

MINISTRY OF EDUCATION AND SCIENCE OF THE
REPUBLIC OF KAZAKHSTAN
KAZAKH NATIONAL WOMEN'S TEACHER TRAINING
UNIVERSITY



**PROFESSION AND MISSION OF
A TEACHER: SOCIAL PORTRAIT OF
GRADUATES OF KAZAKH NATIONAL
WOMEN'S TEACHER TRAINING
UNIVERSITY**

*(according to the results of a sociological survey of the
Research Institute for Social and Gender Studies at
Kazakh National Women's Teacher Training University)*

Almaty 2020

UDC 378
LBC 74.58
P 84

Group of authors:

S. M. Shakirova, N. N. Khibina, M. M. Dabyltayeva,
B. Zhumagazina, Zh. Tleukenova

Reviewers:

- N.I. Lyapbayeva** – Candidate of sociological sciences, assistant to the Department of History of Kazakhstan and Social and Humanities of the Kazakh Academy of Transport and Communication M. Tynyshpaev
- S.I. Ospanov** – Doctor of Philosophy, associate Professor, Department of Social and Humanities, Kazakh National Women's teacher training University

S.M. Shakirova, N.N. Khibina, M.M. Dabyltayeva, B.B. Zhumagazina, Zh. Tleukenova

II 84 Profession and mission of a teacher: social portrait of graduates of Kazakh National Women's teacher training University. Electronic textbook/– Almaty: Kazakh National Women's teacher training University, 2020. – 75 pages.

ISBN 978-601-346-027-7

UDC 378
LBC 74.85

ISBN 978-601-346-027-7

PREFACE

The teacher today needs to master new methods of training and education, technologies of various types and different forms of activity, test various educational systems and master the personal development programs of students. The central figure determining education reform is a teacher. However, do we know enough about the real problems, features, needs of the modern teacher, about his/her readiness or unpreparedness for the implementation of reforms, are we adequately assessing the risks associated with certain decisions regarding changes in the system of pedagogical education?

It depends on whether we can help the teacher in his/her responsible and complex labor, demanding the highest level of professionalism and ultimately, contribute to the success of all educational reform.

To compile a social portrait of graduates of the Kazakh National Women's Teacher Training University according to the results of a sociological survey of the Research Institute for Social and Gender Studies, the following objectives have been set:

- to study the demographic characteristics and indicators;
- explore existing attitudes towards women as actors in society;
- make a comparative assessment of the women's social portrait of different ages from their own perspectives.

The study on the socio-psychological portrait of the teacher was carried out in a period of 2019-2020. In this work, we proceeded from a theoretically justified position of scientific analysis of activities of modern teachers. It aims to study not only the functions and types of pedagogical activity and influencing factors, but also aims to justify the importance and meaning of teachers in the educational process.

The research results allow us to highlight areas of scientific research that are promising in revealing the portrait of a teacher and solving the problems of training of modern teachers.

Women and girls face many obstacles on the way of realization of their rights to receive and complete education and its successful application, including poverty, geographical exclusion,

minority status, disability, early marriage, pregnancy, gender-based violence, and traditional beliefs about the status and role of women.

Gender discrimination in education is both a cause and a consequence of broader forms of gender inequality in society. For more than a hundred and fifty years, the women's emancipation movement has focused on eliminating widespread discrimination against the majority of women and achieving more equal participation of men and women in community life. As a result, the lives of most women and men today are significantly different from those of centuries ago. The key areas where women were able to achieve the greatest success were:

- equal access to education;
- broad representation of women in the labour market;
- economic status of women;
- the distribution of work at home and child care;
- family structure;
- youth culture;
- new information and communication technologies.

Gender education, especially if addressed to both girls and boys, can be a positive force in promoting gender equality in today's society. By reducing gender stereotypes, gender education helps children to achieve genuine civil equality, in which men and women coexist in a spirit of cooperation and respect.

SECTION 1.

DEMOGRAPHIC CHARACTERISTICS

This section describes the personal data of graduates of the Kazakh National Women's Teacher Training University obtained during the study. Data included information on place of residence (*fig.1 and 2*), place of birth (*fig.2-1*) and nationality (*fig.3*).

The study involved 401 respondents from 14 regions of Kazakhstan from different cities, as well as graduates from neighboring republics.

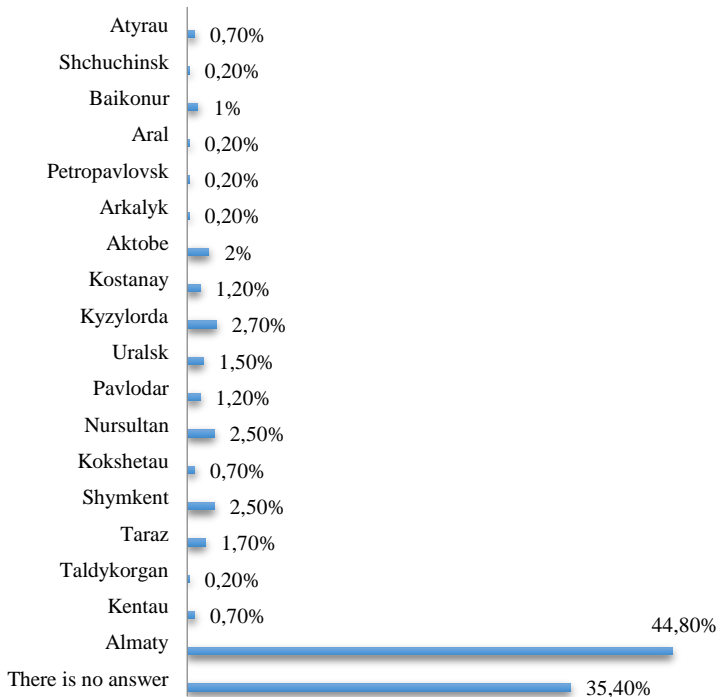


Figure1. City of residence of respondents

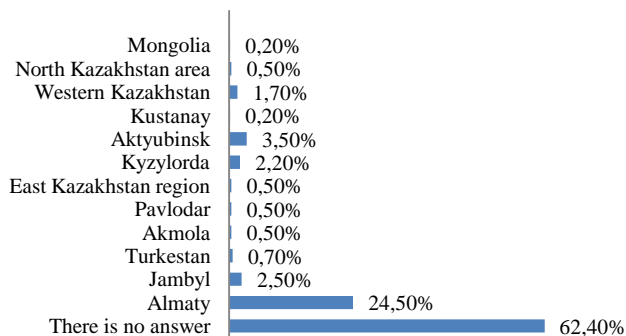


Figure 2. Area of residence of respondents

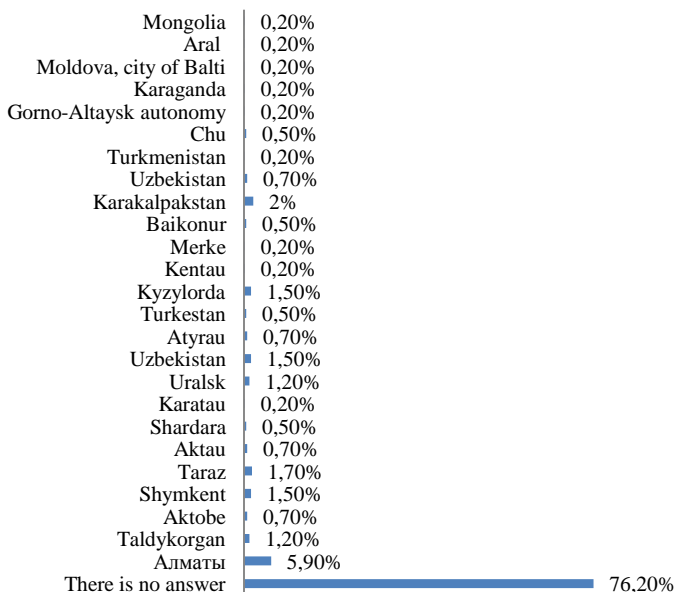


Figure 2-1. Place of birth

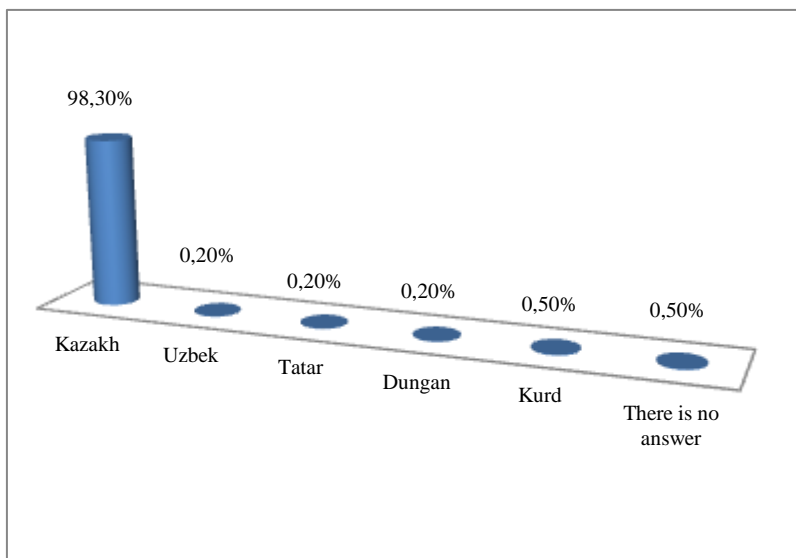


Figure 3. Nationality

During the study an analysis of the data on national parameters of graduates was carried out. *The results showed that 98.3% are Kazakhs, 0.2% are Uzbeks, Tatars, Dungans, Kurdish. According to age-related data the survey involved graduates from born between 1930 and 1996 (Table 1).*

Table 1. Age of respondents		
Age	Number of Respondents (404)	Percent
There is no answer	40	9,9
1930	1	0,2
1945	4	1,0
1947	2	0,5
1948	2	0,5
1950	3	0,7
1951	2	0,5
1952	2	0,5
1953	1	0,2
1954	2	0,5
1955	6	1,5

1956	9	2,2
1957	6	1,5
1958	5	1,2
1959	4	1,0
1960	9	2,2
1961	5	1,2
1962	5	1,2
1963	11	2,7
1964	8	2,0
1965	10	2,5
1966	10	2,5
1967	6	1,5
1968	11	2,7
1969	2	0,5
1970	11	2,7
1971	7	1,7
1972	7	1,7
1973	9	2,2
1974	14	3,5
1975	7	1,7
1976	11	2,7
1977	5	1,2
1978	5	1,2
1979	4	1,0
1980	9	2,2
1981	9	2,2
1982	7	1,7
1983	9	2,2
1984	7	1,7
1985	6	1,5
1986	16	4,0
1987	18	4,5
1988	15	3,7
1989	8	2,0
1990	13	3,2
1991	4	1,0
1992	11	2,7
1993	6	1,5
1994	5	1,2
1995	8	2,0
1996	7	1,7
In total	404	100,0

Analysis of marital status (fig.4) showed that 69.6% are married, 14.1% are unmarried, 8.2% are divorced, 6.7% are widows, 1.5% refused to answer.

Unfortunately, modern statistics show that economic conditions in the country affects the development or destruction of the family institution. Therefore, it is pleasing that 70% of respondents have a family. This reflects the importance of the family institution in society.

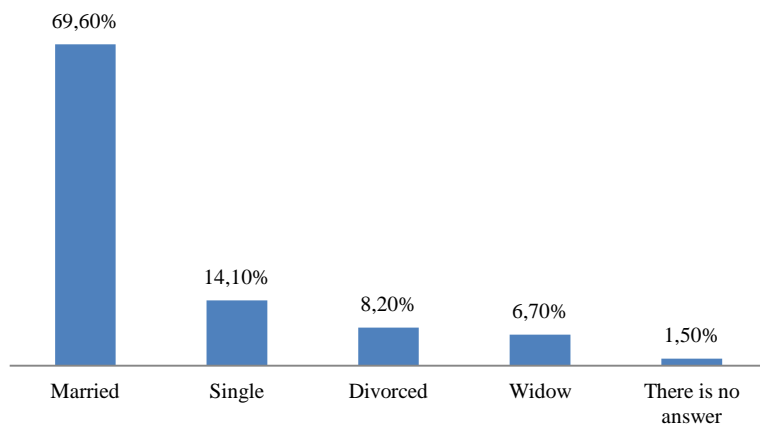


Figure 4. Family status

Economic and political changes in the country have also affected people's consciousness. Young people are formed according to the type of "market person". Such globalization processes were not bypassed by Kazakhstan.

The consequences of changing young people's minds are reflected in family planning policies.

The results of the survey showed that 23% (93 people) have one child, 25.7% (104 people) - two children, 22.8% (92 people - three children, 7.9% (32 people) - four children, 3.5% (14 people - five children, 0.7% (3 people) - six children.

When asked about the number of grandchildren (*fig.5*) and great-grandchildren (*fig.6*), **68.1%** state that they do not have grandchildren, the remaining **32%** have from **one to three grandchildren**, **0.5%** of respondents have from **one to fourteen**. The number of graduates with one great-grandson is **1%**, **0.5%** have one great-grandson, **0.2%** have four great-grandchildren, **91.3%** have no great-grandchildren.

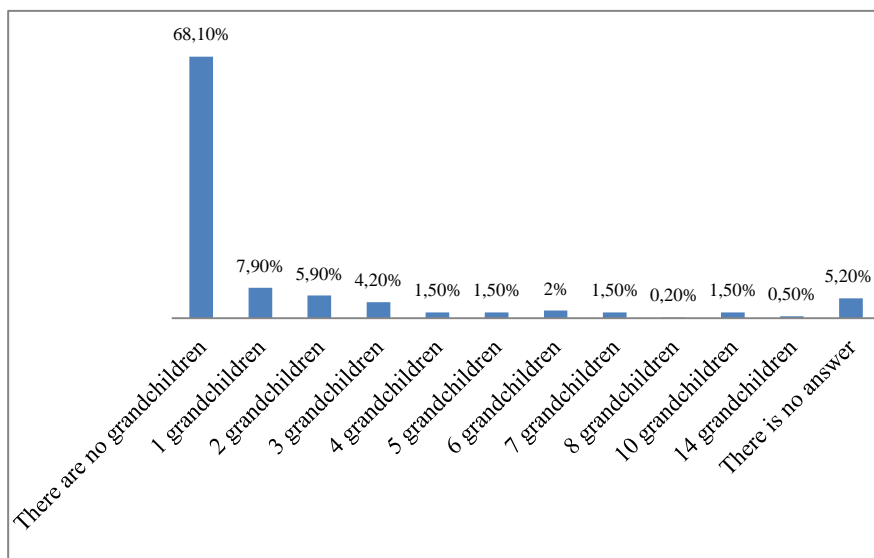


Figure 5. Number of grandchildren

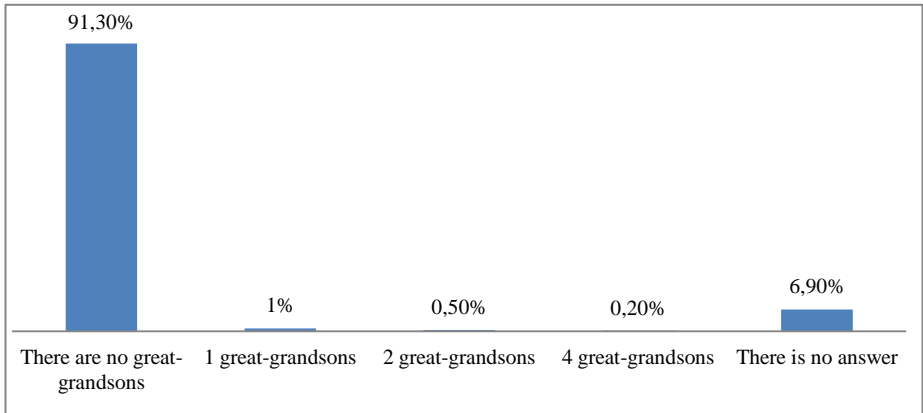


Figure 6. Number of great-grandsons

An analysis of the occupation of respondents (**Fig. 7**) showed that the majority of graduates work in their obtained specialty. *Thus, 3.2% work as teachers in kindergarten, 34.4% in general education school, 3.9% in college, 22% at university, 3.7% are doctoral students, 1.7% are research workers, 7.2% are public servants, 0.7% are entrepreneurs, 1% is self-employed (remote work), 5.9% are pensioners, 3.5% are librarians, 0.5% are methodologists, 0.2% are directors of lyceums, 0.5% are laboratory assistants, 0.5% are soloists of the opera and ballet theater, 0.5% - singer, deputy director of the school, manager, employee of the house of culture, civil servant, head of the department of culture and sports, 0.2% - specialist at the university, defectologist, programmer, 0.5%-director of small schools and 0.1% are other housewives.*

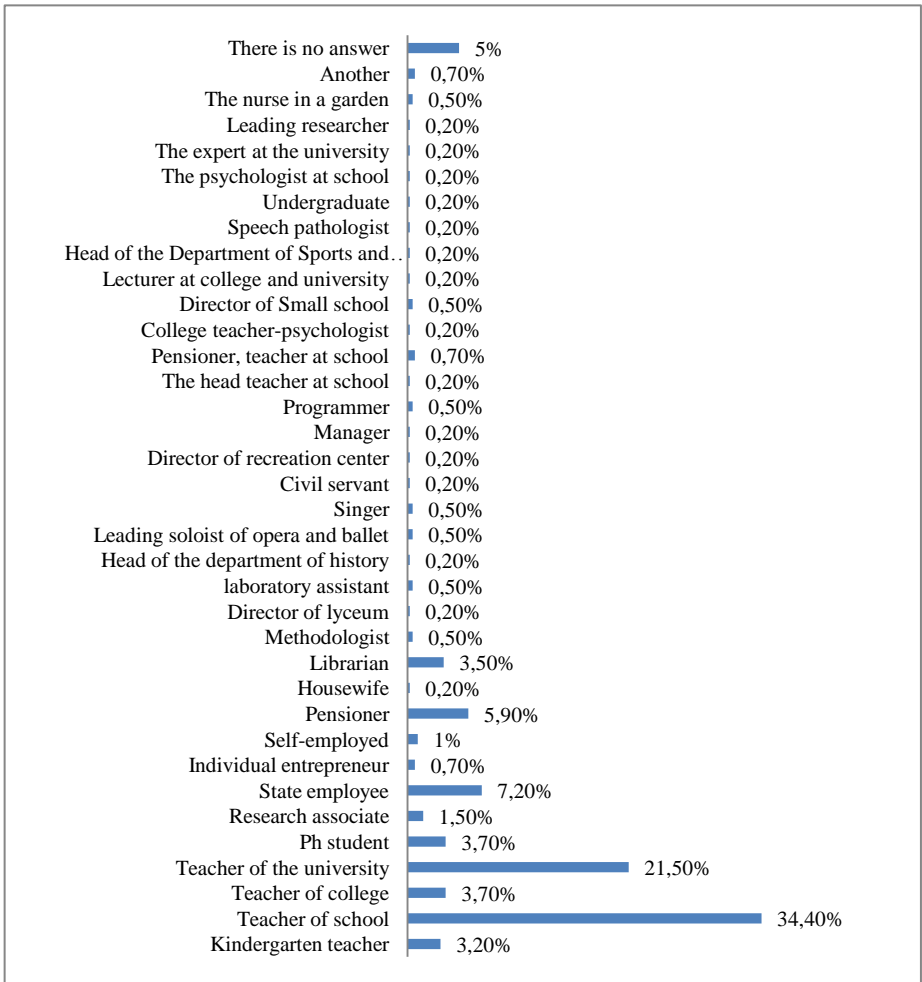


Figure 7. Types of activities

The question concerning the work experience included general work experience, indicating the years of service as a teacher. An analysis of the answers showed that the number of specialists with pedagogical experience is more than 52 years corresponds to 0.2%. *The average pedagogical experience of most respondents was 20-25 years (Table 2).*

Table 2
General work experience, including teaching experience

Experience	Frequency	Percent
0	14	3,5
1 year	8	2,0
2 years	9	2,2
3 years	12	3,0
4 years	12	3,0
5 years	26	6,4
6 years	13	3,2
7 years	10	2,5
8 years	7	1,7
9 years	12	3,0
10 years	15	3,7
11 years	4	1,0
12 years	2	,5
13 years	14	3,5
14 years	7	1,7
15 years	7	1,7
16 years	6	1,5
17 years	8	2,0
18 years	4	1,0
19 years	10	2,5
20 years	4	1,0
21 years	6	1,5
22 years	9	2,2
23 years	7	1,7
24 years	3	0,7
25 years	11	2,7
26 years	7	1,7
27 years	3	0,7
28 years	5	1,2
29 years	6	1,5
30 years	10	2,5
31 years	4	1,0
32 years	12	3,0
33 years	9	2,2
34 years	5	1,2
35 years	7	1,7
36 years	5	1,2
37 years	2	0,5
38 years	7	1,7

39 years	1	0,2
40 years	6	1,5
41 years	2	0,5
42 years	2	0,5
43 years	1	0,2
44 years	2	0,5
45 years	3	0,7
46 years	1	0,2
47 years	1	0,2
48 years	3	0,7
49 years	1	0,5
50 years	3	0,5
51 years	1	0,2
52 years	3	0,7
There is no answer	56	13,9
In total	404	100,0

SECTION 2.

SPECIALTY

A profession is a type of work that requires special training from a person, and is used as a source of life.

A profession is a whole world in which a person lives, improves his knowledge, forms his/her own professional laws, moral norms and values. The profession is determined by the nature and content of labor, the functions used by means and subjects of labor.

The teaching profession requires hard work from a person. In this context, we can give examples from the life of such outstanding domestic and foreign teachers as Y. Altynsarin, T. Tajibayev, M. Auezov, M. Zhumabayev, S. Alzhanov, G. Musrepov, Y. A. Comensky, I. G. Pestalozzi, A. C. Makarenko, Y. Korchak, V. A. Sukhomlinsky and others.

The conscious introduction of the humanistic beginning of teaching characterizes teachers of all times. Friedrich Adolf Wilhelm Disterveg writes in the middle of the 19th century: "Each person should be educated in the way of thoughts, the so-called humanistic thoughts, the desire for universal human noble goals"¹.

L.N. Tolstoy considered the humanistic beginning of the pedagogical profession as a love for children. "If a teacher loves only his/her job, he will be a good teacher. If a teacher, like a father, loves only a child, he/she read everything called a book, then he/she learns more than a teacher who does not like his/her job, or a child. If the teacher has a feeling of love for his work, then he is a real teacher, the teacher described the greatest personality²".

So, in order to identify a social portrait of a teacher's profession with special characteristics, the purpose of this project is to study the experience and internships received in the professional activities of our professional teachers, including graduates of leading educational institutions of the Republic.

¹Дистервег А. Избранные педагогические сочинения. — М.: Учпедгиз, 1956. 374 с.

²Толстой Лев Николаевич / Лакшин В. Я. // Тихоходки — Ульяново. — М. : Советская энциклопедия, 1977. — (Большая советская энциклопедия : [в 30 т.] / гл. ред. А. М. Прохоров ; 1969—1978, т. 26).

The first question in this section was devoted to the knowledge obtained during the years of study at the Kazakh National Women's teacher training University. Since the survey sample itself is random, we tried to ensure the participation of graduates in all specialties.

Respondents who answered this question, 17.3% are graduates of the Faculty of Natural Sciences, 8.9% - graduates of the Faculty of Pedagogy, 7.4% - graduates of the Faculty of Social and Humanities, 11.1% - graduates of the Faculty of Physics and Mathematics, 8.4% - graduates of the Faculty of Art and Culture, 12.4% - graduates of the faculty of Kazakh philology and world languages, 0.7% - graduates of the faculty library and bibliography, 0.5% graduates of the faculty history-library, 0.2% - graduates of the faculty of KRSH, 0.2% - graduates of the faculty of natural sciences-geography, 0.7% - graduates of the faculty of historical and pedagogical disciplines. Unfortunately, 32.2% of respondents who took part in the survey did not provide full information.

In addition, in the study conducted among graduates of Kazakh National Women's Teacher Training University with a 75-year history, taking into account the structural changes of the educational institution related to historical, political events, we detailed and extended the request to the educational structure of our educational institution during the years of Independence.

During the survey, respondents were asked about specialty and academic category they were trained at our educational institution. *According to the survey, 17.8% of respondents are bachelors, 9.9% are undergraduates, 3.2% PhD, 2.7% are graduate students, 1.5% are doctoral students.*

Analysis of the received specialty showed the following: 7.2% - Librarian-bibliographer, 0.7% - General psychology, 4.0% - Law, history and economics, 2.5% - Physics, 5.4% - Chemistry and ecology, 0.2% - Sociology, 2.2% - Geography, 0.5% - Social work, 8.7% - Kazakh language and literature, 3.2% - Foreign languages, two foreign languages, English, 4.2% - Pedagogy and psychology, 0.7% - Physical education, 3.0% - Teacher of Russian language, 0.7% - Choreographer, 3.2% - computer scientist, 2% - History and bibliography, 1.5% - Biology and ecology, 0.7% - Defectologist, 0.5% - Teacher of drawing and drawing, 1.7% - Teacher of primary

classes and methodologist, **3.0%** - Mathematics, **0.2%** - Teacher of paedcollege in separate science, **0.5%** - Teacher of history and social studies, **0.5%** - Teacher of labor and modeling of clothes, **0.5%** - Valeology, **0.5%** - Physics and mathematics, **0.2%** - Singer, **0.4%** - Educator, **23.7%** - respondents answered no answer (*fig. 8*).

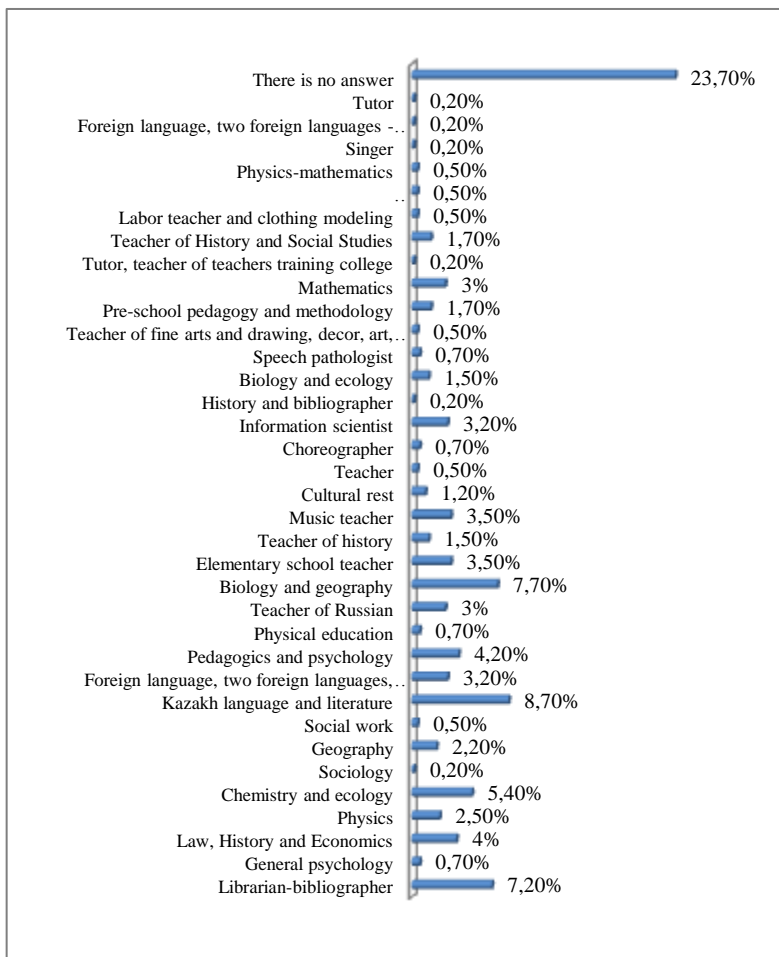


Figure 8. Specialty

To the question «Do you work in the original specialty received at the Kazakh National Women's teacher training University?» the answers are as follows: I work in my original specialty - 79.2%, I do not work in my original specialty, but I am close to the profession - 8.2%, I work in another field - 3.7%, temporarily unemployed - 1.2%, pensioner - 5.4%, answer - 2.2%. The next question concerned school teachers, their specialties and categories. The answers are as follows (fig.9): not working as a teacher - 2.2%, higher category - 18.1%, first category - 11.1%, second category - 8.9%, third category - 0.5%, teacher-moderator - 2.2%, expert teacher - 3.2%, research teacher - 1.7%, master teacher - 0.7%, without category - 12.4%, no answer - 38.9%.

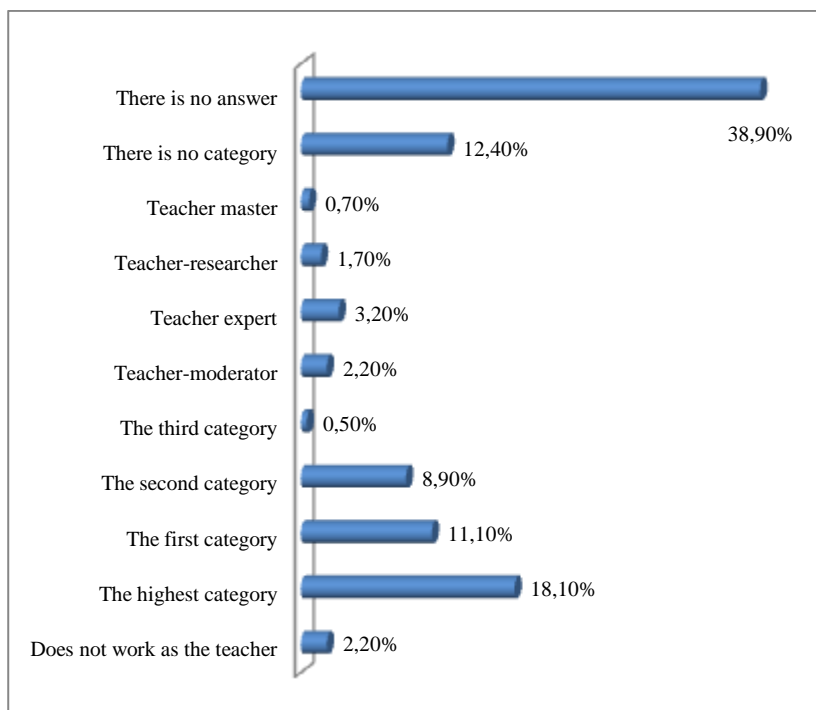


Figure 9. Specialty and category

The correlation of the data taking into account the scientific degree of graduates of our university, based on the new education system, showed the following distribution (**fig.10**): **20.3%** - *master of science*, **6.4%** - *candidate of sciences*, **2.5%** - *doctors of sciences*, **1.5%** - *doctors of PhD*, **4.5%** - *assistant professor/docent*, **2.5%** - *associate professors*, **3.2%** - *professors*, **41.6%** *do not have a degree*, **27.7%** - *no answer*.

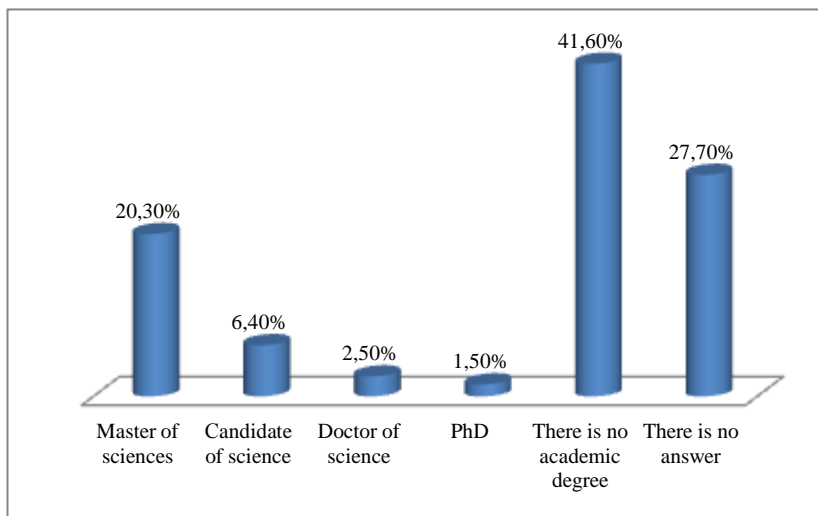


Figure 10. Academic degree of graduates

During the survey, respondents were asked to assess the qualities that are important for their professional activity (**fig. 11**).

The answers were distributed as follows: professional competence is important for the specialty - 62.6%, mobility - 38.4%, creativity (creative) - 41.3%, logical opinion - 33.7% of respondents, and for a specialist teacher - 56.7% love for children, patriotism - 58.7%, tolerance (ethnic, religious, cultural tolerance) - 48.0%, logical thinking - 47.8%, social activity - 46.5%, which is important - tolerance - 6.4%, pragmatism, the desire for material success - 9.7%, risk taking does not matter - 7.7%, emotional intelligence - 5.4% of respondents.

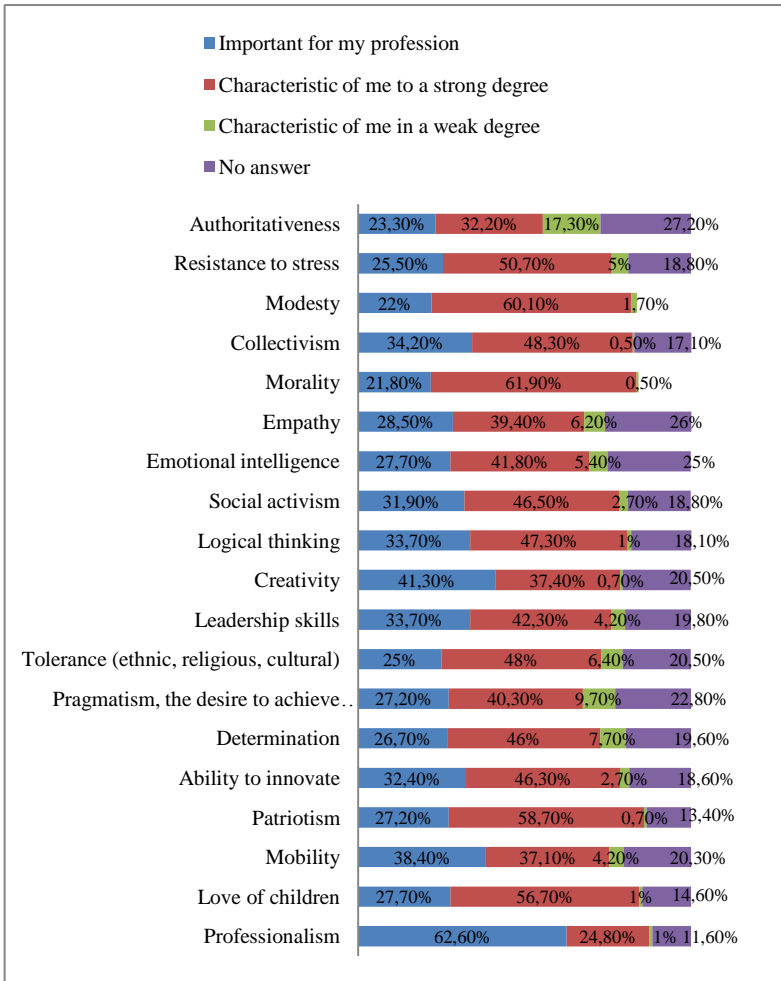


Figure 11. Important quality characteristics in professional life

Respondents were asked to assess to what extent they are satisfied with their professional career. *Among the respondents, 52.2% are completely satisfied, 26.5% are mainly satisfied, 5.9% are mainly not satisfied, 6.2% are completely dissatisfied, 0.2% are different, 4.2% find it difficult to answer, 4.5% remained unanswered (fig.12).*

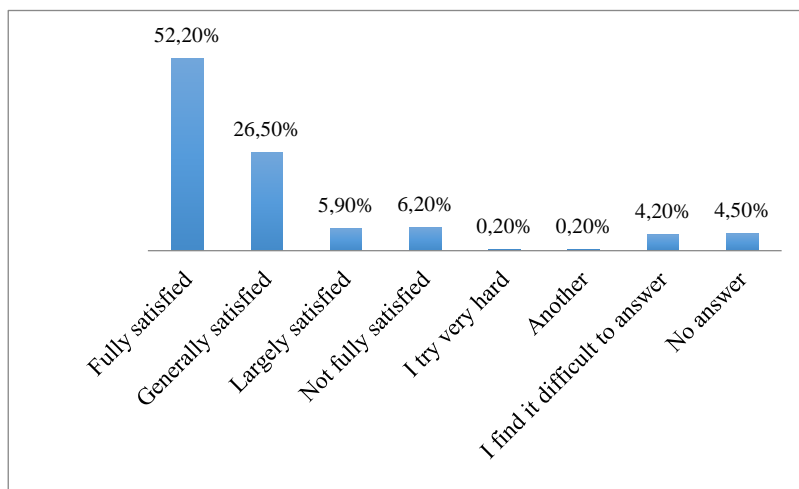


Figure 12. Satisfaction in career development

Respondents were asked whether their abilities and opportunities in the professional life are realized at present (or in the past). *The answers (fig.13) showed: 35.9% respondents – fully realized , 42.3% - mainly realized, 1.1% - respondents, in the majority realized, 0.5% - realized 100%, 5.0% did not give an answer and found it difficult to answer.*

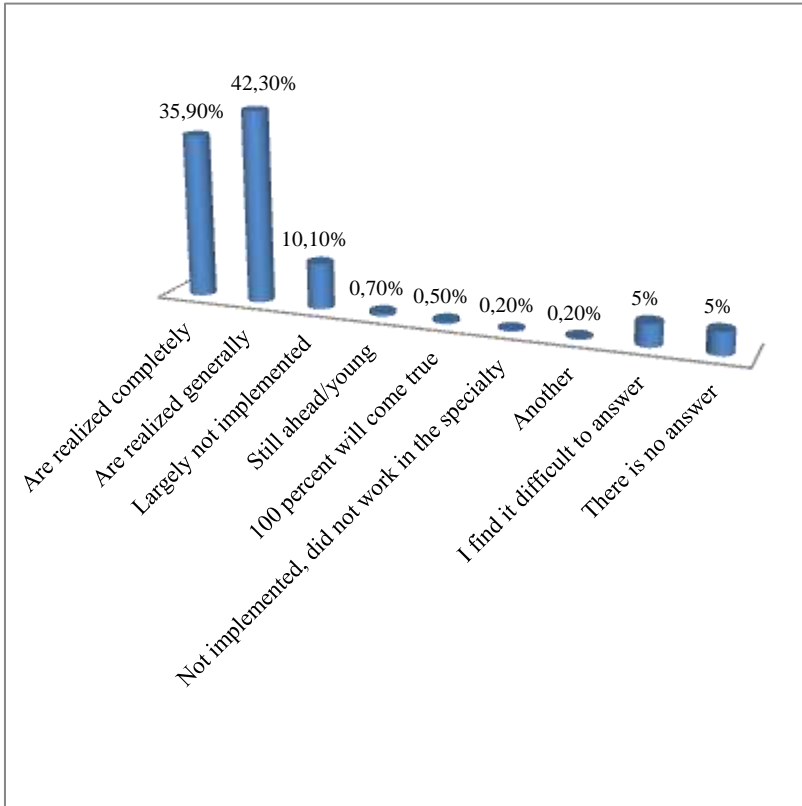


Figure 13. Realization of abilities

The survey results show that about 80% of respondents have realized their plans, which indicates the presence of professional and qualified specialists.

To the question «What results have you achieved in your career», the answers are as follows (**fig.14**): *Leading positions in the field of education - 19.1%, leading positions in the field of public service - 2.5%, leading positions in the field of entrepreneurship - 1.2%, middle-level specialist - 26%, young specialist - 10.4%, there was no career growth - 9.9%, others - 0.2-1.7%, including:*

department heads, specialists of the highest category, artistic directors in the dance studio, laureates of international competitions, department heads.

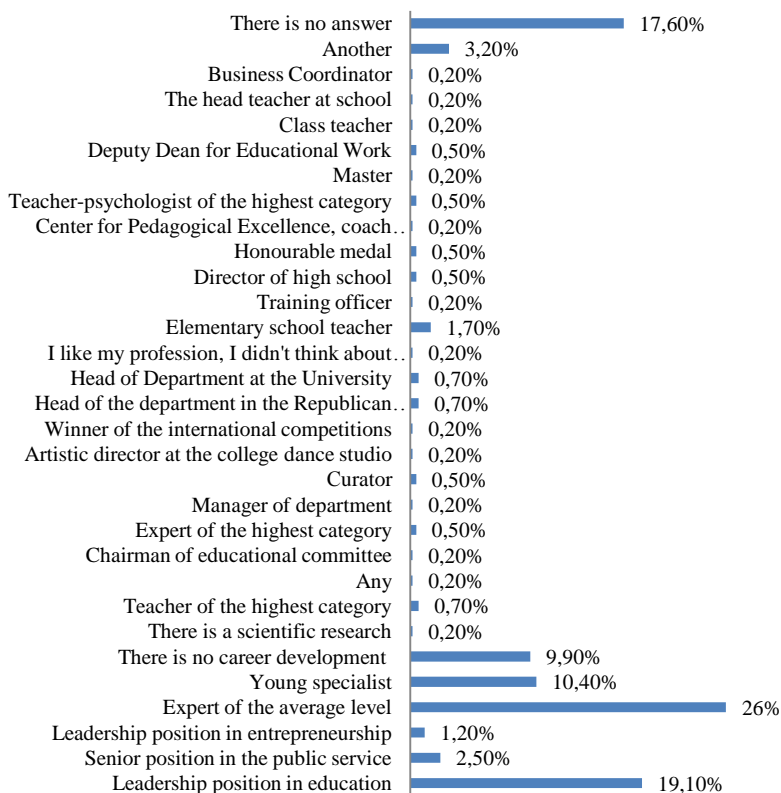


Figure 14. Career achievements

Questions were asked about the circumstances currently making the career development difficult or difficult in the past (fig.15). As a result of this survey, **12,4%** noted a lack of a degree, **18,6%** did not want career growth, **18,1%** noted that there was no

answer with an indicator. Ignorance of the language - 7.7%, marital status - 9.7%, no obstacles - 6.4% of respondents.

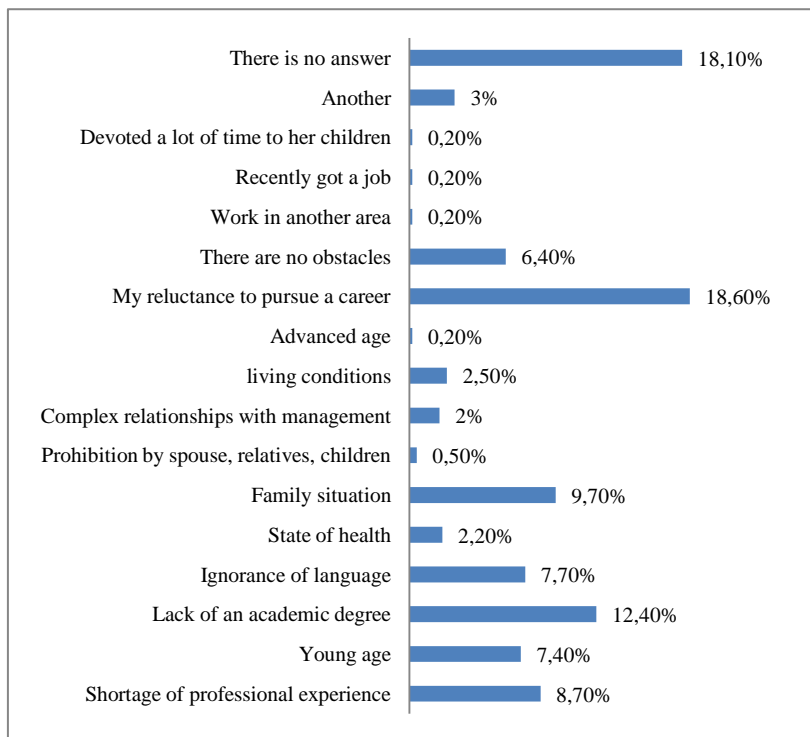


Figure 15. Barriers to professional development

In life, every industrious citizen is valuable, who always sees the fruits of his chosen profession, his favorite work, sees new achievements.

For work in the field of education, specialists are awarded diplomas, badges of honor and so on. During the study, respondents were asked about the highest professional award received. Because our graduates, who serve in every corner of the republic, achieve incredible successes that we do not know, and they have a great

contribution to the status of a pedagogical profession. The full details are presented in Table 3 below.

Table 3 Highest Professional Performance Awards		
	Frequency	Percent
Best Teacher	1	3,7
The medal «Университеттің 70-жылдығына арналған құрметті медаль»	5	1,2
Letter of thanks from the Rector	1	0,2
Excellence in education	5	1,2
The best young specialist	3	0,7
None	1 2	3,0
Letters of thanks from the Republic of Kazakhstan	3	0,7
Letter of thanks from the Regional Education Department	8 6	21,3
Diploma of the Republican Olympiad in 2013-2014	1	0,2
Breastplate «Ы.Алтынсарин атындағы»	1 0	2,5
Excellent student of education of the Republic of Kazakhstan	4	1,0
The medal «Университетке үлес қосқаны үшін құрметті медаль»	1	0,2
Білім шыңы	1	0,2
Diploma Ministry of Education and Science of the Republic of Kazakhstan	1 3	3,2
The best teacher of the area	2	0,5
Scholarship of the Ministry of Education and Science of the Republic of Kazakhstan for young scientists	1	0,2
Letters of Appreciation for the Senior Lecturer	1	0,2
The medal «Жұмыстағы жетістіктері үшін»	3	0,7
The best librarian	3	0,7
Medals and diplomas	3	0,7
Recognition of students	2	0,5
Winners of the international competitions	2	0,5
Veteran of work	2	0,5
2010 incentives in the workbook	1	0,2
Awards from competitions	1	0,2
Letter of thanks from the Ministry of Culture	1	0,2
The medal «Шығармашыл педагог»	4	1,0
Certificate for quality training of students on the day of the city - competition	1	0,2
The medal «ҚР ҒЫЛЫМҒА үлес қосқаны үшін»	1	0,2

International diplomas and certificates	1	0,2
Certificate of Honor of the Regional Department of Education	1	0,2
Letters of thanks from President and Nazarbayeva D.N.	1	0,2
The medal «Ұстаз ұлағаты»	1	0,2
Excellence in culture	1	0,2
The author of his methodological work	1	0,2
Places in biology competitions	1	0,2
The medal «Еңбек үздігі»	1	0,2
Diploma " Педагогикалық шеберлік шыңы"	1	0,2
1,2 places in the regional Olympiad	1	0,2
"My student's education" Award	1	0,2
The medal «Білім берудің құрметті маманы»	1	0,2
Excellent student of the state education	1	0,2
The medal «Ғасыр мұғалімі»	2	0,5
Golden medal "Еуропалық сапа"	1	0,2
Awards at regional scale	1 1	2,7
The medal «Ғасыр ұстазы»	1	0,2
Medal of the Ministry of culture	1	0,2
Diplomas	1	0,2
Golden medal «Д.Қонаев атындағы»	1	0,2
"Teacher of the Year"	1	0,2
The medal «Ұлағатты ұстаз»	1	0,2
The medal «Парасат»	1	0,2
Regional and national achievements of students in scientific projects of the Ministry of Education and Science of the Republic of Kazakhstan	2	0,5
Participation in the Olympic Games	1	0,2
Breastplate "Excellence in public education of the Kazakh Soviet Sociological Republic", "The Badge of Honor"	1	0,2
There is no answer	178	44,1
In total	404	100,0

When asked about the diseases most respondents noted a deterioration in vision (**40.6%**), problems with compression (**21.3%**). Further problems with the gastrointestinal tract (**10.1%**), angina, pharyngitis, laryngitis (**12.6%**), allergies and skin diseases (**10.6%**). For more details, see (*fig.16*). We can conclude that at present the issues of health, healthy lifestyle are especially relevant, especially in the field of professional teaching.

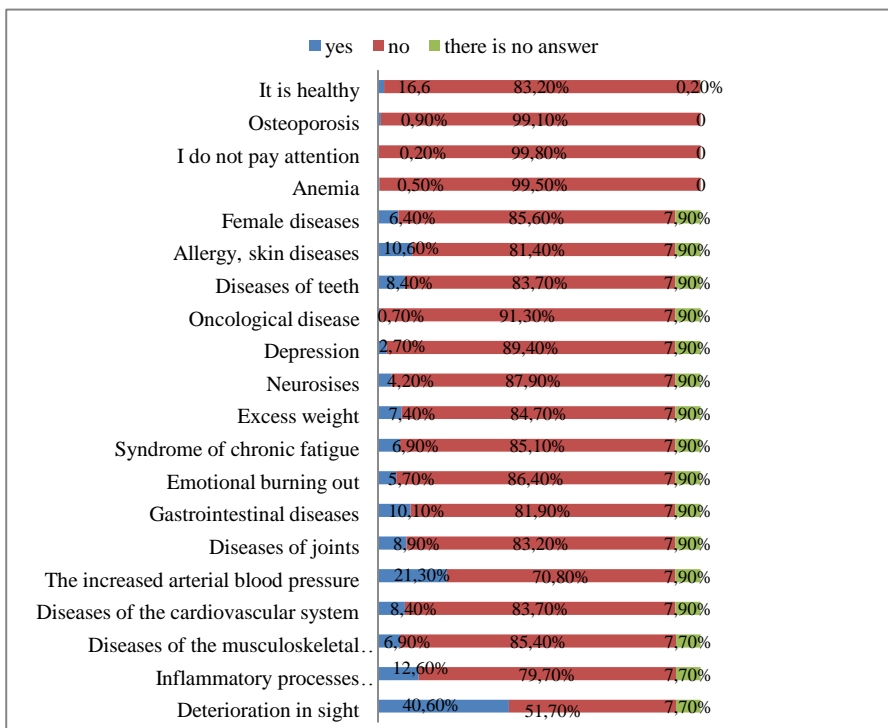


Figure 16. Diseases specific to female educators

The respondents were asked a question as «**How would you describe the working conditions in your workplace at this time?**», because the material, technical security of the workplace, the psychological situation at the workplace, the potential of specialists are formed by specialists and directly affect the maturity of a person. The replies are presented below (*fig.17*).

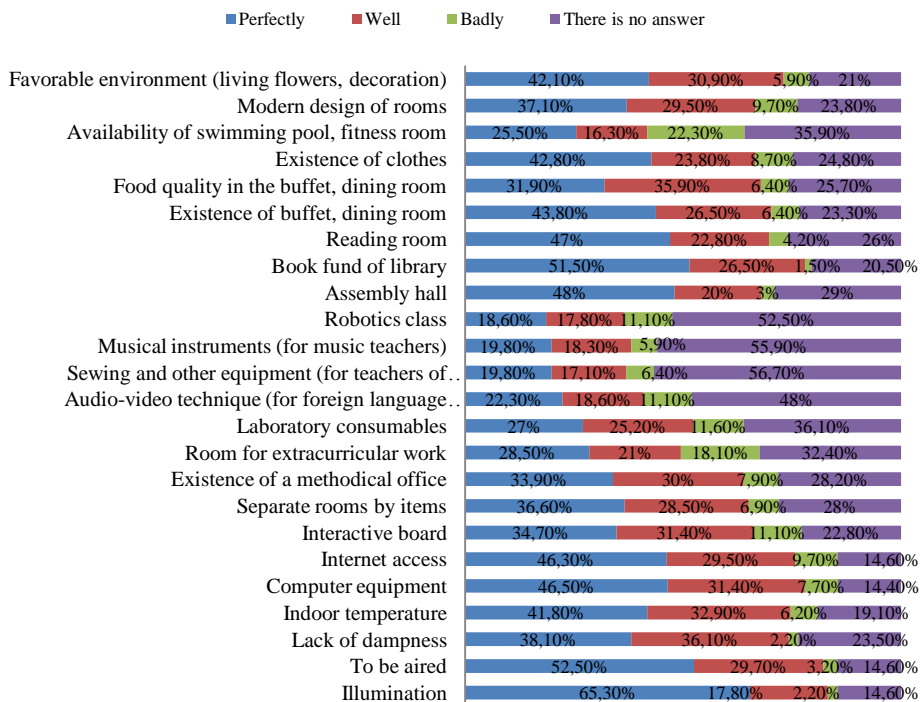


Figure 17. Working conditions in the workplace

To the question: «**What is the actual duration of your working day?**» (Table 4) responses showed that the average working time at the moment for **39.6%** of respondents is 8 hours, **1%** of respondents work 12 hours per day, **1%** work only one hour.

Working hours	Frequency	Percent
1 hour	4	1,0
3 hours	5	1,2
4 hours	10	2,5
5 hours	16	4,0
6 hours	39	9,7
7 hours	54	13,4
8 hours	160	39,6
9 hours	28	6,9
10 hours	19	4,7
11 hours	3	0,7

12 hours	4	1,0
There is no answer	62	15,3
In total	404	100,0

To the question «If you have a five-day work week, how often do you come to work on weekends?» (Fig.18) respondents answered as: 30.0% go to work every week on weekends, 0.2% do not go. In this regard it can be concluded that there is still a need to regulate the issues of leisure of teachers and rest time.

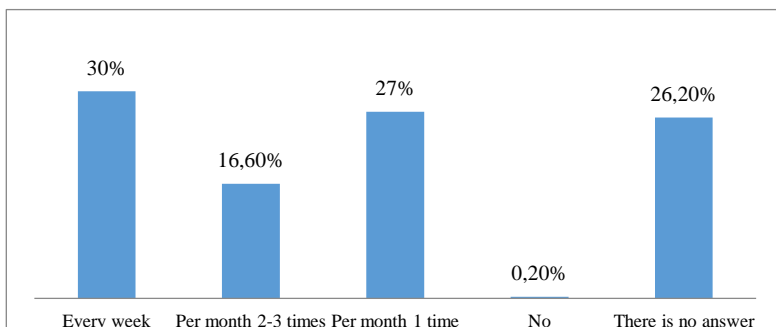


Figure 18. Weekend Work

To the question «Do you have to do the work out of your responsibilities/ profile, or the work of other employees?» 51.5% respondents replied that no, 26.5% sometimes, 5.9% often, 16.1% did not give an answer. This issue requires further study (fig.19.)

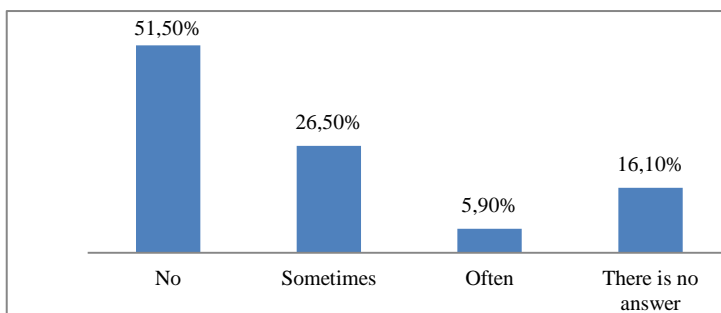


Figure 19. Work out of main duties and responsibilities

The results of the self-assessment of conditions and the situation at work are indicated in the figure below (fig.20)

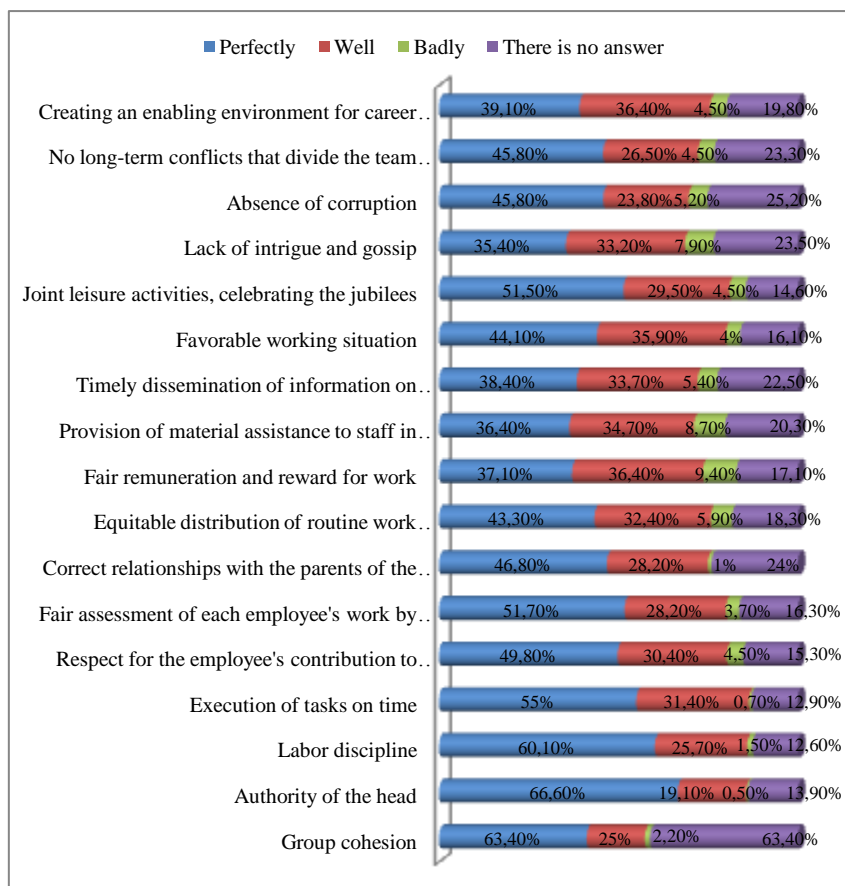


Figure 20. The assessment of work environment

To the question «If you work in a school or university, what components of an updated study program do you participate in?» (Fig.21) respondents answered as follows: 7.7% - research work, 9.2% - creative work, 2.7% - national assessment system, 11.4% - new approaches in training, 3.0% - all listed, 0.2% -

all management activities, **0.5%** - all except national evaluation systems, **0.2%** - organization and creative work, **0.2%** - organization of updated content and creative work, **21.0%** - no answer, **1.2%** - other.

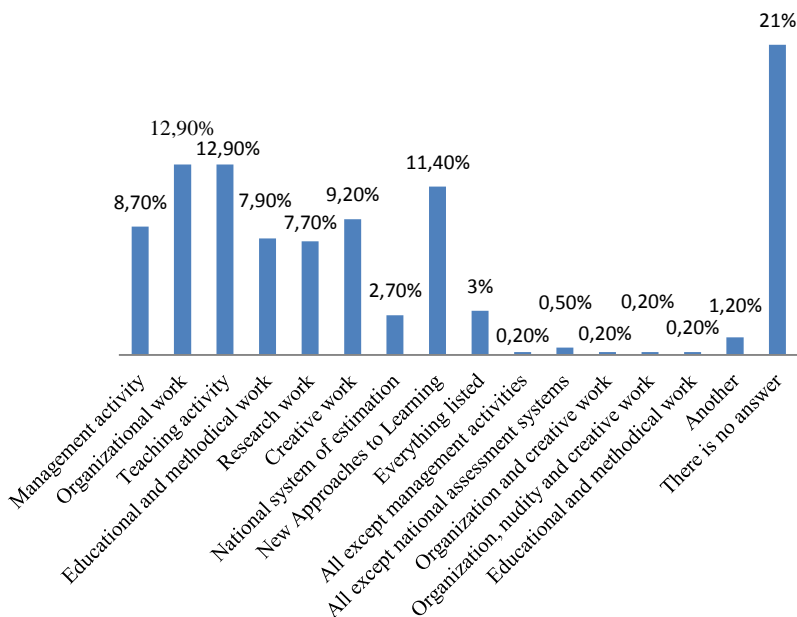


Figure 21. The updated study program

To the question «What challenges do you face in implementing updated study content?» (fig.22) respondents gave the following comments: 12.4% - misunderstanding by parents, 1.7% - teacher-parent-student interaction, 3.0% - adaptation to student success, 4.5% - creation of student motivation conditions, 27.2% - excess paper reporting, 2.7% - daily work at the computer, 5.4% - work with the portal kundelik.kz, 1.5% - the process of self-knowledge, self-education and self-development of students., 4.5% - modern assessment systems, 1.0% - did not work in this area, 1.2% - no obstacles, 0.7% - all listed, 1.7% - other, 32.4% - no answer.

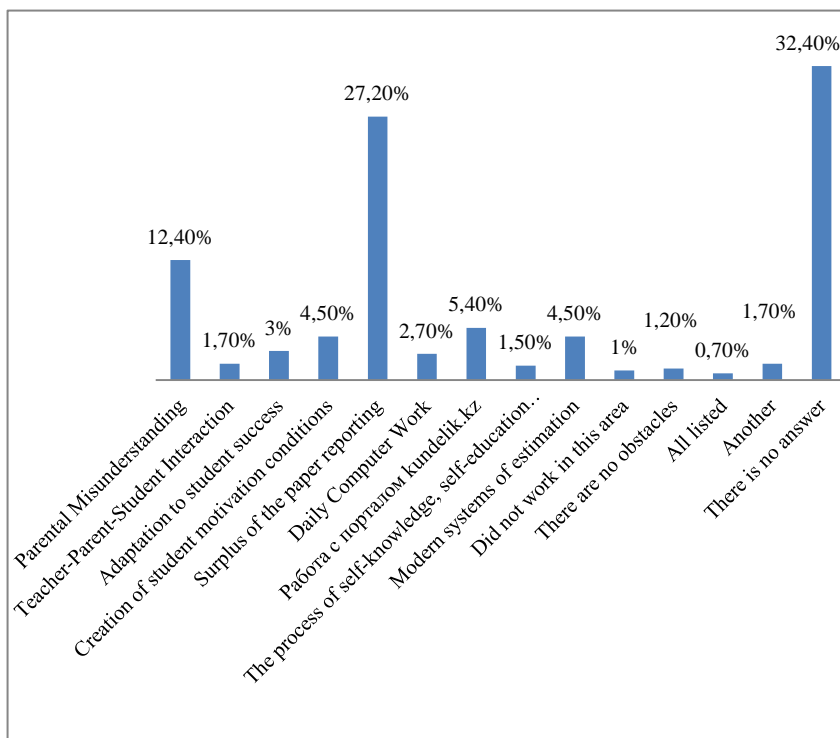


Figure 22. Difficulties in updating the content of education

When asked «**What did you have to worry about in connection with your work over the past year?**» (fig.23) a large number of respondents replied that they often feel the joy of communicating with students - **64.4%**, joy from communication with colleagues - **65.6%**, feelings of oneself "in its place" - **64.1%**, the tide of strength and positive energy, joy - **46%**, awareness of lack of competence and desire - **18.1%**, conflicts at work due to problems in the family - **61.1%**, conflicts in the family due to dissatisfaction - **57.9%**, depression **53.2%**, apathy - **49%**, exacerbation of chronic disease - **41.3%**, chronic fatigue - **29.7%**, outbreaks of aggression against colleagues - **49.8%**, outbreaks of aggression against students - **52%**, boredom at work - **42.8%**.

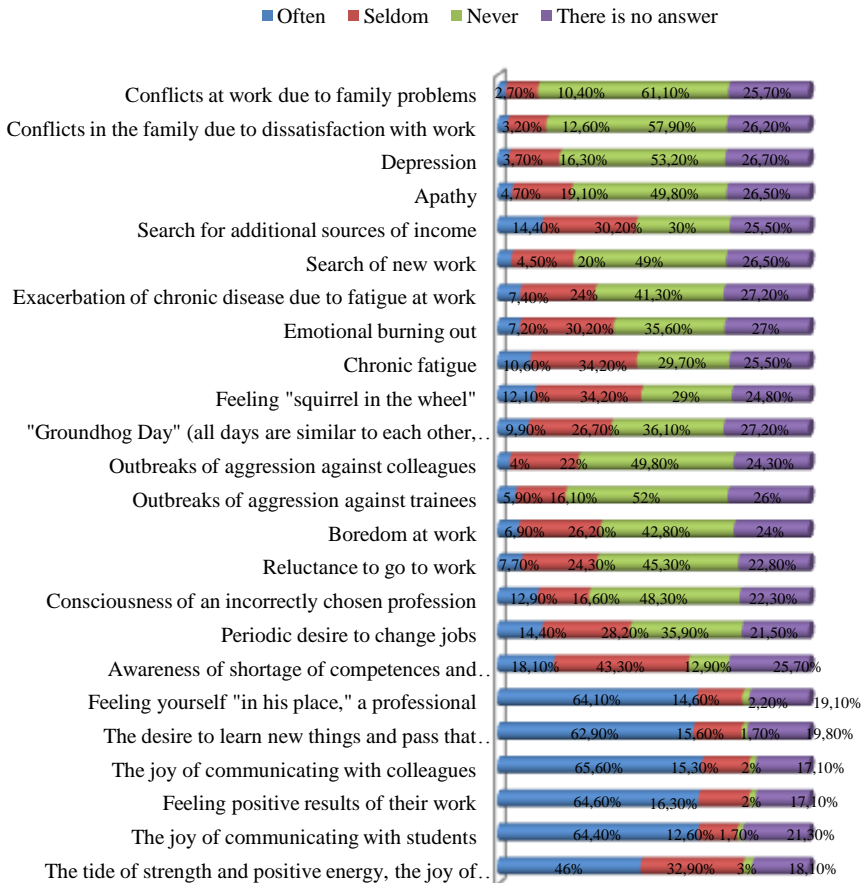


Figure 23. Emotional reactions

When asked “**How do you improve your qualifications**” (fig.24), respondents answered: **59.7%** - *I constantly read professional literature*, **15.1%** - *I attend paid courses offered at work*, **6.2%** - *I attend paid courses of my choice*, **1.2%** - *I attend paid courses of practical psychology*, **4.0%** - *I do not improve my qualifications*, **1.5%** - *through social networks*, **12.4%** - *there is no answer*.

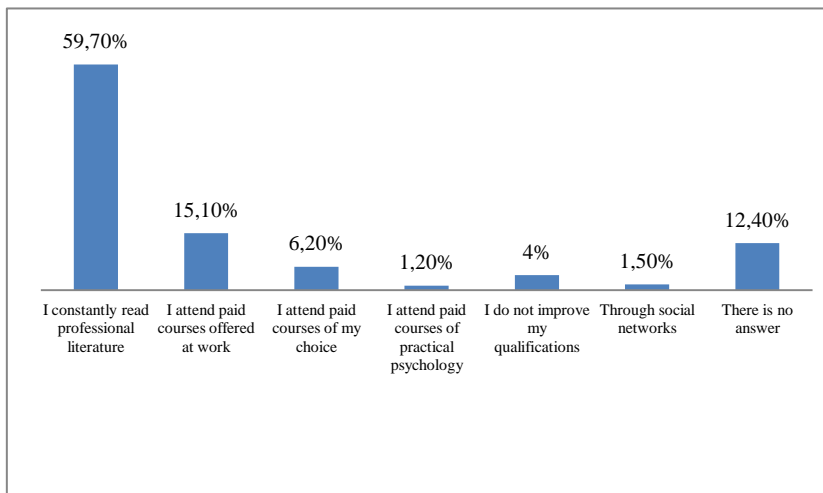


Figure 24. Methods of self-training

In Kazakhstan, the transition of Kazakh writing to the Latin alphabet is underway. In this regard, the question about the use of the Latin alphabet is included in the questionnaire. (fig.25) Respondents replied: *I read in Latin/well* - **30.2%**, *satisfactorily* - **38.4%**, *poorly* - **9.2%**, *writing in Latin/good* - **22.5%**, *satisfactory* - **33.4%**, *bad* - **12.9%**, *I perceive advertising, inscriptions in Latin well* - **30.4%**, *satisfactory* - **35.1%**, *bad* - **8.4%**, *I think I can read Latin/good* - **32.9%**, *satisfactory* - **40.8%**, *bad* - **8.2%**, *I think that I can write in Latin/good* - **29.5%**, *satisfactory* - **39.4%**, *bad* - **9.7%**.

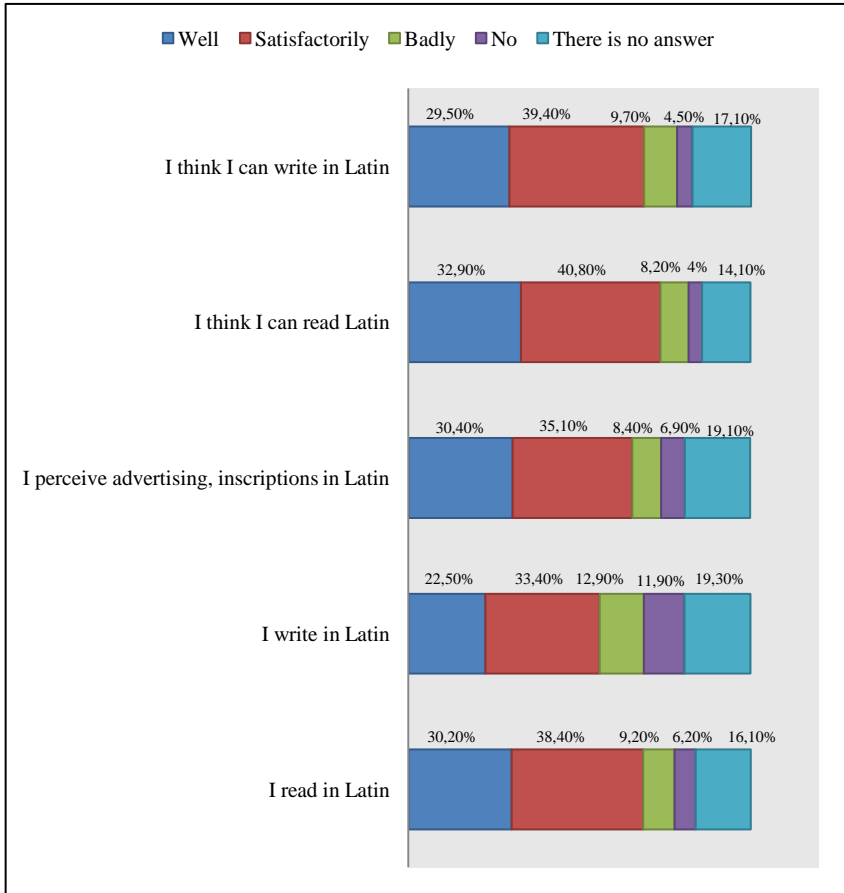


Figure 25. Latin alphabet

SECTION 3.

HOUSE AND FAMILY

Family values can change under the influence of socio-cultural and economic transformations in society. The family is a cell in which moral values, traditions and rules of upbringing, the distribution of roles within the family, and the management of financial issues and the model of behavior of the individual within society and within the family are formed.

The teacher spends most of his/her time with the student and thereby contributes to the formation of his/her personality. The study therefore included a section entitled "**Home and Family**," which included questions about the respondent's financial situation, family status, relationship to marriage and family relations.

Subjective assessment of material situation (wealth) allows to determine which socio-economic group the respondent belongs to himself/herself and his/her family, and understand his/her "social well-being." When interviewing about the material status of the household: "*How would you describe your current financial situation?*", **43.6%** - noted an average rating of "satisfactory," every third (**32.4%**) - gave a rating of "good." At the same time, **10.9%** of respondents put the mark "excellent" and **8.4%** - as unsatisfactory, **4.7%** - of respondents refrained from answering (**fig. 26**).



Figure 26. Financial status of women

The self-esteem of the material situation of the family is largely influenced by the standards of well-being adopted in society as a whole. The basis of this subjective assessment is the notion of income that allows you to lead a lifestyle characteristic of a particular environment.

The issue of ensuring the accessibility of comfortable housing for the population of Kazakhstan has always been the focus of the state, since housing is a key element in the quality of life among the basic needs of the population.

The survey showed **46.5%** of respondents *live in apartments, live, 14.1% - live in individual houses, 7.4% of respondents live in unfinished houses. Every tenth respondent lives in a rented apartment (11.1%). 9.9% of respondents live with relatives, 1.7% rent a room in a house/apartment or rent a room in a hostel (1.5%), refrained from answering the question - 5.9% (fig. 27).*

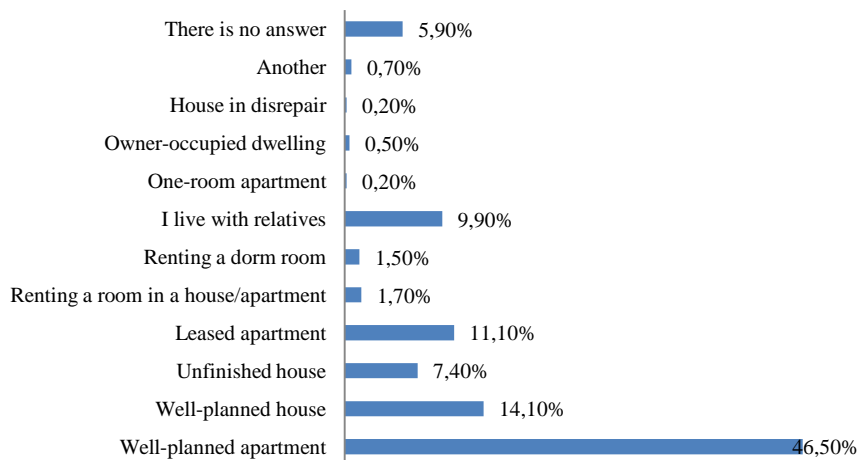


Figure 27. Living conditions

Over the past six years, the credit market for individuals in Kazakhstan has been on the rise, and its growth rate continues to increase every year.

Today, there is a clear trend around the world, especially in developed countries, from credit to credit as a means of achieving a certain goal of creating a special lifestyle that determines, forms our consumer needs (acquisition of vehicles, payment for training, etc.).

The study shows that every fourth respondent (25.2%) has a consumer loan, 14.4% - respondents pay a mortgage loan, 9.7% - were forced to take a loan to pay for children's studies, 5.2% - help pay a loan to relatives, 2.5% - took a loan for treatment, 2% - pay interest in pawnshop, 2.2% - have the intention to take a loan. At the same time, during the survey, 7.4% noted a categorical refusal and not a desire to take a loan. Almost one in five respondents (19.8%) does not have a loan (fig. 28).

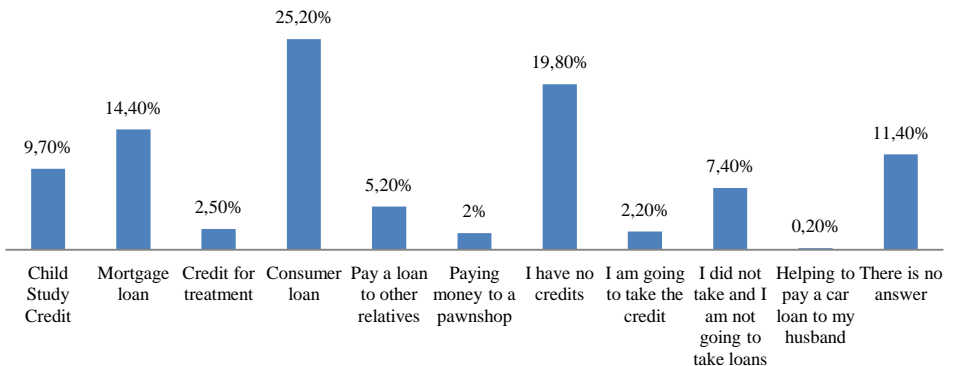


Figure 28. The existence of debts or loans

The vehicle is seen as a means of giving women greater freedom of movement and access to difficult services. *Of the respondents surveyed, 64.6% do not drive a car at all, 8.2% drive regularly, 10.1% drive in case of urgent need, 12.4% have a driver's license, but do not drive a car (fig. 29).*

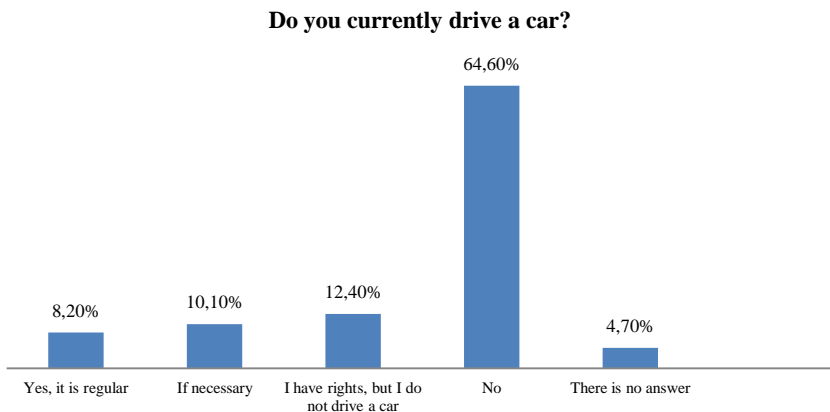


Figure 29. Availability of driver's license and personal vehicles

The study of family and marriage relations, various aspects of her life is one of the most important tasks of many social sciences. The family can be considered as "a historically specific system of relationships between spouses, between parents and children, as a small social group whose members are married, family relations, community of life and mutual moral responsibility, and whose social need is due to the need for physical and spiritual reproduction of the population, the institution of marriage as "a set of social norms authorizing the relationship between man and woman, a system of mutual duties and rights essential to the functioning of the institution of the family and the life of the family group".

The issue of age of marriage (age of majority) is one of the most important issues. Based on this, respondents were asked to answer the questions: **"At what age did you marry?"** and **"What age do you consider the most suitable for first marriage for a girl in Kazakhstan?"**

At what age did you marry?

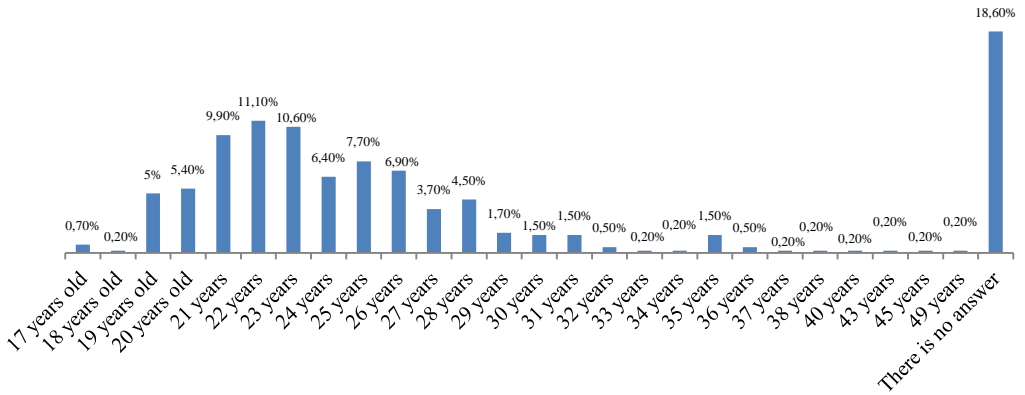


Figure 30. Determining the optimal age of marriage

According to the replies received, the main age of marriage is **22-23 years (11.1% and 10.6%, respectively)**, **9.9%** - married at 21 years old, **7.7%** at 25 years old, **6.9%** - at 26 years old, **3.7%** - at 27 years old, **4.5%** - at 28 years old. Those who married after 30 years in total amounted to **7.1%** of respondents. The share of respondents who married at 17 years old was **0.7%**, at 18 years old - **0.2%**, at 19 years old - **5%** and 20 years old - **5.4%** (Fig. 31).

To the question "What age do you consider the most suitable for the first marriage for a girl in Kazakhstan?" almost a quarter of respondents (**24.8%**) indicated the most suitable age **25 years**. Further, there are answers: **23 years (19.8%)**, **22 years (17.1%)**, **20 years (12.1%)**, from **26-28 years (2.7%)** (fig. 32).

What age do you consider the most suitable for the first marriage for a girl in Kazakhstan?

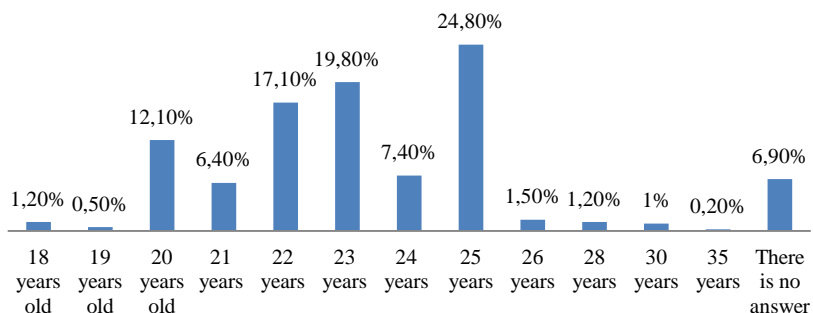


Figure 31. Optimal age of marriage for women

It is obvious that the number of children in the family is determined, on the one hand, by the reproductive attitudes of the spouses (in particular, attitudes for childhood), and on the other, by external circumstances, which, according to people, may or may not favor the implementation of these attitudes.

Respondents were asked to answer the question: «**If you have children, are you satisfied by their number at the moment?**». As a result **37.6% of respondents** noted that under ideal conditions they would like to have more children, **42.6%** are completely satisfied with the current number of children, **7.9%** do not have children, **7.9%** did not give an answer, **0.7%** would like to have fewer children (Fig. 32).

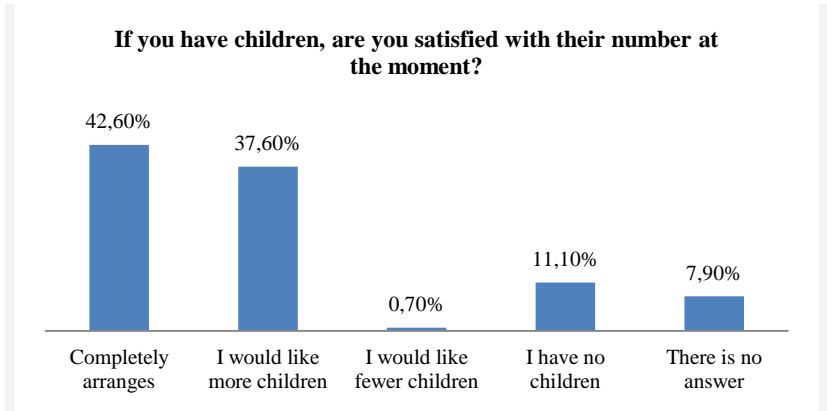


Figure 32. Number of children in the family

The institution of the family is the most significant in human life, on the basis of which a person undergoes a process of self-identification, accumulating the traditions and values of the family and transferring them along the chain to the next generation. In this respect, the family is the basis for an example of marital relations.

Participants were asked to answer to the question: "**Were your parents an example of marital life for you?**". According to the results, **87.9% answered in the affirmative, 5.9% in some cases, 4.2% did not answer, 2% answered in the negative form (fig. 33).**

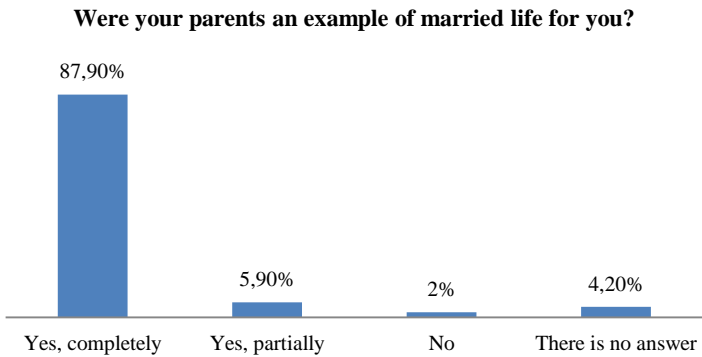


Figure 33. Family values of the older generation

The following question: *"In your opinion, are you and your husband an example for your children in family life?"* **2.7%** answered in the negative, **64.6%** answered in the affirmative, **12.9%** sometimes are an example, **6.7%** did not give an answer, **11.1%** not married and **2%** have no children (**fig. 34**).

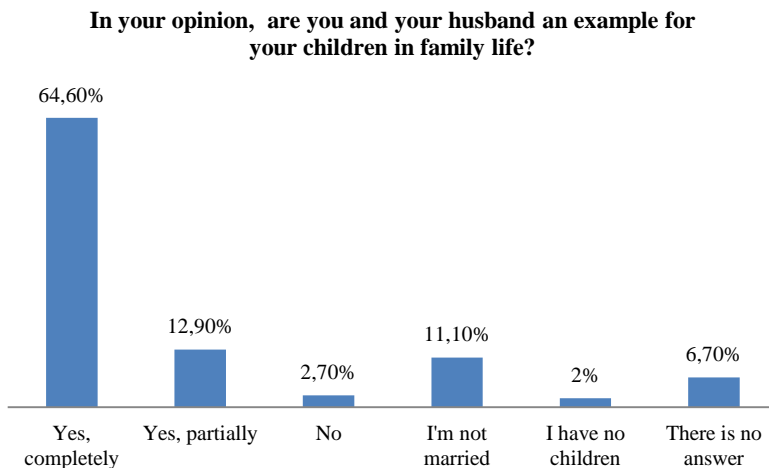


Figure 34. Family Values for the Next Generation

Respondents were further asked to assess their level of satisfaction with marriage. The results showed that **60.9%** of respondents were completely *satisfied with marriage*, and **8.7%** were only *partially satisfied with marriage*, **5.7%** were *not satisfied with marriage*, **14.1%** of respondents were *unmarried*, the remaining **10.6%** of respondents *did not answer* (**fig. 35**).

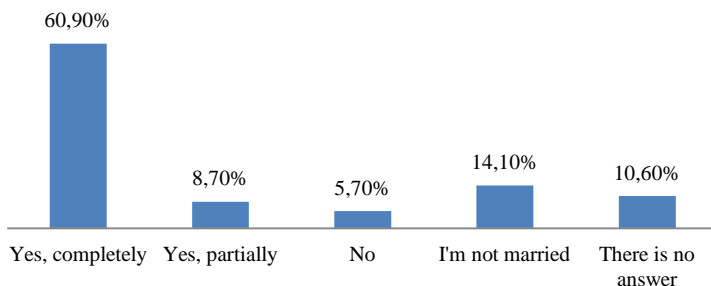


Figure 35. Satisfaction of respondents with their marriage

Reluctance to answer the proposed question may be associated with various aspects: in particular, psychological, emotional domestic and socio-economic problems. Such problems play an important role in the formation and development of family relations.

There are three main reasons for divorces in the world: financial, adultery (meeting a new partner), sexual problems.

To identify the reasons for the divorce, the question was formulated as: **"If you are divorced or have been divorced before, what was the reason for it?"** (fig.36). Only 30% of women answered, 25% of which noted the reason is meeting another person, and 5.2% of respondents indicated various reasons for divorce.

Among the dominant reasons for divorces were: "loved another person" (3.7%), "lack of common views and interests" (3.5%), "bad mate habits" (3.2%), "spouse did not work and did not bring income to the family" (2.5%), "lack of own housing" (2%) and "material difficulties" (2%), "influence of relatives" (2%), "marital infidelity" (1.7%), "jealousy of the spouse" (1%). Also among the reasons for divorces are "causes of infertility" (0.5%), "poor health of one of the spouses" (0.2%).

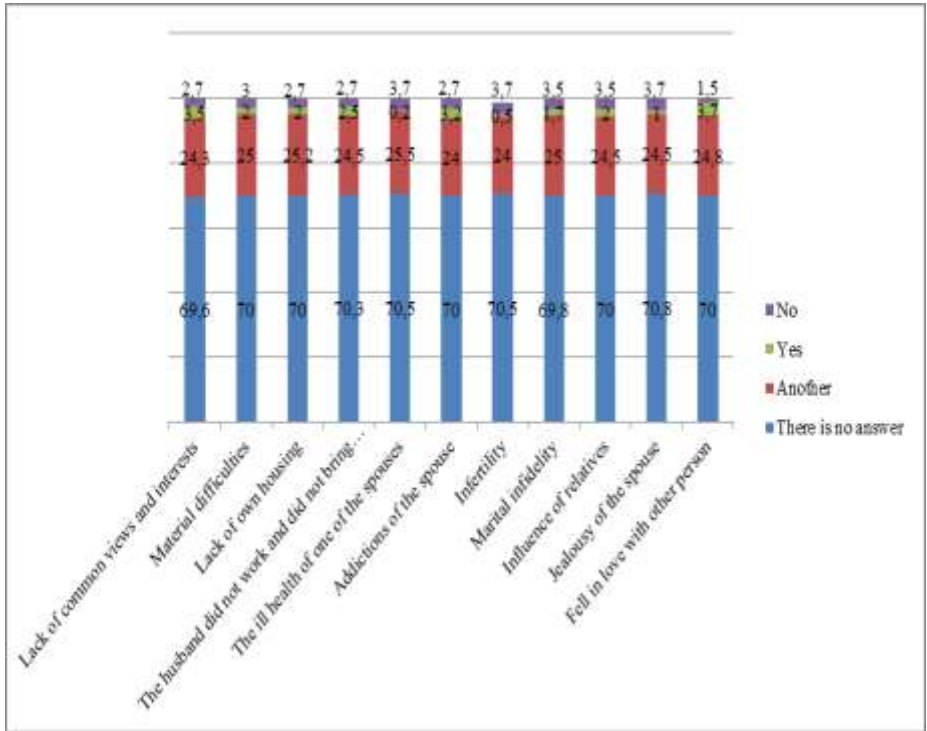


Figure 36. Causes of a divorce, %

In order to establish a link between divorce and the professional activity of a woman, the question is suggested: "If you are divorced, in your opinion, is there a relationship between your profession and the instability of married life?" (fig.37).

84.4% of respondents refused to answer, **13.4%** gave a negative answer, **2%** confirmed a certain connection between divorce and professional activity, **0.2%** answered in the affirmative.

If you are divorced, in your opinion, is there a relationship between your profession and the instability of married life?

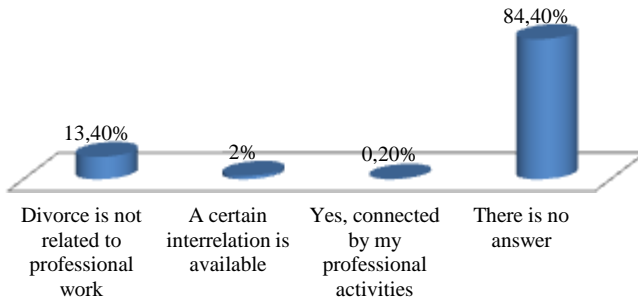


Figure 37. The relationship between a professional activity and instability of couples

The professional development of women contributes to successful employment, professional realization, financial independence and so on. Currently women work in varied specialty areas such as economic, social, humanitarian, financial, vocational and pedagogical and others. The list of potential –specialties is constantly changing. In most cases, many young people, when choosing a profession, are guided by the experience of their parents and their advice. In this regard, the following question was asked: *"Would you recommend your children a pedagogical specialty?" (fig.38).*

Would you recommend a pedagogical specialty to your children?

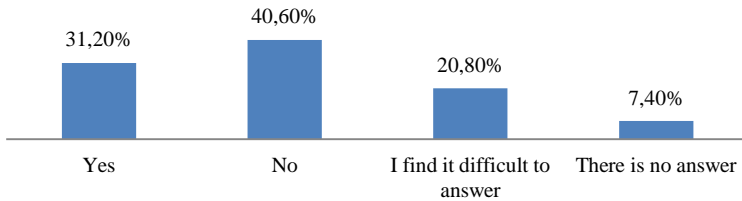


Figure 38. Willingness of parents to recommend to their children pedagogical specialties

40.6% - respondents answered in the negative, 31.2% - answered in the affirmative, 20.8% - found it difficult to answer, 7.4% - did not answer this question.

The answers received can be attributed to the low attractiveness of the pedagogical profession in view of low working conditions, in particular, low wages and high workload.

Social networks have become the main tool for sharing and disseminating information. To analyze the social networks used and the time spent, the question was asked "How much time do you spend communicating on social networks?" (fig.39).

35.1% - constantly follow messages on WhatsApp, Facebook, Instagram, e-mail, news on the Internet, 30.7% - spend up to one hour a day, 16.6% - from two to four hours a day, 2.7% - more than 4-x hours a day, 4% - do not communicate through social networks, 1% - spends less than one hour/day, 8.2% - respondents did not answer this question.

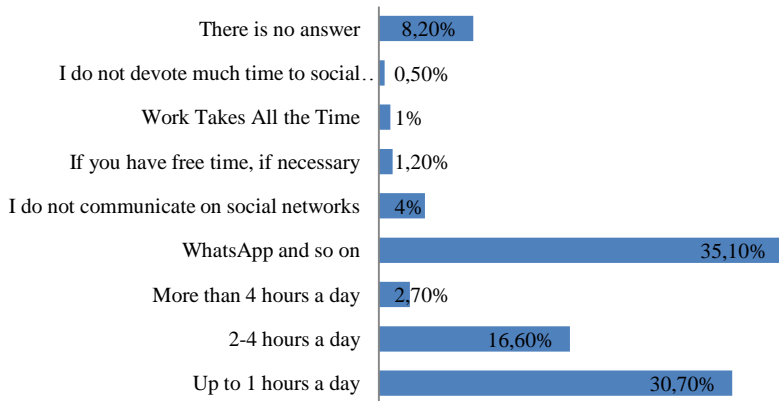


Figure 39. Respondent activity on social networks

The activity of respondents in social networks is quite high, which is associated with the digitalization of society, the availability of information resources.

To determine additional sources of family income, respondents were asked: “Do you currently have additional sources of income other than wages?” (fig.40). As a result 76% answered negative, 16.1% - had additional income, 5.7% - refused to answer, 2.2% - found it difficult to answer.

Do you currently have additional sources of income other than wages?

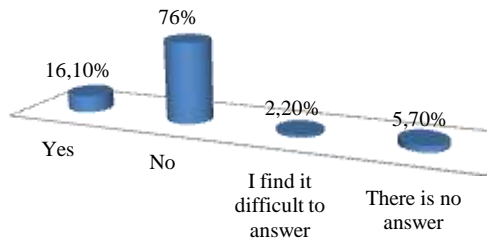


Figure 40. Identification of an additional source of family income

The majority of respondents do not have an additional source of income. This can be explained by two reasons: firstly, respondents do not need an additional source of income secondly, even if the respondent wants to earn extra, he/she does not have the necessary professional skills.

In order to analyze the popularity of marriage among respondents, the question was suggested: "If your son/daughter is married, how did they enter into married life?"

76% - did not give an answer, 18.6% - held the "nikah" rite and official matchmaking, acquaintance with parents, preparation for the wedding, registration of marriage in the registry office, a Muslim nikah, a wedding in a restaurant\cafe or at home. 3.5% - conducted official matchmaking without a nikah acquaintance with parents, preparation for the wedding, marriage registration in the registry office, wedding in a restaurant\cafe or house, 1.2% - noted the bride theft, nikah weddings, marriage registration in the registry office, 0.5% - couples live with the groom's parents, it is planned to register marriage in the registry office, nikah, wedding (fig.41).

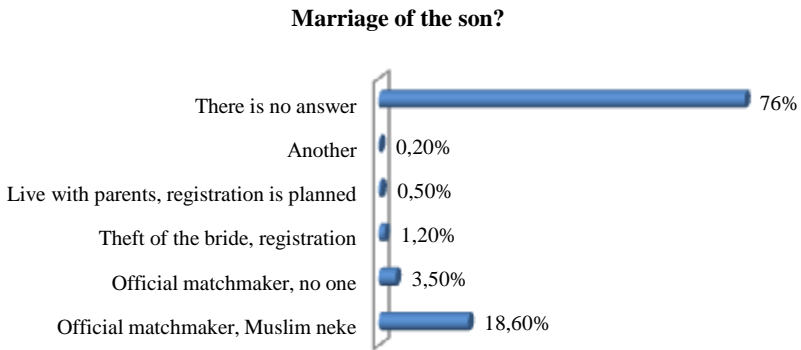


Figure 41. Organization of marriage of sons

The same question was asked about the organization of the marriage of the daughter. 80.2% - did not give answers, 13.4% - confirmed the presence of official matchmaking and Muslim marriage, 4% - indicated the organization of only official

matchmaking, 2% - noted the bride theft, 0.5% - of respondents noted that the daughter is married to a foreign citizen, they live in Kazakhstan (fig. 42).

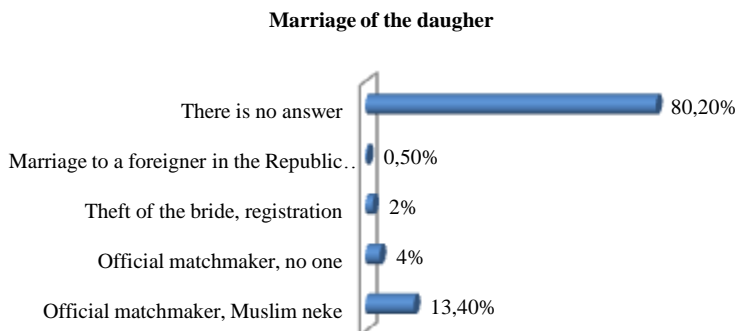


Figure 42. Organization of marriage of daughters

To analyze the distribution of family roles in the family, respondents were asked to evaluate the following statements: **"If you are married, how are decisions made on various issues of family life in your family?"**. The answers were as follows: who decides together different family issues "I am with my husband (and children)": **45.5%** - respondents noted the cultural leisure of the family, **45%** - the choice of the place of study of children, **42.3%** - noted the "purchase of real estate" and "provision of material assistance to relatives," **42.1%** - noted "vacation venue" , "loans" - **38.6%**, "choice of clothes, shoes for children" - **34.7%**, **31.7%** - my professional promotion, if this entails more employment at work, less time with the family, **31.4%** - noted the "circle of my communication outside of work" are decided together with my husband; when decides - "husband," **24%** - decides the husband in the purchase of a car, **12.9%** - the professional promotion of the husband, if this entails his greater employment at work, less time with the family, **11.6%** - my professional promotion, if this entails more employment at work, less time with the family counterbalance, **19.8%** - where I decide; when I decide "I": **37.1%** - respondents noted when "buying products for the family," **28%** - when choosing clothes for children,

24.5% - questions relate to the circle of my communication outside of work, 19.1% - the choice of the place of vacation (fig. 43).

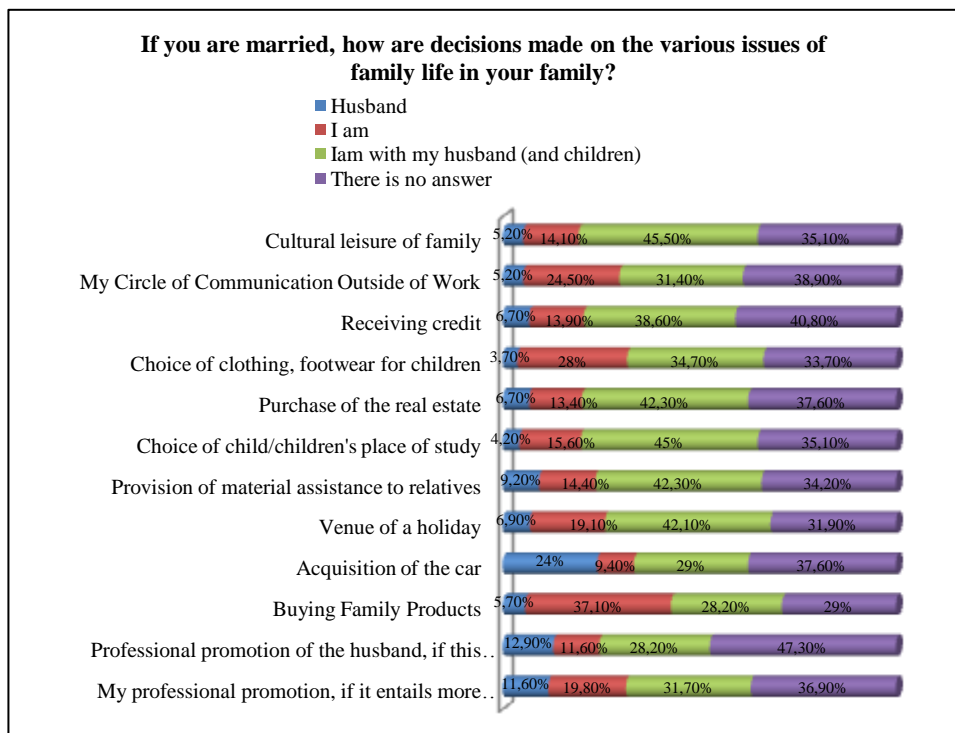


Figure 43. Decision-making of intra-family problems by husband and wife

According to the results of the study, we revealed that a woman and a man have the same powers in solving intra-family problems and sharing responsibilities in the family. Only on some important material values, for example, the purchase of a car, the promotion of the career of a husband or wife, the opinion of a man prevails. A woman can solve issues related to everyday life, for example, the purchase of food, shoes and clothes for children, and so on.

Conclusions:

1. The housing problem remains urgent. Despite the fact that 46.5% of respondents have no problems with housing the rest of them still live in rental apartments and incomplete landscaped houses/apartments;

2. The vehicle is seen as a means of giving women greater freedom of movement and access to services. The majority of respondents currently do not have a driver's license and driving experience;

3. The average age of marriage, according to the results of the study, was 25 years. In Kazakhstan, the average age of married women in 2018 was 26.5 years. The postponement of marriages to a late age as well as the increase in the average age of marriage indicates important changes in marriage behavior. The increase in the average age of marriage is influenced by the desire of young people to be economically independent, get an education, specialty, work and make a career;

4. The low attractiveness of the pedagogical profession is maintained in view of inadequate working conditions, in particular, low wages and high work load;

5. In general, there are important factors that preserve the stability of the family. These include unity, family well-being, and reproductive performance. As a result of the study, we observe that failure to comply with these factors is considered as the causes of family instability and divorce. In addition to the reasons mentioned, problems of material situation and the influence of relatives on intra-family relations were raised;

6. The activity of respondents in social networks is quite high, which is associated with the digitalization of society, the availability of information resources;

7. Family relations of spouses in Kazakhstan society is the key to stability and reliability of family values. Examples are family values of parents. This demonstrates once again that traditional family-building approaches remain in our society;

8. The study showed that a woman and a man have the same powers in solving intra-family problems and sharing responsibilities

in the family. Only on some important material values, for example, the purchase of a car, the promotion of the career of a husband or wife, the opinion of a man prevails. A woman can solve issues related to everyday life, for example, the purchase of food, shoes and clothes for children, and so on.

SECTION 4.

GENDER RELATIONS

The process of education is constantly modified, adjusting to the needs of modern students, as well as their characteristics: appropriate spaces for classes are organized, distance learning courses have been created, online platforms for the exchange of information between the student and the teacher have been provided.

These resources are available to all students, regardless of their gender, language, religion, since the learning process is based on the principles of gender equality, implying the provision of equal rights and opportunities to resources for both men and women.

Gender survey among students of Kazakh National Women's teacher training University is conducted for the first time. Therefore, gender-sensitive questions were included in the questionnaire to assess the extent to which respondents are ready to answer the questions raised, to understand their perception and whether there are gender gaps at their local level.

The analysis will provide an opportunity to assess the current situation of respondents' awareness of gender equality issues, as well as to develop further recommendations based on the responses received.

To the question: "**Have there been situations in your professional life when you could not realize your aspirations, plans due to your gender affiliation?**" (fig.44), **43.3%** of respondents (175 people) out of **404** respondents answered in the negative. At the same time, **22.8%** (92 people), rarely but found themselves in a similar situation; **11.1%** (45 people) noted that this situation occurred often; **11.4%** (46) could not accurately answer this question and **11.4%** (46 people) refused to answer. The results showed that gender discrimination is persisted and investigations should be continued in that regard.

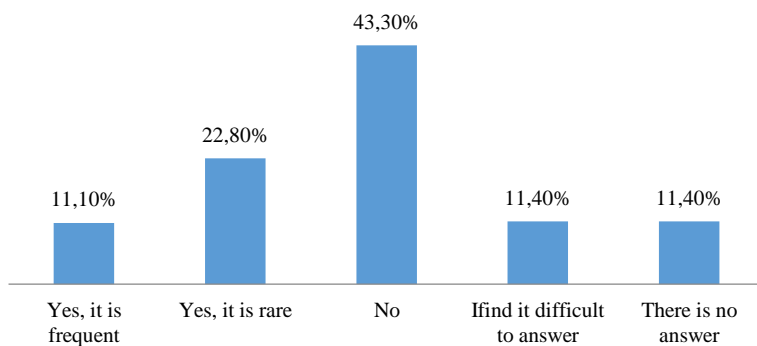


Figure 44. Obstacles to the implementation of plans due to the gender affiliation

Only **12.4% (50 people)** answered the question about the advantages of feminization, the remaining **87.6% (354 people)** refused to answer.

Only **1%** noted as one of the advantages of feminization the opportunity to be active in society; **1.2%** noted that men should be a step higher, the rest of the answers scored from **0.2 to 0.7%**.

These responses have been summarized as followings: all events take place at the highest level (**0.5%**), equality (**0.2%**), responsibility (**0.2%**), being a professional (**0.2%**), helping her husband financially (**0.5%**), this is already the norm (**0.5%**), men and women are equal (**0.2%**), positive influence on students, ethics and aesthetics (**0.2%**), smart children (**0.2%**), equal rights (**0.2%**), determination and performance (**0.2%**), discipline (**0.2%**), less proportion of unemployed women (**0.2%**), aesthetic view (**0.2%**), 60/40 is correct (**0.2%**), increase in the level of education (**0.2%**), the right choice of profession (**0.2%**), learn to be patient (**0.5%**), women should look after the child (**0.5%**), nothing good (**0.5%**), influence on education and knowledge (**0.2%**), students from women teachers receive kindness, patience (**0.5%**), beauty (**0.7%**), nothing good (**0.2%**), women are more tolerant due to maternal instinct (**0.7%**), women's care as a mother (**0.2%**), women are neat and accurate (**0.2%**), maternal care (**0.2%**), unemployed (**0.2%**) (fig. 45).

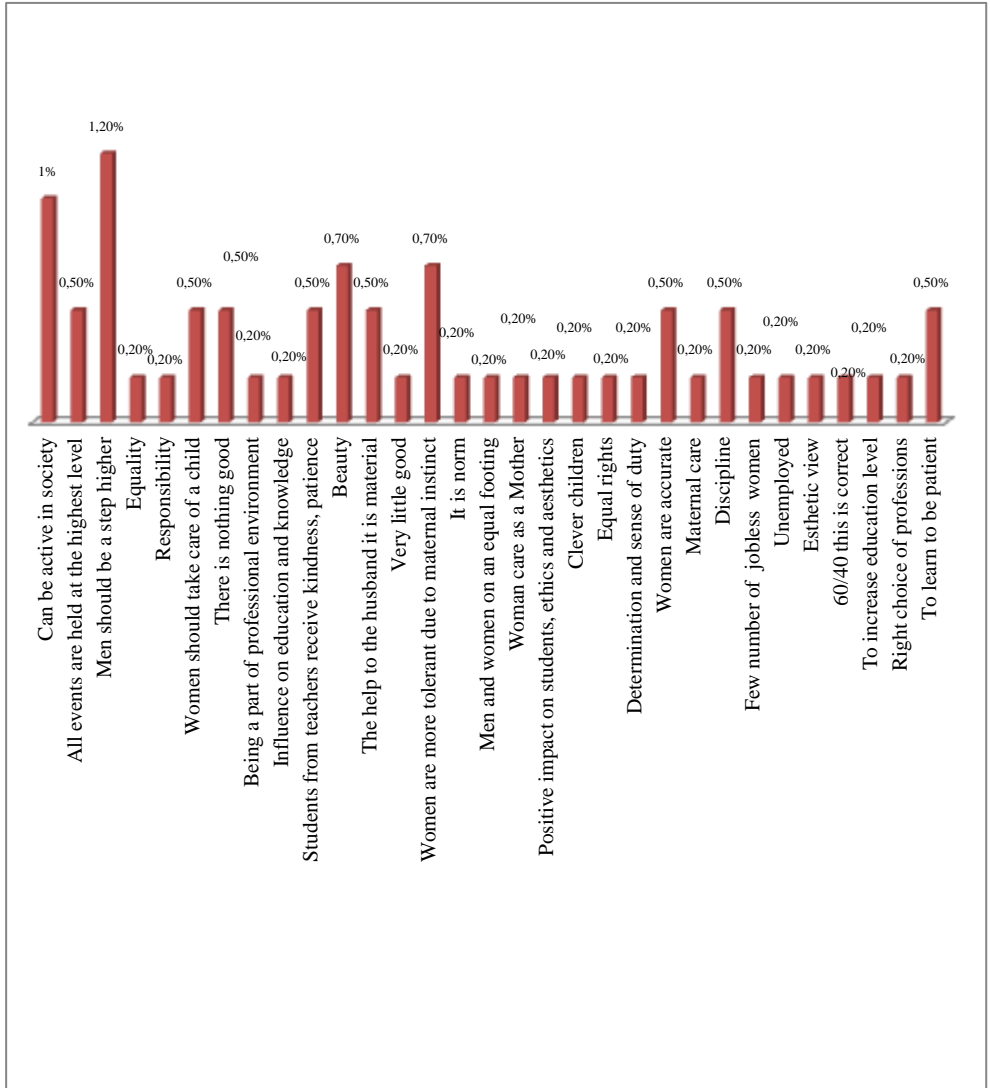


Figure 45. Advantages of feminization

84.2% (340 people) refused to answer the question about the disadvantages of feminization. *Of the remaining 15.8% (64 persons), there should be more men (1.2%), more women in power well (1%), loss of masculinity in boys (1.2%), many words (1.2%), women cannot replace men in education (1%). The remaining answers were distributed between 0.2 to 0.7% as followings: this is wrong (0.7%), conflict nature (0.2%), humiliation of men (0.2%), boy in an incomplete family (0.2%), emotionality (0.2%), loss of male education (0.2%), men lose productivity at work (0.2%), there should be male education in school (0.9%), lack of male attention to children from single-parent families (0.2%), low activity in society (0.5%), there are more leadership qualities in women (0.5%), women drive along with men (0.5%), lack of rigor in education (0.7%), women spend a lot of time cleaning (0.5%), in society the roles of women and men have changed (0.2%), low requirements for students (0.2%), difficult to make assessment (0.2%), attribution of responsibility (0.2%), unhealthy competition (0.2%), petty (0.5%), small salary and a lot of paper work (0.5%), lack of patriotic education (0.2%), discipline (0.7%), after restructuring men stopped working in education (0.2%), women are more likely to gossip (0.5%) (fig. 46).*

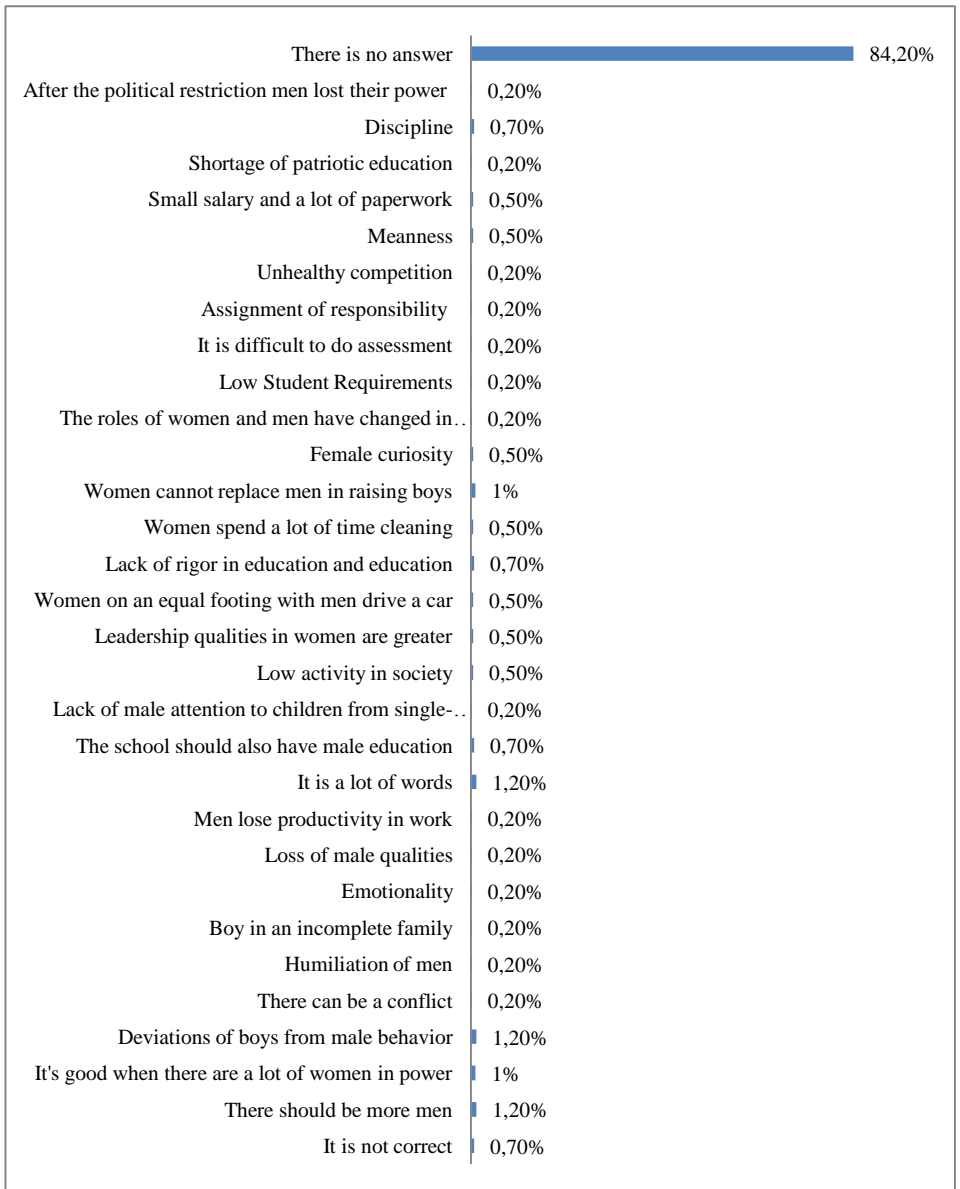


Figure 46. Disadvantages of feminization

Respondents were asked to estimate the proportion of women working in their organization. **19.3%** of respondents refused to answer this question; **20.8%** found it difficult to answer.

However, the responses showed the following ratio: **16.3%** noted that the proportion of women from **96-100%**; **17.6%** noted the indicator **80-95%**; **15.6%** noted the indicator of **50-79%** (fig. 47).

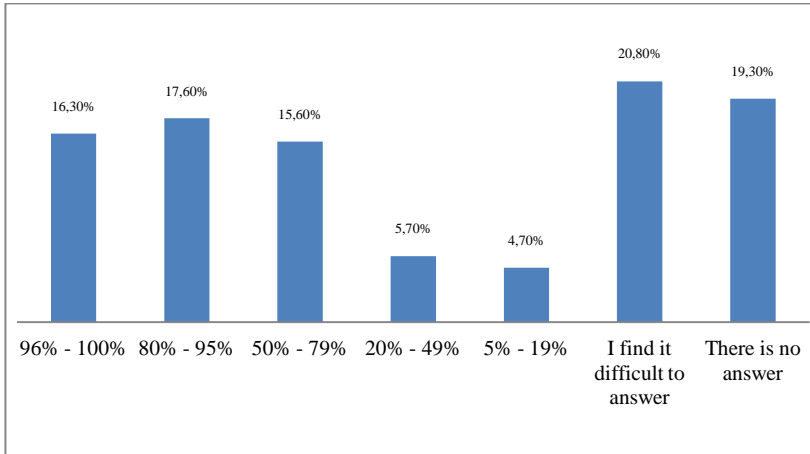


Figure 47. Proportion of women in an organization

The question of how to really increase the number of men working in the field of education was answered by 14.9% of respondents.

The largest number amounted to 44.1% noted the need to increase wages, 18.3% noted the importance of raising the status of a teacher, the importance of attracting men from other areas to pedagogical work was noted by 10.1%, the same percentage (10.1%) noted that they do not consider this issue as a problem.

Further, 1.5% proposed establishing a quota for men, 0.5% noted the need to apply all the listed items, 0.2% scored such answers as "the need to remove the stereotype that teachers should be only women, and also", I am against raising salaries for men"(fig. 48).

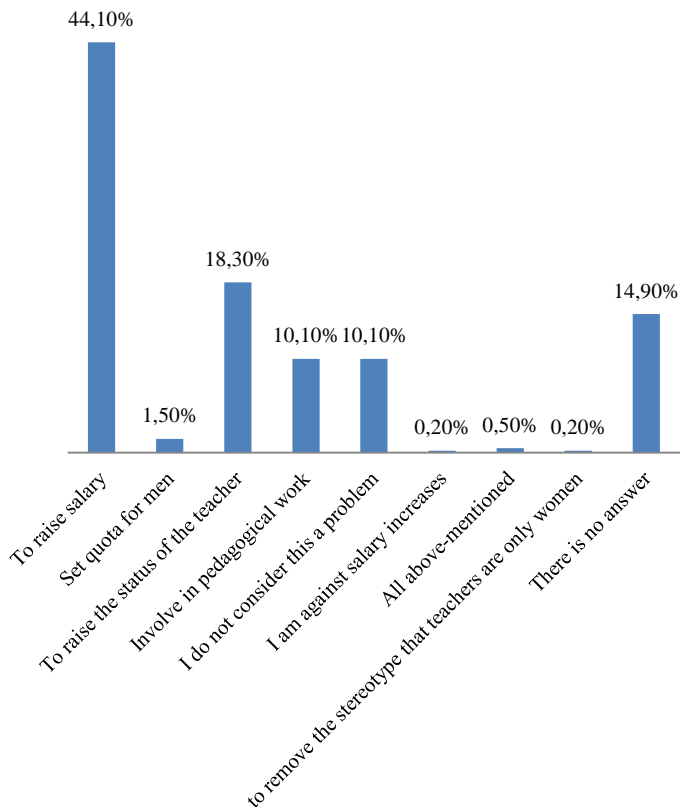


Figure 48. Ways to increase the number of men in the education

The question about the need to maintain, promote and create special conditions for career growth among men and women was not answered by 30.9% when assessing the conditions of men and 33.9% when assessing for women. Further, 56.2% confirmed the need for such conditions for men, 53.5% for women; 4.2% of respondents answered negative in case of men, 3.5% answered negative in case of women (fig.49).

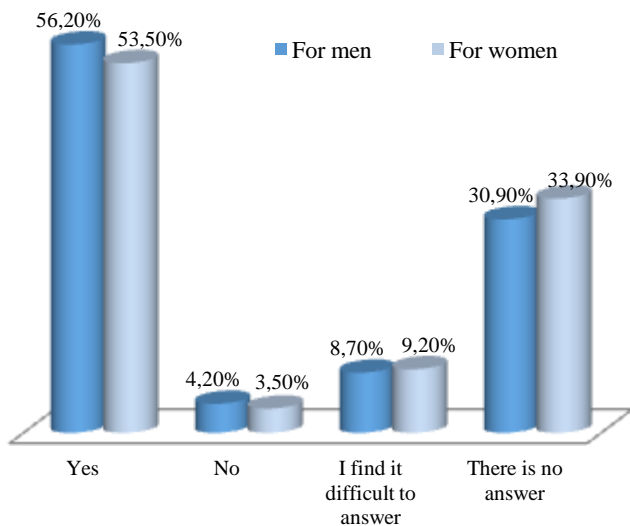


Figure 49. The need to create special conditions for career growth among men and women

When analyzing the answers to the question: "Do the abilities of learners differ depending on their gender?," 54.2% noted the absence of differences in the abilities of learners depending on gender, 21.3% answered in the affirmative; 12.1% found it difficult to answer; 12.4% refused to answer (**fig. 50**).

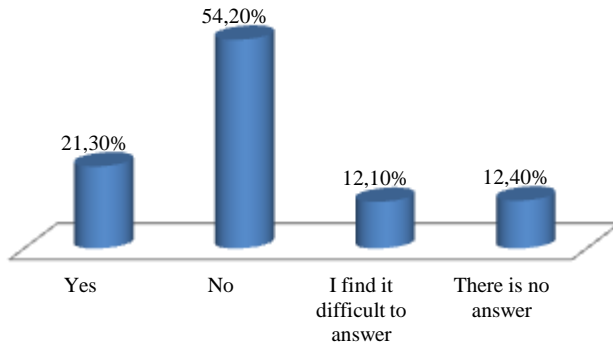


Figure 50. Gender differences in abilities

Respondents were asked to express an opinion on the predisposition of boys and girls to certain disciplines, inclinations, emotionality. *The majority of respondents (on average about 60%) refused to answer and a small percentage (about 5%) found it difficult to answer.*

When comparing the data obtained, it can be seen that there is still a stable perception that girls and boys differ in abilities and, depending on gender, have a predisposition to a particular activity. So, most note that boys are more prone to accurate sciences, more prone to technical specialties, girls are more prone to creative professions, more emotional, more neat (fig. 51).

■ It agrees ■ It does not agree ■ I find it difficult to answer ■ There is no answer

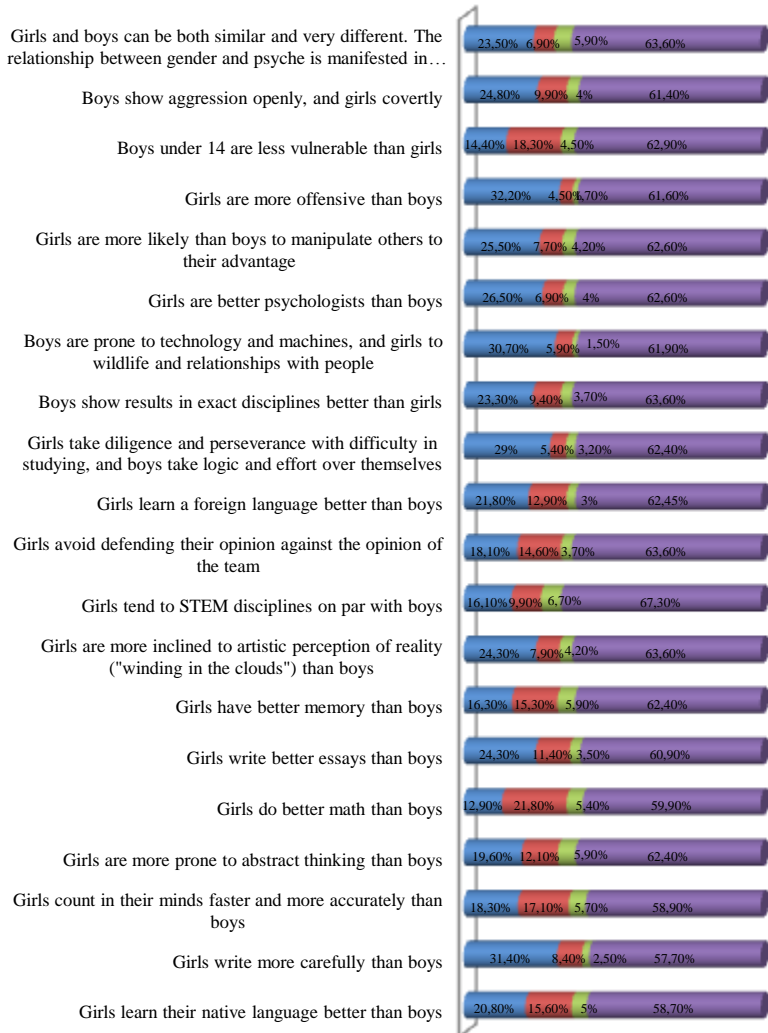


Figure 51. Attitudes of respondents towards gender stereotypes

Conclusions:

1. The findings showed that gender discrimination in labour relations is persisted and therefore awareness-raising and further investigations need to be continued;

2. The answers received to the question of the advantages and disadvantages of feminization differ and are both positive and negative, some respondents do not answer the question directly. The fact that most of them were reluctant to answer this question, indicates that either they are not familiar with such a concept or do not read the questions carefully. This issue needs to be explored;

3. Since the respondents are either employed in educational institutions or have worked previously, it can be concluded that the proportion of employed men in the teaching profession is still quite small, it is necessary to raise its attractiveness. According to the answers, it is clear that the financial factor is presented as one of the main motivators for retaining a teacher in the profession. In addition, increasing the attractiveness of this profession among young people, especially among boys remains important.

4. While asking about the need to maintain, promote and create special conditions for career development among men and women, it is difficult to make an unequivocal conclusion. Perhaps it is worth creating favorable conditions for both sexes at the same time.

5. There is still a stable perception that girls and boys differ in abilities and, have a predisposition to a particular activity depending on gender. So, most of respondents note that boys are more prone to fundamental sciences, more prone to technical specialties, girls are more prone to creative professions, more emotional and more neat.

SECTION 5.

ALMA MATER

In recent years, the organization of University education has undergone significant changes. The structure of higher education has changed significantly, which has increased the multi-level process of training specialists, the requirements for the qualification of a university graduate, and the educational process. These changes raised a number of issues related to the provision of educational institutions with professional personnel, the need to reform the educational and methodological base, the development of new forms and methods of training, the improvement of technologies on the basis of the modern legal framework, and so on.

In line with the above issues, we have decided to ask graduates a number of questions. Because most of our graduates currently work in the education system, and therefore the proposals of respondents are important for us. At the same time, respondents were asked an open question: **"What suggestions do you have to improve the quality of education at Kazakh National Women's teacher training University?"** *The following recommendations were collected: professional development, number and quality of teaching staff are (7.4%); modern student education (2.9%), the development of academic mobility (2.7%), 2.5% of respondents believe that the quality of education at the university is high.*

Some respondents (from 1.0% to 2.0%) proposed to adopt new foreign experience, rigorous education of students, construction of new facilities and structures, and improvement of English language teaching skills.

Other graduates (from 0.1% to 1%) proposed to attract students to science, reduce tuition fees, immediately graduate masters, exclude paperwork, and connect practice with theory.

Unfortunately, more than half of the respondents (57.7%) left the question unanswered. The survey showed that improving the quality of our university requires first of all improving the quality and number of faculty (fig. 52).

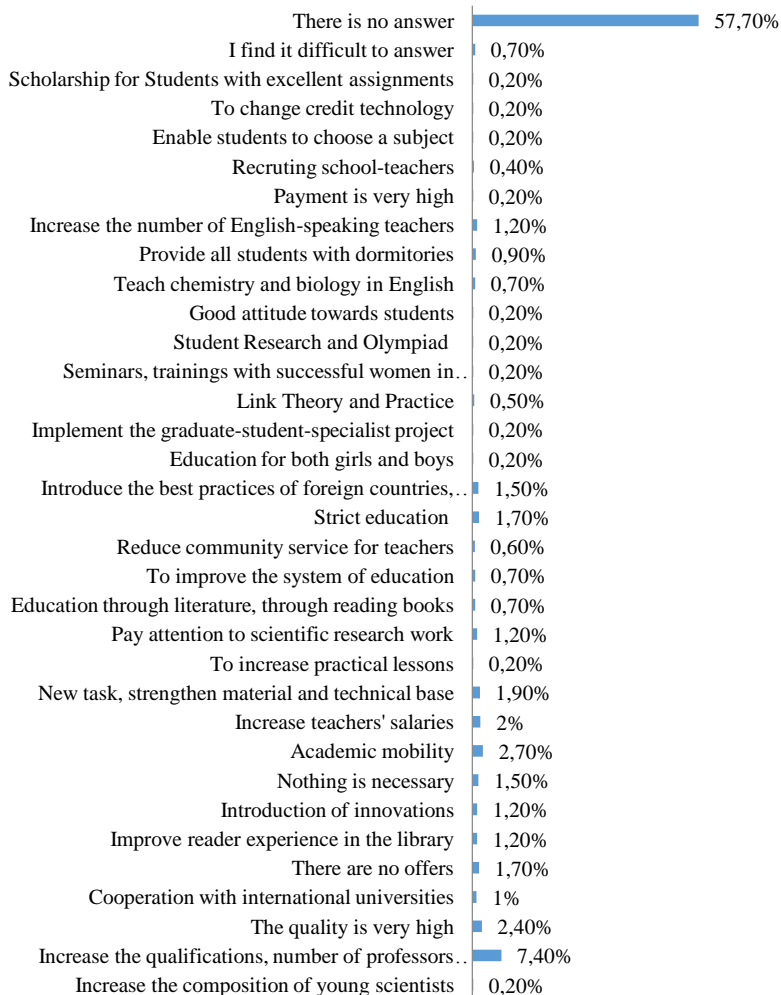


Figure 52. Suggestions for improving the quality of education at the Kazakh National Women's Teacher Training University

Graduates were asked to submit their proposals to improve the prestige of the university. **66.8%** missed this question, the rest of the answers were close to the proposals made in the previous question, among them (**Table 5**): increase the level of science and education (**8.6%**), exchange of skills and foreign experience (**3.4%**), development of academic and professional mobility (**2.7%**), construction of a new building and improvement of the material and technical base (**2.2%**), organization of international exhibitions and conferences (**1.7%**).

Among other recommendations: building new buildings, raising salaries, raising scholarships, strict requirements for admissions, combating corruption, creating faculties, teaching not only girls, but also boys, education with a double diploma, advertising at the university, strengthening discipline, publishing encyclopedias of graduates and so on (**from 0.1% to 1.0%**).

One of the most common proposals is to improve the logistics base. In particular, the need to improve textbooks, increase the number of practical sessions in the curriculum and strengthen the link between theory and practice was identified.

Table 5 Suggestions for improving the prestige of the university		
	Frequency	%
Strengthening External Relations	3	0,7
Construction of a new building, renovation of classrooms	1	2,2
Improve education and science	28	8,6
Raise wages for staff	3	1,2
Actions against corruption	3	0,7
Development of academic and professional mobility	11	2,7
Increase the scientific capacity	4	1,0
Refresher and other courses, internships abroad	7	1,7
Cooperation with foreign universities	7	1,7
International exhibitions and conferences	7	1,7
Pay attention to scientific news	3	0,7
Make education accessible to everybody including boys	1	0,2
Create condition for teaching staff	2	0,5

Professional selection of applicants	1	0,6
Involve students in Research	4	1,0
Give a traditional upbringing	1	0,2
Increase the number of student clubs and organizations	1	0,2
Increase an access to dual-diploma training programs	1	0,2
Increase the cost of training	2	0,5
Advertise the university	1	0,2
Make repairs in audiences	1	0,2
On behalf of the university, increase the opportunity for girls to participate in various competitions	2	0,4
Provide housing for young skilled professionals	2	0,5
Educate both girls and boys, rename the university accordingly	1	0,2
Issue an encyclopedia about famous graduates	2	0,6
Increase the number of teaching staff with a scientific professional degree (number of professors)	3	0,7
Strict education for girls	2	0,5
Rename the university as a general educational institution	1	0,2
Improve the quality of student-oriented education	1	0,2
Increase the number of grants	1	0,2
Recruit city students	1	0,2
The quality level is high enough	6	1,5
Creation of international educational programs	2	0,5
Promoting information about famous graduates	1	0,2
Increasing the importance of girls' education	2	0,5
Strengthen the Media Marketing	1	0,2
Reduce tuition fees	1	0,2
Upgrade Teacher Status	1	0,2
Introduce new technologies	2	0,5
I find it difficult to answer	5	1,2
No answer	265	65,6
In total	404	100

University interaction with graduates is a form of feedback for the university, which is necessary to improve and modernize the educational process. An important strategy of interaction is the establishment of partnerships between the university and graduates, which are being implemented today through the graduate community.

Respondents were asked to indicate, *what help they could provide to the Kazakh National Women's teacher training University, the answers were different: 28.7% of respondents currently do not have this opportunity, but they will think about it in the future: 18.1% - do not have such an opportunity; 3% - can help university students complete an internship; 7.7% have the opportunity to find graduates a job; 6.9% - can help to complete an internship; 1.2% are ready to provide all possible financial assistance to the university; 1% - can help in finding materials, inviting students to academic mobility, act as the head of research and development students (fig. 53).*

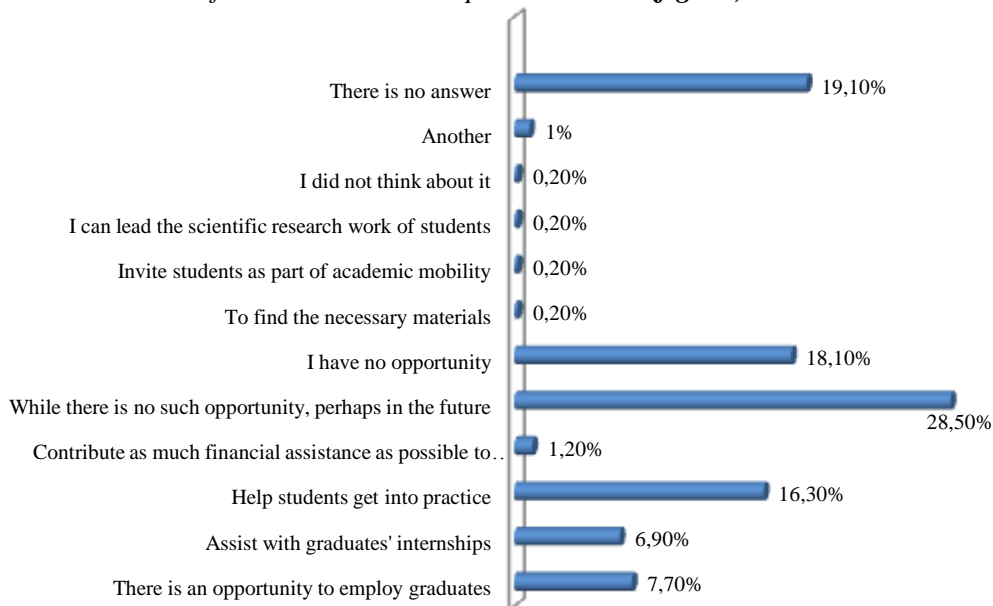


Figure 53. Assistance for Kazakh National Women's teacher training University

Also, to provide postgraduate support to graduates, the question was asked: *"What kind of help the Kazakh National Women's teacher training University could provide to you?"*. Responses included: providing professional development (16.6%), organizing regular meetings of graduates of the **Kazakh National Women's teacher training University** (10.4%), assistance in entering the master's degree program (9.4%), admission to doctoral studies PhD (5%), assistance in the implementation of research work of our students (5.9%), holding summer schools for teachers on the basis of Kazakh National Women's teacher training University or elsewhere (5 %). There was also a request to provide work to yourself or any of the children/grandchildren was (from 2.7% to 1.7%) (fig.54).

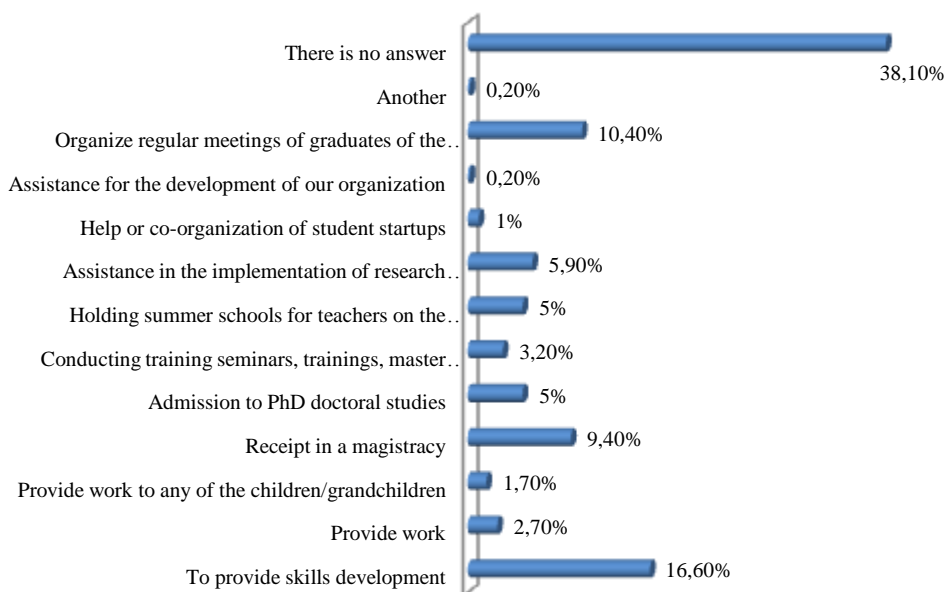


Figure 54. Support from the side of Kazakh National Women's teacher training University for the graduates

Conclusions:

1. The survey showed that improving the quality of study at our university requires first of all improving the qualitative and quantitative potential of the Faculty and Pedagogical Staff;

2. One of the most common proposals is to improve the logistics base. In particular, the need to improve textbooks, increase the number of practical sessions in the curriculum and strengthen the link between theory and practice was identified.

3. Graduates not only take part in events at the educational institution, but also represent the university at various levels as experts and consultants. Graduates are ready to participate as mentors in innovative, entrepreneurial and creative projects of students, can promote employment, conduct joint research and projects.

4. It would be useful to hold educational open dialogues with the Faculty, to carry out information work on procedures for admission to master's and doctoral programs, to hold summer schools for teachers on the basis of the Kazakh National Women's teacher training University or together with partners.

CONCLUSION

Summing up this study, we can distinguish both positive trends and negative aspects related to the activities of a teacher requiring an immediate decision. Teachers have a high level of need for personal achievements, for self-expression and self-realization, for both educational and professional growth.

The study revealed the inverse typological relationship between the age of the teacher and the motivation for continuing pedagogical activity. In other words, teachers of the most active, productive age leave pedagogical activity due to the lack of career prospects. Factors that hinder the realization of the professional mobility of a young teacher at a university are also highlighted. It can be explained by the discrepancy between income and the workload, the need to find external sources of funding for advanced training, higher education in master's and doctoral studies, the low social situation due to low income, lack of normal housing conditions etc. In this regard, the relevance of developing mechanisms for attracting and retaining young teachers becomes obvious.

Based on typological analysis it was found that the choice of the dominant factors of pedagogical activity, in particular "the opportunity to teach and educate," has a positive effect on a factor defined as "prosperous family life," and such a motive for the near future pushing to continue a pedagogical activity formulated as "I will work fruitfully as before".

The analysis showed a direct connection of such a work satisfaction factor defined as "the opportunity to see the results of work" with the authoritarian style of pedagogical activity. It was revealed that teachers, for whom one of the leading motives of professional activity is the possibility of creative self-realization, have a psychological need for pedagogical work. The factor of creative self-realization positively affects the factor defined as "freedom of activity" and negatively affects such accompanying factors of attractiveness of the profession defined as "good relations with the administration" and "friendly team." Moreover, factors impeding the productive professional activities of teachers were

identified. The most important factor was the lack of proper technical support for the educational process, since creative successes are associated with the opportunity to use the achievements of informatization in the education process. In second place is the factor of low wages, and in third place is the factor of "constant deterioration of a student enrolment." This can indicate both dissatisfaction with obstacles to the creative self-realization and productive activities of teachers, and the insufficient level of pedagogical skills.

There are many teachers whose professional activities are complicated by the personal or family issues. A prosperous family environment positively affects the productivity of the teacher's professional activities. Nevertheless, according to the results of the study, more than half (56%) of teachers have never been married or divorced. Based on the results of typological analysis it is indicated that there is a relationship between the authoritarian style of pedagogical activity and the personal or family issues of a teacher.

48% of teachers noted that they will work fruitfully as before; 36% of respondents plan to continue their career growth. But 12% of teachers would like to find work in a specialty with higher salaries and only 4% of teachers admitted that they are seriously thinking about changing their profession.

Occupational health is associated with diseases, predetermined professional risks and the psychophysiological state of the employee, allowing to perform professional functions. The Ministry of Health attributed only "nodular changes in the throat" as professional diseases of teachers, which doctors associate with an increased load on the vocal cords. However, teachers very often have diseases such as fibroma, myoma, thyroid problems. This is especially often observed in teachers who have an extensive work experience, and it is mainly associated with professional burnout.

According to the results of studies of psychosomatic medicine, excessive stress in women (a level exceeding adaptive capabilities) leads to a decrease in the synthesis of female hormones, which are suppressed by an excess of adrenaline entering the blood. A hormonal misbalance increases the predisposition of female teachers to the occurrence of the above-mentioned diseases. Severe emotional

exhaustion leads to diabetes. The results of a medical examination of teachers indicate a frequent excess of blood-sugar, especially among teachers with long-standing work experience.

By researching innovative processes through the attitude of teachers we practically have obtained the same results: teachers like innovations, they are ready to implement innovations, but all of these requires special conditions such as material well-being, moral interest, motivation, advanced training, objectivity in assessing the results of pedagogical work, good working environment and so on. At the same time, teachers evaluate innovations in different ways: as a means of diversity in an organization, as a means of increasing the effectiveness of the process and developing the professional skills of a teacher, as a means of changing the nature of the relationship between education entities, as a means of promoting career growth and etc. It is important that the pedagogical body understands the need for innovation, but it is not yet possible to say about the formation of innovative behavior and innovative consciousness.

Low attractiveness of the teaching profession due to the low working conditions, in particular, low wages and heavy workload remains problematic.

In general, there are important factors that preserve the stability of the family, these include unity, family well-being, and the performance of reproductive activities. As a result of the study, we observe that failure to comply with these factors is considered as the causes of family instability and divorce. In addition to these reasons, there are the problems of material status and the influence of relatives on intra-family relations.

The activity of respondents in social networks is quite high, which is associated with the digitalization of a society, the availability of information resources.

The religious associations and official marriage receives a greater prevalence.

The study showed that a woman and a man have the same powers in solving intra-family problems and sharing responsibilities in the family. Only on some important material values, for example, the purchase of a car, the promotion of the career of a husband or wife, the opinion of a man prevails. A woman can solve issues

related to everyday life, for example, the purchase of food, shoes and clothes for children.

The findings show that gender discrimination in labour relations persists and there is a need to continue information work in this area.

The answers received to the question of the advantages and disadvantages of feminization differ and are both positive and negative, some do not answer the question directly. An analysis of the replies received, as well as the fact that most of the respondents were reluctant to answer this question, indicates that: either they are not familiar with such a concept, or they do not consider it important and therefore miss it. This issue can be further explored.

Since the respondents are mainly either employed in educational institutions or have worked previously, it can be concluded that the proportion of employed men in the teaching profession is still quite small, therefore it is necessary to the attractiveness of teaching professions.

According to the answers, it is clear that the financial factor is presented as one of the main motivators for retaining a teacher in the profession. In addition, increasing the attractiveness of this profession among young people, especially boys, remains important.

When asked about the need to maintain, promote and create special conditions for career development among men and women, it is difficult to make an unequivocal conclusion, since the answers received were shared almost evenly in favor of men and women. Perhaps favorable conditions should be created for both sexes at the same time.

When comparing the data, it can be seen that there is still a stable perception that girls and boys differ in abilities and depending on gender have a predisposition to a particular activity. So, most note that boys are more prone to natural sciences, more prone to technical specialties, girls are more prone to creative professions, more emotional and more neat.

The survey showed that improving the quality of study at the university requires first of all improving the qualitative and quantitative potential of the Faculty.

One of the most common proposals is to improve the physical infrastructure. In particular, the need to improve textbooks, increase the number of practical sessions in the curriculum and strengthen the link between theory and practice.

Graduates can become the basis for organizing student practice, they can help to develop analytical and digital skills of students, to assist in internships; providing job opportunities in a pedagogical specialty, manage the research work of students. It would be useful to hold educational open dialogues with the Faculty, to carry out information work on procedures for admission to master's and doctoral programs, to hold summer schools for teachers on the basis of the Kazakh National Women's teacher training University or together with partners.

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**PROFESSION AND MISSION OF A
TEACHER: SOCIAL PORTRAIT OF
GRADUATES OF KAZAKH NATIONAL
WOMEN'S TEACHER TRAINING
UNIVERSITY**

*(according to the results of a sociological survey of the
Research Institute for Social and Gender Studies at the Kazakh
National Women's teacher training University)*

Group of authors:

S.M. Shakirova, N.N. Khibina, M.M. Dabyldaeva,
B.B. Zhumagazina, J.S. Tleukenova

Басуға 08.06. 2020 ж. қол қойылды. Пішімі 60x84/⁸.
Офсеттік қағаз. Компьютерлік терілім.
Әріп түрі «Times/NewRoman» Riso басылымы.
Шартты баспа табағы 8,25
Таралымы 25 дана.
Тапсырыс № 171

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050000, Алматы, Гоголь көшесі 116 үй +