ABSTRACT
of the thesis of Kindikbayeva Kamshat on the topic
«The identity and unity: priorities of state youth policy»
submitted for the degree of Doctor of Philosophy (PhD) in the Specialty
«6D020100 – Philosophy»

The dissertation research is devoted to a comprehensive socio-philosophical analysis of the problems of identity and unity in the context of the implementation of state youth policy in the Republic of Kazakhstan. The relevance of the chosen topic is determined by the fact that under conditions of post-Soviet transformation, polyethnicity, and the increasing influence of globalization and digital processes, the formation of a stable national and civic identity of youth becomes a key factor of social stability and the strategic development of the state.

In the study, identity is considered as a complex, multidimensional, and dynamic phenomenon formed throughout an individual's life under the influence of both individual and social factors. The author proceeds from the premise that identity includes individual and social levels, each of which performs its own function in the process of personal self-determination and inclusion in social communities. Special attention is paid to social and national identity as the foundations of solidarity and social unity.

The theoretical and methodological basis of the research consists of interdisciplinary approaches developed in philosophy, psychology, sociology, political science, ethnology, and cultural studies. The dissertation employs psychological, sociological, and philosophical approaches to the analysis of identity, which makes it possible to consider this phenomenon holistically, taking into account its biopsychological, socio-cultural, and value-semantic dimensions.

The methodological toolkit of the research includes structural-functional and socio-cultural approaches, the generational analysis method, the axiological approach, as well as methods of philosophical analysis, synthesis, and scientific generalization. To obtain empirical data, the dissertation employs qualitative research methods, including in-depth interviews and focus groups aimed at identifying value orientations, behavioral models, and youth perceptions of issues related to identity, patriotism, and social unity. Elements of SWOT analysis and comparative analysis were also applied, which made it possible to identify both internal and external factors influencing the formation of identity.

The dissertation research demonstrates that the formation of national identity in the Republic of Kazakhstan takes place under conditions of polyethnicity, historical continuity, and the legacy of Soviet national policy. The author emphasizes that Kazakhstan's long period within the Soviet Union had a significant impact on the national mentality and identification attitudes of the population, which necessitates a rethinking of previous models of identity in the context of an independent state.

Special attention in the dissertation is paid to the analysis of national mentality as an important factor in the formation of identity. Mentality is considered as an interdisciplinary category that includes historical experience, cultural codes, value orientations, and features of collective consciousness. The dissertation provides a

comparative analysis of the mentalities of the Republic of Kazakhstan, the Republic of Korea, the People's Republic of China, and the Democratic People's Republic of Korea, where the main criterion of comparison is the influence of state policy and ideological factors, including the Marxist model of identity formation. This analysis makes it possible to identify universal and specific mechanisms of national identity formation in different socio-cultural conditions.

The study substantiates the position that unity is an essential condition for the sustainable development of society and the progress of the state. Unity is interpreted not as the leveling of ethnic and cultural diversity, but as an integrative process based on the recognition of differences and the formation of a shared system of values and symbols. In this context, a special role is assigned to language, state symbols, historical memory, and institutions of state power as elements of the symbolic construction of national identity.

The dissertation research substantiates the special role of the education system as a key institution in the formation of national and civic identity among youth. The author proceeds from the premise that the educational space functions not only as a channel for the transmission of knowledge, but also as the most important environment for value-based socialization, the formation of patriotic attitudes, civic responsibility, and a sense of belonging to the national community. It is within the education system that the foundations of personal identification orientations are laid and attitudes toward history, culture, language, and state symbols are formed.

The study demonstrates that the implementation of educational and upbringing objectives within the educational process has a direct impact on strengthening social unity and the development of a new form of patriotism. The materials and conclusions of the dissertation confirm that education possesses significant potential in the formation of national identity, provided that it is substantively enriched and oriented toward contemporary social challenges. Particular importance is attached to the role of the Kazakh language as the spiritual core of society and an ethnocultural symbol of national identity, as well as to the principle of multilingualism as a factor in the consolidation of a polyethnic society.

The author emphasizes that educational institutions, including higher education institutions, function as spaces for the integration of various ethnic and cultural groups, where experience of intercultural dialogue and solidarity is formed through academic disciplines, educational and upbringing activities, as well as the work of youth and ethnocultural associations. The dissertation substantiates the necessity of systematically integrating issues of identity and unity into educational and methodological support, special courses, and educational programs, which makes it possible to consider education as a strategic resource of state youth policy.

A significant place in the dissertation is occupied by the analysis of youth policy as a key instrument for the formation of identity and unity. It is shown that state youth policy in Kazakhstan is implemented through a system of educational institutions, youth and public organizations, programs supporting youth entrepreneurship, as well as social initiatives and projects. The author emphasizes that both state and non-governmental youth organizations make a substantial contribution to the formation of

civic responsibility, patriotic attitudes, and a sense of belonging to the national community.

In the dissertation research, the youth policy of the Republic of Kazakhstan is considered as a systemic and purposeful mechanism for the formation of national and civic identity among youth, as well as for strengthening social unity. The author proceeds from the premise that youth policy is not limited to measures of social support, but functions as an instrument of value-based socialization, integration, and consolidation of youth in a polyethnic and culturally diverse society.

The study shows that the implementation of youth policy is carried out through the interaction of state institutions, educational organizations, and youth associations, including both governmental and non-governmental structures. It is particularly emphasized that youth organizations play a key role in shaping an active civic position, patriotic attitudes, and a sense of involvement in the fate of the state not only among youth, but also within the broader social context. State support for such organizations, expressed through financial, organizational, and institutional measures, contributes to expanding their influence and increasing youth involvement in socially significant processes.

The dissertation analyzes areas of youth policy related to the development of youth entrepreneurship, social project activities, and leadership initiatives. It is noted that the establishment of business incubators at universities, the implementation of programs to support young entrepreneurs, and the development of social entrepreneurship contribute not only to the economic activity of youth, but also to the formation of responsibility, independence, and orientation toward the public good. These areas are considered by the author as important factors in strengthening identity through practices of social participation.

The author concludes that the effectiveness of youth policy in the formation of identity and unity is determined by its comprehensive nature, its coherence with educational and cultural policies, as well as by consideration of the real value orientations and needs of youth. In this context, youth policy is regarded as a key element of nation-building aimed at strengthening state independence and consolidating Kazakhstani society.

An important place in the dissertation research is occupied by the practical and empirical component aimed at identifying real mechanisms of identity and unity formation within the youth environment. To obtain empirical data, the author employed qualitative research methods, including questionnaires, in-depth interviews, and focus groups, which made it possible to identify value orientations, attitudes, and expectations of youth, as well as problem areas in the perception of national identity.

Within the framework of the empirical research, the positions of experts representing philosophical and socio-humanitarian knowledge were analyzed, which made it possible to identify contradictions and challenges associated with the multiplicity of identities, the clash of value orientations, and the transformation of identification models under conditions of digitalization and globalization. Special attention is paid to the problem of coordinating different levels of identity within a single individual and to society’s perception of youth identification.

Practical research confirmed the conclusion that identity has a dynamic character and is formed under the influence of a wide range of factors, including family, education, social environment, professional activity, and the digital sphere. The data obtained made it possible to substantiate the necessity of a comprehensive approach to the implementation of youth policy and educational work, oriented not only toward normative guidelines, but also toward the real value-based demands of youth.

The results of the empirical research served as the basis for developing practice-oriented recommendations aimed at improving educational and upbringing practices, developing youth organizations, and implementing projects that contribute to strengthening national identity and social unity in the Republic of Kazakhstan.

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The dissertation identifies a set of factors influencing the formation of national identity among youth, among which the digital environment acquires particular significance. The author notes that under conditions of visual culture and digitalization, forms of identification, channels of socialization, and mechanisms of value transmission are transformed. At the same time, the necessity of taking these processes into account in the implementation of youth policy and educational work is emphasized.

The scientific novelty of the dissertation research lies in conducting a comprehensive socio-philosophical analysis of identity and unity in the context of youth policy of the Republic of Kazakhstan, as well as in identifying the interrelationship between ethnocultural, value-based, and political factors in the formation of national identity. The study substantiates the necessity of an integrative approach combining elements of primordialism, constructivism, and instrumentalism in the analysis of identification processes in contemporary Kazakhstani society.

The practical significance of the dissertation consists in the possibility of using the obtained conclusions and materials in the development and adjustment of youth policy programs, strategies of educational and upbringing work in educational organizations, as well as in the preparation of educational and methodological materials and special courses on issues of national identity and social unity. The research results may be used in research and expert-analytical activities, as well as in further studies in the field of social philosophy and the humanities.