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PSYCHOLOGICAL PROFILE OF GRADUATE STUDENTS OF TECHNICAL SPECIALTIES (on the example of Satbayev University)

Abstract

The study is devoted to the analysis of the psychological characteristics of graduate students of technical specialties on the example of Satbayev University. The relevance of this research is due to the rapid development of technology and the increasing role of technical specialties in the modern world, which creates new challenges and requirements for the educational process in technical universities. The purpose of the study is to identify the key psychological characteristics of graduate students, which will allow them to better understand their needs and expectations, as well as contribute to the formation of a more effective and adapted educational process. The study revealed a variety of factors influencing the educational and professional trajectories of graduate students, including social, personal and internal motives. The results facilitate a deeper comprehension of the psychological traits and requirements of students, thereby aiding in the formulation of customized strategies for their education and development. Both quantitative and qualitative research methods, including questionnaires, were used in the course of the work. The main sample of the study covered more than 180 graduate students of various technical specialties at Satbayev University. The analysis of the questionnaire data, including demographic parameters, motivation for choosing an educational institution and specialty, as well as value orientations and hobbies of graduate students, was carried out.

The results obtained can be used to develop individualized approaches to learning, career management and student support, as well as to improve the quality of education in technical universities.

Keywords: *graduate, training, education, values, needs*

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ПСИХОЛОГИЧЕСКИЙ ПОРТРЕТ МАГИСТРАНТОВ ТЕХНИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ (на примере Satbayev University)

Аннотация.

Исследование посвящено анализу психологических характеристик магистрантов технических специальностей на примере Satbayev University. Актуальность данного исследования обусловлена стремительным развитием технологий и увеличением роли технических специальностей в современном мире, что порождает новые вызовы и требования к образовательному процессу в технических вузах. Цель исследования - выявить ключевые психологические характеристики магистрантов, что позволит лучше понять их потребности и ожидания, а также способствовать формированию более эффективного и адаптированного образовательного процесса. Исследование выявило разнообразие факторов, влияющих на учебную и профессиональную траектории

магистрантов, включая социальные, личностные и внутренние мотивы. Результаты позволяют лучше понять психологические особенности и потребности данной категории студентов, а также способствуют разработке индивидуализированных подходов к их обучению и развитию. В ходе работы использовались как количественные, так и качественные методы исследования, включая анкетирование. Основная выборка исследования охватила более 180 магистрантов различных технических специальностей Satbayev University. Проведен анализ анкетных данных, включающих демографические параметры, мотивацию выбора учебного заведения и специальности, а также ценностные ориентации и увлечения магистрантов.

Полученные результаты могут быть использованы для разработки индивидуализированных подходов к обучению, управлению карьерой и поддержке студентов, а также для улучшения качества образования в технических вузах.

Ключевые слова: магистрант, обучение, образование, ценности, потребности

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ТЕХНИКАЛЫҚ МАМАНДЫҚТАР МАГИСТРАНТТАРЫНЫҢ ПСИХОЛОГИЯЛЫҚ ПОРТРЕТІ (Satbayev University мысалында)

Андатпа.

Зерттеу Satbayev University мысалында техникалық мамандықтар магистранттарының психологиялық сипаттамаларын талдауға арналған. Бұл зерттеудің өзектілігі технологиялардың қарқынды дамуына және қазіргі әлемдегі техникалық мамандықтардың рөлінің артуына байланысты, бұл техникалық университеттерде білім беру процесіне жаңа сын-қатерлер мен талаптарды тудырады. Зерттеудің мақсаты - магистранттардың негізгі психологиялық сипаттамаларын анықтау, бұл олардың қажеттіліктерін жақсырақ түсінуге, сондай-ақ тиімдірек және бейімделген білім беру процесін қалыптастыруға ықпал етеді. Зерттеу магистранттардың оқу және кәсіби траекторияларына әсер ететін әртүрлі факторларды, соның ішінде әлеуметтік, жеке және ішкі мотивтерді анықтады. Нәтижелер студенттердің осы санатының психологиялық ерекшеліктері мен қажеттіліктерін жақсы түсінуге мүмкіндік береді, сонымен қатар оларды оқытудың жеке тәсілдерін дамытуға ықпал етеді. Жұмыс барысында сандық және сапалық зерттеу әдістері, соның ішінде сауалнама қолданылды. Зерттеу Satbayev University-дің әртүрлі техникалық мамандықтарының 180-нен астам магистранттарын қамтыды. Демографиялық параметрлерін, оқу орны мен мамандықты таңдау мотивациясын, сондай-ақ магистранттардың құндылық бағдарлары мен хоббилерін қамтитын сауалнамалық деректерге талдау жүргізілді.

Алынған нәтижелер оқудың, мансапты басқарудың және студенттерді қолдаудың жекелендірілген тәсілдерін әзірлеу үшін, сондай-ақ техникалық жоғары оқу орындарындағы білім сапасын жақсарту үшін пайдаланылуы мүмкін.

Түйін сөздер: магистрант, оқыту, білім беру, құндылықтар, қажеттіліктер

INTRODUCTION.

Modern higher education in technical universities plays a key role in the formation of human resources for various industries, technological development and innovation activity. The Master's degree in technical universities represents an important stage in the professional development of students who are preparing for a future career in engineering and technical

specialties.

However, the successful training and subsequent professional activity of graduate students of technical universities depend not only on the level of professional knowledge, but also on their psychological characteristics, motivations and value orientations. Understanding the psychological profile of this category of students is important for developing effective learning, adaptation and support strategies.

In the context of the modern educational environment, the study of the psychological profiles of students is becoming more relevant and significant. This article analyzes the psychological profile of graduate students using the example of Satbayev University, taking into account the specifics of their educational environment. Consideration of the peculiarities of the psychological state and behavioral characteristics of graduate students will not only allow them to better understand their individual needs and problems, but also offer appropriate psychological approaches and recommendations for effective adaptation and successful learning.

The Master's degree is an adult education model and the master's student has different requirements than the graduate student. [1, P.67]. A person-centered approach is a priority at universities. Modern master's education should be based on new principles and innovative technologies. In the concept of personality-oriented education, the role of learning is to identify the features of subjective experience and to create conditions for the disclosure and development of individual cognitive abilities of students. [2, P. 12].

The purpose of this study is to identify the main psychological characteristics, motivations, value orientations and hobbies of graduates of technical universities. The analysis of these aspects will allow a deeper understanding of the needs and preferences of students, as well as contribute to the development of personalized approaches to learning and career development.

The study of relevant scientific literature covering the period from 2015 to 2023 allowed us to identify key trends and methodologies in this area.

The analysis of educational and scientific literature has shown that there is a shortage of research aimed at a comprehensive study of the psychological profile of graduate students of technical specialties. Most of the work focuses on the general psychological problems of undergraduate students. Articles such as "Ensuring the autonomy of students as a priority area of master's degree training" [3, P.60] address the importance of developing student autonomy in master's degree programs. "Psychological portrait of the personality of a modern student: a regional view" [4, P.13] explores the features of the personal development of modern students. It examines changes in the value orientations, interests and motivations of students during different periods of their studies at the university. The author analyzes how these changes are related to socio-economic and political processes in society, and how they affect the personal development of students.

"Psychological analysis of human behavior stereotypes: an empirical study of students" touches on the topic of stereotypes in students' behavior and thinking. The study analyzes various aspects of stereotypical perception and its impact on interpersonal relationships and behavioral strategies. The main goal is to research and psychological analysis of stereotypical thinking among students, as well as to identify the features of stereotypical behavior and thinking of students. [5, P.41].

In Kazakhstan, the authors consider the impact of social, economic and political conditions on the process of socialization of youth. At the same time, various factors affecting the development of young people in modern society are analyzed, including issues of youth policy, education and socio-economic conditions. [6, P.208].

The value orientations of the modern youth of Kazakhstan are also a topic for research [7, P.113]. The predominant attention is paid to the analysis of values in terms of their impact on personal and social development. Modified questionnaires of values and social axioms were used to study and analyze the psychological characteristics of value orientations. The main goal is to identify the specifics of youth value orientations and their influence on personality formation.

In addition, the authors (Shnarbekova M.K., Abdirayimova G.S.) analyze the changes in

the higher education system after the collapse of the Soviet Union and their impact on the choice of educational path.. The factors influencing the decisions of young people, including economic barriers and social expectations, are considered. Different social groups receive special level of attention regarding their access to education. [8, P.60].

The psychological well-being of university students abroad is also not ignored by researchers. The role of psychological well-being as a personal resource in strategies for overcoming academic stress is considered. The study (Freire C) involved 1,072 students, which revealed different profiles of students in terms of psychological well-being and their preference for three strategies for coping with stress: positive reassessment, seeking support and planning. The results indicate a correlation between a high level of psychological well-being and more effective use of these strategies [9, P.216].

In Australia, the psychological well-being of university students is also being studied. The authors (Bhullar N., Shine D. W., Phillips W. J.) study psychological well-being profiles among students (207 people) using the Rife psychological well-being scale and the DASS-21 depression, anxiety and stress scale. Data analysis shows that students with high levels of psychological well-being report lower levels of depression. The study highlights the importance of psychological well-being in an educational context and suggests ways to improve the prevention and treatment of mental illness [10, P.288].

It was revealed that factors such as stress tolerance, motivation level, ability to self-organize and career expectations play an important role in the adaptation and success of master's students. However, the methods of studying them and developing support programs often do not take into account the specifics of technical education [10, P.288].

It was noted that in modern research, insufficient attention is paid to the influence of the learning environment and teaching staff on the psychological state of graduate students. It is assumed that an in-depth study of these aspects can contribute to improving the effectiveness of the educational process and the social adaptation of graduate students [10, p.288].

In conclusion, the results of the review emphasize the need for further research in this area, taking into account the specifics of technical education and the rapidly changing educational context.

To study the psychological characteristics of graduate students, a questionnaire was developed, including 13 questions. The questionnaire is aimed at collecting information about various aspects of graduate students' lives. There were questions regarding age, gender, university, marital status, motives for choosing a master's degree and an educational institution. In addition, the questionnaire contains questions regarding value preferences, hobbies, spending free time, expectations from future professional activity and evaluating the attractiveness of the chosen specialty.

The study covered graduate students of all technical specialties of the scientific and pedagogical master's degree at Satbayev University. A total of 188 graduate students took part in the survey. Data collection took place during the 2023-2024 academic year.

MATERIALS AND METHODS OF RESEARCH.

The theoretical and methodological basis of the study was made up of cultural-historical (L.S. Vygotsky), activity-based (A.N. Leontiev, B.M. Teplov, B.G. Ananyev) and systemic (P.K. Anokhin) approaches. The theory of social cognitive learning (A. Bandura) emphasizes the importance of interaction between personality, environment and behavior. Based on this theory, it is possible to identify which factors of the educational environment and social situation affect the psychological profile of graduates. The theory of needs (by Abraham Maslow) helps to explore how satisfaction of existing needs affects the psychological profile of graduate students in technical specialties and their motivation to study and professional growth.

The main research method is a systematic review, analysis and generalization of research materials on the problem of psychological characteristics of graduates of technical specialties.

The methodology of this article is also based on a questionnaire study aimed at collecting data on the psychological characteristics, motivations, hobbies and value orientations of graduates of technical specialties. The authors independently developed a questionnaire that includes questions about various aspects of the life and education of students. The questions were written in such a way that they reflect the variety of psychological and social factors affecting graduates. Graduates were offered questionnaires to fill out through the Google form. They could fill them out anonymously, which contributed to the openness and honesty of the answers. After collecting the questionnaires, the authors analyzed the data obtained. This included statistical processing of responses using mathematical statistics methods. After processing the data, the researchers analyzed the results in order to identify the main trends, patterns and dependencies. This allowed us to draw conclusions about the psychological profile of graduate students of technical specialties and their main motivations and values.

The issue of psychological characteristics of graduates of technical universities is the object of interest of many studies in the field of higher education and psychology. A number of studies focus on the motivation and career choice of students in technical specialties.

One of the key aspects highlighted in the literature is the role of the socio-cultural context and personal motivations in choosing the educational and professional trajectory of students. Research shows that many graduates of technical universities strive for professional growth, high wages and the realization of their intellectual abilities in the engineering field.

Another important aspect is the study of the psychological characteristics of graduates, including their personal characteristics, the level of satisfaction with education, self-regulation strategies and adaptive behavioral strategies in the learning environment. Some studies focus on the psychological well-being of students and its connection with the success of educational activities and adaptation to the learning process.

However, despite many studies on the psychological aspects of studying at technical universities, there are still a number of unresolved issues, such as the impact of the social environment on educational motivation, as well as effective strategies to support the psychological well-being of graduate students at technical universities.

Thus, the literature review emphasizes the relevance of the study of the psychological profile of graduate students of technical universities and the need for further research in this area to develop effective practical recommendations and strategies to support the training and development of master's students.

RESULTS AND DISCUSSIONS.

The analysis of the survey results showed that the vast majority of graduate students (68.4%) are people aged 21 to 23 years, which corresponds to the age period of youth. The next largest group is graduate students over the age of 30, who make up 17.6% of the total, which corresponds to the age period of maturity. 14% of the study participants are in the group of students from 24 to 30 years old.

As for gender, 61.7% of graduate students are men, and 38.3% are women. These data reflect a general trend in education, according to which men study more in technical specialties, which emphasizes the traditional perception of the engineering profession as a male specialty.

The majority of graduate students (77%) are not married, while 23% have already formed a family. These data suggest that in this age period, young people are actively exploring family values and are in the process of finding a life partner.

An interesting aspect of the study is the analysis of the educational and professional path of graduate students at Satbayev University. It is noted that a significant part of the graduate students (43.9%) have already received bachelor's degrees at the same university. This indicates a strong commitment of graduates to their alma mater and, perhaps, a high confidence in the quality of education they receive here. Additionally, 28.3% of students enrolled in the Satbayev University Master's degree after graduating from other universities, which underlines the attractiveness of the university for students with different educational backgrounds.

Moreover, almost a third of graduate students (27.8%) had work experience before entering the master's program. This fact may indicate that the Satbayev University Master's degree program attracts not only fresh bachelors graduates, but also those who have already accumulated practical experience, which can contribute to deeper and practice-oriented learning.

Analyzing the motivation for choosing Satbayev University, several key factors can be identified. Fig 1. shows that about half of the respondents (46.3%) indicated the availability of the necessary specialty at the university as the main reason for their choice. For 14.9%, the authority and image of the university turned out to be significant. About 12.2% of graduate students highlighted the high quality of education as a determinant of their decision. The remaining 26.6% of graduate students based their choice on aspects such as family advice, economic considerations, or lack of meaningful choice.

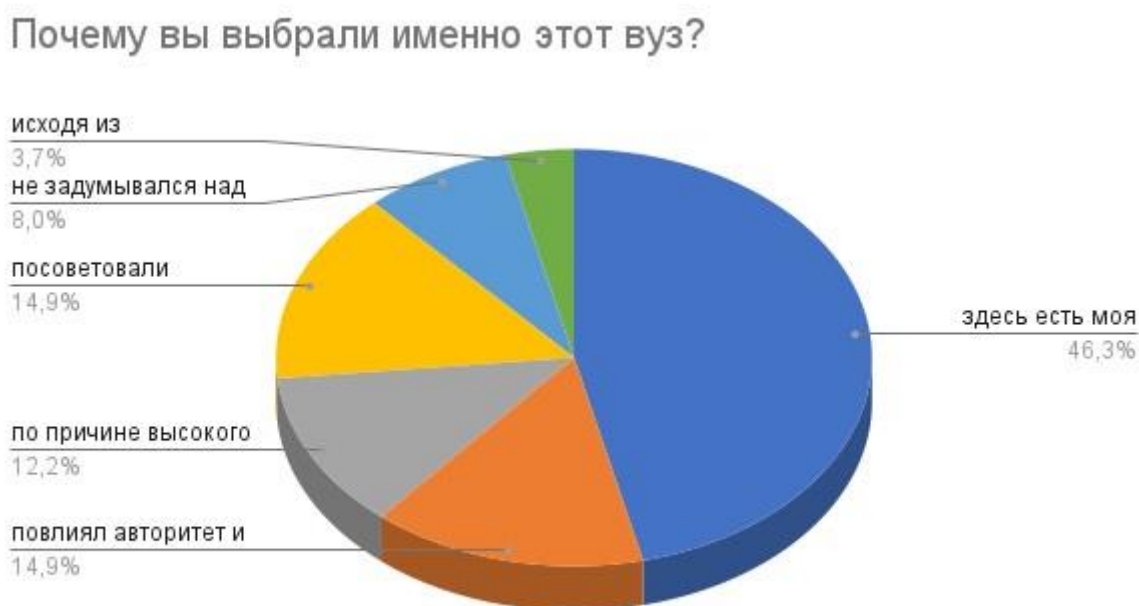


Figure 1. The reason for choosing Satbayev University.

These results suggest that for bachelor graduates in technical fields, Satbayev University remains the preferred choice for continuing education at the Master's level. This may be due to the recognition of the university as a specialized educational institution in the field of technical sciences and engineering.

The study of the motives for admission to the master's degree has revealed a variety of reasons that students are guided by when applying to the master's degree. Fig 2. represents that about a third of graduate students (32.3%) believe that studying for a master's degree is a necessary stage for obtaining a full-fledged higher education. This view highlights the enduring perception of a master's degree as a key element of academic career and professional development. However, it also reveals a significant social trend — a decrease in the perception of a bachelor's degree as a sufficient level of higher education in society. A high percentage of students who consider a master's degree necessary for obtaining a full-fledged education indicates a change in educational guidelines. Thus, in the eyes of many, the bachelor's degree is no longer perceived as the final stage of academic and professional development, but rather as an intermediate stage on the way to deeper specialization and qualifications. Perhaps this is due to increased competition in the labor market and increased employers' requirements for the qualifications of specialists.

For another third (35.5%) of students, a master's degree is associated with future career prospects. This choice reflects the desire of young people to strengthen their professional positions

and increase competitiveness in the labor market. An important factor is the influence of external circumstances, which have become decisive for 15.6% of graduate students. This can include both social pressures and economic circumstances.

A significant proportion of students (6.5%) associate obtaining a master's degree with the possibility of receiving a high salary in the future. This indicates an economic motivation in choosing an educational path. Also, 8.1% of graduate students admitted that they entered the master's program without having clear life prospects, which may reflect their uncertainty in career and personal goals.

Что побудило Вас поступить в магистратуру?

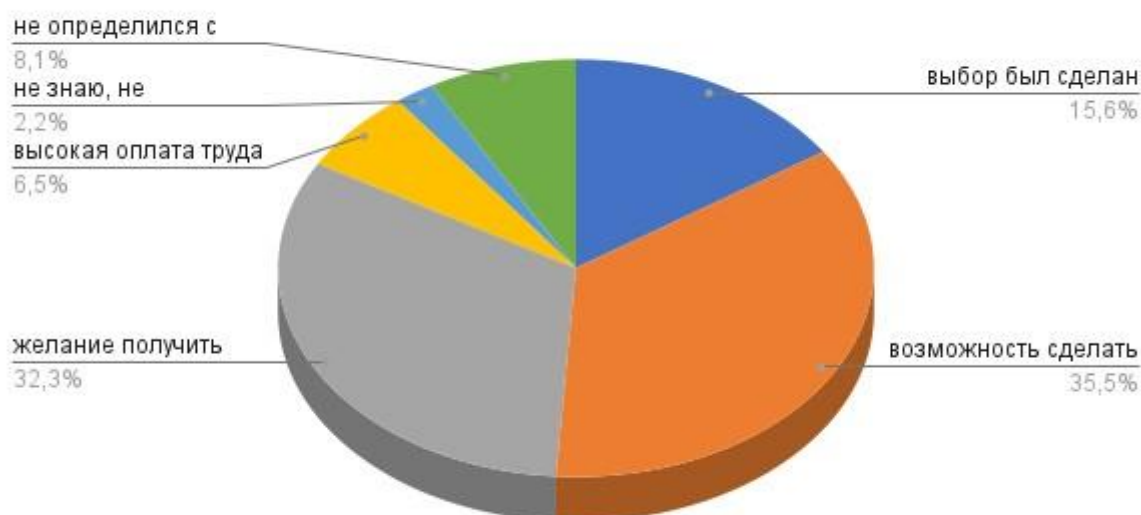


Figure 2. The reason for applying to the Master's program.

These data indicate that among young people, the opinion remains about the bachelor's degree as an inferior stage of higher education. At this stage of life, young people strive for professionalism and plan their movement up the career ladder, which indicates the beginning of their intellectual adulthood, expressed in the desire to deeply study and practically apply the acquired knowledge.

Thus, bachelors seeking further study in the master's degree make an informed choice in favor of deepening and specializing their knowledge. This suggests that the teaching staff of the master's degree should not only transfer knowledge, but also inspire students to research, creating conditions for their self-realization and self-affirmation in the professional field.

An analysis of the areas of study of graduate students at Satbayev University shows that most of them (76.5%) continue their education in the same specialty as at the bachelor's level. This fact emphasizes the desire of students to study their field in depth and accumulate specialized knowledge. Only 23.5% of graduate students chose to study for a master's degree in a specialty other than their bachelor's degree program. This suggests that the master's degree is perceived as a platform for deepening existing knowledge, and not for changing the professional direction. When developing master's degree programs, this trend should be taken into account, providing graduate students with opportunities for deeper study and research in their chosen field.

Regarding the views of graduate students on the factors of a successful career, Fig 3. illustrates that the majority of graduate students (60.6%) believe that personal abilities are the key to success in the professional field. In addition, 24.5% are convinced that a successful career depends on a strong desire. These data reflect the confidence of young people in their own abilities and their desire for self-realization. Given this, it is important for teachers to create conditions in

the classroom that promote the disclosure and development of individual abilities of graduate students.

Что вы считаете главным условием успешной профессиональной карьеры?

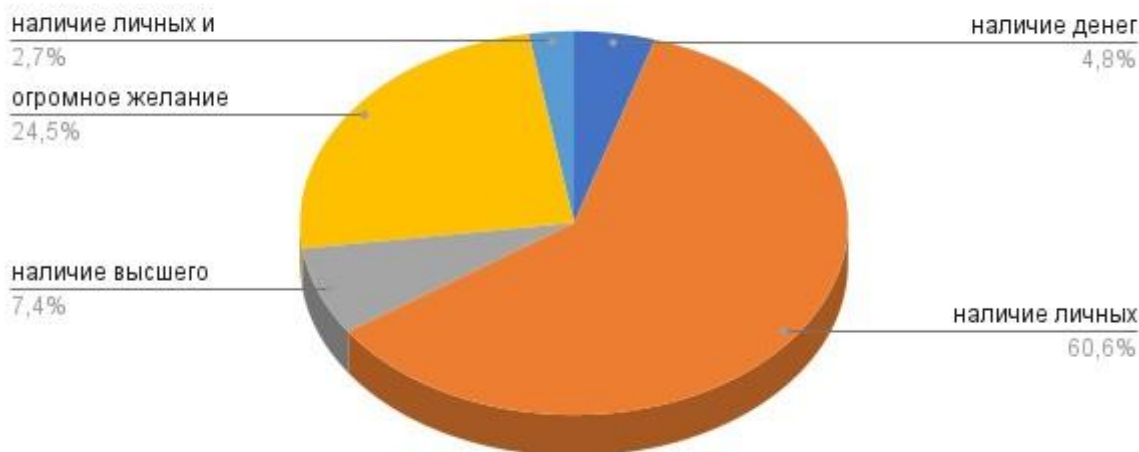


Figure 3. The main condition for a successful professional career, according to the respondents.

An analysis of the ways graduate students spend their free time revealed that the majority (38.5%) prefer to spend time with friends and family. Reading literature is a popular activity for 20.3% of graduate students, and sports for 18.7%. Rest is equally important, with 10.7% of graduate students choosing to spend time doing nothing. While cultural events, such as visits to theaters and museums, attract less attention from young people (4.8%). This data can be useful for universities in planning extracurricular activities and cultural activities, reflecting the interests and preferences of graduate students.

The answers of graduate students to questions about solving difficult tasks also shed light on their attitude to overcoming obstacles. The majority (77.5%) find interest in the process of solving problems, believing that this contributes to the development of intelligence and volitional qualities. This indicates that graduate students have a desire to face challenges and not avoid difficulties. Also, 20.3% admitted that in difficult situations they prefer to seek help from friends, which emphasizes the importance of social support.

The study also examined the values of graduate students, which are the foundation of their long-term life prospects. The most significant were health (22.3%), active life (20.2%), freedom (17.6%) and a happy family life (9.6%). These indicators reflect the desire of young people for a fulfilling and emotionally fulfilling life, emphasizing the importance of both personal and professional aspects.

The results of the survey indicate that for graduate students, the period of youth is characterized by the formation of a value-normative base. This is reflected in their desire to develop personal abilities, solve complex problems and build a balanced life, which takes into account both professional and personal aspects.

Also, the results of the survey allow you to see which human qualities they value most highly. The majority of graduate students (34.2%) prioritize simplicity and openness, which reflects the desire for direct and sincere communication. Further, the honesty and sincerity of 30.5% of the respondents. This highlights the importance of trust and candor in interpersonal relationships. In addition, graduate students highly appreciate support and mutual assistance (7.5%), professionalism (9.6%), hard work and a sense of humor (4.3% and 2.7% respectively), as

well as kindness (11.2%). Thus, graduate students highly appreciate the basic human qualities that contribute to the creation of a favorable social environment.

These results show that in the process of choosing a master's degree, young people are guided primarily by their own preferences and aspirations. Such a choice confirms that they have a deep understanding of their personal interests and career orientations, which is an important indicator of self-knowledge and maturity in decision-making

In the context of choosing a master's degree, the study revealed the following key factors that were important for students: the attractiveness and pleasantness of a specialty that meets their individual interests (40.4%), ensuring stability and confidence in the future (22.9%), the possibility of creative self-expression and self-development (11.2%), high wages (11.7%), continuation of family traditions (4.3%), prestige of the engineering profession (7.4%), and the presence of most of their friends in the same educational institution (2.1%). These data indicate that when choosing a master's degree, young people are guided by what they like, which, in turn, indicates their self-knowledge and awareness of their needs and interests.

CONCLUSION.

As a result of the conducted study, it was found that a typical representative of the master's degree in the technical specialty of Satbayev University is a young man in the age range from 21 to over 30 years old, with a predominance of male representatives (61.7%). The majority of graduate students (77%) are not married. 43.9% of graduate students received a bachelor's degree at the same university. In addition, it was found that 27.8% of graduate students had work experience before entering the master's program. The main reason for choosing a university for 46.3% of respondents was the availability of a suitable specialty. For 32.3% of graduate students, studying for a master's degree is an important stage in obtaining a full-fledged higher education. The majority of graduate students (76.5%) continue to study the same specialty as at the undergraduate level. 60.6% of graduate students believe that success in the professional field depends on personal qualities. The majority of graduate students (38.5%) prefer to spend their free time with friends and family. Regarding values, the most significant for graduate students were health (22.3%), an active lifestyle (20.2%), freedom (17.6%) and a happy family life (9.6%). The majority of graduate students (34.2%) appreciate simplicity and openness in people. In the context of choosing a master's degree, the study revealed that for 40.4% of graduate students, the attractiveness and compliance of the specialty with their individual interests are important factors.

Thus, the psychological profile of graduate students in technical specialties turns out to be diverse and multi-layered, reflecting the influence of various factors such as personal characteristics, educational environment, social conditions and professional expectations. The results of the study allow us to better understand the specifics of the psychological development and formation of graduate students in technical specialties, which can be useful both for practical purposes and for further research in the field of higher education and vocational training. It is important to take into account the individual needs, motivations and learning strategies of graduate students in technical specialties when developing educational programs and methods of working with them. In the future, research in this area is needed in order to better understand the dynamics of psychological development of graduate students in technical specialties and develop effective approaches to their training and support. It is important to note that the variety of psychological characteristics of graduate students in technical specialties is not only a challenge, but also an opportunity for an individualized approach to learning and development of each student in accordance with his needs and abilities.

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