

### Influence of education on social structure of society

Aygul Amanzhanovna Beysenova, Sofia Malkaydarovna Duysenova, Gulmira Serikovna Abdirayymova, Gulnafis Orynbasarovna Abdikerova, Dana Kamalovna Burkhanova, Sabira Serikzhanovna Serikzhanova, Aydos of Bauyrzhanuly Altynbekov

Al-Farabi Kazakh National University, Al-Faraby 71, Almaty, Republic of Kazakhstan

**Abstract.** Urgency of the research: that authors tried to compare statistical data with the results of the sociological research which has been carried out by means of qualitative methods, and then to carry out the longitude research concerning installations on education among students of the late 90s - early 2000s and to compare to views of modern students. The purpose and problems of research: detection of installations of modern youth in relation to formation as to one of major factors of social mobility in the Kazakhstan society. Define the demands of modern youth to possession professional the knowledge and skills, influencing social positions in society. If one hand changes in form of ownership, differentiation of steps of education are observed, on the other hand there is a reconsideration of value of education and understanding of significance and education role in an everyday life of the person. In the 90s after break-up of the USSR decrease of number of pupils in system of the higher education is observed, and at the end of 90s – the beginning of the 2000s increases the quantity of higher educational institutions and growth of student's youth. By the present moment the authors carried out the focus group research identification of installations of modern youth on education and its roles in life of the young Kazakhstan citizens.

[Beysenova A.A., Duysenova S.M., Abdirayymova G.S., Abdikerova G.O., Burkhanova D.K., Serikzhanova S. S., Altynbekov A. B. **Influence of education on social structure of society.** *Life Sci J* 2014;11(12s):745-751] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 161

**Keywords:** education, social structure , sociological research

#### Introduction

Social-economic changes and pertinent social restructuring within modern conditions have affected the labour and employment sphere in Kazakhstan. Demands for various occupations are changing; labour market is becoming more dynamic.

Globalization processes have both direct and indirect influence on the state and dynamics of employment. Use of new and less labour-intensive technologies facilitate the creation of new employment opportunities and a rapid economic growth. However, it is getting difficult for people to get new jobs if they have no higher education or are lacking in high intellect or professional expertise. Intellectuality and professionalism – these are the main distinguishing features of a person which can help him face the challenge of unemployment. [1]

The importance of education as a factor of social-economic progress and national security provision of a state has significantly increased in a modern society.

Reform of the education system in Kazakhstan is part of a state policy, where education is one of the national priorities. Objectives of innovative development of Kazakhstan's economy lay down special requirements to maintain the competitiveness of Kazakhstan's education system. On the one hand, global trends in education demonstrate the availability of quality education for people regardless of where they live, learn, and work;

on the other hand, a clear focus is becoming evident on developing the model of 'lifelong learning'. Just as the education system extends given its impact on society and individuals which reflects in social and economic changes, changes in social relations system influence the education too by requiring mobility, an adequate response to new realities of the time in two directions: 'space' (through the development of national education systems, and the use of new technologies, such as distance education, etc.) and 'time' (the introduction of tiered educational models and expansion of postgraduate education and training). Obviously, the more widespread is the educational space, the more demanding are the criteria for its assessment (Mukhamedzhanov, Abdyraiymova).

Due to integration of Kazakhstan into the world educational space, Kazakhstan signed the Bologna Declaration which requires necessary modification and improvement of higher education, revision of the academic policies by higher education institutions and development of basic educational programs for new generation. Currently, the country continues to carry out intensive modernization of higher education: multiphase training system is being implemented, the range of educational services are being expanded, new trade qualifications are being introduced, structural transformations are taking place in higher education institutions. [2]

The importance and role of education as a factor of social stratification and mobility interested sociologists of all episteme. In modern society, with the development of the theory of social stratification researchers have come to agree that the education and possession of theoretical knowledge is the dominant figure in "post economic society". [3] D. Bell, who is the author of the concept of "post-industrial society" defines it as follows: "... - a society the economy of which the priority has moved from the pre-emptive commodity production to services, research, organization of education and quality of life, in which the class of technical specialists has become the main group of professionals and, most importantly, in which innovations ... are increasingly dependent on the achievement of theoretical knowledge ... Post-industrial society ... suggests the emergence of the intellectual class, whose representatives at the policy level act as consultants, experts or technocrats." [4]

Feature of the information society, according to Alvin Toffler, Y. Masuda is the replacement of society producing goods for the society that produces services, production and assimilation of knowledge.

The researchers of postindustrial society agree that this type of public relations is different from the traditional and industrial societies. It is dominated by the role of education, the creation of knowledge, the ability to acquire this knowledge, whereby the society formed a class of intellectuals. It is this class that will provide the technological development of society. Equally important is the level of education, and the ability to meet the realities of the time. Thus, in post-industrial society, the key to high yields is not just the quality of training, but the level of education, which is significantly higher than typical at one time or another for the majority of citizens that make up the total work force. That is intellectual abilities of a person and his education that to a large extent determines the level of income and social status.

## 2. The system of Education and Science in Kazakhstan

Early 90s Kazakhstan is characterized with economic recession, weakening economic and diplomatic relations with the republics of the former USSR, the establishment of political relations with other countries, the formation of the foreign and domestic policy. The internal socio-economic situation is also in a deep crisis: the closure of businesses, industries, the lack of payment of wages, benefits, pensions, high unemployment, increased crime, etc. The social-cultural, political transformation of Kazakh society have resulted in a fundamental change both in the social system and public awareness. At the same time, the state creates

the formal conditions for entrepreneurship, passing a number of laws that promote the activity of the population and opportunity to meet the needs. The transition from a planned economy to a market economy requires individuals to change its business activities and re-evaluate their capabilities and abilities. This whole situation is contributing to changes in the social structure. It was at this time when formation of new social groups, strata and classes was founded.

The system of Education and Science has also undergone reform, in connection with which the fundamental shift is taking place in the field. So at the secondary level, vocational, higher education, offering educational services, both public and private schools, a growing number of students on a commercial basis. If you follow the dynamics of change in the number of universities and students, we can see that within a short period of time (1990-1996) the number of universities increased by 2, but at the same time the number of students in them reduced. Education is becoming a commodity, there is commercialization of education system, but the demand for it is low in relation with a low standard of living. At the same time public schools do not provide paid services, thus increasing the number of private universities. The gradual development of economic relations, political stability of society, the private sector of the economy, the social infrastructure in Kazakhstan affect the expansion of the labor market in connection with which there was the increasing demand for professionals in different sectors of the economy. Since the 2005/2006 academic year there were 775,762 students [5].

**Table 1. Trends in the universities in Kazakhstan in 1990-2012 years**

	1990/91	1995/96	2001/02	2005/06	2006/07	2010/11	2011/12
The number of higher education institutions, units	55	112	185	181	176	149	146
The number of students people	287 367	272 715	514 738	775 762	768 442	620 442	629 507
The number of faculty members	21 955	31 990	34 508	43 382	42 788	39 600	40 531

The beginning of the 2000s was marked with an educational boom in Kazakhstan, at the same period increased the number of entrants to the universities, whose actions are motivated by a diploma of education, which is subsequently treated as a means of generating high income and social status. On the other hand the choice in favor of a particular specialty was carried out from the position of educational grants, issued by the State. In 2004, Kazakhstan introduced the unified national testing, allowing graduates to take final exams at school and enroll with a certificate at any higher education

institution. Statistics shows enrollments in the 2010-11 academic year reduced in connection with it, the demand for educational services provided to secondary and vocational education institutions in the 2008-2009 academic year [5].

**Table 2. Dynamics of changes in the number of students and college students in Kazakhstan 1990-2012**

	1990/91	1995/96	2001/02	2003/04	2004/05	2007/08	2008/09	2010/11	2011/12
Number of colleges, units	247	262	318	357	385	460	471	494	494
The number of students in colleges, people	247 650	200 415	196 239	250 935	336 728	499 546	504 742	490 997	491 711
Number of teaching staff (full-time)	19 175	18 641	19 314	21 642	24 962	31 560	33 200	32 218	28 360

The Changes of the education system and increase of the number of people with higher education have led to focus groups and depth interviews. Its purpose was to determine the attitudes of students to higher education and the identification of the role of education in Kazakh society. It was attended by undergraduate students of 2-4 years and postgraduate students of 1 year. The informants in depth interviews were college graduates enrolled at full-time and correspondence courses at the university. It is selection of methods of research is substantiated the aim of the study. [6]

### Professional education and youth motivation on the labour market

It is natural that in a social circumstances, where the state must provide its citizens with the most important components of welfare, regardless of their labour activity, the state cannot create much incentives for their labour activities.

It should be noted that the status of individuals is now transforming from a socio-ideological status to one dependent on their labour activities and their creative skills helping them to become proprietors, entrepreneurs, owners, who possess an economic freedom and voluntariness to choose the form of their activities. This has stirred up the interest of the society to choose the model of motivation for labour activities.

In modern processes of labour socialization, it is necessary to concentrate the individuals' attention on realities of modern society; it is important to develop a value of labour and change the content of its motivation, as well as to ensure incentives for the labour and satisfaction of an individual with his employment.

Universal Declaration of Human Rights (1948) is a set of fundamental economical, social and cultural rights which also include the right to work. It defines the 'right to work' as a right of access to a freely chosen job; the right to have an equal pay; just and fair remuneration without any discrimination. Particularly, it specifies that women shall be guaranteed the same labour conditions with equal pay for equal work; everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection, including the rest, leisure, reasonable limitation of working hours, and periodical holidays with pays.

The employment sector in Kazakhstan has not yet acquired the features of a free labour market. It is not about state ideology; rather, it is connected with unresolved social issues of citizens. The employment is considered by majority as a tool of existence. Meanwhile, there are other categories of people, who consider the employment as a value; they take pleasure in working. Therefore, it is safe to say there is a room for voluntary labour as well. This gives an opportunity to think about perspectives of a free labour in Kazakhstan. Leastwise, there is no ideological barrier causing the men to create and produce within certain standards or to distinguish and categorize everything into bad and good, black or white etc.

Modernization in Kazakhstan is taking place at a fast pace in conditions of a lower level of economic development, which leads to mass unemployment of people unable to quickly adapt to occurring changes.

Number of marginal social layers in Kazakhstan is increasing due to the ongoing migration of rural population to urban centres, therefore, in most cases, adding to the number of unemployed people. Rural youth cannot be regarded as competitors to their urban peers for many reasons; foremost among them is the former's inability to socialize with various strata to society. Most commonly, they fall behind in terms of the level and quality of their education, knowledge of English, awareness, etc. Additionally, insufficiency of material resources necessary to realize their life plans, accommodation and employment difficulties are becoming major obstacles in their lives. These difficulties incite them to different violations and deviant activities, such as theft, robbery and other criminal activities.

Deviant behaviour is wide spread among rural youth primarily due to the low level social and living conditions (limited resources, unemployment etc.). [7]

Even today, state bodies of Kazakhstan should take care of the future of these young people ensuring new employment opportunities, employing the Kazakh youth and orienting them to perspective sectors of national economy, industrial sectors, and solving the tasks of their professional development. Kazakhstan may prevent many economical, political, religious issues reducing social tensions and addressing certain social concerns of its population.

Creating adequate opportunities for productive employment and ensuring sustainable sources of subsistence are one of the most important and difficult tasks for any community. Employment and income are not the concepts related to economic needs only, they are the tools to participate in public life; they are the sources and the fields of interaction for formation of an individual.

The presence of partial and non-stable employment in Kazakhstan has led to the occurrence of such phenomenon as the 'working poor'. In this case, 'working poor' are medical employees, teachers, scientists and other skilled workers.

A free interview, conducted among students of al-Farabi Kazakh National University in December 2010, involved 25 students. The answers to the question "Do you consider yourself a free citizen of the society?" were positive by 53.3% of respondents, whereas the negative answer was provided by 25.0%, undecided respondents were 12.9 %. The question "Do you think the rights to work, education and rest are well respected in our country?" was answered as follows: 18.5% - well respected, 37.0% - well respected for most part, 42.7 % - not respected for most part, 5.4% - not respected at all, 2.2 % - undecided. Despite the fact, that majority of respondents provided negative answers to this question young people have more confidence that they can make a difference by becoming more united and active.

Some scholars of Kazakhstan state that decline in living standards of many social groups in present-day conditions put them in a choice of two general patterns of behaviour: a market-oriented and protective nature. The first involves changing the area of activity into the 'market' sector (non-state sector), transfer to well paid jobs in other sectors of the economy, including a change of profession (social and occupational mobility), as well as an active search for additional revenue, while maintaining the basic work (secondary employment). The second tactic involves the strategy of limitations in spiritual and material consumption, full or partial denial of previous standards of behaviour. This pattern of behaviour is divided into two subtypes: compensatory and deprivation. In the first case, the satisfaction of any need comes due to the 'denial' of

the other, i.e. through substitution or compensation. The second behaviour type involves a large-scale limitation of consumption, covering a broad spectrum of needs. [8] Withdrawal of many specialists into the business sphere and entrepreneurship reflects the specifics of the first model of market behaviour by citizens of Kazakhstani society. Limitation of consumption as a peculiar feature of the second model, in our view, characterizes the behaviour by most of the population of Kazakhstan taking into account the prevalence of non-affluent citizens.

Under the existing conditions, the labour is an overwhelming tool for living. 'Survive at all costs' is the main slogan that defines a low level of satisfaction of material needs by the majority of the population of Kazakhstan.

Where there is coercion, there is a limited level of individual freedom.

Main direction is forming an attitude towards work as an end in itself, as a work perpetrated in order to satisfy internal physical and spiritual needs. The quest for self-realization through creative search is the driving force of a free man from forced labour. The central values for the modern man should be the content of his own activities, the reciprocal relationship with other people in the labour.

Competitions for educational grants in Kazakhstan provide 1% quota admission for young people with developmental disabilities, 0.5% quota for orphans and children left without parental care, and a 30% quota for rural youth to specialties that define socio-economic development of the rural settlement.

The process of industrialization in the country is associated with the rapid development of science and technology, which requires more and more educated, highly skilled, skilled workers in new and complex industries (electronics, programming, automation, etc.).

Low professional skills of unemployed people in this country do not meet the needs of today's labour market. New job positions that are increasingly appearing in present conditions, suffer from a lack of personnel. Choosing common professions as lawyers and economists, the youth swells the ranks of specialists in these professional fields only quantitatively without showing brilliant knowledge and skills.

Schools, teachers have almost the same influence; number of accidentally made choices is at the same level too (13 %). 12.2% of students made their choice independently. Another source of influence is mass media hitting 7.1%; and friends, acquaintances – 7.1 %. Only few students admitted they have chosen their profession because it was their



'calling', 'vocation' – 0.6%, and due to knowledge of the main subject – 0.6 %. 4.5% of students were influenced upon meeting with outstanding representatives of this professional field, 1.2% of students made their choice due to open door events. Survey results indicate that students prone to listen to advice from others and act as told to act by their parents or family members rather than making their independent choice. [9]

Market structure in various countries is built in on different economic and labour ethos. Individualism and entrepreneurial spirit of Americans are rooted in the history of this country, its complex ethnic and geographical structure. Another style of life which is contrary to the spirit of capitalism and acts in an ethical form is a type of perception and behaviour, which may be called traditionalism. [10]

### The findings of the study

According to students, the modern world demands more and more from the young generation, one of which is education, and Kazakhstan is no exception as you cannot get a job without a diploma of higher education. Students suggested that the most likely employer and above all the person wants to have a diploma, but his substantial side does not matter. All agreed with the fact that work on a specialty is very rare because you cannot arrange wages, there is a lack of social benefits, high unemployment in the industry, the lack of interest in the chosen specialty. The participants in the study agreed with the fact that the choice of specialty should be implemented based on personal interests, abilities, needs, but they may not be a fundamental factor in the choice of profession. Namely, the number of educational grants may influence the choice of a profession.

Question: "Do you think that education is a factor in social mobility in Kazakhstan?" Aroused interest among the research has revealed different opinions. So one part of the group agreed that without education, it is difficult to achieve social benefits, positions, power, prestige. Another part of the group had a view that the holders of diploma do not always achieve social success, sometimes the qualities of perseverance, strength, human qualities can have a strong influence on the social status of the person. But both groups agreed that modern society forces to get an education, because education is one of the channels of social mobility. The program of study abroad "Bolashak" may be the evidence of that.

The participants of focus group identified the following reasons, pushing to education: getting a degree, work with the same interests, independence from parents (husband), achieving social success, expanding the circle of acquaintances, universities

can become the location of their spouse, the need for studies.

None of the participants could say affirmatively that in terms of modern Kazakh education can be a guarantee of the stability of the social status of a person. Thus, according to the participants of focus group, in addition to educational background is necessary social networks, dating, which play an important role in employment.

In addition, linked to the increase in the number of people receiving the second diploma, the participants in the study suggested that the high level of unemployment, the unwillingness to work for low wages and a number of other reasons force people to obtain the second, third, and sometimes the fourth higher education. In recent years, the cause of the repeated higher education is unreasonable desire to "get a degree, just in case" or collecting diplomas.

Each participant expressed a desire to continue their education or Kazakhstan, or plan to travel abroad for further studies. The question: "To what purpose?" Student responses were accompanied by such statements, that today one education can help a person stay on the social position and education received abroad is highly regarded in the country and will be competitive in the labor market.

A series of in-depth interviews aimed at identifying the motivation to pursue higher education by supply to secondary schools (colleges). Since the survey found that the main reasons for college admissions are: first, the ability to avoid taking the Unified National Test (apply to university without taking the exams admission paid form of education), and secondly, a specialty, third, about for almost the same period of time to get one college degree and a university degree.

For the question: "Does education influence on a person's social position in society," the replies of the informants can be grouped as follows: today, the role of education in Kazakhstan is quite high, as it is the condition of the employer to the employee, the need for a person to find a specialty, the need for the development and expansion of horizons, the desire to be independent of anyone or anything, and of course access to social benefits. Despite the financial situation of the parents are trying to give a young person the opportunity to get an education, and thus achieve a certain social position. As noted above, in Kazakhstan the educational services are provided by both public and commercial institutions (offer vocational and higher). If a young person finished a private college, he chooses to continue to receive education in state (national) University (full-time or part-time education). Thus, it can be noted that in a society there is no confidence in the private schools of all levels and to ensure any stability or guarantee

nowadays Kazakhstani must have a diploma of University.

In 2012, the Ministry of Education signed a decree which states that college graduates regardless of the form and the basics of learning along with high school graduates must pass a comprehensive test. In this connection, college graduates and dissatisfaction grew. Recent admission showed that college graduates can not get a passing grade for admission to universities.

Thus, we can conclude the following: First, young people want to be educated and do not stop there, and express the view that education on the one hand, is a necessity and a condition for social benefits and social elevator able to go to the social hierarchy. On the other hand, education can not guarantee a high income, recognition and respect. The reason for this probably is the devaluation of education, "devaluation of diplomas."

At the same time you can see the problems in the education system, which would impact on the assessment of educational services provided by schools. Since quite a number of universities in the pursuit of financial gain are not paying attention to the learning process, it affects the quality of education and further employment of graduates. There are no material and technical conditions, the availability of instructional literature, the faculty did not meet the requirements of higher education institutions. In connection with what the result of appraisals conducted by a number of schools have been closed in Kazakhstan. In addition to certification, the state should develop mechanisms, governing institutions, the aim of which would not only increase the number of students enrolled on a commercial basis, but also provide quality educational services and their further employment.

The president Nursultan Nazarbayev has repeatedly stressed in his speeches that every citizen of Kazakhstan should get a decent education, which will affect the quality of life. [6]

### Debate

Today in Kazakhstan in great demand is specific legal, economic, linguistic, technical direction, and special social and humanitarian areas occupy the lowest position in the ranking of higher education specialties. The confirmation could be the number of students enrolled as the first and the second group of specialties. The result is that in society there is both voluntary and involuntary social mobility based on continuous professional development.

F. Fukuyama, who believes that "existing in the contemporary United States, class differences due to primarily differences in education". [11]

Consequently, education developed in the process of obtaining its manners and way of life, as well as professional status and the associated financial reward give the individual reason to claim a higher social position and prestige of belonging to this position. If we compare the economic activities and the level of wages in Kazakhstan, we can notice the difference, but at the same time, we assume that it is not the level of education and professional activity that determines the level of income of the modern citizen of Kazakhstan.

The differentiation of the norms of social life, the generalization of values may lead to changes in attitudes towards education and the formation of the intellectual class as the elite of modern society, and may be a key to the progressive development of the system. This can result in benefits in the economic development of society and have a negative impact associated with the formation of stable lower class.

The characteristic of tendencies of post-industrial societies is great competition in the labor market in the field of industrial mass production and primitive services, low wages, job cuts subtly in Kazakhstan, the reason for this may be the dominance of the mining and manufacturing industries, i.e. raw material orientation of the economy. However, the level of preparedness of the employee, the breadth of his outlook, the presence of his special skills and abilities - all of it is actually definitely will determine his future social position. We agree with the view that the ability to work with databases, the amount and quality of information mastered the ability to generate new knowledge is now becoming an important source of social recognition and a necessary condition for human involvement in the dominant social groups, which have been in the industrial society ownership means of production and material things. At the same time, in turn, the modern educated person seeks to enter into a new ruling class not so much for the well-being, but with the purpose of initiation to a more interesting and eventful life. As P. Drucker rightly pointed, "a growing number of people of working class study long enough to become knowledge workers. Those who do not, are considered by their more fortunate colleagues "losers", "flawed", "second-class citizens" and in general "downstream." It's not about the money. It's about their own dignity". [12]

### Conclusion

Despite efforts to ignore, the economic activity is conditional upon labour ethics which reflects mental features of the nation. Islam had a great influence on the labour ethics of the Kazakhs as a relatively new world religion. Islam has a strongly expressed belief in divine predestination. All

Muslims are destined to an absolute obedience to the divine will. Muslims say, 'Thank God for what He created for you and all that he has given you for your existence; be content with what you have'. Moderation and modesty characterize a true Muslim.

It is safe to say that Islam is regarded not just as a religion but as a way of life, entirely determining the attitudes and everyday behaviour, including economic and employment behaviour.

The idea of rationality is acute for our country. Our mentality does not sufficiently and apparently express individualism and healthy competition, strive for daily diligent work, rational use of material values, the ability to handle money, management of free time and the ability to enjoy and appreciate the results of the work, etc.

Currently, a range of projects aimed at increasing the level of youth employment and youth adaptation in labour market are being implemented annually with participation of the civil sector. They include the following projects such as "Zhassyl El" programme, student construction and labour initiatives, "Talent Pool", "With Diploma to Village", "Youth Employment Exchange".

Thus, in Kazakhstan and in the former Soviet space in general, there is a transformation in education. The education is recognized as necessary social capital in a society with a market economy in which social position is determined by the level of education of modern person. The reform of education remains a controversial issue, but the fact that the leading role is given to education is an indisputable fact. The confirmation is a public education program aimed at obtaining a degree, training and re-training, both within Kazakhstan and foreign educational institutions. The policies in the field of education contribute to the formation of a new identity of Kazakhstan, needs to master the skills needed in the workplace and appropriate knowledge and skills of international standards in the era of globalization.

#### **Corresponding Author:**

Dr. Beysenova Aygul Amanzhanovna  
Al-Farabi Kazakh National University  
Al-Faraby 71, Almaty, Republic of Kazakhstan

#### **References**

1. Abdikerova, G., B. Kylyshbaeva, S. Duisenova, A. Altynbekov, 2014. Quality Education as a Basis for Professional Mobility of Youth in the Republic of Kazakhstan. *Procedia - Social and Behavioral Sciences*, 116: 4487-4492.
2. Mukhamedzhanov, B.G., G.S. Abdirayymova, 2011. The higher education in Kazakhstan: social practitioners, subjects interests. Scientific edition. The monograph. Fund of the First President of the Republic of Kazakhstan. Almaty.
3. Inozemtsev, V.L. 2000. The modern industrial society: the nature, the contradictions, the prospects (Russian version) Moscow, Logos, pp:185.
4. Bell, D., 1967. Notes on the Post-Industrial Society. *The Public Interest*, 7: 102.
5. Agency of statistics of the Republic of Kazakhstan. Date Views 15.07.2014 [www.stat.kz](http://www.stat.kz).
6. Beissenova, A.A., S.M. Duisenova, K.S. Muslimova, 2013. Influence of Education on Social Structure of Society (on Materials of Focus Group Research and in-Depth Interviews). *Procedia, Social and Behavioral Sciences*, 82: 813-817.
7. Nuskabayev, O.N., 2005. Integral and Legal Education of Rural Youth in terms of Globalization. Presented at the Interface: Globalization and socio-cultural adaptation, Materials of II Congress of sociologists of Kazakhstan, Astana, pp: 203.
8. Shedenova, N.U., 1998. Social issues of women labour in terms of market relations. Almaty, pp: 85-86.
9. Maulshariff, M., 2004. Analysis of social self-identification of a student. Almaty, pp: 30.
10. Sadykov, N., 2003. Employment Ethics and Weber theory. *The Politics*, 9: 41-43.
11. Fukuyama, F., 1992. *The End of History and the Last Man*. N.Y., pp: 116.
12. Drucker, P.F., 1996. *The New Realities*. Oxford, pp: 184.

7/29/2014