ABSTRACT

of the dissertation by **Zhomartov Aidos Korabayevich**
on the topic "Socio-pedagogical foundations for the development of anti-terrorist consciousness among students" submitted for the degree of Doctor of Philosophy (PhD) in educational program "8D01801 – Social Pedagogy and Self-Knowledge"

General characteristics of the work. The dissertation research is devoted to the socio-pedagogical analysis of approaches to the development of anti-terrorist consciousness of students in the educational environment of the university. The problems of preventing extremism and terrorism among youth and students are caused by the complex impact of negative social and psychological factors on a socially immature person, which are enhanced by the age-specific social development of the individual: the desire to communicate with the influence of the group; the tendency to self-affirmation, leading to risky behavior; the desire for independence and separation from family (school, university); the desire for adults to overcome addiction; exposure to manipulative influence and uncritical perception of negative information; the growth of social activity of the individual, accompanied by the emergence of a crisis in the formation of spiritual and moral consciousness, values, ideals, views, worldview, civic positions of the individual.

The relevance of the dissertation research is related to the fact that modern challenges require not only an analysis of the terrorist phenomena themselves, but also an understanding of how attitudes towards them are formed in society and among people, what factors influence the perception of threats and how resistance to them can be developed from an early age.

The scientific and practical experience of Kazakhstan confirms that the modern terrorism prevention system is not only a response strategy, but also a preventive threat. In this context, the development of anti-terrorist awareness is an important element of national security. Critical thinking, the priority of "soft skills", the development of specific programs and systematic prevention are recognized as priorities in reducing the risks of attracting young people to terrorist groups.

The results of the analysis of the problem of the development of anti-terrorist consciousness among students revealed the following contradictions:

between the low level of theoretical, methodological and empirical research on the problem of the development of anti-terrorist consciousness among students as a factor in countering the involvement of youth in terrorist groups and their high demand in the socio-pedagogical practice of universities;

between the abundance of empirical data on countering terrorism and the lack of works studying the socio-pedagogical features of anti-terrorist consciousness among students (structural, substantive and procedural characteristics of cognitive, emotional and behavioral components);

between the demand of socio-pedagogical practice for modern technologies to counter the involvement of youth in terrorist groups and the regulation of

behavior and the lack of comprehensive socio-pedagogical technologies for the development of anti-terrorist consciousness among young people.

The identified contradictions led to the formulation of a **scientific research problem**, which is to find answers to the following questions: How can the development of a culture of human rights, critical thinking, and social responsibility be integrated into the terrorism prevention system? What methodological tools should be developed to form students' understanding of the value of human life and human rights; develop safe and responsible behavior skills; foster tolerance and rejection of violence as a way to resolve conflicts?

The purpose of the dissertation research: theoretical substantiation and experimental testing of the socio-pedagogical model and program for the development of anti-terrorist consciousness among students in the educational and educational process of the university.

The object of research: the system of educational and educational activities of universities.

The subject of the research is the socio-pedagogical content, methods and mechanisms of the development of anti-terrorist consciousness among university students.

Objectives of the dissertation research:

1. conducting a theoretical and methodological analysis of socio-pedagogical research on the development of anti-terrorist consciousness among students and clarifying the categorical research apparatus;
2. generalization of the socio-pedagogical characteristics of youth that determine the features of the development of anti-terrorist consciousness among students and identification of its structural and substantive components;
3. development of a strategy for designing the process of developing anti-terrorist consciousness among students;
4. constructing a socio-pedagogical model for the development of anti-terrorist consciousness among students;
5. preparation of diagnostic tools that determine the levels of development of anti-terrorist consciousness among students, testing of a socio-pedagogical model and program;
6. identification of the dynamics of differences in the peculiarities of the levels of development of anti-terrorist consciousness among students before and after the introduction of a socio-pedagogical model and an experimental program for their development.

The scientific novelty of the dissertation research is as follows:

The definition of the concept "development of anti-terrorist consciousness among students" is given. When defining this concept, we relied on theoretical concepts in philosophy and psychology, which allowed us to take as a basis the following characteristics of consciousness: activity, intentionality, reflexivity and reliance on life experience. The following components of anti-terrorist consciousness have been identified: knowledge of the essence and consequences of terrorism, motives for adopting norms of nonviolence, readiness for legal and civic engagement, analysis and assessment of various impacts. We also analyzed the

main theories of personality development and models of radicalization. The student age is one of the vulnerable ones, since it is during this period that destructive tendencies in self-knowledge can arise. In this regard, we have identified methodological approaches to the development of anti-terrorist consciousness: axiological, systemic, activity-based, resource-environmental, and identified the following principles: consistency, dialogic or partnership, reflexivity, and purposefulness.

At the theoretical and empirical levels, the socio-pedagogical and psychological features of the anti-terrorist consciousness among students are determined. The development of students' anti-terrorist consciousness should be focused on comprehensive monitoring, taking into account indicators of destructive impact (changing rhetoric, using specific accessories, behavioral changes, etc.), and teaching students to recognize methods of engaging in destructiveness (methods of "minor concessions" and "mistakes" to create feelings of guilt). The peculiarity of the obtained result lies in the fact that we have identified significant features that explain the psychological mechanism of the development of anti-terrorist consciousness and allow us to individualize social and pedagogical work: aggressiveness, attitude to others or their perception, independence of judgment, propensity to risky behavior, the search for effects and the desire for quick rewards.

A socio-pedagogical model and an experimental program for the development of anti-terrorist consciousness among students have been developed, based on effective socio-psychological technologies: persuasive technology, group discussion, psychological training, game modeling and case technology. The implemented program for the development of anti-terrorist consciousness among students included the creation of a matrix of anti-terrorist education with a description of the potential of socio-humanitarian and pedagogical disciplines, the preparation of a methodological guide for curators, the compilation of the content and materials of the course for students "I, you, we are against terrorism."

An author's questionnaire on the study of religious prejudice and understanding of terrorist threats has been developed, diagnostic tools for measuring criteria for the development of anti-terrorist consciousness among students are presented. Tests and quizzes, quizzes were proposed to measure cognitive criteria, and a questionnaire, situational cases, a self-assessment questionnaire, and psychological techniques were proposed to determine changes in value-motivational, critical-analytical, activity-behavioral criteria.

The dynamics of differences in the peculiarities of the manifestation of the levels of development of anti-terrorist consciousness among students of the control and experimental groups after the formative experiment is determined. The effectiveness of the developed model and an experimental program for the development of anti-terrorist consciousness among students has been experimentally proven.

Methodological and theoretical basis of the research: the potential of axiological, systemic, environmental, cognitive-activity approaches to the development of anti-terrorist consciousness among students; the theory of turning

to the inner world, taking into account individual resource components of the student's personality; activation of the process of self-development and self-education of personality; an integrated and systematic approach to designing the content and technologies of terrorism prevention among students; the technology of persuasive influence and conceptual provisions on the peculiarities of the influence of psychotechnologies on the individual psyche, etc.

Research sources: legislative and regulatory documents in the field of countering terrorism and extremism, in the field of higher education; philosophical, sociological, psychological and pedagogical literature; educational documentation, educational plans of universities, programs of disciplines of social and humanitarian content; scientific articles and publications in the university's electronic library, Google Scholar and materials scientific and practical conferences and forums; teaching activities at the university.

Research methods: socio-legal analysis, study of current scientific research and statistics, theoretical analysis of philosophical, sociological, psychological and pedagogical literature on the problem under study; systematic and comparative analysis; systematization and interpretation of the data obtained, theoretical modeling. The following empirical methods were used: the method of unfinished sentences, an express survey, a focus group study, a questionnaire, a pedagogical experiment, and methods of statistical data processing. SPSS computer programs were used, as well as analysis, comparison, generalization, and interpretation of the data obtained. To reflect the psychological characteristics that affect the effectiveness of the process of developing students' anti-terrorist consciousness and expanding their interpretative capabilities according to criteria, the scale of acceptance of others (V.Feia) and the scale of hostility (V. Cook-D.Medley), the "Q-sorting" method of group behavior trends, Zuckerman's thrill-seeking method.

The empirical base of the study includes: The results of a focus group study with students of 1-2 courses (4 groups of 12 people each); The results of a survey of students at two stages of the study (N-808= 277+531); The results of the unfinished sentences method (N-114 respondents); The dynamics of the formative experiment (50 students in the control and experimental groups).

The theoretical significance of the research lies in the development of a section of social pedagogy and the addition of a methodology in the field of education and socialization with a theoretical definition of the concept of "development of anti-terrorist consciousness"; the expansion of theoretical and methodological ideas about the factors and mechanisms of development of anti-terrorist consciousness.; deepening ideas about the peculiarities of the educational process in universities at the private scientific and didactic levels through the development of a socio-pedagogical model for the development of anti-terrorist consciousness among students, describing methods and techniques for its development at the stages of actualization, information, training, motivation and control.

Practical significance of the research. The results obtained can be included in educational programs of higher education within the framework of training courses on social pedagogy, technologies of social work in the youth environment,

law and social psychology, as well as in program material for the training of student teachers. The psychodiagnostic tools presented in order to identify the socio-psychological features of the development of anti-terrorist consciousness among students make it possible to timely identify intolerance, risk-taking, hostility, difficulties in perceiving others that affect the consciousness of young people, and implement a socio-pedagogical model. The content and materials of the course "I, you, we are against terrorism" can be used in the training of educational psychologists and social educators working with young people on countering the involvement of young people in terrorist groups.

Approbation of the Research Results. The main findings and provisions of the dissertation were presented at international scientific and practical conferences held in Kazakhstan, the Czech Republic, and the People's Republic of China. Articles on the topic of the dissertation have been published in journals recommended by the Committee for Quality Assurance in Science and Higher Education (CQASHE)**,** as well as in an international journal indexed in the Scopus database.

Structure and Scope of the Dissertation. The structure of the dissertation was determined in accordance with the logic of the research arising from its stated aim and principal objectives. The dissertation consists of an introduction, three chapters, a conclusion, a list of references, and appendices**.**