

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



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30
EURASIAN NATIONAL
UNIVERSITY



БГПУ
им. М. Акмуллы



РУДН

«ПЕДАГОГИКАЛЫҚ КАДРЛАРДЫ ДАЯРЛАУДАҒЫ ЗАМАНАУИ
ТӘСІЛДЕМЕ: ҒЫЛЫМ ЖӘНЕ ПРАКТИКА»

ХАЛЫҚАРАЛЫҚ ҒЫЛЫМИ-ПРАКТИКАЛЫҚ ФОРУМ

МЕЖДУНАРОДНЫЙ НАУЧНО-ПРАКТИЧЕСКИЙ ФОРУМ

«СОВРЕМЕННЫЕ ПОДХОДЫ В ПОДГОТОВКЕ ПЕДАГОГИЧЕСКИХ
КАДРОВ: НАУКА И ПРАКТИКА»

INTERNATIONAL SCIENTIFIC AND PRACTICAL FORUM
«MODERN APPROACHES TO TEACHER TRAINING: SCIENCE AND
PRACTICE»

МАТЕРИАЛДАРЫ

Астана

26 ақпан 2026 жыл



**ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ
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МАТЕРИАЛДАР ЖИНАҒЫ
26 ақпан, 2026 жыл**

**СБОРНИК МАТЕРИАЛОВ МЕЖДУНАРОДНОГО
НАУЧНО-ПРАКТИЧЕСКОГО ФОРУМА
«СОВРЕМЕННЫЕ ПОДХОДЫ В ПОДГОТОВКЕ ПЕДАГОГИЧЕСКИХ КАДРОВ:
НАУКА И ПРАКТИКА»
26 февраля, 2026 года**

**PROCEEDINGS OF THE INTERNATIONAL SCIENTIFIC-PRACTICAL FORUM
INTERNATIONAL SCIENTIFIC AND PRACTICAL FORUM
«MODERN APPROACHES TO TEACHER TRAINING: SCIENCE AND PRACTICE»
february 26, 2026**

Астана, 26 ақпан 2026 ж.

УДК 37.0
ББК 74.00
П23

Жалпы редакциясын басқарған: Сомжүрек Б.Ж.

Редакция алқасы: Асылбекова М.П., Атемова К.Т., Байсарина С.С., Сламбекова Т.С.,
Махадиева А.К.

П23 Педагогикалық кадрларды даярлаудағы заманауи тәсілдеме: ғылым және практика: халықаралық ғылыми-тәжірибелік форум материалдары. 26 ақпан 2026 ж./ – Астана: Л.Н. Гумилев атындағы ЕҰУ баспасы, 2026. – 1668 бет.

ISBN 978-601-385-193-8

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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.

УДК 37.0
ББК 74.00

ISBN 978-601-385-193-8

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Бұл жинаққа енгізілген материалдарға авторлар жауапты.
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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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UDK: 37.013.43

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

evaluate, interpret and apply sexuality-related information in personal and social decision-making processes. Contemporary scholarship emphasizes that literacy in this domain encompasses cognitive awareness, relational interpretation and communicative positioning in contexts where sexuality remains socially regulated and discursively sensitive [2]. Literacy development therefore emerges through the interaction of informational exposure and culturally structured boundaries of articulation, since the legitimacy of discussing sexuality frequently depends on normative frameworks embedded within social environments.

Empirical research across diverse socio-cultural settings demonstrates that the outcomes of sexuality education are strongly conditioned by the extent to which pedagogical design is embedded within locally intelligible moral and communicative structures. In European educational systems such as the Netherlands, Sweden and the United Kingdom, comprehensive sexuality education has been associated with higher factual accuracy, more stable understanding of consent and reduced persistence of misinformation, effects that have been linked to sustained institutional integration and structured classroom dialogue aligned with community expectations [4]. Educational impact in these contexts reflects systematic mediation rather than mere curricular inclusion.

Research conducted in religiously influenced societies further illustrates that contextual framing significantly shapes learning trajectories. In Iran and Turkey, culturally adapted educational interventions incorporating contextually congruent language and acknowledgment of prevailing religious sensibilities demonstrated measurable improvements in knowledge acquisition, communicative confidence and willingness to participate in structured discussion when compared with standardized informational formats [6]. Similar patterns were identified in Sub-Saharan African contexts, where sexuality education initiatives aligned with locally embedded moral frameworks achieved stronger engagement, improved knowledge retention and higher reported self-efficacy in sexual health decision-making [7]. Across these settings, educational effectiveness was consistently associated with cultural coherence as a structural dimension of pedagogical implementation.

These international findings acquire particular relevance in contexts where sexuality-related discourse remains socially regulated. In Kazakhstan, communication concerning intimacy and reproductive health is situated within family-centered traditions, moral expectations and religious sensibilities that influence acceptable forms of public articulation. National research addressing health literacy emphasizes that interventions in socially sensitive domains require alignment with culturally embedded communication practices to achieve durable impact [8]. Studies examining HIV-related stigma in Kazakhstan demonstrate that anticipated social judgment and moral framing constrain communicative openness despite informational campaigns and institutional prevention efforts [9]. Informational availability alone therefore does not automatically generate discursive agency.

The expansion of digital environments has increased access to sexuality-related information, allowing individuals to engage with sensitive content in relatively privatized spaces that reduce immediate exposure to social evaluation. However, digital acquisition does not necessarily provide structured pedagogical mediation or integration into coherent educational trajectories. When sexual health literacy is not systematically incorporated into university environments, knowledge development may remain fragmented and weakly anchored in formal educational discourse. Educational institutions therefore represent potential sites for culturally legitimate mediation of sexuality-related knowledge.

The present study investigates how cultural norms influence perceived sexual health literacy, communicative comfort and informational sourcing among individuals with experience studying in universities. By integrating quantitative indicators with qualitative thematic analysis, the study provides empirical grounding for the development of a culturally adapted pedagogical model capable of situating evidence-based sexual health knowledge within culturally coherent educational architecture.

Methods

A cross-sectional survey design was employed. Data were collected through an anonymous online questionnaire. Eighty-eight responses were received; one respondent who had not studied in

Table 1. Demographic Characteristics of the Sample (N = 87)

Variable	Category	N	%
Age	18–23	42	48.3
	24–35	29	33.3
	36	15	17.2
	Missing	1	1.1
Gender	Female	68	78.2
	Male	17	19.5
	Other / Not disclosed	2	2.3

a Kazakhstani higher education institution was excluded. The final sample consisted of 87 participants.

The demographic characteristics are presented in Table 1. Participants ranged from 18 to 77 years. Women constituted the majority of respondents.

The questionnaire assessed self-perceived sexual health literacy, communicative comfort in educational contexts, perceived cultural or religious restriction, and primary information sources. An open-ended item captured perceptions of cultural considerations relevant to sexual health education.

Descriptive statistics were calculated. Independent samples t-tests examined gender differences, and Pearson correlation assessed associations between age and perceived literacy. Qualitative responses were analyzed using thematic analysis with frequency-based coding.

Results

Self-perceived sexual health literacy demonstrated a moderate overall level ($M = 3.69$, $SD = 0.91$). Nearly 60% of respondents rated their literacy as high or very high, while approximately one third selected the midpoint. Communicative comfort in educational settings was slightly higher ($M = 3.97$, $SD = 1.02$), with 73.6% reporting high comfort.

At the same time, 63.2% agreed that cultural or religious norms restrict access to sexual health information ($M = 3.86$, $SD = 1.37$). The coexistence of perceived literacy and normative restriction indicates that knowledge is enacted and interpreted within culturally structured communicative boundaries.

Age was not significantly associated with perceived literacy. A small negative correlation was identified ($r = -0.28$, $p = .008$), suggesting marginally higher perceived literacy among younger

Table 2. Gender Differences in Sexual Health Literacy and Communicative Comfort

Variable	Female (M)	Male (M)	t	p
Sexual Health Literacy	3.72	3.58	ns	> .05
Communicative Comfort	4.08	3.47	2.52	.017

participant Gender comparison revealed no statistically significant difference in self-perceived literacy levels between female and male respondents. However, communicative comfort demonstrated

differentiation, with male participants reporting significantly lower comfort in discussing sexuality-related topics in mixed-gender settings, as presented in Table 2. This pattern suggests that perceived knowledge and discursive positioning do not necessarily develop in parallel.

The majority of respondents identified digital platforms, including social media and online forums, as their primary sources of sexual health information, while formal educational environments were mentioned considerably less frequently. Internet search engines were reported by 83.9% of respondents and social media platforms by 46.0%. Institutional actors such as university instructors (2.3%) and family members (3.4%) were rarely identified as primary sources.

Agreement with the necessity of culturally adapted sexual health education was expressed by a substantial majority of respondents. Qualitative thematic analysis of open-ended responses,

Table 3. Thematic Analysis of Cultural Determinants

Theme	N	%
Communicative discomfort	42	48.3
Religious considerations	31	35.6
Traditional norms	28	32.2
Linguistic sensitivity	24	27.6
Preference for gender-specific format	19	21.8

summarized in Table 3, revealed recurrent themes emphasizing contextual sensitivity, communicative safety and the influence of moral expectations on willingness to engage in discussion. Participants articulated concerns regarding social evaluation, perceived absence of structured university-based spaces for guided dialogue and difficulty distinguishing evidence-based knowledge from misinformation circulating in digital environments. A smaller segment of responses referenced gender-related communicative comfort, suggesting that differentiated educational formats might facilitate greater openness in certain contexts.

Integration of quantitative and qualitative findings indicates that although respondents perceive themselves as relatively knowledgeable, sexual health literacy has developed primarily through informal and digitally mediated channels rather than through systematically structured educational processes. Furthermore, communicative comfort appears to be shaped by gender dynamics and culturally regulated expectations, reinforcing the importance of contextual mediation within educational environments.

Discussion

The findings suggest that sexual health literacy in the Kazakhstani context develops within culturally structured communicative boundaries that shape how knowledge is articulated and integrated rather than solely how it is accessed. While respondents report relatively high levels of perceived literacy, the predominance of digitally mediated information sources and the reported absence of structured university-based dialogue indicate that literacy formation has occurred largely outside formal educational mediation. This configuration reflects patterns identified in international scholarship demonstrating that informational expansion without institutional integration often results in fragmented literacy development and uneven communicative competence [3,4]. Educational effectiveness, as demonstrated in culturally responsive European and community-based models, depends upon the degree of cultural coherence embedded within pedagogical implementation rather than the availability of content alone [4–7].

The differentiation observed in communicative comfort across gender lines further supports the interpretation that literacy development is shaped by discursive positioning within socially regulated environments. Although knowledge levels did not differ significantly between male and female respondents, reduced comfort in mixed-gender discussion among male participants suggests

that communicative legitimacy and perceived safety operate as mediating conditions of educational engagement. Comparable dynamics have been documented in culturally adapted sexuality education programs, where structured sensitivity to normative expectations and interactional context increased willingness to participate in dialogue and strengthened integration of knowledge into socially acceptable discourse [6,7].

Qualitative responses deepen this alignment with international evidence by highlighting the perceived absence of culturally coherent educational spaces within universities. Participants articulated the need for guided discussion formats that acknowledge moral expectations and communicative sensitivity while maintaining scientific rigor, a position consistent with findings demonstrating that culturally grounded framing enhances educational acceptance without diminishing evidentiary validity [5,6]. The reported difficulty of evaluating credibility in digital environments further corresponds to research emphasizing that digital access alone does not ensure critical literacy unless supported by structured pedagogical mediation [3].

Taken together, these findings provide empirical support for the development of a culturally adapted pedagogical model that situates evidence-based sexual health knowledge within socially legitimate educational frameworks. Cultural adaptation in this context refers to alignment of pedagogical framing with communicative norms governing sensitive discourse, a strategy that has demonstrated effectiveness in multiple socio-cultural settings [4–7]. By embedding sexual health literacy within culturally coherent institutional structures, educational environments may facilitate discursive agency, enhance communicative comfort and strengthen long-term integration of knowledge within university contexts.

Conclusion

The findings of this study indicate that sexual health literacy in the Kazakhstani context develops within culturally regulated communicative environments where informational access does not automatically translate into structured educational integration. The predominance of digitally mediated knowledge acquisition and the limited institutional mediation observed among respondents underscore the necessity of systematic pedagogical structuring that aligns evidence-based content with culturally coherent communicative frameworks. In this regard, the development and implementation of a culturally adapted pedagogical model represent a logical next step for advancing sexual health literacy within university environments and for transforming dispersed informational exposure into academically grounded and socially legitimate educational practice.

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UDK 37.013.21

ACADEMIC RESILIENCE STUDIES AND FUTURE RESEARCH DIRECTIONS

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Abstract. This article explores how academic resilience shapes successful learning outcomes among high school students in Kazakhstan. We examine its influence on national testing preparation, mental well-being, and emotional burnout prevention. Drawing on international and Kazakhstani research, we demonstrate the connection between academic resilience and achievement, compare experimental findings across contexts, identify overlooked research areas, and suggest practical pathways for fostering resilience in school settings.

Keywords: academic resilience, high school students, mental health, motivation.

The final years of high school in Kazakhstan—grades 10 and 11—stand out as the most demanding period in a student's educational journey. During these two critical years, teenagers face an overwhelming combination of pressures: intensive preparation for the Unified National Testing, advanced coursework in specialized subjects, life-altering decisions about careers and universities, plus the weight of expectations from family, teachers, and the broader community. This convergence of stressors often triggers chronic anxiety, diminished motivation, and early signs of emotional burnout [1; 2; 3].

Academic resilience—the capacity to bounce back from setbacks while maintaining motivation—appears to be a crucial factor that makes the difference between students who thrive under this pressure and those who struggle. For Kazakhstani students, developing this quality isn't just beneficial; it's essential for protecting mental health while building competencies that will serve them throughout university and their professional lives. The issue takes on added urgency when we consider ongoing educational reforms, the rapid digitalization of learning, stark regional disparities in resource availability, and persistent social inequalities [4; 5; 6].

This article aims to unpack how academic resilience actually works in practice. By analyzing both international scholarship and local Kazakhstani studies, we compare experimental findings, highlight what current research misses, and offer concrete recommendations for nurturing resilience in school environments.

Researchers define academic resilience as a student's ability to handle academic challenges effectively, recover quickly from disappointments, and stay focused and motivated even when facing prolonged stress and heavy workloads [7; 3; 8]. Kazakhstani research demonstrates that students with well-developed resilience score higher on national tests even when starting from disadvantaged positions—whether that means low family income, living in remote areas, or having limited access to tutors [9; 6]. Resilience seems to amplify what psychologists call a “growth mindset,” enabling teenagers from vulnerable backgrounds to match or even surpass their more privileged peers [9; 10; 11].

The conceptual groundwork for understanding academic resilience was laid by Borman and Overman in 2004. They introduced the idea of “better than expected” educational outcomes, positioning resilience as a protective shield against adversity [8]. Building on this foundation, Martin and Marsh spent nearly a decade developing a comprehensive model that links resilience with self-efficacy and what they call “academic buoyancy”—essentially, the everyday ability to handle minor setbacks without losing momentum [12; 13]. Their research revealed something important: self-efficacy strongly predicts resilience (correlations ranging from 0.45 to 0.58), which then predicts actual academic achievement.