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**PERSONAL DEVELOPMENT AND PSYCHOLOGICAL
WELL-BEING: A COMPARATIVE ANALYSIS OF INTERNATIONAL
AND KAZAKHSTANI EXPERIENCE**

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Abstract. This paper examines the issues of ensuring personal development and psychological well-being, which are becoming more relevant every year. Psychological and pedagogical research in each country strives to find effective measures to solve these problems, taking into account its own characteristics and specifics. This article provides a comparative analysis of the international experience and practice of the Republic of Kazakhstan in this field, identifying the key approaches and methods that are the most successful at the current stage of development. The international community actively studies and exchanges experiences in the field of ensuring personal development and psychological well-being of secondary school students. In many countries of the world, issues of psychological development of schoolchildren and their personal development are part of educational policy. Countries are constantly adapting and applying the best practices of other countries to improve the quality of life of their citizens. Programs to support the psychological health of schoolchildren are actively developing, which include regular consultations with psychologists, trainings on the development of emotional intelligence, as well as programs to preserve stress and combat bullying. From the very beginning of school education, attention is paid not only to academic success. The Republic of Kazakhstan has been actively working over the past decades to improve the quality of education and create conditions for the personal development of schoolchildren. As part of this work, various programs are being implemented aimed at developing children's social and emotional competence, their personal stability, as well as the prevention of painful diseases among schoolchildren. The study of this topic allows us to identify the best practices and approaches that can be successfully implemented in the national system of social protection of the population, especially drawing attention to the issues of personal development and psychological well-being of secondary school students. Based on the above, the purpose of this study is to identify relevant and effective measures used to address the challenges of personal development and psychological well-being. The main task is to perform a comparative analysis of the international and Kazakhstani experience at the present stage.

Key words: personal development, psychological well-being, students, analysis, development, measures, approaches, lifelong learning, global competencies

Introduction

The history of the development of measures to ensure personal development has long roots in international practice. With the development of global psychological science and education, various programs and methods have emerged aimed at improving the quality of life and personal development. International experience shows that successful strategies include psychological support, training in self-regulation and self-help skills, as well as assistance in developing social and communicative competencies. In addition, support from society and the state plays an important role, contributing to the creation of a favorable environment for personal growth.

The modern generation of people lives in a constantly changing world, in which, due to socio-political, socio-economic, civil-legal transformations, the level of requirements for the spiritual and personal sphere of a person as a psychologically healthy and prosperous person has increased. The development of science, economics, technology provide great opportunities for the realization of the individual, and at the same time, the problem that faces it is associated with existential needs and a humanistic attitude towards a person.

In the context of Kazakhstan's integration into the global educational space, the development of competitiveness of domestic education, and the formation of global competencies, a radical renewal of school education is necessary, aimed at the transition from the concept of "education for life" to an understanding of the need for "lifelong learning".

The problem of satisfaction is of great importance in the development of modern society, because not only his future, but also the future of the country depends on how well the student perceives himself. The study of personal development, psychological well-being, the main idea is the relationship of generalizing satisfaction with the life of students as a whole.

In our opinion, the quality level of personal development and psychological well-being plays a key role in shaping the quality of life of the younger generation. In a rapidly changing world, where various social, cultural and economic challenges collide, it is important that young people are ready for these changes and have internal stability. Since an individual is, first of all, a social being, he needs to live in a favorable society, where there are development prospects, a safe environment, comfortable conditions for learning, upbringing and life. Failure to meet basic needs can lead to social explosions, especially active in this regard are students in puberty.

In accordance with the approved Rules for the Activities of the Psychological Service in Secondary Education Organizations dated August 25, 2022, the activities of the psychological service are aimed at identifying and diagnosing difficulties in educational activities, consulting, providing psychological and pedagogical support and support in the educational environment, providing for the preservation and strengthening of psychological well-being among students, pupils, teachers, parents or other legal representatives. The psychological service

is a collegial body of the secondary education organization for the formation of educational motivation, academic performance, creative self-realization, stabilization of the psychological state, profile self-determination and other favorable conditions for the educational activities of students and pupils.

Based on the above, the purpose of this study is to determine relevant and effective measures used to solve the problems of ensuring personal development and psychological well-being. The main objective is to perform a comparative analysis of international and Kazakhstani experience at the present stage.

Umnyashova I.B. [1] expands the understanding of personal development and psychological well-being and considers it not as a situational experience, but as a more stable state. This approach to understanding development and well-being allows us to move on to studying the relationship between these concepts and other states of the personality. This confirms the relationship between personal development and psychological well-being with stress resistance;

- with the absence of negative post-traumatic conditions;
- with productive strategies for behavior in difficult life situations;
- with psychological safety;
- with cognitive reappraisal and the strategy of reassessing the meaning of a situation in order to manage emotions;
- with constructive experience of surviving crisis situations, the emergence of new personal experience;
- with somatic health, impact on physical health and life expectancy.

Thus, we can conclude that these approaches are interconnected and complement each other, creating a comprehensive picture of the psychological well-being of schoolchildren. Separating these aspects allows us to work purposefully on each of the key components of the psycho-emotional health of students. The use of these diagnostics in educational practice will help not only improve the quality of life of schoolchildren, but also create a supportive environment that promotes their successful development and self-realization.

In the process of analyzing specific empirical studies carried out in line with the problems of the article, attention is drawn to the results obtained during the survey and questionnaires. Thus, Méndez-Giménez Antonio, García-Rodríguez Iván [2] conducted research on motivational processes and well-being of schoolchildren. The purpose of this study was: a) to study age and gender differences in basic psychological needs (BPN), motivational regulations, self-determination index (SDI) and self-esteem among schoolchildren participating in games during breaks; b) to study the relationship between the studied variables, as well as the predictive value of BPN and SDI in self-esteem depending on gender. A total of 446 schoolchildren ($M = 10.02$; $SD = 1.41$) from grades 3-6 of primary school took part.

Thus, the results confirmed the potential for change in promoting psychological well-being of schoolchildren according to self-determination theory. Implications for the development of class- and gender-specific interventions are discussed.

Bochaver Alexandra, Korneev Aleksei, Khlomov Kirill described [3] the process of developing and validating the Questionnaire on Behavioural Norms and School Climate, which allows assessing the subjectively perceived quality of the school environment in terms of psychological safety and well-being of students. The questionnaire differs from other similar tools primarily in the creation procedure: its development was based on the experience of practicing psychologists working with teenagers in Russian schools. The questionnaire includes 22 items, which make up three scales: “Deviant Behavior”, “School Well-Being”, and “Subjective Insecurity”. The sample included 4,776 respondents. Schoolchildren aged 9 to 18 from more than 35 regions of Russia took part in the survey. Confirmatory factor analysis and convergent validity analysis showed that the questionnaire has a three-factor structure and is characterized by reliability and validity, which allows it to be used for research in the field of educational psychology.

Based on the identified factors of personal development and psychological well-being in secondary education, conceptual analysis and clustering of Kazakhstani authors [4] was used to identify the conceptual analysis of the factors of personal development and psychological well-being of students in the secondary education system. The key concepts of personal development (Erikson’s theory of psychosocial development, Ryan & Deci’s theory of self-determination, Gardner’s theory of multiple intelligences) and theories of psychological well-being (Ryff & Keyes’ model of psychological well-being, Diener’s theory of subjective well-being, the concept of flow, Seligman’s positive psychology) were considered in the context of the educational environment. Based on the analysis of the literature, the authors identified the main factors (quality of interpersonal relationships, opportunities for self-realization and development of competence, safety of the school environment, psychological climate at school, etc.) that influence personal growth and psychological well-being of schoolchildren. Clustering of the identified factors was carried out, which made it possible to identify groups of interrelated elements: school environment and climate; social relations, academic factors, extracurricular factors, individual characteristics, technology and digital environment. Thus, the results of the study can be used to develop effective strategies to support personal development and improve the psychological well-being of students in the secondary education system.

Also, domestic authors [5] in the analysis of research on psychological well-being in secondary education noted that there is a lack of research studying the Kazakh experience of creating a safe educational environment for schools, which reveals the need to develop scientific and methodological foundations for organizing an educational environment favorable for personal development and psychological well-being of students in schools in Kazakhstan. Understanding the substantive and descriptive aspects of psychological well-being in Kazakh

schools will help identify specific factors influencing students, such as cultural characteristics, social conditions and educational practices. This will require an integrated approach and cooperation of all participants in the educational process, which will ultimately lead to the creation of a more harmonious and supportive educational environment.

Semov S. V., Romanova E. V., Savenkov I. O. [6], studying the degree of psychological comfort of students aged 14 to 17, assessed satisfaction with the content and quality of the educational process, and also determined the vector of development of the school as a social institution designed to meet the needs of society in the formation of a socially adapted personality with a sufficient amount of knowledge, skills and abilities for successful self-realization. The analysis of these data served as a reason for focusing attention on specific positive and negative emotions experienced by survey participants while in certain conditions of the educational environment. So in the category of positive emotions included: constructive criticism, stimulating the search for new solutions and self-development; clear setting of goals and objectives, equal distribution of responsibilities and incentives; a personality-oriented approach to group members, taking into account the individual capabilities of each of them; a democratic management style, taking into account the opinions of all team members; reasonable competition, leading to the development of cognitive and communicative qualities of the individual, facilitating further socialization of the person ; in mutual assistance and support. Negative emotions included: destructive criticism from teachers and classmates, leading to fear of expressing one's own opinion or asking a question; setting tasks that are insignificant or incomprehensible to the respondent; increased workload on "strong" students and complete ignoring of underachieving ones; deliberately overstated or understated level of demands on the team, focusing on the "average mass" of students; an authoritarian management style; imposing an opinion on group members, and, as a result, conflicts in which not only students but also teachers participate.

It follows from this that the results of the conducted diagnostics indicate a forced direct or indirect influence of the educational environment on students, their personality and feelings of psychological well-being.

Baratov Sh.R. [7] in his research he points out the necessity functioning of the psychological service to ensure the socio-psychological development of a person and his activities in society. School activities are more effective with the appropriate organization of the psychological service, which most often creates a set of socio-psychological conditions that favorably influence the development of successful activities and the formation of hierarchical systems of socio-psychological protection that ensure a harmonious relationship between personality and activity. The study and analysis of scientific literature on social psychology indicates the inadequacy of special studies that would define and

develop criteria for psychological protection that optimally influence the social process of human activity. Based on the analysis of this research work, it was established that the manifestations of socio-psychological protection in the process of activity can be judged by the following indicators: a) by the formation of a successful individual style of human activity; b) by the manifestation of a successful attitude that reveals certain socio-psychological parameters of the attitude to self-development, teamwork, and to the social process of activity in general; c) according to normal emotional activity (successful self-regulation, adaptation of oneself to activity, satisfaction with oneself).

Materials and methods

In order to verify the set assumptions, the article uses comparative and generalizing methods, analysis of literature and normative documents related to personal development and psychological well-being. The study of this issue is based on the analysis of works for the last few years, the authors of which are both foreign, Russian and Kazakhstani researchers. All these authors are united by the fact that they analyzed the relationship between the indicators and needs of education, the goals of upbringing and personality formation.

Technological and socio-cultural changes, as well as the problem of preserving the health of teachers and schoolchildren, pose new challenges to the modern educational process and require the search for innovative solutions. One of these solutions is the effective use of the information and spatial environment, which can help in organizing the educational process, taking into account both the psychophysiological characteristics of students and changes in the social and cultural environment.

Thus, the report of the International Labor Organization and the International Ergonomics Organization, entitled “Ergonomic Checkpoints”, presents information on practical and easy-to-implement solutions for improving safety, health and working conditions. This report presents 9 areas, consisting of 132 points. These points are aimed at creating a positive effect and do not rely on expensive or very complex solutions. The main emphasis is on realistic solutions that can be applied in a flexible form and that contribute to improving working conditions and productivity. Thus, the nine areas include: storage and transportation of materials; hand tools; equipment safety; workplace design; lighting; premises; hazardous substances and agents; well-being; work organization. The authors of the report note that the number of items, depending on the space/workplace, can vary on average from 30 to 50. Each question offers 3 answer options: “yes” - if you agree with the proposal and want to implement it, “no” - if you have already implemented it and do not need to take additional action, or if you think you do not need it, “priorities” - these are particularly important initiatives that you would like to implement [8].

In the Republic of Kazakhstan, experimental research in the field of developmental psychology was initially carried out in the laboratory of age and educational psychology in 1993. And to this day, this laboratory of family education and psychology of the Kazakh Academy of Education named after Y. Altynsarin has the status of the only one of its kind scientific research, practice-oriented structure in Kazakhstan. Thus, the need for the help of psychologists and the development of practical psychology of education significantly affects the humanization of the entire education system. So in the USA, the psychological service began its work in 1900, in France - 1909, and in 1951 the French Ministry of Education first presented a description of the function of school psychologists. In 1913, the first school psychologist began working in England. In Estonia, the psychological service began operating in 1973. In Russia, a school psychological service has been operating for quite a long time, which, according to the decision of the Collegium of the Ministry of Education of the Russian Federation in 1995, was renamed the service of practical psychology [9].

In our republic, the importance of psychological services has not been taken into account until now. The experience of fruitful practical influence of such services in many CIS republics and other countries shows the need to develop a domestic psychological service aimed at protecting the mental health of the nation, preventing deviations in the development and behavior of the individual, psychological correction and rehabilitation of young people from the “risk group”.

The analysis shows that the Service in each country is organized in its own way, it is determined by specific psychological concepts, needs, goals of education and personal development. The necessity of creating a Psychological Service of Education is proved by the fact that it can solve a wide range of problems:

- designing a developing lifestyle for an individual, drawing up a psychological portrait of an individual;

- providing psychological assistance when working with the child’s family, providing psychological support when choosing a life path and professional career, including professional adaptation, when identifying the causes of deviations in personality development;

- prevention and correction of deviations, a practical psychologist promotes the harmonization of the socio-psychological climate in educational institutions.

Also, in Kazakhstan, various approaches are actively used to solve the problems of ensuring personal development. One of the key tools is the program “Rukhani Zhangyru” (“Spiritual Revival”) [10], which is aimed at developing spirituality, culture and education. Also, in Kazakhstani practice, trainings and seminars on self-development, psychological counseling and support, as well as the popularization of a healthy lifestyle are widely used. One example of the success of Kazakhstani experience is the introduction of a system of spiritual and moral education in educational institutions, which contributes to the formation of a harmonious personality and its psychological well-being. An important aspect is also the support of youth initiatives aimed at personal growth and self-

development, which creates a favorable environment for the development of personality in modern society. The validity of the selected methods lies in the ability to evaluate measures and approaches aimed at personal growth and self-development, which creates a favorable environment for personal development in modern society.

Results and Discussions

The role of personal development and psychological well-being in school education is becoming especially important today. Global challenges of the 21st century, including rapid technological changes, social transformations, increased information overload and changes in the structure of the labor market, require students not only to have traditional knowledge, but also the ability to learn quickly, develop themselves, be flexible and psychologically resilient.

The analysis of the data made it possible to determine the totality of the scientific evidence base for the effectiveness of the measures implemented to ensure the personal development and psychological well-being of students in secondary education based on various concepts of this issue (Figure 1).

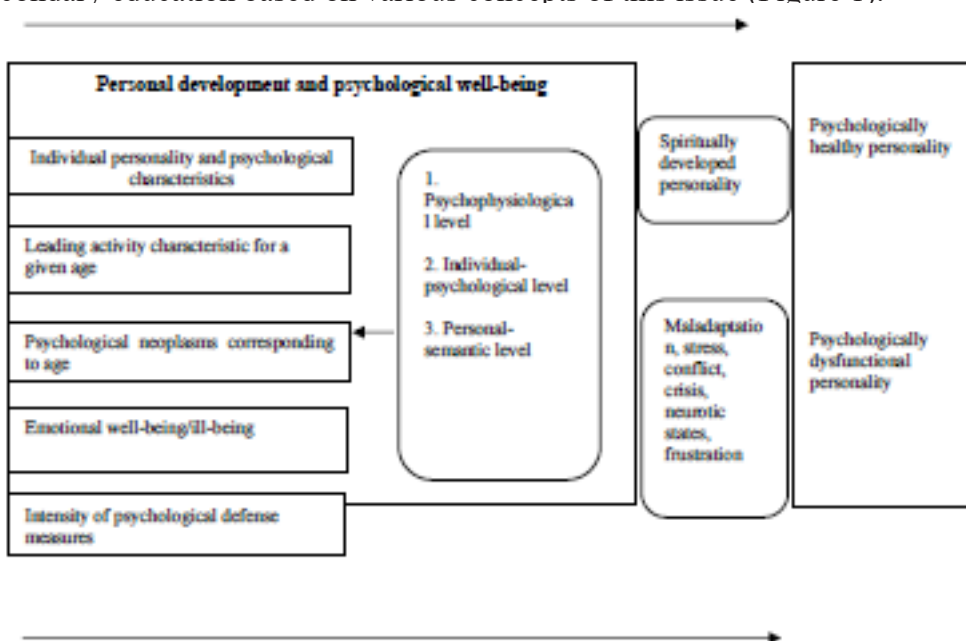


Figure 1 - A set of measures to ensure personal development and psychological well-being at the present stage

School, as the primary place of socialization, truly has a unique role in the formation of these skills. After all, it is at school age that the foundations of personal identity are laid, emotional reactions are formed, and the most important social connections are established. Given this, educational institutions can have a significant impact on the development of students not only from an academic point of view, but also in terms of the formation of their social and emotional competencies.

Thus, some measures are proposed to ensure personal development and psychological well-being of students at the present stage (Table 1.)

Table 1 - Measures to ensure personal development and psychological well-being of students

Scales	Questionnaires	Projective techniques	Practical recommendations
Scale of positive and negative emotions	Life Satisfaction Questionnaire	Drawing tests	Interpretation of results
<i>Scale satisfaction life (Satisfaction with Life Scale, SWLS)</i>	Happiness Inventory	Tests with unfinished sentences	Maintaining confidentiality
<i>Positive and Negative Affect Scale (PANAS)</i>	<i>Questionnaire of life satisfaction of schoolchildren</i>	Unfinished sentences	Taking into account age characteristics
			Combined approach
			Creating a comfortable atmosphere

Conclusion

A comparative analysis of the effectiveness of psychological well-being in the global context allows us to identify similarities and differences between international and Kazakhstani experience. Leading countries of the world are actively developing and implementing measures to ensure the psychological well-being of the population, including mental health support programs, training in stress and emotion management skills, as well as psychological rehabilitation in crisis situations. At the same time, Kazakhstan is also working to develop the sphere of psychological assistance and support, but there is a need to further strengthen these efforts. Key points in assessing the effectiveness are the availability of services, the quality of assistance provided, the results of personal development and satisfaction of the population with the services received. This approach determines the strengths and weaknesses of international and Kazakhstani experience in the field of psychological well-being and formulates recommendations for further improvement of the mental health support system in Kazakhstan.

The prospects for applying international experience in modern practice in Kazakhstan lie in the possibility of using advanced methods and practices from other countries to improve the provision of personal development and psychological well-being of the population. Analysis of international experience allows us to identify effective strategies and approaches that can be adapted to the specific conditions of Kazakhstan. The introduction of best practices from other countries helps improve the quality of life of citizens, increase the level of psychological well-being and form a healthy society. This exchange of experience and knowledge can become the basis for the development of modern programs

and projects in the field of psychological support and personal development in Kazakhstan.

This scientific research is not exhausted. Further comprehensive and in-depth research on this problem is planned in the future.

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ЛИЧНОСТНОЕ РАЗВИТИЕ И ПСИХОЛОГИЧЕСКОЕ БЛАГОПОЛУЧИЕ: СРАВНИТЕЛЬНЫЙ АНАЛИЗ МЕЖДУНАРОДНОГО И КАЗАХСТАНСКОГО ОПЫТА

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Аннотация. В данной работе рассматриваются вопросы обеспечения личностного развития и психологического благополучия, которые с каждым годом становятся все более актуальными. Психолого-педагогические исследования каждой страны стремятся найти эффективные меры для решения этих задач, учитывая свои особенности и специфику. В данной статье проведется сравнительный анализ международного опыта и практики Республики Казахстан в этой области, выявив ключевые подходы и методы, которые являются наиболее успешными на современном этапе развития. Международное сообщество активно изучает и обменивается опытом в области обеспечения личностного развития и психологического благополучия обучающихся средних школ. Во многих странах мира вопросы психологического развития школьников и их личностного развития являются частью образовательной политики. Страны постоянно адаптируют и применяют передовой опыт других государств, чтобы улучшить качество жизни своих граждан. активно развиваются программы поддержки психологического здоровья школьников, которые включают регулярные консультации с психологами, тренинги по развитию эмоционального интеллекта, а также программы по сохранению стресса и борьбе с буллингом, с самого начала школьного образования уделяется внимание не только академическому успеху. Республика Казахстан на всем протяжении последних десятилетий активно работает над повышением качества образования и созданием условий для личностного развития школьников. В рамках этой работы реализуются различные программы, направленные на развитие социальной и эмоциональной компетентности детей, их личностной устойчивости, а также профилактику болезненных заболеваний среди школьников. Исследование данной тематики позволяет выявить лучшие практики и подходы, которые могут быть успешно внедрены в национальную систему социальной защиты населения, особенно привлекая внимание к вопросам личностного развития и психологического благополучия обучающихся средних школ. Исходя из выше указанного, целью настоящего исследования является определение актуальных

и эффективных мер, используемых для решения задач обеспечения личностного развития и психологического благополучия. Основная задача заключается в выполнении сравнительного анализа международного и казахстанского опыта на современном этапе.

Ключевые слова: личностное развитие, психологического благополучие, обучающиеся, анализ, развитие, меры, подходы, обучение на протяжении всей жизни, глобальные компетенции

ТҰЛҒАНЫҢ ДАМУЫ ЖӘНЕ ПСИХОЛОГИЯЛЫҚ ӘЛ-АУҚАТЫ: ХАЛЫҚАРАЛЫҚ ЖӘНЕ ҚАЗАҚСТАНДЫҚ ТӘЖІРИБЕНІ САЛЫСТЫРМАЛЫ ТАЛДАУ

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Андатпа. Бұл жұмыста жыл сайын өзекті болып келе жатқан жеке даму мен психологиялық әл-ауқатты қамтамасыз ету мәселелері қарастырылады. Әр елдің психологиялық-педагогикалық зерттеулері өздерінің ерекшеліктері мен ерекшеліктерін ескере отырып, осы міндеттерді шешудің тиімді шараларын табуға тырысады. Бұл мақалада Қазақстан Республикасының осы саладағы халықаралық тәжірибесі мен практикасына салыстырмалы талдауы жүргізіліп, дамудың қазіргі кезеңінде неғұрлым табысты болып табылатын негізгі тәсілдері мен әдістері айқындалады. Халықаралық қоғамдастық орта мектеп оқушыларының жеке дамуы мен психологиялық әл-ауқатын қамтамасыз ету саласында белсенді зерттейді және тәжірибе алмасады. Әлемнің көптеген елдерінде оқушылардың психологиялық дамуы және олардың жеке дамуы мәселелері білім беру саясатының бөлігі болып табылады. Елдер өз азаматтарының өмір сүру сапасын жақсарту үшін басқа мемлекеттердің озық тәжірибелерін үнемі бейімдейді және қолданады. мектеп оқушыларының психологиялық денсаулығын қолдау бағдарламалары белсенді дамып келеді, олар психологтармен үнемі кеңес беруді, эмоционалды интеллектті дамыту бойынша тренингтерді, сондай-ақ стрессті сақтау және буллингке қарсы бағдарламаларды қамтиды, мектептегі білім берудің басынан бастап тек академиялық жетістікке ғана назар аударылмайды. Қазақстан Республикасы соңғы онжылдықтар бойы білім беру сапасын арттыру және оқушылардың жеке дамуы үшін жағдай жасау бойынша белсенді жұмыс істеп келеді. Осы жұмыс аясында балалардың әлеуметтік және эмоционалдық құзыреттілігін, олардың жеке тұрақтылығын дамытуға, сондай-ақ оқушылар арасында ауыр аурулардың алдын алуға бағытталған түрлі бағдарламалар іске асырылуда. Бұл тақырыпты зерттеу халықты әлеуметтік қорғаудың ұлттық жүйесіне сәтті енгізілуі мүмкін үздік тәжірибелер мен тәсілдерді анықтауға мүмкіндік береді, әсіресе орта мектеп оқушыларының жеке дамуы мен психологиялық әл-ауқаты мәселелеріне назар аударады. Жоғарыда айтылғандарға сүйене отырып, осы зерттеудің мақсаты жеке даму мен психологиялық әл-ауқатты

қамтамасыз ету міндеттерін шешу үшін қолданылатын өзекті және тиімді шараларды анықтау болып табылады. Негізгі міндет қазіргі кезеңде халықаралық және қазақстандық тәжірибені салыстырмалы талдауды орындау болып табылады.

Тірек сөздер: тұлғалық даму, психологиялық әл-ауқат, білім алушылар, талдау, дамыту, шаралар, тәсілдер, өмір бойы оқыту, жаһандық құзыреттер

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