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## **MOTIVATION FOR EDUCATIONAL AND RESEARCH ACTIVITIES AS A FACTOR IN THE DEVELOPMENT OF ANDRAGOGICAL SUBJECTIVITY OF UNDERGRADUATES**

### *Abstract*

In the modern changing world, the goal that all universities set for themselves is to focus on the development of individual psychological qualities, cognitive skills, reasoning and needs to achieve success in the profession, social values of professional activity and internal motivation for it. Now, the quality of education, training of graduates in a higher education institution should allow to eliminate the discrepancy between the requirements of production and employers, the current changing society. This is due to the fact that undergraduates should have the opportunity to develop their subject qualities beyond professional skills in accordance with the chosen specialty. The integration of our country into the world political and economic space is a natural process of rapid response to the radical changes taking place. For the reform of education, it is important to update the principles of communication in the multi-level system of training specialists. Changes in the system of higher education should begin primarily with the training of specialists. Under the word training is not only the deepening of academic knowledge, but also the ability to apply the acquired knowledge in life. The use of it is primarily associated with intrinsic motivation that is, with motivation and subjectivity. That is, such a system, which has been modernized, will be aimed at creating conditions and opportunities for the holistic development of a person, professional and social adaptation of an individual in society.

*Keywords:* Personality, subject, undergraduate, motivation, training, skill, education, skills.

**Introduction.** Today's higher education system involves students independently replenishing knowledge, acquiring new skills. Thus, the readiness to assimilate new information through orientation from one professional position to another, based on the ability to quickly adapt to a new situation, reorganize oneself, belonging to the manifestation of professional mobility, can be a key factor in considering solving the problem we are raising. It can be seen by studying the works of many scientists that the development of the properties of the subject is largely associated with the process of cognition. The subject acts as the basis for the connection between consciousness and activity. And, as noted by K.A. Abulkhanova (2001), the subjective approach in psychology is implemented in the principle of the unity of consciousness and activity.

For social psychology, the key idea is the mode of the subject. The main question to the question of the subject is to determine at what level the relationship between cognition and action is. This subject is the individual. In the personality, as a focal point, the reflective, cognitive aspects of consciousness and its qualities of attitude, experience, and aspiration are concentrated. The socio-psychological qualities of a person, expressed in her interests, ideals, orientation, worldview, synthesize her cognitive, relational mechanisms that regulate these relationships. The subject is a complex system of human communication with another person, with his environment, with the world around him.

**Main part.** In today's psychology and pedagogical science, the problem of subject and subjectivity has a special place, that is, the nature of the subject, which characterizes the activity of

a person, reflects his constructive position. The subject is one of the central concepts of modern psychology, the categorical status of which is currently the most controversial.

Since the category of subject is a general philosophical category, it refers to the concept of an active quality of a person, his position in society, development, being the author of his own life. The introduction of the category of subject into psychology contributed to the consideration of man in a new plane: in the unity of his natural, social, and spiritual principles.

From the principle of subjectivity (subject) comes a new term: Andragogical subjectivity, which acts as one of the types of activity of the subject, as a way of his relationship to reality. The activity of the subject is expressed, in our opinion, in the forms of self-determination, self-infliction, and self-activity. These forms reflect the essential characteristics of the subject.

«Andragogical subjectivity» is:

- the ability to organize and organize a high level of qualities, consisting of activity and business skills of a person;

- purposefulness, initiative, high motivation and interest in educational and research work;

- the quality of its activity, moving from one level to another, that is, to a new level, which allows it to consciously change itself;

- The ability to achieve the goal set for oneself, to activate oneself, to systematically build a dream, a goal, to systematically use one's capabilities;

- use a high level of creativity in problem solving.

A person's relationship with the world takes place in different forms - cognitive, active and relational. The latter is the relationship of a person to another person. All these forms of relationships that make up the essence of the subject take shape in activity: «The subject, both in his cognition, and in his action, and in his relation to another subject, destroys (each time in a specific way) the appearance, the outsideness of the object and the other subject, overcomes its isolation, discovers (by knowledge), transforms (by action), strengthens the essence of another person with his attitude towards him».

Thus, the single logical basis, the main idea, the main direction of the internal connections of the philosophical and psychological concept of the subject-personal approach is the idea of

the subject. It is in the subject that the cognitive and activity characteristics of human psychology are connected. He (the subject) acts as the basis for the connection between consciousness and activity. This idea underlies our research.

When considering the problem of the development of andragogical subjectivity of undergraduates, we were guided by the law of transition from quantity to quality, which is the basis of science. Because it is known that the law of transformation of quantitative changes into qualitative ones is the basis for explaining how and in what way movement and development take place. So this law assumes that small, quantitative changes have the potential to move to a qualitatively new level. Each individual process justifies that the gradual accumulation of quantitative changes necessarily leads to the transition to meaningful, qualitative changes.

Andragogical subjectivity in our research work appears and manifests itself at a certain level of development of the student. It is considered a systematic quality that determines the worldview, relationships, purpose, orientation, unrepeatable specificity, spiritual and moral character, actions, potential for communication, will of a graduate student. Andragogical subject is a phenomenon that becomes relevant at a specific level of development of professional training and determines the specifics of the activities, communication, behavior and behavior of students, the process of their own development (Sovetkanova, 2019).

A system of general epistemological guidelines that determine the directions of research activity in pedagogical science, its goals and structure, as well as new scientific principles and methods; within the framework of pedagogical methodology, a special discipline, the object of which is the pedagogical process and methods of its provision (Taubaeva, 2000).

Insufficient attention has been devoted to the exploration of motivational factors influencing the academic and research pursuits of undergraduate students, as highlighted by Sovetkanova in (2018). Existing studies on student age, encompassing the master's degree stage as well, primarily focus on the examination of cognitive processes and individual characteristics of students, as noted by Gippereiter in (2002).

The main principle of adult education in the system of continuing education lies in

the recognition of a person as a subject in the course of his development. Therefore, the subject position allows you to reveal and recognize all the vital activity, relationships, internal logic of the personality, and makes it relevant to reproduce and manifest the psychophysiological integrity of the personality. This is a quality in which actions, relationships are characterized by achievements between the self-consciousness. Thanks to subject properties, changes, development, maturation of cognitive processes, mental states and personality traits of the individual are carried out (Berikkhanova & Sapargaliyeva, 2023).

The purpose of our research is to theoretically substantiate and empirically identify the features of motivation for educational and research activities of undergraduates as a factor in their subjectivity.

*Research objectives:*

1. give a psychological and pedagogical description of students ' motivation for learning;
2. andragogical subjectivity of undergraduates as a factor of effective influence of educational and research activities.

In accordance with the purpose and objectives of the study, the following set of methods was defined:

I. A psychological and pedagogical experiment was employed to create optimal conditions for the development of educational and research motivation among undergraduates.

II. The diagnostic approach utilized the following techniques:

1. A modification of A.A. Rean and V.A. Yakunin's methodology for studying the motives of educational activity.

2. The "Motivation for studying at a university" test originally developed by T.I. Ilyina, with modifications by E.P. Ilyin.

Methods for processing and analyzing empirical data included descriptive statistics, analysis of variance, and correlation analysis using Spearman, Fisher, and Student tests.

The study focused on two groups of undergraduates, comprising a total of 150 participants:

1. Experimental Group (EG) - consisting of 75 individuals, who underwent a systematic implementation of psychological and pedagogical conditions aimed at fostering educational and research motivation.

2. Control Group (CG) - also consisting of 75 individuals, who did not receive the corresponding classes (Wikipedia, as of 15.05.2013).

*Materials and methods*

1. Methodology for Exploring Motives in Educational Activities (Modified by A.A. Rean, V.A. Yakunin)

Participants were instructed to thoroughly review a list of motives related to their educational activities. Subsequently, they were asked to identify the five motives most significant to them and mark them with a cross in the corresponding lines. The list of motives included:

1. Aspire to become a highly qualified specialist.
2. Obtain a diploma.
3. Successfully progress through subsequent courses.
4. Excel in studies and achieve "good" and "excellent" exam marks.
5. Continuously receive a scholarship.
6. Attain profound and enduring knowledge.
7. Maintain readiness for upcoming classes.
8. Refrain from neglecting subjects within the educational cycle.
9. Stay in pace with classmates.
10. Ensure success in future professional endeavors.
11. Fulfill pedagogical requirements.
12. Earn respect from teachers.
13. Serve as an example for fellow students.
14. Secure approval from parents and others.
15. Dodge judgment and penalties for poor academic performance.
16. Attain intellectual satisfaction.

*Processing of Results:*

The frequency of motives being identified as most significant across the surveyed sample was determined. Subsequently, the ranking of each motive within the given sample population (school, class, group, etc.) was recorded in the relevant form for further analysis.

2. «*Motivation for University Studies*» Test by Ilyina T.I.

In creating this assessment, the author incorporated various established techniques. The test comprises three scales: "Knowledge Acquisition" (reflecting the desire for knowledge and curiosity), "Mastery of a Profession" (indicating the aspiration to master professional knowledge and develop essential professional qualities), and "Diploma Acquisition" (revealing

the desire for a diploma, including formal knowledge acquisition and strategic approaches to exams and tests).

*The primary goal is to assess the following motivation scales for university study:*

*Scale: Knowledge Acquisition*

- Affirmative responses (“+”) to statements in paragraphs 4, 17, and 26 earn 3.6 points each.

- Negative responses (“-”) to the statement in paragraph 28 and item 42 earn 1.2 and 1.8 points, respectively.

- The maximum points achievable on this scale are 12.6.

*Scale: Mastery of a Profession*

- Agreement with statement 9 earns 1 point.

- Agreement with statements 31, 33, 43, and items 48 and 49 earn 2, 2, 3, 1, and 1 point, respectively.

- The maximum points achievable on this scale are 10.

*Scale: Diploma Acquisition*

- Disagreement with statement 11 earns 3.5 points.

- Agreement with statements 24, 35, and items 38 and 44 earn 2.5, 1.5, 1.5, and 1 point, respectively.

- The maximum points achievable on this scale are 10.

Questions related to paragraphs 5, 13, 30, and 39 are considered neutral to the objectives of the questionnaire and are excluded from the processing.

The prevalence of motives on the first two scales indicates the student’s appropriate selection of a profession and satisfaction with the results.

Table 1. Calculation of motives for research activities

Motive	Number of people chosen	% of total
Opportunities for getting a prestigious job	18	12,3
Interest in the problem of your scientific research	16	10,5
Financial incentives	5	3,5
Reluctance to be expelled from university due to conscription into the army	24	15,7
Mandatory implementation of ID	8	5,3
Interest in science	8	5,3
Increased status, recognition of colleagues	37	24,6
Cognitive activity, desire for discovery	5	3,5
Self-development, self-realization	3	1,7

Analysis of Indicative Motives: Distribution and Significance

Within the dataset, certain motives stood out, constituting 26.3% of the total mentions. These motives encompassed various external factors contributing to success, along with cognitive elements. The breakdown of significant cognitive motives is as follows:

- Cognitive Activity, Desire for Discovery: 12.3%

- Interest in Scientific Exploration: 10.5%

- Interest in the Problem of One’s Scientific Research: 3.5%

External motives influencing success were also notable:

- Increased Status and Recognition among Colleagues: 15.7%

- Opportunities to Secure a Prestigious Job: 5.3%

- Material Incentives: 5.3%

Furthermore, motives related to self-development and self-realization held substantial significance:

- Self-Development and Personal Fulfillment: 24.6%

While other motives played a lesser role, they were still identifiable:

- Mandatory Implementation of Identification: 3.5%

- Concerns about University Expulsion: 1.7%

This nuanced analysis provides a comprehensive understanding of the diverse factors influencing the motivations for research activities within the surveyed group.

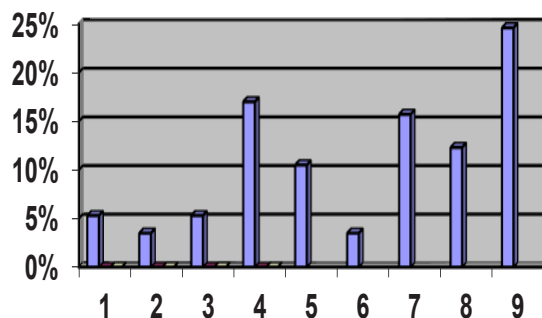


Figure 1. The results

1. the possibility of obtaining a prestigious job; 2 interest in the problem of your scientific research; 3. material incentives; 4. reluctance to be expelled from the university; 5. - interest in science; 6. - obligation to carry out research activities; 7. -increased status, recognition of colleagues; 8. - cognitive activity, desire for discovery; 9. - self-development, self-realization.

#### Analysis of Educational and Research Motivation Factors

Among the factors influencing the motivation for educational and research activities, communication with teachers plays a noteworthy role at 7.9%, signifying not only support but also potential “pressure.”

A comparative examination of ideas regarding the motives for educational and research activities among undergraduates in general and their motives for personal scientific activity reveals a 3.4% increase in the cognitive motivation share among undergraduates. Concurrently, external motives for achievement (recognition, material reward) experience a significant reduction among undergraduates, decreasing to 12.6%.

It is essential to highlight a sharp increase in the motivation of obligation in self-image among undergraduates, reaching 20.8%. This shift provides insights into the evolving perspectives of undergraduates concerning their own academic and research pursuits.

The study enables the delineation of the psychological portrait of undergraduates and the identification of components of both external and internal motivation in university research activities and their personal research endeavors.

An indicative metric of the research motivation development of master’s students lies in the level of completion of their certification work. A high level of attainment necessitates a profound understanding of the logic of scientific research, comprehensive organization of its stages, and mastery of the fundamentals of creative activity.

Statistical substantiation of the research motivation of undergraduates can be presented in tabular form. The data indicates an average level of readiness for the identified components, underscoring the imperative for targeted intervention.

It is noteworthy that the skills of self-organization in cognitive activity dominate in the development of research motivation among undergraduates. Deep and comprehensive knowledge among undergraduates constitutes the second-level priority in this context.

1- deep and lasting knowledge; 2 - effective motives; 3 - skills of self-educational activities; 4 - formation of operations of mental activity; 5 - skills of self-organization of cognitive activity (Figure 2).

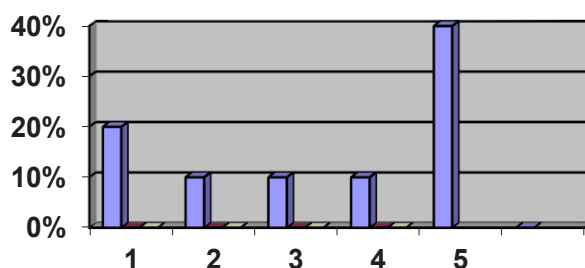


Figure 2. The results



As can be seen from the table, 80% of respondents have low and medium levels of motivation for the research activities of undergraduates, and 20% have high levels of motivation for the research activities of undergraduates.

In the study, respondents were categorized into groups reflecting an underestimated, low, and average level of students' readiness for research work. The dominant factor in forming the research motivation of undergraduates is the skill of self-organizing cognitive activity. At the second level, undergraduates exhibit deep and solid knowledge.

The primary type of research motivation identified is extrinsic motivation. In this context, mastery of educational content is not an end in itself but serves as a means to achieve other goals. These goals may include obtaining good grades, certificates, diplomas, scholarships, complying with the demands of teachers or parents, and receiving praise or recognition from friends (Kosshygulova & Sarsenbayeva, 2022). External motivation often leads to alienation from the cognitive process, passivity, a sense of meaninglessness, or forced activity among master's students (Nemov, 2003). The content of research activities becomes less personally significant for them.

#### Levels and Structure of Educational and Research Motivation

Based on the study, three levels of educational and research motivation among undergraduates can be identified:

##### 1. High Level (20%):

- Characterized by the ability to self-organize cognitive activity.

- Possession of deep and lasting knowledge.

- Engagement in self-development and self-realization.

- Pursuit of increased status, recognition of colleagues.

- Display of cognitive activity and a desire for discovery.

##### 2. Average Level (30%):

- Characterized by skills in self-educational activities.

- Formation of operations of mental activity.

- Interest in science.

- Possibility of obtaining a prestigious job.

- Material incentives.

##### 3. Low Level (50%):

- Characterized by effective motives.

- Low interest in the problem of one's scientific research.

- A sense of obligation to carry out research activities.

- Reluctance to be expelled from the university.

#### Goal of University Education for Master's Students

The overarching goal of university education for master's students is the systematic training of highly qualified professionals for analytical, consulting, and research roles in Kazakhstan universities and companies, aligning with successful career trajectories.

#### Structure of Motivation for Educational and Research Activities

The motivation structure is multifaceted and includes motivational aspects characterizing cognitive interest and motivation for research activities. Competence-based components encompass ideas about the methodology of scientific research and methods of research activity. Activity-based elements determine the possession of skills and competencies in research activities. Value-semantic dimensions include self-assessment, self-analysis of one's research activities, and determination of ways of self-development in scientific knowledge (Maslow, 2004).

#### Psychological and Pedagogical Conditions

Creating optimal conditions for identifying the peculiarities of motivation for educational and research activities of undergraduates involves updating the content of professional training, implementing training activities, increasing the value and semantic level of undergraduates, and fostering master's students' readiness for educational and research activities.

It is important to highlight that in modern higher educational institutions, two main types of research activities for undergraduates are organized to varying degrees:

##### 1. Educational and Research Work:

- Mandatory as per current curricula and programs.

- Traditionally includes notes, reports, essays, coursework, and final qualifying papers (Lakh, 2004).

##### 2. Research Work Outside of Classroom Time:

- Involves independent search for new literature.

- Encompasses creative preparation for tests and exams.
- Provides time for practical training and internships.
- Main forms include scientific subject clubs of different directions (pedagogical, psychological, methodological, philosophical, etc.), problem groups, and participation in conferences (Baizhanova, 2006).

The educational and research activities of undergraduates contribute to creating a new creative educational environment at the university. They serve as a crucial factor in the development of the university as an innovative educational institution, fostering a new pedagogical communication characterized by creative cooperation between teachers and undergraduates, continuous improvement of subject-subject relationships, and an atmosphere of spiritual closeness and co-creation.

As a result of the study, research motivation levels of undergraduates can be identified:

- High Level:
  - Cognitive activity and a desire for discovery.
- Average Level:
  - Opportunities to obtain a prestigious job.
  - Financial incentives.
- Low Level:
  - Obligation to carry out research activities.
  - Reluctance to be expelled from the university (Volkov, 2006).

**Results and Discussion:** Several reasons can diminish motivation at university, including:

- Organizational Factors:
  - Planning the educational process solely by the teacher, without student involvement.
  - Unidirectional assessment systems without student feedback.
  - Lack of student engagement in planning lectures and seminars.
- Psychological Factors:
  - Fear of objections from the group or teacher.
  - Personal indifference, shyness, lack of self-confidence.
  - Negative attitudes toward studies and the topic being studied.
- Pedagogical Factors:
  - Educational material not related to previously acquired knowledge or future professional activity.
  - Material presented too completely, leaving no room for independence.

- Lack of variability in tasks and uninteresting presentation (Knowles, 2005).

Psychological and pedagogical reasons are intertwined, suggesting the need to address them together:

1. Motivation forms through conscious knowledge acquisition.

- Training based on basic knowledge related to specific subject areas.

- Active acquisition through criticism, testing, and paradigm development.

- Structured training to develop independent knowledge acquisition and communication skills.

2. Cognitive processes benefit from appealing to various senses and emotions, increasing efficiency in assimilating and processing knowledge.

3. Motivation for learning increases when undergraduates build a holistic picture of knowledge through active participation rather than passive memorization.

4. Motivation for learning and achievement results from interacting goals and values within the learning subject, family, and broader culture. Mastery and self-representation goals significantly impact behavior, cognition, and emotions.

To enhance mastery goals, the teacher must instill confidence in the student's ability to succeed and emphasize education as an internal goal. To achieve self-representation goals, the teacher should help students understand and develop their abilities, fostering a sense of self-worth and uniqueness. Clear assessment criteria are crucial for developing motivation to acquire mastery, as understanding how efforts will be assessed leads to increased task engagement and effort (Kolb & Kolb, 2020). The level of achievement, task importance, and value also rise with clear assessment criteria.

**Conclusion.** Summing up the article, you can draw the following conclusions:

At the master's level, motivation is associated with the position of "oneself" in any education such phenomena as "self-education", "self-knowledge", "self-development", which includes its development as a subject. Therefore, the analysis of the requirements caused by the public demand for the professional competence of Masters and set in the state standard of compulsory education increases the importance of the need

to develop their andragogical subjectivity in the professional training of Masters.

Today, despite the fact that pedagogical and psychological factors that reduce educational activities occur in higher educational institutions, the internal motivation that a graduate student has is considered the most important.

However, we believe that the formation of interest in learning among students of higher educational institutions should be carried out at the following levels. They are:

- at the theoretical level, the system of continuing education should be distinguished by openness, accessibility, versatility, multilevel and multifunctionality.

- methodological support of the University for the development of andragogical subjectivity of undergraduates in accordance with the tasks set by the research at the methodological level.

- at the methodological level-the formation of the scientific environment of the University, which creates optimal opportunities for students ' self-development as a subject of scientific and educational and further subject of scientific and pedagogical activity in the direction of Master's training (Mýhametzianova, 2018).

In the course of the studied works, it can be seen that in order to develop the motivation of undergraduates to study, the place of andragogical subjectivity is also important.

Education is not only the transfer of ready-made knowledge to undergraduates, but also the education of a person who finds his place in life and develops his acquired knowledge, skills and abilities.

Formation of a structural system that ensures the formation of specialists with a high andragogical subject in accordance with the needs of society in the conditions of post-graduate education;

- availability of conditions for effective use of the information environment of a higher educational institution in the development of andragogical subordination of undergraduates;

- Organization of conditions for conducting basic research work based on new educational technologies for the development of andragogical subject of undergraduates through scientific research activities;

It cannot be said that the research problem has been completely solved due to its very complex and wide scope. In the future, we will consider the development of the andragogical subordination of undergraduates, the improvement of the andragogical subordination of undergraduates based on the use of information and telecommunications technologies by undergraduates, etc.

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## **SOCIO-PEDAGOGICAL LEVEL STRATIFICATION: PORTRAIT OF A VIRTUAL PERSONALITY**

### *Abstract*

The authors tried to determine the psychological and pedagogical characteristics of the phenomenon of “virtual personality” in this article. The main purpose of this work is to show the results of the content analysis of socio-psychological reasons (anonymity and confidentiality, expression, and self-expression, research of roles and identities, social interaction and acceptance) for designing a portrait of a virtual personality in an “online community”. The quintessence of modeling the portrait of a virtual personality in the “online community” provides for the identification of a methodological concept for the analysis of socio-pedagogical stratification, applicable to establish a correlation between indicators of network communicative culture and behavioral patterns of Kazakhstani students.

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The results of the conducted research are presented, and the concepts are clarified: “virtual personality”, “virtual personality image”, and “virtual identity”. The algorithm of experimental research developed by us will allow: us to substantiate the deterministic features of social networks; reveal the dominant role of “online community” in the socialization of personality; to reveal its real influence on the value orientations of modern students.

*Keywords:* online community, virtual personality image, virtual personality, virtual space, social networks, virtual self, virtual reality, virtual identity.

**Introduction.** In light of the growing societal importance of communicative culture among participants in the educational process within the “on-line community” – emerging as a novel virtual reality – digital pedagogy prompts a

customization of communication structures on network platforms.

The utilization of networking enables students to access information at any time and from anywhere, thereby enhancing their motivation