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The role and peculiarity of student organizations in modern Kazakhstan society

Abstract. *The article is devoted to the activities of student public organizations, its role and influence on the formation of the social culture of young people. The purpose of this article is to study the role of student organizations in the higher education system of modern Kazakhstan society. The scientific significance of the research is the substantiation of the main activities of student organizations and the motivation of young participants. There has been used a questionnaire as the main method of studying the role of student organizations among students of the Al-Farabi Kazakh National University. And its results have been analyzed by statistical analysis and data analysis. Based on the materials of the sociological research, the role and relevance of student organizations in the implementation of educational work with students are determined. The theoretical and practical importance of the article lies in the fact that the features of student organizations are presented and the potential possibilities of student self-government as a social institution are analyzed.*

According to the results of the study, the authors have found that students in most cases join student organizations in order to expand the circle of acquaintances and are interested in the opportunity to make a career in the future.

Key words: *student organizations, student government, activity, social leadership, extracurricular activities, socialization.*

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Introduction. Currently, the number of public organizations working in higher educational institutions with students is growing progressively. The activity of student organizations in higher educational institutions is an integral part of extracurricular activities. In recent decades, they occupy a niche of student self-government in the educational institution, which allows to expand the possibility of social practice for young people. Modern reality requires the socialization of young people, the development of students' qualities of initiative and independent subject, able to creatively and actively build their relationships in various spheres of reality on the basis of self-education,

self-government. Quite effectively, these qualities are formed in the process of student government as the main form of student participation in the management of student life of university. Student self-government is an attempt to combine the interests of the individual in the development and self-realization with the interests of the state in the formation of a capable and conscious civil society of the educational institution in the training of professional staff for the harmonious socialization of a young person in society. Participation in student self – government is a special kind of activity, in the implementation of which professional, organizational, leadership, creative abilities and personal qualities of students

are manifested and developed (Kolmogorova O., 2007).

Today, in connection with the ongoing reform of the higher education system, the activity of student youth is increasing. In part, it is stimulated by the state, in part - by the administration of the university. Student self-government is spreading, updated not only in the works of scientists, but also in legislative acts and federal programs. One of the most significant formal indicators for accreditation of a university is now the provision of conditions for the formation of a sociocultural environment, all-round personal development, and the development of student self-government. Thus, in modern conditions, the development of student self-government is becoming increasingly important public value. The mechanisms laid down in it make it possible to develop qualities that help students quickly adapt to professional activities inside and outside the university and meet modern social and economic requirements, become not just specialists of the highest qualification level, but be ready for initiative, independent decisions, effective teamwork and different activities high sense of responsibility (Bologna Process Seminar Report, 2011).

Theoretical and methodological review

A study by Louis J. Smith and John D. Chenoweth found that members of student organizations are much more positive and productive than those who are not involved in these organizations. Students who are in student organizations are ranked higher on a number of leadership qualities including honesty, confidence, optimism, perseverance and responsibility. Thus, by engaging in student organizations, students acquire the following skills:

- skills of working with people;
- the ability to cope with stress;
- effectively deal with failure;
- conflict resolution;
- clear communication;
- effective teamwork. (Lois J. Smith, John D. Chenoweth, 2015.)

Many Russian researchers consider student organizations as a special form of initiative,

independent activity of students, aimed at solving the most important issues of students' life activity, developing their social activity, and supporting social initiatives.

R. Murtazin notes that student self-government is a component of the educational system of the University, it is a special form of initiative, independent, socially useful activities of students to address various issues of student youth. According to the scientist, student self-government acts as a form of independent social activity of students in the implementation of the functions of life management of the student team. The main priority of self-government is organizational activity among students, protection of interests and rights of students, formation of a competitive specialist. As an integral system, student self-government reflects the various organizational forms that ensure participation in the management of student groups (Murtazin R., 2011).

In the work of V. Ovchinnikov highlighted the goal of the participation of student government bodies, which is to organize system work and conduct activities in priority functional areas of student life:

- educational and administrative direction (distribution of scholarships, holding competitions, drawing up ratings, organizing courses, seminars, providing students with information on additional education opportunities);
- scientific direction (organization of conferences, round tables and scientific seminars, systematization of information about the possibilities of students' scientific publications and participation in scientific projects);
- social welfare (organization of issuance of preferential travel tickets, material assistance to privileged categories of students, monitoring the status of classrooms, catering enterprises in the university, living conditions);
- sports direction (holding competitions, organizing sections and sports clubs for interests, providing students with information about non-university championships and opportunities for sports, promoting healthy lifestyles, etc.) (Ovchinnikov V., 2007).

According to O.Kolmogorova relevance of student organizations in modern society is also determined by a number of contradictions between:

- the ever-increasing need of society for professionally oriented specialists with organizational skills, and mainly the performing position of university students in organizing their lives and activities during the period of study;

- the urgent need for productive interaction between the university administration and students in organizing the educational process at the university and using organizational forms based on subject-object relations to solve this problem.

- The analysis of modern research on student government issues allows us to identify two of its most important functions:

- ensuring the effective work of all groups of educational institutions, taking into account the interests of students;

- acquisition of managerial skills by students, which will prepare them for future productive participation in the management of their own and public production activities (Kolmogorova O., 2007)

A significant factor in the self-organization of students is the presence of a point of maximum resource concentration unfolding around a certain "energy center". In our case, those can be either a separate leader or an initiative group of young people. Adapting the theory of C.Jung to the context of the question of the self-organization of the student community, we note that it is just in the archetypes of the "energy center" (certain people) that a universal human world ordering algorithm is reflected, which expresses itself in the emerging self-organization (European Students Union, 2012).

Methods. The authors used such methods as questionnaire, documentary data and data analysis. As respondents, we interviewed 200 students of Al-Farabi Kazakh National University. The survey involved participants of student organizations, and who is not a member of any organization. Students 18-22 years old were interviewed. The questionnaire consists of 10 questions, the first block includes

questions about personal information about the respondent, the second block about the advantages and important areas of the student organization for the respondent, the third block is aimed at clarifying the respondent's attitude to the work of the student organization. All responses were processed by data analysis. The survey was compiled and conducted by the authors. In addition, the study used the analysis of additional sources of information. The main source of this information is publications on official websites.

Results of research and discussion. Nowadays, in the Al-Farabi Kazakh National University under the student government there are nine student organizations. At present, student organizations have retrained in interest groups, in a platform for preparing for career growth and in competition between students.

To start the survey, we needed to learn about students' awareness of student organizations and their involvement in this activity. It is clear from the survey results that only 21.2% of students consider themselves actively involved in current processes at universities, 46.3% of students claim that their participation in management is neutral or unsatisfactory. The remaining 32.5% of students reported that they are not interested in non-university activities (Figure 1).

The survey revealed the causes of passive behavior, depending on the involvement in the management of the university. Students believe that the expression of their ideas cannot change the decision that the administrative staff of the university makes. Being demanding does not change anything, the situation remains the same. Their efforts to contribute to a better university environment are not supported by administrative staff. Their pessimistic expectations that their attempts will pass in vain, that they will not work, cause a lack of motivation, unwillingness to become active. Such an attitude leads to an inert student who is not motivated to engage in processes. According to current survey results, most students believe that all they can do at universities is to listen to lectures, attend seminars and take exams.

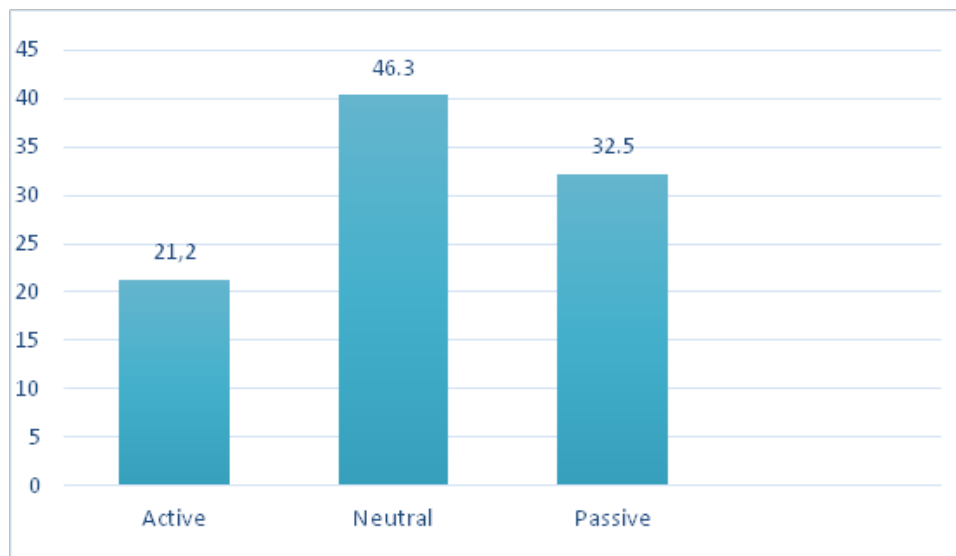


Figure 1 - Student involvement in student organizations

To the question about the main activities of student public organizations of any kind, necessary and interesting to students, we received the following answers. The first three places are occupied with positive dynamics by those areas that are interesting and necessary for students: protection of students' interests (48.7%), organization of events (69.5%) and leadership skills (85.4%). Thus, it was revealed that for most students it is important to cultivate and instill leadership qualities (Figure 2).

It was important to obtain information about the motivation of students in the bodies of student government. To the question "What attracts in social activities?" The most popular answers are: expanding the circle of acquaintances (65.3%), acquiring new skills (51.3%), interest (12.5%) and the opportunity to make a career (26.7 %). As you can see, the individual motivations of students show a disposition to achieve success in the future. Our respondents do not consider the possibility of receiving additional income as

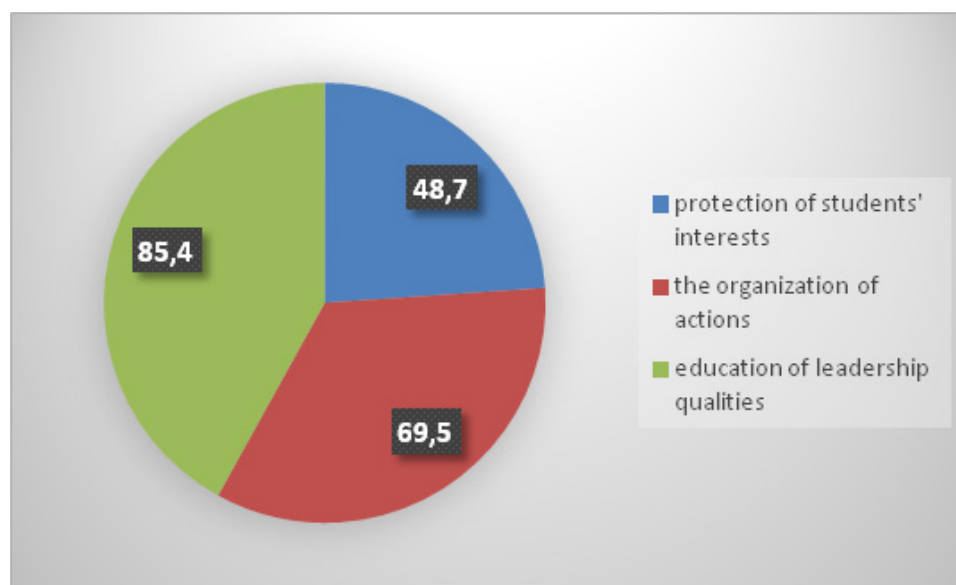


Figure 2 - Required and interesting to students areas of activity of student organizations.

a motive for working in student organizations (2.6%). We believe that this speaks more about a shift of priorities than about a certain degree of infantilism of the young generation, and dispels the conviction of some participants in the educational process that the mercantile spirit of the young generation will force them to look for any opportunity to earn money. Perhaps the effect of the fact that student organizations do not put their activities on a commercial basis,

therefore, it is unlikely that income from this type of employment is affected (Figure 3).

When we asked whether students need help in finding a job, most of the students (52.6%) answered that they are able to find a job themselves. 47.4% of students answered that they would not refuse to help with employment. We believe that this indicates the growth of students' independence in finding a place for future employment, as well as the shift of emphasis

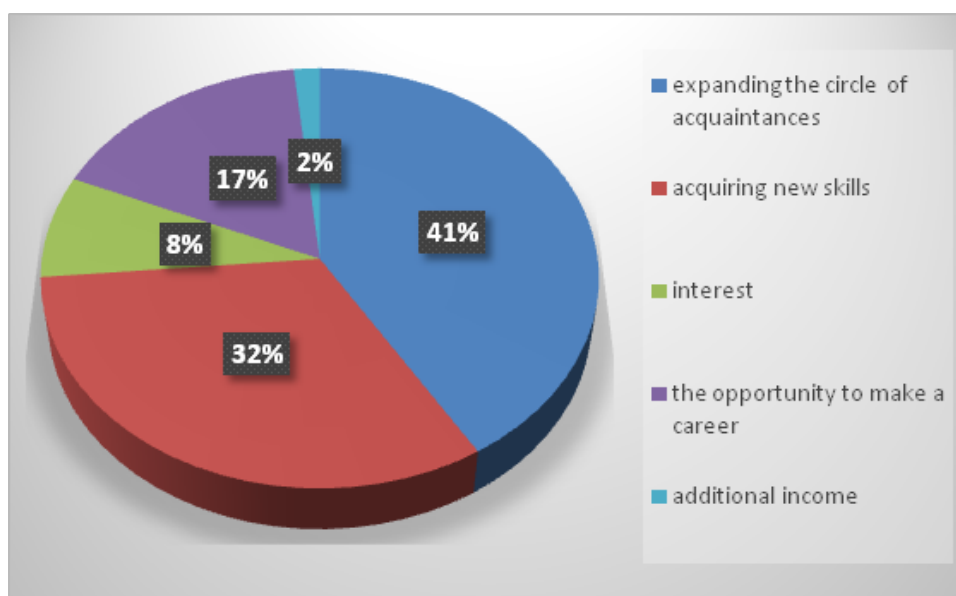


Figure 3 - Distribution of students' answers to the question "What attracts you in social activities?"

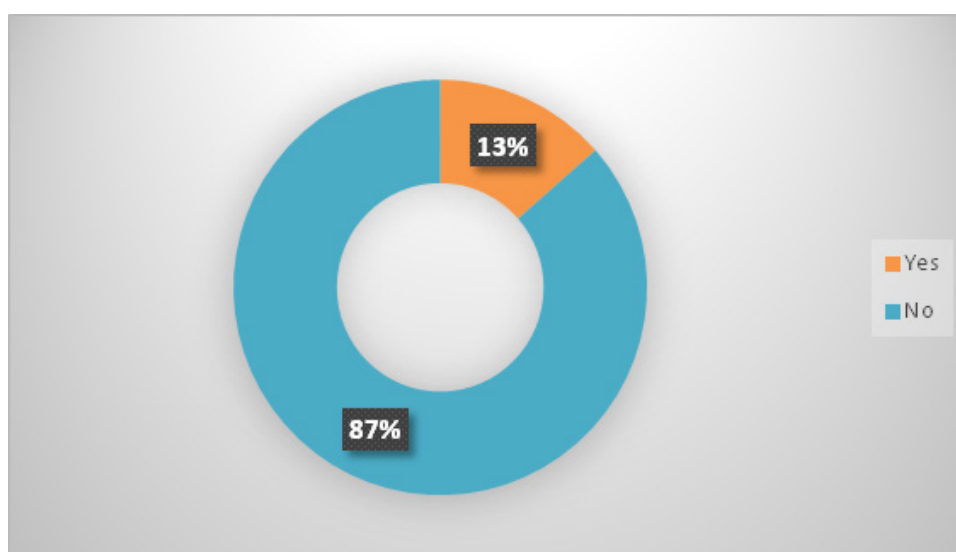


Figure 4 - Distribution of students' answers to the question "Do you need help with employment?"

towards the educational institution due to the appropriate advertising and social relations of relatives and friends (Figure 4).

In our study, we also asked the student self-government activists about the difficulties they had to face in their activities. First of all, the majority of participants in student government (70.6%) are faced with a lack of interest of students in the activities and their passivity. It should be noted that this problem also depends on the actions of the students, and not on the administration of the university, and it can be solved by the efforts of the students. Perhaps, to solve this problem, it is necessary to raise students' awareness of student government, as well as to involve and motivate them to participate in events. The second place, as in the previous question, is occupied by the problem of lack of material support. It must be said that, although self-government must be carried out by the students themselves, the necessary funds are needed for holding events, since students cannot conduct them at their own expense, and this greatly hinders the effectiveness of the work of the self-governing bodies (Table 1).

Table 1 - Problems of student organizations in Al-Farabi Kazakh National University according to students

№	Answers to the question: «In your opinion, what is missing in student organizations in your university?»	% of the total number of respondents
1		
2	Organization, structuredness	21,2
3	Student asset training is not provided	18,5
4	Student initiatives	70,6
5	Administration support	29,8
6	Material security	54,3

Analyzing the problems revealed by us, we would like to note that student organizations of Al-Farabi Kazakh National University have a good potential for improvement. The administration of the university creates the necessary conditions for it and does not seek to dictate its interests

to students. In this regard, to create an effective body of student government in the first place it is worth paying attention to solving the problem of passivity of students. Perhaps, if students do not go there themselves on their own interest, you need to attract and motivate them with something. Many students with organizational skills and creative ideas do not participate due to some circumstances. It may be necessary to give them certain privileges, and it is also necessary to find an individual approach at the level of faculties to each student, because, as the survey results showed, one of the main reasons for not participating is modesty (shyness), it is necessary to help potential activists to adapt. It is necessary to develop a training system for newcomers, as certain skills are needed for the self-government sphere. It is also necessary to expand the scope of activities of self-government bodies and not to concentrate only on the organization of leisure activities. In the area of priority areas need to add research work. It is worth raising and awareness of these events to attract participants and spectators.

Conclusion. Student years are the time of formation of the value systems of the modern world in the most active part of young people. Today, our country is facing a transformation of personal value orientations, a devaluation of value attitudes, the dominance of purely economic interests, a decrease in the criteria for evaluating one's own actions. They have changed in young people studying in high school. Therefore, student organizations are working out today as a serious experimental platform on which the values of a changing world are being tested. Under these conditions, the main task of the university remains the preservation of moral ideas as the main regulator of life in society based on a combination of the interests of the individual with socially significant values (Dunkel, N. W. & Schuh, J. H., 1998).

Joint work activities, the solution of specific production problems are a serious unifying factor for our students. During work, the personal qualities of a person are identified, the ability to organize their activities is developed. Work in an international team fosters tolerance, prevents interethnic conflicts. Members of student

organizations are usually ready to represent the culture of their people. Since not only learning, but also leisure takes place jointly, student life organized in this way unites young people, since understanding arises more easily in the organization of peers.

Youth student organizations organize not only training and work, but also free time for participants. Sports and cultural events are held for participants. During sports events, emphasis is placed on team games that promote team building. In addition, cultural events are held that require preparation: participants gather at rehearsals, jointly prepare a performance scenario.

Thus, the extracurricular activities of the university with the active participation of various student organizations is an important tool for the education and development of students, having a significant impact on the socialization of students.

The end result of this influence is a university graduate who is an independent creative person capable of self-actualization in new conditions for her: a specialist, a citizen, a patriot, a story of a new society and state (European Students Union, 2012).

The formation of the graduate's sociocultural personality is largely determined by the integrity of the university's upbringing system, its conformity to modern life realities. Extracurricular educational activities at the university should be considered as an independent function of the higher education system. Skillful and clear organization of the social and educational environment of the university, aimed at adopting humane, socially approved values and patterns of behavior, allows you to produce not only professionals, but also citizens who are aware of their responsibility for the fate of their native country and of all humanity.

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Қазіргі қазақстандық қоғамдағы студенттік ұйымдардың рөлі мен ерекшелігі

Аңдатпа. Мақалада студенттік қоғамдық ұйымдардың қызметі, оның рөлі мен жастардың әлеуметтік мәдениетін қалыптастыруға ықпалы талқыланды. Мақаланың мақсаты - заманауи қазақстандық қоғамның жоғары білім беру жүйесіндегі студенттік ұйымдардың рөлін зерттеу. Зерттеудің ғылыми маңыздылығы студенттік ұйымдардың негізгі қызметін анықтау және жас қатысушылардың ынтыасын зерттеу болып табылады. Зерттеу барысында Әл-Фараби атындағы ҚазҰУ студенттері арасында студенттік ұйымдардың рөлін зерттеудің негізгі әдісі ретінде сауалнама қолданылды. Оның нәтижелері статистикалық талдау және деректерді талдау арқылы талданды. Әлеуметтанулық зерттеу материалдары негізінде студенттермен тәрбие жұмысын жүзеге асыруда студенттік ұйымдардың рөлі мен өзектілігі анықталды. Мақаланың теориялық және практикалық маңыздылығы студенттік ұйымдардың ерекшеліктері мен әлеуметтік институт ретінде студенттік өзін-өзі басқарудың мүмкіндіктері талданып жатқандығы болып табылады.

Зерттеу нәтижесі бойынша авторлар студенттер көп жағдайда студенттік ұйымдарға жаңа қарым-қатынас орнату үшін және болашақта мансап жасауға мүмкіндік алу үшін мүше болып кіретіндігін анықтады.

Түйін сөздер: студенттік ұйымдар, студенттік өзін-өзі басқару, белсенділік, әлеуметтік көшбасшылық, сабақтан тыс іс-шаралар, әлеуметтену.

Д.К. Бурханова, А.Н. Нурканат

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Роль и особенности студенческих организаций в современном казахстанском обществе

Статья посвящена деятельности студенческих общественных организаций, ее роли и влиянию на формирование социальной культуры молодежи. Целью данной статьи является изучение роли студенческих организаций в системе высшего образования современного казахстанского общества. Научная значимость исследования заключается в обосновании основных направлений деятельности студенческих организаций и мотивации молодых участников. В исследовании в качестве основного метода изучения роли студенческих организаций среди студентов КазНУ им.аль-Фараби использовалась анкета. Были опрошены студенты разных факультетов и разных курсов. Результаты опроса подвергались статистическому анализу и анализу данных. На основе материалов социологического исследования определены роль и актуальность студенческих организаций в осуществлении воспитательных работ со студентами. Теоретическая и практическая важность статьи обусловлена рассмотрением особенностей студенческих организаций и анализом потенциальных возможностей студенческого самоуправления как социального института.

По результатам исследования авторами было выявлено, что студенты в большинстве случаев вступают в студенческие организации с целью расширения круга знакомств и из-за возможности сделать карьеру в дальнейшем.

Ключевые слова: студенческие организации, студенческое самоуправление, активность, социальное лидерство, внеучебная деятельность, социализация.

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