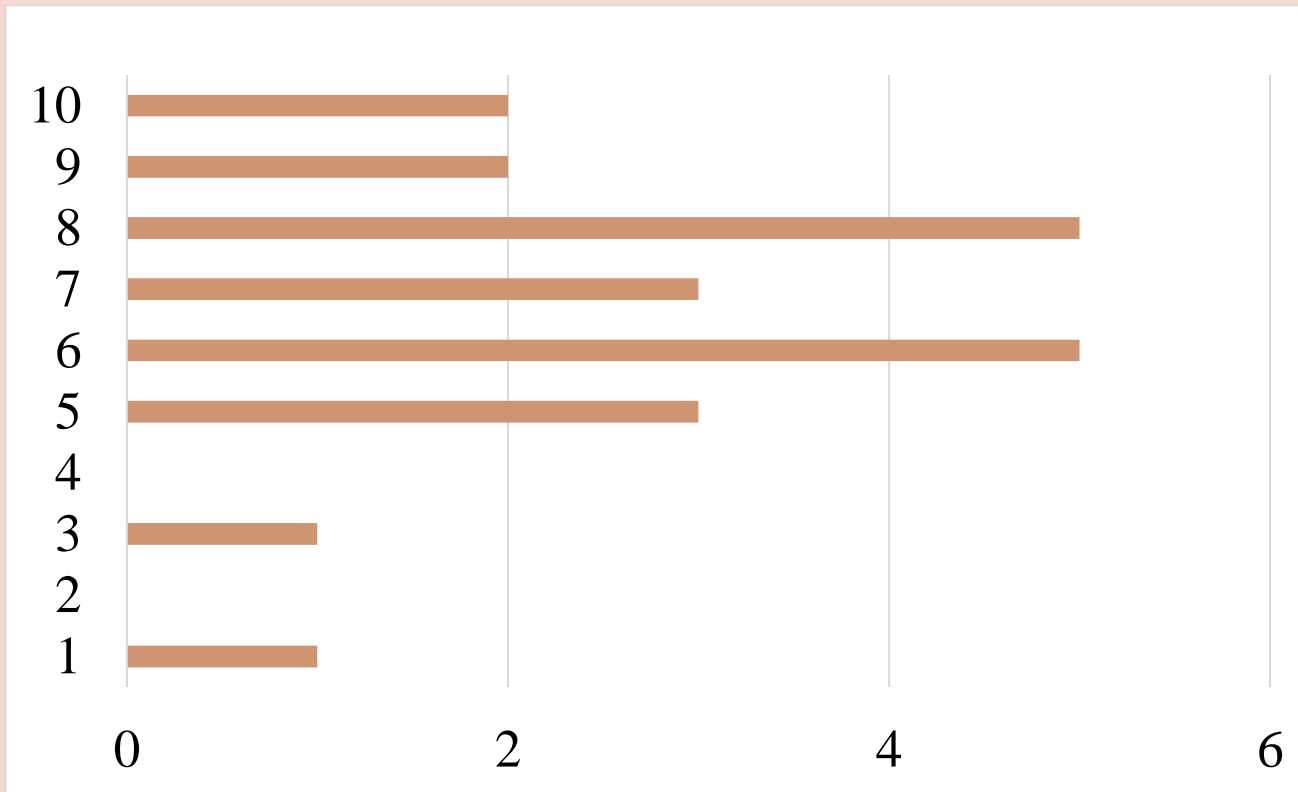
Appendix №1. Sex



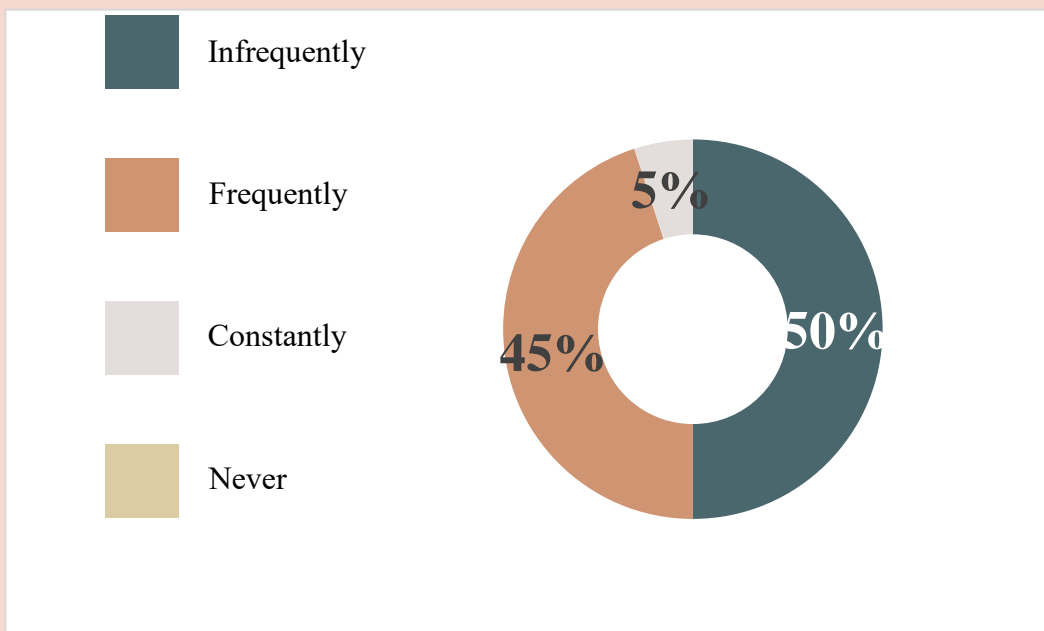
Appendix №2. Age



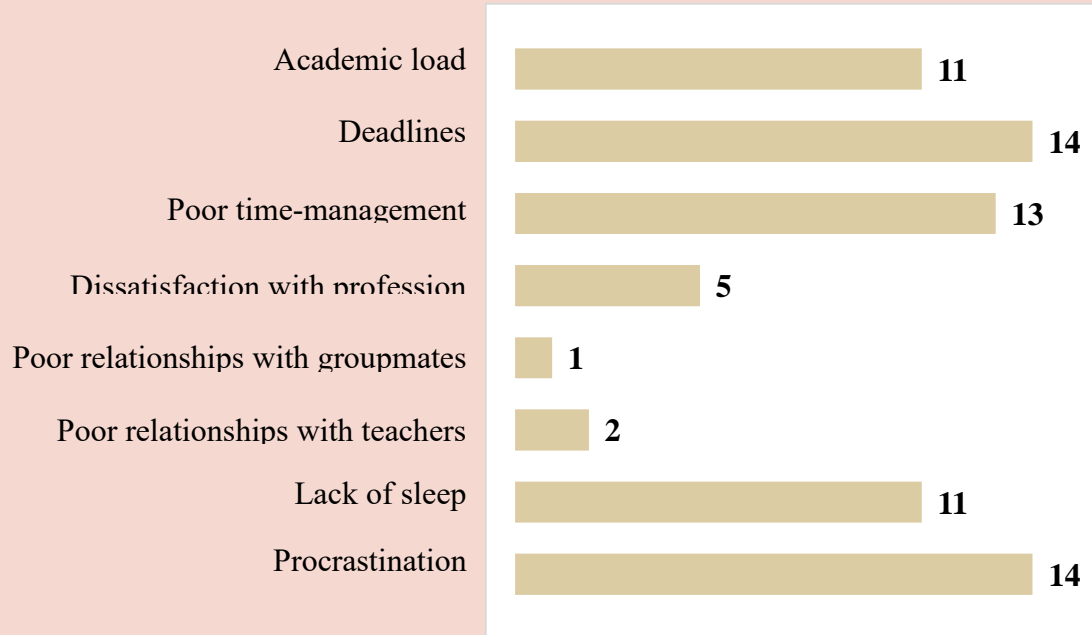
Appendix №3. The level of stress



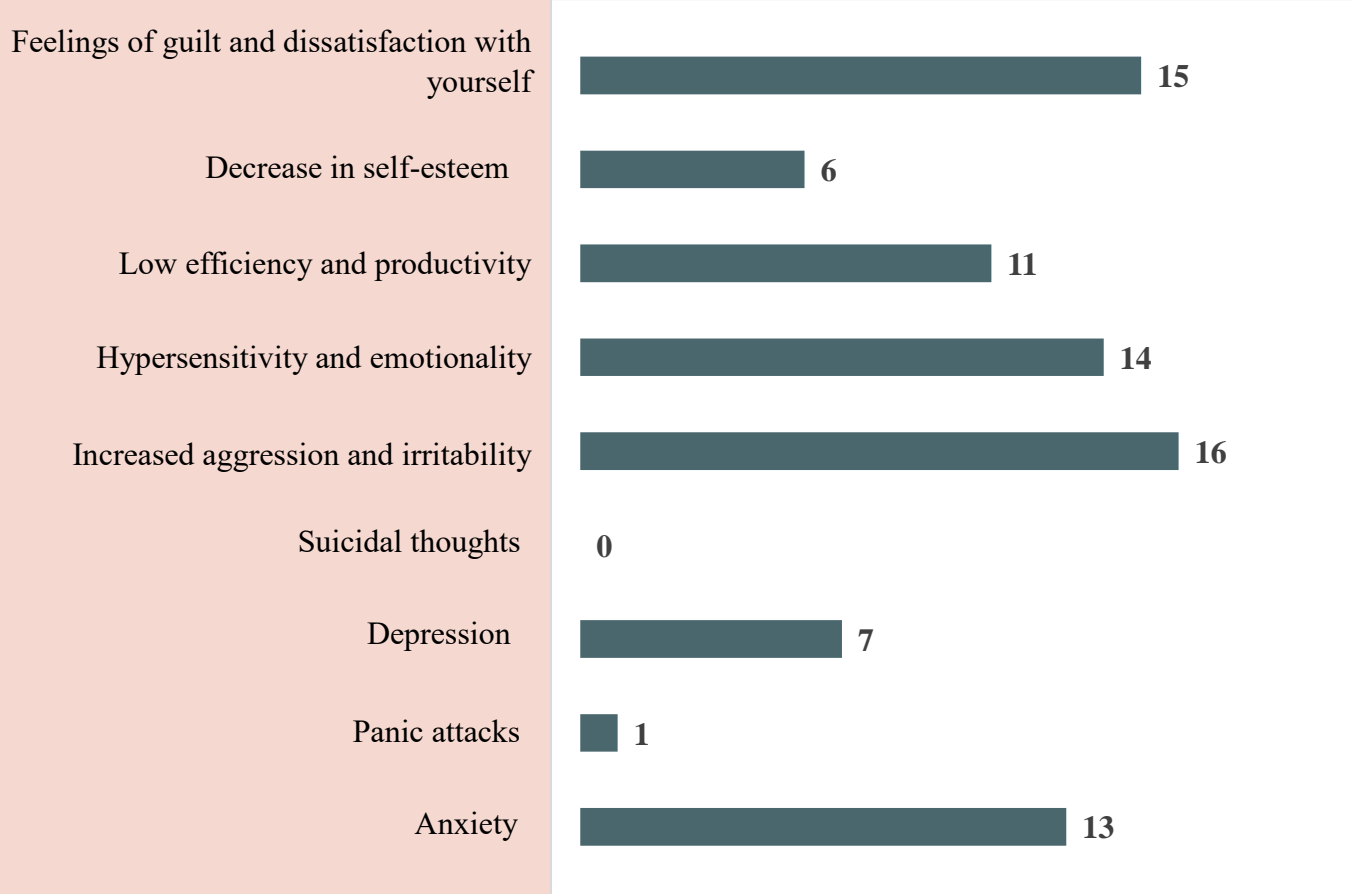
Appendix №4. The frequency of experiencing stress



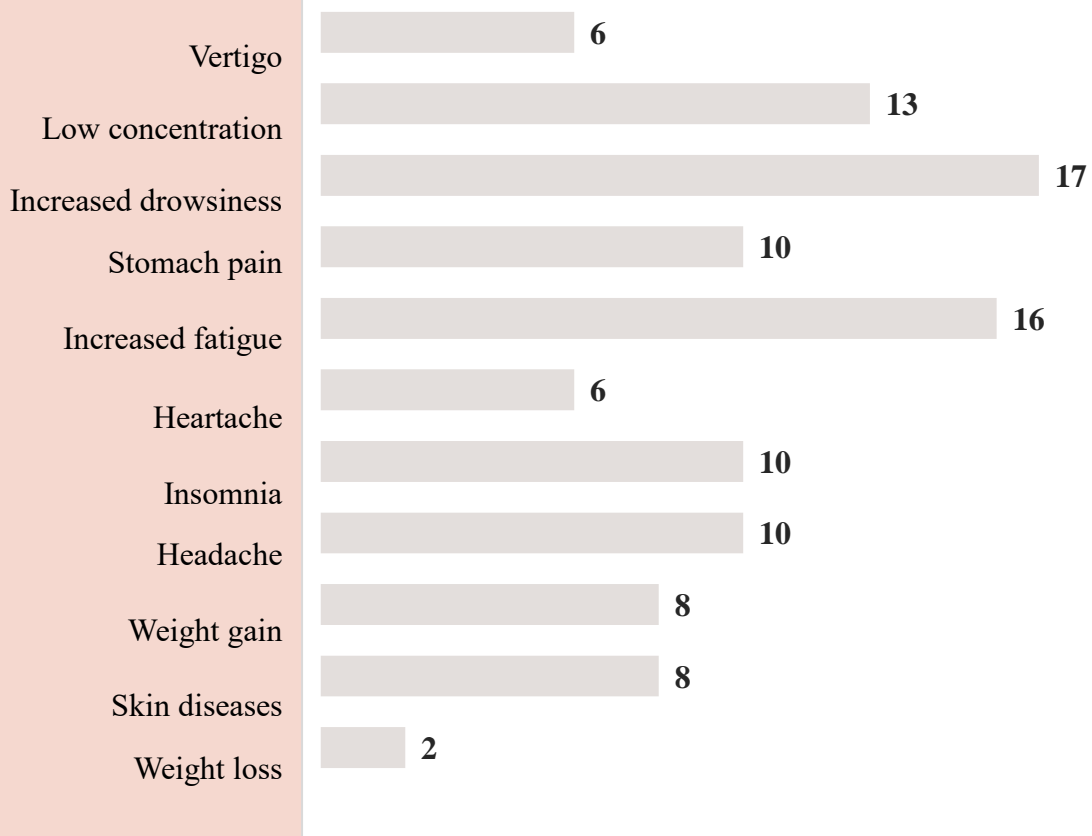
Appendix №5. The main causes of stress



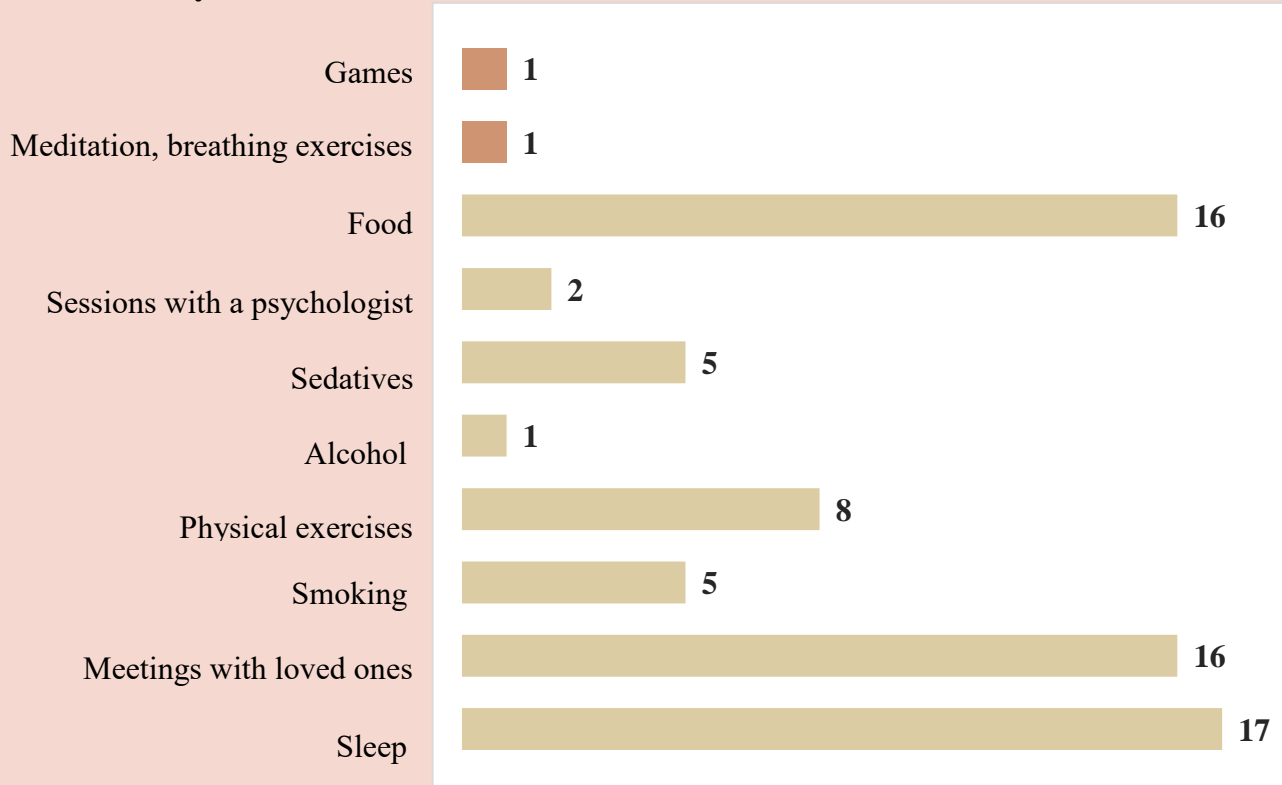
Appendix №6. The effects of stress on mental health



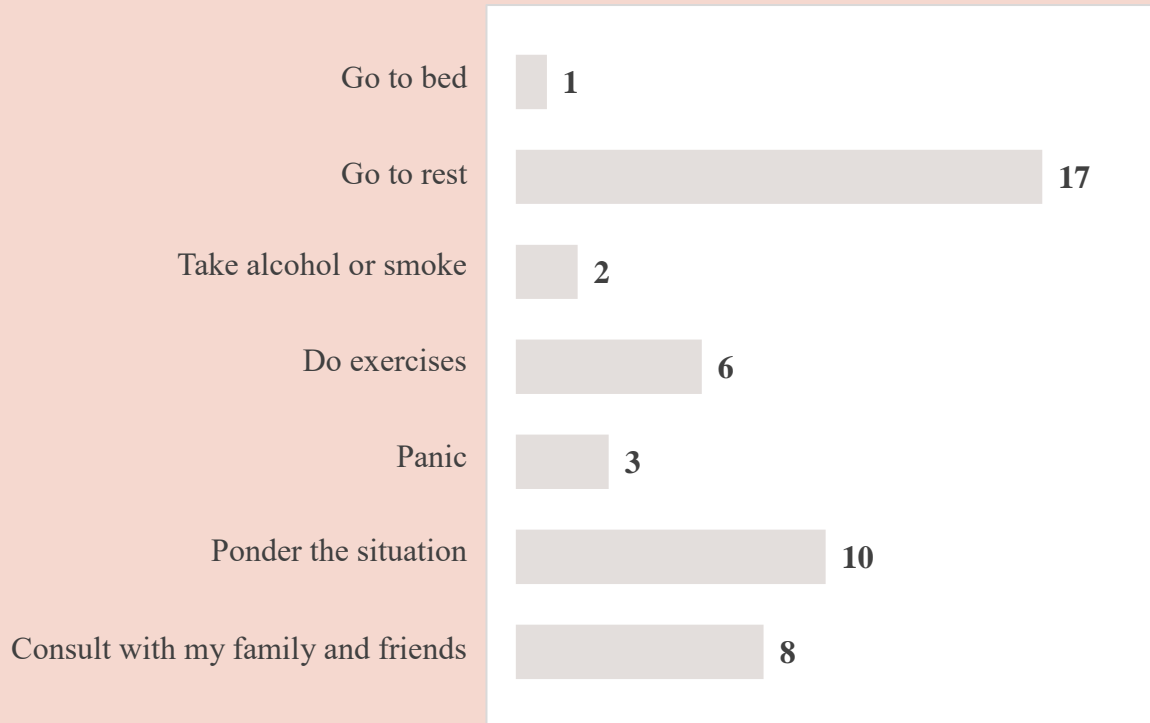
Appendix №7. The effects of stress on physical health



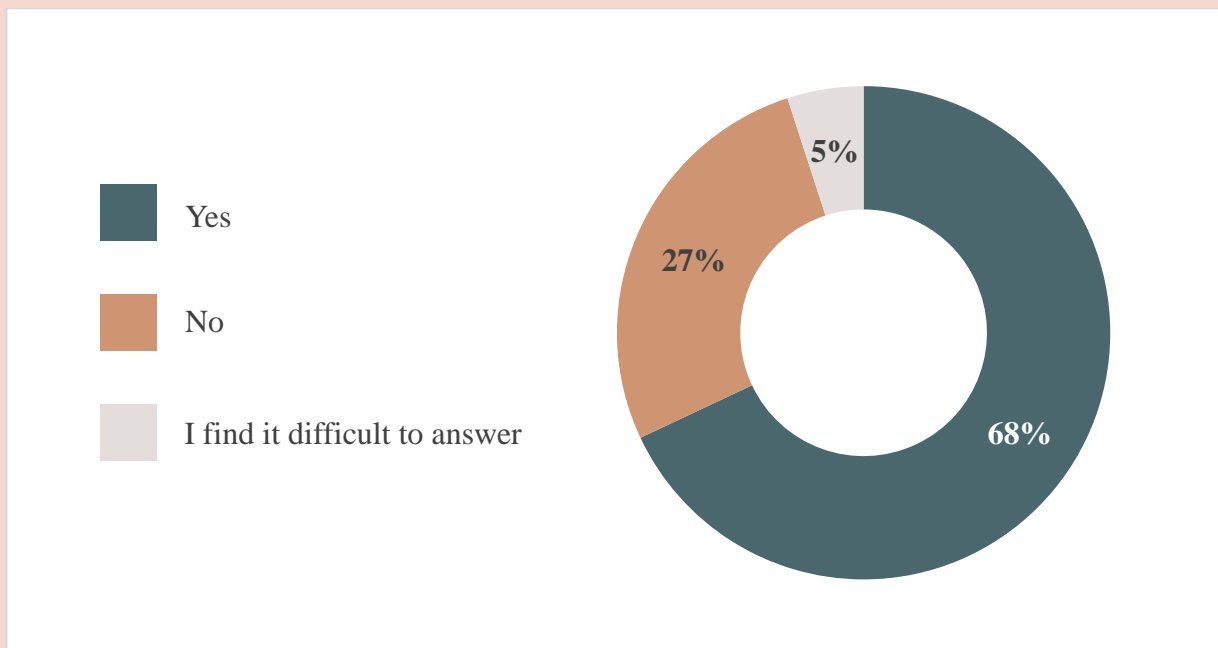
Appendix №8. The ways to handle stress



Appendix №9. The behavior during a stress



Appendix №10. The impact of stress on the emergence of bad habits



“ONLINE EDUCATION AND THE EFFECT ON STUDENTS' STRESS LEVEL”

Bazarbekov Timur, Kabzhanova Karina, Ondassynova Gulnur

Abstract

Since the beginning of 2020, the world has been shaken by many terrible events, both fires in the forests of Australia and the outbreak of the COVID-19 virus, which took many lives day by day, states around the world were forced to take action, one of them was the transition from traditional to distance learning format, based on this question of how after enough time on online learning it has affected students. During the pandemic, many scientists from Europe and Asia have already analyzed the impact of the new conditions on students' self-perception. This work is devoted to the study of the level of stress among students in the context of online learning during the COVID-19 pandemic. As researchers on this topic, we tried to understand this issue and conduct a survey among students of M. Narikbayev KAZGUU University. Analyzing the data of foreign researches and comparing with ours we found interesting conclusions.

1.1 Introduction

Since the beginning of the year, 2020 has appalled the whole world with the threat of war, massive fires in Australia and the outbreak of the new COVID-19 virus, which began to develop at a rapid rate, killing tens of thousands of people per day. Due to the emergency, states were obliged to make fast and effective decisions to preserve the life and health of their citizens. In addition to mandatory security measures such as social distancing, wearing medical masks and sanitizing, it was decided to close all entertainment facilities, transfer workers to remote work, and pupils and students to online education.

1.2 Background info

Because of the transition of education to the online format, many adjustments had to be made not only in teaching methods but also in the conditioning for students' study. Students had to move out of dorms and campuses and return home to their parents, which in itself can be a kind of stress trigger, as students face such problems as lack of a decent workplace, poor Internet connection, constant disturbance from relatives, as well as an unorganized learning system and a large amount of work. All of the above factors can negatively affect the mental health of students, causing a high level of stress.

1.3 Purpose of the study

One of the purposes of studying this topic was the desire to understand the causes and consequences of stress on the life of students during the online learning, as well as to ascertain the difference between the stress level during the traditional and online learning. Secondly, we were curious whether there are advantages of online learning, and if so, what are they. Finally, the third purpose of our study was to highlight mental health problems among students and methods of solving them.

1.4 Significance of the study

The study of this topic is highly important because it is relevant nowadays, and we, as students, are exposed to stress during the academic year. It was important for us to discover how many students like us experience stress and what causes it.

2. Literature review

UNESCO (United Nations Educational, Scientific and Cultural Organization) (2020) estimates that school closures during a pandemic affect about half of the world's students. An unexpected change in the format of education and the transition from the traditional format to a distance learning format may have affected the

well-being of students of educational institutions. In the new conditions caused by the coronavirus pandemic, the question of how online learning affects the mental state of students arises. Speaking of quarantine restrictions in the world, the issue of access to distance education is unfortunately growing in economic inequality (Global Inequality, 2021). As parents and students, themselves often point, economic issues are a major cause for concerns (Lyons et al., 2020). When some families are able to provide gadgets for easy online learning, parents and students from vulnerable communities have difficulties due to inability to buy their children a computer or other device to attend classes (UNICEF et al., 2020). A considerable amount of studies confirms the fact that the coronavirus infection and the restrictions imposed in its wake have significantly affected people's mental state and behavior, and only a minor number argue to the contrary (Browning et al., 2021). Even before the pandemic, many students around the world were experiencing increasing levels of anxiety and depression, low self-esteem, psychoactive substance abuse, and suicide (Holm-Hadulla & Koutsoukou-Argyaki, 2015). Although the topic of the influence of online learning on students' self-perception is quite new, there have already been some useful researches. Slovenian researchers Aristovnik et al. (2020), conducted a study which included respondents in the form of university students from European countries. Analyzing the data, it was deduced that the main factor influencing the level of anxiety and stress is lack of self-discipline or an inappropriate learning environment, which caused a high level of overload and, as a consequence, an increased level of stress (Aristovnik et al., 2020). In addition to the changes associated with the move to distance learning, impacts such as loss of social connections have the potential to affect students' well-being and cause stress. In opposition to this, there is a scientific work conducted in China among students of Sun Yat-sen University, in which respondents recognized the orderly organization and that the online learning format plays a role in improving the quality of education (Hong et al., 2020). Another study conducted in Bulgaria provided by Peytcheva-Forsyth (2018) also mentions the fact that students' main aspirations are related to an effective online learning environment and integrated technologies for providing online communication between participants, online assignment submission and support by teachers. The situation with coronavirus infection and its consequences in the form of distance learning affects everyone, both parents and students themselves. The most significant is to not let the situation endanger both the mental state and the quality of students' learning and develop recommendations to solve these problems and monitor the mental health of students, which will ultimately serve as a positive role for parents, students, and their teachers.

3. Methodology

The first step undertaken in the research was the selection and study of the audience: 1) the audience was students of M. Narikbayev KAZGUU university; 2) we developed a survey to study and analyze the audience. One of the most important steps taken for research and analysis was to conduct a survey. The survey involved 32 people, the average age of whom ranged from 17 to 23 years old. It can also be noticed that the majority of the respondents were women.

87.5% of the respondents were first year students and junior undergrads, grads and others also took part in the survey. As far as school departments are concerned, 65.6% of the respondents are studying in HSEs, 31.3% in SLA and only 3% in CLS.

To better understand students' attitudes towards the online learning format, we decided to find out how students feel in general during the year as well as when studying in the traditional format. As an indicator of stress, we chose a scale of 1 to 10, where 1 is the minimum level and 10 is the maximum level. Overall, the largest proportion of respondents felt stressed at 6, 7, and 8 out of 10. Three felt very stressed and only one did not feel stressed at all.

Next, we compared the students' opinions on the study formats. Here we can see that more students feel very stressed during traditional learning, while the online format has more of a stress level ranging from 3 to 7.

We then asked students which format they preferred and why, and just under 60% of respondents voted for the online format, explaining this by the fact that they have more free time, no need to spend money on food and travel, and it is more comfortable to study.

Overall, the results of the survey showed that students had a reasonably good grasp of the material when studying online and most noted a good relationship with their teachers. Despite the fact that almost 80% of the respondents socialized better during offline learning, 50% of the respondents wished to continue studying online.

3.1 Data collection

Qualitative research - as the use of open-ended questions was used for the analysis.

Collected data is mixed - primary, because we originally collected data by our survey and due to taking other research works it is secondary.

Taking measurements and materials was in its original form without performing or experimenting, which is what our data does descriptive data.

We also used thematic analysis, taking into account a particular focus group, which is what the students are, as noted earlier.

Research method is a survey. We chose this type of information collection because it helped us to learn and examine the largest number of opinions and attitudes about the research topic.

4. Limitations

There were several limitations that served in the process of data analysis and research in general. The first point to mention is the restricted flow of information and materials. Because the topic we chose had a limited amount of time for analysis (one year), there was only a small margin for research on this issue.

The number of respondents is the second point to consider. A small number of students participated in our survey due to the narrow scope of the topic and the high volume of work. At the same time, despite the limitations, the similarity in the majority of respondents' views aided in drawing certain conclusions on behalf of the students who are the subject of the study.

5. Conclusion

Summing up the findings of our investigation, we came to the conclusion, which is supported by all of the preceding arguments and findings, that the mental state of students during a significant change in educational formats should be monitored and studied.

Given that university restrictions are unlikely to be lifted completely in the near future, it appears necessary to investigate student well-being and individual quality of life. It is important to draw attention and prevent the situation from jeopardizing both the mental state and the quality of students learning, and to develop recommendations to address these problems and monitor students' mental health, which ultimately play positively for parents, students and their teachers.

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Appendices

The survey

What is your age?

	<i>Number of respondents:</i>
17	6 (18,8%)
18	16 (50%)
19	5 (15,6%)
20	2 (6,3%)
21	1 (3,1%)
23	2 (6,3%)

Your gender?

	<i>Number of respondents:</i>
Male	6 (18,8%)
Female	26 (81,2%)
Other	0 (0%)
I prefer not to respond	0 (0%)

Your current class level is:

	<i>Number of respondents:</i>
Freshman (undergrad)	28 (87,5%)
Sophomore (undergrad)	0 (0%)
Junior (undergrad)	1 (3,1%)
Senior (undergrad)	0 (0%)
Graduate student	1 (3,1%)
Other	2 (6,3%)

Your school department:

	<i>Number of respondents:</i>
KLS	1 (3,1%)
HSE	21 (65,6%)
SLA	10 (31,3%)

How stressed do you feel on a daily basis during the academic year?

The value: 1-does not feel at all; 10-strongly feel	1	2	3	4	5	6	7	8	9	10
Number of respondents:	1	1	1	2	2	6	11	4	1	3

How stressed do you feel during online learning?

The value: 1-does not feel at all; 10-strongly feel	1	2	3	4	5	6	7	8	9	10
Number of respondents:	2	0	4	5	2	6	7	3	2	1

How stressed do you feel during traditional learning?

The value: 1-does not feel at all; 10-strongly feel	1	2	3	4	5	6	7	8	9	10
Number of respondents:	1	0	2	1	3	4	7	5	2	7

Which format of learning do you prefer more?

	<i>Number of respondents:</i>
Traditional learning:	13 (40,6%)
Online learning:	19 (59,4%)

Why do you prefer that format more?

<i>Responses for online learning:</i>	<i>Responses for traditional learning:</i>
It is more convenient Easier to communicate	Missing normal life routine

I have more time for myself.	I am extroverted and have anxiety while I am home
There's no need to spend money on food and transport	Because interaction with the teacher and students is easier
I feel more safe at home	More comfortable
There is no need to attend university.	Interaction with people
I save time and money.	
No need to spend money on a bus or taxi.	
I feel more comfortable and relaxed in online classes.	
Less stressful	
I have more free time	
Helps me to be more organized	

Which format of learning do you prefer more?

The value:	1	2	3	4	5	6	7	8	9	10
1-total introvert; 10-total extrovert										
Number of respondents:	3	3	1	5	6	2	6	4	2	0

Which learning format is more comfortable for you to socialize with other students?

	Number of respondents:
Traditional learning:	25 (78,%)
Online learning:	7 (21,9%)

Your relationships with instructors during online learning are:

The value:	Complicated	Satisfactory	Neutral	Good	Excellent
Number respondents: of	0 (0%)	4 (12,5%)	13 (40,6%)	10 (31,3%)	5 (15,6%)

How would you rate the comprehension of information in online learning?

The value: 1-does not feel at all; 10-strongly feel	1	2	3	4	5
Number of respondents:	1 (3,1%)	2 (6,3%)	9 (28,1%)	11 (34,4%)	9 (28,1%)

Would you like to continue learning online?

	<i>Number of respondents:</i>
Yes	16 (50%)
No	7 (21,9%)
Not sure	9 (28,1%)

“THE PROBLEM OF BRAIN DRAIN IN KAZAKHSTAN”

Kuldin D. Pavlovich, Abdilmanov Abilmansur, Akbarov Nursultan

Introduction.

Brain drain is a growing issue in our country. Technicians, economists and teachers are leaving. The term brain drain has become one of the most important problems in the 21st century. Recently, the issue of brain drain has been developing not only in Kazakhstan but also around the world. From fifteen to twenty percent of University graduates leave the country in search of opportunity for self-realization somewhere abroad. The problem of "brain drain" impedes national development. Our research question is “What are the causes of Brain Drain and what are the possible solutions?”. In our research we are going to try and answer this question and to find possible solutions for this issue based on the results that we acquire. Countries are making serious political, social and valid efforts. It must be admitted as a problem and comprehensive measures should be taken. “The formation of Kazakhstan is the way based on the experience of different countries to solve this problem” (A.Zhatkanbaeva).

Trained people leave their countries to work, and usually not come back. If talented people had opportunities to develop their projects here, we would have less percentage of people who left. Loss of minds is one of the most significant resources in modern society, that is why it is a very relevant and prevalent problem in today’s world and especially in Kazakhstan.

Methodology.

The main source of data for our research is the survey conducted among KAZGUU university students regarding the issue of Brain drain. Students were given questions with multiple answers regarding the issues of Brain drain and we have examined the responses and have drawn the conclusions based upon them. Additionally, we have used the Google search engine to look up similar research and surveys about Brain drain in other countries to make comprehensive and effective questions for our survey and have come to expect certain answers.

Main part

What is a brain drain? The brain drain is the departure of highly qualified specialists for foreign countries, to look for better or even greater opportunities, standards, and conditions (such as salary, freedom of speech, and other social aspects) of life, and based on this definition, it is easily can answer on one of the lists of our research paper questions. What are the causes of brain drain problems, particularly in Kazakhstan? As it has been stated so far, one of the main reasons for departing highly educated people and specialists is that they usually look for good opportunities, chances to get a higher salary, better living conditions.

The main causes of this problem are extremely low salary in comparison with European countries, the USA, or even post-Soviet Union countries and respectively it leads to decreasing the level of living standards, which is fully connected with Gross Domestic Product (GDP) per capita. According to the research world level economy scientists, IMF in 2021 the GDP per capita of Kazakhstan equals approximately 27 560 U.S. dollars, and because of this Kazakhstan takes only fifty-second place in this rating among 180 countries. In comparison with Malaysian, which is 1 place above Kazakhstan, which is much smaller, the economic level is lower, which means that standards of living in Malaysia exceed living standards of Kazakhstan.

Another possible reason is freedom of speech. Nowadays young specialists have to have speech freedom in order to develop in various directions. However, without speech freedom, they can not do their researches, works, and paper well, if they have definite frameworks, which they can not step over, nevertheless, according to the “Liter” edition and their research paper,

Kazakhstan takes only 157 places, which is even lower than Uzbekistan's (156) ("Liter" edition, 2020). It easily can be stated that Kazakhstan interferes and disturbs young specialists working, Kazakhstan is not giving enough space and permission for people, that they try to departure the country.

Survey Results.

Our survey has revealed some interesting results. Overall, the results of the survey were expected and it reinforced already established theories about why people are leaving. As can be seen from Figure 1, over ninety percent of all participants have answered that they wish to move abroad to continue their education or work there. With only around nine percent being unsure and with not a single participant expressing their wish to stay in the country.

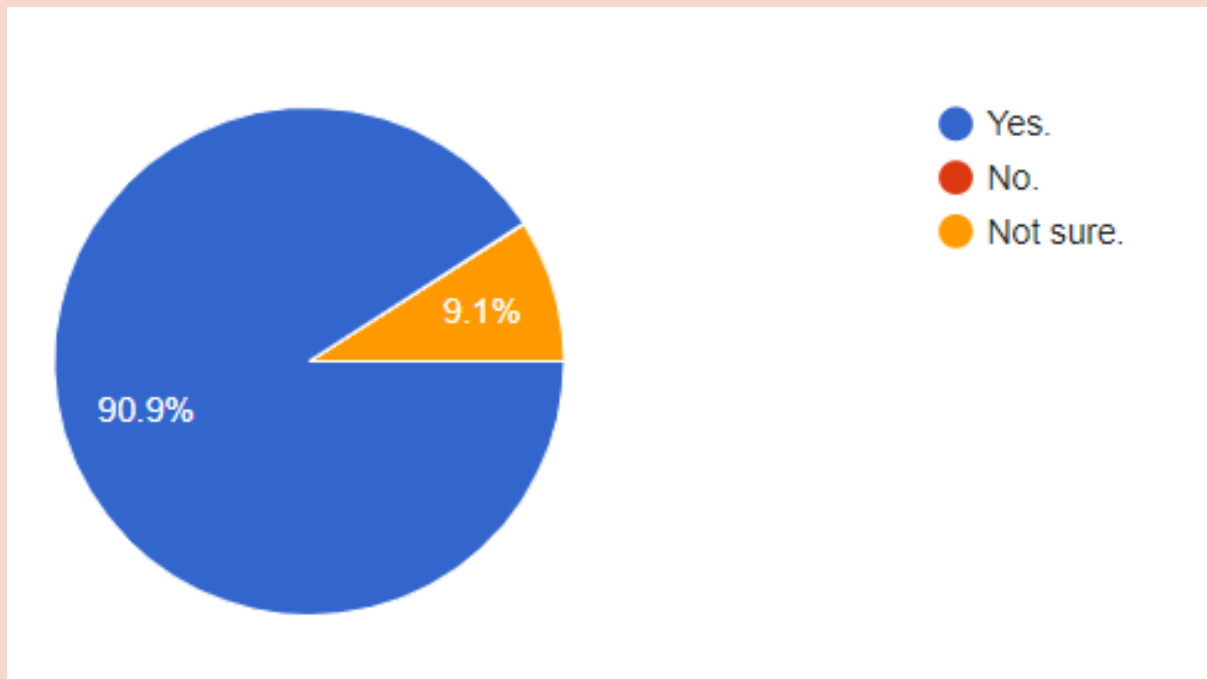


Figure 1. Percentage of students who wish to move abroad.

The results were a bit higher than we had expected but were not at all surprising considering the prevalence of the issue. When asked about the meaning of the term brain drain, the majority have answered that Brain drain can be described as immigration of talented and qualified personnel abroad, showing that students are well aware about this issue. When asked about how the respondents feel about the issues of brain drain we have got some mixed results. Nearly half of respondents feel neutral towards it while a quarter having negative feelings towards it and another quarter feeling positive about it, with the rest not being sure how to answer.

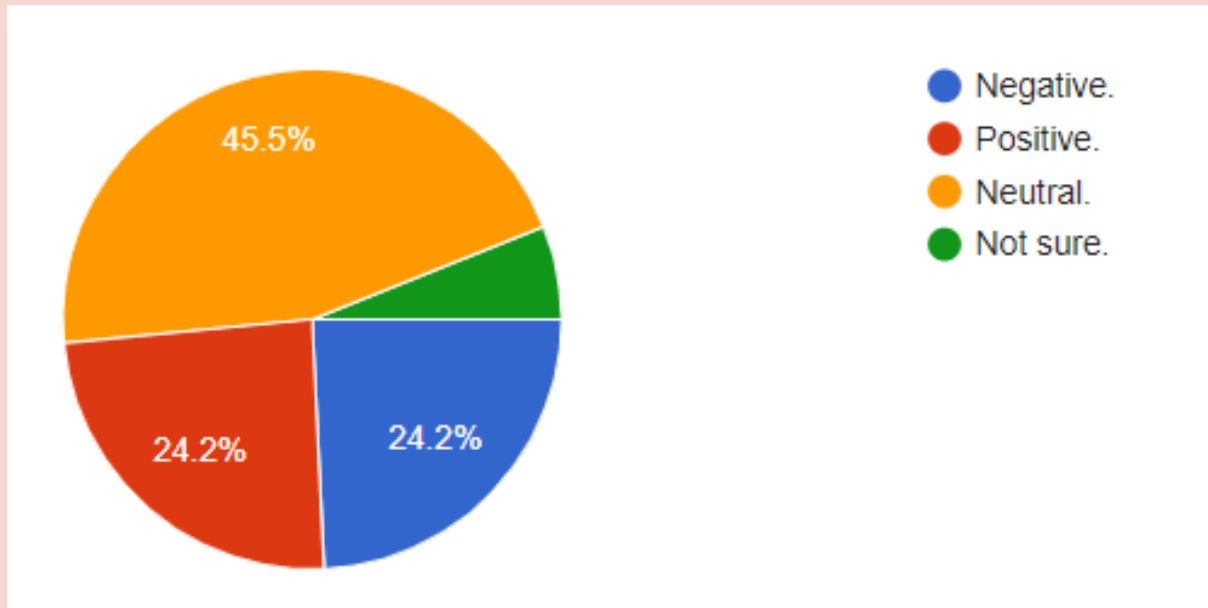


Figure 2. How students feel towards immigration of specialists from Kazakhstan.

This indicates that while many students plan to leave the country, they are not feeling particularly intrigued about it and some are perhaps even saddened by such state of affairs.

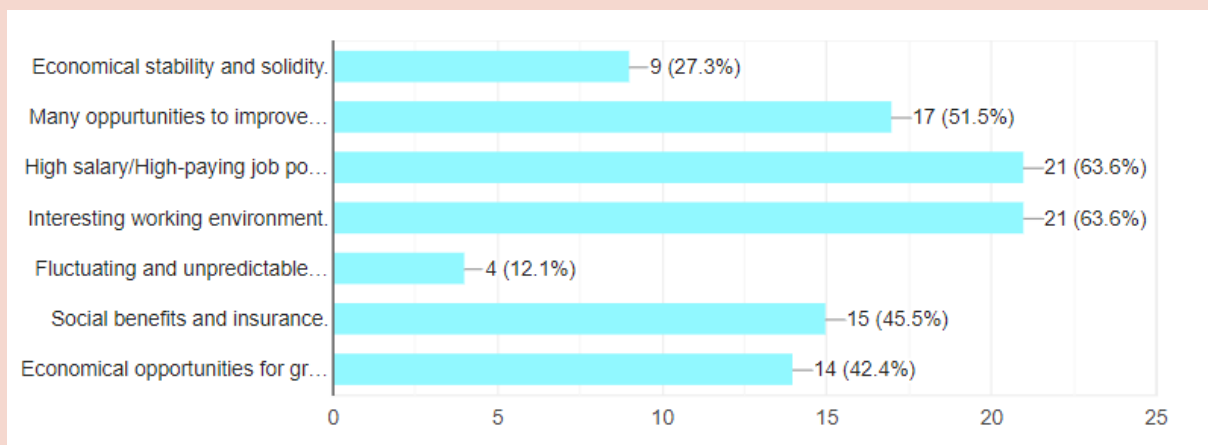


Figure 3. Most important factors in respondents' future profession.

Figure 3 shows what our respondents consider to be the most important factors in their future professions and as can be seen high salary and interesting working environment are both highly desired factors with more than sixty percent of respondents picking this factor. Another desirable factor is opportunity to improve oneself. It is then no surprise that the biggest reason for brain drain is considered to be low salary with a little under eighty two percent of people choosing it. Almost tying are the four reasons getting two thirds of people to agree that bad working conditions, troubles in finding a suitable job, no opportunities to realize yourself and no support for young specialist are also very major factors in contributing to brain drain.

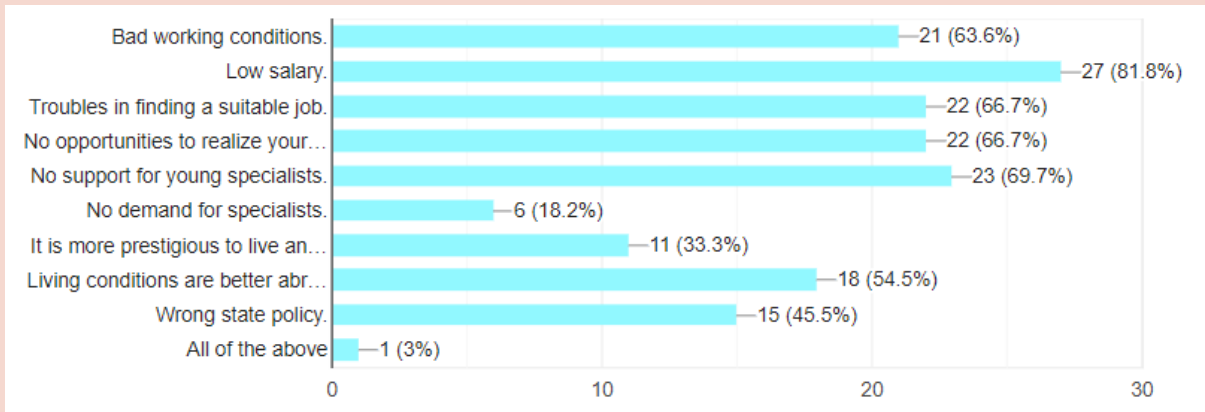


Figure 4. Reasons for brain drain according to participants.

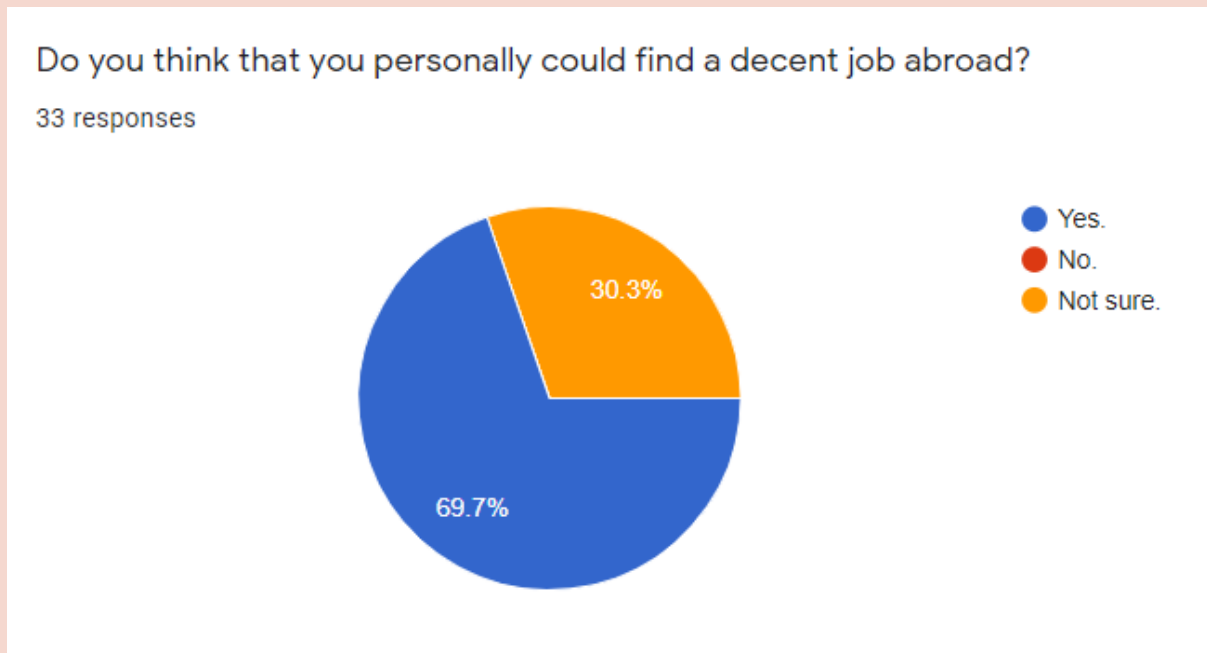


Figure 5. Percentages of respondents who are sure in their abilities to work abroad.

Lastly, Figure 5 shows that around seventy percent of participants think that they would be able to work abroad, with thirty percent being unsure. A thing to note here is that this survey's respondents consist of mostly people who know English quite well, so it can be assumed that to the average students would be slightly less sure in their abilities.

Conclusion.

The issues of Brain drain in Kazakhstan is a very serious one and the tendencies of young specialists to leave only keep on increasing. People are not satisfied with working in Kazakhstan and instead choose to move abroad in search of better opportunities for self-growth, self-improvement and improvement of their living conditions. It is no secret that buying power of Kazakhstan's tenge is very low compared to the dollar and this coupled with relatively low average salary pushes people to immigrate to other more economically developed countries. Kazakhstan needs to establish and develop a good financial and trading center, allow for more independent entrepreneurs to open their businesses, and to open up a major industrial sector so that the country's merchandise would be no worse than foreign one. This is the long-term solution that we have come

up with. There may be other solutions such as putting up restrictions for immigration, trying to hire foreign experts, giving benefits to those that stay but those are only short-term solutions which won't really change anything in the long run. Therefore, the only possible solution is to develop the economy through industrial and financial sectors, to increase the living conditions and to make people want to stay in the country. It is a very daunting solution but with the right planning and resource allocation it could be done.

To conclude, the issue of brain drain is not one that can be easily solved. A lot of effort must be made by both the government and the young specialist to alleviate the problem that is deeply intertwined with other economic and social problems that Kazakhstan is currently facing, and trying to solve only one separate issue at a time is not going to work. To solve the problem of the brain drain we must solve the problem of economic growth and stability and only then our country may prosper.

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“THE NEED OF SEX EDUCATION IN KAZAKHSTAN”*Aruzhan A. Nurtaza, Gulsezim Zh. Nagi, Perizat A. Mazhitova***Abstract**

The number of teenage pregnancies, abortions, and sexually transmitted diseases is currently increasing in Kazakhstan due to a lack of sex education. This research aims to analyze the opinions of young people about the situation with sex education in Kazakhstan, determining their level of awareness and needs for sex education. Based on a literature review of the state of sex education in Kazakhstan, an online survey was conducted among KAZGUU University students as representatives of young people. Analysis of respondents indicated that Kazakhstani youth are well aware of these issues and support the introduction of sex education into the educational system of Kazakhstan. Based on this, it is recommended to introduce sex education into the educational system of Kazakhstan, as a separate subject taught by specialists in this field. Further research is needed to determine the legal and social side of the implementation of sex education in the educational system.

Key words: sex education, young people, abortion, teenage pregnancy, education system, sexually transmitted illnesses.

Introduction

The need for sexuality education is currently gaining relevance around the world. Several factors have contributed to this, some of which are the rapid spread of new media, the emergence and spread of HIV and AIDS, the change in sexual behavior among the growing generation. For this reason, it is considered important to give young people safe and effective information about sex education. Primarily, sex education is "the study of the cognitive, emotional, social, interactive, and physical aspects of sexuality" (BZgA, 2010). The European Expert Group on Sexuality Education (2016) has determined that the primary goal of sex education is to guide children and young people toward more informed and healthy relationships, sexuality, and emotional and physical health. So far, Sweden, France, Spain, Ukraine, Armenia, and other countries have introduced sex education into the educational system, which has led to consequences such as a decrease in teenage pregnancies and abortions and a decrease in sexually transmitted infections (STIs). In Kazakhstan, it is noticeable that the lack of sex education both in the educational system and in the institution of family has become one of the factors behind the deterioration of sexual and reproductive problems in Kazakhstan. Nevertheless, there is no active action on the part of the government, which leads to the following question: Is it needed to provide youth with sex education?

Background to the study

From Kazakhstan's perspective, lack of sex education has not been considered a separate problem for a long time. According to a study by Kabatova (2018), the government adopted the Concept of Moral and Sexual Education in the Republic of Kazakhstan in 2001 and the Law of the Republic of Kazakhstan "On the Rights of the Child" in 2002, where one of the goals of both projects was to formulate effective policies for youth reproductive and sexual health, in particular, the development of a sex education course was under consideration. However, as the author notes, no measures have been taken (p. 2). Research and surveys conducted in recent years show that young people are poorly aware of the consequences of sexual illiteracy and face several problems because of it (Center for Public Opinion Research [CPIOM], 2018; UNFPA, 2019). In addition, in 2019, the United Nations Population Fund (UNFPA) signed a memorandum of cooperation with

the National Academy of Education named after I. I. Altynsarin on the implementation of sexuality education in schools in Kazakhstan. But it should be noted that sex education will be integrated into existing subjects and will only address the topics of the family, the roles of men and women in its creation. Today, essential components of sex education are prevention of unwanted pregnancy, prevention of HIV/AIDS and information about sexual abuse, prevention of sexism and homophobia, analysis of gender norms and gender inequality (European Expert Group on Sexuality Education, 2016, p. 427). For this reason, it is difficult to argue about the effectiveness of these integrated lessons and the topics that are considered for teaching.

Statement of the problem

The lack of common knowledge about sexual intercourse among young people is becoming a big problem in modern Kazakhstan, and this problem should no longer be ignored because, for some Kazakhstanis, the teaching about sexual intercourse is taboo and is forbidden for discussion, based on the fact that it is shameful for discussion. However, it is sexual illiteracy that leads to negative consequences. Early pregnancy at a minor age can lead to various diseases and infections due to unprotected sexual intercourse, problems with the health of the unborn child due to pregnancy at an inappropriate age when reproductive health is still developing, an increase in the number of abortions, as well as problems with education and even an unhappy life.

Purpose of the study

The purpose of this study is to determine the degree of understanding and need for sex education of the university students of KAZGUU.

To reach this purpose, the study aims to

1. Examine students' level of understanding of sex education and the consequences that its absence leads.
2. To find out how to properly implement sex education and whether it is necessary to do so by finding out the opinion of KAZGUU University students.
3. To establish the difference in the implementation of sex education in the educational system by gender and age.

Research Question

This paper addresses the following research question:

1. Should Kazakhstani youth be provided with sex education?

Research Hypothesis

In this study, the following hypothesis was proposed and subsequently tested:

1. Kazakhstani youth should be provided with sex education to solve the problems of teen pregnancy, sexually transmitted diseases and increasing abortions.

Significance of the study

There is proof of the positive effect of sexuality training. It stresses that: Sexuality training has constructive outcomes, including expanding youngsters' information and improving their perspectives identified with sexual and regenerative wellbeing and practices. Nations are progressively recognizing the significance of outfitting youngsters with information and abilities to settle on dependable decisions for their lives. CSE upholds youngsters' strengthening by improving their logical, correspondence and other fundamental abilities for wellbeing and prosperity comparable to sexuality, common liberties, values, solid and aware connections, social and normal practices, sex balance, non-segregation, sexual conduct, brutality and sex-based viciousness, assent, sexual maltreatment and unsafe practices.

Literature review

Reasons to implement sex education into the education program

Since many teenagers are not aware of the value of knowing sexual intercourse and its consequences, and they are afraid to go to experts or discuss this topic with their parents, the initiation of sex education in the curriculum is an essential aspect of education, which should be treated in the same way as basic education. By teaching children about sexual intercourse, they will not only be aware of the consequences of unprotected sexual intercourse in the future, but they will also be able to dispel misconceptions that this subject is too taboo to address. This topic discusses the reasons for the introduction of sex education in the training system.

Women's physical health during pregnancy is a crucial factor that affects not only the safety of the unborn baby and the health of the mother. First, there is a high risk that a child born to a young mother may be born prematurely, with little weight and injuries, or even dead (Bhakta B, 2002, p. 17). Second, a study conducted by Lori S. Ashford (2001) showed that adolescent women die more often due to pregnancy and childbirth than older women during pregnancy (p. 20). It means that girls at this age are physically underdeveloped and do not prepare for birth. Therefore, engaging in unprotected sexual intercourse during the formation and development of reproductive health should be treated very carefully and take care of health.

Secondly, many adolescents (14-17) in Kazakhstan who have entered into sexual intercourse become pregnant. According to World Population Fund (2019), on average, about 5 thousand girls who entered into sexual intercourse at a minor age are recorded, 1.3 thousand girls of which have an abortion. There are many studies about the negative repercussions of abortion. Artificial termination of pregnancy can lead to changes in reproductive health, infertility, and genetic diseases. According to the UN (2019), the consequences of abortion are bleeding of the uterus, rupture of the sewing uterus, diseases of the internal genitals, and menstrual disorders.

Thus, there is a need to introduce a system of sex education because many adolescents unknowingly enter into sexual intercourse and are not aware of the consequences of sexual intercourse. Other factors that the author did not address in this topic include the spread of sexually transmitted diseases, such as HIV or AIDS, problems with learning due to early pregnancy, or even an unhappy life.

Problems of implementing sex education in Kazakhstan

At this point, the topic of the importance of sex education is gaining momentum. Many people are beginning to realize that one of the reasons for the increasing number of early pregnancies, infant and maternal mortality, some psychological troubles among the women faced with early sexual intimacy and similar problems is the lack of proper sex education. However, despite the growing awareness among society, several nuances complicate introducing sex education in Kazakhstan.

Firstly, topics related to the reproductive system are considered as a taboo topic in Kazakh culture. For this reason, many attempts to introduce sex education have met with disagreement on the part of some people. According to Kabatova (2018), in society, teachers believe that sex education is better discussed with parents, whereas parents think it should be taught at school. The reason for the reluctance to teach sex education is noticeable: sex education is about reproductive and sexual health, which is taboo in Kazakh culture, respectively, the two sides may not want, not know or not understand how to talk about it properly (p. 3).

Secondly, the societal conditioning of gender discrimination on topics of sexuality is one of the obstacles to the successful implementation of sex education. Ridgeway and Correll (2004) have revealed that the cultural belief in the hereditary difference between men and women has led to stereotypical beliefs that men tend to be more competent than women. These gender stereotypes can lead to a situation in which responsibility falls primarily on women. Society can shame, blame,

and shift all responsibility for sexual matters and actions to women. In this case, it is worth noting that sex education should be distributed equally among women and men. Nevertheless, it has been observed that because of such stereotypes, females have more access to sex education than the opposite sex (Grose, Grabe and Kohfeldt, 2013). This issue can bring negative consequences for both sides in the future since to effectively tackle the problems mentioned above - it is necessary to give equal knowledge and equal access to sex education.

Prospects for implementing sex education

In Kazakhstan, very nearly 33% of youngsters matured 15 to 19 carry on with sexual life. In addition, in comparison with developed countries, the rate of young pregnancy is one and a half days for every thousand young women, which is several times higher. According to experts, due to the lack of effective sexual training of young people in schools in Kazakhstan, which is a justification for early pregnancy, an increase in the number of clearly transmitted diseases (STIs) and HIV among young people. According to Kabatova "Estonia, where a mandatory subject on sexual education was introduced in 1996. This reduced abortions among adolescents by 61% and reduced the number of new cases of HIV, syphilis and gonorrhea by more than 10 times" (Central Asian Bureau for Analytical Reporting, 2020). UNESCO (2019) accentuates that sex training contributes not exclusively to the counteraction of undesirable early pregnancies and explicitly communicated infections, yet additionally assists with imparting in kids and youths the standards of resistance, common regard and peacefulness seeing someone.

Methodology

Research design

The research design was a descriptive survey. The scheme is considered appropriate because it allows the researchers to obtain information broadly and effectively. Moreover, it enables to determine, correlate, and identify the frequencies, similarities and differences in the data.

Participants

In this study, 89 students of KAZGUU University participated. Participants of the study are 89 students of KAZGUU University. The average age of university students was 15-18 years old. The majority of participants were women (72), while the remaining 17 were men. The participants were selected by the random sampling method. Students were aware of the confidentiality and anonymity of their data before participating in the survey research.

Research instrument

An inside and out arranged and self-made survey named "The need for sex education in Kazakhstan" was used to get the ideal information from the respondents. The study had only one portion. This section had two purposes: gathering information about respondents' individual data, and comprised of requests that impelled responses from respondents with various answers: Yes, No, I do not know and I think that it is hard to reply. A portion of the inquiries was discretionary, as they could be to some degree individual and intimate. Open-finished inquiries were additionally given.

Methods of data collection

To test the hypotheses of the study, the necessary data were collected through a survey conducted among the students of KAZGUU. The data collection was somewhat descriptive, as there were no interventions in the survey distribution, and was conducted on a large scale. A total of 89 responses were received, but it is worth mentioning that some questions were not completed by all participants.

Methods of data analysis

A descriptive analysis was conducted to determine the means, as this research paper has a quantitative method, where the tool for identifying the main goal is to determine standard variances, minimum and maximum scores, and the internal consistency of all measures.

Findings

According to the survey, 42% of respondents learned about sexual intercourse for the first time through the mass media, 39% through friends/acquaintances, while only 8% through educational and familiarization activities at school and almost 6% from parents (figure 1). These statistics demonstrate that parents and educational institutions do not pay enough attention to inform children about sexual intercourse. It is crucial to note that 84% of respondents agreed that it is necessary to introduce sex education in the curriculum when almost 5% were against it (figure 2). The majority of the students answered that it is requisite to add to the education system to avoid various diseases, early pregnancies, and abortions, to break the stereotypes that this topic is obscene for discussion.

The results obtained in the course of the study:

1. It was revealed that most of the students of KAZGUU university were aware of sex education, and according to the answers, they had a clear understanding of the consequences of sexual intercourse at an early age.
2. The majority of students responded that sex education should be part of the educational program, and children should be aware of it. And answers have shown that the most optimal age to discuss sexual and reproductive health is 12-15.
3. According to these data, there was no significant discrepancy between the opinions of the different genders since both men and women have shown knowledge of sexual health and intercourse.

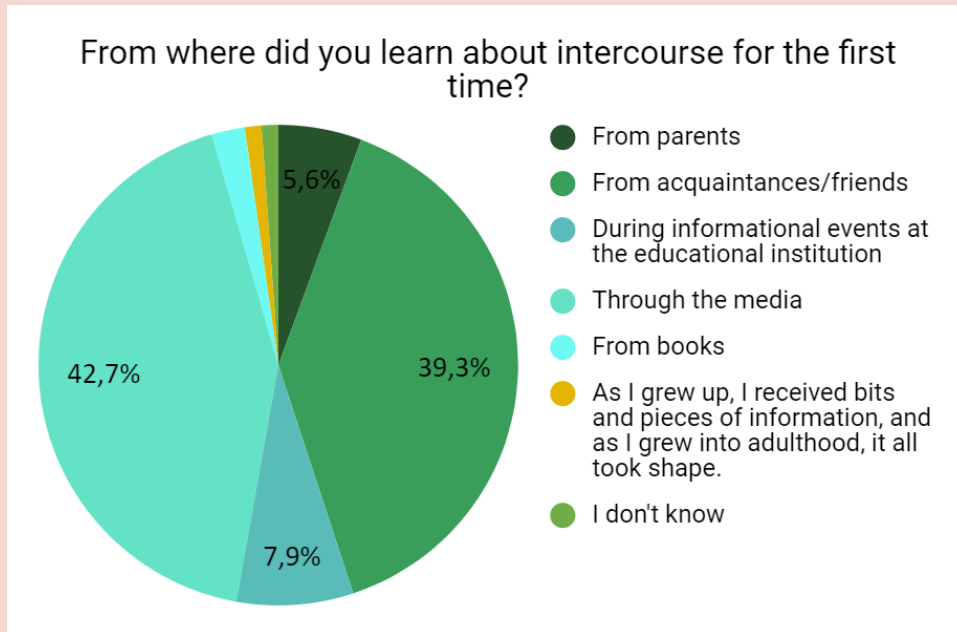


Figure 1. From where did you learn about intercourse for the first time?

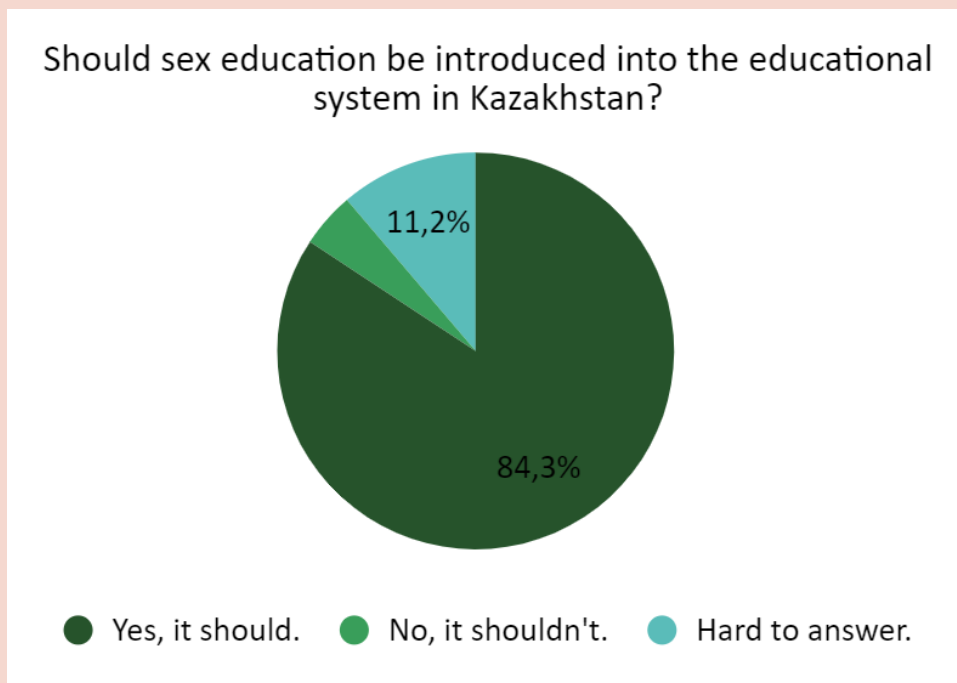


Figure 2. Should sex education be introduced into the educational system in Kazakhstan?

Conclusion

Sexual illiteracy among young people in Kazakhstan has remained a major challenge for a long time. The lack of sexual education not only in educational institutions but also in the family may have contributed to the deterioration of the sexual health of Kazakhstanis. Although Kazakhstan has adopted laws on sex education courses, this policy has not come into effect. This study used quantitative research methodology, the primary purpose of which was to determine the degree of understanding and the need for sex education. The main reasons for the implementation of this system are the unpreparedness of young mothers for pregnancy due to threats of death to the child and mother, and the danger of abortion on the woman, such as changes in the genitals, rupture of the uterus and the possibility of becoming infertile. The results of the study showed that, firstly, KAZGUU students are well aware of sex education. Secondly, the majority of students believe that it is correct to introduce sex education into the educational system in Kazakhstan, but they also think it is important to discuss such topics with parents. Regarding this, the collected results were as expected and the hypotheses of the research work proved to be correct.

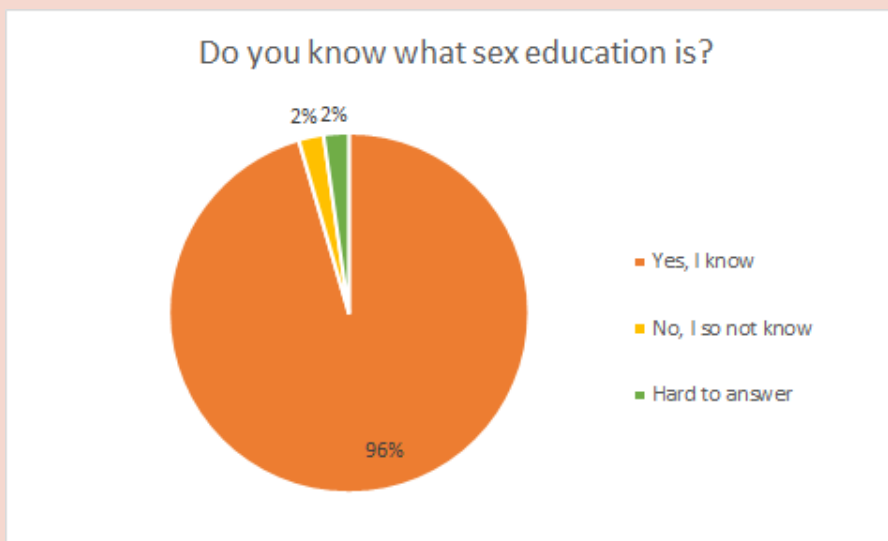
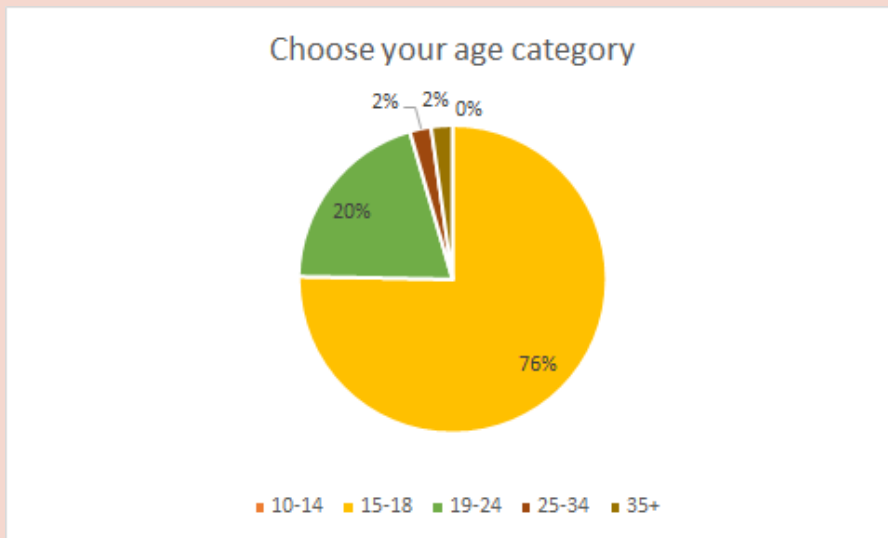
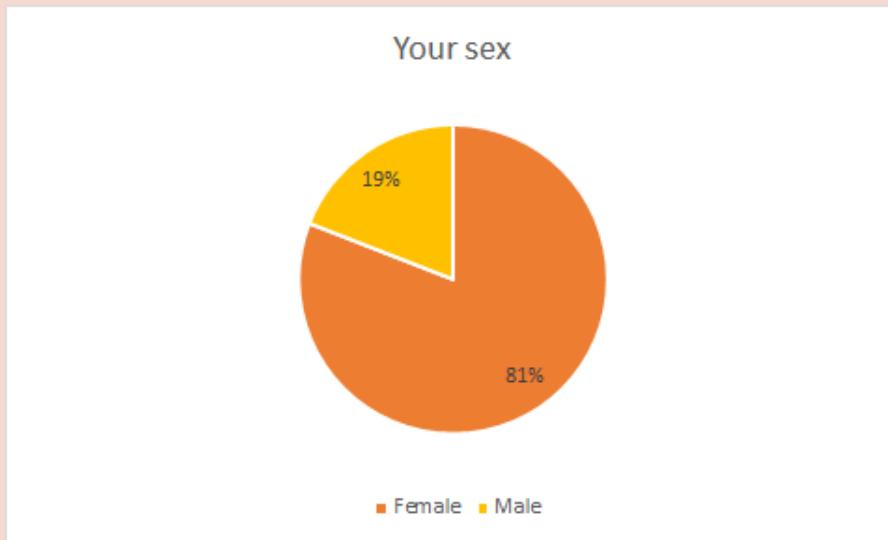
Recommendations

The key recommendation is to do further studies, to research how difficult it is from the legal side to introduce the practice of sexual education into the education system of Kazakhstan. In order to develop and gain experience from foreign countries, teachers engaged in sexual education can be given the opportunity to study under the Bolashak scholarship program. But this also needs to be studied from the social and legal side, which the following studies can do. Although it is a long, complex process measure, more modest achievements may be taken to set the foundation.

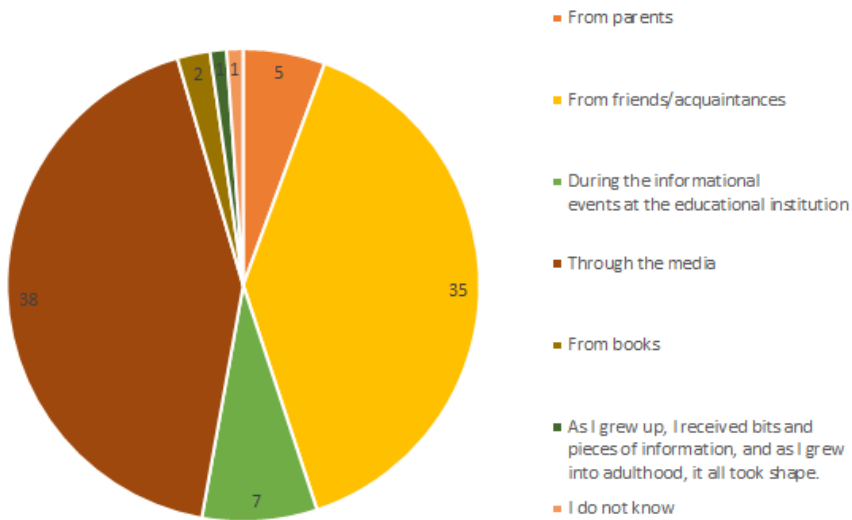
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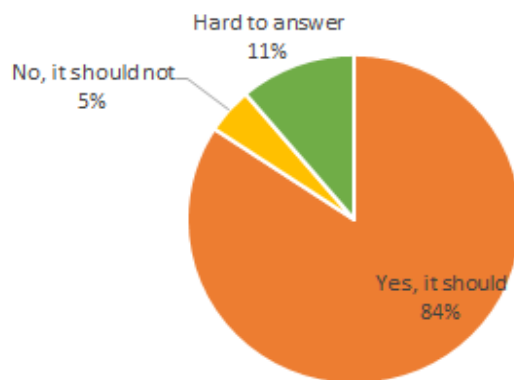
Appendices



From where did you first learn about sexual intercourse?



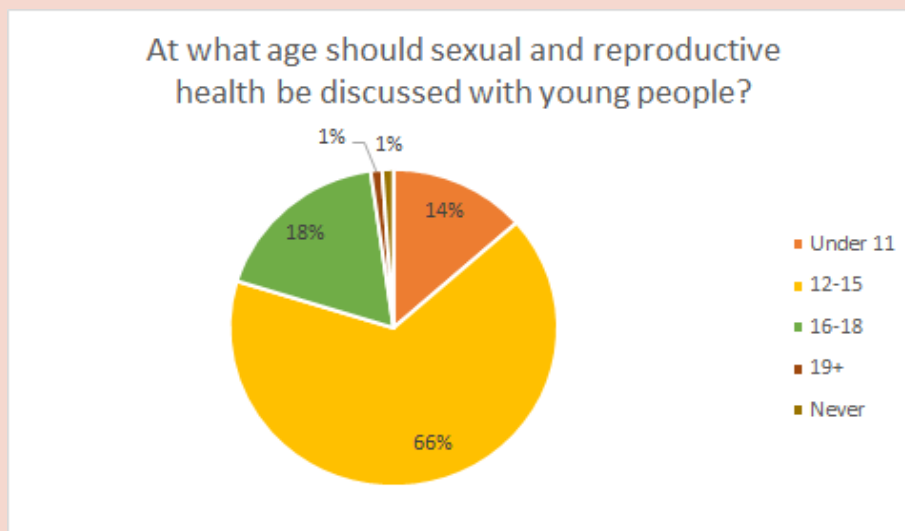
Is it worth introducing sex education into the educational system in Kazakhstan?

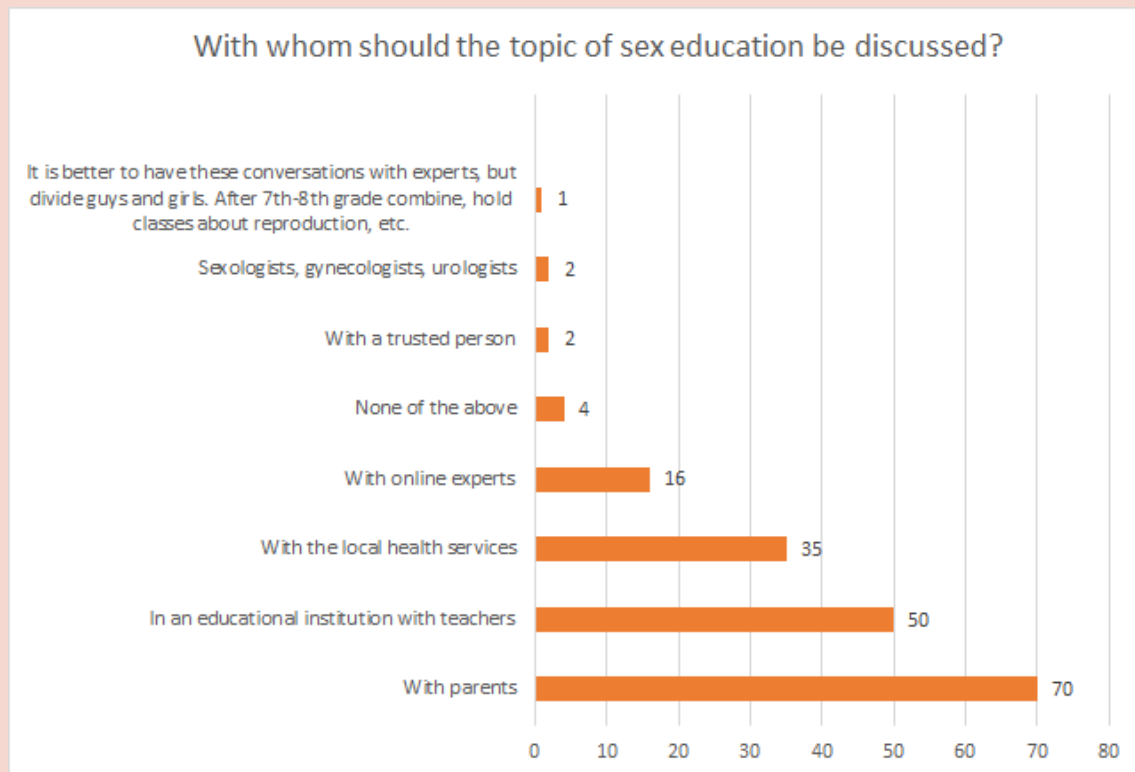


Explain your choice in the previous question:
I noticed that teenagers of 13-14 years old do not have enough knowledge and do not understand why it is worth protecting themselves, about STDs, etc. And they are afraid to go to specialists.
Because it's just as important as a basic education.
Maybe you can add when students are in 7th or 8th grade, because that's the age when teenagers start to grow up, etc.
It is necessary to come to this consciously, and everyone must go through this individually, parents must explain to their children.
It is necessary due to illiteracy, an increase in abortions and other social problems.
To prevent unfortunate statistics.
In my opinion, it is very important to know about it after a certain age. We inform, give knowledge and destroy wrong thinking, stereotypes, because unfortunately, the adult generation thinks incorrectly.
To avoid unprotected intercourse.
For competent generation and undesirable situations in the future.
That way young people will be more aware of intercourse and their consequences.
Many Kazakh teenagers are uninformed about this topic. Ignorance of sexual intercourse can lead to consequences such as pregnancy at a young age and increased abortions.
I do not know.
This is an important aspect of life.
I noticed that teenagers of 13-14 years old do not have enough knowledge and do not understand why it is worth protecting themselves, about STDs, etc. And they are afraid to go to specialists.
To be honest, I can't explain in answer to the previous question.
It is worth it, because you will need it in the future. To have children as planned, not as unplanned :) and to keep your health in general
It is necessary for the proper development of a person.
Children should know.
To know precautions against various factors like pregnancy.
There is no need to veil this topic, because it is a natural process and knowledge about it will help to avoid unwanted pregnancies or venereal diseases in the future.
On the one hand, it will help our generation in the future, but on the other hand it is a bit strange, but if the child has the right approach and mental readiness, then it can be done easily.
To prevent early pregnancies and rape.
I have no idea what sex education is.
I think this is a must. Nothing to be ashamed of, everyone should be aware of this topic and speak without shame.
Children should learn about it from an early age.
For awareness. One who is informed is armed.
I think we should organize various meetings and talk about this topic, not be afraid to disclose it completely.
Given our mentality, I think it is necessary because it affects the outlook and future values of the person.

Low sexual literacy leads to abortions, unwanted pregnancies, injuries, STDs.
I think it would be educational for teenagers in KZ.
For a future happy and healthy life without mistakes.
To prevent unwanted pregnancies, various diseases and similar problems.
The country has a high rate not only of teenage pregnancies, but also of abortions. Young people lack basic knowledge about contraception and concepts about sex and STDs.
Children should first learn about sex education from their parents and then, as they grow up, study it in schools, this will help avoid various problems in the future, such as: early pregnancy, some diseases. and you need to accept sex education as something natural, not horrible.
Incorporating sex education as part of the school system, more so among teenagers, will reduce the number of early pregnancies and educate this group about the existence of a number of sexually transmitted diseases.
I believe that it is necessary to teach children sex education from a young age, so that in the future there will be no problems with it.
To avoid future problems, teenagers need to know about protective measures, the risk of early pregnancy and sexually transmitted diseases.
I think it's best to explain to kids about growing up, puberty and all that goes with it. Beyond that, I think it's right to educate people about the importance of protection during intercourse and the consequences without it. It's better to educate everyone together than to have 2 or 3 in a class who say whatever the hell they want about it. P. S. Every new generation will be smarter than the previous one.
To know what it is in general. Since according to the Kazakh mentality to discuss such topics, and in general to teach children sex education is considered 'uyat' or it did not occur to anyone (no one seems to teach this to their children, however there are people who do it and I think it is right). In my opinion, you need to gradually teach children sex education from childhood, so that they develop the right concept about it and have no problems in adulthood. Personally, I learned about all this in the 1st grade from a classmate and thought that this topic is bad, it should not be disclosed anywhere, discussed it, etc. However, already in adolescence myself began to discuss this subject with his mother. Therefore, I want our younger generation to know about sex education and that this topic is not considered shameful, as it is natural for people. It is a biological process that is inherent in humans and everyone will go through it.
Because sex formation and interest come from adolescence.
Kazakhstan is generally very conservative, and people seem to be very mature regarding intercourse. I do not think it is worth spending money on; I suggest that Kazakhstan improve infrastructure, such as roads, or fund social projects to improve quality of life.
I think this is the right decision, because all students should know this from school age.
If it is introduced, then gradually. The abrupt introduction of a new one, even more so, is usually perceived negatively. Perhaps only about 30% of the population will get it right, since adults are mostly inclined to traditional principles of upbringing.
A huge number of myths that have nothing to do with the truth, shame on what is actually natural and will affect everyone, so in this area we need to educate everyone and from an early age, because now everything is in the public domain, so children learn about it early, but do not know and do not understand what it is.
Because this should be learned from the parents.

A large number of teenage pregnancies, high rates of HIV infection + illiteracy of the population in the field of sexual education, as a result of which many topics are taboo and stigmatized.
It is important to understand and know as much as possible about your body.
To be aware of contraception.
If a person is aware of certain aspects of sex education, it does not mean that they will be sexually active at an early age. A person will be aware of how not to be sexually active and therefore will not make mistakes.
It helps to understand the problems and hopefully helps to reduce the number of underage pregnancies.
Children and teens need to know about themselves, about others, and about sex.
To avoid unforeseen situations and to be more responsible about sexual intercourse, people should be aware of this.
It is necessary to prevent diseases, early and unwanted pregnancies.
To minimize the risk of rape.
Abortions and divorces are a consequence of people not knowing what sex education is.
It is better to inform people early so they do not make silly mistakes in the future.





What do you think are the consequences of sexual illiteracy?
A bouquet of venereal diseases, unwanted pregnancies. And then the rejection of education, work and the future in general.
Unwanted pregnancy.
Abortions, unwanted pregnancies.
Yes of course, the consequences can be premature pregnancies of teenage girls, and they can't provide a good life for the child and have an abortion, and there can be complications later on, etc.
Unwanted pregnancy, infectious diseases.
Violence, unplanned pregnancy.
Early marriages, divorces, abortions.
Unwanted pregnancies, diseases from the partner, etc.
There are so many of them: disease, poverty, and so on.
Pregnancy.
Unintended pregnancy, infection with diseases that are transmitted through unprotected intercourse.
Diseases, unwanted pregnancies.
High risk of contracting AIDS.
Increased abortion.
Early pregnancies, birth of children with diseases.
Abortion.

Unwanted pregnancies, diseases, etc.
Diseases, unwanted pregnancies, etc.
I do not know.
I do not know.
Diseases
Unplanned child conception, human health system failure.
Pedophilia.
Pregnancy under age.
Diseases can make you get HIV, pregnancy, the ban on a good future.
Abortions, various diseases (STDs).
As I said above, unwanted pregnancy, sexually transmitted diseases.
Illness, unplanned pregnancy, suicide.
Early pregnancies, rapes.
I do not even know what it is how to answer me.
Rape, murder.
Abortion and early pregnancy.
Unwanted pregnancies, sexually transmitted infections, HIV, AIDS, orphaned children.
Premature pregnancy, diseases.
Unplanned pregnancy.
Abortion, moral turpitude, risk of HIV/AIDS.
I pointed out above.
Various diseases, early pregnancies, unplanned abortions.
Early and unwanted pregnancies, sexually transmitted diseases, and others.
STDs, unwanted pregnancies, abortions and/or resulting health problems/deaths, overcrowded infant homes, spreading ignorance.
Marriage out of love, unwanted children, divorce, sexually transmitted diseases.
Early pregnancies, sexually transmitted diseases, mental problems.
Lack of condom.
Unwanted child, reproductive infections/diseases.
High rate of early pregnancies among adolescents (14-17), presence of sexually transmitted diseases in this group, birth of premature babies, high probability of surrendering a child to a nursery/baby home.
Unwanted teen pregnancies, abortions, some men don't know how to restrain themselves and become pedophiles, and much more.
Early pregnancy.
Unprotected sexual intercourse, infection with sexually transmitted diseases, and multiple abortions.
Sexually transmitted diseases, abortions, girls quitting school.
High abortion rate.
The first is unwanted children, the second infections, etc.
When a person does not have the right idea about sexuality, it is likely to lead to unwanted pregnancies in the first place, to various infections, etc.
Totally different, and sometimes unexpected and unpredictable.
Unprotected sex leads to many problems, such as kids being born into families which cannot properly support them.

Bad.
We are not interested in such topics.
High risk of infections. Unplanned pregnancies. An increase in the number of abortions, which can even result in infertility. If you go to extremes, a broken psyche.
STDs, unwanted pregnancies, death.
Complexes, diseases transmitted by unprotected intercourse, unwanted pregnancies, and many very unpleasant and devastating consequences.
I do not know.
Can lead to early pregnancy.
There are.
As stated above, these are: unprotected sexual intercourse, through which you can get sexually transmitted diseases or become HIV positive, as well as unplanned and/or teenage pregnancies, stigmatization of topics related to sexual health and healthy sexuality, which can lead to psychological disorders (parents suggest to the child that this is a sin, etc.).
Pregnancy and abortion.
Unwanted pregnancy, sexually transmitted infections.
Unwanted children, abortions, more children in orphanages, mental health problems for teenagers, and young girls who have become pregnant.
Unwanted pregnancies, diseases.
Unwanted pregnancy, illness, violence.
Unplanned child, turnovers, violence.
Abortion, divorce, violence, murder.
Pregnancy in 14-16.
An unwanted pregnancy.



Literature review

KAZGUU Liberal Arts Digest

June 2021

M. NARIKBAYEV KAZGUU UNIVERSITY

“WELL-BUILT CORPORATE ENVIRONMENT AS A SOLUTION FOR THE DIVERSITY OF CULTURES AMONG EMPLOYEES IN INTERNATIONAL ORGANIZATIONS”*Nazira Dauletova*

Introduction. Intercultural communication is an integral part of the life of modern society. The expansion of international cooperation presupposes the cooperation of state and non-state organizations from different parts of the world, which contributes to an increase in international contacts. In other words, practically all participants in world politics and economics are involved in intercultural communication, forming a complex connection of various ties that become more complicated in the course of the formation of the global information space. In this regard, it became necessary to study the topic of diversity among employees of international organizations. With the advent of globalization in the world, other researchers of this topic have written many works pointing to the solution of this problem. By setting the framework for research, the literature review serves as an identification of the causes and effects of diversity among employees of international organizations. However, since this research is about solving the problem of diversity, reasons and consequences of diversity will not be reviewed in detail and will only be referred to as appropriate.

Effective intercultural communication. Each individual is primarily the bearer of his national culture, which may differ significantly from others, therefore, for effective intercultural communication, it is important to respect other people's traditions and customs, be tolerant to another culture and correctly build a model of behavior with representatives of other cultures. As noted by Martin (2014), the leading feature of a multicultural personality is its focus on the readiness and ability to live and actively interact with representatives of various nationalities (p. 91). Other authors say that the issue of intercultural communication is closely related to such a concept as the "picture of the world", which is formed during all possible

contacts of a person with the surrounding reality within the framework of the mother's culture (Fine, Johnson & Ryan, 1990, p. 315). As a result, the individual receives an interpretation of reality, which sets guidelines and behavioral models for all occasions, creates a system of images - visual representations of the world and a person's place in it.

Interaction between cultures. Successful intercultural communication involves not only a simple exchange of information but also considers various kinds of interaction. In this regard, the author implies that since people have different levels of language training, as well as different degrees of mastering the behavioral norms of a different culture, there are several levels of effectiveness of intercultural communication. For example, if an individual exchanges information in the course of communication, but does not identify a representative of a different culture in the interlocutor, then he is at a zero level. In other words, he does not ask the question of cultural differences and does not realize the cultural otherness of the interlocutor (Fine, 1996, p. 486). And for successful intercultural communication, it is necessary to reach the intercultural level, when an individual understands the differences in cultures of other countries, knows how to apply this knowledge in practice, that is, can adapt to the realities of other cultures. Therefore, the highest should be the transcultural level, which involves the assessment of intercultural differences and the ability to solve intercultural problems in communication, it is at this level that the highest degree of effectiveness of intercultural communication is achieved.

Algorithms of interaction. Effective intercultural business cooperation presupposes not only adherence to the norms of international communication ethics but, according to Morgan and Várdy (2009), also the algorithms of ritual

communication, which means they use template linguistic expressions and certain patterns of behavior in different societies (p. 478). In addition, there are cultural differences in the communication scenario: so, the Western manner of communication is to some extent similar to the game of ping-pong, when the subject of the conversation, like a ball, passes from one interlocutor to another. One comment on the topic, the other participant can agree or disagree, add some information, or give comments. But, for example, in Japan, each participant must wait their turn to comment on the subject of the conversation. The order is determined by age, status in society or at work, as well as the level of relationships (communication between good friends, strangers, etc.) (Ilmakunnas, 2011, p.243).

Conclusion. For successful intercultural activity, a person must realize that he is a representative of his own authentic culture, and not resort to his traditions and customs outside the culture, but adhere to other people's rules and norms of everyday communication, thus showing tolerance and respect for another culture. Consequently, the level of

language proficiency is determined not only by a good knowledge of vocabulary and grammar, but a person also needs a comprehensive mastering of foreign language culture, because the language allows understanding the way of life and behavior patterns, as well as the traditions and values inherent in a foreign language society. In other words, an important part of the process of studying diversity should be the development of intercultural communicative competence, which is understood as "the ability to reach a mutual understanding with representatives of different cultures, even with mediocre command of foreign languages, based on knowledge, understanding, and adherence to the universal rules and norms of behavior that make up international communication etiquette." However, the aforementioned studies point to the causes and factors of diversity, while practical solutions to this problem are few. An international organization needs to act on the issue of diversity. Therefore, subsequent research is aimed at creating solutions to intercultural problems in international organizations.

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“RE-EDUCATION CAMPS IN CHINA: HUMAN RIGHTS VIOLATIONS”,*Ayupov Dinmukhamed***Introduction**

The issue of infringement of human rights in China has been discussed for a very long time, and because of this, many research works have been carried out. However more recently, after the emergence of reliable information about the re-education camps, the final decision was made to begin work on the study of China's actions. Local disregard for the issue can have a worldwide repercussion, and that is why the importance of this topic should be noted. The study will involve personal interviews with people who have passed the re-education camps, articles, and academic papers. As mentioned above, studies have already been carried out on human rights violations in China, nevertheless this work will focus specifically on re-education camps, and only occasionally refer to legislation and human rights committees. The purpose of this study is to highlight the existing problem so that as many people as possible learn about the state lawlessness in China.

Countries' Failure to Resist China's Misconduct

China has had a reeducation camp practice for a very long time, and the only difference is in the name. The original version was the Laogai system, in which prisoners were used to producing various kinds of products. The publicity of these manipulations jeopardized the export of Chinese products, and they had to change the name of the system, reforming it into educational centers. In many ways, it worked, because the documents pursue the goal of providing citizens who got into this program to work for the benefit of the Chinese people. Yet, as mentioned above, this is just a substitution of concepts, and the very essence of the concentration camps remained. This is confirmed by the increased attention of the European Parliament. Referring to the words of Foreign Secretary Straw (2003), in the government report on Hong Kong, he explicitly expressed dissatisfaction with the

restriction of legitimate human rights. To be more precise, since 2000, the persecution of Falun Gong practitioners began, and the subsequent violation of their rights. The report presented China's illegal actions against these people, supporting these words with local situations. The unsuccessful meeting did not leave any consequences for China. It would seem that an expert report published in the United Nations news portal (<https://news.un.org/en/story/2005/1/1/160612-un-expert-torture-and-cruel-punishment-visits-china>) would be an important point for

solving these problems, but things turned out differently. Nowak (2005), in a report after his visit to China, described rather detailed information on the methods of torture of prisoners in the camps. As a human rights lawyer, Nowak rightly noted many violations, for example, the lack of legal requirements for a person to complain about torture. Obviously, China had no right to ignore such high-profile complaints, and soon a memorandum “International Covenant on Civil and Political Rights” was signed between the UN and China. The obligation was to change or find an alternative to the then judicial system. In a document titled “The end of reeducation through labor? Recent developments and prospects for reform”, the US Congress touched on the 2005 reform of the Chinese judiciary. It was discussed to weaken pre-trial proceedings, which directly influenced RTL (Re-education through labor), thereby softening the fate of many people. However, the next amendment introduced a controversial law called “Implementation Opinion Regarding Further Strengthening and Improvement of Reeducation Through Labor Review and Approval Work” which, as the congress participants themselves said, were vague opportunities for RTL. The police had the right to force people to fit the RTL system by sending them to these camps. In turn, the lawyers referred to Article 37 of Chinese Legislation, which referred to the approval of the

People's Court in the first place. The meeting ended only with China's promises of reform and improvement of the social aspect of citizens' lives. After analyzing the above material, we can conclude that any lawful actions of international human rights organizations failed and subsequent illegal actions of China. Such a negligent attitude of the same UN towards the citizens of China can also be attributed to the unwillingness to use the material of non-governmental organizations. For example, Dui Hua Foundation (<https://www.duihuaresearch.org/2013/01/police-updated-rtl-rules-in-2005-but.html?m=0>), in "Police Updated RTL Rules in 2005, but Have They Complied?" analyzed the use of Chinese laws against ordinary citizens. It was said that many changes have been introduced since 2005 that directly affect the RTL system. First of all, this is an expansion of the list of crimes, so that as many people as possible can get on the list of prisoners who should be sent to re-education camps. Or Laogai Research Foundation (<https://laogairesearch.org/archives/certificate-of-release/>), which are actively investigating re-education camps, attaching official documents of the Chinese Communist Party to them. The last major release came when they were able to retrieve the original document from the Hundu Prison in Jiangxi Province. There it was written about the addition of additional punishments for the accused and an increase in his term associated with illness. Unfortunately, this kind of information is not disclosed in the media, much less discussed at major meetings of international organizations.

Concealment of information about illegalities in China by global companies

China is rapidly growing its position in the global market, citing to Bain & Co (2020) reports, this phenomenon increases the desire of many companies to get hold of the Chinese consumer market, and thereby adapt to any of their requirements (Lannes & Zhang, 2020). In a published US government document (2020), it spoke about business guidelines for companies, alerting them that Xinjiang is involved in the use of forced labor through the exploitation of people in correctional camps. Albergotti (2020), by the The

Washington Post (<https://ashingtonpost.com/technology/2020/11/20/apple-uyghur/>) edition released the article that combined the comments of Apple officials on the bill. Certainly, Apple condemns any mistreatment of people, whereas they still demand to soften this bill. This is due to the fact that if a company is found to be connected with slave labor, then it will face responsibility and subsequent ruin. This is why Apple spokesman Rosenstock (2020) called on the US government to respect their main supply chain. This decision was supported by such global companies as Coca-Cola, Nike, Adidas, and many others. Although there is hypocrisy on the part of the same clothing manufacturers because they are part of the Better Cotton Initiative, a non-profit organization whose goal is precisely to safely and legally harvest cotton. All of the above series of events can perfectly reveal the influential position of China in the market, which, obviously, influences the decisions of companies. Can companies be blamed for supporting the use of prisoners in re-education camps to supply goods? The answer is ambiguous. Nevertheless, a big role is played by the heads of countries, who with their bills only worsen the life situation of prisoners in the same Xinjiang.

Kazakhstan's position on the issue of re-education camps

At the moment, Kazakhstan does not pursue the task of loudly highlighting the problem as the same UN, because there is a chance that Kazakhstan will lose the confidence of China and finally lose the ability to return citizens. Azattyq (2018) highlighted the visits of diplomats from many countries, among which Western diplomats were not invited. This is due to years of criticism of the Chinese legal system, and therefore Richardson (2019), Director of the international organization Human Rights Watch published a criticism of the diplomats' campaign and a demand for a freer screening of the institution with personal conversation. Unfortunately, Kazakhstan is not interested in such initiatives, and referring to the statement of Atamkulov (2019), Kazakhstan aims to reduce the number of ethnic Kazakhs in re-education camps. In 2018 alone, more than 2,500 visas were issued, and every year the percentage of

imprisoned Kazakhs decreases (Atamkulov, 2019). Kazakhstan does not violate the UN charter, thereby not interfering in China's affairs, nevertheless not leaving its citizens in prison. This kind of initiative is commendable, although it does not cause delight among the people.

Summing up, we can come to the conclusion that re-education camps are still an urgent problem, which only gets worse every year. The work done by the United Nations and other countries that took part in solving this problem is insufficient, and the regulations introduced to limit the sponsorship of re-education camps by world companies were only able to give publicity and nothing more.

Touching upon the position of Kazakhstan, one can only hope for the soonest return of all imprisoned compatriots. The material used is reliable and confirmed by the official regulations of the countries and documents from China. They are available for public viewing, which makes them possible for subsequent distribution. The relevance of the data is supported by supporting materials in these works.

The development of this study directly depends on the provision of official data and research from the UN and the adoption of such non-profit organizations like Laogai Research Foundation and Dui Hua Foundation, which have data directly from re-education camps in China.

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“BINGE-WATCHING: ADDICTION OR ENTERTAINMENT”

Mukhitova G. Mukhitkyzy

Abstract

Binge-watching is a new type of consuming video content such as TV programs, TV series, and Video-On-Demand platforms. The purpose of this paper is analyzing selected literature in order to differentiate between positive and negative aspects of binge-watching. By reviewing the articles written by psychological and medical researches, has been found that frequent practice of binge-watching leads to an addictive behavior.

Introduction

In the new age of technology, consumption of media, to be exact TV shows has changed. Moreover, "binge-watching" – the current trend of watching more than three series of the show in one sitting has received a significant amount of popularity among people. Binging' usually relates to an excessive indulgence of eating or the consumption of alcoholic beverages, as in 'binge drinking' or 'binge eating'(Sophia Gaenssle & Philipp Kunz-Kaltenhaeuser, 2020). That's why the issue of excessive utilization of audiovisual content and its effects has been studied and argued by psychologists and researchers in the 21st century.

While some observers have already drawn attention to its negative outcomes, others have provided it with its positive impact on well-being. This paper will examine both pros and cons of particular phenomenon distinguishing between the addictive and entertaining character of audiovisual content.

Critical review

With the development of technology, watching behavior has changed. This new watching behavior is binge-watching, viewing multiple episodes of a TV series in a short amount of time. The present study distinguishes between addictive and entertaining sides of a particular style of viewing, by analyzing existing researches about binge-watching.

Addiction

Binge-watching is a relatively new concept, which refers to the common practice of watching many episodes of a tv series in a single sitting. (*Macmillan Dictionary*, n.d.) Due to the "binge" behaviors such as excessive consumption of alcohol or food, binge-watching usually relates to a negative phenomenon as it tends to be addictive. (Chaudhary, 2014)

After analyzing the selected literature, it has been found that psychological and medical researchers have classified binge-watching as an addiction. (Gold et al., 2003) Addiction can be defined as the condition of being unable to stop using or doing something as a habit, especially something harmful according to Oxford Dictionary.

When it comes to the origin of the addictive nature of binge-watching research conducted by Kubey and Csikszentmihalyi demonstrates similarity with addiction to substances (2002). The relaxed and passive condition of viewers during the process of watching forced them to proceed with the activity to avoid stress after the viewing session (Kubey and Csikszentmihalyi, 2002). As a result of immersion in binge-watching people fall into the state of "flow" (Hoffman and Novak, 1996) associated with the pattern of addiction (Chou and Ting, 2003). Another study carried out by Cooper (1994) denotes reliance on and frequent practice of binge-watching as a tool of escaping from reality, which leads to further dependence on it. Consequently, binge-watching fosters escapism, dependence, guilt, and loss of control. (Flayelle et al, 2019)

Entertainment

Even though binge-watching leads to negative consequences and emotions, the number of active bingers is still high (Nielsen, 2013). Besides recent studies of researchers shed new light on the positive sides of marathon viewing. One of them, Rubin (2009) suggests that binge-watching is a form of entertainment, which promotes a positive attitude toward life and meets the consumer's needs producing a relaxed state of mind. In other words,

positive gratifications from the consumption of video content associated with feelings of relaxation, fun, and entertainment. (Paswan et al., 2015). Another article by Freeney (2018) has proposed that people who have planned their marathon viewing session as a reward, experienced more positive emotions essential to a form of entertainment. Further analysis showed that a new style of viewing provides its users with a restorative experience. A definition is given by Kaplan (1995) who describes the restorative experience as a method of mental restoration. Thereby, excessive use of TV programs has not only drawbacks but benefits as well.

Addiction-Entertainment

Comparing the two sides of the same coin, it can be seen that the disadvantages of binge-watching outweigh the advantages. As discussed above entertainment nature of a new style of watching leads to addiction as a result of dependency and state of "flow" (Hoffman and Novak, 1996). While Perks

argued that the utilization of TV series is an instrument to strengthen social connections and a sense of community (2014), de Feijter, Khan, & van Gisbergen in 2016 refuted this statement by proving that people usually limit social interactions because of marathon viewing.

The connection between the addictive and entertaining character of binge-watching is interpreted in the works of Kubey and Csikszentmihalyi (2002). The more people engaged in longer usage time of televised programs, the more dependent and addicted they became.

Conclusion

This paper has discussed the views toward controversial issue of Binge-watching. Two contrasting positions (addiction, entertainment) about marathon viewing were noticed by reviewing the literature. Although binge-watching benefits its consumers, possible risks of addiction have been mentioned.

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“CAUSES OF MISMATCH BETWEEN JOB CHOICES IN KAZAKHSTAN”*Nagi Gulsezim*

Today, the discrepancy between the education and market demand for labor is one of the most crucial problems in contemporary Kazakhstan. Many graduates, after finishing higher education, are required to find a job. However, every year tens of thousands of alumni graduate from universities and colleges, some of whom do not go to work according to their qualification, thereby it affects the increase in the number of unemployed people, which in the future can lead to such consequences as dissatisfaction with work or reduction in wages. According to the study of the Ministry of Education and Science of the Republic of Kazakhstan (2018), in 2017-2018 the total number of students in Kazakhstan was about 534,000 students (p. 11), however, 60% of graduates of educational institutions have a workplace that does not correspond to their education (Kazistaev, 2019). It means that the economy does not always require the qualified specialists that the university provides.

The purpose of this study is to identify the factors that affect the inconsistency between the field of education received and the choice of work of graduates of Kazakhstan and its consequences. Lack of work experience, corruption in educational institutions, problems with the employment of graduates, and combining work with study are the main reasons that will be discussed later.

Literature review

Surveys that were conducted by Montaev (2015) in some universities in Kazakhstan have demonstrated the reasons why students did not want to work according to their specialty (p. 63). A study among universities showed that the main reason was the lack of experience and practical knowledge (30%). Almost 24% of graduates responded due to employability challenges, followed by low-paid work and lack of interest in work.

Lack of practical knowledge.

Shortage of experience is a common reason why graduates cannot find a job that matches their education. Companies or organizations mostly give preference for such specialists who already have work experience. The lack of experience is triggered by the fact that the educational institution provides them with poor-quality education. Due to the insufficiency of qualified teachers, they have no choice but to hire low-skilled teachers as part of the workforce, which leads to a low level of education. According to the news portal Azattyq Ryhy (2020), the Ministry of Education and Science deprived 25 higher educational institutions of their licenses. These universities lack a high quality of education. Furthermore, these universities aim at issuing diplomas rather than providing an upstanding education.

Corruption in educational institutions also affects the acquired knowledge, both theoretical and practical. Polnikova (2015) argues that 1.5 thousand students of state universities and 5.3 thousand of private universities could not pass the required threshold score according to the certification result. (p. 121). These data indicate that Kazakhstan has a high level of corruption in educational institutions for admission. However, the bribe does not end with the receipt. Then students have to pay for receiving satisfactory grades on the exam and getting a diploma. The main reasons why students resort to bribes are insufficient training, irresponsible and negligent attitude to classes. Moreover, corruption leads to negative consequences. It can negate the knowledge, experience, and skills that students have gained. In the future, an uneducated graduate who has received a “diploma” in a corrupt way, when obtaining a job as a teacher, builder, or doctor can cripple more than one human soul due to lack of experience. Thus, the main reason why graduates are not hired is a lack of experience, which can be

explained by the poor quality of education and the inappropriate attitude of the student to study.

Graduates employability issues

A rather serious problem for many graduates who have received higher education is to find a job that corresponds to their education. Young people are the weakest group, it can be expounded with a lack of practical knowledge, since the market in most cases requires people with work experience. In most instances, universities, upon graduation, provide a place of work according to the specialty. Providing employment is one of the key factors that increase the interest in a particular university among applicants. However, Levin (2014) claimed: “only 30-40% of university graduates (of Kazakhstan) find a job in their specialty” (p. 505). It means that not all universities give this opportunity to their graduates. Notwithstanding this, alumni have to solve this problem on their own, engaging in an independent job search, turning to the employment center. Therefore, in some cases, the university is simply unable to provide graduates with jobs, which in the future triggers a high level of unemployment of young professionals.

Combining study and work.

Uniting students' work with their studies is becoming an actual trend today, and there is a growth in the number of such students. According to Kenzhebekova (2016), about 163000 students are under the stage of job search. There are several reasons why students need part-time work. First of all, higher education in Kazakhstan, given the average salary of Kazakhstan citizens, is quite expensive, and the financial assistance offered by the state is not distributed to everyone, therefore, some students have to earn extra money to finance their studies. Beerkens et al. (2011) argue: “Changes in the expected lifestyle and consumption preferences of students create a need for additional resources” (p. 680). It is hard not to agree because today it is common for young people to follow trends and new trends and their preferences are not cheap. For this reason, due to the need for money to

meet additional needs, students have to look for work mainly as a sales consultant, waiter, or bartender. After students receive a part-time job, they gain experience and begin to get used to the work, and after graduation, they remain at the previous job.

Effects of mismatch

The discrepancy has several negative consequences. First of all, this leads to a massive shortage of qualified employers and in the future, the demand for employees with education may decrease.

Velciu (2017) has pointed out that the disparity between work and education affects the effectiveness of the work performed (p. 396). After all, if a person has a high level of knowledge, but does not utilize it at work, then this knowledge will become meaningless and will soon be forgotten. Additionally, the budget that the parent or the state invested in training is not justified, and the money spent becomes useless. As Velciu stated, an employee with a higher education who works in a job with a low education requirement would not be satisfied with the job and receive a small salary.

The major objective of this study is to identify the reasons for the discrepancy between skill supply and skill demand in the labor market and analyze the reasons. The main motivations of graduates were the lack of experience and practical knowledge, which can be caused by the poor quality of education and corruption; problems with employment, when a higher education institution does not always provide a job after graduation; combining work with study, when a student works in the labor market without relevant education and remains there to work, even with a diploma. There are also several causes and solutions to this problem that have not been addressed in this study and more research is needed on this topic. This problem requires an early solution, as there will be consequences both at the individual level and at the economic level. However, little research has been done on how a mismatch between job choices will affect society, the economy, and the state.

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“MENTAL EFFECTS OF DIVORCE ON CHILDREN”

*Otesh Tomiris***Abstract**

The vast majority of adolescents can not cope with parental divorce since it certainly leaves an indelible imprint on their lives. Thus, acknowledging the potential ramifications of every mental health issue that is caused by a parental divorce can assist in reducing the negative effects of these unhealthy reactions on adolescents. Moreover, while determining the scale of those adverse effects might prevent behavioural problems and social as well as psychological maladjustment to divorce. The generalizability of much-published research rises concern over the previous studies that provided limited comparisons of effects on age groups. The major objective of this study is to investigate the mental issues caused by parental divorce to decrease their effects on adolescents. The paper questions why parental divorce has a more detrimental impact than other stressful life events and how marital disruption can lead to significant mental health issues in adolescents than in other age groups. The study will be conducted by using qualitative analysis.

Introduction

According to the definition provided by Kathleen (1997), “divorce” is a legal process of dissolving a marital union under the law of a particular country. From a psychological perspective, divorce is associated with the decreased mental well-being of people who experience the traumatic effects and mental agony due to this process.

Teenagers are young people whose age falls within the range from 13-19. While a variety of psychological definitions of the term “teenager” have been suggested, this paper will use the definition suggested by Rachel (2019), who describes this age category as witnessing the season of fast-paced developments in sexual, moral and emotional aspects, which usually influence them to establish a unique identity. This is one of the critical transition periods in the life cycle.

Over the past century, there has been a dramatic increase in the numbers of divorce and life in custodial households (Corcoran K., 1997). This longitudinal study reports that approximately two-thirds of teenagers are not able to cope with this troublesome process. This work is complemented by Demo and Acock’s study (2012) which reveals that adolescents predominantly struggle with numerous mental health issues such as delinquent behaviour, low academic performance, emotional distress as well as a social anxiety disorder. Moreover, factors, such as gender difference and parental-child relation can accompany a marriage dissolution. Consequently, identifying causal mechanisms by which divorce affects therefore has important social implications.

Literature Review**1. Factors**

Gender. The mental conditions of adolescents after experiencing long-term consequences of parental divorce differ due to gender differences; therefore, there has been contradictory claims whether boys and girls are affected by divorce similarly. Wallerstein and Kelly’s observations (1990) indicate that approximately 70% of female adolescents are prone to divorce-related problems compared to about 40% per cent of the male ones. In contrast to this observation, however, Demo and Acock’s study refutes this claim, suggesting that both genders endure the pain of parental divorce to the same degree. These two hypotheses add weight to the argument that the overwhelming majority of teenagers cannot endure divorce well irrespective of their gender identities.

Parental-Child Relation. The negative quality of the pre-divorce and the post-divorce relationship between parent and adolescents are key indicators of worsening mental health. Whilst some research has been carried out on this issue, only two studies have attempted to investigate its mental consequences for teenagers. There is a consensus among psychologists that while adults struggle to

overcome divorce stress, parental support tends to decline (Hal & Scott, 2013). The hypothesis implies that when parents themselves experience divorce-related stresses, they are disposed to withdraw from their parenting role as well, which will intensify adolescents' emotional strain, disbelief and anxiety after marriage breakdown.

2. Mental Health

Divorce has profound health consequences for the entire family thus creating emotional and mental turmoil that can be endured by adolescents and adults differently. If some part of adolescents rebound or recuperate from parental separation quicker than others, in contrast, it can pose a formidable challenge for some of them engendering long-term repercussions. It is noteworthy that there exist less divergent opinions about the main influencing factors that might affect teenagers' mental well-being. For example, Brian (2011) asserts that those negative effects stem from constant familial conflict comparing to the households experiencing divorce with low levels of conflict. On the other hand, it has been proposed that the additional stressors (change of school, parental alienation, resettlement) might be associated with a range of negative outcomes in the post-divorce period (Hal & Scott, 2013). These findings reveal the need for further investigation in adolescents who witnessed a high level of parental conflict because family members are highly emotionally attached thereby familial conflict can be easily intensified. Moreover, the outcomes cannot be extrapolated to all teenagers. While assessing the effect of continued parental conflict on the post-divorce adjustment, Brian also noted that even if conflictual problems in the family are the most widespread indicators of difficulties in adolescent functioning, the levels of conflicts have a different impact. According to him, in families with a high level of conflict, teenagers' mental health was better when marriage was dissolved and vice versa. This observation suggests that parental divorce sometimes can bring real benefits (increased adaptation and empathy) in improving adolescents' mental state.

Behavioral Issues. Adolescents with divorced parents tend to be involved in risky and delinquent

behaviour than adolescents from intact families because marital dissolution is inclined to accelerate adolescent's independence thereby eliciting an aggressive response from them (Judith, 2019). A large-scale study by Judith (2019) concludes that the overwhelming majority of teenagers tend to have behavioural issues as 20-50% of them have maladjustment and suffer from a mental illness.

Adolescent behaviour can be categorized into difficult (normal) and risky (Rachel, 2019). As observed in her recent work, if behaviour changes such as obeying rules, rebellion and decreased communication with parents are attributed to normal behaviour, self-injury, psychological harm as well as abusing alcohol and illegal drugs are referred to as risky. A probable explanation of difficult teenage behaviour in post-divorce adjustment may lie in hormonal changes. On the other hand, indulging in destructive activities can be linked to the negative quality of parenting and unsatisfactory situations after the divorce. Consequently, they are tempted to take revenge by embracing risk-taking behaviours. In the current study, it is argued that teenagers are just drawn to be more externally symptomatic in the post-divorce period if before divorce they tend to internalize their distress and anxiety, which can also lead to the development of criminal mindset, suicidal thoughts and self-mutilation (Hal & Scott, 2013).

Poor Academic Performance. Several studies have revealed that teenagers' school performance was impaired immediately after the divorce (Kelly, 1990). This also accords with Wallerstein's finding (1994), which determined a high level of adolescent truancy and exclusion from currently disrupted households. A substantial drop in scholastic achievement implies that they are not coping well with a post-divorce adjustment that is why this issue should not be underestimated by parents. For instance, he insists that mothers should adequately adjust to marital disruption because it would avoid lower adolescent educational attainment in the post-divorce period. Furthermore, he maintains that parents' ongoing contentious relationships will diminish their interest in education. Despite the natural post-divorce reactions, it is paramount to

acknowledge that parents' adaptation to divorce can facilitate adolescents' trouble in their academic life.

Social Anxiety Disorder. In 2019, Rachel maintained that if parents behave immaturely by constantly involving in a disputatious relationship, the majority of adolescents will be prone to establish a negative relationship with the outside world. In her major study, she identified several causes of adolescents' antisocial behaviour: deceased parental relationship, custodial parent's marriage, adjustment with stepsiblings and inactiveness in extracurricular activities. These might impede their emotional development and damage interpersonal relationships by provoking mental apathy. As a result, they will socially withdraw and remain indoors. To prevent a social anxiety disorder, the majority of researchers (Hal Arkowitz et al., 2019) outline a critical role of familial interactions after the divorce thus showing a correlation between the parental relationship and adolescents' social competence.

Stress and depression. Among a wide range of complicated emotions following divorce, depression and stress are the most common mental health issues that adolescents witness and those who experience a prolonged absence of one of the parents after divorce largely suffer from depression unlike stress (Kelly, 1990). A qualitative analysis that was undertaken by Kelly (1990) has speculated that the girls tend to be more depressed and affected mentally, contrary to the boys. He also maintains that the most traumatizing situation for adolescents is when they are being compelled to choose one of their parents as custodial parent. Moreover, sadness

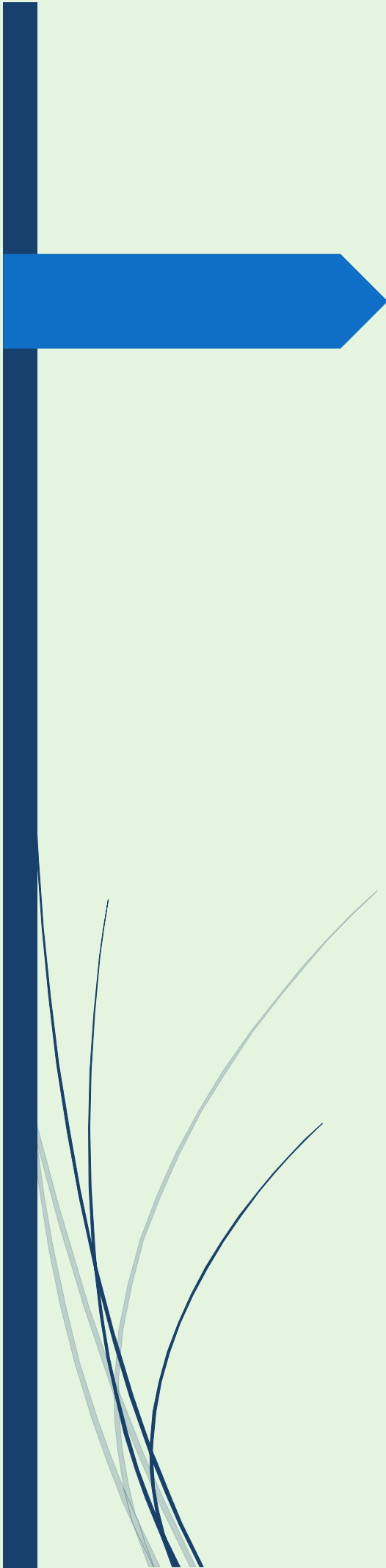
can be extreme in the form of depression. Thus, parental separation might trigger an early phase of depression, which can persist for a long period even until adulthood. This demonstrates that mental health professionals have been more informed about this type of emotional disorders in recent decades. Even if quarrels, conflicts and distress are typical conditions, parents should end the marriage peacefully and establish proper communication with teenagers, because even if it is not able to erase the pain, it can mitigate the effects of depression (Judith, 2019).

Conclusion

Previous works on divorce have been limited to examine adolescents' overall mental health and consider only several contributing factors that can influence them to accept the situation. However, as this paper demonstrates in the context of the existing literature, adolescents are more prone to long-term adjustment difficulties comparing to other age groups. Consequently, this recognizes the need for an in-depth review in adolescents who witnessed parental divorce to prevent longitudinal changes in their well-being. Nevertheless, divorce will not trigger emotional distress as well as exert pressure on the adolescent psyche if parents show quality parenting. The importance of adolescents' mental state should not be undermined and parents are required to understand adolescents' hidden emotions by encouraging effective communication. Besides, ending the marriage peacefully by mutual consent of parents can mitigate the adverse effects of divorce on adolescents.

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Students' Essays

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“SHOULD WE CONTINUE READING E-BOOKS INSTEAD OF PAPERBACKS?”

Karina Kabzhanova

For a long time now, people have been arguing about which books are better: printed or electronic. Both sides have pros and cons. In this essay, we will look at each format and try to understand which is better.

The printed book has various positive aspects. Many people choose the print option because they enjoy being able to physically touch the book, smell it, and appreciate the artwork. Aside from aesthetic pleasure, there is scientific evidence that a printed book is better for our brains and overall health. According to research in Italy in 2014, reading a printed book helps to process the information received better than reading an electronic one (Mental Floss, 2018). It also helps children concentrate better on reading and be more engaged. Do not forget that reading a paper book is less stressful for our eyes than an electronic one, which is an indisputable plus.

The e-book also has many advantages. For example, it does not take up much space in your bag and you can read several books at the same time. There is an abundance of books on the Internet and you do not have to waste time and money trying to find the right book in the store. On an electronic device, you can choose the desired font size and screen brightness yourself. The big plus of e-books is that they do not require cutting down trees to manufacture paper.

As noted earlier, there are also downsides. For instance, printed books take up a lot of space not

only in a bag, but also at home, and they are not always convenient to read, for example, when traveling or at night. Unlike electronic ones, buying a paper version requires to purchase it from the store or to wait for delivery, which might be uncomfortable for those who are in a hurry. Moreover, the production of paper books takes many resources, which is not eco-friendly.

As for e-books, they are also not spared the drawbacks. Most of the books on the Internet are free, which violates copyright and helps piracy flourish. Although the convenience of e-books is that you can read your favorite book on an electronic device at any time, this is a problem for our health, in particular for our eyes. People already waste a lot of time on computers and their phones, and reading only makes things worse. Besides, according to the research from the University of California San Francisco, if you read at night, there is a risk of getting screen insomnia as blue screens can suppress the body's creation of melatonin (Beall, 2016). Also, do not forget that your books may be accidentally deleted from the device and it needs to be charged.

We have analyzed all aspects and nuances, and in conclusion, I would like to say that despite all the pros and cons of both options, the one thing that remains still is that reading is good no matter what you prefer.

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“WHAT ARE THE VARIOUS ADVANTAGES AND DISADVANTAGES OF GLOBALIZATION?”*Kazhgaliyev S. T.*

Globalization is a process of worldwide integration, interaction and unification. This term, as well as all related positions, are considered from several angles. On the one hand, globalization is characterized by positive aspects, such as cooperation between countries and the solution of relevant global problems through joint efforts. Also, a favorable feature is the economic growth caused by the constant integration of interstate politics. However, on the other hand, it also causes an uneven distribution of benefits between the countries participating in the relationship and puts cultural and national identity at risk. All of the above arguments will be discussed further.

One of the well-known factors of globalization is international integration. It is expressed in the interaction between countries at the political, economic, cultural, social, scientific levels. The main provision characterizing this phenomenon will be the creation of intergovernmental organizations such as the UN, WTO, EU, EAEU, SCO and many others. A positive aspect in cooperation between states will be the solution of problems affecting all of humanity. These include poverty, hunger, lack of good medicine and quality education. In order to address these threats, the UN organization has taken certain measures that would have been impossible without globalization. Back in 2000, the Millennium Declaration was adopted, which outlined goals for the next 15 years. Thanks to active international cooperation, in 2015 it was possible to achieve certain successes. As highlighted in the Millennium Development Goals report, the proportion of people living below the poverty line fell from 1.9 billion to 836 million over a 25-year span ('United Nations', 2015). Also, in the same period from 1990 to 2015, 2.6 billion people gained access to fresh water sources, and maternal mortality, due to improved health care, decreased by 45% ('United Nations', 2015). As can be seen, due to globalization, international

cooperation allows countries to jointly achieve success and solve serious problems.

The next positive factor that globalization represents is mutual economic growth. This situation is characterized by such an indicator as gross domestic product. This term means a macroeconomic indicator of the value of absolutely all goods and services that were produced by any country in one year. According to the indicators of GDP per capita, the standard of living in the country and the level of its development are calculated. Globalization has allowed countries to interact with each other more effectively, which is reflected in the level of development at the moment. According to statistics, within one century, for the wealthy population of the entire globe, the GDP increased 6 times ('International Monetary Fund', 2000, para. 11). At the same time, for the poor part of the population, this macroeconomic indicator has tripled ('International Monetary Fund', 2000, para. 11). From this we can conclude that globalization contributes to the development of not only certain rich countries, but also developing ones. Countries that have entered the world market serve as proof of this. Their number increased from 19% in 1971 to 29% in 1999 ('International Monetary Fund', 2000, para. 13). The above facts show that the trend towards the development of countries and entry into the international market directly depend on globalization.

However, globalization has certain disadvantages. One of them is based on the factor of uneven economic growth. For most developing countries, it is difficult to catch up with the rich countries in terms of living standards. For example, Kazakhstan, which is a developing country in the ranking in terms of living standards, ranks 72nd, while Denmark, Switzerland, Finland and Australia are at the top of the list ('Standard of living', 2021). Despite the increase in economic

growth rates, the wealth gap between rich and developing countries is still wide. According to the “World Economic Outlook”, throughout the twentieth century, the distribution of income among 42 countries, representing almost 90% of the world's population, has become less even than it was at the beginning of the century (‘International Monetary Fund’, 2000, para. 18). Rich countries might use the labor force of less developed ones with the aim of increasing profits on the difference between income and costs. Chen Wei suggests, that cheap labor is still an important competitive advantage for China in the market (Chen, 2009, p. 65). This also proves the factor of uneven economic distribution of benefits between cooperating countries.

Another negative factor of globalization is the loss of national identity. This problem was relevant in the twentieth century, but echoes are still observed. The very identity is the culture, language, traditions and customs that have developed historically. This foundation also includes the laid down national morality and spirituality - reverence for elders, respect for other peoples, patriotism. One of the manifestations of the loss of national identity for Kazakhstan is the process of Russification, which began back in the period of the USSR. The consequences of this policy can be observed in the modern state.

According to the 2009 census, 94.4% of the population aged 15 and over have an understanding of the Russian language (‘Russification of Kazakhstan’, 2017). Knowledge of an additional language is a good factor, however, due to this, the loss of the native Kazakh language occurs. For the period of 2009, the number of those who understand the Kazakh language was 74%, and those who read and write fluently 64.8% and 62%, respectively (‘Russification of Kazakhstan’, 2017). There is a tendency towards the predominance of a foreign language over the native language due to globalization processes, which cannot but be alarming.

In conclusion, it should be emphasized that globalization has certain positive and negative features. For the most part, these factors are interrelated, such as the economic progress of all countries and the uneven distribution of benefits. Despite this, the trend towards globalization exists, is constantly developing and affects many countries of the world. Basically, this macroeconomic process brings with it major advantages and has a beneficial effect on states. The solution to global problems is a clear confirmation of this. Thus, the advantages of globalization are more significant than its disadvantages.

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“SHOULD FAMOUS PEOPLE IN THE SOCIETY GET INVOLVED IN POLITICS?”*Manapova G.*

Since ancient times, society has often faced a number of dilemmas that require solutions and answers. One of these issues was the topic of politics and being involved in it. In particular, people were concerned about the question of those people who were involved in it. After all, these were politicians, who decided in which direction the society would develop further. Because of this, initially certain rules such as public speaking, critical thinking and good knowledge of a certain field of activity were created for those who want to be engaged in politics. However, these rules have now changed, and anyone who wants to deal with state issues can become a politician. Now, among such applicants, famous people who worked in a completely different field began to appear more and more often. This phenomenon causes conflicting feelings in people. The debate about celebrity participation in politics continues to this day.

People who advocate for famous people to be involved in politics argue that celebrities are primarily citizens. Every citizen has the right to participate in the political life of the country. Moreover, this provision is enshrined in the International Covenant on Civil and Political Rights, based on the Universal Declaration of Human Rights, which is binding on 172 states parties and which states in article 25 that every citizen should have, without any discrimination, without undue restrictions, the right and opportunity to vote and be elected in genuine periodic elections held on the basis of universal and equal suffrage by secret ballot and ensuring the free expression of the will of the electorate. In addition, those who support the participation of celebrities in politics say that celebrities are more trusted by the people than those ones who are elected or appointed by the state and about whom little is known. As for famous people, they can often be seen on news portals, television and on the

Internet. For example, during the election in the USA in 2018 the American singer Taylor Swift supported two Democratic candidates running for election in Tennessee, after that many of her fans started to follow her example (2018, October 10). Fans, in turn, give the strongest support to their idols, even turning into politicians.

Although there a number of arguments against the involvement of celebrities in politics. Opponents of the idea of involving famous people in politics say that stars can not mix creativity with politics, because they are too different. The world-famous Serbian director, actor and musician Emir Kusturica tells that creative people should not be engaged in politics, because as soon as this happens in practice, they waste their talent by ceasing to create. This is proven on many individuals who have lost a lot of time engaging in politics and ending their primary purpose (2020, May 26). Additionally, according to the research of scientists of the expert-analytical center of the Russian Academy of National Economy and Public Administration under the President of the Russian Federation (RANEP), one of the important qualities of a politician is education and professionalism. In most cases, this item does not work with well-known personalities, due to their absence.

In my view, no one can forbid people to do what they want. However, in the case of the participation of celebrities in politics, it is necessary that the stars pass certain tests, courses to improve their skills in a certain area of society, where they want to improve or correct something. Another important point here is that celebrities are really set up to improve the condition of the people, and not to increase the level of their popularity and earnings. If these aspects are overcome, then there probably will not be any problems with celebrities in politics.

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“WHAT ARE THE EFFECTS OF GROWING UP IN POVERTY?”

Perizat A. Mazhitova

Some people may not realize that half of the world's population living in poverty are children. However, not everyone understands the effects which poverty brings to a human being. People may underestimate the role of poverty in a person's life. Growing up in poverty leads to several consequences which can seriously affect children in the future.

First of all, the relative lack of income influence children's physiological health problems. Poor families do not have enough income to meet basic needs for food, clothing, medical care and housing. Living in poor conditions can affect a child's health later in life and cause numerous serious health problems such as low birth weight, unintentional injuries, growth stunting, lead poisoning and so on. For instance, low birth weight is a crucial indicator of a child's health. According to Brooks-Gunn and Duncan (1997), children who were born with low birth weight are more likely to experience serious health implications, grade repetition, and learning disabilities (p. 64). In addition, these children tend to have difficulties with math and reading and lower levels of intelligence. Iron deficiency anemia can also occur because of a child's food insecurity. Skalicky et al. (2006) stated that iron deficiency anemia, which is related to impaired exercise capacity, increased susceptibility to lead absorption, and developmental and behavioural problems, was traditionally identified with child poverty. Thus, poverty entails various negative consequences for a child's health.

Another effect of poverty is closely related to mental health. People with low incomes often face a range of stressors from childhood, which can later cause serious mental problems in adulthood. Home environment, neighbourhood condition, parent-child relationship, social interactions with peers play a huge role in formulating a person's psychology. From a very young age, the poor may

have difficulties with these aspects, which soon may lead to aggression, fighting, acting out, anxiety, social withdrawal, and depression. Studies show that people who grew up in poverty are prone to chronic physical stress throughout childhood and into adulthood (Cornell University, 2017). Poverty, which is characterized by low levels of education, inadequate housing, and malnutrition, contributes from a very young age to the development of various mental disorders. For example, Bellair et al. (2019) reported that children who experience material hardship are three times more likely to have behavioural or conduct problems compared to children who are not frequently disadvantaged. As a result, children who grew in poverty confront different challenges and often become vulnerable to various mental disorders and behaviour ill-being.

Finally, children from poor families have lower school achievement and cognitive abilities than their wealthier peers. Research shows that cognitive outcomes, such as developmental delays and learning disabilities, are much higher in children from low-income households. The conditions in which children live, the diseases and inconveniences they face affect not only their cognitive abilities but can be accompanied by a drop in IQ levels from 13% to 20% (Brooks-Gunn & Duncan, 1997). Unstable parental employment, which can lead to unemployment or underemployment, often causes conflicts that can result in problems at school. Students from poor families may find it difficult to fully concentrate on their studies due to the many challenges they face because of poverty. In addition, most poor parents cannot afford to meet all of their children's needs, especially when it comes to higher education. To put an end to this, some students choose to work immediately after high school, while other students juggle between higher

education and work. Studies show that students from low-income families are less likely to get a better education (“Effects,” 2020). Consequently, children who have grown up in poverty may continue to live in poverty even into adulthood.

In conclusion, growing up in poverty has many complex and varied effects. People from

poor families can have serious consequences, both physical and psychological, and may have difficulty obtaining an education. The problems faced by poor people are closely interrelated and need to be addressed.

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“WHAT ARE THE VARIOUS ADVANTAGES AND DISADVANTAGES OF GLOBALISATION?”*Ormantayeva A.*

Globalisation is a complex phenomenon, which includes a great variety of tendencies in the economic, social and culture spheres (Bertucci & Alberti, 2001). Over the last decade, it had an unpredictable and vigorous development. Nonetheless, nowadays it is argued on the impact of globalisation. This subject is very topical and affects many people and the world as a whole since it has brought both negative and positive consequences.

Globalisation implies mixing cultures around the world, thereby leading to cultural proximity between people. This means that relations between different countries tend to be formed more rapidly and more profitable for both sides, since globalization expands the trading and open market. Oyekola suggests (2018, p. 85-86) that it would be easier to exchange the goods, money and ideas. Therefore, the global system makes production of goods more affordable, which is possibly a profit for poorer countries. In addition, globalization contributes to an increase of employment in the labor market by transferring workers for instance. Furthermore, it is an endless movement of various cultures and religions. There is an assumption that migration would allow people to be anywhere in the world. Moreover, there might be a tendency that may bring a cultural revolution, which will increase people's awareness of the importance of human rights such as movement of anti-Asian racism.

Globalisation is a complex socio-economic process in which not only positive factors prevail,

but also negative consequences, which to some extent contradict the benefits. Firstly, it is true that new jobs and work opportunities are emerging, but workplaces are mostly disappearing for people from industrialized countries, which causes an unemployment. It flows into another problem namely economic inequality at the level of people and countries (Oyekola, 2018, p. 88). Despite an impressively developed trading system and technological evolution, globalisation has created a world in which backward countries are becoming less progressive, and the rich ones accumulate wealth at their expense. It indicates that countries will be dependent to each other in economic situations, which could lead to a repeat of the global crisis, which is a chain reaction. Moreover, culturally globalisation causes a loss of national identity. The beginning of this process let dominant cultures take over the less significant ones, which possibly leads to the loss of authenticity (Oyekola, 2018, p. 89). In other words, cultures might be transformed into something new or disappear completely.

It seems to me that the globalization will remain the only leading trend in the development of the world economy and global society. Dynamics of the development of globalisation as a specific phenomenon becomes clear day by day. Despite the fact that globalisation brings enormous consequences to the economic, social and political components of countries, it all depends on how people will respond to new challenging opportunities in the future.

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WHO AM I?

Berikkara A.B.

From the moment we open the door to the world, in the process of forming ourselves as a person, we leave behind various stages of life until we reach the peak and completion of life. Man is one of the most difficult creatures on Earth, because for many of the difficulties encountered on the path of his development, he finds the strength to continue his searches and his path in life, to resist the challenges of fate in the process of forming his "I" and his moral and psychological appearance, and this is its strength.

Since childhood, I was worried about the questions: "Who am I?", "How important is my place in this endless universe and at the same time in this fragile, sometimes it seems illusory, world?".

The answers to these questions can be obtained by overcoming life's difficulties and sometimes unpleasant surprises that fate has in store for us. So, what should you pay attention to and what should you consider in order to become a really strong person and a mature person?

Above, I noted that the world can be an illusion. When we live day after day, performing certain actions, doubts rarely arise as to the reality of what is happening. Most of us do not pay attention to why he or she is formed in such a way, has exactly these traits, interests, habits.

I think that a person at any age should not lose the ability to search, because it is this noble quality that allows him to distinguish between black and white, good and evil.

According to the famous philosopher Descartes (1989), it is human nature to err and be wrong. Descartes names four reasons for these delusions, which are closely related to each other. The first reason that we are wrong and can go astray in life is that we trust more what we directly feel and do not often pay attention to things outside of our essence (p. 343) This habit comes from childhood. Often the impressions and opinions that we have about certain things are not really what we

expected. This happens because we trust sensations more than logic and arguments. In order not to spend life in ignorance and constant delusions, you need to remember what really stands behind the name - what thing is actually hidden behind our sensations and ideas.

The famous psychoanalyst E. Erickson divided the process of personality development into eight stages and noted the features of each stage.

The quality that arises at the first stage of personality formation in the period from birth to one year is trust. According to Erickson, the infant begins to feel cared for by his mother from birth and his trust in the mother increases (Shapovalenko, 2005, p. 76). In accordance with the concept of psychosocial crisis, the first competences are developed in the child during the period of 6-12 years; he ceases to concentrate only on himself. A person enters society and develops a sense of personal responsibility. By interacting with different people, staying in a different environment and society, a person continues to develop, change, and express himself at different stages of his formation.

In addition to the influence of society on the formation of a person, one should not underestimate its development in moments of loneliness, immersion in oneself, reflection. At such moments, a person is also able to grow spiritually and determine for himself further spiritual and moral guidelines that he will follow. Conscious and unconscious phenomena are of great importance in the process of personal development, which, according to Jung (2019), are included in the "ego". For a person to become a full-fledged and healthy person, the relationship between consciousness and subconsciousness must be in harmony (p. 332).

The difference in Jung's views on the "ego" is that he also spoke about the beneficial qualities of the subconscious, which also significantly affect the "ego." Therefore, when analyzing a personality,

one must proceed not only from the actions and deeds that a person is aware of and controls, but also to pay attention to the subconscious. If a person understands that he has encountered difficulties, feels discomfort, has certain psychological problems, then when contacting a psychologist, both the client's or patient's narrative and the results of tests and experiments that allow you to extract useful information from the subconscious and help a person understand the causes of problems will be taken into account and find a solution.

Our consciousness is like clay - it changes from events that leave their mark, adapts to new conditions, absorbs new impressions, thoughts, ideas. Consciousness and subconsciousness complement each other, so if the subconscious mind goes beyond its limits, a person begins to lose himself. These two phenomena occupy an important place in human development; despite the fact that they are interdependent, each of them performs its own functions and can sometimes come into conflict with another phenomenon.

Each person should strive to understand himself, his needs, the reasons for his physical and mental well-being.

It is also important to be in a positive society that allows you to develop further, to have your place in it, to be yourself a person who contributes to someone's growth. My first society is my family, and if I become a good person in this environment, I will have the strength to cope with the difficulties in the future. My next society is my other half, a life partner with whom you create a new family.

Man is a unique creature on the planet. He has the ability to experience complex and beautiful feelings, to associate them with special moments in his life, and this is how he differs from other beings.

It is natural for us humans to love someone. We shape ourselves by introducing another person into our life, we can resist the blows and difficulties of fate not alone, but together.

German sociologist and philosopher Erich Fromm (1956) considered love an "art" and said that

people should learn to love, not be loved (p. 4). The emergence of the ability to love is a special period in a person's life - he stops focusing only on himself, but tries to make another person happy, give him positive emotions, and provide him with comfort. A person is endowed with valuable gifts - the ability to analyze, abstract thinking, self-cognition and reflection; the ability to feel and give love and care.

Fromm (1956) once remarked: "Isolation is helplessness, weakness in controlling oneself and others, inability to cope with adversity." (p. 6) Thus, a person cannot withstand adversity alone - he needs support. And there is only one solution - love.

In conclusion, an essay on the eternal theme "Who am I?" I want to note that I never get tired of studying myself for the rest of my life. And these searches are needed not only for me, but also for the environment, people who will meet me on the way and on whom I can somehow influence.

My experience and environment, people who leave warm and even negative memories will be a source for my formation and self-knowledge. From infancy to old age, a person goes through various stages that philosophers, psychologists and other scientists have analyzed from the point of view of their scientific fields. Descartes recalls that it is precisely doubt about everything that allows one to get rid of common misconceptions; Erickson revealed the naturalness and regularity of the processes that a person lives at every stage of his life; Jung suggested to pay attention not only to the phenomena of consciousness, but also of the subconscious; Fromm told how important it is to learn to love.

The ideas of these researchers help to answer the question: "Who am I?", To go in the right direction. People continue to follow their own individual path, gain personal experience and make decisive choices. I think that the theories we have passed have made it possible to clarify some points about our life and a little to clear the tangled labyrinth of life in order to become a healthy person, a strong personality and a full-fledged member of society.

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