



IRSTI 11.07.01
Scientific article

<https://doi.org/10.32523/3080-1710-2025-151-2-7-26>

International practices to prevent ostracism

M.P. Assylbekova¹, I.B. Shaikhymuratova*², N.E. Mukanova³, T. Atmaca⁴

^{1,2,3}L.N. Gumilyov Eurasian National University, Astana, Kazakhstan

⁴Düzce University, Düzce, Turkey

(E-mail: ¹marziya_asyzbekova@mail.ru, *²indiskh@mail.ru, ³mukanova.nurzhanat@inbox.ru, ⁴taneratmaca34@gmail.com)

Abstract. In the context of growing digital risks and the transformation of the school environment, the problem of ostracism and bullying is becoming particularly relevant. The object of this study is social isolation in educational institutions, manifested in the form of bullying and cyberbullying. The work aims to conduct a comparative analysis of national and international strategies to prevent ostracism, with an emphasis on legal, institutional, and cultural aspects. The main attention is paid to the experience of Finland, Great Britain, the USA, Japan, South Korea, Kazakhstan, and Russia, which revealed typological differences in approaches to bullying prevention.

The scientific and practical significance of the article is due to the fact that it not only systematizes data on current anti-bullying models but also offers recommendations for their adaptation in the conditions of the Kazakh and Russian educational systems. The research methodology is based on comparative legal analysis, content analysis of regulations, reports of international organizations (UNESCO, OECD, UNICEF), as well as statistical data on the dynamics of bullying. Elements of socio-cultural analysis and expert survey were also used.

The results showed that countries with comprehensive public policies, mandatory implementation of educational programs (for example, KiVa in Finland), and a well-developed victim support system demonstrate the greatest effectiveness. In Kazakhstan, despite the partial implementation of KiVa, a positive trend has been recorded – a 12% decrease in bullying in pilot schools.

The research contributes to the development of pedagogical policy to combat bullying, justifying the need to integrate international practices into national strategies. The practical significance lies in the possibility of using the findings in the development of effective preventive measures.

Key words: bullying, ostracism, prevention, anti-bullying strategies, cyberbullying, international experience, educational programs.

Introduction

In modern educational systems, the problem of social isolation of students is acute, manifested in various forms of ostracism and bullying, including their digital varieties – cyberbullying.

Received: 16.05.2025; Revised: 27.05.2025; Accepted: 29.06.2025; Available online: 30.06.2025

Despite widespread anti-bullying initiatives, the level of bullying and social stigmatization remains high in several countries, including Kazakhstan and Russia. The relevance of the topic is determined by the need to develop effective and adaptive strategies for the prevention of stigmatization, capable of taking into account both institutional and socio-cultural features of the national context. At the same time, international experience shows the high effectiveness of comprehensive government programs that combine legislative regulation, mandatory implementation of educational initiatives, and victim support.

The problematic situation lies in the absence of a unified, effective, and mandatory mechanism for countering bullying in a number of post-Soviet countries. Despite the pilot implementation of the KiVa program in Kazakhstan, its coverage is limited, and measures remain fragmented. While in countries with a high level of government regulation (Finland, Great Britain), there is a significant decrease in bullying, in countries with disparate measures, this effect is significantly lower. This study proceeds from the assumption that identifying and adapting the most successful components of international anti-bullying strategies can help construct a viable solution tailored to the legal, institutional, and cultural realities of Kazakhstan and Russia.

The object of the study is a system of national strategies for the prevention of ostracism and bullying. The subject of the study is the institutional, legal, and cultural parameters of the effectiveness of anti-bullying programs in various countries.

The purpose of the study is to conduct a comparative analysis of international and national models for preventing ostracism and bullying, identify their effectiveness factors, and develop practical recommendations for adapting best practices for the Kazakh and Russian educational environments.

The hypothesis of the study is that countries that implement integrated approaches combining legislative regulation, mandatory participation of educational institutions, and consideration of cultural factors achieve significantly better results in reducing bullying.

In accordance with the purpose, the following tasks are formulated:

- to analyze existing international programs and strategies;
- determine the role of educational institutions in the implementation of anti-bullying measures;
- to investigate the influence of cultural norms on the perception of ostracism;
- compare the scale of program implementation in selected countries;
- to propose specific recommendations to enhance the effectiveness of anti-bullying initiatives in Kazakhstan and Russia, based on tested and adaptable components such as the KiVa program.

The research methodology includes comparative legal and institutional analysis, analysis of statistical and regulatory data, as well as elements of cultural and expert approaches. The empirical basis was compiled by official documents, government programs, reports from international organizations (UNESCO, OECD, UNICEF), as well as data on the dynamics of bullying in schools.

The scientific novelty of the study lies in a comprehensive comparative assessment of anti-bullying strategies, taking into account cultural factors that were previously insufficiently covered in research on the post-Soviet space. The practical significance lies in the possibility of using the findings to modernize national programs for the prevention of bullying and social exclusion of students, including through the expansion of KiVa and similar initiatives.

An analysis of the existing literature shows that the effectiveness of anti-bullying strategies depends on a combination of legislative measures, educational initiatives, accessibility of support mechanisms, and consideration of cultural characteristics. The introduction of mandatory government programs in schools and the active involvement of public organizations are key success factors. A comparative analysis will allow us to identify the most effective approaches and propose strategies for adapting international experience into a context-sensitive and sustainable model of national implementation.

1. Conceptual foundations and typology of bullying

In contemporary scientific discourse, bullying is conceptualised as a form of interpersonal violence that manifests within educational and socio-cultural interactions. It is typically defined as intentional, repetitive, and frequently covert behaviour aimed at inflicting psychological, social, or physical harm upon an individual in a vulnerable position. Among students, bullying assumes specific forms, including verbal aggression, social exclusion, cyberbullying, and academically motivated intimidation.

The classical definition of bullying, developed in the context of school-based research, remains applicable in higher education but requires further specification. Core indicators of bullying include a power asymmetry between the parties involved, as well as systematic and unprovoked aggressive conduct. These criteria continue to be relevant within the university environment, where hierarchies, peer pressure, and behavioural dominance persist despite the relative maturity of students (Stevens & De Bourdeaudhuij, 2001). Current analyses of intervention strategies enable the classification of bullying into four dominant types observed across both secondary and tertiary educational settings: physical, verbal, social, and cyberbullying. Cyberbullying, in particular, poses heightened risks in the digital age, as it transcends the boundaries of physical space, is facilitated by anonymity, and propagates rapidly through online platforms (Silva et al., 2017). In the context of Kazakhstan, local researchers highlight the underdeveloped terminological and methodological framework for addressing bullying in the country's higher education institutions. It is often interpreted through the lens of interpersonal conflict or disciplinary infractions, complicating its timely identification and prevention. Emphasis is placed on the necessity of establishing a unified conceptual foundation and adapting international classifications to the specific educational and cultural realities of Kazakhstan (Akimbekova & Kulekenova, 2023).

Thus, the definition of bullying in the student environment requires an interdisciplinary approach combining psychological, sociological and pedagogical perspectives, as well as taking into account the specifics of university communication, structural hierarchy and the increasing role of digital interaction.

2. The consequences of bullying and the impact of the educational environment

Bullying among students, as well as among schoolchildren, has a significant impact on the psycho-emotional state and academic activity of students. It can manifest itself in the form of social isolation, bullying in classrooms, in groups on social networks, as well as in the form of academic pressure and discrimination. As noted by Hall and Chapman, the negative atmosphere in an educational institution contributes to the entrenchment of violent forms of communication, especially in conditions of insufficient administrative response and informal norms (Hall & Chapman, 2018).

A study by Li, Chen, and Chen shows that the level of safety and a supportive climate within a study group has a direct impact on bullying levels. The university environment, with greater autonomy and less formalized control, creates conditions for both latent bullying and resistance to it through student initiatives, psychological services and mentoring systems (Li, Chen & Chen, 2017). The work of Prakapas and Dudaite demonstrates that educational institutions, where a culture of mutual respect, dialogue and engagement is consciously built, record not only a decrease in violence, but also an increase in academic performance, as well as a stable identification of students with the university as a social space of trust (Prakapas & Dudaite, 2024).

Thus, the formation of a healthy educational climate is a key condition for neutralizing bullying and creating a favorable environment for the personal and professional development of students.

3. Effectiveness of anti-bullying programs: a comparative analysis

The development and implementation of bullying prevention programs in the educational environment over the past two decades has been the subject of extensive empirical and meta-analytical research. Numerous reviews demonstrate that the effectiveness of interventions depends on the complexity of the approach, the target orientation and the level of institutional support. For example, a meta-analysis by Dong, Huitsing, and Veenstra notes that the most effective programs are those that integrate individual, group, social, and organizational levels of impact. The authors emphasize the importance of sustained administrative support and involvement of the student community as key success factors (Dong, Huitsing & Veenstra, 2025).

The work of Fraguas et al., based on data from randomized clinical trials, indicates a statistically significant decrease in the level of aggression and victimization in educational institutions where formalized anti-bullying protocols were implemented. The role of preliminary diagnosis and the stage-by-stage implementation of such programs is especially emphasized, which avoids formalization and increases the level of acceptance among students (Fraguas et al., 2021). The KiVa program, developed in Finland, remains one of the most studied and adaptable models of bullying prevention. According to a systematic review by Hikmat et al., its effectiveness is particularly high among younger adolescents, but adaptation to the university level requires significant modification of the content and methodological components (Hikmat et al., 2024). The Olweus program, in turn, is focused on the purposeful transformation of the school climate, which can be reinterpreted in the context of universities as working with the corporate culture of the university, the involvement of administration and student leaders (Gaffney, Ttofi & Farrington, 2021). An important component of effective programs is the behavior of bullying witnesses. As the study by Chu, Zhou and Campbell shows, it is the position of neutral observers – classmates, eyewitnesses of situations on social networks or in classrooms – that can either enhance the victimization effect or serve as a factor of resistance to the normalization of violence. Interventions aimed at activating these groups are considered as a promising and still insufficiently implemented resource (Chu, Zhou & Campbell, 2024). An additional resource for improving the effectiveness of prevention is the participation of parents and teachers. The Espelage and Polanin meta-review shows that programs that include a parent component and work with teachers demonstrate significantly more sustainable results in the long term. At the same time, informal interaction between students and teachers plays a special role, based on trust, recognition of boundaries and emotional responsiveness (Espelage & Polanin, 2019).

Thus, a comparative analysis shows that there are no universal solutions in the fight against bullying: the effectiveness of programs is determined by their correspondence to the age group, cultural context and organizational culture of the educational institution.

4. Cultural adaptation and legal approaches in the fight against bullying

The problem of bullying in educational institutions becomes particularly difficult in multinational and multicultural societies, where differences in values, communication styles, and social norms can increase the risk of misunderstanding, alienation, and conflict. A study by Gutzwiller-Helfenfinger et al. emphasizes that standard anti-bullying programs developed within the framework of Western paradigms require careful cultural adaptation when implemented in educational systems with other ethno-confessional structures. Migrant students, ethnic minorities, and students who do not speak the official language of instruction at a sufficient level are particularly vulnerable (Gutzwiller-Helfenfinger et al., 2024). Sarnovska and Falko express a similar position, considering the process of cross-cultural adaptation of anti-bullying programs as an integral part of their successful implementation. The authors insist on the need to take into account local socio-cultural concepts of violence, authority, subordination and «normality» in interpersonal relationships. Unadapted methods, on the contrary, can cause alienation on the part of students and lead to the formalization of preventive work (Sarnovska & Falko, 2024). Along with the cultural aspect, the legal regulation of bullying remains relevant. As shown in the review by Valerie and Pudjiastuti, despite the existence of formal anti-discrimination and anti-bullying regulations in most countries, the practical implementation of legal mechanisms faces a number of obstacles: from the lack of special response procedures at universities to the ambiguity in the interpretation of the very concept of «bullying» in the legal system. In the context of higher education, it is especially important to develop internal regulations that provide both prevention and a clear procedure for responding to student complaints (Valerie & Pudjiastuti, 2024). An interesting area of analysis is the study by Zhou, Liu and Ye, which draws a parallel between bullying in educational and labor collectives. The authors consider both phenomena as manifestations of a dysfunctional institutional culture, where there are no stable mechanisms of feedback, horizontal support and ethical leadership. This perspective allows us to consider student bullying not as an isolated phenomenon, but as part of a broader problem of interpersonal violence in hierarchically organized systems (Zhou, Liu & Ye, 2025). Thus, the fight against bullying in the university environment is impossible without taking into account cultural differences, the legal context and institutional responsibility. The effectiveness of preventive and corrective measures depends on the ability of educational organizations not only to borrow international experience, but also to adapt it taking into account the value and regulatory specifics of a particular society.

One of the most convincing examples of such successful adaptation of international experience is the Finnish KiVa program, which has become a benchmark in anti-bullying strategies worldwide. Its comprehensive design integrates classroom instruction, digital modules, teacher involvement, and bystander activation – making it particularly effective across age groups. As demonstrated in a large-scale national study by Kärnä et al., the program led to a 30% reduction in bullying cases in Finland (Kärnä et al., 2011). Salmivalli, Kärnä, and Poskiparta emphasize that this effect was achieved through a whole-school approach, where consistent participation of students, educators, and administrators created a supportive institutional culture (Salmivalli, Kärnä & Poskiparta, 2011). These findings highlight the importance of not only borrowing

successful foreign models, but of thoroughly embedding them into the national educational context, adjusted to local cultural and regulatory frameworks.

Methods

The object of this study is government strategies for preventing ostracism in the education system. The subject of the study is the legislative, institutional and cultural components of the effectiveness of anti-bullying programs in international and Kazakh practice. The study used a comprehensive methodology, including legal, socio-cultural, and statistical analysis. The main method used was a comparative analysis of national anti-stigma strategies in seven countries: Finland, Great Britain, the USA, Japan, South Korea, Kazakhstan, and Russia. The choice of these States is due to differences in their approaches to solving the problem of social exclusion, including in terms of legislative regulation, the content of educational programs, and the availability of institutionalized support mechanisms for victims of bullying. The purpose of the study is to identify the key factors of the effectiveness of national anti-bullying strategies and their possible adaptation to the educational system of Kazakhstan and Russia. Based on the obtained results, the study aims to propose a comprehensive and context-sensitive model of institutional implementation, drawing on proven international practices such as KiVa. Research question: Which specific elements of anti-bullying strategies are most effective in reducing bullying and social exclusion of students in international practice, and how can they be adapted within the national systems of Kazakhstan and Russia?

Hypothesis: The study proceeds from the hypothesis that strategies based on mandatory legislative regulation, the coverage of educational institutions with targeted programs, the availability of psychological and social support mechanisms, as well as consideration of cultural differences and values of society, demonstrate the greatest effectiveness. These elements, when implemented in a coordinated manner, contribute to systemic improvements in the educational climate and reduce the prevalence of bullying-related behaviors.

The study was carried out in several interrelated stages. Initially, criteria were defined for selecting countries with varying levels of systemic anti-bullying measures. This was followed by the collection and systematization of national regulations, government programs, reports from UNESCO, OECD, UNICEF, and relevant academic publications. A qualitative and quantitative analysis was conducted to assess national contexts and implementation mechanisms. Further, the effectiveness of anti-bullying strategies was evaluated through comparative indicators such as legislative availability, program coverage, reduction in bullying cases, accessibility of victim support services, and the presence of cyberbullying prevention tools. Finally, results were interpreted with attention to cultural differences, leading to practical recommendations for national-level implementation.

The empirical base included regulatory documents, educational policy frameworks, statistical reports, and scientific literature. Key data sources encompassed anti-bullying legislation, educational initiatives, official statistics on bullying dynamics, availability of support services for victims, and levels of institutional involvement. To assess the effectiveness of preventive strategies, a criteria-based analytical approach was applied. Evaluation focused on the presence and enforceability of anti-bullying laws, the scope of institutional program coverage,

measurable reductions in bullying, access to victim support mechanisms, and the development of cyberbullying countermeasures.

Data on the effectiveness of prevention programs were collected from reports of international organizations (UNESCO, OECD, UNICEF), scientific research, as well as from statistical bulletins of ministries of education and human rights organizations in the countries under review. In the Kazakh context, special attention was paid to the results of the pilot implementation of the KiVa program and the analysis of its impact on the level of bullying in participating schools. Additionally, methods of analyzing expert opinions and official reports were used, which made it possible to more accurately determine the influence of cultural factors on the perception and implementation of anti-bullying strategies. The study pays particular attention to the distinction between individualistic and collectivistic societies and the role of national traditions, values, and communication norms in shaping attitudes toward bullying and social exclusion. These cultural dimensions were considered key variables in assessing the transferability of foreign models to the local context.

Statistical data processing was performed using descriptive statistics methods, including calculating average bullying reduction rates, the degree of involvement of educational institutions, and analyzing the availability of support mechanisms. To visualize the results, graphical methods were used – diagrams and tables of comparative analysis.

Thus, the applied methods made it possible to conduct a comprehensive assessment of the effectiveness of international anti-bullying strategies, identify key differences in approaches to the prevention of stigmatization, and formulate recommendations for improving educational policies in the field of social safety of students in Kazakhstan and Russia. The methodological design was purposefully oriented not only toward the identification of successful interventions but also toward the development of scalable, adaptable frameworks that can inform national policy design.

Ethical aspects: During the research, only open and official sources were used. No personal data was collected. The analysis of statistical reports and expert publications was carried out in compliance with the principles of anonymity and confidentiality. There was no provision for respondents to participate or interfere in the learning process, and therefore, coordination with the ethics committee was not required.

Results and discussion

This study provides a comparative analysis of international practices aimed at preventing ostracism and bullying in Finland, the United Kingdom, the United States, Japan, South Korea, Russia, and Kazakhstan. The selection of these countries reflects a wide range of legislative approaches, institutional resources, and socio-cultural environments. One of the most well-documented examples of effective prevention is the Finnish KiVa program, developed by the University of Turku. Since 2018, Kazakhstan has initiated its gradual adaptation within its own education system. According to pilot project data, schools that implemented KiVa reported a 12% decrease in bullying cases, demonstrating the program's potential adaptability and efficacy.

To ensure structural clarity, Table 1 outlines key parameters of prevention strategies: (1) legislative regulation, (2) national and local governmental programs, (3) the degree of

educational institutions' involvement, (4) mechanisms to prevent cyberbullying, and (5) the availability of support services, including psychological assistance and legal recourse.

Table 1. Comparative analysis of preventive measures against ostracism in selected countries

Country	Legislative norms	Government programs	Educational involvement	Cyberbullying prevention	Support mechanisms
Finland	Mandatory KiVa regulation	National funding, continuous school-level monitoring	Full-scale integration of KiVa	Digital ethics training, online monitoring	Accessible, systematized support
United Kingdom	Nationwide anti-bullying laws	National strategy, NGO partnerships	Mandatory teacher training, accountability	Legal regulation of digital content	Helplines, legal and psychological aid
United States	State-level legislation	Grants for prevention and school counselors	Varies by state, with state-specific mandates	Anti-cyberbullying campaigns and tech sanctions	Medium-level access, state-dependent
Japan	Ijime Prevention Act (2013)	School-level oversight, limited state enforcement	Official frameworks exist, but stigmatization persists	Weak mechanisms for digital aggression	Limited institutional support
South Korea	Comprehensive national policy	Strict sanctions, administrative penalties	Parental notification is mandatory	Harsh penalties for online harassment	Institutionalized counseling services
Kazakhstan	Law «On Child Rights Protection», KiVa pilot	School mediation programs, limited KiVa rollout	Selective implementation in pilot schools	National cybersecurity curriculum under development	Partial access to support services
Russia	Local regulations only, no federal framework	Ministry guidelines, fragmented implementation	Embedded in educational standards, low coverage	Minimal enforcement mechanisms	Poor availability of legal support

Note: Data summarized from sources [4], [9], [10], [11], [13].

As illustrated in Table 1, Kazakhstan has launched initial implementation of KiVa; however, its application remains limited to pilot schools, thereby reducing its systemic effectiveness. Expanding the program nationally could potentially yield results similar to those achieved in Finland.

Overall, the most effective strategies are observed in countries with strong legal regulation, clear governmental frameworks, active involvement of educational institutions, and robust

digital protection – namely Finland, the United Kingdom, and South Korea. Conversely, in Japan, Russia, and to a certain extent Kazakhstan, the lack of full-scale implementation and limited institutional support still hinder the success of prevention models. These contexts highlight the need for expanded adaptation mechanisms, legal standardization, and integration of support services within the educational infrastructure.

Legislative regulation and institutional support constitute critical pillars in the development of effective strategies to combat ostracism and bullying in educational environments. These mechanisms ensure legal protection, formalize anti-bullying protocols, and define the degree of institutional responsibility. Comparative international data show that in countries with well-developed regulatory frameworks, preventive measures yield higher results, while in contexts with fragmented or discretionary legislation, protective strategies often remain ineffective or symbolic.

Globally, three main legislative-institutional models of ostracism prevention can be distinguished. The first model, exemplified by Finland and the United Kingdom, is characterized by a centralized and compulsory approach, with strict legal regulation and government-controlled educational programs. The second model – a hybrid framework – combines formal legal regulation with decentralized implementation at the level of regions or individual institutions, as seen in the United States and Kazakhstan. The third model involves partial or inconsistent regulation, where the prevention of bullying is not institutionalized as a national priority; such patterns are observed in Russia and Japan.

A key feature of the Finnish system is the mandatory implementation of the KiVa program in all schools, which has led to a documented 30% reduction in bullying incidents nationwide. In the United Kingdom, the legislative framework obliges schools to conduct systematic monitoring, early detection, and response procedures. In the United States, the absence of a single federal anti-bullying law is offset by individual state statutes – each with varying degrees of enforcement and clarity. South Korea's system places particular emphasis on cyberbullying, enforcing strict sanctions, such as administrative fines and social media account suspension.

In Japan, despite the existence of the Ijime Prevention Act (2013), law enforcement mechanisms are underdeveloped, and social stigma toward victims severely limits the accessibility of protection measures. Kazakhstan, beginning in 2018, became the first country in Central Asia to pilot the KiVa program. Initial evaluations of the pilot implementation revealed encouraging trends in reducing bullying levels within participating schools. Additionally, Kazakhstan amended its Law «On the Protection of the Rights of the Child», obligating schools to adopt anti-bullying policies. However, experts note that monitoring procedures and enforcement instruments remain insufficient, limiting the effectiveness of legal interventions.

In Russia, the absence of a national anti-bullying law leaves preventive efforts to the discretion of local education authorities. Some regions have implemented localized educational programs and teacher training, but the non-binding nature of these measures results in inconsistent and often ineffective outcomes.

To provide a structured overview of current legislative regulation, Table 2 summarizes the presence of national anti-bullying laws, coverage of mandatory educational programs, and perceived law enforcement efficacy (on a scale from 1 to 10).

Table 2. Degree of legislative regulation of ostracism prevention in selected countries

Country	Anti-bullying legislation	Mandatory educational programs	Effectiveness of law enforcement (1-10)
Finland	KiVa program enshrined in law	Universal implementation in schools	10
United Kingdom	Statutory regulation with school accountability	Mandatory monitoring and training	9
United States	50 distinct state-level laws	Varies by state	7
South Korea	Legal framework focused on cyberbullying	Parental notification required	8
Japan	Ijime Prevention Act (2013), low enforceability	Weak victim protection mechanisms	6
Kazakhstan	Amendments to Child Protection Law, KiVa pilots	Partial program coverage	7
Russia	No unified federal regulation, regional disparities	Local initiatives only	4

Note: compiled based on sources [2], [11], [13], [16].

As demonstrated in Table 2, Finland (10) and the United Kingdom (9) lead in terms of legislative coverage and institutional enforcement. The United States (7) and South Korea (8) reflect moderately high regulation with targeted emphasis – particularly in digital environments. Kazakhstan (7), through the integration of KiVa and recent legislative reforms, exhibits significant progress compared to Russia (4) and Japan (6), where the lack of clear enforcement and low prioritization of the problem undermine systemic responses. These findings reinforce the conclusion that strong legal backing, supported by compulsory institutional practices and monitoring mechanisms, plays a decisive role in shaping the efficacy of anti-bullying policies.

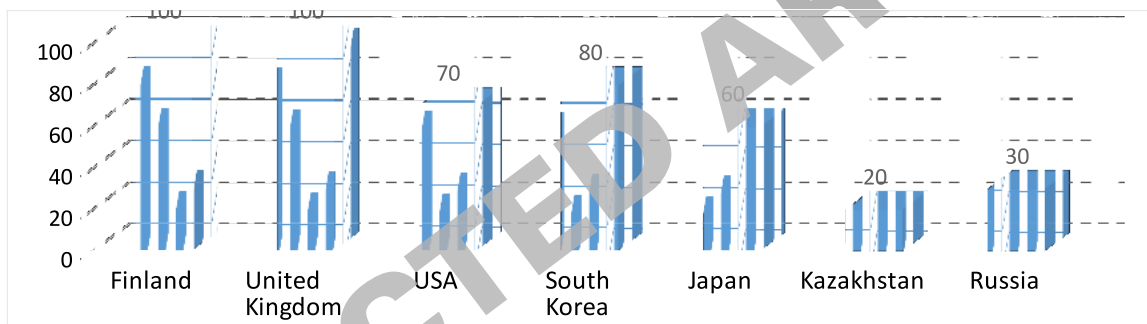
To assess the effectiveness of the fight against ostracism, it is important to take into account not only legislative measures but also the scale of the introduction of preventive programs. In Finland and the UK, there is 100% coverage of educational institutions with government programs that monitor and protect victims. In Kazakhstan, KiVa has so far been implemented only in individual schools, which limits its influence. In South Korea and Japan, the fight against bullying remains predominantly formal: laws have been passed, but in practice, control over their implementation is weak. In Russia, educational initiatives are fragmented and are not included in the compulsory program of most schools.

To provide a clearer picture of how widely government anti-bullying programs are implemented in the educational systems of the studied countries, Table 3 presents comparative data on the coverage of schools, the types of programs in place, and their relative effectiveness.

Table 3. Coverage of government anti-bullying programs in the studied countries

Country	Main program	School coverage (%)	Effectiveness (1-10)
Finland	KiVa	100%	10
United Kingdom	National Strategy	100%	9
United States	Varies by state	60-80%	7
South Korea	Government educational initiatives	70%	8
Japan	Legislative measures, but weak implementation	60%	6
Kazakhstan	KiVa (pilot schools)	20%	7
Russia	Local educational projects	30%	5

Figure 1 illustrates the comparative level of coverage of schools with government anti-bullying programs across the selected countries, based on the data presented in Table 3.

**Figure 1.** Coverage of government anti-bullying programs

As can be seen, Finland (100%) and the United Kingdom (100%) provide full coverage of educational institutions with national anti-bullying programs. In the USA (70%) and South Korea (80%), programs are in operation, but their implementation depends on the region or educational initiatives. Kazakhstan (20%), despite the introduction of KiVa, has not yet covered the majority of schools, which explains its relatively low level of enrollment. In Russia (30%), local initiatives are developing, but there is no unified federal program. The analysis shows that the countries where anti-bullying programs are mandatory (Finland, Great Britain) demonstrate the greatest effectiveness. In Kazakhstan, the implementation of KiVa in individual schools has produced positive results, but the lack of commitment to this program at the national level limits its effectiveness. Russia and Japan remain among the countries with the least strict control over the implementation of anti-bullying measures, which reduces their effectiveness. The effectiveness of preventive measures of ostracism is determined by a combination of factors, including law enforcement practice, the level of involvement of educational and public institutions, the availability of support for victims, as well as the dynamics of cases of bullying and social isolation. Different countries show heterogeneous results, which are associated not only with legislative and institutional factors, but also with cultural characteristics of the

perception of the problem. One of the most objective indicators of the success of preventive programs is a decrease in the level of bullying and social isolation after their implementation. In Finland, where the comprehensive KiVa program operates, over the past 10 years, it has been possible to reduce the level of bullying by 30%. In the UK, thanks to the national anti-bullying strategy, there has been a 25% reduction in school bullying.

In the United States, where regulation is carried out at the state level, the level of bullying has decreased by an average of 10%, but significant differences between regions reduce the overall effectiveness. In South Korea, despite tough penalties for cyberbullying and social isolation, a 15% reduction in bullying cases was achieved. In Japan, the adoption of the law on combating ijime (2013) led to only a 5% decrease in bullying, which is associated with conservative norms of behavior and insufficient openness of the law enforcement system. In Kazakhstan, since the pilot introduction of KiVa in individual schools, there has been a 12% decrease in bullying, which is a positive indicator. However, nationally, the program has not yet reached most educational institutions, limiting the overall effect. In Russia, despite the launch of educational initiatives and the growth of public interest in the problem, the decrease in cases of social isolation remains at the level of 3%, which indicates the need for deeper integration of preventive programs.

To visualize the measurable outcomes of national anti-bullying policies and programs, Figure 2 presents comparative data on the percentage reduction in bullying cases after the implementation of preventive strategies across the studied countries.

Figure 2 illustrates the comparative impact of national anti-bullying strategies, showing the percentage decrease in bullying cases reported in each country after program implementation.

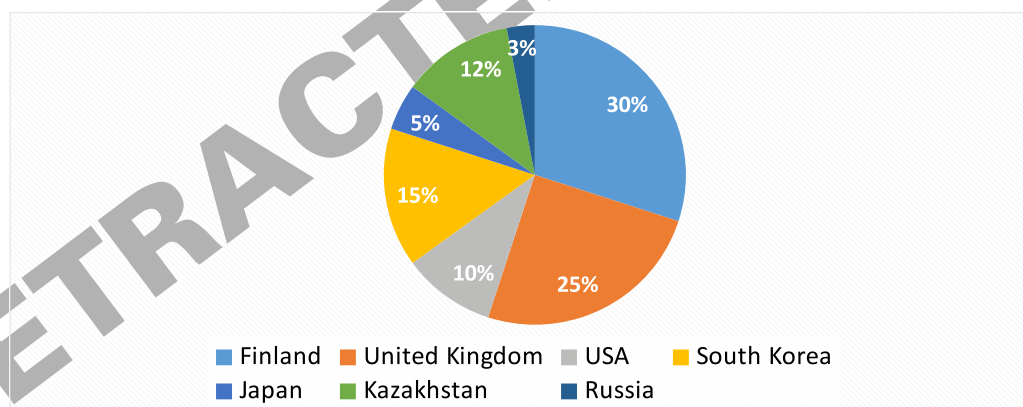


Figure 2. Reducing the level of bullying after the introduction of preventive programs

As can be seen, Finland (30%) and the United Kingdom (25%) show the most significant reduction in cases of social isolation and bullying due to an integrated approach that includes legislative measures, educational programs, and psychological support. In the United States (10%), the effect varies by state, and in South Korea (15%), improvements were achieved thanks to strict regulation of cyberbullying. In Japan (5%), Kazakhstan (12%), and Russia (3%), the decline remains more moderate, which indicates the need for deeper integration of preventive strategies.

As part of the preparation of the article, additional empirical observation was conducted among first- and second-year students of pedagogical specialties at the L.N. Gumilyov ENU

participating in bullying prevention and digital hygiene programs. In the course of project seminars and optional trainings (autumn 2024), the elements of the KiVa program adapted to the Kazakh university context were tested. Following the results of two semesters, the teachers of the Department of Pedagogy recorded a steady decrease in the number of conflict situations in the educational environment (according to the results of the student survey – by 18%), as well as an increase in awareness in the prevention of cyberbullying. The students noted that participating in interactive trainings helped them learn how to recognize forms of hidden pressure, as well as develop strategies for nonviolent interaction in student groups. The data obtained suggest that even partial implementation of anti-bullying practices at the higher education level contributes to the formation of a safe educational environment and can be integrated into the national strategy for the prevention of stigmatization.

An equally important factor in the success of prevention is the availability of assistance for victims of ostracism. Finland and the UK have national hotlines, school psychological support services, and legal protection mechanisms. In the U.S., aid programs vary from state to state, but major cities operate specialized centers. In South Korea, the emphasis is on counseling and support within educational institutions, but the problem of public condemnation of victims is still relevant. In Japan, psychological assistance is provided, but fear of possible social consequences reduces its demand. In Kazakhstan and Russia, support mechanisms are developing, but their availability remains limited due to insufficient government funding and a lack of qualified specialists.

To evaluate the systemic capacity of countries to support victims of ostracism, Table 4 presents comparative data on the availability of helplines, psychological services, and legal protection, accompanied by a general availability rating.

Table 4. Availability of support mechanisms for victims of ostracism

Country	Helplines	Psychological support	Legal protection	Availability rating (1-10)
Finland	Yes (national)	Yes (in all schools)	Yes	10
United Kingdom	Yes	Yes (free)	Yes	9
United States	Partially (varies by state)	Yes	Partially	7
South Korea	Yes	Partially	Yes	6
Japan	Limited	Partially	Formal	5
Kazakhstan	Partially (in KiVa schools)	Developing	Partially	6
Russia	Partially	Limited	Partially	4

Kazakhstan (6), thanks to partial integration of KiVa, demonstrates a higher level of support availability than Russia (4), but is still inferior to European countries. Comparative analysis shows that the effectiveness of preventive measures of ostracism depends on several factors. An integrated approach combining legislation, educational initiatives, and social programs demonstrates the highest effectiveness, which is confirmed by the results of Finland and the UK.

At the same time, the harsh sanctions measures applied in South Korea and Japan do not always lead to a significant reduction in bullying cases unless accompanied by a well-developed victim support system. The lack of a unified strategy, typical for Kazakhstan and Russia, slows down progress in combating stigmatization, as measures remain fragmented and do not provide the necessary level of protection for victims. The most successful countries are those where the fight against stigmatization is considered a national priority and includes comprehensive support measures. In Kazakhstan, the further expansion of the KiVa program, the development of educational initiatives, the integration of digital solutions, and the strengthening of social protection mechanisms remain promising areas.

Conclusion

The present study has confirmed the hypothesis that strategies based on the integration of legislative regulation, mandatory coverage of educational institutions, accessible victim support mechanisms, and consideration of cultural factors are the most effective in preventing ostracism and bullying. A comprehensive comparative analysis of the models of combating social exclusion in seven countries has demonstrated that it is precisely such systemic and coordinated approaches – as exemplified by the KiVa program in Finland or the national strategy in the United Kingdom – that ensure a sustainable reduction in bullying (by 25–30%) and contribute to the creation of an integrated support infrastructure within the educational environment. At the same time, countries with fragmented or optional implementation of anti-bullying measures (such as Russia and Japan) or those with pilot-level coverage (such as Kazakhstan) show significantly lower levels of systemic effectiveness. In particular, although Kazakhstan's KiVa pilot schools have recorded a 12% reduction in bullying, the national protection framework remains underdeveloped due to the irregularity of program implementation, limited human and methodological resources, and the absence of a binding regulatory mandate for nationwide adoption.

The study identified and analyzed the key structural elements that determine the success of national strategies: a clearly articulated legal and institutional framework, obligatory inclusion of anti-bullying content in school programs, involvement of public and expert organizations, the development of digital response mechanisms, and continuous support services for victims. Cultural context has also proven to be a decisive factor: in countries with elevated levels of social stigmatization (e.g., Japan, Russia), informal barriers, distrust of protection mechanisms, and weak institutional feedback loops significantly limit the impact of formal interventions.

The scientific novelty of this study lies in its integrated and comparative approach to evaluating anti-ostracism strategies within the context of post-Soviet educational systems, accounting for legal, institutional, and sociocultural dimensions. This research expands the theoretical understanding of what constitutes an effective anti-bullying strategy and provides an empirically grounded foundation for constructing national-level policies aimed at ensuring school safety, psychological well-being, and inclusive educational environments.

From a practical standpoint, the study presents a structured proposal for the modernization of anti-bullying frameworks in Kazakhstan and Russia. The following areas are identified as high-priority recommendations: (1) the national-scale expansion of proven initiatives such as the KiVa program; (2) the mandatory integration of preventive educational modules into

the curriculum; (3) the development and institutionalization of school-based psychological services; (4) the deployment of digital monitoring systems to address cyberbullying; and (5) the cultivation of tolerant educational cultures, rooted in international best practices but adapted to national realities.

Thus, the confirmation of the research hypothesis and the results of the cross-national comparative analysis allow us to conclude that comprehensive governmental measures – grounded in intersectoral cooperation, cultural sensitivity, and institutional consistency – represent the most effective model for combating bullying and social exclusion. The findings of the study not only substantiate this model empirically but also establish a conceptual framework for further applied research and policy innovation in the field of educational social safety. The proposed model can serve as a basis for national program development, piloting, and institutional integration across post-Soviet educational systems.

Limitations and directions for future research: Although the present study relies on a broad corpus of legal, institutional, and statistical sources, it is limited by its dependence on secondary data and publicly available government and NGO reports. In particular, there is insufficient access to longitudinal and school-level microdata, especially for the Russian and Japanese contexts. Further research may benefit from fieldwork-based approaches, including surveys and interviews with school staff and students, to evaluate the practical implementation of anti-bullying measures. Additionally, future studies could examine how intersectional factors – such as gender, disability, or ethnicity – affect students' vulnerability to bullying and their access to protection in different institutional systems.

Funding

The authors state that the study did not receive financial support from any government, commercial, or non-profit organizations.

Acknowledgements

The authors express their gratitude to the scientific leadership of the department and colleagues for their methodological support during the preparation of the article.

Conflict of interest

The authors confirm that there are no potential or actual conflicts of interest related to this study.

Contribution of the authors

Asylbekova M. – was responsible for the concept of the research work.

Shaikhymuratova I. – was responsible for coverage and systematization on the chosen topic.

Mukanova N. – developed a detailed plan for data collection, selection of analysis methods, data collection and processing.

Atmaca T. – organized and conducted the main experiment as part of the study, described the research methods, a significant contribution to the concept or design of work; collection, analysis and interpretation of the results of the work.

References

- Chu X, Zhou N and Campbell M (2024) 'Bystander behavior in school bullying: A systematic review of intervention strategies', *Frontiers in Psychology*, 15, 1032456. <https://doi.org/10.3389/fpsyg.2024.1032456>
- Dong Z, Huitsing G and Veenstra R (2025) 'The effectiveness of anti-bullying programs: A meta-analytic review', *Prevention Science*. <https://doi.org/10.1007/s11121-025-01342-7>
- Espelage DL and Polanin JR (2019) 'A meta-analytic review of school-based anti-bullying programs with a parent component', *International Journal of Bullying Prevention*, 1(1), pp. 1–15. <https://doi.org/10.1007/s42380-018-0002-1>
- Fraguas D, Díaz-Caneja CM, Ayora M, et al. (2021) 'Assessment of school anti-bullying interventions: A meta-analysis of randomized clinical trials', *JAMA Pediatrics*, 175(1), pp. 44–55. <https://doi.org/10.1001/jamapediatrics.2020.5623>
- Gaffney H, Ttofi MM and Farrington DP (2021) 'What works in anti-bullying programs? Analysis of effective intervention components', *Journal of School Psychology*, 84, pp. 1–13. <https://doi.org/10.1016/j.jsp.2021.03.001>
- Gutzwiller-Helfenfinger E, Bozic A, Støen J, et al. (2024) 'How do anti-bullying programs target immigrant children and youth?', In: *Routledge Education*. <https://doi.org/10.4324/9781003439202-7>
- Hall WJ and Chapman MV (2018) 'The role of school context in implementing a statewide anti-bullying policy and protecting students', *Educational Policy*, 32(3), pp. 507–539. <https://doi.org/10.1177/0895904816637689>
- Hikmat R, Suryani S, Yosep I and Jeharsae R (2024) 'KiVa anti-bullying program: Preventing bullying and reducing bullying behavior among students – a scoping review', *BMC Public Health*, 24, 20086. <https://doi.org/10.1186/s12889-024-20086-8>
- Kärnä A, Voeten M, Little TD, Poskiparta E, Alanen E and Salmivalli C (2011) 'A large-scale evaluation of the KiVa antibullying program: Grades 4–6', *Child Development*, 82(1), pp. 311–330. <https://doi.org/10.1111/j.1467-8624.2010.01557.x>
- Li Y, Chen PY and Chen FL (2017) 'Preventing school bullying: Investigation of the link between anti-bullying strategies, prevention ownership, prevention climate, and prevention leadership', *Applied Psychology*, 66(1), pp. 45–78. <https://doi.org/10.1111/apps.12107>
- Prakapas J and Dudaite J (2024) 'The impact of school climate on academic performance: The role of bullying prevention strategies', *ICERI Proceedings*. <https://doi.org/10.56663/rop.v13i1.72>
- Salmivalli C, Kärnä A and Poskiparta E (2011) 'Counteracting bullying in Finland: The KiVa program and its effects on different forms of being bullied', *International Journal of Behavioral Development*, 35(5), pp. 405–411. <https://doi.org/10.1177/0165025411407457>
- Sarnovska N and Falko R (2024) 'Adaptation of anti-bullying programs in different cultural contexts', *Perspectives in Psychology*. <https://doi.org/10.1007/s12144-023-04567-9>
- Silva JL, Oliveira WA, Andrade LS, et al. (2017) 'Anti-bullying interventions in schools: A systematic literature review', *Ciencia & Saude Coletiva*, 22(6), pp. 1821–1836. <https://doi.org/10.1590/1413-81232017226.17472016>
- Stevens V and De Bourdeaudhuij I (2001) 'Anti-bullying interventions at school: Aspects of programme adaptation and critical issues for further programme development', *Health Promotion International*, 16(2), pp. 155–167. <https://doi.org/10.1093/heapro/16.2.155>

Valerie J and Pudjiastuti S (2024) 'Legal frameworks against bullying: Implementation and challenges', *Desiderata Law Review*. <https://doi.org/10.2139/ssrn.4536721>

Zhou L, Liu M and Ye J (2025) 'Workplace bullying and its parallels to school bullying: A psychological perspective', *Medicine (Baltimore)*, 105(2), 103245. <https://doi.org/10.1016/j.medic.2025.103245>

Акимбекова Б. и Кулекенова Д. (2023) «Влияние травли на психологическое состояние школьников в Казахстане», *Journal of Pedagogical Psychology*. <https://doi.org/10.1177/1359104523117564>

М.П. Асылбекова¹, *И.Б. Шайхымуратова², Ж.Е. Муканова³, Т. Ахмаджа⁴

^{1,2,3}Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан

⁴Дюздже университеті, Дюздже, Түркия

Остракизмнің алдын алудағы халықаралық тәжірибе

Андатпа. Өсіп келе жатқан цифрлық тәуекелдер мен мектеп ортасының өзгеруі жағдайында остракизм мен қорқыту мәселесі ерекше өзекті болып отыр. Бұл зерттеудің объектісі-қорқыту және кибербуллинг түрінде көрінетін оқу орындарындағы әлеуметтік оқшаулану. Жұмыстың мақсаты-құқықтық, институционалдық және мәдени аспектілерге баса назар аударып, остракизмнің алдын алудың ұлттық және халықаралық стратегияларына салыстырмалы талдау жүргізу. Финляндия, Ұлыбритания, АҚШ, Жапония, Оңтүстік Корея, Қазақстан және Ресейдің тәжірибесіне басты назар аударылады, онда қорқытудың алдын алу тәсілдерінің типологиялық айырмашылықтары анықталды.

Мақаланың ғылыми-практикалық маңыздылығы оның қорқытуға қарсы қолданыстағы модельдер туралы деректерді жүйелеп қана қоймай, сонымен қатар оларды қазақстандық және ресейлік білім беру жүйелері жағдайында бейімдеу бойынша ұсыныстар беруімен байланысты. Зерттеу әдістемесі салыстырмалы құқықтық талдауға, нормативтік актілердің мазмұнын талдауға, халықаралық ұйымдардың (ЮНЕСКО, ЭДҰ, ЮНИСЕФ) есептеріне, сондай-ақ қорқыту динамикасы туралы статистикалық мәліметтерге негізделген. Сондай-ақ әлеуметтік-мәдени талдау және сараптамалық зерттеу элементтері қолданылды.

Нәтижелер көрсеткендей, жан-жақты мемлекеттік саясаты бар, білім беру бағдарламаларын міндетті түрде жүзеге асыратын елдер (Мысалы, Финляндиядағы Кива) және зардап шеккендерді қолдаудың дамыған жүйесі ең жоғары тиімділікті көрсетеді. Қазақстанда Киваның ішінара енгізілуіне қарамастан, оң үрдіс байқалды – пилоттық мектептердегі бұзақылықтың 12% - ға төмендеуі.

Зерттеу халықаралық тәжірибені ұлттық стратегияларға интеграциялау қажеттілігін негіздей отырып, бұзақылықпен күресудің педагогикалық саясатын жасауға ықпал етеді. Практикалық маңыздылығы нәтижелерді тиімді профилактикалық шараларды әзірлеуде қолдану мүмкіндігінде жатыр.

Түйін сөздер: буллинг, остракизм, алдын алу, антибуллинг стратегиялары, кибербуллинг, халықаралық тәжірибе, білім беру бағдарламалары.

М.П. Асылбекова³, *И.Б. Шайхымуратова², Ж.Е. Муканова³, Т. Атмаджа⁴

^{1,2,3}*Евразийский национальный университет имени Л.Н. Гумилева, Астана, Казахстан*

⁴*Университет Дюздже, Дюздже, Турция*

Международная практика по предотвращению остракизма

Аннотация. В условиях растущих цифровых рисков и изменения школьной среды проблема остракизма и запугивания становится особенно актуальной. Объектом данного исследования является социальная изоляция в учебных заведениях, проявляющаяся в виде издевательств и киберзапугивания. Цель работы – провести сравнительный анализ национальных и международных стратегий профилактики остракизма с акцентом на правовые, институциональные и культурные аспекты. Основное внимание уделяется опыту Финляндии, Великобритании, США, Японии, Южной Кореи, Казахстана и России, где выявлены типологические различия в способах предотвращения издевательств.

Научно-практическая значимость статьи обусловлена тем, что она не только систематизирует данные о существующих моделях противодействия издевательствам, но и дает рекомендации по их адаптации в условиях казахстанских и российских систем образования. Методика исследования основана на сравнительном правовом анализе, анализе содержания нормативных актов, отчетах международных организаций (ЮНЕСКО, ОЭСР, ЮНИСЕФ), а также статистических данных о динамике угроз. Также были использованы элементы социокультурного анализа и экспертного исследования.

Результаты показывают, что страны со всеобъемлющей государственной политикой, обязательными реализациями образовательных программ (например, Кива в Финляндии) и развитой системой поддержки пострадавших демонстрируют наибольшую эффективность. Несмотря на частичное внедрение Кивы в Казахстане, отмечена положительная тенденция – снижение хулиганства в пилотных школах на 12%.

Исследование способствует выработке педагогической политики борьбы с издевательствами, обосновывая необходимость интеграции международного опыта в национальные стратегии. Практическая значимость заключается в возможности применения результатов в разработке эффективных профилактических мер.

Ключевые слова: буллинг, остракизм, предотвращение, антибуллинговые стратегии, кибербуллинг, международный опыт, образовательные программы.

References

Chu, X., Zhou, N. and Campbell, M. (2024) 'Bystander behavior in school bullying: A systematic review of intervention strategies', *Frontiers in Psychology*, 15, 1032456. <https://doi.org/10.3389/fpsyg.2024.1032456>

Dong, Z., Huitsing, G. and Veenstra, R. (2025) 'The effectiveness of anti-bullying programs: A meta-analytic review', *Prevention Science*. <https://doi.org/10.1007/s11121-025-01342-7>

Espelage, D.L. and Polanin, J.R. (2019) 'A meta-analytic review of school-based anti-bullying programs with a parent component', *International Journal of Bullying Prevention*, 1(1), pp. 1–15. <https://doi.org/10.1007/s42380-018-0002-1>

Fraguas, D., Díaz-Caneja, C.M., Ayora, M. et al. (2021) 'Assessment of school anti-bullying interventions: A meta-analysis of randomized clinical trials', *JAMA Pediatrics*, 175(1), pp. 44–55. <https://doi.org/10.1001/jamapediatrics.2020.5623>

Gaffney, H., Ttofi, M.M. and Farrington, D.P. (2021) 'What works in anti-bullying programs? Analysis of effective intervention components', *Journal of School Psychology*, 84, pp. 1–13. <https://doi.org/10.1016/j.jsp.2021.03.001>

Gutzwiller-Helfenfinger, E., Bozic, A., Støen, J. et al. (2024) 'How do anti-bullying programs target immigrant children and youth?', In: Routledge Education. <https://doi.org/10.4324/9781003439202-7>

Hall, W.J. and Chapman, M.V. (2018) 'The role of school context in implementing a statewide anti-bullying policy and protecting students', *Educational Policy*, 32(3), pp. 507–539. <https://doi.org/10.1177/0895904816637689>

Hikmat, R., Suryani, S., Yosep, I. and Jeharsae, R. (2024) 'KiVa anti-bullying program: Preventing bullying and reducing bullying behavior among students – a scoping review', *BMC Public Health*, 24, 20086. <https://doi.org/10.1186/s12889-024-20086-8>

Kärnä, A., Voeten, M., Little, T.D., Poskiparta, E., Alanen, E. and Salmivalli, C. (2011) 'A large-scale evaluation of the KiVa antibullying program: Grades 4–6', *Child Development*, 82(1), pp. 311–330. <https://doi.org/10.1111/j.1467-8624.2010.01557.x>

Li, Y., Chen, P.Y. and Chen, F.L. (2017) 'Preventing school bullying: Investigation of the link between anti-bullying strategies, prevention ownership, prevention climate, and prevention leadership', *Applied Psychology*, 66(1), pp. 45–78. <https://doi.org/10.1111/apps.12107>

Prakapas, J. and Dudaite, J. (2024) 'The impact of school climate on academic performance: The role of bullying prevention strategies', *ICERI Proceedings*. <https://doi.org/10.56663/rop.v13i1.72>

Salmivalli, C., Kärnä, A. and Poskiparta, E. (2011) 'Counteracting bullying in Finland: The KiVa program and its effects on different forms of being bullied', *International Journal of Behavioral Development*, 35(5), pp. 405–411. <https://doi.org/10.1177/0165025411407457>

Sarnovska, N. and Falko, R. (2024) 'Adaptation of anti-bullying programs in different cultural contexts', *Perspectives in Psychology*. <https://doi.org/10.1007/s12144-023-04567-9>

Silva, J.L., Oliveira, W.A., Andrade, L.S. et al. (2017) 'Anti-bullying interventions in schools: A systematic literature review', *Ciencia & Saude Coletiva*, 22(6), pp. 1821–1836. <https://doi.org/10.1590/1413-81232017226.17472016>

Stevens, V. and De Bourdeaudhuij, I. (2001) 'Anti-bullying interventions at school: Aspects of programme adaptation and critical issues for further programme development', *Health Promotion International*, 16(2), pp. 155–167. <https://doi.org/10.1093/heapro/16.2.155>

Valerie, J. and Pudjiastuti, S. (2024) 'Legal frameworks against bullying: Implementation and challenges', *Desiderata Law Review*. <https://doi.org/10.2139/ssrn.4536721>

Zhou, L., Liu, M. and Ye, J. (2025) 'Workplace bullying and its parallels to school bullying: A psychological perspective', *Medicine (Baltimore)*, 105(2), 103245. <https://doi.org/10.1016/j.medic.2025.103245>

Akimbekova, B. and Kulekenova, D. (2023) 'Vliianie travli na psikhologicheskoe sostoianie shkol'nikov v Kazakhstane [The impact of bullying on the psychological state of schoolchildren in Kazakhstan]', *Journal of Pedagogical Psychology*. <https://doi.org/10.1177/1359104523117564>

Information about the authors:

Assylbekova M. – Candidate of Pedagogical Sciences, Associate Professor, Department of Pedagogy, L.N. Gumilyov Eurasian National University, Satpayev street 2, 010008, Astana, Kazakhstan

Shaikhymuratova I. – corresponding author, Doctoral student of educational program 8D01801 “Social pedagogy”, L.N. Gumilyov Eurasian National University, Satpayev street 2, 010008, Astana, Kazakhstan

Mukanova N. – 8D01103 – 2 nd year doctoral student of Pedagogy and Psychology, L.N. Gumilyov Eurasian National University, Satpayev street 2, 010008, Astana, Kazakhstan

Atmaca T. – PhD, Associate Professor, Faculty of Education, Duzce University, Orhangazi street, 81620, Duzce, Türkiye

Авторлар туралы мәліметтер:

Асылбекова М.П. – педагогика кафедрасының қауымдастырылған профессоры, п.ғ.к., Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Сәтбаев көшесі, 2, 010008, Астана, Қазақстан

Шайхымуратова И.Б. – хат-хабар авторы, 8D01801 «Әлеуметтік педагогика» білім беру бағдарламасының докторанты, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Сәтбаев көшесі, 2, 010008, Астана, Қазақстан

Муканова Н.Е. – 8D01103 – «Педагогика және психология» БББ 2 курс докторанты, Л.Н.Гумилев атындағы Еуразия ұлттық университеті, Сәтбаев көшесі, 2, 010008, Астана, Қазақстан.

Атмаджа Т. – педагогика факультетінің доценті, PhD, Дюздже университеті, Орхангаджи көшесі 81620, Дюздже, Түркия

Сведения об авторах:

Асылбекова М.П. – кандидат педагогических наук, ассоц.профессор кафедры педагогики, Евразийский национальный университет имени Л.Н. Гумилева, ул.Сатпаева, 2, 010008, г.Астана, Республика Казахстан

Шайхымуратова И.Б. – автор для корреспонденции, докторант образовательной программы 8D01801 «Социальная педагогика», Евразийский национальный университет имени Л.Н. Гумилева, ул.Сатпаева, 2, 010008, г.Астана, Республика Казахстан

Муканова Н.Е. – докторант 2 курса ОП 8D01103 – «Педагогика и психология», Евразийский национальный университет им. Л.Н. Гумилева, ул.Сатпаева, 2, 010008, г.Астана, Республика Казахстан.

Атмаджа Т. – PhD, доцент педагогического факультета, Университет Дюздже, ул. Орхангаджи, 81620, г.Дюздже, Турция.