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## “Upgrade yourself for 10 days” programme as a modernisation stage of the consciousness of Kazakh adolescents

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### Abstract

**Relevance.** The relevance of the research in this article is due to the problem of improving the competitiveness of the younger Kazakh generation, through the revival of their spiritual values based on consciousness modernisation.

**Purpose.** The aim of the article is to develop a model program of consciousness modernisation for personal growth forming moral and value orientations of teenagers, which will contribute to their competitiveness.

**Methodology.** Leading methods for the study of this problem include testing on the development of O. I. Motkov “Psychological culture of personality” and the survey by T. Ehlers “Study of motivation to succeed”, which together allow one to determine the internal drive within the value orientations and criteria of personal aspirations for success in their lives in the performance of any action, or, in general, as the goal determining factor.

**Results.** The article presents the developed model of formation of value internal aspirations in indicative personal characteristics which promote aspiration of the person to reveal the skills and talents based on a set of moral values which allow teenagers to become competitive experts in various areas that represents the programme “Upgrade yourself for 10 days” based on psychological training, as part of giving answers to motivational questions, which allow forming necessary internal completion through the development of their own talents that increase self-confidence and self-esteem.

**Conclusions.** The completion of the training program ensures the successful modernisation of the creation based on the awareness of important and target settings for success with the preservation of the internal moral position in achieving

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success for personal purposes, which in general has an educational function of cultural and successful personality, thus bearing practical significance for the field of the educational and pedagogical sphere.

**Keywords:** psychological training; moral values; success motivation; modernisation of consciousness; pedagogy.

## Introduction

To form a competitive society in Kazakhstan, it is necessary to improve the educational environment of the younger generation. One of the main periods in which the basic inner aspirations, confidence, and disclosure of talents, are established during school education. In the adolescence period, it is very important that children understand and have values to follow in their lives [1; 2]. Thus, along with the learning process of the school curriculum, there is a need to have external support that creates the conditions for their personal growth. It contains the criteria of education based on the necessary characteristics of a cultured person, who in the future will be able to feel confident in a broad social environment, in the personal successful manifestation of a worthy and intelligent person who has fundamental knowledge and skills to achieve high results in his or her life [3]. It should be remembered that the younger generation, pupils, in a few decades will represent Kazakhstan in the environment of a high-cultural society on a global level, each of them in their profession should possess the skills of eloquence, self-presentation, the ability to express and defend their position, to negotiate a successful deal [4]. The foundations for personal future success are laid during adolescence at school, where all methods of communication will be reflected in confidence and self-esteem, followed by potential aspirations for personal talents, which can be in absolutely different areas. Therefore, in the course of their school education, adolescents need to undergo additional training of psychological orientation, which would allow them to form a moral basis of value orientations, based on which they will subsequently build all their activity processes, among which there will be professional criteria as part of maintaining a prosperous side of life in Kazakhstan.

This will further increase this share of welfare at the highly competitive level of the global professional community in various fields, including business [5-7]. It is in adolescence that big dreams of a successful career, opening a personal business, firm, production, and those pupils who have an engineering approach to business begin to develop schemes of future discoveries. After all, any big business starts with an idea, and it is these ideas that emerge in teenagers during the period when they are in school. Therefore, to maintain high aspirations, help develop intelligence, increase self-esteem, creativity, which in the future will allow pupils to realise their successful plans, it is necessary to create conditions of providing psychological and pedagogical support, which would foster a positive attitude towards their possibilities of achieving the planned effective plans. Hence, the formation of the personal growth of pupils will directly depend on the attitude of the pedagogical and administrative staff of the school, which will contribute to the formation of his/her cultural and successful personality [8-10]. However, often only favourable, mutually respectful relations and communication are not enough, since there are also factors of ignorance about the ways in

achieving their own professional goals, which will be in the future in the criteria of highly professional specialists to represent Kazakhstan on the world stage of economy, business, culture, or other areas. Therefore, it is necessary to carry out additional activities that would allow within the framework of the revival and preservation of moral values to strengthen the personal aspirations of young people to achieve great goals, increasing the components of their confidence and inner strength, which together will form psychological tools in the factor of modernisation of their creation in their importance [11-14].

## Materials and Methods

This study was conducted based on the diagnostic testing methods to study the properties and characteristics of personalities studied in the framework of their orientations and aspirations based on internal prerequisites for achieving success in the started business, which will also allow identifying the sides of the respondents' character that will stop him/her on this way. Thus, the test developed by O.I. Motkov “Psychological culture of personality” was used to identify personality traits. The results obtained in the course of testing will allow, with pedagogical clarification, evaluating the strength of psychological aspirations in various criteria, cultural and psychological aspects, including creativity, sociability, activity, motivational, cognitive, and emotional components, and also aesthetic predisposition to the perception of various factors of life. This test includes 18 questions that allow determining the main behavioural prerequisites in the described cultural and psychological directions, which in general will reflect the moral value orientations of the personality of one under study [15].

The second diagnostic test was the T. Ehlers' survey “Study of motivation to succeed”, which allowed identifying the criteria of personality in the factors of striving to implement their own talents, ideas, and opportunities. The survey comprised 41 questions, to which the respondent answered “yes” or “no”; the diagnostic result basically identifies the degree of personal motivation for success in its low, medium, moderately high, and very high criteria, which will also reflect the propensity to risk and perseverance to achieve success and set goals. Analysis of the obtained data is detailed and will collectively reveal a tendency to pursue one's own ideas and goals along with maintaining a moral framework of interaction along the way; also, personal volitional qualities, among which the examinee's desire to improve the well-being of society as a whole will be traced. The data obtained in both tests were computed using ready-made keys which allow the determination of the relevant performance parameters described above for each test. In calculating the overall results of the study, a standard method of mathematical counting and graphical representation of the results was used.

The pedagogical experiment was conducted based on Mandoka Istvan Konyrov Comprehensive School No. 154, Almaty, Republic of Kazakhstan. The diagnostic testing

covered 67 pupils from 4th to 7th grades. The age of respondents varied from 10 to 13 years old. Within the limits of the pedagogical experiment, the selected problem has been studied in three stages. The first stage included theoretical analytical research of different scientific, research, and methodical literature, regarding the considered problem of increasing inner confidence, leading to personal growth, which is a guarantee of future professional achievements, used for further development of the model of personal success increasing with the formation of moral value parameters, that in the aggregate will create an environment to increase the competitiveness of future Kazakh professionals. Hence the current problem, goal, and research methods were defined and the plan of experiment pedagogical work was constructed. In the second stage, the respondents did undergo testing, and based on the data obtained, the main, active part of the work was done, with a further formulation of conclusions. The third stage refined the conclusions and systematised the results.

## Results and Discussion

The results of diagnostic tests based on the detailed semantic refinement and pedagogical observation allowed revealing of parameters reflecting indicators of personal predisposition to self-expression at a successful level in aspects of aspiration to the successful realisation of the talents and opportunities, and also in the factor of following the personal purposes and tasks in confident criteria of personal self-knowledge and perception. Indicative criteria which will be revealed in the given tests will correspond to revealing structural elements which will help to form the model of the revival of spiritual values of moral order with high self-esteem at rising generation, which in the future will make the population of Kazakhstan, and in the factor of education of successful personalities at school education, this will allow forming the prosperous society of region [16]. After all, any pupil now shortly will be a member of society, and it is necessary to bring them up so that their personality was formed in the criteria of a decent and cultural person, a highly qualified specialist, who will compete in the world level in various professional fields [17].

Education now is a priority, and for its realisation, it is necessary to regulate processes of educational and communicative character within the educational process of all pupils, future professionals, and competitive worthy members of a society for them to become such. To complete this task, all teachers need to have a deep understanding of the factor of supporting different foundations, endeavours and talents in pupils as a criterion for the development of their high self-esteem. Based on this task, every teacher should, at any stage of the learning process, provide moral and psychological support to pupils, that will help them in personal manifestations in the factor of realisation of personal effective ideas, which bear meaningful load in the parameters of various elaborations capable of improving any level of life support of society. It is also necessary to recognise creative individuals who are prone to self-criticism and help them to gain confidence in their abilities, create conditions for discovering their talents and help them in their first steps towards public socialisation [18-21].

Initially, the basics of high self-esteem, and belief in one's abilities are given to the child at birth, but given that everyone grows up in different conditions, then with time they have doubts, their sense of confidence sells, they become prone to fears. In fact, even childhood experiences already impose changes on the psycho and emotional spheres in the criteria of experienced stresses, which within the body, are perceived as psychological traumas. These in turn destroy the basis of self-esteem and inner strength and lead to a variety of emotional problems, in which the self-perception of the adolescent is refracted in the emphasis of his or her own significance, which decreases sharply because of the emotional traumas. This tendency prevents adolescents from believing in their talents and strengths, and they begin to cultivate an internal state of self-doubt about all the good that they possess. This tendency based on lowered self-esteem destroys the natural chains of future success, including the fact that the individual does not even want to achieve something, because their previous experience was negative and brought psychological discomfort to them, which can be expressed in varying degrees and also in the future is reflected even in pathological symptoms of emotional background. And even taking into consideration personal talent, when starting a conversation with a given teenager, they will often ridicule the person they are talking to without believing that person. Hence, considering that everyone has experience of previous achievements in their ideas, and talents, they will be reflected in different degrees based on their performance [22]. However, based on these parameters, teachers, other administrative and pedagogical staff of schools have a great responsibility not only to initially support and reveal the talents of pupils, but also to raise their self-esteem in the factor of possible past psychological trauma, where the work and ideas of pupils were not appreciated, and even in their best manifestation were suppressed. This can also be observed based on the possible competitive selection factors, in which in any case there will only be one winner, and the rest, even very talented works, will not receive proper appreciation, which will serve as an indicator of insufficient predisposition for the chosen activity from the perception of the participant, who may possess even an exceptional successful background in its performance.

Also, among relatives or friends who see the personality of a talented teenager differently, as a fulfilment of their life position in the factor of another professional activity or because of many household chores, they deliberately suppress personal manifestations in a talented line of expression that would occupy all the free time of the child [23]. There are many reasons and situations that prevent adolescents from overcoming even the slightest obstacles to attaining a goal and even completing a task because of their own insecurity. This tendency is widespread in today's world and is often already evident in the visual signs of an individual's self-defeating inner strength or talents. Self-destructive behaviours or activities that seek to suppress their desires to live happily ever after are one such criterion. Bad habits, harming one's body, deliberately choosing clothes that will disfigure one's body, suicidal thoughts, all of these are signs of self-destruction on a psychological level, which have varying degrees of manifestation and can only be

observed in those who have experienced psychological trauma in the past.

Thus, work with these adolescents who also have beautiful dreams and ideas, but simply do not believe in the possibility of their realisation, but step-by-step, flexible, and soft at a psychological level at a comfortable pace with constant maintenance at psychological level and correction of behavioural reactions with aspects of corrective work and appearance. After all, it is often the whole work that should start with the correction of the teenager's appearance, in the factors of the image they carry, which will also be reflected in their self-presentation, proceeding from their level of acquiring a self-presentational appearance will help them to regain high self-esteem and confidence in their own abilities [24; 25]. It is important to understand at this stage that a person's success often begins with their clothing and the overall image since the goal of increasing personal activity in the parameters of personal growth that will create a competitive society in the future, begins with appearance. It is known that at any public appearance, business reception, or when signing a contract, first of all, competitors, partners, all participants in the professional process pay attention to the dress code, which reflects the internal dignity of a person, their self-confidence, self-esteem, and also respect to others, which reflects internal value preconditions of attitude to interpersonal interactions [26].

In the process of regaining a high personal self-perception, all manifestations are important, in which the presence of factors of literate and profound knowledge will be of significant importance, allowing to be an erudite person with a developed intellect, and the ability to think with factors of application of critical thinking in the implementation of ideas and tasks and achieving success, which always comes with many paths and situations. When deciding to make the right step in the right direction, it is necessary to carry out a critical analysis of all components on this way, and only based on the moral foundations, which will be the key to forming a favourable component of life in the sphere of realisation of personal ideas and tasks, and talents coming from the fruit, in its practical action on society and its components. Thus, psychological and educational work with the younger generation will allow the formation of a strong and healthy nation, it will have a successful competitive basis in its professional principles, based on the restoration of the foundations of an integral personality with high self-esteem [27].

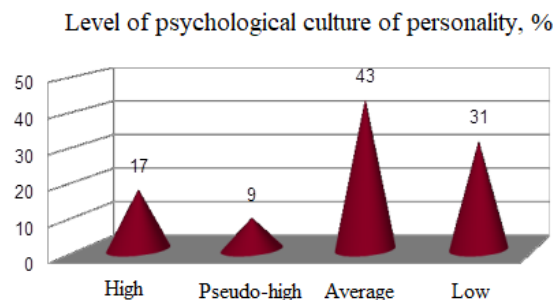
All of the above reflects the need for additional motivation of pupils regarding their successful self-expression, which as part of school education will contribute to introducing to them, with psychological support of the teacher, including the basic value manifestations of motivational components at the level of personal behaviour, both an emotional level and motivational concerning many aspects of life, which will form personal receptive responses in relation to their manifestation in all its parameters. This includes both motivation and behavioural reactions in any of their manifestations, both to oneself and to others, which will subsequently form social adaptation at a satisfactory level of perception and self-actualisation, and in the accents of mass psycho-emotional manifestation in the framework of achieving success and revealing talents. And this amid the

whole younger generation, will also form the level of society and allow to judge the development trends of Kazakhstan society as a whole, increasing the level of well-being of the population in the region [27].

In consideration of this position, the study and strengthening in the factors of increase of favourable components of personal properties, interests, aspirations, hobbies, is particularly important for better and effective construction of educational measures, which are based on the moral qualities of the individual, which will also be formed within them and amid their enhanced personal growth [28]. Considering the above, all the parameters and features identified in this study and analysed separately its results components, which together open the process of forming a model of modernisation of consciousness in the factor of personal growth with moral and value foundations for adolescents in Kazakhstan, who will have successful competitiveness. The result of the considered research is understood as a degree of formation of a model for its further implementation in the practical sphere of pedagogics.

This research work with the created model of the program of modernisation of consciousness, allowing to create conditions for personal growth in teenagers providing their future competitiveness was implemented in the educational process in several stages, which included determining the initial level of personal characteristics and properties reflecting the motivational component and value aspirations based on the data obtained in diagnostic testing. Also, clarifying elements of the experiment and pedagogical observation with a detailed clarification of the necessary in the respondents were carried out. The data obtained were processed using a statistical method of result assessment, and the next stage was the development and implementation of a model, based on the data described above, which provides personal growth in the form of influencing the outlook of adolescents, for subsequent implementation in practical teaching; it was thus possible to determine the level of its importance for the task of providing an educational environment to improve the self-esteem and dignity of pupils, thereby contributing to the discovery of their talents and the formation of their cultural personalities.

Hence, the study covered 67 pupils; the general indices of the personal psychological culture of the majority of respondents (41%) were determined in terms of average degree of expression; only 17% have high values; 27% have low values; pseudo-high was determined in 15% of pupils (Figure 1).



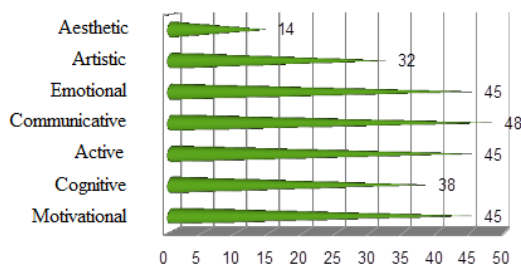
**Figure 1.** Distribution of pupils according to their psychological culture

A detailed analysis of the test revealed characteristics reflecting indicators of self-confidence and internal drive to achieve goals:

- listening carefully to the other without losing the thread of their thoughts – 52%;
- daring to try new things, in new situations – 28%;
- plan their time wisely, taking into consideration the context and their capabilities – 41%;
- regular self-development – 28%;
- find psychological reasons for their moods, their mistakes – 12%;
- remain calm and clear-headed in conflict situations – 28%;
- express negative emotions culturally – 28%;
- create original ideas, unusual images – 57%;
- implement business agreements – 49%;
- express their thoughts clearly and confidently – 57%;
- practically implement their new ideas, create new ways of working – 32%.

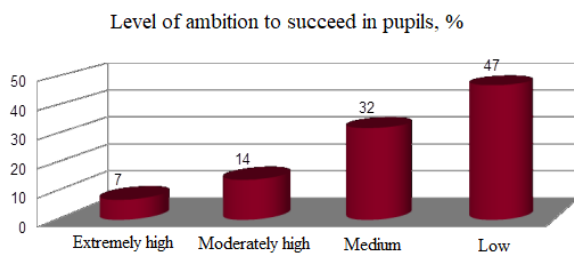
Based on the test data and pedagogical refinement, the prerequisites for personal development within the psychological and cultural criteria were identified, as shown in Figure 2.

Distribution of pupils according to culture criteria levels traits, %



**Figure 2.** Distribution of pupils according to characteristic traits in the cultural criteria parameters

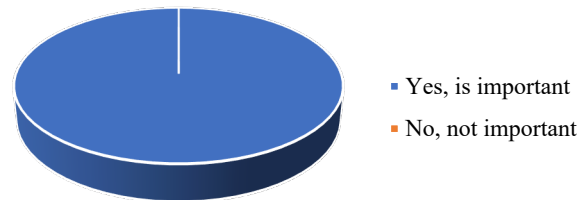
The test results for the degree of intrinsic motivation to achieve success were determined to be within the range of lowering given, which indirectly shows a decline in pupils' self-esteem and their lack of confidence in their own abilities. Thus, the degree of extremely high motivation was identified in only 7% of respondents, moderately high in 14%, medium and low parameters in 32% and 47% respectively. These results are presented in Figure 3.



**Figure 3.** Distribution of pupils according to their personal ambition to succeed

The pedagogical refinement also made it possible to determine whether external moral support was important to the individuals under study to the extent of increasing their confidence in their abilities to help them improve their self-esteem and strive to realise their talents and ideas, which in the absolute majority confirmed the importance of this (Figure 4).

Importance for student of receiving psychological support, %



**Figure 4.** Distribution of pupils according to the importance of receiving external psychological support in discovering their talents

The methodological analysis of the totality of the data obtained has shown that the majority of pupils have low indicators of confidence in their own abilities, which is reflected in the criteria of reduced desire for self-realisation and achieving success in their lives. The data obtained during the study suggest that there is a need to improve psychological and pedagogical support, including during education, which would reveal the talent, and personal giftedness in pupils while they are still studying in school educational institutions [29].

It should be noted that the selected pupils in the age criteria from 10 to 13 years were based on the most sensitive factor characterising this age group of pupils, as this is the period for their active and capacious acquisition of those knowledge, skills, and abilities that are important and necessary in the processes of socialisation, formation of social activity, mastering valuable ideas and priorities, creating images of success and happiness, which will allow them, in general, to become successful in the future [30]. And this self-perception already during the period of growing up and schooling will allow them to feel at the level of high self-esteem and full members of an adult and self-sufficient society. At this age, children and adolescents are very sensitive to the example shown by others, which they copy and therefore it is important to inculcate moral values in them, and further this will be expressed in their adequate striving for independence, which will also strengthen the formation of asserting their inner position, on the level of critical thinking, developing mental activity, which, based on the formation of their cultural personality with valuable moral parameters will create conditions for their harmonious education, maintaining high criteria of their important elements of the internal world [31]. The need to improve the format of education and training at the school level in the area of revitalising moral values among children and adolescents has thus been identified.

The above-mentioned determined the trend and parameters for the implementation of the research conditions in the process of developing a model to ensure

modernisation created in the factor that enhances personal growth of adolescents through the acquisition of moral values, which will allow them to achieve their goals and realise the idea at a competitive level in respectful and cultural personal criteria of self-expression. The parameters have been identified and a model for the modernisation of consciousness has been developed based on the formation of moral values and the discovery of personal potential that is a psychological training programme “Upgrade yourself for 10 days” which, once completed, will motivate children and young people to improve their quality of life in its various forms based on personal growth, which will also provide psychological and pedagogical support to educate the younger generation. The “Upgrade yourself for 10 days” programme consists of motivational exercises that encourage children and young people to learn and apply moral principles in their lives.

“Upgrade yourself for 10 days” programme:

1. Exercise “Choices”. The aim of the exercise: to guide the making of choices based on an analysis of personal abilities.

The trainee lists his/her abilities by answering the trainer's task: and writes down his/her inherent abilities. After listing his/her abilities, he/she then ranks them in three ranks: Rank 1 of significant abilities, those that you value the most and are happy to show them; rank 2 of undeveloped abilities that he/she cannot show to the best of his/her ability. For example, I want to compose a poem, but cannot find beautiful rhymes, or, I want to do a bicycle trick, but cannot keep my balance, etc.; rank 3 of abilities that manifest effortlessly, easily, and automatically.

Then the trainee develops an assessment of his/her abilities by answering the trainer's task: link the occupation, profession, and activity to what he/she would like to do all his/her life. Make a list of desired professions, occupations, and activities. After listing them, pupils should assess them by the following criteria: 1st criterion: safety, which means that your activity should not harm your life and the life of others; 2nd criterion: honesty, which means that your activity should correspond to undisputed facts; 3rd criterion: usefulness, which means that the results of your activity should bring inspiration, knowledge, skills, and experience, e.g., I will be a professional coach, I will teach to move higher, faster, stronger in the team, or I will be a baker, I will prepare the cream, dough from different ingredients, etc., I will be a surgeon, I will use my knowledge of human anatomy and physiology, etc.; 4th criterion: pleasure, i.e. getting pleasure in the process of doing all the steps of the desired activity, no steps that cause displeasure and giving up on them.

After this, the participant concludes: did the exercise help to analyse the abilities, was it possible to rank them and link them to their favourite occupation or profession. Was the aptitude analysis able to make a choice?

2. Exercise “Contribution”. The aim of the exercise: to motivate the manifestation and use of personal resources.

The participant of the training presents the situation, listening to the trainer's attitude, where he imagines that there is only him in the world and there is nothing else: no material resources, parents, friends, home, school, or other, so an individual will be alone in a world that is not familiar

to them, and which will be friendly to them only when they will personally make a positive contribution to it. The training participant then answers the trainer's questions: how to effectively get out of this situation: what kind of contribution should be made? What kind of work is worth doing, and what can be done? Then questions are asked to draw conclusions: What is the value and significance of labour? Why should human labour be respected?

3. Exercise “Source of your light”. Objective: To gain information about the world, its problems and wonders, and to identify your interests.

The trainee talks about the information he or she is interested in, analysing the history of using the internet. In the story, they talk about what is interesting, what they are curious to know, see and try out, and why it is interesting. Other participants in the training answer the question: Who else is interested in what is described in the story, and why? Then, after answering the questions, conclude: Why does the person identify and disseminate all the information about their interests?

4. Exercise “Safety”. Objective: To develop ideas of a morally healthy, psychologically literate, and aware of their rights and obligations, who observe the principles of safety.

Participants act out the situations proposed by the trainer, and a variety of right and wrong actions and behaviour: a stranger gives an errand – to take an unknown object to a nearby house; in a social network, a stranger offers to give a smartphone, and for this, they need the personal address of the participant; for a walk in the street the individual dresses in the most expensive and fashionable, attractive and original way. Everyone pays attention and makes offers of privacy, a walk, an exchange of things, etc.; a well-known person offers to make some money. Then conclusions are drawn, the essence of which is that the principles of safe living should be observed and discussed.

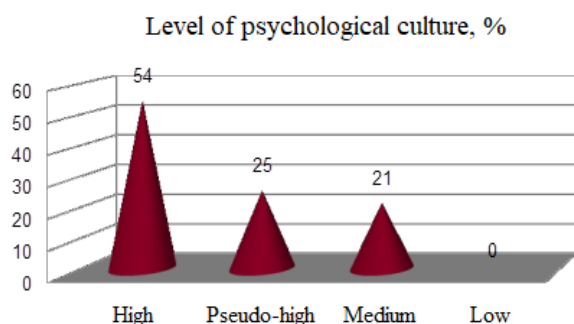
5. Exercise “Family”. Objective: To identify the values of the functions performed in the family and show their importance in personal development.

Participants tell each other about their household tasks and errands. The trainer asks the participants to answer the question: Has doing routine tasks (repeating the same tasks) affected their self-esteem and relationships in the family? And discuss why something positively or negatively affects self-esteem. The trainer then asks the participants to answer the question: why does the family come together to solve problems and crises and find ways of understanding together? Afterwards form a conclusion by answering the questions: What are the values and traditions in your family? Are there any of them – gratuitous help?

6. Exercise “Stop, corruption!”. Objective: to form the principle of positive psychology: material values are achieved by material goods, but spiritual and moral values are achieved by personal development. The trainer invites the participants to take turns interpreting and explaining the statement: confidence, success, trust, and happiness cannot be bought. The trainer then asks the participants to list the rules of morality and personal principles. Afterwards, the trainer invites the participants to list their principles and to answer the question: In what situations can one neglect one's principles? After answering the

previous tasks, a conclusion is formed based on the question: What should be done to avoid neglecting your principles?

The exercises used in the programme “Upgrade yourself for 10 days” meet all the criteria of social and psychological training and carry effective motivational criteria for personal development. Then, at the control stage of the study, the developed model of modernisation of teenagers' consciousness was implemented and a follow-up questionnaire was conducted, which made it possible to determine the dynamics of the values. The parameters of a personal culture of pupils were increased in qualitative criteria, where the majority of the studied (54%) were defined in indicators of a high degree of expression, only 21% had medium values, pseudo-high was defined in 25% of pupils, which is reflected in Figure 5.



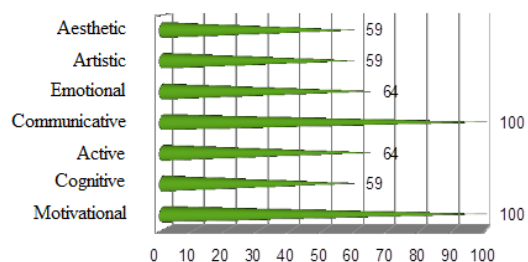
**Figure 5.** Distribution of pupils according to the degree of expression of their psychological culture at the control stage

Re-analysis of the test details revealed that characteristics reflecting personal growth increased in qualitative terms:

- listening carefully to the other without losing the thread of their thoughts – 92%;
- daring to try new things, in new situations – 64%;
- plan their time wisely, taking into consideration the context and their capabilities – 78%;
- regular self-development – 64%;
- find psychological reasons for their moods, their mistakes – 64%;
- remain calm and clear-headed in conflict situations – 78%;
- express negative emotions culturally – 64%;
- create original ideas, unusual images – 97%;
- implement business agreements – 78%;
- express their thoughts clearly and confidently – 78%;
- practically implement their new ideas, create new ways of working – 92%.

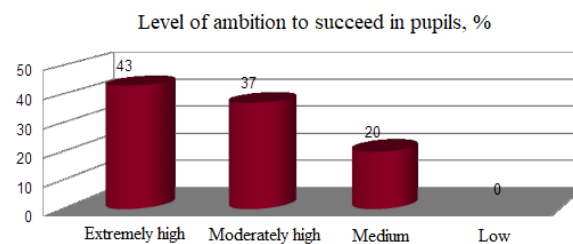
The dynamics of the data from the test analysis and the repeated pedagogical refinement in the area of personal development according to the parameters of the cultural psychological criteria showed the success of the created model, as shown in Figure 6.

Distribution of pupils according to culture criteria levels traits, %



**Figure 6.** Distribution of pupils according to characteristic properties in the cultural criterion parameters at the control stage

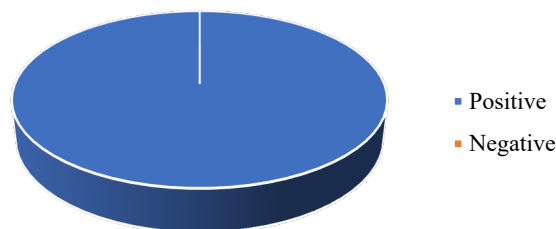
The dynamics of the success aspiration survey indicators were also identified in the improved values, which reflect the degree of increase in intrinsic aspiration for successful self-realisation. The data revealed that 43% of respondents were highly motivated, 37% had a moderately-high level, and 20% were moderately motivated (Figure 7).



**Figure 7.** Distribution of pupils according to their personal ambition to succeed at the control stage

A pedagogical refinement revealed positive attitudes towards going through personal growth training among the pupils, which is demonstrated in Figure 8.

Pupils' attitudes towards “Upgrade yourself for 10 days” programme, %



**Figure 8.** Distribution of pupils according to their attitudes towards going through the consciousness modernisation programme at the control stage

Based on the data obtained, it can be stated that the developed model of consciousness modernisation with the help of the programme “Upgrade yourself for 10 days” successfully and effectively allows to revive and form moral values in children and teenagers on a par with the indicative criteria in discovering their own talents, and in

motivation to achieve success in life. In this study, its correctness was ensured, as the characteristics and data parameters of the diagnostic tests, pedagogical questioning, and the developed parameters of the model of modernisation of consciousness to ensure a competitive society were correctly compared in the study.

The developed model allows the creation of conditions that will draw attention to the main important provisions in life and in the framework of self-expression based on emotional and behavioural reactions to ensure the successful implementation of necessary actions, ideas, talents. This can also be performed from the position of preserving moral and ethical attitudes in relation to many factors of life and other people, and ensure the development of a highly cultured and moral person through the inculcation of moral values such as fostering respect, the ability to be friends and help one another, manifest in the quality performance of any educational and future professional duties. They also enhance analytical and critical thinking, teach observance, build a logical chain of events to formulate correct conclusions, and also patience, politeness, and correct speech, which implies correct constructions of thought. All of the above enables a high level of personal growth in adolescents, which in the future will be reflected in their competitiveness, which raises the standard of living and quality of life in society as a whole [32].

The model of consciousness modernisation with personal growth based on moral values has thus been shown to be effective and can be used in the field of practical education and upbringing.

## Conclusions

To increase the competitiveness of professional staff in various sectors, it is necessary to raise the self-esteem of children and adolescents as early as the period of school education when growing up and to enhance the factors that will promote success based on internal aspirations, which will generally form a cultured and successful personality.

It is also important, as part of raising the emotional background of the pupils' personality, to nurture basic moral principles that will ensure their positive influence on the development of life, quality of life of the population, society, which will reflect their inner desire to improve, based on personal interaction and any activity they undertake. Thus, the developed model for the modernisation of consciousness in adolescents and children, which can be applied in school education as extracurricular activities or with pedagogical support of pupils, can form moral values in the criteria of internal data needs, develop personal characteristics that will enhance personal aspirations for success by disclosing personal needs, goals and talents, allowing them to become competitive professionals in the future. The developed programme implies a training programme “Upgrade yourself for 10 days” consisting of exercises aimed at solving situation tasks, answering questions, analysing various components of the given and subsequent formation of conclusions to be made based on complex analysis of all parameters considered in the exercise. Going through the developed training model contributes to the formation of a cultured and successful personality, and makes it possible to discover inner talents and form important goals and tasks for the adolescents, which will determine their further direction for more in-depth personal development. The developed model can be used as an educational tool and has important practical implications for the field of practical pedagogy.

The materials in this article will be useful for teachers, methodologists, psychologists, and other educators, and can also be applied in the field of practical education to shape the successful personality of adolescents.

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## Conflict of Interest

None.

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## **Програма “Оновити себе за 10 днів” як етап модернізації свідомості казахстанських підлітків**

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### **Анотація**

**Актуальність.** Актуальність дослідження в цій статті обумовлена проблемою підвищення конкурентоспроможності молодого казахстанського покоління через відродження його духовних цінностей на основі модернізації свідомості.

**Мета.** Метою статті є розробка модельної програми модернізації свідомості для особистісного зростання, що формує морально-ціннісні орієнтації підлітків, які сприятимуть їхній конкурентоспроможності.

**Методологія.** Провідними методиками для дослідження цієї проблеми є тестування на розвиток О. І. Моткова “Психологічна культура особистості” та опитувальник Т. Елерса “Дослідження мотивації досягнення успіху”, які в сукупності дозволяють визначити внутрішнє спонукання в межах ціннісних орієнтацій та критеріїв прагнення особистості до життєвого успіху при виконанні будь-якої дії, або, в цілому, як цілевизначальний фактор.

**Результати.** У статті представлено розроблену модель формування ціннісних внутрішніх устремлінь в індикативних особистісних характеристиках, які сприяють прагненню особистості розкрити свої здібності і таланти на основі комплексу моральних цінностей, що дозволяють підліткам стати конкурентоспроможними фахівцями в різних сферах, яка являє собою програму “Оновити себе за 10 днів”, засновану на психологічному тренінгу, в рамках якого даються відповіді на мотиваційні питання, що дозволяють сформувати необхідну внутрішню завершеність через розвиток власних талантів, що підвищують впевненість у собі і самооцінку.

**Висновки.** Проходження тренінгової програми забезпечує успішну модернізацію творення на основі усвідомлення важливих і цільових установок на успіх зі збереженням внутрішньої моральної позиції в досягненні успіху в особистих цілях, що в цілому виконує виховну функцію культурної та успішної особистості, а отже, має практичне значення для освітньо-педагогічної сфери.

**Ключові слова:** психологічний тренінг; моральні цінності; мотивація успіху; модернізація свідомості; педагогіка.