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ORIENTATION OF STUDENTS TO PSYCHOLOGICAL SATISFACTION AS A PREDICTOR OF A META-RESOURCE

Abstract

Solving problems of student satisfaction is a complex and very important task for every citizen of Kazakhstan. The modern approach to understanding the essence and role of the social state presupposes a comprehensive study of such categories as "needs of the individual", "interests of the person", "satisfaction of the population". These categories are intended to declare the immediate causes of social action, as a result of which changes and conditions occur in various areas of social life [1]. In this regard, global changes and requirements of modern society raise the issue of introducing scientific and methodological justification and practice in psychological and educational conditions in order to draw attention to the psychological satisfaction of students of modern Kazakhstan in the process of spiritual modernization of society of the Republic of Kazakhstan. The article clearly differs from other analogy studies with referred reasons. The theoretical, methodological and research innovation is the synthesis of the teachings of the value and semantic system in psychological science to develop a program for experimental research of the orientation of students to psychological satisfaction. A research program of reflections on well – being in the development of personal satisfaction of students. Research program that guides young people to psychological resilience. The role of students' views on satisfaction in the development of their personal potential. The experimental research program is fixed on developing and optimizing the orientation of students to psychological satisfaction.

Keywords: *psychological satisfaction, metaresource, education, Psychology, students.*

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СТУДЕНТТЕРДІҢ ПСИХОЛОГИЯЛЫҚ ҚАНАҒАТТАНУҒА БАҒЫТТЫЛЫҒЫ МЕТАРЕСУРС ПРЕДИКТОРЫ РЕТІНДЕ

Аңдатпа

Студенттің қанағаттануының мәселелерін шешу – әрбір қазақстандыққа қатысты күрделі және өте маңызды міндеті. Әлеуметтік мемлекеттің мәні мен рөлін түсінуге қазіргі заманғы көзқарас «жеке тұлғаның қажеттіліктері», «адамның мүдделері», «халықтың қанағаттануы» сияқты санаттар-ды кешенді зерттеуді болжайды. Бұл санаттар әлеуметтік әрекеттің дереу себептерін жариялауға арналған, соның салдарынан әлеуметтік өмірдің әртүрлі салаларында өзгерістері мен талаптары орын алады. Осыған байланысты қазіргі қоғамның жаһандық өзгерістері мен талаптары Қазақстан Республикасы қоғамын рухани жаңғырту үдерісінде заманауи қазақстандық студенттердің психологиялық қанағаттануға назар аудару үшін психологиялық-педагогикалық жағдайлардағы ғылыми-әдістемелік негіздеме мен практиканы енгізу мәселесін көтереді. Мақала басқа аналогиялық зерттеулерден осынысымен айқын өзгешеленеді. Теориялық-методологиялық және зерттеушілік жаңашылдығы – студенттердің психологиялық қанағаттануға бағыттылығын эксперименттік зерттеудің бағдарламасын өңдеу мақсатында психология ғылымындағы құндылықтар мен мағыналық жүйе ілімдерін синтездеу болып табылады. Жастарды психологиялық тұрақтылыққа бағыттаудың зерттеу бағдарламасы. Студенттердің тұлғалық потенциалының дамуында қанағаттану туралы көзқарастарының рөлі. Эксперименттік зерттеу бағдарламасы студенттердің психологиялық қанағаттануға бағыттылығын дамытуға және оңтайландыруға бағытталған.

Түйін сөздер: *психологиялық қанағат, метаресурс, білім, психология, студенттер.*

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НАПРАВЛЕННОСТЬ СТУДЕНТОВ НА ПСИХОЛОГИЧЕСКОЕ УДОВЛЕТВОРЕНИЕ КАК ПРЕДИКТОР МЕТАРЕСУРСА

Аннотация

Решение проблем удовлетворенности студентов сложная и очень важная задача каждого казахстанца. Современный подход к пониманию сущности и роли социального государства предполагает комплексное изучение таких категорий, как «потребности личности», «интересы человека», «удовлетворенность населения». Эти категории предназначены для публикации непосредственных причин социального действия, вследствие чего происходят изменения и требования в различных сферах общественной жизни. В этой связи глобальные изменения и требования современного общества поднимают вопрос внедрения научно-методического обоснования и практики в психолого-педагогических условиях для привлечения внимания к психологическому удовлетворению современных казахстанских студентов в процессе духовной модернизации общества Республики Казахстан. Статья явно отличается от других аналогичных исследований. Теоретико – методологическая и исследовательская новизна заключается в синтезе учения о ценностных и смысловых системах в психологической науке с целью разработки программы экспериментального исследования направленности студентов на психологическое удовлетворение. Исследовательская программа ориентации молодежи на психологическую устойчивость. Роль представлений учащихся об удовлетворенности в развитии личностного потенциала. Программа экспериментального исследования направлена на развитие и оптимизацию направленности учащихся на психологическую удовлетворенность.

Ключевые слова: психологическое удовлетворение, метаресурс, образование, психология, студенты.

INTRODUCTION.

The modern approach to understanding the essence and role of the social state presupposes a comprehensive study of such categories as "needs of the individual", "interests of the person", "satisfaction of the population".

These categories are intended to declare the immediate causes of social action, as a result of which changes and conditions occur in various areas of social life [1]. It is psychological satisfaction that is of great importance in the concepts of personality traits, a person's attitude to himself and the world around him. Psychological satisfaction is considered as the problems of positive psychological functioning of the individual (theories of A.Maslow, K.Rogers G.Allport, K.G. Jung, E. Erickson, Sh. Buehler, B.Newgarten, M.Yahoda, D.Birren). The founder of this approach was C. Ryff [2]. He summarized and identified six main factors of psychological well-being: self-acceptance, positive relationships with others, autonomy, environmental mastery, a feeling of purpose and meaning in life, and personal growth and development. It is established in the psychological and pedagogical sciences that the past, present and future of person's life contribute to his satisfactory condition. For example, according to C. Ryff satisfaction seems to be based on a person's past life, a positive attitude towards himself and others, and escalates further. However, according to this point of view, we believe that students' satisfaction with own life is not always adequate.

In the direction of universality, the term "psychological satisfaction" has been proposed as a generalizing concept. The theoretical and methodological basis of the study was the work of domestic and foreign scientists devoted to psychological living conditions:

RESEARCH MATERIALS AND METHODS.

In modern psychology, foreign researchers such as N.Bredburn proved the theoretical basis for understanding and structuring the phenomenon of psychological stability [3]. Diener E. Harter J. Arora R. Fesenko P. P., Sozontov A. E., Shamionov P. M. problems of psychological satisfaction, problems of subjective satisfaction, creation of a knowledge base for subjective satisfaction, development of reliable and effective measures of subjective satisfaction [4-7]. Torrano Daniel, Liz Winter, Ros McLellan (Nazarbayev University, University of Cambridge) analyze national and international reports on psychological satisfaction of students and assess the living conditions in education [8], as well as a model of the psychological living conditions of students; Dzhumageldinov A. N. (2013) [9]. Actualization of the era of globalization in the issues of healthcare, education and increasing the "psychological satisfaction" of citizens of the Republic of Kazakhstan as an object of psychological research.

Psychological security of the individual in science is considered in the theories of scientists. According to the hierarchy of A. Maslow, safety is the safety of life, comfort, stability of living conditions, that is, "the main need of man." Safety is a phenomenon that ensures normal human development. The need for security is the main one in the hierarchy of human needs, without which it is impossible to

harmoniously develop the person, achieve self-regulation, and the creation of a psychologically safe student environment is not caused by simple necessity, and psychological safety is also very important for the development of high-level teams that can effectively function, self-realization.

Sheriyazdanova H.T. notes the need to develop psychological training for professional development in her work. Therefore, there is a need to develop psychological safety for the professional development of students.

The significance of the article at the national and international levels is expressed in the relevance, specificity and novelty of the topic published in domestic psychological science and practice. Interest in the study of the psychological state of an individual's life is a new trend in science due to the emergence of "positive psychology", within which the search for answers to questions about the subjective nature of happiness, prosperity, satisfaction and their sources and factors is carried out.

RESEARCH RESULTS AND THEIR DISCUSSION.

According to majority, C. Ryff outlined six components of psychological well-being based on the individual state of a person, his positive functioning in the environment:

- 1) high autonomy and inability to behave normally;
- 2) the ability to manage the environment to overcome difficulties, to master various activities;
- 3) the development of the desire to grow, learn; 4) positive communication with others, open to communication and have communication skills;
- 5) the presence of goals, their meaning of existing value;
- 6) optimal and self-esteem, self-perception of person's life as a whole. Thus, "psychological satisfaction" includes the relationship of a person to himself, his relationship to the social world in the broad sense of the word, that is, bidirectional capabilities [10].

The main psychological problems of modern Kazakh society were social injustice, insecurity, loss of meaning in life, the spread of anxiety, depression, fear and phobias, the growth of aggression, the identity crisis, independent choice of life, attitude to life, in general, to the state of society. Improving the need for youth policies capable of addressing or mitigating problems with this special status of students, as well as the creative position of students in creative channels. Thus, society should support young people and show ways and directions of development.

To determine the most objective picture of the orientation to psychological satisfaction, it is necessary to understand the state of a young person. The complexity of the current socio-economic and political situation has a particularly strong impact on young people. In this regard, satisfaction in solving life problems, building their own life, its ability to manage or depend on circumstances is very important for modern Kazakh youth.

Human satisfaction is a generalized and relatively stable experience that by its nature is primarily subjective, but also of particular importance for the individual as subjective satisfaction. The subjective well-being (or deterioration) of a person consists in a personal assessment of various aspects of his life. The orientation of a person to psychological satisfaction includes several components: social, spiritual, physical, material and psychological life.

The focus of the former President of Kazakhstan N.A. Nazarbayev on basic psychological satisfaction in the context of spiritual modernization of society, expressed in the article "looking to the future: modernization of public consciousness". Obviously, the success of political and economic modernization depends primarily on the level of public consciousness, which is a spiritual priority. Therefore, today's spiritual revival is the most urgent task. This requires, first, the state of the spiritual sphere, which requires radical transformation. It emphasizes the deepening of unifying national values. Therefore, based on the priority development of Kazakhstan's society, this article is taught and the introduction into practice of psychological and educational conditions with the focus on the development of the orientation of modern Kazakh students to psychological satisfaction in the process of spiritual modernization of society in the Republic of Kazakhstan.

Providing public psychological support to Kazakhstan public's in the process of dynamic adaptation of the situation to young people, which shows new methodological and material aspects of modern research. The importance of complex computer diagnostics tools and articles in the Kazakh language for the study of the development of the orientation of modern Kazakh students to psychological satisfaction in the process of modernizing the spiritual and conceptual model of psychological satisfaction of today's students in Kazakhstan. The results obtained in this way contribute to the development of psychological and pedagogical science. Development of socio-psychological aspects of the problem of the development of public consciousness, adaptation of young people, which determines the article at the international level.

The scales in the test "psychological satisfaction" by C.Ryff include 6 main components of psychological satisfaction:

- the presence of a life goal – the person's understanding of the meaning of life, past and present, future values;
- positive communication with others-the ability of a person to establish long-term trusting relationships; the ability to empathize; flexibility in communicating with others;
- personal growth – the desire of a person to develop, learn new things; a sense of the need for their own progress;
- environmental mastery – the ability of a person to achieve what he wants, the ability to overcome difficulties on the way to realizing his goal;
- self-acceptance – the person understands and accepts all aspects of himself; positively evaluates himself and his whole life in general;
- autonomy is the ability of the individual to resist social pressure.

There will also be three additional components:

- satisfaction with having an affect / emotion balance;
- satisfaction with the awareness of life;
- man is like an open system-the satisfaction of the individual with the system of relations in himself.

Statistical processing of the results of the study was carried out using the IBM SPSS Statistics 23 program package. Analysis of the results obtained: 1) all averages for individual scales of psychological well – being correspond to regulatory indicators, which indicates the psychological well-being of teachers as a whole; 2) three levels of psychological well-being were identified-high, medium and low. The overwhelming majority of respondents belong to the high and average level of psychological well-being (96 %); 3) the highest values on the indicator of "psychological well-being" in teachers.

The research work was carried out on the basis of L. N. Gumilyov Eurasian National University. The study involved 51 students aged 17-25 years (M = 21.2; SD = 2.86): 39 women and 12 men. In the course of the study, respondents completed the questionnaire "psychological well-being scale" by C. Ryff, consisting of 84 items, which are evaluated on a 6-point scale.

When analysing the results of the study of attitudes towards oneself (in the context of the described research – attitude towards oneself as a student), special attention was paid to indicators on the "assessment" factor. The interpretation of the degree of these indicators reflects the level of self – esteem of the respondent, expressed in the framework of his activities in this social role, which, on the one hand, is characterized by a feeling of himself as a student and positive perception, on the other hand, dissatisfaction with his own success, behaviour, and personal qualities. The respondents were divided into 3 groups according to their courses.

Differences in the scale of psychological well-being and different indicators of self-esteem (according to the values of the Mann-Whitney U-criterion)

Indicators of the methodology of C. Ryff	Салыстыру топтары	
	1 course and 2 courses	1 course and 3 courses
positive relationship with others	-	255,5 **
environmental mastery	1 997**	255,5 **
goals in life	2583*	-
self-perception	2519*	-
general indicator of psychological satisfaction	2320**	304,5**

The differences in the "environmental mastery" scale are largely explained by the fact that the new conditions of training, the corresponding regulatory framework of the university involve the assimilation by students of new forms of status-role behavior. As a result, successful young people in this process can be characterized by a sense of competence in the process of organizing, managing and controlling their student activities. The "purpose in life" factor in groups of respondents with high and moderate self-esteem is distinguished by the meaning of life in the time dimension "Past-Present-Future", the presence of beliefs that predict the possibilities of personal and professional development.

The «autonomy» and "personal growth" scales show that the absence of statistically significant differences in groups of students indicates that this is stable in relation to the level organization of the student's self-esteem, and the differences in them indicate the uniformity of their clarity across the sample as a whole.

To determine the strength and direction of the correlation relationship, Spearman conducted a correlation study with the calculation of the rank correlation coefficient R S with the overall psychological satisfaction indicator of the student's role self-esteem (R S =0.33; R<0.01), as well as his "positive

relationship with others" ($r_s = 0.33$; $R < 0.01$), "environmental mastery" ($r_s = 0.44$; $R < 0.01$), «personal growth» ($r_s = 0.13$; $p < 0.01$), "goals in life" ($R_s = 0.28$; $p < 0.01$) and «self-perception» ($R_s = 0.22$; $p < 0.01$). Thus, the degree of awareness and acceptance of oneself as a student, satisfaction with a student life and the level of success in it are associated with openness to communication, the presence of skills that help establish and maintain contact with other people, a sense of skill and competence in mastering the environment, as well as the realization of his potential, the presence of goals and beliefs, positive assessment of yourself and life in general, understanding and accepting its positive and negative qualities. The results of the conducted empirical study show that in groups of respondents with different levels of role self-esteem, the differences in the overall indicator of psychological satisfaction and its components ("positive relationship with others", "environmental mastery", "self-perception", "goals in life") are different.

On the one hand, there is a reliable ($p < 0.01$) positive correlation between the level of self-esteem and the overall indicator of psychological satisfaction, as well as all its individual components (except for "autonomy").

CONCLUSION.

A qualitative analysis and interpretation of the data obtained in the study shows that an increase in students' self-esteem, confidence in the specifics of their personal qualities and educational and professional activities in accordance with all the norms and requirements of the university are the reason for approval and self-acceptance in a new social role. This, in turn, leads to an increase in his psychological satisfaction. On the contrary, the low self-esteem of the student leads to a decrease in his psychological satisfaction, at the same time not satisfying oneself and leads to a decrease in the productivity of educational activities.

Psychological satisfaction is a combination of personal resources. The ability to use personal resources to achieve goals in various life situations - the success of the activity, self - confidence, productivity psychological satisfaction and the result depend on the presence and development of the meta-resource.

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