

## EDUCATIONAL AND CULTURAL IDENTITY OF CONTEMPORARY KAZAKH YOUTH

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### **Abstract**

The article reveals the problems of the educational and cultural identity of modern Kazakh youth. Article updated the role of culture and education in contemporary society, which are becoming increasingly important and active multifactor phenomenon affecting all aspects of social relations. The author interprets the educational and cultural identity as a sense of self in a certain educational and cultural space. This interpretation is based on an analysis of the theoretical development of the educational and cultural identity of young people. Youth are very satisfied with their social expectations. This satisfaction plays an important role in shaping of interest, the choice of means and achievement of the expected goals.

**Keywords:** identity, educational identity, cultural identity, youth, education, culture.

### **Résumé**

L'article révèle les problèmes de l'identité éducative et culturelle de la jeunesse kazakhe moderne. Article mis à jour le rôle de la culture et de l'éducation dans la société contemporaine, qui est de plus en plus important et actif phénomène multifactoriel qui touche tous les aspects des relations sociales. L'auteur interprète l'identité éducative et culturelle comme une conscience de soi dans un certain espace éducatif et culturel. Il est basé sur une analyse de l'évolution théorique de l'identité éducative et culturelle des jeunes. Les jeunes sont très satisfaits de leurs attentes sociales. Cette satisfaction joue un rôle important dans l'élaboration de l'intérêt, le choix des moyens et la réalisation des objectifs escomptés.

**Mots-clé:** l'identité, l'identité culturelle, l'identité éducative, jeunesse, l'éducation, la culture.

### **Rezumat**

Articolul prezintă aspecte ale identității culturale și educaționale ale tinerilor din Kazahstan. Demersul autorilor pornește de la conturarea rolului educației și culturii în societatea contemporană. Acest rol dobandește o tot mai mare importanță și devine un

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fenomen activ, multifactorial care influențează toate aspectele relaționării sociale. Autorii consideră identitatea culturală și educațională ca o adaptare a sinelui la un anumit spațiu cultural și/sau educațional. Această interpretare se bazează pe analiza evoluției teoriilor cu privire la identitățile educative și culturale ale tinerilor. În cazul Kazahstanului, tinerii se declară foarte satisfăcuți de potențialul de manifestare socială. Aceste premise favorabile joacă un rol important în modelarea intereselor, alegerea mijloacelor și căilor de acțiune și în îndeplinirea scopurilor, obiectivelor, așteptărilor.

**Cuvinte cheie:** identitate, identitate culturală, tineri, educație, cultură.

Young people are a specific historical notion, depending on the nature and level of development of society. Youth is the stage of life when people do not only master the different social roles, but also create their own social expectations, develop a system of value orientations, interests, ideals, become an active full members of society.

According to the Statistics Agency of Kazakhstan, on 1 January 2009, the number of young people aged 14 to 29 years amounted to 4,358,925 people, representing 29.2% of the total population. It should be noted that in 2007 the youth population was 4,569,885 people, representing 29.7% of the total population, and in 2008 – 4,598,826 men and 29.5% respectively<sup>1</sup>.

Today, virtually all the experts emphasize the complexity of the processes occurring in young people, and recognize the significant deterioration in the social, economic and spiritual condition, characterize it as unstable and not providing the necessary facilities of life of self-determination of the younger generation. The future development of sovereign Kazakhstan is largely dependent on the socio-economic potential of the contemporary youth. As far as it can be a monolithic social group, so it can fulfill its mission in the transformation the country. The younger generation can not stick to the same polls of attitudes, but still some signs of consolidation among young people must be present. One of them is the *identity* (Salykzhanov, Dzhamangulova, Baktygereeva et al. 2013).

Under the influence of processes of integration and globalization, development of informational technologies, the identity of modern person regardless of his place of residence changes its characteristics, which creates problems for operationalization the concept of “identity”. The concept of identity strongly indicates the agreed and personally perceived self-image, with all the richness of personal relationships to the world, a sense of adequacy and stability of possession the person's own “I” regardless of changes in the “I” and the situation, the ability of the individual to a full solution of problems faced it at every stage of its development. Identity is primarily a measure of adult personality, the origins and mysteries, its hidden organization in the earlier stages of ontogeny.

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<sup>1</sup> See: <http://www.stat.kz>

The important role played by research in the development of new problems connected with the influence of globalization on social self-determination emphasizes the need to study the problems of identity, both locally and on a universal level. Such studies are especially relevant today in European countries, as well as in the former socialist countries, where there is a change of social structure. The relevance of comparative studies of social identity is related to the fact that our country (Kazakhstan) has been too long isolated from the world community by ideological boundaries, and this has affected the consciousness of people.

Youth is not a mere reflection of social relations, but an active factor in their development, and its education should not only contribute to the perception and assimilation of knowledge and skills, values, roles, but acquiring, bringing its creative contribution to the vital functions of society. At the same time, during the crisis of society the majority of the younger generation of particular stage of mental development turned out in a difficult situation – the period of acute flowing transition from childhood to adulthood. The contradictions of development peculiar to this period, increased significantly. At the same time the need for adolescents and young adults in determining their place in the system of social relations, the desire for self-assertion, self-organizing, self-improvement, on the one hand, stimulated by the socio-economic processes happening now, on the other, they are faced misunderstanding and disrespect of adult society which does not emphasize, do not fix, does not mean independence of the growing person. Adolescents and young people are limited to make real solutions of serious cases of Kazakh society. This contradiction leads to severe internal conflict and to the artificial delay of personality development of adolescents and youth, depriving them of opportunities to take an active social position, intensifying on the one hand, frankly accumulated psychology, on the other, feelings of irritation due to inexperience and social stimulation, not only towards others, but also to themselves.

At the present time, while maintaining a certain public-perceived social place of teenager, the attitude of adults towards adolescents has changed significantly, firstly, the ratio of adults to adolescence – 10-15 year olds have seen more adults than it is in reality, and secondly, the attitude of adolescents has changed, which is connected with the intensification of social life and more information available. The assimilation of the younger generation of modern systems of knowledge, norms, attitudes, behavior patterns, which are included in the concept of culture inherent in the social group and society, as a whole, takes place in a social environment – society. Creation of a social ideal of a new type is as follows: “the welfare of each is a necessary condition for the welfare of all and vice versa”. Development of innovative processes in the Kazakhstan society set thinking on destiny of younger generation which has to correspond to the new social order – preparation of younger generation for dynamic occurrence into the international scientific and educational space. Orientation of youth to new priorities – an actual problem of the state youth policy and an education system (Nazarbayev 2012 ).

Everyone identifies him- or herself with a particular gender, profession, ethnic culture, and varied social roles. This usually takes place on three levels: a) cultural level (valuable and spiritual identity). These cultural values carry, to a greater extent, personified character – they have the carrier (idol, role model, etc.); b) social level (involvement in specific social and cultural institutions – the role, status identity); c) the personal, psychological level (ability to maintain a complete image of the “I” at different stages of life).

Involvement of young people in the culture is a complex process, in which it is important to consider both possibilities of the society, as well as significant strength of young generation. The progress of the further development of the social system depends on the degree of activity of the last. Consequently, the youth is largely a socio-cultural category.

The attitude of young people towards education has significantly changed. Number of people wishing to get higher education grows from year to year. At the same time, in the era of informational revolution, society is faced an enormous paradox: an increasing in the number of people receiving education and training is accompanied by the processes of illiteracy and professional incompetence (Toshchenko 2001, p. 327).

Poor education, compounded by uneven quality of its various levels and stages raises problems of identity and social integration in society of the vast majority of the population. According to sociological researches, the modern school does not fully execute any of its functions: do not contribute to the spiritual formation of the personality (as evidenced by the growth of juvenile deviance), practically does not create a knowledge base for higher education, and does not provide opportunities for further continuing education, which is now demanded. Consequently, most of the problems faced by secondary and higher professional education are born by comprehensive school and associated with serious shortcomings of the educational system as a whole, and its conception (Sheregi, Kharcheva and Serikov, 1997, p. 8327).

The most significant problem that is not “noticed” yet is a global crisis of educational and cultural identity. Acquisition of identity in the present involves the saturation of the educational and cultural space by images of contemporaries that embody the best moral qualities of native culture.

Considering that problems of educational and cultural identity of young people in its social expectations can not diminish the importance of objective conditions. The book of I.S. Kohn, *The Sociology of Personality* suggested the following idea: “the evolution of social institutions, norms, values, etc., in turn, reflect and reinforce the changes that take place in person” (Kon, Politizdat, 1967). Consequently, the personality is the root cause of the changed norms, values, any new features. The set of objective and subjective factors and their constituent parts, determining the main lines of human behavior can be regarded as the social

structure of the individual, whose analysis is of great theoretical and practical significance to study the problems of educational and cultural identity.

Modern society opens to every man a wide field of activity, enables to consider in a graded and fully way his individual abilities, aptitudes and desires. In many ways, it depends on personality how much it will be able to realize the opportunities that are presented by society for further growth. To follow these requirements it is necessary to improve skills, enhance culture and education. Personality, reaching a high educational and cultural level, implements social mobility, free transfer from one social group to another much better one. However, in terms of socio-economic crisis, the process of a man's self-identity proceeds complicated and contradictory. Currently, to some extent, there is a mismatch of the existing social system of identification of young people to new demands of reality.

Thus, as the educational and cultural identity we understand the process of development of educational and cultural level and its relevance to the modern demands of society and the desire to ensure that person has never stopped on achieved.

The development of innovative processes in Kazakh society raise questions about the faith of the younger generation, which must conform to the new social order – the preparation of the younger generation to a dynamic entry into the international scientific and educational space. Targeting young people to new priorities is an urgent task of the state youth policy and the education system. To form the innovative behavior of youth in socio-economic sphere it should be clear about the model of social upbringing, as well as the relevant requirements of the modern means of socialization.

Each historical period, including modern one, forwarded on the “arena” advanced, progressive members of society, which seemed to link the present with the future, and personifying the reality and the prospect for those who have not yet reached the heights of the civil perfection, but strives to do so. Upbringing, organizational and managerial work are forms of productive activity. And it is not just about training, education, but upbringing as a socialization of the individual, the creation of productive economic, social and political environment, aimed at developing a culture, will support the fulfillment of a person's needs and his/her integration into the social structure.

Only knowledge is not enough for a proper understanding of the relation between the ideal and the reality, besides there is a need of imagination that links achievements which are still far from perfection with the ultimate goal. As an ideal so the worldview are complex, multifaceted structures, but ideally, the core of this structure is the scientific picture of the society of the future in terms of its deepest essence of socio-economic relations, in the world view the dialectical materialist answer to the query about the relation of consciousness of being – that is a philosophical view of the world –, man's place in it, the social and historical

progress. This view means the evaluation of the nature of things, and self-identity, and the rational and the emotional attitude to what is the most important, what is essential for society, for a group, for the individual and as a motivation for actions.

It is impossible to justify the prospective view without knowing the present, reflecting and evaluating the existence, and abstracting from the ideal. While tending to the ideal the person increases activity, thereby striving to achieve social expectations. Therefore, the formation of ideal of a modern man will help to solve the problem of educational and cultural identity.

However, the real conditions which a personality lives in, do not always correspond to its potential. There may be a mismatch between what person can do, and what he is doing, and this discrepancy includes lack of education and culture. Social conditions influence the process of identification. Under the influence of radical social change there is a decreasing of the significance of some types of identification and an increasing of others. A man is trying to survive in the new social conditions, and therefore defines himself as a member of those groups where the need is satisfied in the maximum way. He clings to the most reliable relationships, turns to his roots. But to move forward and out of the crisis he needs to design a new identity, based on the perception of himself as a man who could do something. So, the establishment of educational and cultural identity is one of the conditions for effective recovery from the crisis.

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