

ISSN 2224-5294

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ  
ҰЛТТЫҚ ҒЫЛЫМ АКАДЕМИЯСЫНЫҢ

Абай атындағы Қазақ ұлттық педагогикалық университетінің

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## ИЗВЕСТИЯ

НАЦИОНАЛЬНОЙ АКАДЕМИИ НАУК  
РЕСПУБЛИКИ КАЗАХСТАН  
Қазақстан Республикасының  
Ұлттық ғылым академиясының  
Абай атындағы Қазақ ұлттық педагогикалық университетінің

## NEWS

OF THE NATIONAL ACADEMY OF SCIENCES  
OF THE REPUBLIC OF KAZAKHSTAN  
Abay kazakh national  
pedagogical university

**SERIES**  
**OF SOCIAL AND HUMAN SCIENCES**

**1 (323)**

**JANUARY – FEBRUARY 2019**

PUBLISHED SINCE JANUARY 1962

PUBLISHED 6 TIMES A YEAR

ALMATY, NAS RK

Б а с р е д а к т о р

ҚР ҰҒА құрметті мүшесі

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Меншіктенуші: «Қазақстан Республикасының Ұлттық ғылым академиясы» РҚБ (Алматы қ.)

Қазақстан республикасының Мәдениет пен ақпарат министрлігінің Ақпарат және мұрағат комитетінде 30.04.2010 ж. берілген № **10894-Ж** мерзімдік басылым тіркеуіне қойылу туралы куәлік

Мерзімділігі: жылына 6 рет.

Тиражы: 500 дана.

Редакцияның мекенжайы: 050010, Алматы қ., Шевченко көш., 28, 219 бөл., 220, тел.: 272-13-19, 272-13-18, <http://soc-human.kz/index.php/en/arhiv>

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Типографияның мекенжайы: «Аруна» ЖК, Алматы қ., Муратбаева көш., 75.

Главный редактор

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**Известия Национальной академии наук Республики Казахстан. Серия общественных и гуманитарных наук. ISSN 2224-5294**

Собственник: ООО «Национальная академия наук Республики Казахстан» (г. Алматы)

Свидетельство о постановке на учет периодического печатного издания в Комитете информации и архивов Министерства культуры и информации Республики Казахстан № 10894-Ж, выданное 30.04.2010 г.

Периодичность 6 раз в год

Тираж: 500 экземпляров

Адрес редакции: 050010, г. Алматы, ул. Шевченко, 28, ком. 219, 220, тел. 272-13-19, 272-13-18,

<http://soc-human.kz/index.php/en/arhiv>

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Адрес типографии: ИП «Аруна», г. Алматы, ул. Муратбаева, 75

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**News of the National Academy of Sciences of the Republic of Kazakhstan. Series of Social and Humanities.**  
**ISSN 2224-5294**

Owner: RPA "National Academy of Sciences of the Republic of Kazakhstan" (Almaty)

The certificate of registration of a periodic printed publication in the Committee of information and archives of the Ministry of culture and information of the Republic of Kazakhstan N **10894-Ж**, issued 30.04.2010

Periodicity: 6 times a year

Circulation: 500 copies

Editorial address: 28, Shevchenko str., of. 219, 220, Almaty, 050010, tel. 272-13-19, 272-13-18,  
<http://soc-human.kz/index.php/en/arhiv>

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Address of printing house: ST "Aruna", 75, Muratbayev str, Almaty

**NEWS**

OF THE NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC OF KAZAKHSTAN

**SERIES OF SOCIAL AND HUMAN SCIENCES**

ISSN 2224-5294

<https://doi.org/10.32014/2019.2224-5294.11>

Volume 1, Number 323 (2019), 77 – 86

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[danaa088@gmail.com](mailto:danaa088@gmail.com), [Urmurzina58@mail.ru](mailto:Urmurzina58@mail.ru)**THE PROBLEM OF STATE YOUTH POLICY  
FORMATION IN KAZAKHSTAN**

**Abstract.** The fast developing RK, determining the state policy priorities, relies on young people as a significant social group with great potential. The Strategy of Kazakhstan - 2050 proclaimed a new stage of socio-economic modernization, set a new goal for the state - to become one of the 30 most developed countries in the world. The key factor in achieving this goal is the qualified human capital; youth has to raise national competitiveness in achieving such ambitious indicators. The concept of the state youth policy and the plan were approved, the national legislation is being adjusted. Since 2008, the Council for Youth Policy has been functioning under the President; in 2012, the Committee on Youth Affairs was created, as well as regional departments on youth policy issues. The state youth policy is a system of socio-economic, political, organizational and legal measures implemented by the state and aimed at supporting young people. The goals of the state youth policy are the creation of socio-economic, legal, organizational conditions and guarantees for the spiritual, cultural, educational, professional formation and physical development of young people, the disclosure of its creative potential in the interests of the whole society. The objectives of this policy are the protection of the rights and interests of young people, the provision of assistance and social services to them, the implementation of socially significant initiatives of young men and women. The principles of state youth policy of Kazakhstan are: recognition of the interests and needs of young people as a particular socio-demographic group, preservation and strengthening of physical health, moral and spiritual development, priority of historical and cultural values of Kazakhstan, the formation of Kazakhstan patriotism and citizenship, realization of the rights and freedoms of youth.

**Keywords:** youth policy; state youth policy; youth of Kazakhstan; the law on youth; law on state youth policy; government bodies in the field of state youth policy.

After the collapse of the USSR, the youth policy became an object of attention of money government institution in modern Kazakhstan. The formation and development of youth policy are essential for Kazakhstan State and young generation.

The new law on youth policy ("State Youth policy", 2015) in the Republic of Kazakhstan is a complex political and legal action that responds to the current challenges and threats facing the young generation of the Republic of Kazakhstan. The state youth policy in the Republic of Kazakhstan is carried out primarily by state institutions. The Government of Kazakhstan provides general guidance on the implementation of state youth policy in the Republic of Kazakhstan.

At the same time, in the Republic of Kazakhstan, a complex of rights and obligations of the authorized state body is directly defined, which is directly responsible for the practical implementation in some regions of the social and political life of societies (social, economic, political, cultural and others). The Ministry of Education and Science is responsible for the implementation of youth policy in the field of education; the Ministry of Health and Social Development is in charge of health care; the Ministry of National Economy takes care about youth entrepreneurship. Besides, the akimats as territorial divisions (the authorized bodies) are responsible for the implementation of the state youth policy in the Republic of Kazakhstan.

In Kazakhstan, during independence, enough youth movements and organizations were created. Among them: "Zhas Otan," "Association of young leaders," "Youth Parliament of Kazakhstan," "The youth media union of Kazakhstan," Kaysar, Kahar, "Union of the patriotic youth of Kazakhstan," Abyra, etc. One of them passed test time; others broke up. However today there is in Kazakhstan no mass youth organization capable to protect the interests of youth. At the same time, most of the existing organizations of general state character also respectively have pro-domineering character. The analysis of the legislation

devoted to the free youth policy studying of structure and activity of the bodies forming and realizing youth policy in Kazakhstan allows concluding activation of the state in this direction in the last five years.

The Youth Research Center (Youth Research Center) was established at the L.N. Gumilev's Eurasian National University. YRC "Youth" is engaged in scientific support of all structures that are involved in the implementation of the state youth policy. The primary purpose of this center is the need to improve the effectiveness of the youth policy implemented in the Republic of Kazakhstan.

Government Decree No. 775 of November 25 adopted a new plan of measures to implement the concept of state youth policy until 2020. "Kazakhstan 2020: the way to the future" (second stage - 2016–2020) ", taking into account the key tasks of the program article of the head of state "Look into the future: modernization of social consciousness. " The plan consists of 97 points (the old edition is 73), of which new are 27.

The concept of the state youth policy and the plan were approved, the national legislation is being adjusted. Since 2008, the Council for Youth Policy has been functioning under the President; in 2012, the Committee on Youth Affairs was created, as well as regional departments on youth policy issues. The state youth policy is a system of socio-economic, political, organizational and legal measures implemented by the state and aimed at supporting young people. The goals of the state youth policy are the creation of socio-economic, legal, organizational conditions and guarantees for the spiritual, cultural, educational, professional formation and physical development of young people, the disclosure of its creative potential in the interests of the whole society. The objectives of this policy are the protection of the rights and interests of young people, the provision of assistance and social services to them, the implementation of socially significant initiatives of young men and women. The principles of state youth policy of Kazakhstan are: recognition of the interests and needs of young people as a particular socio-demographic group, preservation and strengthening of physical health, moral and spiritual development, priority of historical and cultural values of Kazakhstan, the formation of Kazakhstan patriotism and citizenship, realization of the rights and freedoms of youth.

The measures included in the plan promoting employment, promoting family values, military-patriotic education, organizing active leisure, institutional support for youth initiatives and youth organizations, developing opportunities for rural youth, youth entrepreneurship, volunteering, and international youth cooperation.

It is also planned to introduce it within the framework of the university component in the specialties of the humanitarian direction of the "Rukhani Zagyr" subject matter.

Adoption of the plan, taking into account the main directions of the program article of the head of state "Ruhani Zhagyr", will allow to achieve the goals and objectives of the second phase of the concept of state youth policy until 2020, strengthen inter-agency cooperation in the implementation of state youth policy, develop new approaches to working with youth.

The importance of effective practical implementation of the state youth policy in the Republic of Kazakhstan is part of job provided by youth resource centers, whose primary goal is to provide services to support and develop young people and youth organizations. Youth Resource Centers provide information and methodological, consulting support and support for youth initiatives, monitoring and analyzing the situation in the youth environment. Most of the services of youth resource centers are funded from the budget and free of charge.

The youth policy in any state is more than just a list of problems that it addresses. It is required to include, take into account the methodology, target groups, stakeholders, resources, and more. Howard Williamson, who played a crucial role in the study of international youth policy by the Council of Europe, argued that youth policy includes five elements "Five C":

- coverage - the geographical and social framework of the impact of the policy plus its direction;
- capacity –role and relations between government and youth NGOs;
- competence - issues of training and professional qualifications;
- cooperation, coordination and communication - horizontal and vertical;
- cost - necessary financial and human resources.

In the XXI century, youth is a particular social group which in the conditions of social transformation always appears the most vulnerable. The process of globalization is creating the whole complex of legal, religious, cultural problems accompanying the modern world community and raises questions.

In the conditions of quickly changing the world of youth, it became more difficult to decide on most problematic areas of Youth State Program.

1. Globalization and blurring of the values system

Global challenges, integration, and opposition of cultures, stratification, and opposition of the rich and developing countries and citizens in the states are the complex of problems accompanying the modern world community raises questions of revision of crucial world outlooks.

2 A consumption cult – one of the manifestations of world outlook crisis of youth. Consumer practitioners became a significant part of the daily occurrence of youth, gained characteristic features and features of lifestyles. Distribution of mass consumer culture is followed by the statement of a specific set of values: the cult of pleasure, comfort, hedonism, prosperity and personal egoism.

3. The decreasing value of work

In the youth environment, pragmatism amplifies now, among essential values the aspiration to material prosperity becomes the most significant. Thus, often the vital success, achievement of the high social status do not contact ability persistently and productively to work, consistently to achieve goals.

4. Paternalistic moods and social infantility

The world practice shows that growth of the economy of the state increases the growth of social expectations of society that in turn increases the degree of paternalistic moods among youth.

Social researches testify that 58% of the youth of Kazakhstan completely count on the help from the state in the solution of own problems, 92,5% of young men and girls wait for direct assistance in employment.

Besides unlike the senior generations, the youth expects fast improvement of the situation.

5. Limit number of real youth leaders

Kazakhstan youth policy is facing a problem it is a limitation of some bright leaders capable of carrying away young men and girls the initiatives. The study shows that more than half of young men and girls do not see any of the contemporaries as original leaders. It is a serious call for numerous political associations and youth non-governmental organizations.

6. Risk of radicalization of the youth environment.

The youth can get under the influence of destructive ideologies. Penetration on youth Wednesday of extreme views and ideas leads to the emergence of conditions for the application of violence, the growth of radical nationalism, racial and national intolerance. This threat has a global character.

7. The dissociation of youth caused by a tendency of the increasing pluralism in culture, the individualization of the conduct of life, isolation of interests and social values of young people taking place around the world. Meanwhile, the younger generation more than someone has to be interested in the statement of the principles of collectivism and solidarity.

8. "Difficult" youth

"Difficult children" were in all societies at the most different stages of historical development. With them, it is important to begin work, not at a stage of social resettlement of teenagers and when the personality is formed in a specific microenvironment and a concrete situation, that is from educational processes in a family.

However, it is impossible to judge the quality of the free youth policy by the number of legal acts, the held events and the created bodies for its realization. The objective arrangement of priorities in carrying out youth policy according to social and economic and political reality is essential. Allocation of short-term and long-term priorities depending on which financing of these or those youth programs has to be carried out is represented lawful. What to give preference in Kazakhstan today? What is the most important: professional, social inclusiveness of youth; formation of civic consciousness and patriotism; solution of a housing problem and help of youth to the unprotected layers; realization of the potential of youth? The matter demands significant objectivity, knowledge of youth problems, ability to be in time behind changes in young people which happen promptly. Due to the placed priorities, the bodies realizing youth policy in Kazakhstan have to carry out real affairs.

In 20th century, philosophers and sociologists made important contributions over the science through their theoretical studies for understanding of the place, role, and functions of values in the human life and society. They considered the problems of correlation of a value and a fact as well as a problem of the old

values crisis and a search for new ones. There are two schools: H. Rickert (1994) interpreted a value as objective and mandatory for everybody and emphasized that the values were out of the real world as well as outside of the subject and object, but they affected them. R. Perry (2013) interpreted the value as an importance that is derivative of interests, needs, and wills of individuals, and revealed the meaning of this concept via the prism of human consciousness.

The individual hierarchy of value orientations is usually the sequence of relatively well-separated 'modules' (Leontiev, 2005; Şandır & Aztekin, 2016). Leontiev named dual value groups joined by different bases that were a kind of a polar value system. Particularly, the following terminal values are opposed: material life values and abstract values; values of professional self-realization and values of private life; individual values and values of interpersonal relations; active values and passive values. Differences in interpretation of values and value orientations should be clarified. Values are tangible or intangible things that are important for all social subjects from the viewpoint of satisfaction of social requirements; or according to vocabulary definition, values are ethical ideas and convictions (Jary & Jary, 1999).

T. Parsons (1996) especially stressed on the role of values of culture, their continuity in the socialization of the youth, and pointed out that value orientations and other components of culture together with specific components including cultural traditions in the form of skills and knowledge were transferred to the next generation. Systems of expectations are organized in examples of choice via the process of socialization. An effective criterion of this process is the differential importance of different alternatives for the balance and lack of satisfaction. Information on the value orientation of the students allows evaluating and predicting the perspectives of the development of society as a whole. Searching for the meaning of life, endeavoring for new ideas, and progressive transformations of society may be defined as a higher priority, the most socially important feature of the students. How the today's students evaluate the state of the Kazakhstan society is also important for different groups.

Numerous foreign sociologists such as H. Becker & A. Boskoff (1957), P. Blau, (1960), R. Boudon (2013), R. Inglehart (1997), C. Kluckhohn (1951), N. Luhmann (1997), R. Merton (1979), T. Parsons (1996), M. Rokeach (1973), N. Smelser (2011), A. Schutz (1954) had been studying values in the 20th century. Despite the developments in the axiological problem in Kazakhstan (consisting in definition of the essence of nature of the values, studying of prevalence of specific value orientations in mass consciousness and their motivational impact on people's behavior, interpreting of the system of personal qualities), the demand for analytical information is determined by new challenges of these times and new perspectives of the youth (possibility of self-actualization). Institutional changes in the spheres of economy, politics, education and culture were crucial conditions for change of modern youth living space. In the current social and cultural conditions, values and norms of the youth and mentality "mutate". The socio-cultural situation in the modern Kazakhstan is characterized in its specificity determined by its changes resulted by the influence of social changes and transformations of the traditions, worldview and spiritual values established in the Soviet Union. Because of formation of new value systems and depreciation of the former ones as well as special susceptibility and high social mobility, the youth sociality is seriously tested.

The processes influencing the core of the value consciousness of the youth, namely students, are of particular significance. Consequently, the Kazakh youth perspectives set and make actual this direction of study, and will provide new arguments and supports. Nowadays, the axiological range of problems is getting wider: sociology in articles and other works covering results of empirical studies of the value orientations, identification of important values, and life plans allowing to define dominating orientations of society. As for modern sociological studies of the students in western science, the following authors revealed the issue: K. Lawrence (2015), O. Giacomini, F. Janssen & R. Shinnar (2015), M.S. Billings & D.G. Terkla (2014), S. Karvonen et al. (2012), M. Voicu, I.C. Mochmann & H. Dulmer (2016), G. Abdirayimova, A. Verevkin & G. Kenzhakimova (2011). Scientific need of an in-depth study of the values is determined, above all, by the need to develop them in a good manner, in order to prevent and eliminate any possible social conflicts. There is a need to conceptually develop both the ideology and appropriate socialization programs.



We considering various approaches to the study of the values, including the psychological one (Ajzen & Fishbein, 1977; Gorsuch, 1970), on the theory of individual values (Feather, 1992; Rokeach, 1968; Schwartz, 2012), the self-interest theory (Crano & Prislin, 1995).

The purpose of the study is to thoroughly study the worldview and life values of today’s Kazakh youth in economic, political, social and cultural contexts as well as to reveal theoretical and methodological approaches when studying the value consciousness of the youth and conducting empirical measurements with subsequent analysis of the situation. Considering various approaches to the study of the values, including the psychological one.

Analysis of the available statistical information on various fields related to the youth of Kazakhstan has demonstrated the existence of a problems in its collection and systematization. First, the discrepancy between the age groups of young people in the statistical ranks of different spheres was revealed. Second, there was a difficulty in gathering up-to-date statistical information. In the preparation of the national report of the Republic of Kazakhstan “Youth of Kazakhstan 2017”, and the sections specified by us, the specialists of the research center “Youth” used official statistics, data of the state bodies of the national and local levels, information received from national companies of Kazakhstan, youth organizations, scientific, informational and analytical materials, data of sociological research.

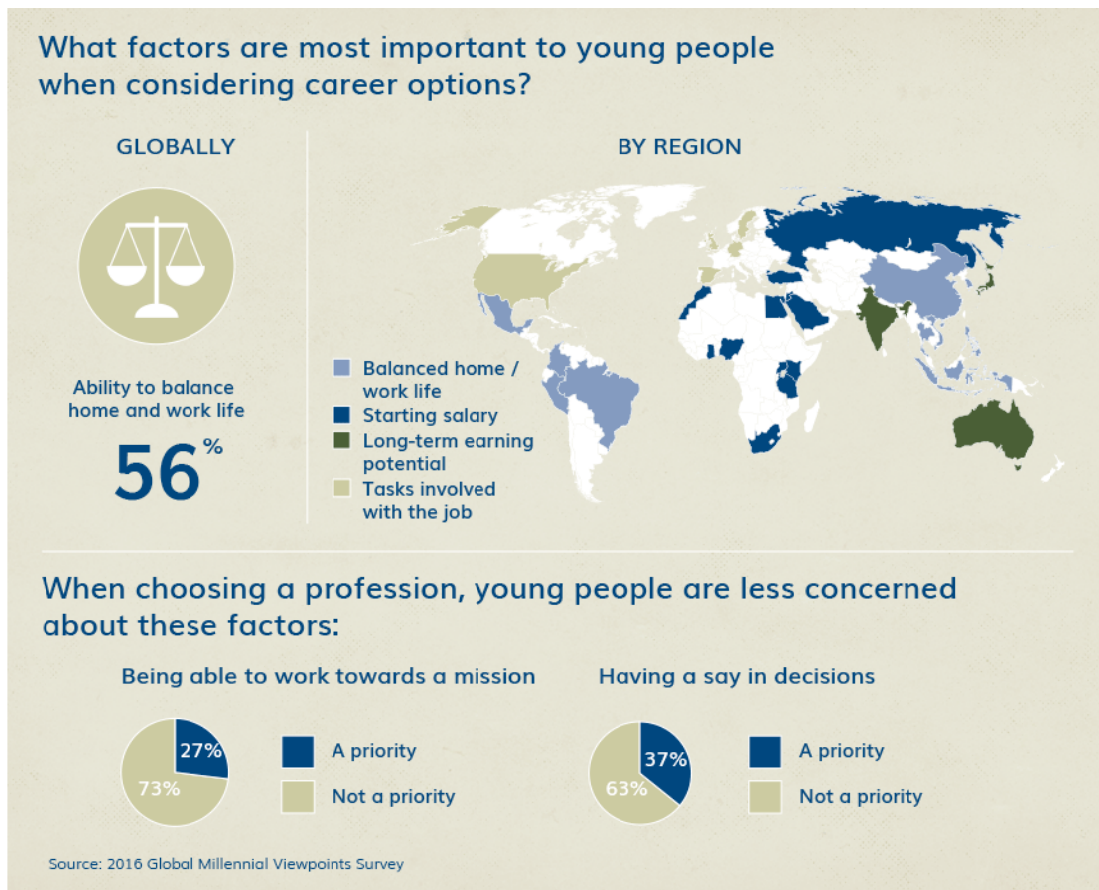


Figure 1 - Youth in World

The civism is natively joined with the patriotism when the state interests are merged with those of the Motherland. This is also the reason for closing up and interpenetration of the ideas of the Motherland and the state. The state is an object of the civism, while the Motherland is an object of the patriotism; the civism has a narrower scope than the patriotism. In contextual dimensions, the personality aspect prevails in the concept of the civism. The civism is also an important indicator of activity and effectiveness of the patriotism in the internal area of its realization (Malinin et al., 1997; Kashina et al., 2016; Olkhovaya et al., 2016).

The civism is usually understood in the three following dimensions (Morozova, 2009):

1) as a form of identity of a person manifested in his connection with a certain society and state and on the basis of acceptance and adoption of general values, meanings, and norms of behavior and mutual responsibility;

2) as political position of a person that is realized in his readiness and capability to participate in solving problems of society and state as well as in feeling involved in social processes and being interested in them;

3) as a qualitative state of society and personality achieved in the course of development, opposite, in its meaning, to conservatism, radicalism, and irrationality based on principles of rationality and free exchange of results of activity.

In this case, the civism is viewed as a necessary attribute of a civil society. For example, authors of the book *Political Engagement of the Young in Europe: Youth in the crucible* (Thijssen et al., 2015) are interested about civil responsibility of the youth and various forms of the youth civic engagement. This proves that we have to move beyond the existing frameworks and develop the updated value of the "civic engagement" (Thijssen et al., 2015).

According to numerous studies, dominating values of the youth allow to characterize them as a segment of the population desiring personal well-being in private area and concentrating value reference points in small circles of communication. Values that form the civism and patriotism have peripheral positions among the youth. A citizen is defined in a literature as a person, who knows his rights and responsibilities. The most important is a social feeling of involvement in a big or a small deed. A citizen is a person, who understands his civic duty and has a civic responsibility and conscience. To define the meaning of being a citizen of the Republic of Kazakhstan for a young person, respondents were questioned on what it means to be a citizen of the Republic of Kazakhstan. It was found that for the most of them, according to the youth answers, being a citizen of the Republic of Kazakhstan firstly means to respect the laws of the country, i.e., to be a law-abiding person, who loves, respects, and is proud of his country and of being its citizen.



Figure 2 - Kazakhstan-2050 Strategy

Education and qualification are important for most students as well as affiliation with a family, kin, zhuz (a traditional division of Kazakh people that is subdivided into senior, junior, and middle), clan and

then citizenship. Many factors affect the likelihood that an individual will become civically engaged. Three common factors affecting students' willingness to become civically engaged are the following: personality, developmental age and social support, and religion (Strawhun & Perry 2014, Flanagan & Levine, 2010). All the characteristics are, to different extents, important for the Kazakhstan youth, but one-fourth of the students do not know how much regional affiliation is important for them.

Besides, marriage and family have the highest priority. In addition to the functional and structural parameters of the family, its emotional and psychological aspects as well as constantly supported feelings of affiliation to each other, safety, and quietness are important. From the viewpoint of the value orientations, marriage and family are the values that may be themselves divided into numerous components. However, the division of the family values into components was the scope of the present study.

Education of the patriotism is currently being paid much attention by the state because it is an important component of a civic culture. However, one should account for the fact that the relevant value structures 'are being formed in the period of a so-called initial socialization of an individual during 18–20 years and further remain relatively stable' (Belyaeva et al., 1996). There are two main value orientations used in the R. Inglehart's (1977) theories of value change – modern and postmodern. Over the last few years, such values as hard work, security and prosperity dominated in most Western societies, but now such postmodernism values as tolerance, satisfaction with social contacts and self-realization dominate. According to R. Inglehart & W.E. Baker (2000), postmodern values do not replace modern values – modern values still remain in force. There is an empirical evidence of high importance of both types of values for American students (Ovadia, 2003). Modern value orientations include life values associated with future goals; while postmodern value orientations are characterized by preference to social activity and a focus on present time (Dietz, Hofer & Fries, 2007). Over the last decade European countries have overcome a difficult economic crisis having difficult consequences. Unemployment and increasing poverty made them to reconsider their priorities and aims; European governments had to rethink social policy as well as the international economic and political agreements. Consequently, people react differently to changes. These changes are analyzed in the book *Values, Economic Crisis and Democracy* (Voicu, Mochmann & Dulmer, 2016), wherein some aspects of value changes are considered: universal value orientations, people attitude to different groups of people, effects of socio-economic factors on the values and behavioral targeting. The book of Canadian scientist in the field of Education and Culture, H.A. Giroux (2015) *Education and the Crisis of Public Values: Challenging the Assault on Teachers, Students, and Public Education* reveals a crisis of social values and move towards market education regime.

Kazakhstan Institute for Strategic Studies under the President of the Republic of Kazakhstan shows that on the one hand, majority of the youth define citizenship as an important component that identifies individuals in society, but on the other hand, the forms of civic activity demonstrated in reality are significantly lower. One may say that civic and patriotic self-identification are not directly connected to strictly defined role instructions and behavior models in today's youth environment. Personal values define a system of value orientations of a person, having special importance for individuals. These value orientations form a certain base of consciousness and behavior of a person and directly influence him or her. The value orientation and its hierarchy are regulators of development of the person. They are criteria for norms and rules of a person's behavior. The better the person perceives these norms and rules, the better they are socialized (Narkhova, 2015). However, the personal values that determine the human behavior are instilled by the living environment, which is why personal values, in a sense, represent the entire culture of the society in which the individual lives.

One of the most important directions of the youth policy in Kazakhstan is the formation and development of youth citizenship. In this case, we should talk not only about Kazakhstan citizenship but also about Eurasian citizenship, Central Asian citizenship. This idea sounds very relevant in connection with the implementation of the integration process in the CIS.

For the formation of Eurasian citizenship, the important thing is the direct communication of young people, the exchange of views and knowledge. It is essential to empower the youth of Kazakhstan to integrate into the youth structure of the CIS (Eurasia, Central Asia). In this regard, the problem of youth

mobility in the CIS is being actualized. For example, in Europe, in order to simplify the process of the youth movement, a system of youth maps has been introduced. Today, young people in the CIS are solving their internal problems; due attention is not paid to international cooperation in the field of youth policy.

One of the critical aspects of the problem is the question of who is directly responsible for the implementation of youth policy. In the bodies responsible for the fate of young people, there must be professionals who should be trained in higher educational institutions. For example, in European Youth Centers, specially trained counselors deal with program issues.

The youth policy in Kazakhstan is carried out in line with world politics. When carrying out youth policy in Kazakhstan, in our opinion, one should borrow models developed in other countries. Of course, there should not be a blind adoption of the experience of countries with more progressive youth policies, and it is necessary to take into account the regional characteristics of Kazakhstan, the mentality, historical aspects, socio-cultural characteristics of Kazakhstani youth, the specifics of its socialization in Kazakhstan.

Prosperity of Kazakhstan, state immunity, as well as peace and happiness of all people are important worldview values for majority of the students of Kazakhstan. Most of the students consider that being a citizen of the Republic of Kazakhstan means, firstly, observing the laws of the country (i.e., being a law-abiding person), loving, respecting, and being proud of the country and of being its citizen. Besides the health and family values, those that identify an individual in society, his education, and qualification are very important for students. These are followed by affiliation to family, kin, zhuz, and clan and citizenship. Majority of the students of the country believe that the aim of all young people should be to be a patriot. All civic values analyzed in the research are, to different extents, important to the youth of Kazakhstan.

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### **ҚАЗАҚСТАНДАҒЫ МЕМЛЕКЕТТІК ЖАСТАР САЯСАТЫНЫҢ МӘСЕЛЕЛЕРІ**

**Аннотация.** Қазақстан мемлекетінің қазіргі заманғы жаңғыру жағдайында жастар саяси белсенділік субъектісі және саяси белсендіру нысаны ретінде әрекет етеді. Азаматтық қоғам институттарының қалыптасуы жастардың саяси субъективтілігін, олардың дербес саяси қызметін дамытуды талап етеді. Екінші жағынан, саяси билік жастарға тікелей әсер етеді, жастар саясатын қалыптастырады және жастар арасындағы проблемаларды шешеді. Кез келген мемлекеттің қазіргі заманғы мемлекеттік жастар саясаты мынадай негізгі бағыттарды қамтамасыз ететін шаралар жүйесін қамтиды: жастардың қоғамдық құқықтарын қамтамасыз ету; жастарды әлеуметтендіру үшін жағдай жасау; жастарды әлеуметтік-саяси процестерге тарту. Тәуелсіз Қазақстанда мемлекеттік жастар саясатын қалыптастыру XX ғасырдың 90-шы жылдары басталды. Бұл елдегі саяси жүйе мен режимнің өзгеруімен, жастар проблемаларын шешу саласындағы әлемдік қауымдастықтың белсендірілуімен және жастар саясатын реттейтін құқықтық-нормативтік құжаттардың дамуымен байланысты болды. Қазақстандағы мемлекеттік жастар саясатын институционализациялау үдерісі жаңа тарихи жағдайдағы демократиялық мемлекеттің қалыптасу үдерісі сияқты күрделі болды. Мобилді дамудағы ҚР мемлекеттік саясаттың басымдықтарын анықтай отыра, үлкен әлеуеті бар маңызға ие әлеуметтік топ ретінде жастарды басты назарда ұстайды.

Осылайша, Қазақстанның 2050 жылға дейінгі Даму стратегиясы әлеуметтік-экономикалық жаңғыртудың жаңа кезеңін жариялады, мемлекеттің алдына жаңа мақсат қойды, ол – әлемдегі ең дамыған 30 елдің қатарына кіру. Бұл мақсатқа жетудің басты факторы, бірінші кезекте, адами капиталдың сапасы және осындай ауқымды көрсеткіштерге жету үшін ұлттық бәсекеге қабілеттілікті арттыру жас ұрпаққа жүктеледі.

**Түйін сөздер:** жастар саясаты; мемлекеттік жастар саясаты; Қазақстан жастары; жастар туралы заң; мемлекеттік жастар саясаты туралы заң; Мемлекеттік жастар саясаты саласындағы мемлекеттік органдар.

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### ПРОБЛЕМА ФОРМИРОВАНИЯ ГОСУДАРСТВЕННОЙ МОЛОДЕЖНОЙ ПОЛИТИКИ КАЗАХСТАНА

**Аннотация.** В современных условиях модернизации Казахстанского государства молодёжь выступает как субъектом политической активности, так и объектом политической активизации. Очевидно, что становление институтов гражданского общества требует политической субъективизации молодёжи, развития их автономной политической активности. С другой стороны, не стоит забывать, что политическая власть оказывает непосредственное воздействие на молодёжь, формирует молодёжную политику, решает проблемы в молодёжной среде. Современная государственная молодёжная политика любого государства - это система мер, включающая в себя поддержание следующих основных направлений: обеспечение общественных прав молодёжи; создание условий для социализации молодёжи; вовлечение молодёжи в общественно-политические процессы. Формирование государственной молодёжной политики в независимом Казахстане началось в 90-х гг. XX в., это было связано с изменением политического устройства и режима в стране, активизацией мирового сообщества в области решения проблем молодёжи, разработкой нормативно-правовых документов, регламентирующих молодёжную политику. Процесс институализации государственной молодёжной политики в РК протекал сложно, как и сам процесс становления демократического государства в новых исторических условиях. Мобильно развивающаяся РК, определяя приоритеты государственной политики, делает ставку на молодёжь как значимую социальную группу, обладающую большими потенциалами. Так, Стратегия развития Казахстана до 2050 г. провозгласила новый этап социально-экономической модернизации, поставила перед государством новую цель - войти в число 30 наиболее развитых стран мира. Ключевым фактором достижения этой цели является прежде всего качество человеческого капитала, и именно молодому поколению предстоит поднять планку национальной конкурентоспособности в достижении столь амбициозных показателей.

**Ключевые слова:** молодёжная политика; государственная молодёжная политика; молодёжь Казахстана; закон о молодёжи; закон о государственной молодёжной политике; органы государственной власти в области государственной молодёжной политики.

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Редакторы *М.С. Ахметова, Т.А. Апендиев, Д.С. Аленов*  
Верстка на компьютере *А.М. Кульгинбаевой*

Подписано в печать 10.02.2019  
Формат 60x881/8. Бумага офсетная. Печать – ризограф.  
п.л. Тираж 500. Заказ 1.