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Features of ethnic identity of young people

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Abstract: The article examines the structure of ethnic identity of young people, conducted a literary review on the topic of research. It also highlights significant works of researchers in this field. The main task of the empirical study was to investigate the characteristics of the ethnic identity of youth in the context of intercultural communication. The research methods were the questionnaire "Types of ethnic identity" by G.U. Soldatova, the Methodology for diagnosing the level of development of ethnic identity V.Yu. Khotinets, and the Methodology of J. Finney measuring the severity of ethnic identity. The results of an empirical study aimed at identifying the structural components of the ethnic identity of youth, determining the dominant type of ethnic identity and the level of development of ethnic identity of youth in the conditions of interpersonal polycultural space are presented. Based on the results of the study, the authors concluded that the structure of ethnic identity includes 2 components; the level of expression of the cognitive and affective component is influenced by factors such as place of residence, language of communication and learning, cultural environment; the dominant type of ethnic identity was positive identity.

Keywords: ethnic identity, cognitive component, affective component, positive identity, intercultural space.

Introduction

According to Feitosa et al. (2017), evidence from existing research indicates that ethnic identity matters in the modern society from the mental health of citizens at the individual level to the diversity at the level of organizations (Phinney, 1990, Toosi, 2002). Stewart & Garcia-Prieto, 2008). While many researchers conducted studies of ethnic identity of middle- and high-school students, less studies were dedicated to the ethnic identity of young adults like university students (Lee and Hoo, 2004). Phinney and Ong (2007) suggested that more research is needed to establish how sociodemographic factors like gender or age shape the formation of ethnic identity. The developmental theory of ethnic identity by Erikson (1968) suggests that people's self-understanding of ethnic identity may develop over time (Roberts et al., 1999, Spencer et al., 2000, Parham, 1989, Phinney, 1996). Feitosa et al. (2017) suggested that people may express their Ethnic Identity in a more complex way with age: "Thus, from a developmental standpoint, younger participants may not understand and express their EI development in as complex and multifaceted a manner as older adolescents and young adults". The purpose of the study is to identify the features of the ethnic identity of young people. By studying three age groups of youth population in Kazakhstan, this article aims to contribute to understanding of correlation between ethnic identity and age.

Problem statement

At present, the process of migration and globalization is flourishing in Kazakhstan. Obtaining higher education often leads future specialists to move to big cities, change the environment and communication. In the era of globalization, the relevance of the study of ethnic identity is becoming more important. Modern society is characterized by its transitivity. A transitive society dictates its own rules of socialization. The population of megacities is constantly in the flow of migration layers, and the ethnic composition is changing.

The purpose of the study is to identify the features of the ethnic identity of young people. Objectives of the study: 1. Study the literature on the research topic; 2. Determine the predominant type of ethnic identity; 3. Is there a relationship between the type of ethnic identity, gender, and language of communication? 4. Determine the level of ethno-integrating and ethno-differentiating indicators; 5. Determine the level of expression of cognitive and affective components; 6. Do the samples differ in the level of expression of cognitive and affective components? 7. Determine which sample has a higher level of difference. The object of the research is the ethnic identity of young people. The subject of the research is the structure of ethnic identity of young people in the modern intercultural space.

Material and methods of research

To solve the research problem, the following methods were used: the questionnaire "Types of Ethnic Identity" by G.U. Soldatova, the Methodology for Diagnosing the Level of Development of Ethnic Self-Consciousness by V.Y. Khotinets, the Methodology by Finney, which measures the intensity of ethnic identity. The results were processed using SPSS.

History

There are three approaches to the understanding of ethnicity: primordialism, instrumentalism, and constructivism. In the study, we adhere to the constructivist approach of ethnicity. According to F. Barthes, ethnicity is an artificial formation, the result of purposeful activity of people themselves. That is, it is assumed that ethnicity and ethnos are not a given, but the result of creation. B. Anderson defined ethnicity as a matter of consciousness; Membership in an ethnic group depends on the individual's idea of what that group is. Therefore, it is not the culture of an ethnic group in general that is decisive for the definition of ethnicity, but those cultural characteristics that at a given moment emphasize differences and group boundaries.

Theoretical analysis of bibliographic sources has shown that the structure of ethnic identity includes two components: cognitive and affective (Y.V. Bromley, A.M. Gracheva, L.M. Drobizheva, V.S. Sobkina, T.G. Stefanenko and others). The cognitive component is knowledge, ideas about the characteristics of one's own group and the awareness of oneself as a member of it. The affective component is the assessment of the qualities of one's own group, the importance of membership in it.

An analysis of the literature on the topic of the study showed that ethnic identity has a great impact on the preservation of psychological health. This is expressed in several aspects, such as education in a multicultural environment, migration processes and adaptation, intercultural competence, and ethnic identity.

According to I.V. Tikhonov and E.V. Kuftyak, today a new educational situation has developed, which is characterized by the strengthening of the ethnicization of the content of education, the growth of the role of the native language in teaching, the ideas of folk pedagogy, the growth of the influence of religious views on the formation of self-consciousness of the individual. In these conditions, education built on a cultural basis contributes to the formation of ethnic identification and the formation of cultural self-awareness of students, the desire for interaction and integration with the world community.

V.N. Petrov singles out migration processes and adaptation as a factor of psychological health. Ethnic migrants can be called all transfer migrants, i.e. representatives of ethnic groups that are characterized by an identity with a pronounced ethnic certainty and who move under the influence of factors that acquire ethnic significance.

A.Y. Muratov, M.G. Korochkina, G.A. Ivankina in their research study intercultural competence as an integral part of psychologically stable life in a multicultural society. Researchers unanimously attribute the following skills to the characteristics of intercultural competence: to navigate the phenomena of a different way of life, consciousness and system of feelings, hierarchy of values; to enter into a dialogue with them, to critically comprehend them and thereby enrich one's own picture of the world.

In the studies of M. Lazarus, H. Steinthal, and W. Wundt, ethnic self-consciousness is the psychic similarity of individuals belonging to a certain nation, and at the same time their self-consciousness, the content of which can be revealed through a comparative study of language, mythology, morality, and culture.

The study of the phenomenon of ethnic identity is significant for modern science, as evidenced by the unflagging interest of domestic and foreign researchers in this topic. Among them are Lebedeva N.M., Soldatova G.U., Stefanenko T.G., Khotinets V.Y., Harutyunyan Y.V., Drobizheva L.M., Anderson B., Hobsbawm E., Gellner E. and others.

Results of the study and discussion

In order to identify the features of the ethnic identity of young people, as well as to determine the level of expression of the levels of cognitive and affective components, 336 respondents aged 17 to 35 took part in the survey, including 170 women, 166 men, of different nationalities, with Kazakh and Russian languages of instruction and communication in everyday life. Respondents were divided into 3 groups depending on their age: 17-22 years old – "students"; 23-28 years old is the "age of starting a family"; 29-35 years old is the "age of certainty".

The quantitative indicators are presented in Diagram 1.

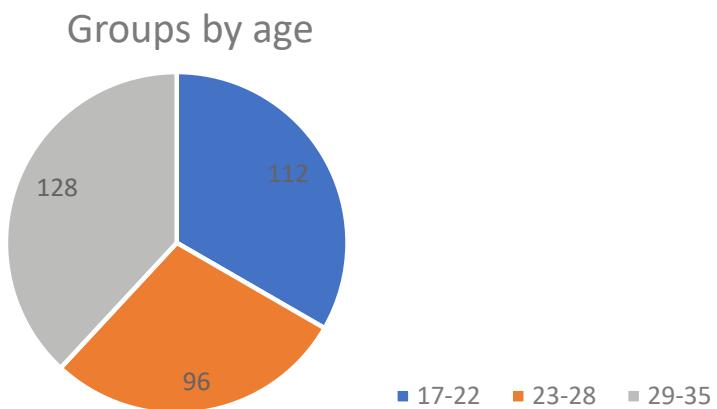


Diagram 1. Quantitative indicators

Note: based on questionnaire

To conduct the study, a questionnaire was compiled to clarify gender, age, place of residence, ethnicity, nationality of parents, and place of work. Descriptive statistics are shown in Table 1.

Table 1
Descriptive statistics

| | N | Minimum | Maximum | Average | Average sq. m. deviation |
|-------------------------|-----|---------|---------|---------|--------------------------|
| Floor | 336 | 1 | 2 | 1,78 | ,428 |
| Nationality | 336 | 1 | 3 | 1,22 | ,548 |
| Ethnicity | 336 | 1 | 3 | 1,94 | ,998 |
| Nationality of the Pope | 336 | 1 | 3 | 1,83 | ,985 |
| Dad's Place of Work | 336 | 1 | 5 | 2,50 | 1,150 |
| Mother's Nationality | 336 | 1 | 3 | 1,72 | ,958 |

| | | | | | |
|-----------------------------|-----|-----|-----|--------|--------|
| Mom's Job | 336 | 1 | 5 | 2,28 | 1,179 |
| Affective component | 336 | 2 | 4 | 3,06 | ,667 |
| Cognitive component | 336 | 2 | 4 | 2,68 | ,726 |
| Total EI | 336 | 2 | 4 | 2,86 | ,682 |
| Specialty | 336 | 1 | 2 | 1,39 | ,502 |
| Language of instruction | 336 | 1 | 2 | 1,39 | ,502 |
| Place of residence | 336 | 1 | 2 | 1,28 | ,461 |
| Parents' place of residence | 336 | 1 | 2 | 1,28 | ,461 |
| Ethno-differentiating scale | 336 | 12 | 52 | 31,17 | 10,067 |
| Ethno-Integrating Scale | 336 | 8 | 55 | 36,72 | 13,136 |
| EI Level | 336 | 135 | 306 | 210,22 | 44,468 |

Note: based on questionnaire

The survey was conducted in three stages. At the first stage, the questionnaire "Types of Ethnic Identity" by G.U. Soldatova was used. 30 statements on issues of national relations and national culture are given. . This methodology made it possible to establish that the average level of expression of normal ethnic identity is 17.7 points out of 20. This fact indicates a high level of ethnic tolerance in all groups of respondents. In the "students" group, this indicator was 18 points, in the "age of starting a family" group - 17.2 points, in the "age of certainty" group - 17.5 points. The sum of the indicators of ethnic indifference turned out to be 9 in the first group, 11 in the second, and 13 in the third. At the same time, the sum of the indicators of hyper-identity expression turned out to be 8, 6, 6 - respectively. This fact confirms the presence of intercultural competence among the respondents. At the same time, in the group aged 17 to 22 years, the indicators of hyper-identity are higher, although they are within the normal range. The lowest level of expression of normal ethnic identity among the respondents was 10. The highest score in the groups is 20, which indicates the heterogeneity of the sample. The results of the survey are presented in Diagram 2.

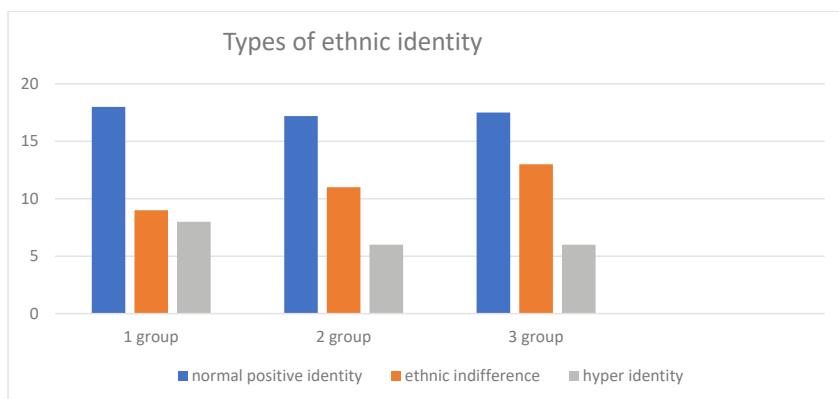


Diagram 2. Types of ethnic identity

Note: based on questionnaire "Types of Ethnic Identity" by G.U. Soldatova

We believe that at the age of students (17-22 years old), the awareness of ethnic identity is sufficiently formed, while communication with peers of different nationalities is active, which affects an increased level of normal positive identity, but this intercultural space, on the other hand, distinguishes each ethnic group with its own characteristics, which showed the result of hyper-identity higher than that of other groups. Some of the respondents are characterized by the type of ethnoegoism.

The second group (23-28 years old) of respondents gave average scores for all types of ethnic identity. This fact is associated not only with the creation of a family and the laying down of family values, but also with labor activity. After graduating from a higher education institution, many respondents plan to work in international companies, possibly abroad, or simply realize the need to know several languages in order to be in demand in the labor market.

The third group of respondents (29-35 years old) gave average scores for all types of ethnic identity, but the dominant type is positive ethnic identity. Ethnic indifference is higher than that of other groups. This is associated with an increased level of ethnic tolerance and the full maturation of the personality, which is determined by labor activity, marital status, and financial stability.

In accordance with Task 3, it was revealed that there is a relationship between the type of ethnic identity and the language of communication. Ethnoegoism in respondents with the Kazakh language of communication is manifested to a greater extent (significance 0.004). This type of identity can be expressed in an innocuous form at the verbal level as a result of perception through the prism of the construct "my people", but it can imply, for example, tension and irritation in communication with representatives of other ethnic groups or the recognition of the right of one's own people to solve problems at the expense of "others" (Table 2).

Table 2**Types of ethnic identity of Kazakh respondents**

| | Livigne Variance Equality Criterion | |
|------------------------------------|-------------------------------------|------------|
| | F | Importance |
| 1. Ethnonihilism | 2,635 | ,118 |
| 2. Ethnic Indifference | 1,920 | ,179 |
| 3. Norm (Positive Ethnic Identity) | ,176 | ,679 |
| 4. Ethnoegoism | 9,947 | ,004 |
| 5. Ethno-isolationism | 3,279 | ,083 |
| 6. Ethnofanaticism | 4,838 | ,038 |

Note: based on questionnaire "Types of Ethnic Identity" by G.U. Soldatova

At the second stage of the study, the method of J. Finney, which measures the expression of ethnic identity, was applied. The methodology determines the level of cognitive and affective

components of ethnic identity. Respondents were given statements about ethnicity, and the degree of agreement with these statements should be noted. As a result of the survey, data were obtained on two scales of the severity of the cognitive and affective components. The results are presented in Diagram 3.

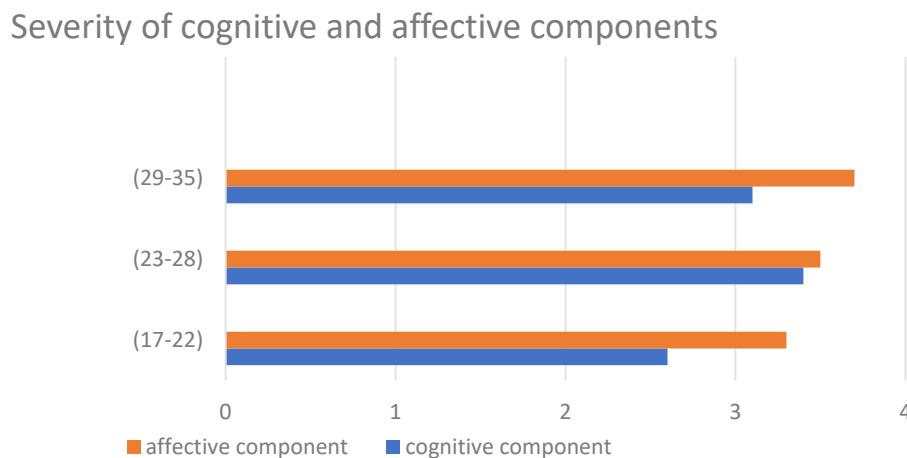


Diagram 3. Severity of cognitive and affective components

Note: based on questionnaire of J. Finney, which measures the expression of ethnic identity

In the group from 17 to 22 years old, they received 2.6 points on the "cognitive component" scale, with a minimum of 1 point, the maximum - 4 points. The "affective component" scale was 3.3 points.

In the group from 23 to 28 years old, the points were distributed as follows: the cognitive component – 3.4 points, the affective component – 3.5 points.

In the group from 29 to 35 years old – 3.1 and 3.7, respectively.

The results of the survey allow us to conclude that young people's knowledge and ideas about the characteristics of their own group are formed at a high level. As a result, there is an increased level of the affective component, that is, they are aware of themselves as a representative of their ethnos, highly appreciate the qualities of their own group, and attach great importance to membership in it.

The statements were noted by the groups to varying degrees. Thus, 61% of young people aged 17 to 22, 78% of young people aged 23 to 28, and 83% of respondents from 29 to 35 years old observe the traditions of their ethnic group. 39%, 62% and 64%, respectively, try to find out about their ethnic group. Such results are attributed to the fact that young people from 17 to 22 are more interested in social identity, career choice, and society as a whole. At the same time, young people from the age of 23 pay more attention to their ethnic group and try to follow traditions (Table 3).

Table 3**Responses by age group**

| Approval | Possible answers | 17-22 (%) | 23-28 (%) | 29-35 (%) |
|---|------------------|-----------|-----------|-----------|
| I spent a lot of time trying to learn as much as possible about my ethnic group, its history, traditions, and customs | Totally agree | 16 | 25 | 35 |
| | Rather agree | 23 | 37 | 29 |
| In order to learn more about my ethnic group, I talked to many people about it | Totally agree | 19 | 43 | 25 |
| | Rather agree | 28 | 36 | 35 |
| I observe the traditions of my ethnic group | Totally agree | 25 | 38 | 37 |
| | Rather agree | 36 | 40 | 46 |

Note: based on questionnaire of J. Finney, which measures the expression of ethnic identity

Verification of the results according to the Mann-Whitney criterion (Figure 1) showed that the affective component is higher in women than in men. Women have more emotional approach to the phenomenon of ethnic identity. According to J. Finney's method, the general indicator of ethnic identity is higher for women than for men. Women attach great importance to nationality and ethnicity.

| Итоги по проверке гипотезы | | | | |
|----------------------------|---|--|-------------------|-------------------------------|
| | Нулевая гипотеза | Критерий | Знач. | Решение |
| 1 | Распределение Аффективный компонент является одинаковым для категорий Пол. | Критерий U Манна-Уитни для независимых выборок | ,046 ¹ | Нулевая гипотеза отклоняется. |
| 2 | Распределение Когнитивный компонент является одинаковым для категорий Пол. | Критерий U Манна-Уитни для независимых выборок | ,277 ¹ | Нулевая гипотеза принимается. |
| 3 | Распределение Общий показатель ЭИ является одинаковым для категорий Пол. | Критерий U Манна-Уитни для независимых выборок | ,046 ¹ | Нулевая гипотеза отклоняется. |
| 4 | Распределение Этнодифференцирующая шкала является одинаковым для категорий Пол. | Критерий U Манна-Уитни для независимых выборок | ,878 ¹ | Нулевая гипотеза принимается. |
| 5 | Распределение Этноинтегрирующая шкала является одинаковым для категорий Пол. | Критерий U Манна-Уитни для независимых выборок | ,721 ¹ | Нулевая гипотеза принимается. |
| 6 | Распределение Уровень ЭИ является одинаковым для категорий Пол. | Критерий U Манна-Уитни для независимых выборок | ,721 ¹ | Нулевая гипотеза принимается. |

Выводятся асимптотические значимости. Уровень значимости равен ,05.

¹ Приводится точная значимость критерия.

Figure 1. Results according to the Mann-Whitney criterion

Note: based on questionnaire of J. Finney, which measures the expression of ethnic identity

At the third stage, the method of diagnosing the level of development of ethnic self-consciousness by V.Y. Khotinets was used, which is aimed at identifying the level of ethnic self-consciousness.

The questionnaire consists of 5 scales (32 questions in total):

- two ethno-differentiating ones – at the cultural and psychological (individual) levels;
- two ethnic integrations – at the cultural and psychological (individual) levels;
- On a graphical scale, awareness of oneself as a representative of one's ethnic group.

Respondents were asked to determine the degree of difference or similarity of their ethnic group from others by characteristics. The attributes were: origin, territory, national language, religion, clothing, food, oral folklore, literature, anthropological features, character, moral properties, abilities. Processing the results on the ethno-differentiating scale shows three levels (low, medium, and high).

For example, when asked to what extent your ethnic group differs from others, in the first group high scores were obtained on the grounds of language, literature, and anthropological features. We believe that this choice is dictated by studying at the university, communicating with peers of different cultures and nationalities. As a result of the questionnaire processing, 35.9 points were obtained, which is in the upper limit of the norm of the average level (35-50 points). Based on this study, we came to the conclusion that students do not pay much attention to the difference in ethnicities, have intercultural competence to carry out intercultural dialogue and achieve a positive result of communication.

In the second group, such features as language, national clothing and food, character and moral qualities received the highest points of distinguishing one's own ethnus from others. These results are associated with the fact that at the age of starting a family, respondents attach greater importance to ethnopsychological features. The result on this scale showed 40.6 points.

In the third group, respondents believe that their ethnic group differs in religion, origin, national traditions, and territory. The overall score on the ethno-differentiating scale was 43.2, which is an average level. Representatives of the "age of awareness and maturity" have a clear idea of their ethnicity and distinguish in all respects higher than other groups of respondents.

The results on the ethno-differentiating scale are shown in Table 4.

Table 4
Results on the ethno-differentiating scale

| Signs | 17-22 years old | 23-28 years old | 29-35 years old |
|--|-----------------|-----------------|-----------------|
| 1. Origin, historical fate of the members of your ethnic group | 3 | 3,2 | 5,4 |
| 2. Territory | 2,7 | 3,4 | 5 |
| 3. National language | 5 | 5,2 | 3,9 |
| 4. Religion, Beliefs | 3 | 3,8 | 5,6 |
| 5. National clothes, food, housing | 2,5 | 5,4 | 3,7 |
| 6. National customs, ceremonies, traditions, rituals | 2,9 | 3,8 | 5,1 |
| 7. Folk art, fairy tales, folk songs and legends | 2,7 | 3,2 | 3,5 |

| | | | |
|--|-----|-----|-----|
| 8. National Literature and Professional Art | 5 | 3 | 3,6 |
| 9. Anthropological Features | 5,5 | 3,6 | 3,7 |
| 10. Ethnopsychological Features (Character, Moral Properties, Abilities) | 3,6 | 6 | 3,7 |

Note: based on questionnaire of ethnic self-consciousness by V.Y. Khotinets

The ethno-integrating scale shows how pronounced the respondents' ethnopsychological abilities are, as well as what features bring the respondents closer to their ethnos. On this scale, high scores were obtained with an average of 37 points in all three age groups, which corresponds to a high level (the first group – 36.7; the second group – 36.9; the third – 37.3). Respondents note the similarity of themselves and their ethnic group according to the following features: national character, temperament, moods, national interests, and the development of national culture.

When asked how much they consider themselves to be a representative of their ethnic group, the groups of respondents gave high scores with a slight difference.

In the 17 to 22-year-old group, this figure was 85%. We attribute this to the importance for respondents not only of awareness of ethnic identity, but also of the presence of other universal human qualities and characteristics. However, students studying in their native language showed 92%, which indicates the importance of such a factor of awareness of ethnic identity as language. This group is characterized by pronounced communicativeness, openness, and susceptibility to outside influence.

In the groups from 23 to 28 years old and from 29 to 35 years old, respondents consider themselves to be a representative of their ethnic group by 93% and 95%, respectively. At an older age, respondents have a clearer knowledge of their ethnic group and attach great importance to their nationality and ethnicity.

Diagram 4 shows the distribution of the level of ethno-differentiating and ethno-integrating scales in different groups of respondents.

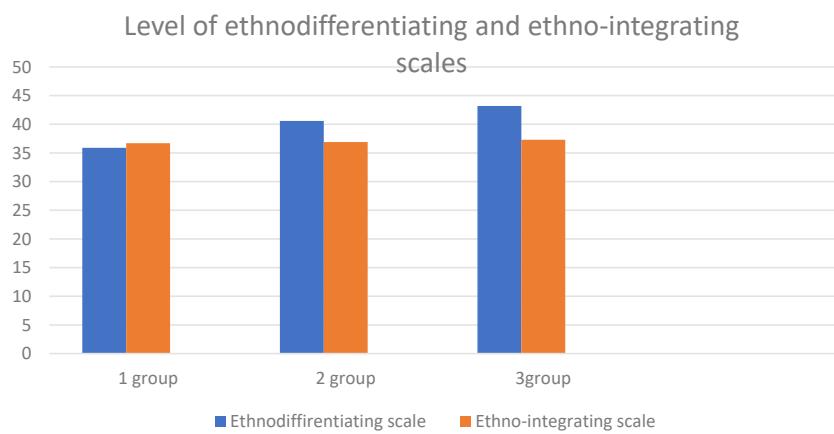


Diagram 4. Distribution of the level of ethno-differentiating and ethno-integrating scales in different groups of respondents

Note: based on questionnaire of ethnic self-consciousness by V.Y. Khotinets

The ethno-differentiating scale of rural residents is higher than that of urban residents. In rural areas, they are brought up in the spirit of the traditions and customs of their people. At the same time, city residents showed low results in response to the question: "To what extent are the ethno-psychological features of your ethnic group expressed in you?" (Figure 2).

| Итоги по проверке гипотезы | | | | |
|----------------------------|--|---|--------|-------------------------------|
| | Нулевая гипотеза | Критерий | Знач. | Решение |
| 1 | Распределение Аффективный компонент является одинаковым для категорий Место проживания. | Критерий U Манна-Уитни для независимых выборок | ,0591 | Нулевая гипотеза принимается. |
| 2 | Распределение Когнитивный компонент является одинаковым для категорий Место проживания. | Критерий U Манна-Уитни для независимых выборок | ,2081 | Нулевая гипотеза принимается. |
| 3 | Распределение Общий показатель ЭИ является одинаковым для категорий Место проживания. | Критерий U Манна-Уитни для независимых выборок | ,0951 | Нулевая гипотеза принимается. |
| 4 | Распределение Этнодифференцирующая шкала является одинаковым для категорий Место проживания. | Критерий U Манна-Уитни для независимых выборок | ,0261 | Нулевая гипотеза отклоняется. |
| 5 | Распределение Этноинтегрирующая шкала является одинаковым для категорий Место проживания. | Критерий U Манна-Уитни для независимых выборок | 1,0001 | Нулевая гипотеза принимается. |
| 6 | Распределение Уровень ЭИ является одинаковым для категорий Место проживания. | Критерий U Манна-Уитни для независимых выборок | ,7031 | Нулевая гипотеза принимается. |

Выводятся асимптотические значимости. Уровень значимости равен ,05.

¹ Приводится точная значимость критерия.

Figure 2. Results according to the Mann-Whitney criterion

Note: based on questionnaire of ethnic self-consciousness by V.Y. Khotinets

The ethno-differentiation scale is higher in Kazakh speakers, with a significance of 0.003.

To the question: To what extent does your ethnic group differ from others according to the following characteristics (language, religion, national dress, territory, appearance, CNT)? Respondents with Kazakh as the language of instruction and communication gave a high score (Table 5). This proves that there is a connection between language and ethnic identity.

Table 5**Ethno-differentiating scales of Kazakh speakers**

| | | Livigne Variance Equality Criterion | |
|------------------------------|-------------------------------|-------------------------------------|------------|
| | | F | Importance |
| Ethno-differentiating scales | Equal dispersions are assumed | 11,214 | ,003 |

Note: based on questionnaire of ethnic self-consciousness by V.Y. Khotinets

Findings

Thus, the data of the empirical study made it possible to draw the following conclusions:

- There are two components in the structure of ethnic identity: cognitive and affective.
- The affective component of ethnic identity is dominant regardless of the cultural environment, since in the process of personality upbringing, society forms a positive emotional assessment of the ethnic group in which the personality develops.
- Young people have knowledge and ideas about the characteristics of their own group at a high level. As a result, they are aware of themselves as a representative of their ethnic group, highly appreciate the qualities of their own group, and attach great importance to membership in it. However, at the age of "students", the cognitive component is lower than in young people from 23 to 35 years old.
- Women's overall ethnic identity is higher than men's. Women attach great importance to nationality and ethnicity. The affective component is higher in women than in men.
- The dominant type of ethnic identity is a normal positive identity. At the same time, in the group aged 17 to 22 years, the indicators of hyper-identity are higher, although they are within the normal range.
- Ethnoegoism among respondents with the Kazakh language of communication is manifested to a greater extent.
- On the ethno-integration scale, high scores were obtained with an average of 37 points in all three age groups, which corresponds to a high level (the first group – 36.7; the second group – 36.9; the third – 37.3).
- The ethno-differentiating scale of rural residents is higher than that of urban residents.
- The ethno-differentiating scale is higher for Kazakh speakers.

Young people are the most active, mobile and dynamic social group, at the same time they are the most vulnerable to certain trends in social life. The ethnic self-consciousness of young people is subject to transformation depending on the socio-political, economic, and cultural conditions of the ethnoses' life.

Authors' contributions

Melinda Hal – critical revision of the content of the text of the article, interpretation of the study results.

Mambetalina A.S. – development of the study concept, approval of the final version of the article for publication.

Musina Zh.A. – collection, analysis of research results, writing the text of the article.

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Жастардың этникалық бірегейлігінің ерекшеліктері

Анната. Мақалада жастардың этникалық бірегейлігінің құрылымы қарастырылады, зерттеу тақырыбы бойынша әдеби шолу жасалады, осы саладағы зерттеушілердің маңызды еңбектері көрсетіледі. Эмпирикалық зерттеудің негізгі міндепті мәдениетаралық қарым-қатынас жағдайында жастардың этникалық ерекшеліктерін зерттеу болды. Зерттеу әдістері ретінде Г. У. Солдатованың "этникалық сәйкестілік түрлері" саул намасы, этникалық сананың даму деңгейін диагностикалау әдістемесі, В. Ю. Хотинец, Дж. Финни, этникалық сәйкестіктің ауырлығын өлшеу

әдістері қолданылды. Жастардың этникалық бірегейлігінің құрылымдық компоненттерін анықтауға, этникалық бірегейліктің басым түрін және тұлғааралық полимәдени кеңістік жағдайында жастардың этникалық өзіндік санасының даму деңгейін анықтауға бағытталған әмпирикалық зерттеудің нәтижелері келтірілген. Зерттеу нәтижелері бойынша автор тәмендегідей қорытындыға келді: этникалық сәйкестілік құрылымы 2 компонентті қамтиды; когнитивті және аффективті компоненттің ауырлық деңгейіне түрфылықты жері, қарым-қатынас және оқыту тілі, мәдени орта сияқты факторлар әсер етеді; этникалық өзін-өзі танудың басым түрі позитивті сәйкестілік болды.

Түйін сөздер: этникалық сәйкестік, когнитивті компонент, аффективті компонент, позитивті сәйкестілік, мәдениетаралық кеңістік.

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Особенности этнической идентичности молодежи

Аннотация. В статье рассматривается структура этнической идентичности молодежи, проведен литературный обзор по теме исследования, выделены значимые труды исследователей в данной области. Основная задача эмпирического исследования заключалась в том, чтобы исследовать особенности этнической идентичности молодежи в условиях межкультурного общения. В качестве методик исследования выступили опросник «Типы этнической идентичности» Г.У. Солдатовой, Методика диагностики уровня развития этнического самосознания В.Ю. Хотинец, Методика Дж. Финни, измеряющая выраженность этнической идентичности. Приведены результаты эмпирического исследования, направленного на выявление структурных компонентов этнической идентичности молодежи, определение доминирующего типа этнической идентичности и уровня развития этнического самосознания молодежи в условиях межличностного поликультурного пространства. По результатам исследования авторы пришли к выводу, что структура этнической идентичности включает в себя 2 компонента; на уровень выраженности когнитивного и аффективного компонента влияют такие факторы, как место проживания, язык общения и обучения, культурная среда; доминирующим типом этнического самосознания выступила позитивная идентичность.

Ключевые слова: этническая идентичность, когнитивный компонент, аффективный компонент, позитивная идентичность, межкультурное пространство.

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