

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



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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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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.

Cassidy's work with British university students confirmed this pattern, finding that self-efficacy not only builds resilience ($r=0.51$) but also helps students adapt more successfully to university life [14]. Fullerton and colleagues broadened our understanding further by identifying a whole constellation of personal resources that feed into resilience: self-esteem, mental toughness, optimism, sense of purpose, and adaptability [15].

Recent studies have shed light on the mechanisms through which resilience actually operates. A study in *Frontiers in Psychology* found that teacher support acts as a critical bridge between resilience and performance—students with both high resilience and strong teacher support performed 20-25% better than their peers [16]. Another study revealed that resilience serves as an intermediary between educational resources (like autonomy, feedback, and support) and both student engagement ($\beta=0.38$) and well-being ($\beta=0.42$) [17]. A third study connected resilience to something more existential: it appears to link meaning in life with subjective well-being [18].

A comprehensive systematic review pulled together the key protective factors that can be deliberately cultivated: self-efficacy, support from teachers and peers, sense of purpose, optimism, and adaptability [19]. Meanwhile, a review of measurement approaches across 47 studies showed that most assessment tools now combine risk and protective factors for a more complete picture [11].

Turning to research within Kazakhstan, Baizhumanova and colleagues conducted a cross-cultural study comparing Kazakhstani and Turkish students. They found that resilience substantially reduces depression and anxiety—by 25-30%—even when academic stress remains high [7]. Importantly, the authors noted that stress surrounding national testing gets amplified by cultural expectations around success, making resilience particularly valuable in this context.

Studies at NIS Taraz spanning multiple years uncovered inverse relationships between resilience and both neuroticism and burnout ($r=0.45$), with teacher support cutting burnout rates by 20% [13]. However, there's a catch: because these studies focused on elite schools, we can't assume the findings apply equally to mainstream schools [20; 13].

Smanova's analysis of PISA data—covering more than 10,000 students—demonstrated that resilience amplifies growth mindset effects, boosting STEM performance by 15-20% among socially vulnerable students [9]. A study across three Kazakhstani universities highlighted widespread stress and an urgent need for stress management programming [21]. Research on gender differences revealed that girls show 10-15% higher resilience levels, with a notably strong correlation to achievement ($r=0.62$) [22; 23].

When we step back and look at patterns across more than 30 studies, several clear themes emerge:

First, resilience consistently predicts achievement, with correlations ranging from 0.40 to 0.70 [22; 13; 16]. Second, resilience functions as a connecting mechanism between learning resources and both engagement and well-being [17; 18]. Third, the most crucial protective factors appear to be self-efficacy, support from teachers and peers, sense of purpose, and optimism [15; 19]. Fourth, while stress undermines performance, resilience cushions against its worst effects [24]. Fifth, there's a persistent gender gap, with young women generally showing higher resilience [22; 23].

Western and Kazakhstani research differ in their approaches. Western studies typically employ large samples, sophisticated statistical modeling, and longitudinal designs, focusing on theoretical mechanisms. Kazakhstani research tends toward smaller samples, correlation-based analyses, and a strong focus on national testing contexts, often concentrating on elite and urban schools.

Looking more closely at specific studies reveals both convergence and divergence. Martin and Marsh's work with samples of 500-1000+ students used structural equation modeling to show that self-efficacy predicts resilience, which predicts achievement ($\beta=0.35-0.42$) [12; 13; 10]. Cassidy's study ($n=568$) reinforced the self-efficacy-resilience link ($r=0.51$) and its connection to university adjustment [14]. A study ($n=650$) demonstrated how teacher support amplifies resilience effects by 20-25% [16].

Within Kazakhstan, Baizhumanova's team (n=150) showed anxiety and depression dropping 25-30% among highly resilient students [7]. The NIS Taraz studies (n=500) found resilience correlating with motivation (r=0.45) and teacher support reducing burnout by 20%—though again, only in elite school settings [20; 13]. Smanova's large-scale work (>10,000 students) revealed growth mindset effects amplified by 15-20% in vulnerable populations [9]. A STEM-focused study (n=300) found resilience-success correlations of r=0.55, while noting how unevenly project-based learning has been implemented across schools [25].

Despite these valuable contributions, significant gaps remain in the current body of research. Perhaps most notably, culturally-specific factors receive insufficient attention—things like multilingualism (the interplay of Kazakh and Russian), collectivist values, family expectations, and ethnic identity, all of which likely shape how resilience develops and functions [7; 9; 23]. Western models can't simply be imported wholesale; they need thoughtful adaptation to Kazakhstani cultural realities.

Rural and remote regions remain virtually unstudied territory. These areas face limited access to psychological support, tutors, and digital resources, with regional disparities potentially deepening inequality rather than narrowing it [20; 5; 6]. Meanwhile, current research gravitates toward urban and elite schools, leaving mainstream schools underexplored.

The digital transformation of education—dramatically accelerated by COVID-19—and its impact on resilience development remains poorly understood [26; 21]. We urgently need research on how online learning environments affect students' capacity to develop and maintain resilience.

Other areas crying out for attention include: how well interventions actually work in typical schools (not just elite ones); how teaching styles might influence gender differences in resilience; what long-term effects resilience has on university success and career trajectories; and whether resilience indicators should be built into national standards and monitoring systems [20; 13; 25]. There's also the practical matter of validating Western measurement instruments for Kazakhstani populations—we can't assume they work the same way across cultures [19; 11; 23].

National data paint a concerning picture: a substantial portion of 15-17 year-olds experience elevated anxiety and emotional exhaustion tied directly to academic demands [1; 2; 24]. Academic resilience offers genuine protection here—it reduces neuroticism, prevents burnout, and helps teenagers manage both academic and personal challenges [7; 3; 13]. The protective effects become even stronger when students receive consistent support from teachers and school psychologists; studies show resilience can cut negative stress impacts by 25% [7; 26].

Schools can build resilience through several evidence-based approaches that show promise. Building self-efficacy through gradually increasing task difficulty and providing positive, specific feedback helps students overcome their fear of failure on high-stakes tests [9; 10; 19]. Teaching self-regulation and time management through weekly sessions—customized to preparation schedules—gives students concrete tools [3; 13; 17].

Creating genuinely supportive environments means more than posters on walls. It involves regular homeroom discussions about emotions and coping strategies, plus structured group work with school psychologists [7; 2; 16; 23]. Cultivating a growth mindset works best when woven into daily instruction—through real examples of successful Kazakhstani professionals who faced setbacks, and by treating mistakes as learning opportunities rather than failures [9; 10; 11]. Collaborative projects where students help each other prepare for tests build social support networks that reduce the isolation many students feel [13; 19; 25].

Online platforms like Bilimal offer another avenue, letting students develop resilience through self-directed problem-solving [4; 26]. For underserved rural areas, mobile psychological services and online stress management seminars could help level the playing field [5; 21].

Current state policy already emphasizes psychological support and “soft skills” development, including resilience [20; 4; 5]. National programs incorporate stress management seminars that could easily integrate resilience-building components [3]. The challenge lies in implementation—adapting international best practices while remaining culturally appropriate and contextually relevant [19; 23].

For Kazakhstani high school students, academic resilience isn't a luxury—it's a necessity. It's what enables teenagers to navigate the grueling national testing preparation period without sacrificing their mental health, while simultaneously building capabilities they'll need for university and beyond. This conclusion finds support in both international scholarship [8; 12; 13; 10; 14; 15; 16; 17; 18; 19] and local Kazakhstani studies [7; 9; 13; 21; 24].

Making resilience development a priority for teachers, school psychologists, subject teachers, and parents isn't just good practice—it's essential. Self-regulation training, support programs, mentoring systems, and genuinely supportive school environments can boost not only academic outcomes but overall student well-being. The path forward involves thoughtfully integrating proven international approaches with adaptations that respect Kazakhstani realities and cultural contexts. Future research needs to prioritize intervention studies in typical schools (not just elite ones), track resilience development over time, and employ culturally-sensitive measurement approaches that can actually guide effective policy decisions.

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TEACHING ENGLISH THROUGH GAMIFICATION: A PEDAGOGICAL EXPERIMENT AND EXPECTED CHANGES IN STUDENTS' ACADEMIC MOTIVATION

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Abstract. The article examines the potential of gamification as a means of organizing pedagogical feedback in English language instruction at the lower secondary school level. The relevance of the study is determined by the decline in the stability of academic motivation during early adolescence and the limited effectiveness of traditional methods of stimulating learning activity. The purpose of the study is to describe the organization of a pedagogical experiment introducing gamified support into English lessons and to determine the expected changes in students' academic motivation. The research follows a quasi-experimental design with nonequivalent groups. Questionnaire survey and systematic pedagogical observation were used, based on the principle of methodological triangulation. In the experimental group, gamification elements were integrated into regular lessons without changes to the curriculum content or learning outcome requirements. It is expected that systematic recording of participation, effort, and individual progress will increase learning activity, reduce avoidance of responses, and strengthen cognitive motives. The practical significance of the study lies in the possibility of implementing the proposed model in ordinary school settings without modifying the educational program.

Аннотация. Статья посвящена исследованию возможностей геймификации как средства организации педагогической обратной связи в обучении английскому языку учащихся основной школы. Актуальность работы обусловлена снижением устойчивости учебной мотивации в раннем подростковом возрасте и ограниченной эффективностью традиционных способов стимулирования учебной активности. Цель исследования — описать организацию педагогического эксперимента по внедрению геймифицированного сопровождения уроков английского языка и определить ожидаемые изменения учебной мотивации учащихся. Исследование выполнено в логике квазиэксперимента с неэквивалентными группами. Используются методы анкетирования и систематического педагогического наблюдения, реализованные на основе принципа методической триангуляции. В экспериментальной группе элементы геймификации интегрированы в структуру обычных уроков без изменения содержания обучения и требований к результатам. Предполагается, что систематическая фиксация участия, усилия и индивидуального продвижения будет способствовать росту учебной активности, снижению избегания ответов и усилению познавательных мотивов. Практическая