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## **FORMING SKILLS OF FAMILY VALUES RECOGNITION ON THE BASIS OF SYMBOLIZATION AS AN EFFECTIVE MECHANISM TO REDUCE RISKS OF SUICIDE AMONG CHILDREN**

### **Abstract**

The article considers potential application of psychological practices of symbolic image formation in the development of family values skills to minimize negative experience of child-parent relationships as one of the factors of suicidal tendencies.

To achieve this goal it is required to solve a number of tasks, including: consideration of various points of view on the problem of research to substantiate the relationship between child-parent relations and emotional state of the child, which is directly related to potential threats of commitment to suicidality; analysis of experimental work results with further development and testing of recommendations on minimizing the negative impact of negative family experience on the formation of a child's personality, decreasing the level of anxiety with subsequent elaboration of family values through symbolic images.

The results of the study made it possible to identify the indicators of exploring family values that have become the purpose of psychological trainings and. Thus, the importance of psychological and pedagogical support for families where children with an increased level of anxiety are brought up was determined, on the basis of this study. In turn, all the mentioned above, puts them at risk for suicide.

**Keywords.** family values, symbolization, social norms, behavior correction, suicidality of children, anxiety level, psychological practices.

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## **БАЛАЛАРДЫҢ СУИЦИДКЕ БЕЙІМДІЛІК ДЕҢГЕЙІН ТӨМЕНДЕТУДІҢ ТИІМДІ МЕХАНИЗМІ РЕТІНДЕ СИМВОЛИЗАЦИЯ НЕГІЗІНДЕ ОТБАСЫЛЫҚ ҚҰНДЫЛЫҚТАРДЫ ТАҢУ ДАҒДЫЛАРЫН ҚАЛЫПТАСТЫРУ**

### *Аңдатпа*

Мақалада суицидтік мінез-құлыққа бейімділік факторларының бірі ретінде балалар мен ата-аналар арасындағы қарым-қатынастың жағымсыз тәжірибесін азайту үшін отбасылық құндылықтар дағдыларын пысықтау кезінде символдық бейнелерді қалыптастыруда психологиялық тренингтер мен тәжірибелерді қолданудың әлеуетті мүмкіндіктері қарастырылған.

Белгіленген мақсатқа жету бірқатар міндеттерді шешуді талап етті, соның ішінде: суицидтік мінез-құлықты ұстанудың ықтимал қауіптерімен тікелей байланысты баланың ата-аналық қарым-қатынасы мен эмоционалды жағдайы арасындағы байланысты негіздеу үшін зерттеу мәселесі бойынша әртүрлі пікірлерді қарастыру; баланың жеке басын қалыптастыруға теріс отбасылық тәжірибенің теріс әсерін азайту, символдық бейнелер арқылы отбасылық құндылықтарды одан әрі пысықтай отырып, мазасыздық деңгейін алып тастау бағдарламасын одан әрі әзірлеу және сынақтан өткізу арқылы зерттеу нәтижелеріне талдау және интерпретация жүргізу.

Жүргізілген зерттеу нәтижелері психологиялық тренингтер мен практикаларға бағытталған отбасылық құндылықтарды пысықтау бойынша көрсеткіштерді анықтауға мүмкіндік берді. Осылайша, осы зерттеу негізінде мазасыздық деңгейі жоғары балалар

тәрбиеленетін отбасыларды психологиялық-педагогикалық қолдаудың маңыздылығы анықталды, бұл оларды өз-өзіне қол жұмсау қаупі бар топқа жатқызады.

**Түйінді сөздер.** отбасылық құндылықтар, символизм, суицидтік мінез-құлықтың алдын алу, мазасыздық деңгейі, психологиялық тренингтер мен тәжірибелер.

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## **ФОРМИРОВАНИЕ НАВЫКОВ ПРИЗНАНИЯ СЕМЕЙНЫХ ЦЕННОСТЕЙ НА ОСНОВЕ СИМВОЛИЗАЦИИ В КАЧЕСТВЕ ЭФФЕКТИВНОГО МЕХАНИЗМА СНИЖЕНИЯ УРОВНЯ ПРЕДРАСПОЛОЖЕННОСТИ ДЕТЕЙ К СУИЦИДУ**

### *Аннотация*

В статье рассмотрены потенциальные возможности применения психологических тренингов и практик в формировании символических образов при проработке навыков семейных ценностей для минимизации негативного опыта детско-родительских отношений как одного из факторов предрасположенности к суицидальному поведению.

Достижение обозначенной цели потребовало решения ряда задач, в числе которых: рассмотрение различных мнений по проблеме исследования для обоснования связи между детско-родительскими отношениями и эмоциональным состоянием ребенка, которое напрямую связано с потенциальными угрозами приверженности суицидального поведения; проведение анализа и интерпретации результатов исследования с дальнейшей разработкой и апробацией программы по минимизации отрицательного влияния негативного семейного опыта на формирование личности ребенка, снятие уровня тревожности с последующей проработкой семейных ценностей через символические образы.

Результаты проведенного исследования позволили выявить показатели по проработке семейных ценностей, на которые были направлены занятия психологических тренингов и практиках. Таким образом, на основании данного исследования была определена значимость психолого-педагогической поддержки семей, в которых воспитываются дети с повышенным уровнем тревожности, что относит их к группе риска по приверженности к суициду.

**Ключевые слова.** семейные ценности, символизация, профилактика суицидального поведения, уровень тревожности, психологические тренинги и практики.

### **INTRODUCTION**

The process of psychological and pedagogical support of the family in order to minimize the negative impact of family relations through the elaboration of family values is defined as the subject area of the study. In our research, we take the process of establishing a personality according to the concept of the ontogenesis by L.S. Vygotskiy which defines the development of personality as the result of a complex interaction of genetic predisposition and environmental influence. Genetic factors determine some aspects of personality, such as temperament and propensities to certain behavioral patterns. However, the environment, including interaction with other people, social norms and values, education and experience, also have a significant impact on personality formation.

The pathogenesis of personality development assumes that personality is a dynamic and changeable concept that continues to develop throughout a person's life. It takes into account both biological and social factors, allowing to explain the diversity of individual differences in personality. This concept emphasizes the interaction between heredity and the environment as a key factor in the formation and evolution of personality.

Continuing the research of personality development, it seems important to further develop one of the urgent problems of modern society – the problem of suicidal behavior of children. It is well known that modern society can be characterized as stressful. A person is affected by many negative factors that he has to cope with every day. Someone succeeds in this, and someone cannot successfully cope with the adverse influence of the environment to a sufficient extent.

The study of developing personality is one of the up-to date issues of a modern society, especially if we take into consideration interrelation of personality development and the problem of children's suicidal behavior.

## **MATERIALS AND METHODS**

It is well known that modern society can be characterized as stressful one. The personality is influenced by many negative factors that he has to cope with every day. Some people succeed in this, but others cannot successfully cope with the adverse influences of the environment.

An important problem in personality development is the emergence of a state of deadaptation as a reaction to a traumatic situation. According to O.P. Vorsina, a maladaptive state can take various forms. "For some people, in a psychologically traumatic situation, feelings of hopelessness and melancholy are predominant, for some people it is confusion and anxiety, for the others it is anger and despair. As the traumatic situation does not find a solution, the state of mental maladaptation continues to intensify and grow. At the height of painful experiences, an individual develops suicidal thoughts, which are passive in the beginning, then they become active in nature, a person begins to actively consider the possibility of suicide as a way of getting rid of unbearable experiences, a way out of the current psychotraumatic situation" [1].

Experts say that personality is a complex concept that includes many characteristics, such as behavior, thinking, emotions and other aspects. Depending on family relationships and other factors, different personality types can be formed. At the same time, "studying the personality of a child is a key step in ensuring its harmonious development. Every child is unique, and only by understanding his individual traits can we create the conditions for him to reveal his talents and achieve success" [2]. I. Kon also spoke about the influence of an adult on the processes of forming a child's personality, who noted that "we cannot change a child's personality, but we can change the environment so that it meets his individual needs and allows him to reach his potential" [3].

L. Pervin writes about the importance of the development of the child's personality, he characterizes the personality as "something more than just his intellect. These are complex traits that include emotional, social and creative aspects. The study of these aspects helps us to understand the child as a whole being and help him grow and develop" [4].

Researchers emphasize the need to study and understand the child's personality in order to create a favorable environment for their development and help them reach their potential. Along with this, the analysis of scientific papers on the problem of studying the personality of a child allowed us to identify several important reasons for the need to determine them. Among them, a special place is occupied by the development of social skills:

When teachers and parents understand how each child interacts with other people, they can help children develop communication, cooperation and conflict management skills. This will help children learn to interact effectively with others and develop positive relationships with their peers. It is also important to identify problems earlier. This will help identify potential problems that a child may encounter at school. For example, if a child tends to anxiety or social isolation, this can be noticed and paid attention at an earlier stage, which will allow appropriate measures to be taken for support and assistance.

Active research is being conducted in Kazakhstani pedagogy, which emphasizes the importance of studying the child's personality. At the same time, scientists, teachers, teacher trainers, psychologists and specialists in the field of child development define different aspects.

Researchers agree on the need to consider cultural and social aspects. It is necessary to develop the child's personality considering his cultural and social environment. This helps to create adaptive and effective training and education programs that consider the characteristics and values of Kazakh culture and society.

D. Leontiyev notes the importance of individualization: "The study of a child's personality helps to identify his individual needs, abilities and characteristics. This makes it possible to adapt the educational process and provide support that meets the needs of each child" [5].

N.S. Akhtayeva writes about the importance of understanding psychological aspects, in particular, the researcher determines that "from year to year, a child, becoming more and more socialized, learns an increasing number of social requirements and norms" [6]. The study of the child's personality allows us to better understand his psychological state, emotional needs and developmental features. This helps to create an emotionally favorable environment and suitable methods of education and training. Researchers in Kazakhstan adhere to the principle of "updating the educational and methodological approach in school education" [7]. At the same time, the personality of the student remains important, who acts as the subject of all processes taking place at school. Along with this, there is an active development of the direction of studying the "Self-concept" [8]. In this context, the

issue of revising the training future teachers in the conditions of constant transformation of the processes of cooperation between students and teachers becomes relevant [9].

In general, Kazakhstani scientists emphasize the importance of studying a child's personality in the context of his personality, psychological development, cultural aspects and development of his potential. This allows you to create a suitable educational environment and help a child.

In the field of psychology and pedagogy, one can name various scientific schools that have been and are engaged in the development of children's personality. We can mention some of them: Jean Piaget, Swiss psychologist, known for his research on child development and stages of cognitive development; Eric Erickson, American psychoanalyst who studied the social and emotional development of personality in various age periods, including childhood and adolescence; Lev Vygotskiy, Russian psychologist and educator, known for his research on child development and the concept of the intermediate zone of development; Uri Bronfenbrenner, American psychologist who had worked in the field of child development and ecological systems theory.

A set of scientifically based methods was used to conduct this study. Among them: observation in order to study family interactions, interviews with parents and children to obtain information about upbringing and family relationships, questionnaires to obtain statistical data on family life, mathematical and statistical methods to study issues of suicidal disposition.

## RESULTS

To confirm the hypothesis of the study about the possibility of correctional work with children at risk in terms of anxiety, level of security and social adaptation, experiments were organized with subsequent interpretation and analysis of the data obtained.

### The first stage. Experimental study of the nature of the relationship between parents and children.

The experimental study was conducted on the basis of a secondary school of the Pavlodar region.

The selection of respondents was carried out based on the results of a questionnaire developed for the teacher – class teacher of the 2nd grade (24 students, 24 mothers).

The first questionnaire: a questionnaire of 10 questions to determine the level of anxiety of children (Figure 1).

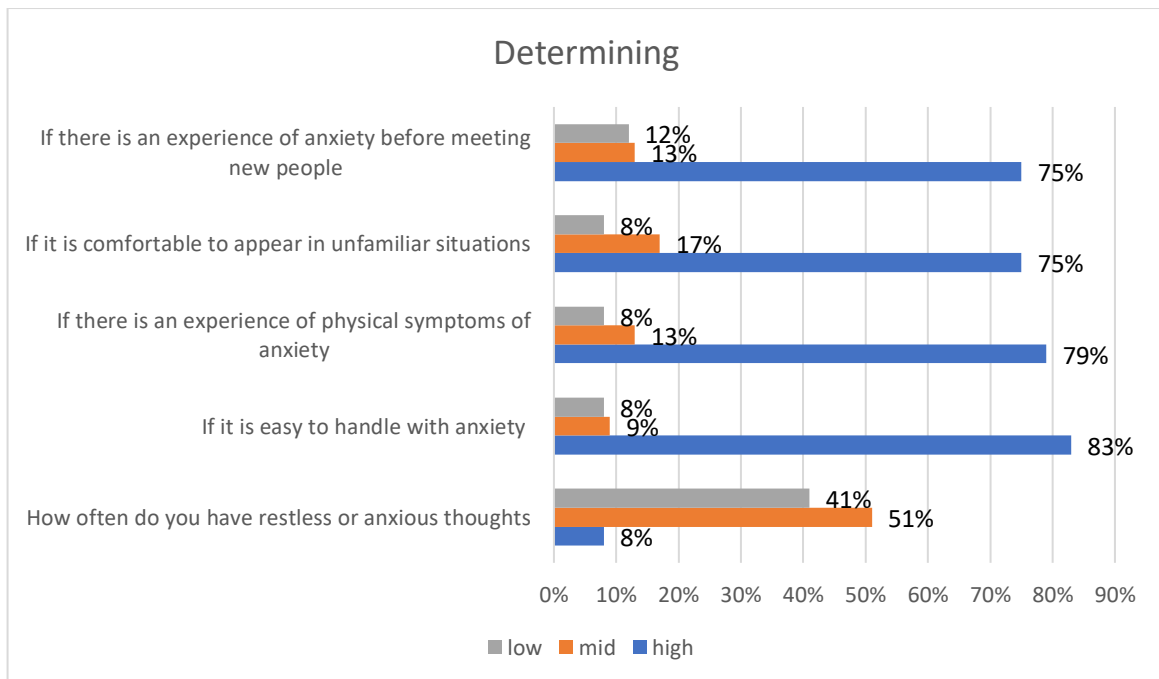


Figure 1 - Data on determining the level of anxiety

According to the results of the first survey, respondents who have a high level of anxiety were selected.

The second questionnaire: a questionnaire of 10 questions to determine the level of child security (Table 1).

Table 1- The level of feeling security in the family (24 students)

<b>Total</b>	<b>high</b>	<b>average</b>	<b>low</b>
Family takes care of them	66%	9%	25%
They ask for help family members	66%	16%	18%
They participate in discussing problems with family	16%	58%	26%
It is important for adults to listen to them	16%	58%	26%
They express their emotions to relatives	16%	58%	26%
<b>TOTAL</b>	<b>36%</b>	<b>39.8%</b>	<b>24.2%</b>

According to the results of the second survey, respondents with a low level of security were selected.

The third questionnaire: a questionnaire of 10 questions to determine the level of representation of family values in the child's mind (Figure 2).

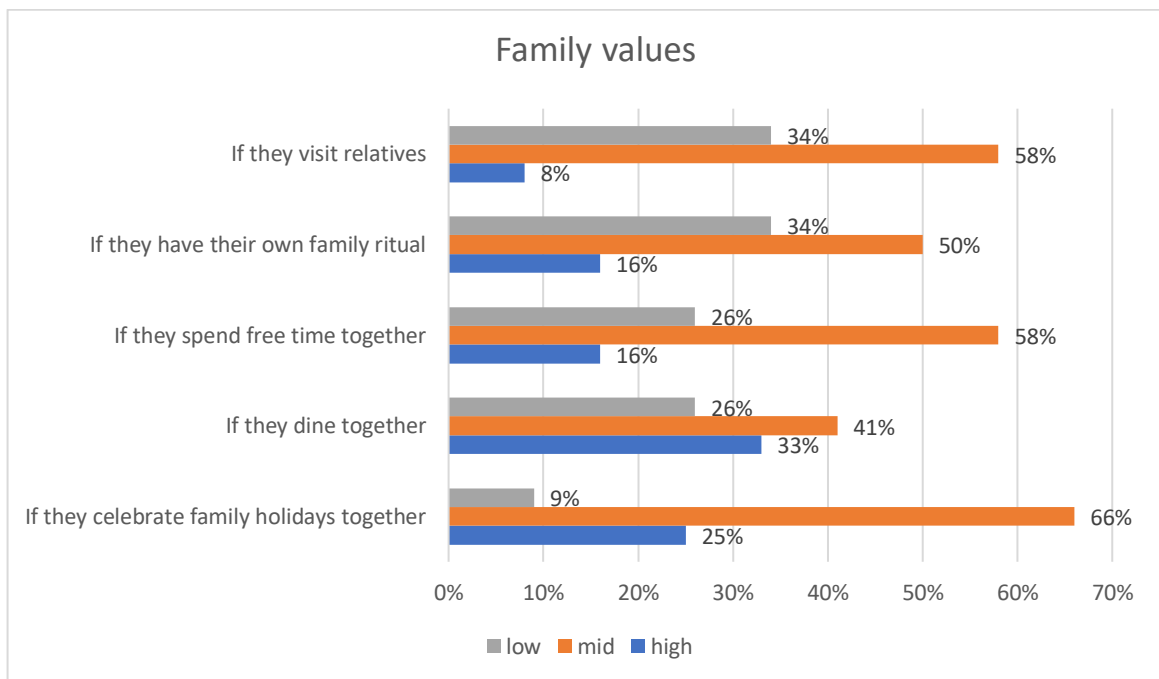


Figure 2 - Children's assessment of the level of family traditions and their observance in families

According to the results of the third survey, respondents with a low indicator of the presence of family traditions were selected.

The fourth questionnaire: a questionnaire of 10 questions to assess the level of social adaptation of the child the teacher answered (Table 2).

Table 2 - Teacher's assessment of the level of social adaptation of students

<b>Total</b>	<b>high</b>	<b>average</b>	<b>low</b>
A child plays with others at recess	58%	25%	17%
He is able to make new friends easily	41%	50%	9%
He doesn't overreact to the friends' critics	16%	58%	26%
He helps others with desire	16%	41%	43%
He likes to work in a group	16%	58%	26%
He always responds positively to the teacher's criticism	30%	46%	24%
<b>TOTAL</b>	<b>58%</b>	<b>25%</b>	<b>17%</b>

According to the results of the fourth survey, respondents with a low level of social adaptation according to the assessment of the teacher – class teacher were selected.

Thus, 3 families out of 24 were selected, that showed low indicators for all types of questionnaires.

The candidates of the respondents were agreed with the teacher, who showed interest in determining the possible reasons for the low indicators of the respondents.

Based on the proven methods of identifying the problems of the child's personality development, it was decided to choose a specific technique – the use of the "Questionnaire of child-parent emotional interaction" (the author is YeE.I. Zakharova).

This questionnaire contains 66 statements and is aimed at identifying the severity of emotional interaction between mother and child, combined into three blocks.

1. Sensitivity block:

- the ability to perceive the condition of the child (statements 1, 12, 23, 45, 34, 56);
- understanding the causes of the condition (2, 13, 24, 35, 46, 57);
- the ability to empathize (3, 14, 25, 36, 47, 58).

2. Emotional Acceptance Unit:

- feelings that arise in the mother in interaction with the child (4, 15, 26, 37, 48, 59);
- unconditional acceptance (5, 16, 27, 38, 49, 60);
- attitude towards yourself as a parent (6, 17, 28, 39, 50, 61);
- the prevailing emotional background of interaction (7, 18, 29, 40, 51, 62).

3. The block of behavioral manifestations of emotional interaction:

- the desire for physical contact (8, 19, 30, 41, 52, 63);
- providing emotional support (9, 20, 31, 42, 53, 64);
- orientation to the child's condition when building interaction (10, 21, 32, 43, 54, 65);
- the ability to influence the condition of the child (11, 22, 33, 44, 55, 66).

The "Instruction" was presented:

"Dear parents!

Evaluate the validity of the following statements using a five-point scale:

- 5 - absolutely true;
- 4 - most likely it is;
- 3 - true in some cases;
- 2 - not quite right;
- 1 - absolutely wrong."

*The order and sequence of data processing*

To obtain standard scores, which are convenient to evaluate the selected characteristics, it is proposed to combine the indicators related to each of them and convert them according to the formula:

$$((a+a+a+a+a) - (c+c+c+c))/2$$

where, a – evaluations of positive statements; c - evaluations of negative statements.

Thus, evaluations of positive statements are added and evaluations of negative ones are subtracted. As a result of these calculations, it is possible to measure the severity of each characteristic in the range from 0 to 5 points.

The results of data processing for the three families included in the study group are presented in Table 3.

Table 3 - Assessment of the nature of relationships in the family by the Questionnaire of child-parent emotional interaction method

Family No	block of behavioral manifestations of emotional interaction	Block of sensitivity	Block of emotional acceptance
Family 1	-3.2	2.65	3.65
Family 2	1.0	3.55	-4.3
Family 3	0.25	-4.3	1.45

It should be noted that this article presents only part of the work on determining the relationship between child-parent relations and the problems of child personality development. Therefore, observations and conclusions on the elaboration of family values will be presented.

Based on the results of the assessment of the nature of relationships in the three test families, a work plan for psychological and pedagogical support was developed using the Questionnaire of child-parent emotional interaction methodology. This plan included activities, the implementation of which

was carried out throughout the academic year. Within the framework of this study, it seems necessary to focus on the following pedagogical practices – trainings, psychological activities that have been developed and tested with children and parents of three families:

1. Training for the formation of family values;
2. Training "My child is a personality";
3. Training on the formation of teamwork skills;
4. Family reflection session "Working out the perception of family values with parents";
5. Family reflection session "Working out the values that parents want to pass on to their children";
6. Family reflective session "Study of family activities".

## **DISCUSSION**

The idea of the importance to create a family symbol, a family emblem runs through all the trainings.

The significance of the symbolic system in the development of personality is recognized in almost all fields of scientific knowledge (philosophy, psychology, linguistics, sociology, etc.).

As the researchers note, "the stability of signs and symbols of culture is due to the fact that, being passed down from generation to generation, they are built on the basis of certain analogues (line, color, shape, etc.). The law of analogies is the basis of symbolism. On the basis of it, each thing exists on its own level in such a way that all things are interconnected and connected into a single, universal and harmonious system, which is, under its many guises, a reflection of its own fundamental unity. One of the results of this is the area of distribution of the meaning contained in each symbol: any thing can be considered not only as an illustration of metaphysical principles, but also higher levels of reality" [10].

Symbols and emblems can be valuable for fixing positive images in the child's mind. This is due to the fact that they can be used to solve the following tasks of personal development:

1. They can be used to identify and accept certain values in the child's mind. For example, symbolic images, such as flags, emblems of organizations, or characters from books and cartoons, may be associated with certain values, such as kindness, justice, diligence, etc. These symbols help the child to learn and assimilate these values, as well as to introduce them into his personality and behavior.

2. They can be used to enhance positive images in the child's mind. For example, positive characters from books or cartoons, which are symbols of kindness, wisdom or courage, can inspire a child and stimulate his desire to develop these qualities. Regular use of symbols and emblems associated with positive images can help to consolidate these images and values in the child's mind.

3. They can help children form their identity and self-awareness. Children can use symbols that reflect their interests, passions, or belonging to certain groups or communities. For example, symbols of sports teams, music groups or social movements can help children express and define their individuality and belonging.

4. They can be used to support positive behavior and decision-making in children. For example, the creation of a symbolic reward system, where a child receives symbols or emblems for achieving certain goals or displaying desired qualities, can stimulate him to positive actions and making the right decisions.

It is important to remember that symbols and emblems should be clear, understandable and appropriate for the age of the child. They should be supported and examples of positive behavior, and should also be introduced into regular practices and communication with the child for the most effective consolidation of positive images in his mind.

For each family, it was suggested to create their own family emblem.

At the same time, the attention of parents and children was drawn to the fact that the symbol is an image that represents the family and its identity. You can use various elements, such as symbolic signs, colors, animals, plants or other recognizable symbols that have a special meaning for the family.

In our opinion, the importance of a family emblem for a child is important, since its creation and adoption contributes to the following:

1. The family emblem helps the child to feel belonging to his family. It creates a sense of identity and connection with previous generations. The child can see the emblem on various objects, documents or clothes, which helps him to understand that he is part of a certain family with its own history and traditions.

2. The family emblem can embody the values and symbols that the family values and adheres to. It can be a carrier of special meanings that the family wants to pass on to their child. For example, an emblem can symbolize strength, wisdom, love or other important aspects of family values.

3. The family emblem connects the child with his ancestors and the family heritage. It can be a symbol of the history, traditions and achievements of the family. A child can feel pride and respect for their ancestors by seeing an emblem that represents their life and heritage.

At the same time, there is a process of forming a common code system for family members, which is associated with the family emblem.

Family members can agree to use the emblem on various items and materials, such as stamp seals, cards, family jewelry or clothing. This helps to create a common code and family recognition.

To motivate parents to participate in the development of the family emblem, a conversation was held, during which the importance of the symbolic system in the development of personality was discussed.

In particular, it was noted that symbols play an important role in the development of imaginative thinking in children. Imaginative thinking is the ability to represent and perceive information not only in a logical and abstract form, but also in the form of concrete images, symbols and signs. Here are a few ways in which symbols influence the development of imaginative thinking in children.

1. Representation and associations. Symbols can help children form connections and associations between various objects, concepts and ideas. For example, children can use symbols such as drawings or toys to represent different roles, situations, or ideas. This allows them to develop their ability to see and perceive the world in a figurative form.

2. Creative thinking. Symbols contribute to the development of creative thinking in children. They can use symbolic materials such as paints, pencils, cubes or constructors to create new images, combine them and find non-standard solutions. Symbols help children develop their imagination, experiment with different ideas and find alternative ways to solve problems.

3. Language development. Symbols, especially words, are the basis of language development in children. Gradually, children learn to associate words with specific objects, actions and concepts. This helps them not only to name and describe the world, but also to form their ideas about the surrounding reality. Language and symbols influence the development of vocabulary, grammatical skills and the ability to abstract thinking.

4. Role-playing games and simulations. Symbols are used in role-playing games and simulations that promote the development of social and emotional skills in children. During the game, children can use symbols to represent different roles, situations and relationships. They can try different behaviors, learn to understand and simulate other people's emotions, and develop their cooperation and communication skills.

At the end of the trainings and after conducting psychological reflective practices, a second questionnaire was conducted. After interpretation and processing of the data, positive dynamics was revealed (Figure 3).



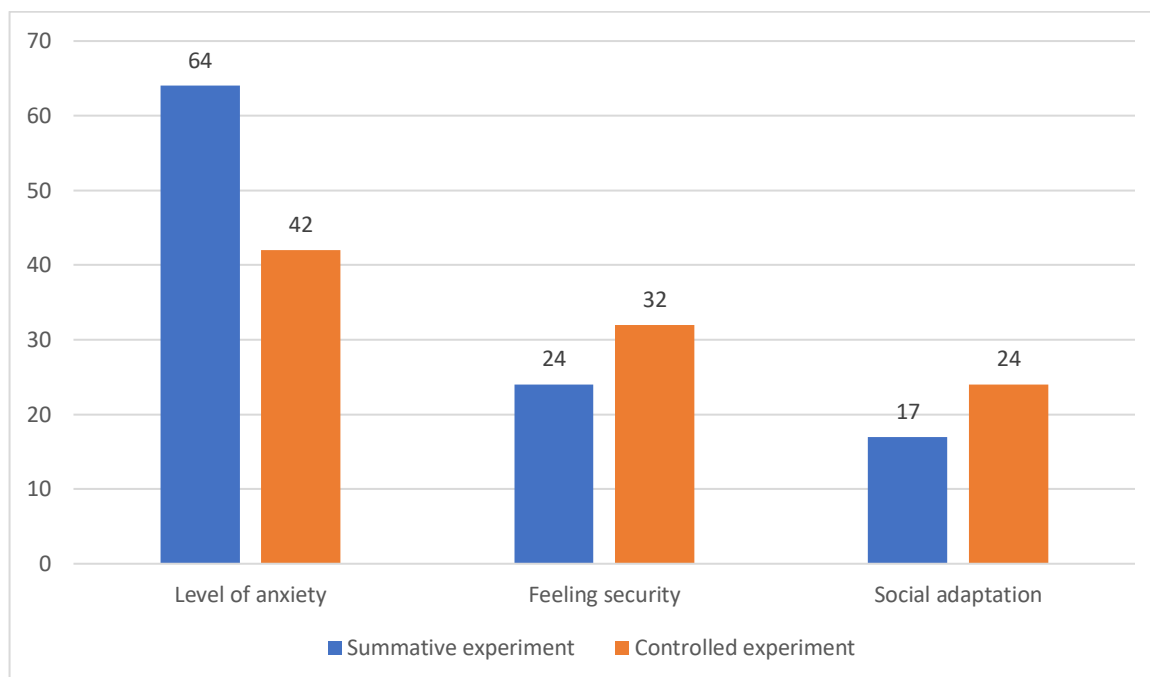


Figure 3 – Dynamics of family values survey indicators

A comparative analysis of the data of the ascertaining and control sections allows us to conclude that as a result of the experimental work carried out on the correction of child-parent relations, positive changes are observed in all specified aspects.

## CONCLUSION

Different opinions on the research problem are considered and the connection between child-parent relations and the emotional state of the child is substantiated. The analysis of the results of the ascertaining experiment made it possible to develop a program and recommendations for minimizing the negative impact of negative family experience on the formation of a child's personality through symbolic images of family values, in particular, to remove the level of anxiety, security, social adaptation, etc. The results of the control experiment showed that the developed program developed, which included a number of psychological trainings and practices, gave positive dynamics.

The results of experimental work make it possible to use them in the prevention of suicide among children by creating conditions for the formation of family values. The study proved the hypothesis that the elaboration of family values through the formation of symbolized representations leads to a decrease in the level of anxiety, an increase in the level of feeling of security, an increase in the level of social adaptation. Thus, on the basis of this study, the importance of psychological and pedagogical support for families in which children are brought up with an increased level of anxiety, a low level of feeling of security, a low level of social adaptation was once again determined, which puts them at risk for suicide.

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