

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ
«Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ» КеАҚ



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ТӘСІЛДЕМЕ: ҒЫЛЫМ ЖӘНЕ ПРАКТИКА»

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«MODERN APPROACHES TO TEACHER TRAINING: SCIENCE AND
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The proceedings of the International Scientific and Practical Forum include the results of relevant scientific and practical research aimed at analyzing the modern scientific and methodological foundations of teacher training, identifying innovative approaches and effective practices in the field of teacher education, as well as promoting international scientific exchange of experience. The materials address issues related to global trends in pedagogical education and science, the use of artificial intelligence and digital technologies in teacher education, as well as international experience and innovative methods of preparing teaching staff for inclusive education. The collection is intended for education professionals, researchers, teachers, and students.

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the demands of the 21st-century world of work. According to UNESCO, preparing students for uncertain futures requires long-term, structured educational strategies [2].

Based on the study's findings and to enhance school-based career guidance, it is recommended to strengthen parent and school partnerships by actively involving parents to support their children's career exploration. Also, it is important to provide personalized support and to ensure all students, particularly those with low to medium involvement, have access to individual and small-group counseling. These sessions should focus on building career management skills, such as self-assessment, goal setting and planning, rather than simply providing prescriptive advice. There is a clear need to strengthen school-based career guidance programs to make them more systematic, interactive, and aligned with contemporary labor market demands, as emphasized in national policy documents [1; 7]. Finally, to develop comprehensive long-term programs that will implement a systematic career guidance curriculum that begins in earlier grades and progresses in complexity, rather than offering one-off events in the 9th grade.

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SELF-REGULATED LEARNING STRATEGIES OF UNIVERSITY STUDENTS: A QUALITATIVE STUDY FROM KAZAKHSTAN

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Аннотация. В статье рассматриваются стратегии саморегулируемого обучения студентов высших учебных заведений. Исследование выполнено в формате качественного разведочного анализа и основано на данных, полученных с помощью открытого опросника среди студентов университетов Казахстана. В работе анализируются такие компоненты саморегуляции, как целеполагание, планирование, самоконтроль, рефлексия и обращение за помощью, а также их соответствие международным моделям саморегулируемого обучения. Результаты показывают, что студенты активно используют поведенческие и организационные стратегии, в то время как метакогнитивные стратегии развиты менее системно и чаще проявляются после получения оценок. Подчеркивается необходимость целенаправленной педагогической поддержки развития саморегуляции в высшем образовании.

Annotation

Self-regulated learning (SRL) is widely recognized as a key predictor of academic success and learner autonomy in higher education. International SRL frameworks emphasize goal setting, planning, self-monitoring, reflection, and help-seeking as core components of effective regulation. However, empirical evidence on how these strategies are enacted in Kazakhstani higher education remains limited. This qualitative exploratory study examines SRL strategies reported by university students in Kazakhstan and compares them with established international models. Data were collected through an open-ended questionnaire administered to 30 students from universities across Kazakhstan representing diverse disciplines. Responses were analyzed using thematic analysis guided by core SRL components. The findings show that students frequently rely on behavioral and organizational strategies (goal setting, planning, time management), while metacognitive strategies - particularly systematic reflection and proactive help-seeking - appear less consistently developed and are often activated only after assessment outcomes. The study supports the overall universality of SRL structures while highlighting context-related differences in the depth and consistency of strategy use. These results point to the need for explicit instructional scaffolding that strengthens reflective practices and strategic help-seeking in higher education.

Ключевые слова: саморегулируемое обучение, высшее образование, стратегии обучения, метакогниция, студенты

Keywords: self-regulated learning, higher education, learning strategies, metacognition, university students

Introduction

Self-regulated learning (SRL) is widely recognized as a central construct in higher education, where students are expected to manage their own cognitive, motivational, and behavioral processes in pursuit of academic goals. In increasingly autonomous and digitally mediated learning environments, SRL is strongly associated with academic achievement, persistence, and learner autonomy. Theoretical models conceptualize SRL as a dynamic and context-dependent process rather than a fixed trait. Zimmerman's cyclical model and Pintrich's framework describe how learners set goals, plan strategies, monitor performance, and reflect on outcomes to regulate subsequent learning.[1; 2] These perspectives highlight the integration of cognition, motivation, and behavior within instructional contexts.

Although SRL has been extensively studied in Western educational systems, empirical evidence from post-Soviet higher education contexts, including Kazakhstan, remains limited. Preliminary observations suggest that while students may demonstrate organizational regulation (e.g., meeting deadlines), higher-order metacognitive processes - such as systematic reflection and proactive help-seeking - may be less consistently developed.

The present study addresses this gap by examining self-regulated learning strategies reported by university students in Kazakhstan and analyzing their alignment with established SRL frameworks. The research is guided by the following question: What self-regulated learning strategies do university students in Kazakhstan report using, and how do these strategies correspond to key components of international SRL models?

Theoretical Background

Self-regulated learning (SRL) has been conceptualized in educational psychology as a multidimensional process integrating cognitive, metacognitive, motivational, and behavioral components. Rather than representing a fixed individual trait, SRL is understood as a dynamic regulatory system that operates across different phases of learning activity.

Zimmerman's social-cognitive model conceptualizes SRL as a cyclical process consisting of three interrelated phases: forethought, performance, and self-reflection. In the forethought phase, learners engage in goal setting and strategic planning, guided by motivational beliefs and self-efficacy.[1] The performance phase involves the implementation of strategies and ongoing self-monitoring, while the self-reflection phase includes evaluation of outcomes and adaptive reactions that influence subsequent learning cycles. This cyclical structure emphasizes the reciprocal relationship between action and evaluation in the development of regulatory competence.

Pintrich's framework similarly defines SRL as a process of planning, monitoring, control, and reflection across cognitive and motivational domains. In addition to regulatory strategies, Pintrich highlights the role of task value, goal orientation, and beliefs about competence, positioning motivation as an integral component of self-regulation. Both models converge in conceptualizing

SRL as context-sensitive and malleable, shaped not only by individual characteristics but also by instructional environments and feedback practices.[2]

Synthesizing key international models, Panadero identifies recurrent components across SRL frameworks, including goal setting, planning, self-monitoring, reflection, and help-seeking.[3] Importantly, empirical research suggests that while behavioral and organizational strategies are frequently observed among university students, higher-order metacognitive processes - particularly systematic reflection and proactive help-seeking - often require explicit pedagogical support to develop fully.[3]

Drawing on these theoretical perspectives, the present study adopts goal setting, planning, self-monitoring, reflection, and help-seeking as central analytical categories for examining self-regulated learning strategies reported by university students in Kazakhstan.

Methodology

This study employed a qualitative exploratory design to examine university students' experiences with self-regulated learning (SRL).

Participants. The sample consisted of 30 students (15 bachelor's, 15 master's; 15 males, 15 females; aged 19–24, $M = 21.1$) from universities across Kazakhstan, representing various regions and disciplines. Participants were recruited through convenience and snowball sampling via student networks and social media. Informed consent was obtained electronically, and responses were anonymized.

Instrument. Data were collected using a 10-item open-ended questionnaire aligned with core SRL components derived from Zimmerman's and Pintrich's models (goal setting, planning, self-monitoring, reflection, help-seeking). Questions prompted brief responses (2–4 sentences) and also addressed feedback use, strategy adjustment, online learning, and SRL awareness. The questionnaire was administered online (Google Forms) in Russian and Kazakh.

Procedure and Analysis. Data were analyzed using thematic analysis following Braun and Clarke (2006): familiarization, coding, theme development, and refinement. Codes were organized around key SRL components. Analysis was conducted manually in Microsoft Excel; 20% of responses were re-coded to enhance reliability. The hybrid inductive–deductive approach allowed identification of emergent themes while maintaining theoretical alignment with established SRL frameworks.

Findings

The thematic analysis of responses from 30 students revealed patterns consistent with Zimmerman's three-phase model of self-regulated learning. Behavioral and organizational strategies were widely reported, whereas metacognitive strategies appeared less consistently developed.

Goal Setting (Forethought Phase). Most participants ($n = 24$, 80%) reported setting academic goals, predominantly performance-oriented (grades, deadlines). Mastery-focused goals were less frequent. In many cases, goals were shaped by external requirements rather than intrinsic learning intentions.

Planning and Time Management. Planning behaviors were common ($n = 26$, 87%). Students described breaking tasks into smaller steps and using planners or digital tools ($n = 18$). However, some responses reflected reactive planning and last-minute preparation, indicating variability in anticipatory regulation.

Self-Monitoring and Strategy Adjustment (Performance Phase). Self-monitoring was reported by 73% ($n = 22$). Students described checking understanding and adjusting strategies when needed. Nevertheless, responses also revealed less adaptive reactions, such as intensified cramming, suggesting differences in regulatory quality.

Reflection and Feedback Use (Self-Reflection Phase). Reflection was reported by 57% ($n = 17$) and was typically triggered by assessment outcomes rather than continuous evaluation. Feedback was used proactively by 12 participants, while others treated it as purely evaluative.

Help-Seeking. Help-seeking was predominantly reactive ($n = 25$, 83%), usually initiated under academic pressure and directed toward peers or online resources rather than instructors.

Online/Blended Learning. Digital formats increased flexibility for some students (n = 16) but contributed to procrastination for others (n = 9), highlighting differences in regulatory autonomy.

Overall, behavioral regulation appears relatively well established, whereas sustained metacognitive engagement remains less systematically developed across the sample.

Comparison and Discussion

The findings of the present study demonstrate a clear structural alignment between Kazakhstani students' reported practices and the core phases of Zimmerman's cyclical model and Pintrich's framework of self-regulated learning.[1;2] Goal setting (80%) and planning behaviors (87%) correspond to the forethought phase, while self-monitoring (73%) reflects regulatory processes occurring during the performance phase. This confirms that the fundamental architecture of SRL appears to be universal and observable beyond Western educational contexts.

However, a closer qualitative examination reveals important differences in the depth and consistency of metacognitive engagement. Reflection (57%) was predominantly post-assessment and episodic rather than ongoing. In Zimmerman's model, the self-reflection phase plays a crucial adaptive function, influencing future goal setting and strategy selection.[1] In the present study, reflection was often triggered by grades rather than internal monitoring processes, suggesting a performance-oriented rather than mastery-oriented regulatory cycle.

Similarly, help-seeking behavior was primarily reactive (83%), initiated under conditions of difficulty or academic pressure. According to Pintrich, adaptive help-seeking constitutes a strategic and proactive component of regulation, reflecting both metacognitive awareness and motivational regulation.[2] The predominance of reactive help-seeking in this sample suggests that students perceive assistance as a remedial mechanism rather than an integral part of strategic learning. These patterns indicate that while behavioral regulation (time management, task completion, deadline adherence) is relatively well established, higher-order metacognitive regulation remains less systematized. This distinction aligns with Panadero's synthesis, which emphasizes that metacognitive components of SRL typically require explicit instructional scaffolding and structured reflection opportunities.[3]

The findings may be partially interpreted through the lens of contextual educational factors. Kazakhstan's higher education system, influenced by exam-oriented traditions and summative assessment culture, may implicitly reinforce performance goals over mastery goals. When academic success is strongly associated with grades, regulatory strategies may become outcome-driven rather than process-driven. This could explain the predominance of post-assessment reflection and reactive help-seeking observed in the data.

Furthermore, the mixed impact of online and blended learning suggests that SRL competence becomes more visible under conditions of autonomy. While students with established planning routines benefited from flexibility, others reported increased procrastination. This supports existing research indicating that digital learning environments amplify both strengths and weaknesses in self-regulatory capacity. Importantly, the study does not suggest a deficit model of Kazakhstani students' regulation. Rather, it highlights a developmental imbalance between behavioral and metacognitive components. The structural presence of all SRL phases confirms theoretical universality, while the variation in strategic depth underscores the context-sensitive nature of SRL development.

From a pedagogical perspective, these findings imply that increasing academic independence alone is insufficient for fostering self-regulated learners. Structured reflection prompts, formative feedback cycles, guided help-seeking training, and explicit SRL instruction may be necessary to support the transition from reactive to proactive regulation.

Conclusion

This study explored self-regulated learning strategies reported by university students in Kazakhstan using a qualitative exploratory approach. The findings indicate that students actively employ behavioral and organizational strategies, such as goal setting, planning, and time management, which align with key components of established international models of self-regulated

learning. At the same time, metacognitive strategies-particularly systematic reflection and proactive help-seeking-appear less consistently developed and are often activated only in response to assessment outcomes.

The results support the conceptualization of self-regulated learning as a universal yet context-sensitive mechanism. Developing students' self-regulatory competence in higher education therefore requires not only increased demands for independent learning, but also intentional pedagogical support, including structured reflection activities, formative feedback, and explicit instruction in strategic help-seeking.

Several limitations should be acknowledged. The study relies on self-reported data and a relatively small qualitative sample, which limits generalizability. Future research may benefit from mixed-method designs, larger samples, and longitudinal approaches to examine the development of self-regulated learning over time.

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SOCIO-CULTURAL DETERMINANTS OF SEXUAL HEALTH LITERACY WITHIN EDUCATIONAL ENVIRONMENTS: EMPIRICAL EVIDENCE

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Annotation. Sexual health literacy is increasingly conceptualized as a socially embedded and culturally mediated competence rather than solely an informational capacity. This study examines how cultural regulation shapes sexual health literacy among individuals with experience studying in universities. Survey data from 87 respondents indicate moderate levels of self-perceived sexual health literacy ($M = 3.69$) and relatively high communicative comfort ($M = 3.97$), while 63.2% acknowledged that cultural or religious norms restrict access to sexual health information. Thematic analysis identified communicative discomfort, religious considerations, traditional norms, linguistic sensitivity and preference for gender-specific formats as key determinants. The findings suggest that sexual health literacy develops within socially negotiated communicative boundaries. The results provide empirical support for culturally adapted pedagogical models within university-related educational environments.

Keywords: *Sexual Health Literacy; Higher Education; Cultural Adaptation; Communicative Competence; Socio-Cultural Context*

Introduction

Health literacy has progressively shifted from a narrowly functional interpretation focused on comprehension of medical information toward a structurally grounded framework that situates knowledge acquisition within institutional environments shaped by normative expectations, communicative hierarchies and culturally mediated understandings of legitimacy [1–3]. Within this expanded conceptualization, sexual health literacy is understood as the capacity to access, critically