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FEATURES OF ETHNIC IDENTITY OF DESIGN STUDENTS

Abstract

The article examines the peculiarities of the ethnic identity of students. A theoretical analysis of the phenomenon of ethnic identity was carried out. The main task of the empirical study was to identify the level of ethnic identity of student youth in the specialty "Design," compare the data with students in the specialty "Psychology," and determine the severity of the affective and cognitive components of the ethnic identity of future designers and psychologists. To solve the research problem, the following methods were used: 1. Diagnosis of the level of development of ethnic identity (V. Yu. Khotinets). aimed at identifying the level of ethnic identity: hypoidenticity, positive identity and hyperidenticity; 2. The J. Finney technique, which measures the severity of ethnic identity. The results of the study of EI features in students of the specialty "Design" are presented. Positive ethnic identity is identified as the dominant type. Based on the results of the survey, the features of the students' EI were analyzed.

Key words: *ethnicity, ethnic identity, ethnic identity, positive identity, hypoidenticity, hyperidenticity.*

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ОСОБЕННОСТИ ЭТНИЧЕСКОЙ ИДЕНТИЧНОСТИ СТУДЕНТОВ СПЕЦИАЛЬНОСТИ «ДИЗАЙН»

Аннотация

В статье рассматриваются особенности этнической идентичности студентов. Проведен теоретический анализ феномена этнической идентичности. Основная задача эмпирического исследования заключалась в том, чтобы выявить уровень этнической идентичности студенческой молодежи по специальности «Дизайн», сравнить данные со студентами специальности «Психология», а также определить выраженность аффективного и когнитивного компонентов этнической идентичности будущих дизайнеров и психологов. Для решения исследовательской задачи использованы методики: 1. Диагностика уровня развития этнического самосознания (В.Ю. Хотинец) направленная на выявление уровня этнического самосознания: гипоидентичности, позитивной идентичности и гиперидентичности; 2. Методика Дж. Финни, измеряющая выраженность этнической идентичности. Приведены результаты исследования особенностей ЭИ у студентов специальности «Дизайн». В качестве доминирующего типа выявляется позитивная этническая идентичность. По результатам анкетирования проанализированы особенности ЭИ студентов.

Ключевые слова: *этничность, этническая идентичность, этническое самосознание, позитивная идентичность, гипоидентичность, гиперидентичность.*

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"ДИЗАЙН" МАМАНДЫҒЫ СТУДЕНТТЕРІНІҢ ЭТНИКАЛЫҚ СӘЙКЕСТІК ЕРЕКШЕЛІКТЕРІ

Аңдатпа

Мақалада студенттердің этникалық сәйкестілігінің ерекшеліктері қарастырылады. Этникалық сәйкестілік құбылысына теориялық талдау жасалды. Эмпирикалық зерттеудің негізгі міндеті "Дизайн" мамандығы бойынша Студент жастардың этникалық сәйкестілік деңгейін анықтау, "Психология" мамандығының студенттерімен деректерді салыстыру, сондай-ақ болашақ дизайнерлер мен психологтардың этникалық сәйкестілігінің аффективті және когнитивті компоненттерінің ауырлығын анықтау болды. Зерттеу мәселесін шешу үшін әдістер қолданылды: 1. Этникалық өзін-өзі танудың даму деңгейінің диагностикасы (В.Ю. Хотинец) этникалық өзін-өзі тану деңгейін анықтауға бағытталған: гиподенттілік, оң сәйкестілік және гипериденттілік; 2. Дж. Финни, этникалық сәйкестіктің ауырлығын өлшеу. "Дизайн" мамандығының студенттерінде ЭС ерекшеліктерін зерттеу нәтижелері келтірілген. Позитивті этникалық сәйкестік басым тип ретінде анықталады. Сауалнама нәтижелері бойынша студенттердің ЭС ерекшеліктері талданды.

Түйінді сөздер: *этникалық, этникалық сәйкестілік, этникалық өзіндік сана, позитивті сәйкестілік, гиподенттілік, гипериденттілік.*

Problem Statement.

The problem of the formation and transformation of ethnic identity in the conditions of interethnic interaction is significant for modern science, as evidenced by the relentless interest of domestic and foreign researchers in this topic. Among them are Lebedeva N.M., Soldatova G.U., Stefanenko T.G., Khotinets V.Yu., Harutyunyan Yu. V., Drobizheva L.M., Anderson B., Hobsbaum E., Gellner E. and others. The study of ethnic identity through the prism of both cultural, linguistic and economic factors is necessary for understanding the phenomenon of the sustainability of ethnicity, which provides a solution to the problems of intercultural integration of society during the ongoing socio-political transformation of society, which is now going through the next stage of state building.

Material and research method.

The study uses a dialectical methodology that allows you to analyze the object of study, ethnic identity, as a holistic phenomenon in its subsequent development. When studying the problem, the method of system-structural analysis was used, the main methodological techniques were the principles of microanalysis and multidimensional. To solve the research problem, the following methods were used: 1. Diagnosis of the level of development of ethnic identity (V. Yu. Khotinets). aimed at identifying the level of ethnic identity: hypoidenticity, positive identity and hyperidenticity; 2. The J. Finney technique, which measures the severity of ethnic identity.

History.

In modern psychology, scientists and researchers give the following types of definition of "ethnic identity": effective, attributive, functional, procedural and subjective-symbolic. Among the scientists who give an effective definition of ethnic identity are T.G.Stefanenko, V.Yu. Khotinets, G.U. Soldatova, A.N. Tatarko, M. Chibisov. For them, EI reflects the result of human self-determination in ethno-cultural space.

Thus, T.G. Stefanenko defines ethnic identity as "the result of the cognitive-emotional process of realizing oneself as a representative of an ethnic group, a certain degree of identification with him and separation from other ethnic groups" [2]. G.U. Soldatova considers the concept of ethnic identity as "a component of multiple identity in the structure of group self-awareness, which

is the socio-psychological result of emotional-cognitive and value processes that mediate interethnic interaction (ethnic identification and differentiation)" [3].

V.S. Mukhina, A.P. Sakharov, M.A. Lobas, F. Barth, M.Bernel consider EI based on differences and give attributive definitions.

In particular, A.P. Sakharov speaks of ethnicity:... " each ethnic group is characterized by a set of mandatory specific features, which in their totality form ethnicity "[4]. Studying the psychological features of the adaptation of migrant children, M.A. Lobas, divorcing the concepts of EI and ethnicity, speaks of the latter as a sociological category belonging to a certain ethnicity in a number of objective signs: the ethnicity of parents, place of birth, language, culture. For individuals, ethnos is a psychological community, and ethnic identity is one of its characteristics [5]. F. Barth considers ethnicity as a "form of social organization of cultural differences" [10]. Ethnicity in the sociobiology of Pierre van den Berge is understood as an all-encompassing form of natural selection and kinship ties that retain their significance in developed societies. Thus, according to Van den Berge, the evolutionary origin of ethnicity is an extended related group. With the expiration of time, family ties eroded, but the need for collective support, wider than the related group remained today in modern post-industrial societies [5].

Yu.V. Bromley, N.Pokrovsky, V.Yedov, T.Danilova, L.M.Drobizheva, M.V. Vereshchagina, T. Parsons, E. Hobsbaum give a functional definition of ethnic identity. N. Pokrovsky, V. Yandov, T. Danilov define ethnic identity in the context of globalization as a way of organizing society in a transition from a traditional society to a late modern society. G.G. Speth views ethnic identity as "an experience of one's identity with one ethnic community and separation from others."

A separate group of scientists explores the EI phenomenon as a process. Thus, A. Kochen gives a procedural definition: "ethnicity is, in essence, a form of interaction between cultural groups acting within a common social context (that is, within a greater community)." Ethnicity is understood primarily as the basis of the identity of the "national minority" as opposed to the "national majority." EI is a sociocultural and socio-psychological phenomenon that combines cognitive and affective representations and experiences of personality about ethnic groups that arise in real acts of interaction with their own and with other ethnic groups (Porshnev B.F.) and manifests itself in real ethnic behavior, as part of the "I - concept."

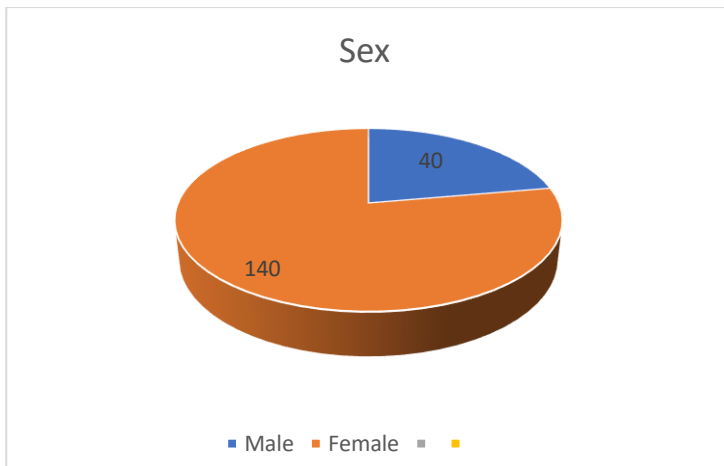
According to some scholars, the definition of EI is subjectively symbolic. So, Platonov Yu.P. says that "EI is not only an awareness of its identity with ethnic community, but also its assessment and feelings (dignity, pride, resentment, fear) are the most important criteria for interethnic comparison." American ethnologist J. Devos views ethnic identity as a form of identity embodied in the cultural tradition and converted to the past in contrast to other forms focused on the present or future. E. Francis argues about EI... "one can talk about ethnicity if a relatively large number of people feel they are components of a single whole, develop a common identity and agree in their faith in a common origin." N. M. Lebedeva, studying EI, considers it as "a psychological category that expresses the subject's idea of his belonging to a certain ethnic community along with the emotional and value value of this membership" [4].

Analyzing the literature, one can single out the classical definition of ethnic identity, which is most often used by scholars. Ethnic identity is an integral part of a person's social identity, a psychological category that refers to the awareness of one's belonging to a particular ethnic community.

Research results and discussion.

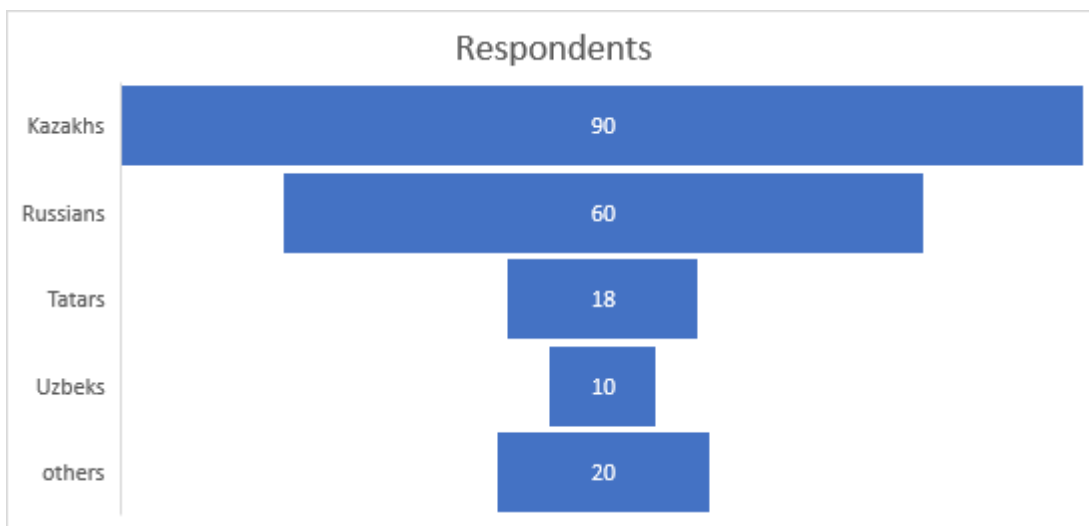
The study was conducted on the basis of the University "Turan-Astana" among students of the specialty "Design" and the specialty "Psychology." The age of respondents is from 17 to 22 years, students from 1 to 5 years. In total, 180 people took part in the survey. Of these, 40 are boys, 140 are girls (Diagram No. 1).

Diagram – 1



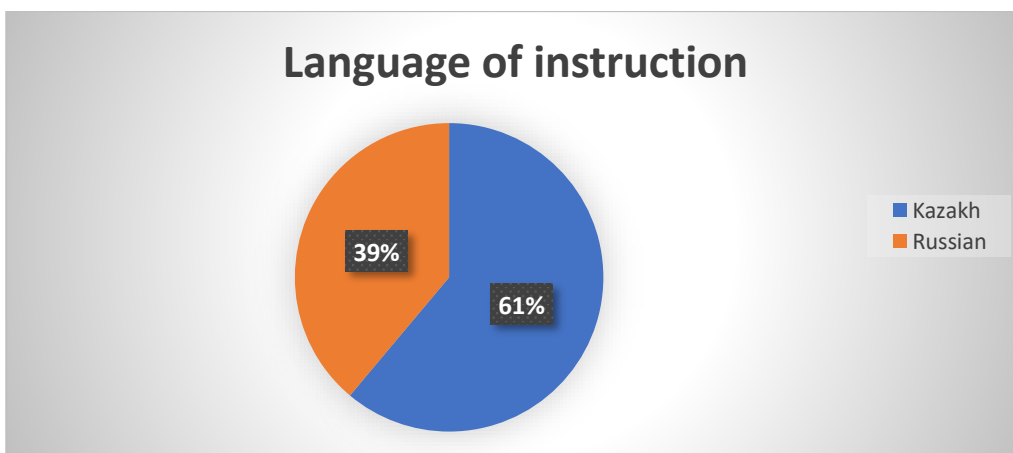
The national composition of respondents is presented in Diagram 2.

Diagram – 2



The survey was attended by students of Kazakh, Russian and other nationalities with Kazakh (110) and Russian (70) language of instruction (Diagram No. 3).

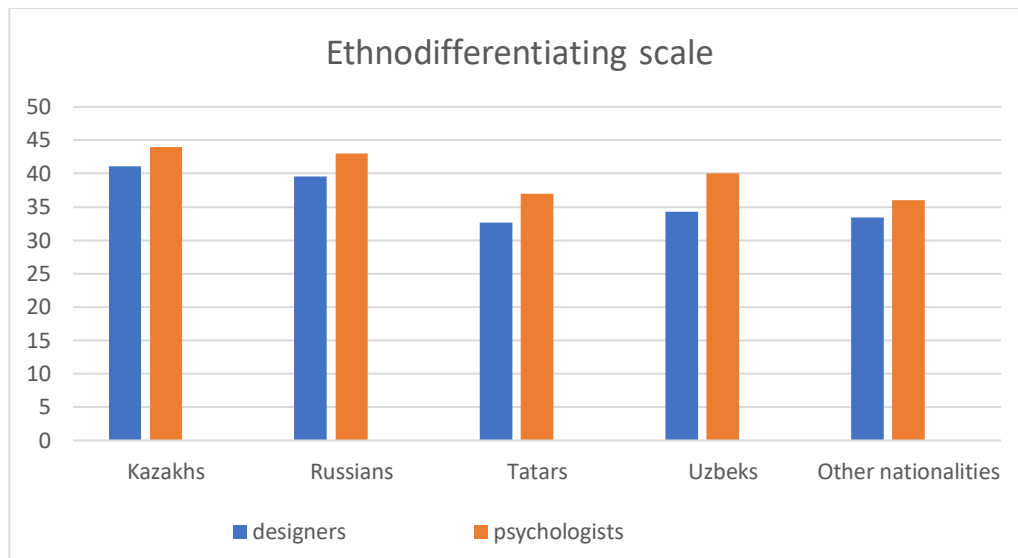
Diagram – 3



As a result of the study on the methodology of ethnic identity, V. Yu. Khotinets among respondents of the specialty "Design," the average value on the ethnodifferentiating scale is 35.9, which is the average. 1-34 - low 35-50 - average 51-70 - high. The main number of respondents did not indicate a strong difference between their ethnic group and another. The result of the Kazakhs

was 41.1; Russians - 39.6; Tatars - 32.7; Uzbeks - 34.3; other nationalities - 33.4. While students of the specialty "Psychology" showed higher results (44, 43, 37, 40, 36, respectively). We believe that the data obtained are related to the specifics of training, as well as educational orientation. Designers are less focused on nationality and ethnopsychological features than psychologists. The study data are shown in Diagram No. 4.

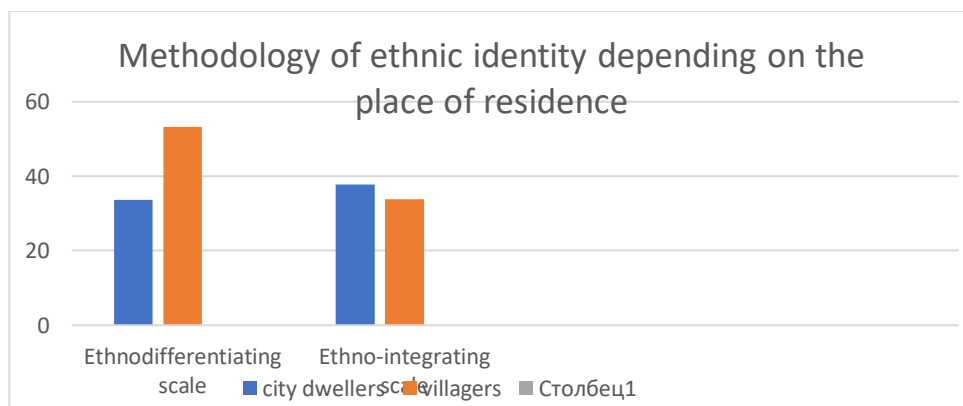
Diagram – 4



The average value on the ethno-integrating scale is 36.7, which is a high indicator, that is, the ethnopsychological characteristics of students coincide with their nationality. 1-19 - low level, 20-30 - medium, 31-42 - high. The results for this criterion are high in two specialties, the respondents gave almost the same answers regardless of the specialty. The indicator of the ethnodifferentiating scale in urban residents was 33.7 (low), in rural - 53.2 (high). Based on this study, they came to the conclusion that rural residents have a pronounced ethnic identity, since in the village they follow the customs of their ethnic group more, honor the traditions of their nationality, celebrate national holidays. Whereas in the city this does not always happen, due to the employment of people at work, hobbies, as well as in connection with globalization and urbanization.

The indicator of the ethno-integrating scale in urban residents was 37.8 (high level), in rural - 33.9 (high level). Students showed the significance of their nationality, regardless of place of residence. However, we associate the increased result in urban residents with the multinational nature of the city, where distinctive features are important, such as mentality, ethnic group status, language and external factors. The results of the study on the methodology of ethnic identity of urban and rural residents are shown in Diagram No. 5.

Diagram – 5



The average overall indicator for the methodology of ethnic identity among designers was 209.8. According to the results, this corresponds to 1-213 - hypoidenticity. Psychologists revealed a

result of 234.7. Students of the specialty "Psychology" showed the result of positive identity (214-267). Hyperidenticity was not detected in the respondents. We associate this result with the focus of activity. For designers, a guideline on increasing the demand for goods or services, regardless of nationality, is important, and creative activity imposes an imprint on the manifestation of hypoidenticism, that is, the ethnic characteristics of designers are not strongly expressed.

To the question "How much do you consider yourself a representative of your ethnic group?" respondents answered: Kazakhs - 86%, Russians - 90%, Tatars - 75%, Uzbeks - 73%, other nationalities - 70%. At the same time, students of Kazakh nationality studying in the Kazakh language consider themselves representatives of their ethnic group by 97%. This proves that language - is an important factor in the indicator of ethnic identity.

Respondents underwent a Finney survey measuring ethnic identity. According to this method, it is possible to identify indicators of affective and cognitive components. The average affective component score for respondents is 3.06 + -0.667. The cognitive component corresponds to 2.68 + -0.726. The mean total ethnic identity score corresponds to 2.86 + -0.682. The maximum value is 4. Descriptive statistics for the Finney method are shown in Table 1.

Table 1

Descriptive Finney Statistics

indicators	mean value	average deviation
Affective component	3,06	,667
Cognitive component	2,68	,726
Total EI	2,86	,682

When processing data in the SPSS program, the following results are obtained:

- The value of the affective component is higher in girls than in boys. The emotional component of girls is higher. As well as the indicator of ethnic identity, girls show more than boys. The Mann-Whitney Test was used to process the results (Figure 1).

Figure 1

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.

- The cognitive component of respondents with Kazakh language of instruction is higher than that of respondents with Russian language of instruction. Knowledge of the language, following the traditions and customs of their ethnic group is manifested in the cognitive component of the EI. This shows that language is the main indicator of ethnic identity regardless of nationality. The Mann-Whitney Test was also used to process the results (Figure 2).

Figure 2

Итоги по проверке гипотезы

	Нулевая гипотеза	Критерий	Знач.	Решение
1	Распределение Аффективный компонент является одинаковым для категорий Язык обучения.	Критерий U Манна-Уитни для независимых выборок	,085 ¹	Нулевая гипотеза принимается.
2	Распределение Когнитивный компонент является одинаковым для категорий Язык обучения.	Критерий U Манна-Уитни для независимых выборок	,035 ¹	Нулевая гипотеза отклоняется.
3	Распределение Общий показатель ЭИ является одинаковым для категорий Язык обучения.	Критерий U Манна-Уитни для независимых выборок	,035 ¹	Нулевая гипотеза отклоняется.
4	Распределение Этнодифференцирующая шкала является одинаковым для категорий Язык обучения.	Критерий U Манна-Уитни для независимых выборок	,246 ¹	Нулевая гипотеза принимается.
5	Распределение Этноинтегрирующая шкала является одинаковым для категорий Язык обучения.	Критерий U Манна-Уитни для независимых выборок	,536 ¹	Нулевая гипотеза принимается.
6	Распределение Уровень ЭИ является одинаковым для категорий Язык обучения.	Критерий U Манна-Уитни для независимых выборок	,536 ¹	Нулевая гипотеза принимается.

Выводятся асимптотические значимости. Уровень значимости равен ,05.

¹ Приводится точная значимость критерия.

- As part of the study, it was revealed that students in the Psychology specialty have a higher cognitive component than designers. This indicates greater interest and knowledge about their ethnicity among psychologists. Designers showed lower results about the knowledge of their ethnic group. Also, the overall ethnic identity score of designers is lower than that of psychological students (Figure 3).

Figure 3

Итоги по проверке гипотезы

	Нулевая гипотеза	Критерий	Знач.	Решение
1	Распределение Аффективный компонент является одинаковым для категорий Специальность.	Критерий U Манна-Уитни для независимых выборок	,085 ¹	Нулевая гипотеза принимается.
2	Распределение Когнитивный компонент является одинаковым для категорий Специальность.	Критерий U Манна-Уитни для независимых выборок	,035 ¹	Нулевая гипотеза отклоняется.
3	Распределение Общий показатель ЭИ является одинаковым для категорий Специальность.	Критерий U Манна-Уитни для независимых выборок	,035 ¹	Нулевая гипотеза отклоняется.
4	Распределение Этнодифференцирующая шкала является одинаковым для категорий Специальность.	Критерий U Манна-Уитни для независимых выборок	,246 ¹	Нулевая гипотеза принимается.
5	Распределение Этноинтегрирующая шкала является одинаковым для категорий Специальность.	Критерий U Манна-Уитни для независимых выборок	,536 ¹	Нулевая гипотеза принимается.
6	Распределение Уровень ЭИ является одинаковым для категорий Специальность.	Критерий U Манна-Уитни для независимых выборок	,536 ¹	Нулевая гипотеза принимается.

Выводятся асимптотические значимости. Уровень значимости равен ,05.

¹Приводится точная значимость критерия.

- The study revealed that the place of residence of respondents is an important factor in the manifestation of ethnic identity. Thus, villagers on an ethnodifferentiating scale showed high results. In rural areas, they educate their people in the spirit of traditions and customs. While urban residents showed poor results when asked: "How much ethnopsychological features of your ethnic group are expressed in you?" (Figure 4).

Figure 4

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	,059 ¹	Нулевая гипотеза принимается.
2	Распределение Когнитивный компонент является одинаковым для категорий Место проживания.	Критерий U Манна-Уитни для независимых выборок	,208 ¹	Нулевая гипотеза принимается.
3	Распределение Общий показатель ЭИ является одинаковым для категорий Место проживания.	Критерий U Манна-Уитни для независимых выборок	,095 ¹	Нулевая гипотеза принимается.
4	Распределение Этнодифференцирующая шкала является одинаковым для категорий Место проживания.	Критерий U Манна-Уитни для независимых выборок	,026 ¹	Нулевая гипотеза отклоняется.
5	Распределение Этноинтегрирующая шкала является одинаковым для категорий Место проживания.	Критерий U Манна-Уитни для независимых выборок	1,000 ¹	Нулевая гипотеза принимается.
6	Распределение Уровень ЭИ является одинаковым для категорий Место проживания.	Критерий U Манна-Уитни для независимых выборок	,703 ¹	Нулевая гипотеза принимается.

Выводятся асимптотические значимости. Уровень значимости равен ,05.

¹Приводится точная значимость критерия.

Conclusion.

According to the results of studies of ethnic identity in students of the Faculty of Humanities and Law of Turan-Astana University, the following conclusions can be drawn:

1. Students in the Design specialty are not focused on ethnos, but on society. The level of the ethnodifferential scale is below normal.
2. The ethnopyschological characteristics of the respondents coincide with their nationality. But designers have lower rates.
3. According to the methodology of ethnic identity among designers, the result was 209.8. This corresponds to 1-213 - hypoidenticity.
4. Hyperidenticity was not detected in the respondents.
5. Language - is an important factor in the indicator of ethnic identity.
6. The value of the affective component is higher in girls than in boys.
7. The cognitive component of respondents with Kazakh language of instruction is higher than that of respondents with Russian language of instruction.
8. Students in Psychology have a higher cognitive component than designers.
9. The place of residence of respondents is an important factor in the manifestation of ethnic identity. Thus, villagers on an ethnodifferentiating scale showed high results.
10. Rural residents have a pronounced ethnic identity.

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