



**MAQSUT NARIKBAYEV UNIVERSITY**

**2023-2024 ОҚУ ЖЫЛЫНЫҢ ЖОҒАРЫ**  
**ГУМАНИТАРЛЫҚ МЕКТЕБІНІҢ**  
**МАГИСТЕРЛІК ДИССЕРТАЦИЯЛАРЫНЫҢ**  
**ҚОРЫТЫНДЫЛАР МЕН ҰСЫНЫСТАРЫ**  
**ЖИНАҒЫ**

**SCHOOL OF LIBERAL ARTS COLLECTION**  
**OF THE MASTER'S THESES' FINDINGS AND**  
**RECOMMENDATIONS**  
**FOR THE 2023-2024 ACADEMIC YEAR**

**СБОРНИК ВЫВОДОВ И РЕКОМЕНДАЦИЙ**  
**МАГИСТЕРСКИХ ДИССЕРТАЦИЙ**  
**ВЫСШЕЙ ГУМАНИТАРНОЙ ШКОЛЫ**  
**ЗА 2023-2024 УЧЕБНЫЙ ГОД**

**Астана, 2024**



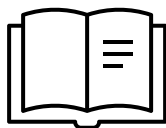
**АО «MAQSUT NARIKBAYEV UNIVERSITY»**

**Высшая гуманитарная школа**

**2023-2024 ОҚУ ЖЫЛЫНЫҢ ЖОҒАРЫ ГУМАНИТАРЛЫҚ  
МЕКТЕБІНІҢ МАГИСТЕРЛІК ДИССЕРТАЦИЯЛАРЫНЫҢ  
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ДИССЕРТАЦИЙ  
ВЫСШЕЙ ГУМАНИТАРНОЙ ШКОЛЫ  
ЗА 2023-2024 УЧЕБНЫЙ ГОД**



Астана, 2024



**Составитель:** Иманжанова Д.Д., Заместитель директора по послевузовскому обучению, науке и развитию, Высшая гуманитарная школа

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School of Liberal Arts collection of the findings and recommendations includes the master’s theses of the educational programs “Translation Studies”, “Applied Linguistics”, and “Counseling Psychology” (year of completion – 2024).

Сборник выводов и рекомендаций магистерских диссертаций Высшей Гуманитарной Школы включает в себя работы магистрантов образовательных программ “Переводческое дело”, “Прикладная лингвистика”, “Консультативная психология” 2024 года выпуска.





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## Кіріспе

Жоғары Гуманитарлық Мектебінің магистерлік диссертацияларының қорытындылары мен ұсыныстары жинағына **2024 жыл түлектерінен «Аударма ісі», «Қолданбалы лингвистика», «Консультативті психология»** білім беру бағдарламалары магистранттарының жұмыстары енгізілген.

**1-бөлім:** Аударма саласындағы ғылыми-зерттеу жұмыстары дубляждағы аударманың мәдени және лингвистикалық аспектілері мен локализациясы, әлеуметтік-саяси мәтіндерді аударуда ЖИ қолданудың ерекшеліктері мен мәселелері, спорттық дискурстың нейрондық желілік дыбыстық аудармасының сапасы, аударма қызметіндегі адам тәжірибесі мен жасанды интеллект синергетикасын зерттеу, заңгерлік аударма саласындағы құзыретті арттыру, заңгерлік аудармадағы мәдени факторлардың рөлі, аудармашының кәсіби барабарлығын құру және жетілдіру, сонымен қатар аударма қазақ тілін шет тілі ретінде меңгеру құралында кинофильмдерді пайдалану сияқты өзекті мәселелерді ашады.

**2-бөлім:** Қолданбалы лингвистика саласында посткеңестік кеңістіктегі тіл саясаты мен жоспарлау, Қазақстанның қазақ тілді мектептеріне CLIL әдісін енгізу, ағылшын тілінен жеке репетиторлық сияқты мәселелер: жалпы білім беру мектептерінде білім берудегі олқылықтар мен ата-аналарды ынталандыруды зерттеу, ағылшын тілін ойын арқылы оқытудың әлеуетін анықтау зерттелді.

**3-бөлім:** «Консультативті психология» білім беру бағдарламасының магистранттары психолог-кеңесшімен және психологиялық чат-ботпен өзара әрекеттесу тәжірибесіне салыстырмалы талдау жүргізді, эмоционалдық интеллект бойынша оқыту бағдарламасының тиімділігін әзірлеп, бағалады, сонымен қатар психологиялық көмек сұрайтын студенттерді ынталандыру саласының әлеуметтік-психологиялық ерекшеліктерін зерттеді.



## Introduction

School of Liberal Arts collection of the findings and recommendations includes the master's theses of the educational programs “**Translation Studies**”, “**Applied Linguistics**”, and “**Counseling Psychology**” (year of completion – 2024).

**Section 1:** Translation Studies master's theses focus on such topical issues as cultural and linguistic aspects of translation and localization in dubbing, features and problems of using AI in translating socio-political texts, the quality of neural network voice-over translation of sports discourse, exploring the synergy of human expertise and AI in translation services, enhancing legal translation competence, the role of cultural factors in legal translation, developing and refining professional identity in translation and interpreting, language acquisition via movies: learning Kazakh as a foreign language through translations of films.

**Section 2:** Applied Linguistics master's students explored such research areas as language policy and planning in the post-Soviet space: the case of Kazakhstan, implementation of the CLIL approach in Kazakh-speaking schools, English private tutoring: exploring parental motivations and perceived gaps in mainstream school teaching, identifying the potential of game-based English learning.

**Section 3:** Master's students of Counseling Psychology conducted a comparative analysis of the experience of interaction with a psychologist-consultant and a psychological chatbot, developed and evaluated the effectiveness of an emotional intelligence training program, and studied socio-psychological features of the motivational sphere of students seeking psychological help.





## Введение

Сборник выводов и рекомендаций магистерских диссертаций Высшей Гуманитарной Школы включает в себя работы магистрантов образовательных программ “Переводческое дело”, “Прикладная лингвистика”, “Консультативная психология” 2024 года выпуска.

**Первый раздел:** Исследовательские работы по направлению Переводческое дело раскрывают такие актуальные вопросы как культурные и лингвистические аспекты перевода и локализации в дубляже, особенности и проблемы использования ИИ при переводе общественно-политических текстов, качество нейросетевого закадрового перевода спортивного дискурса, исследование синергии человеческого опыта и искусственного интеллекта в переводческих услугах, повышение компетентности в области юридического перевода, роль культурных факторов в юридическом переводе, создание и совершенствование профессиональной идентичности переводчика, а также использование перевода фильмов как инструмента в изучении казахского языка как иностранного.

**Второй раздел:** По направлению Прикладная лингвистика были изучены такие вопросы как языковая политика и планирование в постсоветском пространстве, внедрение подхода CLIL в казахоязычных школах Казахстана, частное репетиторство по английскому языку: исследование мотивации родителей и пробелов в обучении в общеобразовательных школах, и выявление потенциала игрового изучения английского языка.

**Третий раздел:** Магистранты образовательной программы Консультативная психология провели сравнительный анализ опыта взаимодействия с психологом-консультантом и психологическим чат-ботом, осуществили разработку и оценку эффективности программы тренировки эмоционального интеллекта, а также изучили социально-психологические особенности мотивационной сферы студентов, обращающихся за психологической помощью.





## 1-бөлім. Аударма ісі – Section 1. Translation Studies – Раздел 1. Переводческое дело

### Abyzgali kyzy U. English-Kazakh translation and localization in dubbing "Avatar: The Way of Water"

Supervisor: Bayekekeyeva A.T.

**Description:** Despite the fact that dubbing is a relatively new type of audiovisual translation practice in Kazakhstan, it is gaining popularity among audiences and is becoming the subject of study for many researchers. The purpose of this research is to analyze cultural and linguistic aspects of translation and localization in dubbing the film “Avatar: The Way of Water” from English into Kazakh. The objective of the research is to identify peculiarities of translation and localization of occasional words, culture-bound words and obscene language. In addition, the study attempts to shed light on the main challenges in translation and localization of occasional words, culture-bound words and obscene language and to suggest possible solutions to identified challenges.

#### **Research questions:**

1. What techniques and strategies are used for the translation of occasional words, culture-bound words and obscene language in dubbing “Avatar: The Way of Water” into Kazakh language?
2. In what ways do the cultural and linguistic factors affect the translation choices in dubbing “Avatar: The Way of Water” into Kazakh language?
3. What challenges arise in the translation and localization of occasional words, culture-bound words and obscene language in dubbing “Avatar: The Way of Water” into Kazakh language?

**Results:** The findings of the study discovered that translation and localization processes of a live-action fantasy film require consideration of cultural and linguistic differences of both source and target languages and necessitate careful choice of translation strategies and techniques. The study has also revealed that audiovisual translators working with the Kazakh language face cultural challenges, especially in terms of translating obscene language, which uses forbidden terminology. The main challenge in translating obscene words was in deciding whether to preserve the essence of the source language or adapt them to the norms of the target culture which might even require the omission of most parts of the original product. Hence, research



results show that choosing the proper strategies and techniques is a critical step in the translation process of audiovisual content with a specialized lexis.

The main findings of the study are the following:

1. Culture-bound words and phrases of the film were translated by applying foreignization strategy and transliteration, transcription and literal translation techniques to preserve the film's cultural uniqueness.
2. Occasional words of the film were translated by finding their equivalents and omission techniques.
3. Slang words and idiomatic expressions were successfully adapted and localized to suit the cultural and linguistic context of the target audience.
4. Translation of obscene language from English into Kazakh was specifically challenging due to ethical considerations and taboos of Kazakh culture.
5. It was revealed that mismatches in translation and visuals might occur due to the complexity of synchronizing technical aspects.

**Implications:** This study offered insights into the best practices for dubbing movies into the Kazakh language. It contributed to improving the dubbing quality by examining the translation and localization strategies and techniques used in the dubbing of "Avatar: The Way of Water" into the language.

By highlighting the unique challenges faced in dubbing a live-action film with a complex language into the Kazakh language, the research has also contributed to the literature available on localization and translation in dubbing practices, particularly as it relates to the Kazakh language. Moreover, the findings of the study presented a viewpoint on the translation and localization features in dubbing a fantasy film into the Kazakh language.

To obtain a more comprehensive understanding of the characteristics and difficulties involved in the translation and localization of live-action film dubbing, recommendations for future research include broadening the study's scope by investigating alternative movies and languages and conducting a study based on the experience of Kazakh language audiovisual translators.



## **Bekbergenova A.N.** Features and problems of using AI in translating socio-political texts from English into Russian

Supervisor: Sagyndykova Zh.O.

**Description:** The intrusion of modern technologies and technical progress affected the field of translation as well by the implementation of Artificial Intelligence (AI) by Neural Machine Translation (NMT). The aim of the study is to give a special attention on the features provided by AI tools and problems that arise in the process of AI usage by the perspective of practicing human written translators. The study reviews the view of scholars on the issue of AI usage in translating, definition and origins of AI, AI correspondence with other automated translation techniques as Machine Translation (MT), quality assessment of translation and types of AI platforms that are in demand of recent practitioners. The study evaluates the AI platforms as Deepl, Yandex Translate and Google Translate. The research focuses on the advantages and weaknesses of translation of social and political content by AI.

### **Research questions:**

1. What are the peculiarities of the use of AI in translation?
2. What are the features and problems of translating social and political context from English to Russian?

**Results:** According to the quality of translation assessed by comparative analysis of socio-political texts, AI translation shows itself as a very strong instrument with a wide terminology base and memory for widely used lexis. However, when it come to some specific terms that are in a rarer use, AI shows to be still in a big demand for developing and renewing. Translation is a complex work that requires good background knowledge and researching on the translating materials for deeper information. The study showed the positive general attitude of human translators toward implementation of AI in their work:

1. Big range of AI tools. Translators have a choice and can use different AI translation platforms in different cases.
2. Fair general translation. AI provides pretty fair translation on the average. The majority of the texts are translated grammatically, contextually and stylistically correct, with a little need of post-editing and emphasizing on specific vocabulary.



3. Accessibility. The most of the resources are free and suit for beginning translators, students in translation studies or quick-and-easy translation.
4. Time saving. One of the most popular answer was that AI helps translators modify their schedule and enhance time management. Hence, translators just spend time for pre-editing (preparing the document for MT translation, formatting, etc.), evaluation translation quality and post-editing (correcting the mistakes and terminology correspondence and formatting).

However, on the contrary to this fact, AI system is a developing field so these are the weaknesses of AI:

1. Imperfection of terminology data bases. Even though AI is a growing platform that inhales larger and larger amounts of vocabulary, collocations and phrases sets, there is still a need of checking the terminology in specific glossaries in accordance with the demand.
2. Context mismatches. In comparison with bare MT, AI shows the tendency of better creative skills and context involvement due to both context bases access and neural model of human-like thinking. However, in less frequent cases AI does not cope with understanding of the context and sometimes does not have the background information.
3. Punctuation. Literature review of the scholars' analysis on the quality translation of AI did not define punctuation as a weakness of AI translation. Nevertheless, despite the fact AI shows good function of adapting to the punctuation marks of Russian language as using the other kind of bracket and so forth, Russian language is still complex and extremely different to English. That is the reason in some cases AI translation shows the mistakes in punctuation in translating the long sentences and complex speeches of politicians.

**Implications:** The research raised the question of imperfection of specific texts as the content form medicine, law, business, information technologies, ecology and other daily updating spheres where the progress is continuously moving on emerging the new terms, factors, nomenclatures and trends. AI itself is also a developing area, with the high interest of scholars there remains something unexplored. Apart from linguists and translators, this study gives boost and raises attention of MT developers of Deepl, Yandex Translate and Google Translate instruments and other machines with implied NMT. The study outlined the need of developing terminology bases on socio- political content.





## **Ibragimzoda A.** The role of cultural factors in legal translation

Supervisor: Bainova O.Yu.

**Description:** This qualitative study investigates the intricate interplay between cultural factors and legal translation, aiming to understand how cultural nuances influence translation accuracy, the strategies used for effective cultural integration, the impact of legal traditions on contractual language, challenges in legal translation, and methods utilized by legal translators. The research delves into linguistic variations, socio-cultural norms, and legal traditions, revealing the pivotal role of cultural competence in achieving accurate and culturally resonant legal translations. Thematic analysis with existing literature highlights common themes, challenges, and strategies, providing actionable insights and recommendations for improving legal translation practices in multicultural contexts. The purpose of this study is to specifically determine the precise role of cultural factors in the field of legal translation.

### **Research questions:**

1. What cultural nuances can influence the accuracy and understanding of legal terms when translating documentation between different cultures?
2. What strategies can be used to effectively take into account cultural characteristics in the translation of legal texts while maintaining accuracy and meaning?
3. How can differences in legal traditions affect the wording of contracts and how is this taken into account when translating for maximum clarity and compliance with the laws?

**Results:** Legal traditions influence contract wording in different jurisdictions, affecting the structure, tone, and formality of legal papers. Civil law systems prioritize case law and judicial precedents, whereas common law systems depend on statutes and codified laws. Translators must understand these traditions to accurately represent the subtle and complex wording of contracts in different legal systems. Translators must also adjust the language used in contracts to match the specific legal frameworks of different regions, ensuring they are legally binding and culturally suitable. Cultural sensitivity is crucial, especially when translating delicate subjects or controversial matters. Translators must be aware of cultural subtleties and societal conventions to ensure the language is courteous and culturally suitable.

Difficulties in legal translation include language ambiguity, terminological consistency, and cross-cultural disparities in legal conceptions, principles, and practices. To overcome these hurdles, translators must possess a high level of language skills, a deep understanding of the law,



cultural sensitivity, and a diligent focus on details. Continuous professional development is essential for legal translators to stay updated with changes and advancements in the field. The accuracy and understanding of legal terms can be affected by historical and social situations, linguistic disparities, differences in legal systems, cultural norms and values, historical backgrounds, and the need for cultural sensitivity. To navigate the nuances and complexities involved, translators must possess both a solid understanding of the target language and a thorough awareness of the target culture.

To effectively incorporate cultural characteristics in translations, translators should conduct comprehensive investigations into the legal systems, vocabulary, and social norms pertaining to the target and source languages. They should also conduct a contextual analysis to understand the wider context of the law language and make informed decisions about accurately conveying meaning and compensating for cultural differences.

Lastly, translators should be mindful of cultural subtleties and avoid imposing cultural prejudices on the translation. Engaging in consultations with legal experts, subject matter specialists, or cultural consultants can help improve the precision and credibility of the translation. Lastly, obtaining feedback from peers or legal experts can help detect potential errors and resolve cultural or linguistic challenges.

The development of cultural competence emerges as a paramount factor for translators engaged in legal translation. This encompasses a profound understanding of social values, attitudes, and norms that shape legal communication in varying cultural environments. It goes beyond mere language mastery, requiring translators to navigate the complexities of cultural differences. By enhancing their cultural competence, translators can ensure that their translations are not only accurate but also culturally sensitive and contextually relevant, resonating with the target audience's cultural expectations.

**Implications:** The research serves as a stepping stone toward enhancing cross-cultural communication in the legal domain and underscores the ongoing need for a nuanced understanding of cultural competence in translation endeavors. The research highlights the complexity of legal language, which is defined by precision, ambiguity, specialist vocabulary, complexity, and conservatism. To effectively translate legal documents, translators should develop cultural competence, conduct thorough research on legal systems, social norms, and cultural values, and understand the cultural environment in which legal writings are situated. This ensures successful communication and understanding across varied cultural and language settings.



In addition, it is imperative that legal translator training programs be improved, with a focus on cultural competency. It is critical to create comprehensive training programs that give translators the information and abilities they need to successfully negotiate cultural differences. Translators can more effectively comprehend and handle the cultural quirks present in legal documents by including cultural competency training into currently-in-use programs. Consequently, this can aid in the creation of superior, culturally relevant translations that satisfy the requirements of various audiences.

## **Kurametov A.Zh.** Enhancing legal translation competence: a comprehensive study on the significant challenges and training of legal translators in Kazakhstan

Supervisor: Yemelyanova Ye.V.

**Description:** This qualitative case study investigates the integration of "legal translation" competence within the BA Translation Studies curriculum at a Kazakhstani university and evaluates its alignment with the translation services market demands. The purpose of this research is to discover how "legal translation" competence is incorporated within the BA Translation Studies curriculum and to assess its alignment with the current demands of the translation services market. This study aims to:

- explore the market's perspective, analyzing the expectations and requirements of the translation services market for "legal translation" competence, identifying key skills and knowledge areas deemed essential for professional translators in the legal domain.
- examine faculty perceptions and investigate how faculty members involved in BA Translation Studies programs perceive and prioritize the development of legal translation competence within the curriculum. This includes understanding their views on the effectiveness of current teaching methods and curriculum design in preparing students for the challenges of legal translation.
- identify enhancement strategies based on insights gathered from market demands and faculty perceptions.

### **Research questions:**

How is the “legal translation” competence reflected in the BA Translation Studies curriculum?



### **Subsidiary research questions:**

1. What are the perspectives of "legal translation" competence in the translation services market?
2. How do faculty and school leadership perceive developing legal translation competence?
3. What strategies should be employed to enhance legal translation competence?

**Results:** The findings from this study underscore the urgent need for an educational overhaul to integrate specific legal translation training into university curricula. By doing so, future translators will be better prepared to meet the demands of the growing market and contribute effectively in legal settings. The gaps highlighted include a significant deficiency in university curricula that fail to offer specialized courses in legal translation. Instead, universities often provide general interpreting or translation courses, leaving specialized instruction like legal translation to the discretion of individual instructors. This results in a lack of focused academic offerings that address the intricate nuances and practical aspects required for proficient legal translation, pointing to the need for comprehensive, specialized educational programs.

On the market side, there is a notable increase in demand for legal translation services, driven by the expanding presence of foreign entities within the Kazakhstani legal systems and state bodies. School leadership and professional interpreters stress the escalating importance of legal translation due to a surge in demand for court interpreters capable of delivering precise services during legal proceedings in both Kazakh and Russian languages. School leadership notes that while the focus might have been on Russian and English previously, there is now a greater appreciation for Russian and Kazakh languages in legal translation contexts. This demand underscores the existing challenge where non-specialist translators often do not meet the required standards, leading to severe outcomes such as considerable delays in legal proceedings caused by poorly translated documents.

In a discussion related to perspectives of "legal translation" competence in the job market for graduates of the "Translation studies" curriculum, School leadership concluded that Russian and Kazakh languages are now valued more than Russian and English for legal translation. However, they also highlighted the growing importance of legal translation due to increasing foreign representation in courts and various state bodies. Representation in courts and state bodies involving foreign citizens is increasing, and using a non-specialist translator in such scenarios often fails to yield the necessary results due to a poorly translated document significantly delaying a crucial hearing.





Faculty and school leadership are also aware of the deficiencies in the current curriculum regarding the development of legal translation competence. They advocate for a more specialized approach that directly addresses the nuances of legal translation through dedicated programs and courses. There is a shared consensus on the fragility of the existing training, highlighting an urgent need for curricula that not only cover theoretical knowledge but also incorporate practical experiences. Engaging with authentic legal documents and applying theoretical knowledge in practical settings are deemed essential for effectively developing legal translation skills.

### **Implications:**

- Integrating practical experiences in legal environments. Academic programs are recommended to include placements at the prosecutor's office, courts, migration police, and notary offices. These placements enable students to apply their theoretical knowledge in real-world settings, which is essential for developing their practical skills.
  
- Developing specialized modules and courses. Universities should offer specialized courses tailored to high-demand fields within the legal realm, such as medicine, oil and gas, and transport. These courses could be part of an undergraduate program or a specialized track within a master's program, allowing students to delve into the specific vocabulary and challenges of these sectors.
  
- Forging partnerships with legal entities. To provide students with hands-on experience, it is beneficial to establish partnerships with law firms, organizations, or government agencies involved in legal translation. These partnerships can facilitate internships that provide invaluable professional insights and direct interaction with seasoned practitioners.
  
- Integrating Legal and Translation Studies. By merging classes for law and translation studies students, an interdisciplinary approach can be fostered, enhancing the learning experience and providing students with a well-rounded understanding of both the linguistic and legal aspects of their fields.
  
- Practical training at various judicial stages. To further ground theoretical knowledge in practical reality, training should also occur within the judicial process, including at pre-trials and various court instances. Such exposure, guided by qualified legal practitioners, enriches the student's learning and prepares them for real-world challenges.



- Specialization according to language and legal profile. Tailoring training programs to combine language proficiency with legal specialization ensures that graduates are fluent translators and adept at navigating the legal nuances of their chosen specialities. Research participants are sure that implementing these strategies will bridge the existing gap between theoretical knowledge and practical application, elevating the competence of graduates in legal translation. These measures ensure that graduates are well-prepared to meet the demands of both global and local markets, reinforcing the need for a comprehensive, practice-oriented approach to legal translation education.

Overall, analyzing these results, the main research question could answer that the Legal English Skills course within the BA Translation Studies curriculum primarily focuses on teaching legal English, which inadequately addresses the specific needs of legal translation competence in Kazakhstan. The course is more oriented toward developing general linguistic skills than the specialized skills required for effective legal translation. This creates a significant gap, as students are not equipped with the necessary competencies to handle legal translations effectively. Additionally, the teaching approach separates language learning from the subject matter of translation, which hinders the development of practical legal translation skills. To better prepare students for professional demands in legal translation, the curriculum needs to integrate practical translation exercises and closer collaboration with legal professionals, ensuring that students gain both theoretical knowledge and practical skills relevant to the Kazakhstani legal context.

## **Mubarak Zh.D.** Language acquisition via movies: learning Kazakh as a foreign language through translations of films

Supervisor: Bayekeyeva A.T.

**Description:** Watching movies is a popular engagement to spend your spare time. Such leisure has all the possibilities to help one improve their language skills: the movie has a soundtrack that enhances your listening, the subtitles are of a reading process and most of all its followed by capturing visuals with a plot. During the process of being entertained by a movie one can actually increase his or her vocabulary without putting any effort. This is what is called incidental learning. This study tries to find out how effective such entertaining education can be for people, who have a desire to learn or improve their Kazakh being their foreign language. The



problem statement is that materials are dubbed from English into Kazakh fairly rare. Moreover, the combination of education and entertainment is a new progressive concept that is most likely to never lose its demand. Lastly, studies and work about learning Kazakh language are quite composed and this study will be sufficiently significant. The purpose of the study is to analyze the existing concepts of incidental learning in language acquisition through watching movies. Furthermore, to also analyze and consider the personal development and overall experience of the interviewees of this leaning style.

**Research questions:**

1. How did the participants perceive the kinds of film translations to learn Kazakh language (dubbed, subtitled or both)?
2. Was the process considered as incidental learning or deliberate learning?
3. Does the interviewee think that films translated into Kazakh may play crucial role in order to learn the language?

**Results:** The interview analysis has shown that students with at least a low intermediate level of Kazakh language can implement movies as a main educational tool of the linguistic course. However, this approach might be a bit less benefitable for people with beginner level in Kazakh. According to the participants it is harder to grasp the whole concept of the show. Even though the participants with low proficiency have learned more words from the movies, they were not able to understand the whole film and its plot. Vocabulary is especially helpful for speaking and for watching movies to comprehend them well. Movies in a foreign language voice over helps to improve the listening and speaking abilities of the student, while captioned movies help to enhance the reading spelling and speaking skills.

**Implications:** The study and its results serve as a positive stimulus to increase the amount of AVT translation from English into Kazakh. The research proves how demanded and relevant English-Kazakh AVT translation is today and what role it plays for people that desire to learn Kazakh as a foreign language. The results of this study will be useful for language teachers, especially Kazakh language teachers, who will be able to use the findings of the study to incorporate film viewing into the curriculum, which can make the learning process more effective and enjoyable. Also, these results are useful for foreign students studying the Kazakh language on their own to use films as an additional resource to improve their language skills.



## **Ovsyannikova E.I.** The quality of neural network voice-over translation of sports discourse in the Yandex browser on the example of figure skating broadcasts

Supervisor: Ibrayeva A.B.

**Description:** The purpose of this study is to determine the quality of neural network voice-over translation of sports content in the Yandex browser. Broadcasts of figure skating are taken as a basis, as this is one of the most popular sports in the CIS. Moreover, there is a small number of works devoted to the study of sports discourse, and therefore it represents a large area for study. Due to the lack of a unified translation evaluation system, the conceptual concepts of adequacy and equivalence were taken as a basis, which helped reflect quality. The purpose of this qualitative study is to identify the strengths and weaknesses of neural networks in the context of translating sports content and to identify the main errors made during translation. Adequacy and equivalence are the fundamental criteria for assessing quality in this study.

### **Research questions:**

1. What is the perception of neural network voice-over capable of conveying specific linguistic features, such as professional figure skating slang, meeting technical requirements as extralinguistic factor, and are there any difficulties in this regard?
2. What types of mistakes can be found in neural network voice-over translation?

**Results:** It is necessary to recognize that the development of neural networks continues, and failures in the automatic translation process are not uncommon. One of the main limitations is the insufficient accuracy of translation of specialized terms and expressions characteristic of sports vocabulary. This creates challenges in conveying the precise meaning and context that is important to fully understand events and commentary in the sports world. Neural network algorithms tend to use techniques known in the classical conventional translation system as calque or loan translation (literal translation), transcription (phonetic match of the original and translation), descriptive translation (designation of a term using the method of extended verbal explanation). The results of the study showed that in the context of translating sports discourse, namely professionalism in the field of figure skating, as well as idioms, the use of the above approaches is incorrect. This is due to the fact that the Russian language has a list of terminology applicable in figure skating. This applies to all elements involved in figure skaters' performances: jumps, spins, transitions, step sequences. It is important to maintain the





equivalence of the translation, take into account the scope of the translation, as well as the audience for which the translation is being made. When applying such translation transformations, incomplete transmission or loss of the semantic aspect of the original message is possible. The neural network may have difficulty recognizing and correctly reproducing the pronunciation and accent features of sports commentators. This can lead to distorted or misunderstood information, especially when translating speech in real time.

### **Implications:**

1. The results of the study will help improve the quality of neural network voice-over translation of both video and real-time broadcasts. Fast, high-quality translation, the content of which is adequate and equivalent, allows foreign-language viewers to better understand what is happening on the screen.
2. Adequate and equivalent translation of figure skating broadcasts will further increase the popularity of this sport due to the fact that video content will become available to a much larger number of viewers, regardless of knowledge or non-knowledge of English.
3. The results of the study can be useful to developers of neural network technologies, providing them with valuable data on where and in what ways their algorithms need improvement. This could lead to more advanced algorithms that can take into account context and specialized terminology. Neural networks need to be constantly trained, especially to translate such narrow fields as sports. It is necessary to collect a terminological corpus of a particular sport, information about the latest news related to this sport, as well as its rules. All
4. And in conclusion, the results of the study can be used in educational programs for the training of audiovisual translators. In any specialty, it is important to know about innovations related to the profession. Understanding the features of neural network translation will help future and current specialists become familiar with this phenomenon and, possibly, develop this topic in the field of further scientific study.



## **Rakhimzhanova S.K.** Strategies of humor translation in subtitling from English into Russian based on American TV sitcoms

Supervisor: Bainova O.Yu.

**Description:** This research presents the topic related to humor translation in subtitling based on American TV Sitcoms and states the relevance of humor studying in the 21st century. The source of the data is modern TV Sitcom “Curb your Enthusiasm. The research also presents set of strategies that are frequently used in TV Sitcoms. American content is increasing in Kazakhstan, which means that there is always a demand high-quality translation. The translation of humor pose a challenge for most translators, because it requires building a cultural gap between two different cultures, in this case American and Kazakhstani people. Kazakhstan audience is constantly watching various American content and they face with different types of humor, that might be misunderstandable for them. TV Sitcoms have specific humor types. Therefore, the source of this research is relatively new series “Curb your enthusiasm”, it means that this research analyzes types of humor and strategies that are utilized there. The aim of the research is to examine the different forms of humor used in modern sitcoms and the strategies used to translate different types of humor from English into Russian in subtitles.

### **Research questions:**

1. What types of humor are used in modern TV sitcoms?
2. What strategies are used to translate different types of humor?

**Results:** The results of this study revealed the presence of 13 different forms of humor in the analyzed data, including wordplay, satire, irony, sarcasm, teasing, visual humor, phonological jokes, running gags, and allusions. Certain types of humor proved to be particularly challenging, especially those reliant on cultural references, such as culturally-specific satire and sarcasm.

Notably, the TV series "Curb Your Enthusiasm" relies heavily on visual humor and sarcasm, which presents unique challenges for translators seeking to convey its comedic elements effectively. It is essential to point that this series is full of visual humor, sarcastic elements, ironical humor, teasing.

**Implications:** For translators, cultural scholars, and sociologists, the exploration of conveying the authentic meaning of jokes and humorous scenarios creates the potential to expand the scope



of audiovisual translation, particularly in regards to incorporating humor elements into future projects.

## **Serikova K.T.** Exploring the synergy of human expertise and AI in translation services

Supervisor: Kuchumova G.Zh.

**Description:** Currently, technology is becoming an integral part of everyday life and penetrating almost every area, including the field of translation. Modern translators are given the opportunity to interact with AI in the course of their professional activities, and translators either implement AI into their professional activities or do not for a number of reasons. That is why the synergy of human experience and artificial intelligence in translation services requires special attention to identify trends in the use or abandonment of AI, as well as for high-quality integration.

The use of AI-based technologies and tools by Kazakhstani translators in the workflow is the main topic of this qualitative research. The purpose of the study is to determine the motivations, challenges, and ways for incorporating AI-based technologies and tools based on the experience of Kazakhstani translators. Exploring synergies between human expertise and AI in translation services is of paramount importance for modern field of translation as this field was heavily affected by technological progress and technological innovations.

### **Research questions:**

1. What motivates Kazakhstani translators to use AI in their workflow?
2. In what ways do Kazakhstani translators use AI?
3. What challenges do Kazakhstani translators face when integrating AI into their professional practice?

**Results:** The study revealed that in their professional work, Kazakhstani translators use AI-based technologies and tools in the following way: they initially process a large amount of text in a short time with further editing, which allows them not only to complete the translation in a short time but also to increase the number of orders and use working time more productively. A draft translation is created with subsequent processing. The depth of editing of the translated text depends on the genre and stylistic features of the text. In addition, the motivation for using AI-



based technologies and tools is the ability to recognize text in video, audio, and media formats for faster processing and translation, which allows for less resources and energy to be spent in the translation process. Also, AI-powered translation tools are used to track the progress of translation, since these tools provide the ability to divide texts into segments and display the original and translated text as a percentage. In addition, AI-based technologies and tools are cumulative in nature, storing terms and their combinations, offering different translation options in the process, which helps optimize and facilitate the process.

The challenges faced when integrating AI into professional activities include: due to the availability of AI-based technologies and tools to all users of the Internet, translators are often faced with customers who do not consider translation a complex process that needs to be adequately paid. Translators who use AI-based technologies and tools also note that to process MT, it is necessary to have special proofreading and editing skills. In addition, AI-based technologies and tools in general are united by a certain flaw: word-for-word translation, lack of syntactic structure in the text, incorrect translation of narrowly targeted terms, discrepancy between the stated functions of reality, and unprofitability for freelancers. Translators working with the Kazakh language are faced with the lack of text processing functions in the Kazakh language, the meager vocabulary of AI-based technologies and tools, and the lack of recognition functions.

**Implications:** The research made a contribution not only to the Translation area but also to the AI development area. As for the Translation area, the research contributed by finding certain areas of translation where AI can be integrated to enhance the quality of translation that was not mentioned in the Literature and also to the existing literature on translation in Kazakhstan by expanding the knowledge on human-AI interaction. As for the AI development area, the research contributed by gathering reviews and recommendations on AI-based technologies and tools, including the Kazakh language. The AI developers can use this research to enhance the existing set of tools and develop new ones. From a practical point of view, the findings of this study can contribute to educational programs on machine translation and AI implementation in the translating process.





## **Zeinolla M.S.** Developing and refining professional identity of translators

Supervisor: Kuchumova G.Zh.

**Description:** Although the development and formation of professional identity were studied in Western countries extensively and focused on the professional identities of medical students, engineers, and educators, the area of translation studies has been overlooked both by Western and Kazakhstani scholars. The issue of developing professional identity is of paramount importance for the higher education system. The purpose of this research is to explore the role of educational experiences in developing the professional identity of undergraduate translation studies students at one university in Kazakhstan.

### **Research questions:**

1. How do undergraduate translation studies students perceive their professional identity?
2. What is the role of educational experiences in forming undergraduate translation studies students' professional identity?

**Results:** The study showed that students develop their professional identity based on their perception of the roles and behaviors taught by the university in combination with the careful analysis of the congruence between professional and personal values. According to the findings, to successfully develop professional identity or translator identity students need to have self-efficacy beliefs which are firstly, cultivated by several educational experiences, namely, coursework, role models, and practical experience, and secondly strengthened by the congruence of the values which are developed both inside and outside of the classroom. Although underscoring the importance of theory in translator preparation, the students believed that courses developing skills in translation and interpreting were of paramount importance for their professional identity development. Thereby, the findings of the research indicate that the programs for training translators necessitate revision and shifting the focus to engagement with the professional sphere i.e., translation and interpretation. Furthermore, it was observed that students develop their professional identities through self-efficacy beliefs during their successful performances of the tasks during internships or other practical experiences. Therefore, careful planning of internships, sites for undergoing the practice, and the role of supervisors are of great importance and play a huge role in developing the professional identities of students. The instructors serve as primary sources of inspiration and role models in terms of expected roles and



behaviors. These lead to the conclusion that academic staff needs to be carefully selected and adhere to the highest standards to support the determination to a career path of students and not lead to demotivation.

### **Implications:**

- As the findings showed, to develop professionally, students need greater exposure to practice. This could be done by including a professional internship from the first year of the undergraduate program. This will allow students to develop a better understanding of the profession, expected roles, and behaviors.
- Universities might introduce more comprehensive career counseling which will assist students increased of understanding their inner values and beliefs. This development can affect the congruence of the values, students should be able to properly evaluate their values and the values of the profession. If there is a strong contradiction counselors can help to redirect the students to different career paths.
- Another possible implication of this is for policymakers such as the Ministry of Education or Ministry of Labor and Social Protection of Population to utilize the findings of this thesis whilst introducing the accreditation of the competencies for the translation profession in Kazakhstan which has not been done yet.
- To develop a strong professional identity students may be more proactive and seek opportunities of engaging with the professional community not only through the curricular activities given by universities but also by applying for summer internships and volunteering as translators.
- The evidence from this study suggests that communities of practice, in turn, might take into account the practical, and educational benefits of internships that they organize for students. It would result in an increase in students understanding of the profession and their roles within the organization.

Further research can analyze how instructor's teacher identities affect the student's professional identity and if there is any relationship between these identities. In addition, in the context of Kazakhstan, research could be done on Master programs to shed light at the formation of professional identities at more advanced educational levels and of those who switched their career and decided to pursue a degree in translation studies.



## 2-бөлім. Қолданбалы лингвистика – Section 2. Applied Linguistics – Раздел 2. Прикладная лингвистика

### **Arystanova A.Ye.** Implementation of the CLIL approach in Kazakh-speaking schools in Kazakhstan

Supervisor: Mukhamejanova D.R.

**Description:** The policy of trilingual education in Kazakhstan, introducing English as the third language, led to the pilot of Content and Language Integrated Learning (CLIL) in Nazarbayev Intellectual Schools. Extending this approach to other schools has sparked interest in studying teachers' and stakeholders' views on CLIL implementation in Kazakh-speaking schools.

This study focuses on analyzing the benefits and challenges of implementing CLIL in Kazakh-speaking schools. It also explores how teachers cope with the challenges and nuances of CLIL implementation. By exploring teachers' perspectives, this research endeavors to provide a comprehensive understanding of the integration of CLIL in Kazakh-speaking educational settings and its implications for teaching and learning.

#### **Research questions:**

1. How do teachers perceive the benefits and challenges of implementing CLIL in Kazakh-speaking schools?
2. How do teachers cope with the challenges of implementing CLIL in Kazakh-speaking schools?

**Results:** This research found that teachers displayed a limited grasp of CLIL fundamentals and pedagogical skills, offering only basic insights into CLIL's essence. This aligns with findings from other studies, indicating a broader issue of teacher awareness and familiarity with CLIL principles globally. In Kazakhstan, scholars have identified insufficient knowledge of CLIL basics as a hindrance to effective implementation, largely attributed to the absence of CLIL training courses for teachers. Therefore, current study elicits several key implications on limited understanding of CLIL notion among teachers.

In addition, there were several benefits for teachers and students. The study highlights that availability of teaching materials and publications in the English language is a beneficial part of



CLIL, although teachers do not consider adapting teaching materials to the local context necessary. While accessibility of materials supports CLIL implementation, the lack of authenticity in English-language materials within the Kazakhstani context poses a disadvantage, as they may not align with the concept of authentic language in use and local teaching methodologies and learners' needs. The findings indicate that using the target language in instruction improves teachers' own language proficiency, supporting their professional development. The impact of CLIL on students' development, particularly in terms of enhancing their language skills and broadening their perspectives. Proficiency in subjects taught in a foreign language, such as English, offers academic advantages for the future. Also, students demonstrate motivation and adeptness in managing language acquisition and content knowledge, fostering a positive learning environment.

Moreover, the study revealed several challenges for both teachers and students in implementing CLIL. Challenges include 1) diverse English proficiency levels among students, leading to the need for teachers to re-explain content in Kazakh for better comprehension; 2) time constraints hindering content delivery and meeting lesson objectives; 3) lack flexibility of government educational standards, particularly affecting private schools with unique curricula; 4) teachers' burnout due to students' limited English proficiency, with challenges stemming from self-esteem and workload; 5) teachers' unawareness of the CLIL Thinking Skills aspect highlights a gap in understanding, despite the importance of authentic language and materials in promoting cognitive thinking.

Also, the research uncovered support systems for teachers provided by school administration was quite positive. Participants highlighted the supportive role of the school administration, providing resources and encouraging teachers' creativity and autonomy in material selection, fostering positive collaboration and responsiveness to teachers' needs and concerns. The school administration ensures teachers have manageable workloads, allowing time for lesson planning, assessment, individual feedback, and assisting struggling students to prevent burnout. Regarding CLIL training, some teachers attended in-school courses or seminars; others pursued independent learning due to insufficient formal training and advocate for organized courses, while some received training at prior workplaces as none were available at their current school, highlighting the importance of informative and applicable training sessions in both theoretical and practical aspects.

The last part of the research analyzing teachers' practical adjustments disclosed that teachers employ various strategies to support students with language proficiency challenges, including



allowing performances in students' native language, offering additional lessons, and incorporating non-graded formative assessments as well as formative, summative and criterion-based assessments. Despite the emphasis on content over language in CLIL implementation, both English and Kazakh are utilized equally in classrooms, with teachers prioritizing evaluating content knowledge over language proficiency. Teachers have a significant impact on students' performance, understanding, and activeness in the classroom. Relatively, teachers make an effort to practice different approaches for effective learning.

**Implications:** The practical relevance of this research can be outlined by revealing the many-sided aspects of CLIL implementation. The research brings valuable viewpoints to the wider discussion on successful CLIL techniques. The findings highlight the limited awareness of CLIL notion, which can hint to the lack of recognition among teachers of its aims, specifics, and necessity to implement this approach, especially in a context where the historical legacy of language restrictions continues to impact language education. Moreover, teachers' absence awareness might be seen from the fact that teachers do not adapt materials from foreign publications and networks into the Kazakhstani linguistic and cultural context. Therefore, these materials used in classrooms do not have authenticity. Furthermore, support of school administration emphasizes the vital importance of a supportive environment in making CLIL implementation successful and emphasizes the necessity of organized support systems within schools. In summary, the research results provide important suggestions for improving CLIL methods in Kazakh-speaking schools, tackling obstacles, utilizing opportunities, and aiding the wider aim of encouraging multilingual education in various linguistic environments.

There is the urgent necessity of CLIL training courses, which should be conducted at least every two years because of the changing tendencies and new techniques used in classrooms. Therefore, teachers can get up-to-date information from CLIL global tendencies and will be able to prepare lessons according to the CLIL lesson requirements. It is necessary to organize training courses especially for CLIL teaching, as many participants shared that CLIL was mentioned within the training course only briefly. The study emphasizes the importance of raising awareness among educators about the fundamental principles and methodological subtleties of CLIL. Without a clear understanding of the CLIL idea, purpose, specifics, and framework, effective implementation in classrooms becomes challenging. From these implications the recommendation for school administrations emerges: to organize CLIL training courses systematically, putting emphasis on the CLIL essence, context of integration, and specifics of this approach.





The key recommendations are the improvement of teachers' awareness on adapting teaching materials to the local context, and highlighting the authenticity of materials to students' needs and realities. Therefore, school administration should encourage teachers' collaborative work on adapting and creating teaching materials to the local context. It would be beneficial to both school administration and local education management organizations to create web-sites, training seminars where teachers from different schools and cities would be able to share their experience in material adaptation and selection.

The role of school administration support is crucial for teachers, especially for teachers experiencing CLIL integration. This is a manageable workload, necessary materials and class infrastructure are the basic needs for each teacher. The main recommendation is that all the CLIL practicing teachers should be provided with CLIL training seminars equally discussing both theoretical parts, and more importantly, practicing CLIL techniques within the school-year.

## **Nurmukhanova A.B.** English private tutoring: exploring parental motivations and perceived gaps in mainstream school teaching

Supervisor: Yemelyanova Ye.V.

**Description:** This qualitative study explores the motivations behind Kazakhstani parents' decisions to employ private English language tutors for their secondary school children during critical educational transitions, such as entry into competitive schools or moving to higher education. The research delves into parents' perceptions of the adequacy of English language programs in mainstream schools, particularly in addressing the educational demands during key learning stages. The main problem identified in this study revolves around the intensive widespread and growing reliance on private tutoring in Kazakhstan, particularly among secondary school children. This reliance on private tutoring has been found to exacerbate critical issues such as social and educational inequalities, geographic disparities, financial burdens, systemic corruption, ineffectiveness and quality concerns, curriculum distortion, and corruption. The purpose of this study is twofold: firstly, to understand parents' perceptions of the effectiveness and adequacy of English language programs in mainstream schools— especially in how these programs prepare students for critical examinations and transitions. Secondly, the study seeks to uncover the specific educational needs and challenges that compel parents to seek additional educational support outside the traditional school system.



### **Research questions:**

How do parental motivations and perceptions of mainstream school English subjects influence the reliance on private tutoring in Kazakhstan?

### **Subquestions:**

1. What are the primary motivations for parents to engage in private English language tutoring services for their children?
2. How do parents perceive the effectiveness and quality of English language subjects in mainstream schools in Kazakhstan?
3. What are the perceived benefits and drawbacks of private tutoring over mainstream schooling from the perspectives of Kazakhstani parents?

**Results:** The study explored generally positive parents' attitudes about private tutoring and received positive results from their experience, particularly their children's improved English performance when attending additional lessons. Due to opposing sides, it causes extra expenses and time, and also cannot demand students to do homework. Most parents prefer private tutoring offline and in groups because it is perceived as more engaging for students. Parents called the amount of 15,000 tenge acceptable for paying for private tutoring.

The study revealed that parents' primary motivations for enrolling their children in private English language tutoring services are multifaceted, centering on remedial strategies, enhancing language skills for personal development, and preparation for specific academic and professional milestones. Firstly, many parents utilize private tutoring as a remedial tool to bridge learning gaps and bolster their children's comprehension of school programs, targeting specific deficiencies in English that are not sufficiently addressed by the school curriculum. This strategic use of tutoring helps ensure that students can meet academic demands effectively. Additionally, some parents opt for private tutoring to advance their children's language skills beyond the basic requirements, driven by the recognition of English as a pivotal global communication tool. This not only provides their children with a competitive edge in a globalized world but also fosters significant personal and academic growth. Lastly, a notable group of parents engages tutors to prepare their children for critical examinations like IELTS or SAT and to enhance their chances of admission into prestigious programs such as those offered by the Nazarbayev Intellectual Schools (NIS), highlighting a strategic focus on leveraging English proficiency for future academic and career opportunities.



The findings of this study highlight a pervasive dissatisfaction among parents in Kazakhstan with the effectiveness and quality of English language education in mainstream schools. This discontent is rooted in several critical deficiencies: the curriculum's failure to engage students deeply and effectively, the lack of individualized attention in large, standardized classroom settings, inconsistent teaching quality, and inadequate preparation for crucial English proficiency exams like the IELTS or SAT. Such shortcomings are seen to hinder students' English language development substantially, compelling parents to seek out private tutoring as a supplemental solution. Moreover, parents mainly criticize the mainstream school curriculum for its superficial approach and rapid pace, which do not allow students adequate time to assimilate the material thoroughly. This issue is exacerbated by the rigid curriculum timelines, which leave little room for teachers to cater to the diverse needs of all students in their classrooms. Furthermore, the curriculum often does not match the students' actual language abilities, being either too complex or too simplistic, and generally fails to provide sufficient practical language practice, particularly in speaking and writing. The focus on a test-oriented evaluation system is also seen to neglect essential writing skills, such as essay writing, which are crucial for higher academic and professional success. This trend underscores not only the reliance on private tutoring to fill these gaps but also signals a critical need for systemic improvements within the mainstream educational framework in Kazakhstan. Parents' feedback calls for a more engaging and depth-oriented curriculum, enhanced teacher training, personalized learning approaches, and better exam preparation strategies.

The study underlined a complex panorama of the perceived benefits and drawbacks of private tutoring in Kazakhstan, particularly concerning mainstream schooling. Parents acknowledge numerous advantages of private tutoring, citing its pivotal role in providing remedial support where mainstream schools fall short, particularly in English language instruction. This support includes personalized attention, which helps overcome learning deficiencies and enhances students' comprehension and proficiency in English. Parents also value the tailored and intensive preparation for high-stakes examinations like the IELTS or SAT, and the flexible learning opportunities that extend beyond the traditional curriculum, which they believe are crucial for academic and professional success.

However, this reliance on private tutoring is not without its significant drawbacks. The financial burden it imposes on families is substantial, often resulting in economic strain. Additionally, the time commitment required for private tutoring can lead to decreased leisure time and increased student stress, potentially affecting their overall well-being. There is also a concern about the potential dependency on tutoring, which might diminish students' engagement with regular



schoolwork and hinder the development of independent learning skills. Furthermore, the variability in the quality and effectiveness of tutoring services can make it a risky investment.

**Implications:** In conclusion, this research has laid a foundational understanding of parental motivations for engaging in private tutoring in Kazakhstan, highlighting significant areas of concern within the mainstream educational system. Regarding practical contribution, the study helped identify parents' and students' needs and problems in studying language. Also, this study shows the disadvantages and gaps in mainstream school programs and highlights strategies or methods in private tutoring that help to fulfill these deficiencies. Therefore, awareness of problems and gaps in educational programs can contribute to curriculum revision. In general, this study serves as a signal about possible problems in education. It can be addressed to educators, school principals, chief managers, teachers, and politicians who can adopt useful and successful approaches to learning and establish effective communication with parents, which is used in private tutoring.

## **Oryntaiuly A. Gamification in Kazakhstan: identifying the potential of game-based English learning**

Supervisor: Tonkikh A.S.

**Description:** This research paper examines the current potential of applying gamification in the process of English language learning within the context of Kazakhstan. In the light of increasing demands for English proficiency, the opportunities offered by innovative language learning approaches which involve gamification are very crucial. Therefore, the study investigates the effectiveness of utilizing game elements and gamification strategies for instruction and language learning in relation to enhancing student engagement and motivation as well as developing their linguistic competence. The study seeks to explore defining factors of its effectiveness, how gamification can enhance motivation and engagement in language education in Kazakhstan, and therefore it attempts to investigate the nature and potential obstacles of such an approach, with the strong aim to provide valuable insights into modernized language learning and- teaching activities built on gamified elements that could benefit learners.

**Research questions:**



1. What is the impact of gamification on the process of learning and instruction, including motivation and engagement, effectiveness, and the overall language acquisition, as experienced by university-level English language students in Kazakhstan?
2. What are the potential benefits and challenges of implementing gamification in the English language learning experience for university-level students in Kazakhstan?

**Results:** The given research posits that gamification has a significant impact on the development of motivation and engagement through the means of making learning activities more dynamic, exciting, and rewarding. These outcomes correlate with the existing literature which strongly indicates the advantages of gamification in education by stimulating intrinsic motivation and active involvement. The study further investigates the significance of interconnected themes of adaptability, interactivity, and personalization in constructing gamified learning approaches. It is acknowledged that students benefit from these advantages, and they are suggested to be important considerations in keeping students engaged and catering to different styles of language learning. In this regard, the engaging activities based on game elements like points, rewards, leaderboards, immediate feedback, interactive tasks, genuine contexts, and collaborative interactions contribute to friendly competition and student engagement. The research nonetheless, has noted a few issues linked to implementation of gamification, predominantly related to issues with technology, lack of digital literacy, external distractions, and disruption of commitment in case of inferior game design. Thus, these insights remind learners and instructors of the significance to ensure a proper designing and integration of gamified language learning methods and gamified activities to gain the most positive impacts and prevent the negative outcomes as well.

**Implications:** All that said, this work becomes part of the evolving body of empirical evidence which supports gamification in language learning within the context of modern education. Enriching motivation and engagement, affecting the effectiveness and language learning outcomes, promoting versatile sets of gamified tools, and ultimately creating opportunities to enhance the conventional methodologies, gamification, for a fact, is one of great contribution areas in language education. Therefore, the right choice of design and activities, and solving the challenges identified by the study, will allow for the achievement of gamification being a transformative phenomena that serves as a diverse extension to traditional and modern language learning strategies and teaching instruction. Consequently, the results of this research will be a basis for future studies that build on these findings to explore how gamification can be successfully applied in educational settings to provide accommodations to varied learners as well as different study environments. The information gained from this study may be useful for





language instructors as they use various gamified elements in the classroom in the interest of boosting students' engagement level and the overall class activity. Moreover, curriculum developers and policy-makers might use the findings to create a range of gamification-based language programs that are appropriate for learners of varying backgrounds and ages, and researchers might use the findings to better understand an innovative phenomena of gamification in language fields and identify areas that might require improvement.

## **Yelemessova M.B.** Language policy and planning in the post-Soviet space: the case of Kazakhstan

Supervisor: Mukhamejanova D.R.

**Description:** This study aims to critically examine and understand the peculiarities of language policy and planning in independent Kazakhstan. It specifically focuses on the transition of the Kazakh language to the Latin script, the implementation of the trilingual education system, and the role of the KAZTEST system. These three questions were investigated using my theoretical framework of language ideologies. This examination will help understand how these dynamic reforms influence public usage and perception of the Kazakh language, the practical outcomes of promoting trilingual education, and the role of KAZTEST as both a language proficiency assessment tool and a strategic element within governmental policy.

### **Research questions:**

1. What are the purpose and challenges of transitioning from the Cyrillic to the Latin script?
2. How is the trilingual education policy being implemented in Kazakhstan?
3. What is the role of the KAZTEST in promoting the Kazakh language as the state language of Kazakhstan?

**Results:** Transition from the Cyrillic to the Latin script in Kazakhstan aims to modernize the country and improve global integration, but it faces significant challenges. Firstly, the Kazakh alphabet and orthography rules have not yet been approved by the relevant authorities (MoSHE, 2023), creating a major obstacle. Additionally, there is a lack of high-quality and accessible Kazakh language content in key areas like science, business, and education, which hinders the effectiveness of the script change (MoSHE, 2023). This shortage affects the Kazakh language's



usability in professional contexts, reducing the practical reasons for adopting the new script. Furthermore, many people see the Kazakh language mainly as a household language rather than one for official and international communication (MoES, 2019). This view limits the perceived need for the new script in formal contexts. Finally, there is significant public and scholarly resistance due to concerns about losing cultural heritage encoded in the Cyrillic script and the practical difficulties in adapting to the new system (MoSHE, 2023). This resistance is not surprising, as modern changes often face opposition.

The trilingual education policy aims to improve proficiency in Kazakh, Russian, and English to make the nation more competitive globally. However, the implementation has shown significant gaps, mainly because there are not enough well-trained educators and appropriate educational materials (Karabassova, 2020; Tlemissov et al., 2020; Sayabek et al., 2018). These issues highlight the need for strong management and detailed planning to address these gaps. The major challenges suggest that Kazakhstan may not yet be fully ready to implement this policy effectively. While the idea of trilingual education is achievable, it requires a lot of time and resources.

KAZTEST plays a crucial role in promoting the Kazakh language by assessing and certifying proficiency levels among citizens. My findings highlight issues such as low awareness and insufficient promotion of KAZTEST, a lack of preparation materials, and the need to offer both paper-based and computer-based test formats. Despite these small shortcomings, KAZTEST is an excellent tool in Kazakhstan's language policy, and its proper implementation can elevate the status of the Kazakh language in the country.

**Implications:** Organizing public discussions with scholars, linguists, and public figures to present different versions of the new alphabet could be beneficial. Making these discussions accessible online and allowing the public to vote on their preferred version or offer suggestions would enhance public involvement. Additionally, holding a public competition to design the new alphabet, encouraging collaboration between IT specialists and linguists, could ensure the alphabet is user-friendly and technically efficient, especially in terms of keyboard layout. Encouraging the media to adopt the Latin script might help the public become accustomed to seeing and using it. For example, companies with Kazakh names might start using the Latin script in their branding, similar to the *Qazaq Republic*. Lastly, implementing pilot programs in select regions or institutions to test the new alphabet could provide valuable insights, helping to refine the strategy before a nationwide rollout.



Additional recommendations include enhancing teacher motivation by offering better salaries and providing ongoing professional development. Teachers could benefit from training programs in countries with successful trilingual education systems, such as Switzerland. This experience would give them firsthand knowledge and effective teaching strategies that can be adapted to Kazakhstan. Additionally, developing educational materials should involve educators to ensure the content is relevant and supports the trilingual policy effectively.

Making KAZTEST a mandatory requirement for university graduation and during recruitment processes could emphasize the importance of the Kazakh language and ensure a minimum proficiency level among graduates and job applicants. Holding a KAZTEST certificate can offer a distinct advantage in the job market, indicating that the test is not just a measure of language proficiency but also a valuable qualification in professional settings. Additionally, developing online preparatory resources and offering computer-based testing are critical to making KAZTEST more accessible. Finally, offering different levels of difficulty in the tests to cater to the diverse population of Kazakhstan, especially those for whom Kazakh is not the first language, would ensure that the test is fair and inclusive, providing everyone with a reasonable chance to succeed.



### **3-бөлім. Консультативті психология – Section 3. Counseling Psychology – Раздел 3. Консультативная Психология**

#### **Алиханова Т.М. Сравнительный анализ опыта взаимодействия с психологом-консультантом и психологическим чат-ботом**

Научный руководитель: Сабирова Р.Ш.

**Краткое описание:** Актуальность исследования обусловлена тем, что сравнение опыта использования этих двух видов помощи является важным вопросом для понимания влияния современных технологий на психологическую практику, а также преимуществ и недостатков каждого метода. Проведение сравнения опыта работы с психологом-консультантом и психологическим чат-ботом является важным шагом к пониманию того, как различные подходы к предоставлению психологической помощи имеют возможность оказывать влияние на клиентов, а также их преимущества и недостатки. В каждом методе есть преимущества и недостатки, и выбор между ними зависит от предпочтений и потребностей каждого клиента. Целью исследования является определение различий между опытом взаимодействия с психологом-консультантом и психологическим чат-ботом и их эффективностью в рамках оказанной психологической помощи.

#### **Вопросы исследования:**

1. Какие различия имеются между опытом взаимодействия с психологом-консультантом и психологическим чат-ботом?
2. Какие имеются преимущества и недостатки взаимодействия с психологом-консультантом и психологическим чат-ботом?
3. Какие методы исследования можно использовать в рамках исследования определения результативности взаимодействия с психологом-консультантом и психологическим чат-ботом?
4. Какие факторы влияют на предпочтение клиентами консультативного взаимодействия с психологом-консультантом или психологическим чат-ботом?

#### **Положения, выносимые на защиту:**

1. В изучаемом социокультурном слое была обнаружена структура социальных представлений о психологе-консультанте. Эти представления включают представления об особенностях интеллектуальной и эмоциональной сферы, отношениях к клиенту и к



профессии в целом, о характеристиках внешности и речи, о профессионализме, морально-нравственных качествах личности психолога-консультанта и его отношениях к жизни и к людям;

2. В работе были изучены различия и сходства в восприятии психолога-консультанта и психологическим чат-ботом среди испытуемых;

3. В настоящее время существуют критерии оценки эффективности индивидуального психологического консультирования. Они показали, что они должны быть уникальными с точки зрения консультанта и клиента, а также с упором на процесс и результат консультативной деятельности. Динамические характеристики можно оценить с помощью процессуальных показателей, определяющих динамические характеристики. Это позволяет оценить степень эффективности психологической деятельности еще до ее осуществления. Достижение объективно важного результата представлено результативными показателями;

4. Психологи-консультанты работают по нескольким основным мотивам. Они включают мотивацию к предназначению профессии, мотивацию к деятельности, процессу и результату, мотивацию к межличностному общению, мотивацию к реализации себя в профессии и внешне- детерминированные мотивы;

5. Профессиональная мотивация психолога-консультанта является ключевым фактором, влияющим на эффективность индивидуального психологического консультирования. Профессиональная мотивация психологов и интенсивность профессиональных мотивов определяют зависимость эффективности индивидуального психологического консультирования от профессиональной мотивации. Мотивация предназначения профессии, а также мотивация работать над другими, являются основными факторами, определяющими зависимость эффективности индивидуального психологического консультирования;

6. Выделены характеристики сферы психологов-консультантов и психологического чат-бота: низкоэффективное, эффективное, высокоэффективное и неэффективное консультирование. Также показана динамика профессиональной мотивации в зависимости от уровня эффективности психологического консультанта и чат бота.

**Выводы:** Исходя из результатов исследования, можно сделать вывод, что взаимодействие с психологическим чат-ботом оценивается более высоко в категории доступности и скорости ответов, но получает низкие оценки в категории эмотивности, понятных рекомендаций и эффективности. Психолог-консультант, с другой стороны, получает высокие оценки в категории вовлеченности, физического комфорта и эмоционального комфорта, но проблемы с доступностью и скоростью ответов. Эти результаты указывают



на то, что оба варианта имеют свои преимущества и ограничения, и могут быть эффективны в зависимости от предпочтений и потребностей респондентов. Так, мы определили, что различия между опытом взаимодействия с психологом-консультантом и психологическим чат-ботом имеют ряд различий, которые заключаются в том, что психолог-консультант способен предоставить более высокий уровень эмпатичности, качества рекомендаций и вовлеченность в проблемы клиента, в то время как психологический чат-бот предоставляет наиболее высокий уровень конфиденциальности, физической и финансовой доступности и удобства в использовании. Это же отражается в преимуществах и недостатках каждого вида консультирования. Исследование позволило сделать вывод, что наиболее результативными методами исследования для определения эффективности взаимодействия с психологом-консультантом и психологическим чат-ботом являются методики ЦТО (Цветовой тест отношений) А. Эткинда и семантический дифференциал Ч. Осгуда. Факторами, влияющими на предпочтение клиентов консультативного взаимодействия с психологом-консультантом или психологическим чат-ботом являются индивидуальные особенности клиентов, такие как: интроверсия, экстраверсия. А также пережитый опыт взаимодействия с данными видами психологического консультирования в прошлом.

**Заключение:** Практическая и теоретическая значимость работы заключается в том, что подготовленный обширный обзор академической литературы, касающейся взаимодействия с психологом-консультантом и психологическим чат-ботом позволяет собрать и систематизировать существующие знания в данной области. Данное исследование позволяет углубить знания в области взаимодействия с искусственным интеллектом. Это позволит прийти к развитию новых теорий и методов в области психологии.

Благодаря проведенному сравнительному анализу опыта взаимодействия респондентов с психологом-консультантом и психологическим чат-ботом открывается возможность улучшения качества психологической помощи, определения эффективности и недостатков.

Исходя из этого, данная исследовательская работа имеет важное значение для развития сферы психологической помощи в рамках консультирования и применения технологий в психологии, а также улучшения качества услуг, оказываемых клиентам.





## **Касымова А.Б. Социально-психологические особенности мотивационной сферы студентов, обращающихся за психологической помощью**

Научный руководитель: Самекин А.С.

**Краткое описание:** Данное исследование посвящено изучению социально-психологических и мотивационных факторов, влияющих на готовность студентов обращаться за психологической помощью в Казахстане. Гипотезы о влиянии гендерных, социальных и культурных факторов на мотивацию студентов обращаться за помощью были доказаны на основе теории иерархии потребностей Абрахама Маслоу. Цель исследования – изучение социально-психологических характеристик мотивационных сфер студентов, обращающихся за психологической помощью.

### **Вопросы исследования:**

1. Какие мотивы по обращению за психологической помощью преобладают у студентов?
2. Как связан уровень удовлетворенности жизнью студентов с их предпочтениями в обращении за психологической помощью?
3. Насколько влияет направленность специализации студента и его предпочтения по психологической помощи на его удовлетворенность жизнью?
4. Насколько пол, возраст, нация и специальность влияют на оценку эффективности оказания психологической поддержки различных каналов?
5. Как пол, возраст, нация и специальность студентов влияют на склонность обращаться за психологической помощью в контексте удовлетворения потребностей различных уровней по теории А. Маслоу?
6. Как влияет гендер на выбор канала психологической помощи?

### **Положения выносимые на защиту:**

1. В ходе изучения данной темы было выявлено, что существует гендерные различия в готовности и оценке эффективности оказания психологической помощи от профессиональных психологов и психотерапевтов: женщины в среднем оценивают данные критерии выше в сравнении с мужчинами.



2. Существует связь между выбором каналов помощи в случаях психологических проблем с оценкой удовлетворенности с жизнью. Было выявлено, что студенты, предпочитающие самостоятельное решение проблем, в среднем чувствуют себя более удовлетворенные жизнью, чем те, кто ищет поддержку у близких людей (семья и друзья).
3. В зависимости от выбранного направления специализации студенты могут иметь разные оценки эффективности помощи различных каналов. Было установлено, что в среднем оценка эффективности помощи друзей выше среди студентов медицинских специальностей по сравнению с другими направлениями.
4. Существует гендерная разница в выборе каналов помощи для поддержки в случаях психологической трудностей, а именно: мужчины наравне предпочитают обращаться за поддержкой к семье и друзьям и решать проблемы самостоятельно, в то время как женщины преимущественно выбирают поддержку от близких людей.

**Выводы:** Основные результаты исследования показывают, что на мотивацию студентов обращаться за психологической помощью в значительной степени влияют потребности более высокого порядка, такие как самоуважение и самореализация, что согласуется с теорией Маслоу о том, что после удовлетворения основных потребностей индивиды стремятся к удовлетворению психологических потребностей более высокого уровня и самореализации. Сравнение этих мотиваций с другими международными исследованиями подчеркивает общую закономерность среди студентов по всему миру, хотя местные культурные факторы явно влияют на готовность обратиться за помощью в Казахстане из-за распространенного предубеждения в отношении психического здоровья.

Кроме того, исследование выявило заметные гендерные различия в поведении при обращении за помощью: студентки женского пола чаще обращаются за психологическими услугами и сообщают о своей удовлетворенности ими по сравнению со своими коллегами-мужчинами. Это имеет значение для разработки и предоставления психологических услуг, подчеркивая необходимость в подходах, учитывающих гендерные аспекты, и более активной работе с учащимися мужского пола, которые явно подвергаются более высокому риску, учитывая более высокий уровень самоубийств среди мужчин в Казахстане.

**Заключение:** Университетам и колледжам Казахстана следует расширить свои службы психологической поддержки, чтобы лучше удовлетворять сложные потребности своих студентов. Индивидуальные мероприятия, учитывающие как разнообразие культурных традиций, так и специфические психологические потребности студентов, могут



способствовать созданию более благоприятной образовательной среды. Это включает в себя обучение персонала и профессорско-преподавательского состава распознаванию проблем психического здоровья и реагированию на них, включение образования в области психического здоровья в учебную программу и создание более доступных ресурсов в области психического здоровья. Данная диссертация не только дополняет научную литературу по психическому здоровью учащихся, но и дает практическую информацию для улучшения служб психологической поддержки в образовательных учреждениях Казахстана. Рассматривая эти важнейшие аспекты, исследование помогает развить более полное понимание мотивационных побуждений студентов, обращающихся за психологической помощью, прокладывая путь к усовершенствованным системам поддержки, которые могли бы значительно улучшить самочувствие студентов и их успехи в учебе.

## **Чаукерова М.Б. Разработка и оценка эффективности программы тренировки эмоционального интеллекта в контексте консультативной психологии**

Научный руководитель: Сабирова Р.Ш.

**Краткое описание:** Актуальность данного исследования обусловлена тем, что на сегодняшний день происходит повышения уровня тревожности и стресса в современном мире и распространенности психологических проблем, таких как депрессия, агрессия, низкая самооценка и проблемы в межличностных отношениях. Эмоциональный интеллект имеет решающее значение для достижения психологического благополучия и преодоления этих проблем. Программы тренировки эмоционального интеллекта помогают консультативным психологам разрабатывать подходы, адаптированные к потребностям и особенностям каждого клиента. Кроме того, эмоциональный интеллект имеет прямое отношение к успеху в различных областях жизни, таких как профессиональная деятельность, лидерство, обучение и межличностные отношения. Люди с развитым эмоциональным интеллектом лучше управляют своими эмоциями и взаимодействуют с другими людьми, что приводит к большей производительности, преданности и общему благополучию в обществе. Целью исследования является разработка и оценка эффективности программы тренировки эмоционального интеллекта в контексте консультативной психологии.



### **Вопросы исследования:**

1. Каковы основные принципы и компоненты программы тренировки эмоционального интеллекта в контексте консультативной психологии?
2. Какой эффект оказывает программа тренировки эмоционального интеллекта на развитие эмоциональной компетентности у клиентов в контексте консультативной психологии?
3. Какие методы и техники тренировки эмоционального интеллекта наиболее эффективны в рамках программы консультативной психологии?
4. Какие изменения наблюдаются у респондентов после участия в тренинговой программе развития эмоционального интеллекта?
5. Какие факторы могут ограничивать эффективность программы тренировки эмоционального интеллекта в контексте консультативной психологии?

### **Положения, выносимые на защиту:**

1. Было определено понятие эмоционального интеллекта, а также его необходимость в современном обществе и роль в консультативной психологии. Была обоснована необходимость исследования эмоционального интеллекта и необходимости создания программы тренировки эмоционального интеллекта.
2. Был проведен анализ текущих исследований и публикаций в области эмоционального интеллекта и его обучения в консультативной психологии. ознакомиться с различными подходами к созданию программ тренировок, а также их методами и технологиями.
3. Подробно были описаны методологические подходы к созданию программы тренировки эмоционального интеллекта, включая выбор методов сбора и анализа данных, определение показателей эффективности исследования и оценку результатов. обоснование проведения экспериментальной работы и выбора эмпирических методов.
4. Дана оценка работе по созданию программы, а также был проведен анализ результатов экспериментальной работы и оценка того, насколько эффективна программа тренировки эмоционального интеллекта в консультативной психологии.

**Выводы:** Результатами нашего исследования стало то, что полученные данные, отраженные в показателях уровня эмоционального интеллекта респондентов до и после участие в тренинговой программе, демонстрируют положительную динамику, которая проявляется в существенном улучшении результатов. Перед тренинговой программой 55% респондентов имели низкий показатель эмоционального интеллекта (39 и ниже),



тогда как после программы этот процент снизился до нуля. Данные показатели говорят о том, что тренировочная программа смогла значительно улучшить уровень эмоционального интеллекта участников, позволив им лучше понимать и управлять собственными эмоциями. Таким образом, определенная положительная динамика наблюдается у всех респондентов после участия в тренинговой программе тренировки эмоционального интеллекта. Это свидетельствует о том, что программа продемонстрировала высокую эффективность в улучшении показателей эмоционального интеллекта. Участниками были получены новые навыки и стратегии, помогающие им эффективно управлять своими эмоциями и улучшить свои взаимоотношения с окружающими.

**Заключение:** Теоретическая и практическая значимость исследовательской работы заключается в том, что данное исследование предоставляет ценную информацию относительно основополагающих теоретических основ на тему эмоционального интеллекта и его развития в контексте консультативной психологии. Это являлось хорошей платформой для теоретического аспекта разработанной нами программы повышения и развития эмоционального интеллекта. Практическая значимость заключается в том, что разработанная нами программа способствует развитию навыков эмоционального интеллекта и его основных составляющих. Кроме того, диссертационное исследование служит основой для дальнейших исследований в области эмоционального интеллекта, а также содействовать развитию и модернизации тренировочных программ в данной области.