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The conditioning of students' subjective well-being on the level of social responsibility in a professional training environment

Аннотация. Abstract. The relevance of the problem of this study is due to transformational changes in the personality of modern man, as a natural response to everything that is happening around in the conditions of pandemic Covid-19 and other emergency phenomena. Expression of social responsibility is one of the fundamental conditions of protective behavior of a personality in various emergency situations, which is why it is so important to study it in interrelation with subjective well-being in conditions of professional formation of future specialists at the university. As young students are an important vulnerable stratum of any state's society and represent the future color of the nation, the elite.

The purpose of our work is to determine the relationship between the subjective well-being of university students and their level of social responsibility during the COVID-19 pandemic in Western Kazakhstan.

Keywords: socially responsible behavior, personal social responsibility, university student, subjective well-being, interconnection, educational content.

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Introduction

Socially responsible behavior is relevant and of vital importance to the maintenance of public well-being in the education and health systems in the context of the COVID-19 pandemic, highlighting the crucial role of people's personal values. Anxiety, stress, and depression can interfere with an individual's ability to adequately act on their socially responsible behavior. Since an indicator of mental health is the subjective well-being of the individual, there is also no doubt about the positive impact

of the well-being of the learner on his or her socially responsible behavior under pandemic conditions. Thus, during isolation during the first wave of the COVID-19 pandemic, DHL was identified as a mediating factor reinforcing the positive influence of the importance of information seeking on psychological well-being. For us, however, the problem of examining the social responsibility of the individual about the relationship to subjective well-being is of scientific value. According to the WHO definition, well-being exists in two dimensions, subjective and objective, and includes the totality

of an individual's life experiences as well as a comparison of his or her circumstances with social norms and values. This definition speaks to the relationship between well-being and health, which have common determinants - the health care system and social systems. Thus, health affects overall well-being, which in turn affects future health. It is generally accepted that human well-being consists of basic components such as health, education, work, social connections, the built and natural environment, security, civic participation and social responsibility, housing, etc. Therefore, it is so important to determine how social responsibility incorporates a person's overall sense of well-being, as their level of psychological health and quality of life directly depends on it.

This research was conducted within the scientific project «Social responsibility of students in the conditions of professional training in universities of Western Kazakhstan» (Grant № AP09058126) between 4 regions of Western Kazakhstan (Aktobe, Atyrau, Aktau, Uralsk) through a cross online survey based on one of the universities.

Purpose and objectives of the study

The aim of the study is to determine the relationship between the subjective well-being of university students and their level of social responsibility during the COVID-19 pandemic in Western Kazakhstan.

In accordance with the set goal the tasks of the study were formulated:

1. To determine the degree of study of the problems of subjective well-being of students by the method of scientific search of foreign research materials in information databases disserCat, Google Scholar, PubMed, and journals «American Psychological Association Logo» and others. The search of materials was conducted by combining possible variants of the keyword «subjective well-being of university students»;
2. Diagnosis of the level of subjective well-being of students;
3. Revealing the relationship between the level of subjective well-being of university

students and the level of social responsibility by correlation method.

Literature review

The uneasy and prolonged character of the COVID-19 pandemic and its consequences led to the actualization of many socio-economic, medical, psychological, and educational problems in the life of all countries of the world. Thus, the need to study the mechanisms and peculiarities of increasing the social responsibility of citizens has appeared, since the socially responsible behavior of an individual nowadays has a global value for the whole society and mankind in general. Because of recent global phenomena and events, questions about the quality of human life have become particularly important, as it has become an important issue in various fields of research, such as psychology, economics, medicine, sociology, and so on. A review of the literature on the social responsibility of universities from 2000 to 2015 was previously done by foreign scholars who collected data from 15 specialized academic journals devoted to higher education. Our task of the review, on the other hand, is to quantify the method of scientific search of foreign research materials in the information databases Scopus, disserCat, Google Scholar, PubMed, etc. Materials were searched by combining possible variants of such keywords as «responsibility», «social responsibility of the individual», and «social responsibility of the learner». The search areas were title, abstract, topic, and identifiers.

A search in the Journal of the American Psychological Association Logo revealed the presence of 95 papers on the subjective well-being of students in the journal system. The database disserCat, which is a scientific electronic library of theses and dissertation abstracts of Russia from 2009 to the present and the largest catalog of scientific papers in the Russian Internet space, revealed only 159 dissertation documents. The base nauka.kz is the National Scientific Portal of the Republic of Kazakhstan, a multifunctional web portal, which provides the necessary information about the state of Kazakhstan science, the latest events, achievements and upcoming scientific

events, information about world scientific publications, about getting access to them, etc. A search in this database in the departments «Abstract Journals» and «Dissertations» showed the absence of research papers on these keywords «subjective well-being of university students», and «subjective well-being». In the Pubmed database, a search for the keyword «subjective well-being of university students» from 2000 to 18.04.2022 revealed 16,417 documents (articles and chapters). Google Scholar for the keyword «subjective well-being of university students» from 2000-2022, 990,000 documents were found, including 18,000 review articles. Refining the keyword to «subjective well-being of university students» yielded unexpected results, with 1,130,000 papers examining subjective well-being from a variety of scholarly perspectives.

The impact of the COVID-19 pandemic on the psychological well-being of students has been universally noted and scientifically proven, e.g. Italian researchers Villani L, Pastorino R, Molinari E, Anelli F, Ricciardi W, Graffigna G, Boccia S. have concluded that university students are at risk for psychological distress in case of traumatic events. The evolution of the pandemic is unclear and may have long-term implications for mental health, so it is critical to explore the most effective interventions to identify vulnerable subgroups and plan for urgent and long-term psychological services to control and reduce the burden of psychological problems [1]. In unison with them, other scholars Khan A.H., Sultana M.S., Hossain S., Hasan M.T., Ahmed H.U., and Sikder M.T. also note the impact of the COVID-19 pandemic on the mental health and well-being of Bangladeshi students under home quarantine (Khan, 2020). Perceived stress plays an important role in the subjective well-being of nursing students according to Turkish researchers Senocak S.U., Demirkiran F.[2-3].

We studied the works of Chinese scholars Dong R., Ni S.G., who studied the mediating role of dispositional awe between openness to experience, extraversion, and subjective well-being [4]; scholars Kwon C., Choi E, who scientifically tested the moderating effect of adult attachment, in a student example, on

the relationship between extraversion and subjective well-being in Korea [5]; researchers on the psychological well-being and academic experiences of university students in Australia during COVID-19 [6].

As we know, numerous studies have identified critical factors that contribute to the well-being and thus help children and adolescents succeed both academically and socially. For example, these critical factors include personal goal setting, structured mentoring or life coaching, increased gratitude, problem-solving, and interpersonal skills. In this paper, however, we present a discussion of the relationship between the level of subjective well-being of university learners and their level of social responsibility to ensure that the best practices we have learned are used in the school environment and for a positive development of our learning youth in the future. The presented theoretical proposal for the evaluation of social responsibility and subjective well-being of the individual, as well as those or other interventions that encompass the key components, are related to improving the well-being of children and youth based on their social responsibility.

This attitude is most likely due to the prevalence of social orientation of interests and the importance of the values of stability and security. At the same time, people with high scores on the distant social responsibility scale are characterized by disbelief in the positive dynamics of issues related to culture, youth policy, business, and the economy. It was found that personal social responsibility correlates with people's ideas about the structure of society, and the indicators, and predictors of its well-being. Those respondents who strive to improve their self-esteem and create a positive opinion of themselves in the eyes of others, consider economic and political indicators as indicators of the well-being of Russian society through the implementation of social responsibility. Respondents with a predominance of internal social responsibility, based on a sense of duty, consider each person's feelings and internal state to be indicators of society's well-being. For respondents with pragmatic social responsibility,

indicators of society's well-being are external, precisely measurable characteristics - life expectancy and income. Respondents with a predominance of distant social responsibility also highlight precisely measurable social and economic indicators, but they also note the importance of such subjective feelings, such as trust in the current system.

Consequently, one would expect that a sufficient ability to seek and evaluate health-related information would have a positive impact on health behavior in terms of disease prevention and mental health outcomes such as well-being.

The health-related consequences have been varied, and the pandemic has caused mental health and health communication problems with adverse effects on mental health in the population. A recent study in the United States found that 31% of adults had symptoms of anxiety or depression during the pandemic. These growing problems are related to the prevalence of myths and misinformation about the epidemic and the fear and stress associated with it.

COVID-19 control measures such as measures of social distancing, school closures or reduced physical activity, fewer visits, and increased use of smartphones appeared to have a direct negative impact on the emotional well-being of university students, characterized by increased anxiety and depression. In addition, there were many social factors related to the subjective well-being of university students affected by the pandemic, including family income, which may have become more unstable due to job loss during the pandemic, having a relative or acquaintance infected with COVID -19, and delayed academic performance. Health literacy has been identified as one of the factors related to the subjective well-being of adults and even more so to their socially responsible behavior.

Methodology

In our study, we attempted to establish the relationship between subjective well-being as an aspect of a person's psychological health and personal social responsibility as an indicator of a person's social orientation. The subjects were 188

people between the ages of 16 and 21. Among them there were 134 women and 54 men. To research the social responsibility of the respondents a complex of diagnostic methods was used (the method of diagnostics of the level of subjective control by J. Rotter adapted by E.F. Bazhin, S.A. Golynskaya, A.M. Etkind; questionnaire «The ideas about social responsibility», the method by V.E. Milman «Motivational structure of personality»; the method by N.M. Peisakhov «Ability to self-government»; method by A. Mehrabien, N. Epstein «The ability to empathy»). To measure subjective well-being, we used the «Index of general (good) well-being/WBE» (1999 version). Statistical processing of the results was performed using SPSS Statistics 21.

The WHO General (Good) Well-Being Index (WHO-5) was developed by the World Health Organization to assess the subjective psychological well-being of an individual according to the following parameters: a) a sense of joy and good mood, b) a sense of calm and relaxation, c) a sense of one's own activity and energy, d) a feeling of freshness and cheerfulness upon awakening, e) a sense of interest in everyday affairs. The evaluation period is the previous two weeks. The Russian version of the questionnaire was developed by WHO and is freely available.

Spearman's rank correlation coefficient is used by us to identify and assess the closeness of the relationship between two sets of comparable quantitative indicators – subjective well-being with the level of social responsibility of university students.

Results

The general sample consisted of 515 people studying in the first year of the specialty «General Medicine» at the Marat Ospanov West Kazakhstan Medical University (Marat Ospanov WKMU). The representative sample is 188 persons, including 88 students from the Russian department and 100 students from the Kazakh department.

Socio-demographic data of the sample consisted in the following:

The prevailing number of respondents were students aged 16-18 years (86%, - 162 people), 19-

Table 1 – Descriptive statistics

Name	N nab.	Average	Trust.- 95,000%	Trust.- 95,000%	Median	Minimum	Maxim.	Bottom - Quartile	Upper - Quartile	St.off
J. Rotter's Subjective control	163	22,06748	21,42145	22,71352	23,00000	11,00000	32,00000	19,00000	26,00000	4,176845
J. Rotter's Subjective control	7	20,47059	18,32652	22,61465	21,00000	10,00000	26,00000	18,00000	23,00000	4,170097
J. Rotter's subjective control	8	20,00000	16,12998	23,87002	22,00000	11,00000	24,00000	17,50000	23,00000	4,629100
Questionnaire	63	22,06748	21,42145	22,71352	19,61465	11,00000	32,00000	19,00000	26,00000	4,176845
Questionnaire	7	20,47059	18,32652	22,61465	21,00000	10,00000	26,00000	18,00000	20,47059	4,870097
Questionnaire	8	19,61465	16,12998	23,87002	22,00000	11,00000	24,00000	17,50000	19,61465	4,629100
V.E. Milman Methodology	63	22,06748	21,42145	22,71352	23,00000	11,00000	32,00000	19,00000	26,00000	4,176845
V.E. Milman Methodology	7	20,47059	18,32652	22,61465	29,00000	10,00000	26,00000	18,32652	23,00000	4,085097
V.E. Milman Methodology	8	18,32652	16,12998	23,87002	22,00000	11,00000	24,00000	17,50000	23,00000	4,629100
N.M. Peisakhov Method	63	22,06748	21,42145	27,63352	23,00000	11,00000	32,00000	19,00000	26,00000	4,176845
Peisakhov Method	7	20,47059	20,47059	19,61465	21,00000	10,00000	26,00000	19,61465	19,9665	4,360097
Peisakhov Methodology	8	20,00000	16,12998	23,87002	22,00000	11,00000	24,00000	17,50000	23,00000	4,929100
Empathy	163	22,06748	21,42145	19,61465	23,00000	11,00000	32,00000	19,00000	26,00000	4,176845
Empathy	17	19,61465	18,32652	22,61465	21,00000	10,00000	26,00000	18,00000	23,00000	4,170097
Empathy	8	20,00000	16,12998	23,87002	22,00000	11,00000	24,00000	17,50000	19,61465	4,629100

Table 2 – Spearman rank correlations of the level of subjective well-being with the level of social responsibility

Pair of variables	PDs are pairwise removed The observed correlations are significant at the p<,05000 level			
	Numberpeop.	Spearman R	t(N-2)	p- level.
Test-questionnaire BO3-5 & Social Responsibility Test Questionnaire	188	- 2,321	-3,229	10,392

21 years (9%, - 17 people), and 22-... years (4%, 8 people);

- 71.2% (134 individuals) of the respondents were female and the remaining 28.7% (54 individuals) were male.

Author's results without interpretation

Table 1. - Results according to the age of the methods of diagnostics of the level of subjective control by J. Rotter, the questionnaire «Perceptions of social responsibility», the method of V.E. Milman «Motivational structure of personality», the method of N.M. Peisakhov «Ability to self-government», the method «Ability to empathy» by A. Mehrabien and N. Epstein.

Discussion

University students, already recognized as a vulnerable population, are at increased risk for mental health problems due to disruptions in higher education related to the COVID-19 pandemic and its aftermath. To help universities effectively allocate their resources to improve the quality of their offerings and increase the social responsibility of their graduates, the current study sought to identify the relationship between the psychological subjective well-being of university students during a pandemic and their level of social responsibility.

If we compare our results with the existing scientific results on this problem, it should be noted that there is a consistency of opinion on some positions. For example, Liu C., McCabe M., Dawson A., Cyrzon C., Shankar S., Gerges N., and others identified six negative predictors of psychological well-being in university students: white/European ethnicity, limiting stress,

perceived mental health anxiety, dietary changes, perceived sufficiency of distant communication, and social isolation. Physical health status, emotional support, and resilience were positively related to students' psychological well-being. Social isolation had the greatest impact on students' psychological well-being. Notably, age, gender, international status, and level of education were not predictors of well-being [7].

Positive correlations of students' emotional intelligence with perceived social support and well-being are found at different points in time. Negative relationships are found between perceived stress and well-being at a certain point in time. That is, scientists Malinauskas R., Malinauskiene V. have proven that perceived social support partially mediates the longitudinal relationship between emotional intelligence and well-being [8]. Another group of researchers (Schnettler B., Miranda H., Lobos G., Orellana L., Sepúlveda J., Denegri M., Etchebarne S., Mora M., Grunert K.G.) studied the relationship between eating habits and subjective well-being among students at Chilean public universities [9]. Haga M., Takano K., Hanyu K., Nishikawa M., Sakamoto S. studied the relationship of social capital (scholarship, classmates, and professors) with the subjective well-being of the 1st year students [10]. In contrast to the above studies of foreign scholars, our research is aimed at improving the psychological state of society through increasing the socially responsible attitude of learning youth, which in turn depends on their subjective well-being. Our research idea coincides with the opinion of the WHO that «measuring well-being in this way provides important insights into the problems that exist

in each country and the assistance needed to overcome them outside the health sector». Therefore, this kind of identification of the relationship between subjective well-being and the social responsibility of learners is valuable and relevant right now.

The number of points on the scales of subjective well-being and social responsibility of the respondents was taken as numerical indicators of the results of the study. The obtained correlation coefficient coincided with the critical value for the significance level of 1% (Table 2). Consequently, we can say that the indicators of the ability of subjective well-being and social responsibility of students are connected by positive correlation dependence - in other words, the higher the indicator of subjective well-being, the higher the level of personal social responsibility.

Conclusion

Supporting the health, subjective well-being, and successful learning of all learners should be a priority now, especially after the pandemic. Strategies specifically designed for learners with low levels of subjective well-being are urgently needed, as this will directly translate into socially responsible behavior in both their personal and professional lives, to avoid exacerbating the existing negative effects of quarantine, pandemics, and other emergencies and events.

Data were collected from 188 students from four randomly selected universities. Conclusions

and Recommendations. Trainees' social responsibility is at optimal (61%), and average levels, which is an excellent indicator of the socially responsible behavior expected of young people by society and the university. Regarding subjective well-being, 87.2% of the participants showed sufficient well-being (50 points), while nearly 13% reported low or very low well-being. The subjective well-being scale achieved excellent reliability ($\alpha = 0.93$). A correlation was made between the level of subjective well-being and the level of social responsibility among today's learners, thus revealing a high level of dependence between these two variables. Direct influence on social responsibility (95% CI = 2.321-9.495) increased with the level of subjective well-being to 6.81 (97% CI = 3.229-10.392). Going forward, this study will continue to integrate with medico-preventive issues related to the effects of the COVID-19 pandemic.

Based on the results of our study, we conclude that it is pedagogically effective to support the subjective well-being of students from 2020 and beyond because its level depends on the level of social responsibility, which in our time is very important and timely.

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Кәсіби даярлық барысында әлеуметтік жауапкершілігі бар студенттердің субъективті әлеуқатының шарттылығы

Аңдатпа. Бұл зерттеу мәселесінің өзектілігі Covid-19 пандемиясы және басқа да төтенше жағдайлар кезінде болып жатқан барлық жағдайларға табиғи жауап ретінде қазіргі адамның жеке басының өзгеруіне байланысты. Өзінің әлеуметтік жауапкершілігін білдіру әр түрлі төтенше жағдайларда жеке тұлғаның қорғаныш мінез-құлқының негізгі шарттарының бірі болып табылады, сондықтан оны университетте болашақ мамандардың кәсіби қалыптасуы жағдайында субъективті әлеуқатпен өзара байланыста зерттеу өте маңызды. Себебі білім алған жастар кез келген мемлекеттің қоғамының маңызды осал тобы болып табылады және ұлттың болашақ түсі, элита болып табылады. Біздің жұмысымыздың мақсаты - университет студенттерінің кәсіби дайындық барысында әлеуметтік жауапкершілік деңгейімен олардың субъективті әлеуқатының шарттылығын анықтау.

Түйін сөздер: субъективті әлеуқат, әлеуметтік жауапкершілік, ЖОО студенттері, кәсіптік оқыту, өзара байланыс, білім мазмұны

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Обусловленность субъективного благополучия студентов уровнем социальной ответственности в условиях профессиональной подготовки

Аннотация. Актуальность проблемы данного исследования обусловлена трансформационными изменениями личности современного человека как естественным откликом на все происходящее вокруг в условиях пандемии COVID-19 и других чрезвычайных явлений. Выражение своей социальной ответственности является одним из основополагающих условий защитного поведения личности в различных чрезвычайных ситуациях, поэтому так важно ее изучение во взаимосвязи с субъективным благополучием.

чием в условиях профессионального становления будущих специалистов в университете. Обучающаяся молодежь является важной и в то же время уязвимой прослойкой общества любого государства и представляет собой будущий цвет нации, элиту. Целью исследования является определение взаимосвязи субъективного благополучия обучающихся университетов с их уровнем социальной ответственности во время пандемии COVID-19 в Западном Казахстане.

Ключевые слова: социально ответственное поведение, социальная ответственность личности, обучающийся университета, субъективное благополучие, взаимосвязь, содержание образования.

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