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DEVELOPMENT OF RELATIONSHIPS OF STUDENTS' SOCIAL ROLES AND EDUCATIONAL TASKS FOR THEIR DEVELOPMENT

Abstract

The article contains theoretical and practical results based on the materials of the research conducted by the authors: systemic and structural analysis of the concept of 'social role' is presented; the effectiveness of introducing into practice of the predicted socio-pedagogical directions of work on the formation of social roles along the main lines of socio-role activity ('student-teacher', 'student – student', 'student – study', 'student – external environment') is theoretically substantiated; management system of the school's educational environment has been developed, focused on the relationship between the social roles of students and educational tasks for their development; the author's tools for diagnosing and monitoring the social-role set of high school students and program for the formation of social roles of high school students are described.

Keywords: social roles; socialization; social interaction; educational task, social behavior.

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ОҚУШЫЛАРДЫҢ ӘЛЕУМЕТТІК РӨЛДЕРІНІҢ ӨЗАРА БАЙЛАНЫСЫН ДАМУ ЖӘНЕ ОЛАРДЫ ИГЕРУ БОЙЫНША ТӘРБИЕЛІК МІНДЕТТЕР

Аңдатпа

Мақалада авторлар жүргізген зерттеу материалдары бойынша теориялық және практикалық нәтижелер бар: «әлеуметтік рөл» ұғымына жүйелік-құрылымдық талдау ұсынылған; әлеуметтік-рөлдік белсенділіктің негізгі бағыттары бойынша («оқушы-мұғалім», «оқушы-оқушы», «оқушы-оқу», «оқушы-сыртқы орта») әлеуметтік рөлдерді қалыптастыру бойынша жұмыстың болжамды әлеуметтік-педагогикалық бағыттарын практикаға енгізудің тиімділігі теориялық тұрғыдан негізделген; оқушылардың әлеуметтік рөлдері мен оларды игеру бойынша тәрбиелік міндеттердің өзара байланысына бағытталған мектептің білім беру ортасын басқару жүйесі әзірленді; жоғары сынып оқушыларының әлеуметтік-рөлдік жиынтығын диагностикалау мен мониторингтеудің авторлық құралдары сипатталған; жоғары сынып оқушысының әлеуметтік рөлдерін қалыптастыру бағдарламасы. Зерттеу мәселесі оқушылардың әлеуметтік рөлдерін тәрбие міндеттерімен біріктіру қажеттілігі мен қазіргі мектеп тәжірибесінде бұл механизмнің терең теориялық және әдістемелік дамуының жоқтығы арасындағы қайшылықтан туындайды.

Түйін сөздер: әлеуметтік рөлдер; әлеуметтену; әлеуметтік интеракция; тәрбиелік міндет, әлеуметтік мінез-құлық.

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РАЗВИТИЕ ВЗАИМОСВЯЗЕЙ СОЦИАЛЬНЫХ РОЛЕЙ УЧАЩИХСЯ И ВОСПИТАТЕЛЬНЫХ ЗАДАЧ ПО ИХ ОСВОЕНИЮ

Аннотация

Статья содержит теоретические и практические результаты по материалам проведенного авторами исследования: представлен системно-структурный анализ понятия «социальной роли»; теоретически обоснована эффективность внедрения в практику прогнозируемых социально-педагогических направлений работы по формированию социальных ролей по основным линиям социально-ролевой активности («ученик – учитель», «ученик – ученик», «ученик – учеба», «ученик – внешняя среда»); разработана система управления

образовательной средой школы, ориентированная на взаимосвязи социальных ролей учащихся и воспитательных задач по их освоению; описан авторский инструментарий диагностики и мониторинга социально-ролевого набора старшеклассников; программа по формированию социальных ролей старшеклассника. Проблема исследования возникает из противоречия между необходимостью интеграции социальных ролей учащихся с образовательными задачами и отсутствием глубокой теоретической и методологической разработки этого механизма в современной школьной практике.

Ключевые слова: социальные роли; социализация; социальная интеракция; воспитательная задача, социальное поведение.

Introduction. The modern Kazakhstan sociocultural space and the entities operating within it in the form of social structures, individuals, social institutions, and various spheres of activity are characterized by significant socially significant transformations in the technical, economic and social spheres of life. The key element of this space, its culture and essence is human capital, which is also the main resource ensuring stability, progress and efficiency. Today, society needs educated, trained, independent, self-organized, responsible and creatively thinking labor units capable of transforming not only their own sphere of professional activity, but the entire sociocultural space as a whole.

Such people are able to modernize the very structure of the school and its principles, as well as its positioning from the point of view of organizing the educational process. The educational system, which is an integral element of this process, of a modern school is potentially capable of not only ensuring the worthy involvement of the individual in educational activities, but also contributing to his full socialization and successful adaptation and socialization.

It is for this purpose that the latest educational systems are developed and mastered in schools, implementing their concepts and models, which are aimed at streamlining and optimizing a number of social, psychological, physical influences exerted on the student's personality, creating conditions for its successful socialization and development. In addition, such a system primarily integrates all pedagogical educational influences that are aimed at students into a uniform systemic pedagogical process that ensures the implementation of the goals and objectives of education in certain social and pedagogical conditions.

Indicators of social-role behavior are outlined in regulatory documents on education, such as the Law of the Republic of Kazakhstan "On Education", the Concept of Twelve-Year Education, and the State Program for the Development of Education in the Republic of Kazakhstan for 2020-2025, among others. These documents state that the main goal of modern education is to cultivate competent individuals who can solve problems in various spheres of life, maintain an active life stance, be socially responsible, and manage their own lives.

Basic provisions. Our research aims to address significant issues within the current and future educational environment. It focuses on identifying diverse and relevant social roles for high school students and developing their abilities to navigate and respond effectively to various social-role scenarios. The research challenge emerges from the contradiction between the necessity of integrating students' social roles with educational objectives and the lack of thorough theoretical and methodological development of this mechanism in contemporary school practices.

Materials and methods. Our research aimed to theoretically justify and methodologically support the integration of students' social roles with their educational development. The study's objectives were:

1. To review and evaluate the primary approaches to understanding 'social role' and identify the most effective methods for elucidating the process of social role formation.
2. To design and implement a system for managing the school's educational environment, emphasizing the connection between students' social roles and their educational tasks.
3. To determine the pedagogical conditions that facilitate the effective development of students' social roles.

The research was conducted in Schools No. 11 and 12 in Ust-Kamenogorsk, selected through the typical object method. Key research methods included analysis of psychological and pedagogical

literature, observation, and pedagogical experimentation. Participants' personal characteristics were assessed using Rokeach's "Value Orientations" test, Rotter's "Level of Subjective Control" (LSC) test, and a custom questionnaire developed by the researchers. The study spanned from 2021 to 2023 and was divided into three stages: initial assessment, intervention, and evaluation.

Each social situation comes with its own set of expectations for 'correct' behavior, which are reflected in the roles individuals play in society. When someone takes on a social role, their behavior adjusts to align with the expectations associated with that role, both from their perspective and from others'. In social psychology and pedagogy, the term 'role' refers to a "normatively defined and approved pattern of behavior expected from someone occupying a specific position (status) within a group or society." These roles can be formal, such as job responsibilities, or informal, like moral norms.

However, the idealized 'role' and actual behavior often diverge. This discrepancy arises because social norms dictate what behavior should be, while actual behavior is influenced by personality, upbringing, and other factors [1, p. 77-78]. Consequently, the gap between 'should' and 'can' in real-life situations can be substantial. The concept of social roles emerged at the turn of the 19th and 20th centuries and has since evolved along various theoretical paths:

- symbolic Interactionism: (J.G.Mead, G.Bloomer, E.Hughes, A.Strauss, G.Becker, T.Shibutani, M.Kuhn, T.Partland);
- structuralism: (R.Merton, T.Parsons);
- socio-Dramatic Approach: (E.Goffman, K.Burke, E.Roffman);
- theory of Social Role and Gender Stereotypes: (Igli);
- life Course Theory: (C.L.Ridgeway);
- theories of Autonomy: (Gewirth);
- self-Concept Theory: (R.Burns, L.I.Bozhovich, I.S.Kon, M.I.Lisina, S.L.Rubinstein, V.I.Slobodchikov, V.V.Stolin, D.I.Feldshtein, etc.).

After reviewing the literature, we concluded that the concept of the 'social role of the schoolchild' can be explored through social, pedagogical, and psychological lenses. Our analysis identified several role structures within an individual: the dynamic role (actual behavior), the socially accepted role (perceived behavior), and the normatively expected role (behavioral expectations tied to a specific status). We identified key areas for developing students' social roles based on social role interactions, including 'student-teacher,' 'student-student,' 'student-study,' and 'student-external environment' relationships.

In developing educational tasks for mastering social roles, we drew upon several foundational concepts. We utilized O.S.Gazman's pedagogical support framework [2], the concept of education as a socialization process component by M.I.Rozhkov and L.V.Bayborodova [3], and N.M.Talanchuk's idea that the educational content should encompass a set of social roles and values appropriate for a child's age [4].

Our research revealed that one crucial element in assessing social roles is knowledge - specifically, knowledge of social norms, rules, and patterns of role behavior. However, beyond knowledge, we also identified the importance of skills necessary for performing social roles [5]. These skills fall into two categories: practical and intellectual. Practical skills, which pertain to social behavior, are primarily acquired through experience and are challenging to assess in a school environment. Intellectual skills, on the other hand, involve analysis, evaluation, and reflection. Critical thinking skills also serve as a vital indicator in assessing social behavior [6].

To truly understand how people navigate social roles, we need to look beyond the surface. We must consider the underlying components that shape these roles:

1. Social Savvy: Knowing the rules of the game – the laws, norms, and unwritten codes that govern our interactions.
2. Role Models: Learning from examples of how others successfully embody specific roles, providing a blueprint for behavior.

3. Critical Thinking: Being able to analyze, evaluate, and reflect on situations and how our actions fit within the broader social context.

4. Values and Beliefs: The core principles that guide our choices and influence how we interact with others.

5. Motivations: The reasons behind our actions, shaping our approach to social roles and shaping our behavior.

The upcoming challenge involves identifying social roles suitable for evaluation in a school setting. Given the extensive array of roles that ideally everyone should learn, it is unrealistic to expect students to master and be assessed on all or even most of them within the school context. Addressing this comprehensively is not feasible due to various limitations. Nevertheless, we believe that a practical approach is to use the key competencies identified by education experts as critical objectives of general secondary education [7]. Additionally, it is important to recognize that the content of several academic subjects overlaps with socialization processes related to learning social roles (social competencies).

The following compilation of socialization areas and corresponding roles is derived from collaborative discussions and group efforts within the 'Assessing Students' Socialization' section. Our approach focused on two primary factors: the key socialization areas crucial for schoolchildren's development [8] and the overlap between traditional academic subjects and these social roles. We identified eight categories: roles within teams and groups, gender roles, family roles, civic roles, interpersonal roles, social and domestic roles, and socio-ecological roles.

We have pinpointed academic subjects that encompass content related to social roles, highlighting specific aspects for assessment. For the 'Students' Social Roles' group, we focus on the student's role within the school team and their interactions with school staff, assessing their understanding of the school's charter and conduct rules. In the 'Gender Roles' group, primarily covered by Biology (the 'Human' section), Social Science, and History, we evaluate knowledge of societal norms influenced by gender characteristics and the status of men and women. For 'Family Roles'-such as son, daughter, brother, sister, father, and mother-the relevant subjects are Social Studies and History, where we assess understanding of family behavioral norms and role relationships. Lastly, the 'Citizen Roles in Society' group, which includes roles related to state interactions, civil rights and freedoms, voting, and participation in legal proceedings (e.g., as a juror), is covered by Social Studies and sections on 'Human and Society,' 'Politics,' and 'Law.' Here, we evaluate knowledge of citizen behavior norms and models.

For the 'Intragroup and Interpersonal Roles' category, we evaluate roles like communication partner, formal and informal student roles within a class, friend, peer interactions with the opposite sex, and the role of an Internet user for communication. Relevant subjects include Social Studies, Literature, Kazakh, Russian and foreign languages, Computer Science, and ICT, where communication and interaction skills are assessed.

In the 'Social and Everyday Roles' category, roles such as urban transport passenger, pedestrian, shopper, personal car driver, and attendee of cultural events are evaluated. Subjects like Life Safety and Social Studies assess knowledge of everyday behavior norms, public conduct, and first aid.

For 'Socio-Ecological Roles,' we focus on roles like conservationist and protector of animals and plants. Subjects like Life Safety and Biology assess understanding of human ecology, conservation, and protection norms for nature and animals.

A comprehensive examination of the social roles of school students can be approached from multiple perspectives: the psychological traits specific to school-age children (psychological approach) [9]; the unique individual attributes of students and their interactions with teachers and peers (pedagogical approach); and the student's social status (sociological approach) [10].

The study's goals and objectives led to the creation of a school educational environment management system (see Fig. 1). This system is designed to align students' social roles with educational development tasks. It incorporates systemic, activity-based, synergetic, and subjective

approaches and is grounded in principles of pedagogical unity, humanism [11], democracy, cooperation, and co-creation [12].

The system comprises two subsystems. The first is the control subsystem, designed to establish pedagogical conditions that enhance the development of students' social roles. This subsystem includes target, content, structural, technological, and effectiveness components. The second subsystem, which is being managed, focuses on the development of social roles in students. This complex structure consists of target, content, organizational-activity, and analytical-result components.

The target component aims to create conditions that foster the effective development of students' social roles. Key pedagogical conditions include creating an educational environment within the institution, providing continuous pedagogical support as students master social roles [13], employing management based on comprehensive diagnostics, transitioning from external management to self-management of social role development, and ensuring teachers are prepared to facilitate the development of students' social roles.

The experimental work focused on developing the foundational elements of the process for cultivating social roles in high school students. To this end, a Program for the Development of Social Roles was created. The primary strategies for forming social roles within the student-teacher dynamic included: high school students' participation in school-wide events; collaborative activities such as trips, cultural outings, excursions, and work projects; thematic class sessions; individual teacher-student conversations; student involvement in classroom activities; psychological training for teaching staff on adolescent and youth psychology; social role-playing games where teachers and students swap roles; and the establishment of school self-governance.

Key strategies for fostering social role interaction among peers, focusing on the 'student-student' dynamic, have been proposed and put into action. These strategies include organizing and participating in joint events such as school parties, extracurricular activities, theatrical performances, and KVN (Club of the Funny and Inventive) competitions; conducting specialized social role-playing games designed to diagnose and improve intra-school relationships; promoting volunteerism and a mentoring system; offering lessons in ethics and morality; and providing practical training in various social role situations to cultivate tolerance among high school students.

Boost motivation for the educational process and enhance the formation of social roles in the 'student-study' dynamic, the school has implemented several initiatives. These include organizing meetings between students and alumni, elevating the teacher's status through demonstrated high professionalism, innovative thinking, and strong communication skills, and regularly assessing students' educational interests to adjust the curriculum accordingly with elective classes. Additionally, the school fosters connections with universities and other educational institutions, facilitating joint research with university faculty.

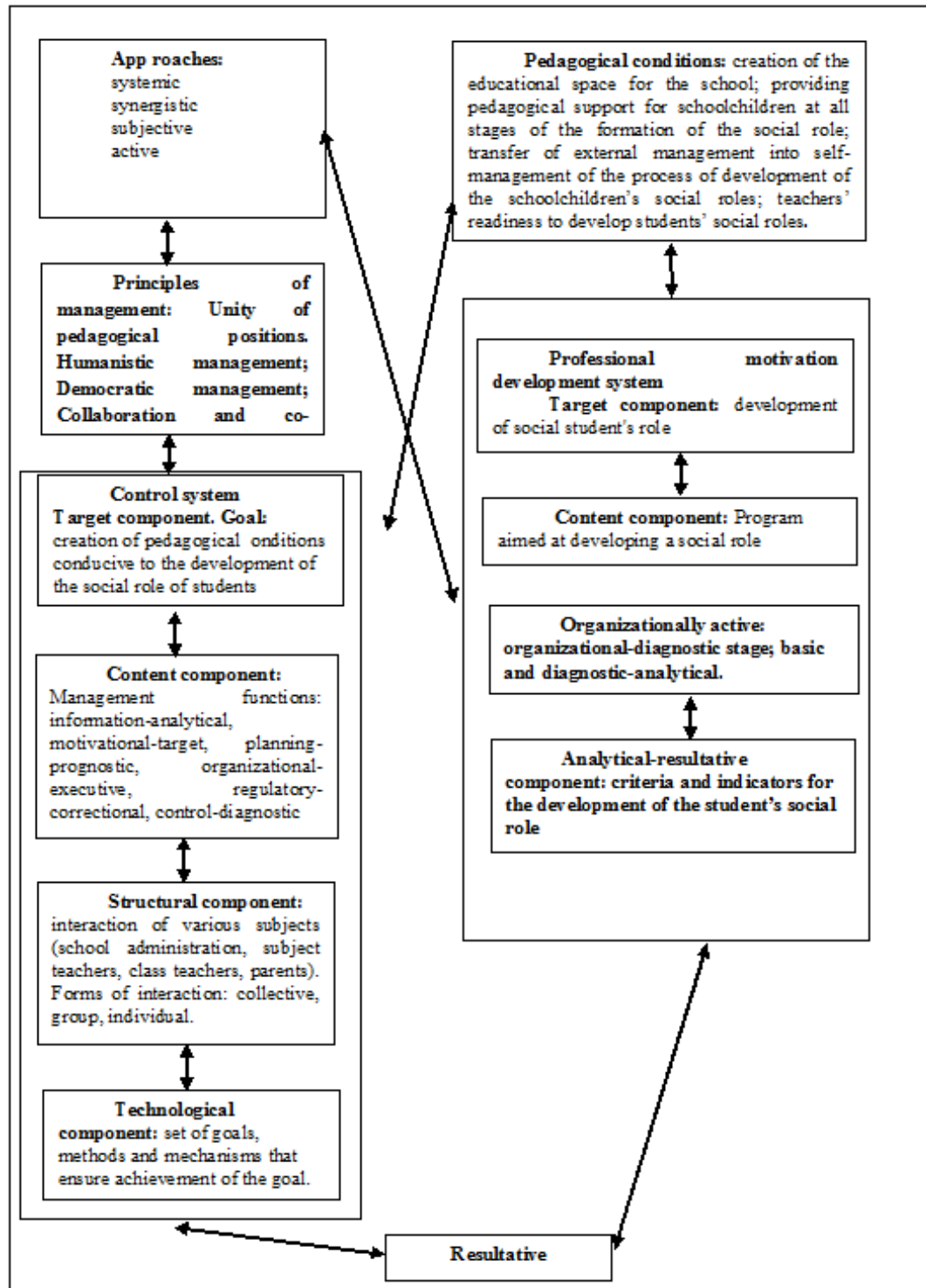


Figure 1. Management system for the development of social roles of schoolchildren

Diverse educational activities such as conference lessons, olympiads, debates, discussions, and individual projects are incorporated. Lessons are linked to contemporary societal issues to maintain relevance. The school also encourages scientific pursuits among students through school-wide competitions, participation in city, regional, and international forums and competitions with opportunities for grants and scholarships, and by publishing outstanding student research in various media outlets.

A student's interactions outside of school play a crucial role in shaping their social identity during high school. It's important to recognize that while these interactions are vital, they should not be fully regulated by the educational system [14].

While schools should not fully control the formation of high school students' social roles, they can take steps to support it effectively and align it with current realities. Given the students' age and broader social contexts, schools can enhance their efforts by:

1. Encouraging student involvement in community service and participation in local and regional events.
2. Facilitating interactions between students and successful individuals, including alumni, to provide role models.
3. Offering specialized practical classes to boost political, legal, and economic literacy.
4. Organizing monitored secondary employment opportunities for students to gain work experience and financial benefits.
5. Testing students' social-role potential through structured assessments.
6. Establishing partnerships with commercial, governmental, and public organizations.
7. Setting up youth clubs and sections with diverse, affordable options to prevent social role deviations.
8. Conducting preventive education on legal issues and drug prevention with expert involvement.
9. Enhancing the school's image through local media, educational programs, and possibly developing a publishing center and website to promote significant events.

Results and discussion. Recognizing the significant influence of parents on students, the school enhanced family engagement to better support the social role development of high school students. This was achieved by:

1. Intensifying family-school interactions through social and educational programs for parents, including regular parent-teacher meetings and both group and individual consultations.
2. Involving parents in discussions on various academic and disciplinary topics with students and teachers.
3. Expanding the role of parent committees beyond traditional financial support to include active participation in the educational process.
4. Ensuring that parents are continuously involved as partners in the school, with access to information about their child's educational progress and inclusion in the educational community.

Results and discussion. For our study, we utilized the following diagnostic tools:

1. 'Value Study Parameters' Test: This tool evaluates behavioral reactions in situations tied to an inherent social role, assesses understanding of the social role's essence, and examines how it is expressed within the school environment.

2. Questionnaire: This consists of 19 questions organized into three sections, designed to explore students' social roles:

- Cognitive-Informational Component (Questions 1–10): This section assesses social awareness. Key indicators include knowledge of socially approved role behaviors, basic social values, and understanding their personal and social significance. Methods include this block of the questionnaire.

- Motivational-Value Component (Questions 12–15): This section evaluates pro-social orientation and value orientations. It measures altruistic motives, pro-social values, and the social orientation of recognized social roles. Methods include the Rokeach 'Value Orientations' test and the specially designed questionnaire (block 2).

3. Resultative-Activity and Reflective-Prognostic Components (Questions 16–19):

- Resultative-Activity Component: This measures lifestyle, behavior rules, and the extent of engagement in socially responsible actions. Indicators include the degree of involvement in such behaviors, attitudes towards them, self-reflection on one's social role, awareness of decisions and

actions, readiness to make informed choices, evaluate consequences, and set behavioral limits based on worldview and self-awareness. It also assesses the ability to take initiative and engage in socially beneficial activities both within and beyond the school. Methods include the ‘Level of Subjective Control’ test by J. Rotter (LSC) and a specially designed questionnaire (block 3).

Reflective-Prognostic Component: This evaluates social independence, activity, and initiative in socially useful activities within and outside the school. Indicators include the ability to predict personal and social consequences of actions, self-reflect on behavior, empathize, assign responsibility, and take on additional duties. Methods involve the use of the questionnaire (block 4).

Let us analyze the results of the ascertaining and control stages of the study.

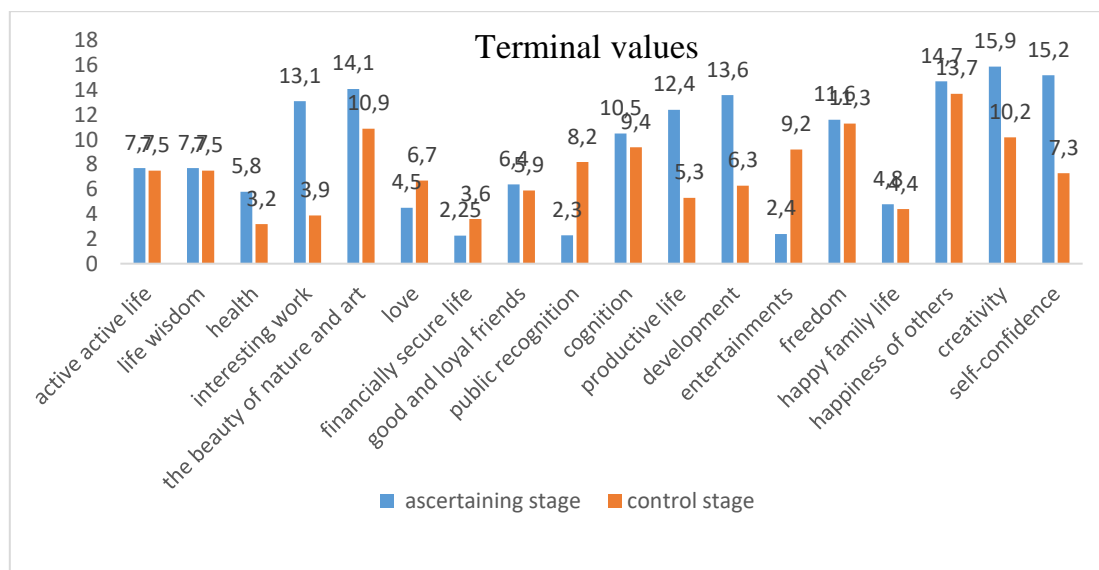


Figure 2. Dynamics of changes in the ranks of terminal values according to Rokeach's 'Value Orientations' test at the ascertaining and control stages

According to Figure 2, during the ascertaining section stage, certain values were deemed important by students based on their average ranks within the group. The key values included: materially secure life (2.25), social recognition (2.3), entertainment (2.4), love (4.5), happy family life (4.8), and health (5.8). Conversely, the least significant values were: creativity (15.9), self-confidence (15.2), happiness of others (14.7), beauty of nature and art (14.1), development (13.6), and interesting work (13.1). Prior to implementing our program focused on the formation of social roles, material, hedonic, and prestige values were of primary importance to high school students. Meanwhile, terminal values related to confidence, development, and interesting work were ranked lowest.

Terminal values represent beliefs about the importance of specific goals and the need to strive for them. At the control stage, there were notable changes in the value priorities: students ranked health (3.2), materially secure life (3.6), work (3.9), happy family life (4.4), productive life (5.3), good and faithful friends (5.9), and development (6.3) as their top values. This shift indicates significant changes in their preferences for interesting work, productive life, and development. These changes suggest that high school students have become more thoughtful and responsible about their life plans, focusing on future activities, personal development, and effectiveness. Meanwhile, the value placed on entertainment and public recognition, which were initially important, has decreased slightly.

Similar changes were observed with instrumental values in two diagnostic sections. Instrumental values represent beliefs that certain actions or personality traits are preferable for achieving life goals. Before implementing the social roles development program, students

prioritized independence (2.3), high demands (2.7), rationalism (4.8), and education (5.4) as key values. The lowest-ranked values included open-mindedness (16.3), efficiency in business (16.2), sensitivity (16), and strong will (15.5). This indicates that students preferred solving problems and achieving goals through rationalism, independence, and education, with high demands also being essential.

At the control section stage, the prioritized instrumental values shifted to responsibility (4.3), self-control (4.7), cheerfulness (5), independence (5.2), tolerance (5.3), and accuracy (5.9). This shift shows a significant increase in the importance of qualities such as responsibility, tolerance, honesty, efficiency in business, sensitivity, and self-control, while the emphasis on high demands, diligence, and intolerance of personal shortcomings has decreased.

Thus, the study of goal values and means values indicates a positive dynamic. After implementing the program to shape students' social roles, they began to value, in addition to basic ones like health, prosperous life, and family life, aspects such as work, productive life, and development. Students now consider responsibility, self-control, independence, tolerance, and accuracy as significant means to achieve these goals. The next stage of the study will involve analyzing the results obtained from the LSC test.

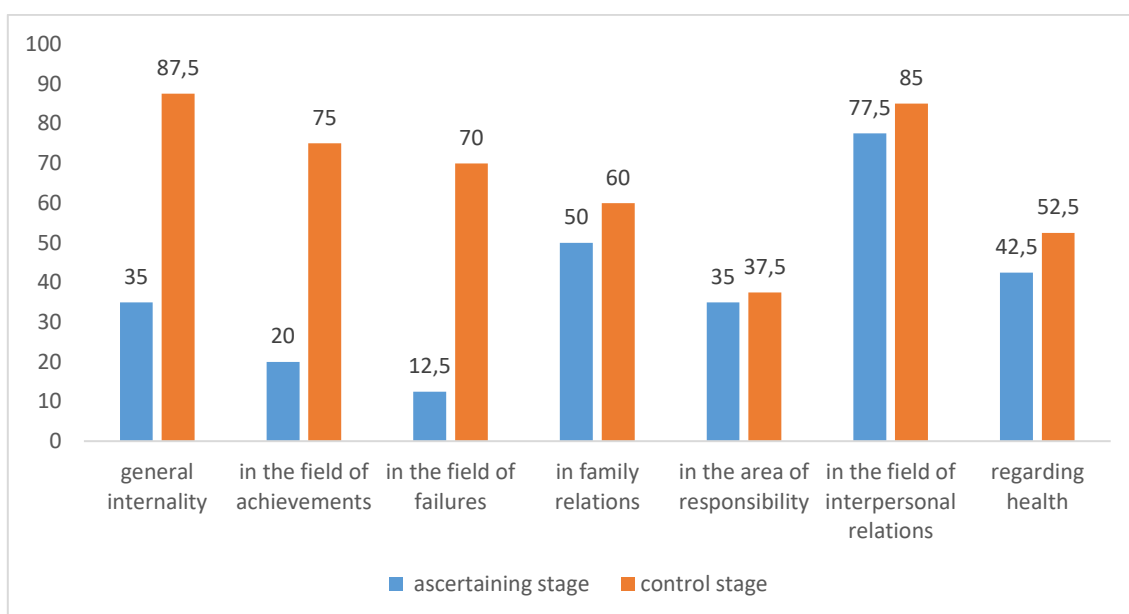


Figure 3. Dynamics of changes in the level of subjective control according to Rotter's LSC test at the ascertaining and control stages

According to Figure 3, during the ascertaining experiment stage, the level of internality related to interpersonal relationships was predominant among high school students (77.5%). This suggests that students felt capable of controlling their formal and informal relationships, garnering respect and sympathy. Half of the respondents reported internality in family relationships, indicating a sense of responsibility for events in their family life. High scores on other scales were obtained by a smaller number of students. Notably, only 20% of respondents exhibited high internality in the field of achievements.

Following the implementation of the social responsibility program, there was a positive shift in internality assessment. The overall internality indicator increased from 35% to 87.5%. High school students now exhibit a high level of subjective control over significant situations, believing that most important events in their lives are the result of their own actions. They feel they can control these events, thus recognizing their responsibility for these outcomes and their lives in general.

Internality in the area of achievements and failures also increased significantly, rising from 20% and 12.5% to 70%. This indicates that students have come to understand more deeply that their experiences and outcomes are largely dependent on their own actions. High scores on this scale reflect a strong sense of subjective control over emotionally positive events and situations, with students believing they have personally achieved the good things in their lives and can successfully pursue their goals in the future. Moreover, these high scores also suggest a developed sense of subjective control regarding negative events and situations, manifesting as a tendency to hold themselves accountable for various troubles and hardships.

Internality in the fields of family relations, industrial/professional relations, and health and illness remained relatively stable in their significance. However, there was an increase in internality in the area of interpersonal relations, rising from 77.5% to 85%. This suggests that students feel more capable of controlling their formal and informal relationships, earning respect and sympathy from others.

Thus, the analysis based on the LSC test indicates that the program for the formation of social responsibility has positively influenced students' awareness of their responsibility for both achievements and potential failures. They have started to rely more on themselves, recognizing personal responsibility in their actions, rather than attributing outcomes to other people or circumstances.

During the initial stage of the experiment, most students viewed responsibility as the obligation to benefit society through useful work (62.5%), the willingness to be accountable for their actions to themselves (60%), and the fulfillment of promises to family members (57.5%). After implementing the program for the formation of a social role, there was an enhanced understanding of responsibility across almost all parameters. Now, 80% of high school students believe that responsibility involves being accountable for their actions to themselves, and 75% feel obliged to benefit society through useful activities. Responsibility to the family also remained a priority, with 65% of students upholding this value.

Before implementing the program for the formation of a social role, respondents primarily understood a social role as socially useful and approved behavior (30%). Additionally, 20% saw it as the individual's responsibility to society or their approach to public interests based on correctly understanding and fulfilling their duties. The concept of a social role as adhering to the fundamental rules, requirements, and principles of community life was the least common interpretation, cited by only 12.5% of respondents.

After the program was implemented, students increasingly recognized the social role as encompassing the individual's responsibility to society and society as a whole (35%), as well as their attitude towards public interests with a focus on understanding and fulfilling their duties (25%).

During the ascertaining experiment, students primarily viewed the purpose of social norms as promoting an appropriate reaction from society and the state to antisocial behavior (32.5%), or as a means to discipline society members and encourage positive, conscious, and useful behavior (20%).

In the control section, the majority of students (30%) continued to see the purpose of social norms as disciplining people and encouraging conscious and useful behavior. However, the importance of punitive measures aimed at addressing antisocial acts decreased (17.5%). Additionally, there was an increase in the number of students who believe that social norms are necessary for actions to gain social significance (20%).

Initially, most respondents viewed responsibility as duty (35%) and control (25%). After completing the social role formation program, these associations became more nuanced, with understanding emerging as a significant association (27.5%). There was also an increase in recognizing responsibility as a personal choice (from 0% to 12.5%) and self-confidence (from 12.5% to 17.5%). Conversely, the perception of responsibility as control decreased (from 25% to 17.5%), as did the view of it as duty (from 35% to 12.5%).

Before the program, 65% of students were aware of the rules, behavioral patterns, and social norms related to the student role. After completing the program, this awareness increased to 90%. Although high school students generally showed limited interest in national and global news (50%), 37.5% expressed a strong connection to their country and envisioned their future as tied to it (see Table 4).

Before the social role development program, 25% of students would wait to see what others said when encountering obstacles, while another 25% did not view it as their responsibility, considering it an accident.

After the program, there was a notable increase in interest in national and global events, with 50% of students showing more engagement. The number of students who began to regularly follow the news rose from 12.5% to 25%. Additionally, 40% of students now see their future as connected to Kazakhstan, though the number of those who found it difficult to answer this question accurately increased to 27.5%. There was also a significant rise in students experiencing events on an emotional level, with this figure growing from 15% to 47.5%.

Students generally become aware of their responsibility for performing any activity when it is pointed out to them (45%), while only 37.5% understand on their own when they are fully responsible (see Table 1).

Table 1. Results of answers to questions No. 9, 10 of the questionnaire at the ascertaining and control stages

Question	Answer options	ascertaining stage	control stage
I learn about my responsibility	when I am told about it	45	32,5
	when I am shown this	17,5	5
	when I feel it myself	37,5	62,5
I feel responsible	to parents	80	95
	to teachers	12,5	15
	to classmates	0	0
	to society	15	45
	to yourself	92,5	100
	to God	37,5	35

Initially, most students felt responsible to themselves (92.5%) and their parents (80%), but only 15% felt responsible to society. After implementing the social role formation program, the majority of students expanded their sense of responsibility, with 62.5% recognizing a broader scope of their responsibilities. The number of students feeling responsible to society increased to 45%, while personal responsibility remained at 100%, and responsibility to parents rose to 95%.

The value of education was significant both during the ascertaining experiment (45%) and at the control stage (62.5%). However, the number of students studying solely to obtain a certificate decreased from 20% to 5% (see Table 6). For most students, a high-quality secondary education was crucial for gaining entry into a university (35%), finding an interesting job, or satisfying their parents (55%). By the control stage, students emphasized the importance of attending university (60%) and securing a well-paid job (62.5%). The influence of parental opinions decreased to 35%, and the importance of a career also declined to 37.5%. In both diagnostic sections, the most valued life position was the need for self-improvement, diligent work, and enhancement in various activities, with 62.5% and 77.5% of students emphasizing this.

The study revealed that high school students consistently showed pro-social behavior towards their friends and relatives (97.5% and 100%), and to a lesser extent when it benefited others (50% and 62.5%). There was a notable increase in pro-social activity driven by empathy or concern for others' well-being, rising from 42.5% to 90%.

Following the implementation of the social role development program, students demonstrated greater independence in their initiatives. They only turned to the class teacher for help in challenging situations (17.5% at the beginning of the experiment versus 35% at the end) or generally worked independently, took initiative, and made effective decisions (increasing from 25% to 37.5%). The number of students who worked based on reminders decreased from 12.5% to 0%, and those who could work independently but lacked motivation dropped from 25% to 2.5%.

In assessing reflexive capabilities, the study showed that students generally think about the reasons behind their experiences (60% and 67.5%) and recognize that self-knowledge aids in understanding others (62.5% and 70%). They tend to prefer acting over reflecting on the causes of their failures (60% and 62.5%).

Notable changes include an increased awareness of the value in pausing to better grasp the overall situation (from 45% to 65%), a heightened tendency to learn more about themselves through analyzing their actions (from 57.5% to 85%), and a greater inclination to reflect and empathize by placing themselves in others' positions (from 17.5% to 37.5%).

Conclusion. Thus, significant changes are observed in students' value choices regarding interesting work, productive life, and development. These shifts suggest that high school students have become more thoughtful and responsible in planning their lives, focusing on future activities, personal growth, and effectiveness. Concurrently, the value placed on entertainment and public recognition has decreased slightly, with these aspects no longer holding the prominent place they once did.

The study indicates a positive shift in the values associated with goals and means. After the implementation of the social role formation program, high school students began to prioritize work, productive life, and development alongside fundamental values such as health, prosperous life, and family life. They now view responsibility, self-control, independence, tolerance, and accuracy as crucial means for achieving these goals. This suggests a more focused and responsible approach to their future planning and personal growth.

The analysis of the LSC test demonstrates that the social role formation program effectively shifted high school students' awareness of responsibility. Students have begun to rely more on themselves, recognizing personal responsibility for their achievements and failures, rather than attributing outcomes to others or external circumstances.

While our study addresses key aspects of developing students' social roles, it does not cover every dimension of this process. Future research could benefit from incorporating a gender perspective and exploring social roles across different age levels to gain a more comprehensive understanding.

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