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IRSTI 14.35.07

<https://doi.org/10.51889/2959-5762.2026.91.3.018>

Shangereyeva S.,^{1*}  Albytova N.¹ 

¹ L.N.Gumilyov Eurasian National University, Astana, Kazakhstan

THE INFLUENCE OF THE EDUCATIONAL ENVIRONMENT IN HIGHER EDUCATION INSTITUTIONS ON FUTURE SOCIAL PEDAGOGUE'S DEVELOPMENT

Abstract

This article examines the features of the influence of the university educational environment on the professional and personal development of future social pedagogues. The purpose of the study is to determine the effectiveness of the university's educational environment from the perspective of students and to define its role in the process of professional development. An empirical study was conducted using a survey of 100 students based on L. I. Shumskaya's methodology "Diagnostics of the educational process in higher education institutions." The analysis revealed that 60% of students positively assess the educational environment of the university, while 17% express a critical attitude. The findings indicate that the educational environment significantly affects the professional self-identification, civic responsibility and value orientations of future social pedagogues. Furthermore, the results emphasize the crucial role of mentoring and emotional support in fully developing students' personal potential. The article highlights the importance of fostering a culture of pedagogical interaction in higher education institutions. It also discusses directions for improving the educational process, including the development of leadership skills, enhancement of student engagement, and ensuring psychological well-being. The obtained results provide a theoretical and practical basis for enhancing the educational environment in universities.

Keywords: educational environment, professional development, social pedagogue, personal formation, mentoring system, student engagement.

С.А.Шангереева,^{1*}  Н.П.Албытова¹ 

¹ Л.Н.Гумилев атындағы Еуразия ұлттық университеті, Астана қ., Қазақстан

ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДАҒЫ ТӘРБИЕЛІК ОРТАНЫҢ БОЛАШАҚ ӘЛЕУМЕТТІК ПЕДАГОГТЕРДІҢ ДАМУЫНА ЫҚПАЛЫ

Аңдатпа

Бұл мақалада жоғары оқу орнындағы тәрбиелік ортаның болашақ әлеуметтік педагогтердің кәсіби және тұлғалық дамуына ықпал ету ерекшеліктері зерттеледі. Зерттеу жұмысының мақсаты – ЖОО-ның тәрбиелік ортасының тиімділігін студенттердің көзқарасы тұрғысынан анықтау және оның кәсіби даму процесіндегі рөлін айқындау. Эмпирикалық зерттеу барысында 100 студент қатысқан сауалнама жүргізіліп, Л.И.Шумскаяның «ЖОО-дағы тәрбиелік процесті диагностикалау» әдістемесі негізге алынды. Талдау нәтижелері студенттердің 60 %-ы ЖОО-ның тәрбиелік кеңістігін оң қабылдайтынын, ал 17 %-ы сын көзқарас білдіретінін көрсетті. Бұл деректер тәрбиелік ортаның болашақ әлеуметтік педагогтердің кәсіби өзін-өзі анықтауына, азаматтық жауапкершілігі мен құндылықтық бағдарларының қалыптасуына айтарлықтай әсер ететінін дәлелдейді. Сонымен қатар зерттеу нәтижелері студенттердің тұлғалық әлеуетін толық іске асыруда тәлімгерлік пен эмоционалды қолдаудың рөлі жоғары екенін көрсетті. Автор ЖОО-да педагогикалық өзара әрекеттестік мәдениетін дамытудың маңыздылығын атап өтеді. Мақалада тәрбиелік процесті жетілдіру бағытында көшбасшылық қабілеттерді дамыту, студенттік белсенділікті арттыру және психологиялық жайлылықты қамтамасыз ету мәселелері қарастырылады. Алынған нәтижелер жоғары оқу орындарында тәрбиелік ортаны жетілдірудің теориялық және практикалық негізін қалыптастыруға мүмкіндік береді.

Түйін сөздер: тәрбиелік орта, кәсіби даму, әлеуметтік педагог, тұлғалық қалыптасу, тәлімгерлік жүйе, студенттік белсенділік.

Шангереева.С.А.,^{1*}  Албытова Н.П.¹ 

¹ Евразийский национальный университет имени Л.Н.Гумилева, г.Астана, Казахстан

ВЛИЯНИЕ ВОСПИТАТЕЛЬНОЙ СРЕДЫ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ НА РАЗВИТИЕ БУДУЩИХ СОЦИАЛЬНЫХ ПЕДАГОГОВ

Аннотация

В данной статье исследуются особенности влияния воспитательной среды высшего учебного заведения на профессиональное и личностное развитие будущих социальных педагогов. Цель исследования – определить эффективность воспитательной среды вуза с позиции студентов и выявить её роль в процессе профессионального становления. В ходе эмпирического исследования проведено анкетирование 100 студентов с использованием методики Л. И. Шумской «Диагностика воспитательного процесса в вузе». Результаты анализа показали, что 60 % студентов положительно оценивают воспитательное пространство вуза, тогда как 17 % выражают критическое отношение. Полученные данные свидетельствуют о значительном влиянии воспитательной среды на профессиональную самоидентификацию, формирование гражданской ответственности и ценностных ориентаций будущих социальных педагогов. Кроме того, выявлена высокая значимость наставничества и эмоциональной поддержки в раскрытии личностного потенциала студентов. В статье подчёркивается важность развития культуры педагогического взаимодействия в вузе. Рассматриваются направления совершенствования воспитательного процесса: развитие лидерских качеств, повышение студенческой активности и обеспечение психологического комфорта. Полученные результаты позволяют сформировать теоретическую и практическую основу для совершенствования воспитательной среды в высших учебных заведениях.

Ключевые слова: воспитательная среда, профессиональное развитие, социальный педагог, личностное становление, система наставничества, студенческая активность.

Introduction. In modern society, the main goal of the higher education system is to train specialists with high professional competence, developed moral values, and social responsibility (Bandura, 1977). A higher education institution (university) is considered not only a place for students to acquire knowledge, but also an important educational environment that enables them to develop personally and realize their potential (Isaeva et al., 2023). From this perspective, the study of the content, structure and mechanisms influencing the educational environment in higher education institutions represents one of the most relevant areas of modern pedagogical science.

The concept of the educational environment in pedagogical science is understood as a multi-level pedagogical system that ensures the social, cultural and spiritual development of the individual. It includes the value policy of the University, the relationship between the student and the teacher, the socio-psychological climate, the organizational structure and the content of educational activities (Isaeva et al., 2023).

Researchers (V.A.Slastenin, I.F.Isaev, A.V.Mudrik, etc.) consider the educational environment as an interconnected system of social relations and educational influences that shape the individual's development (Dewey, 1938). Such an environment contributes to the formation of students' civic attitudes, professionally significant qualities and a sense of responsibility. In the pedagogical literature, the structural components of the educational environment are defined as value-normative, socio-communicative, organizational-cultural and developmental-competence dimensions (Isaeva et al., 2023). The interconnection of these components creates conditions for students' personal and professional growth.

Kazakh scholars also emphasize the significance of the educational environment (Ladwig & Rieckmann, 2022). They note that the effectiveness of educational work is determined by the formation of students' value orientations, the development of their social activity, and the improvement of self-management skills.

However, in modern higher education institutions, educational work often retains a predominantly formal character. This results in a decline in students' initiative and activity, as well as a slowdown in their personal development. The lack of trust and dialogue between teachers and students, the weakness of the mentoring system, and the limited substantive content of educational activities are also evident.

Consequently, the educational potential is not fully realized, which creates difficulties in the process of professional formation (Dewey, 1938).

Therefore, the scientific study of the educational environment of higher education institutions and its improvement, taking into account students' opinions, is one of the key tasks of modern pedagogical science and practice. For future social pedagogues, the creation of a supportive, developmental and humanistic pedagogical environment plays a crucial role (Bronfenbrenner, 1979). A social pedagogue is a specialist who contributes to the positive socialization of young people, the assimilation of socio-cultural values, and the formation of civic responsibility (Dewey, 1938).

The theoretical foundations of the study are based on humanistic approaches (Rogers, 1969; Maslow, 1954), the ecological approach (Bronfenbrenner, 1979), the axiological approach (Slavchenko et al., 2002), the social learning approach (Bandura, 1977), and the competency-based approach.

While the humanistic approach aims to reveal the potential of self-awareness and self-development of the individual (Singh et al., 2022), the socio-cultural approach interprets the educational environment as a space of interaction between the individual and society (Bronfenbrenner, 1979). The axiological approach regards spiritual and civic values as the core of education (Bandura, 1977), whereas the competency-based approach focuses on the development of social responsibility and practical competence in the professional activities of future social pedagogues.

The interrelation of these approaches forms the theoretical and methodological basis of the study and makes it possible to conduct a comprehensive analysis of the impact of the educational environment in higher education institutions on the personal and professional development of future social pedagogues.

In this regard, the analysis of the educational environment in higher education institutions from the perspective of factors influencing the professional and personal development of future social pedagogues constitutes a relevant direction of this study (Isaeva et al., 2023).

Basic principles. The educational environment of higher education institutions represents one of the leading pedagogical systems that influence the professional and personal development of future social pedagogues (Bronfenbrenner, 1979). This environment determines conditions for students to accumulate social experience and build professional values (Isaeva et al., 2023). The effective organization of the educational environment determines students' civic position and strengthens their professional motivation (Chapman & Obembe, 2023).

The structural components of the educational environment include value-normative, socio-communicative, organizational-cultural, and developmental-competence dimensions (Bronfenbrenner, 1979). The integration of these components ensures the holistic nature of the educational process (Bowden et al., 2021). Since the professional activity of future social pedagogues is directed towards promotion of social values and personal development, the educational environment acquires particular significance for them (Dewey, 1938).

Communicative interaction grounded in partnership between the teacher and the student constitutes one of the fundamental conditions for professional formation (Singh et al., 2022). Pedagogical communication built on mutual trust and support enhances students' active engagement in the educational process (Chapman & Obembe, 2023). Furthermore, it contributes to the development of professionally significant personal qualities (Rogers, 1969).

A favourable socio-psychological climate enables students to express themselves effectively, to communicate freely and to establish constructive relationships within the group (Dewey, 1938). Such an environment stimulates students' motivation for learning and contributes to the development of their professional competence (Seery et al., 2021). Conversely, an unfavourable climate may lead to a decline in professional engagement (Rogers, 1969).

Students' active participation in higher education institutions life is regarded as one of the key indicators of the effectiveness of the educational environment. Engagement in volunteer work, self-government organizations and creative clubs enriches professional and personal experience (Bandura, 1977). Such involvement fosters leadership potential and strengthens communication skills.

At the present stage, educational work in many higher education institutions remains largely formal in nature, which reduces students' motivation and leads to a decline in their creative and innovative

activity (Chapman & Obembe, 2023). This, in turn, negatively affects their personal and professional development (Singh et al., 2022). To improve the educational process, it is essential to implement approaches that take into account students' needs and promote their active practical involvement (Bandura, 1977).

Kazakhstani research confirms that the effectiveness of the educational environment is closely aligned with the priorities set out in the State Educational Policy. The Law on Education emphasizes the importance of fostering the spiritual and moral development of the individual (Republic of Kazakhstan, 2007). In this regard, training based on social partnership and practical experience plays a crucial role in preparing of future social pedagogues (Bowden et al., 2021).

Thus, the higher education institution's educational environment represents a complex pedagogical system that determines the personal and professional development of students (Dewey, 1938). Consequently, the modernization of educational activities in higher education institutions is considered as an essential condition for the professional formation of future social pedagogues (Chapman & Obembe, 2023).

Materials and methods. The study was conducted in 2025 among future social pedagogues studying in several higher education institutions of Kazakhstan. The empirical research aimed to determine the degree of influence of the educational environment higher education institutions on students' personal and professional development, as well as to assess its structural components.

A total of 100 students voluntarily participated in the study, and data were collected anonymously. A stratified sampling method was applied to ensure the diversity of respondents by year of study, course, and level of social activity. All ethical principles were strictly observed: participants were informed about the purpose of the research, and it was clarified that the data obtained would be used exclusively for scientific purposes.

In the course of the study, a mixed methods approach was applied, ensuring the mutual complementarity of quantitative and qualitative research methods. The study was carried out in three stages:

1. Preparatory stage – designing the questionnaire and conducting an expert evaluation of its content.
2. Data collection stage – administration of the survey online via the Google Forms platform.
3. Data analysis stage – statistical processing and substantive interpretation of the obtained results.

The survey method was employed as the main empirical tool. The questionnaire was based on the methodology of L. I. Shumskaya "Diagnostics of the Educational process in Higher education institutions" (Rogers, 1969) and consisted of 30 questions grouped into six main blocks:

1. Value orientations
2. Student activity and interaction with the teacher
3. Mentoring and psychological support
4. Socio-psychological climate
5. Organisational and pedagogical support
6. General assessment of the educational environment

The questions were assessed using a 5 – point Likert scale ("fully agree" - "disagree"). This scale made it possible to capture the specific features of students' perception in digital format and to conduct a comparative analysis of the obtained results.

Along with quantitative data, open-ended questions were also included, allowing students to express their opinions freely. The qualitative data obtained were analysed using the content analysis method. As a result, the following key categories were identified: support from teachers, involvement in the cultural life of the higher education institution, creation of conditions for professional self-development and a motivational educational environment.

At the same time, the comparative analysis method was applied to identify the interrelations between the main blocks. For instance, in groups with high levels of social support, students' motivation and professional activity were found to be higher, which indicates the direct relationship between the educational environment and students' motivation.

The obtained data was processed using MS Excel. Percentages were calculated, and charts and tables were created. This approach made it possible to visualise the results and to identify specific problem areas.

Before the main survey, a pilot test was conducted to assess the clarity of the questions and the substantive validity of the instrument. The reliability and validity of the methodology were previously confirmed in numerous scientific studies (Seery et al., 2021). Shumskaya's methodology is widely applied in pedagogical research, and its reliability coefficient (Cronbach's $\alpha \approx 0.86$) indicates a high level of internal consistency and measurement accuracy of the research instrument.

The coordinated application of these methods ensured the scientific validity and reliability of the results. This made it possible to comprehensively reveal the influence of the higher education institutions' educational environment on the professional development of future social pedagogues.

Results. A total of 100 students majoring in Social Pedagogy from various higher education institutions of Kazakhstan took part in the study. The survey data demonstrated that students differ in their perceptions when assessing the educational environment of the higher education institution.

According to the first dimension, 62% of students believe that the higher education institution provides an environment that supports both personal and professional development. They highlighted such aspects as increased interest in the profession, a clearer professional orientation and broader opportunities for self-development. At the same time, 25% of respondents assessed this influence as moderate, noting that it is not fully implemented, while 12% indicated that this type of support remains weak.

In relation to the formation of value orientations, 67% of students indicated that the higher education institution provides opportunities for developing mutual respect, responsibility, cultural behavior and civic position. At the same time, 25% expressed a neutral view, noting that educational activities are not equally accessible to all students. Among those who responded negatively, 10% considered the content of educational activities insufficiently engaging.

With regard to pedagogical support, 62% of students stated that teachers provide mentoring assistance aimed at professional and personal development. 25% reported that such support is not provided on a regular basis, while 20% described it as largely formal. These findings suggest that the mentoring system of the higher education institutions do not reach all students.

The level of students' participation in educational activities is generally low: 27% take part on a regular basis, while 47% participate only occasionally. Furthermore, 26% reported not participating in any activities. Information accessibility was also evaluated as low: 50% noted insufficient awareness of upcoming events, and 33% indicated that information was not provided in a timely manner.

Indicators of the socio-psychological climate indicate that mutual support and psychological safety within the environment of the higher education institutions constitute an essential component. According to the data, 75% of the students reported feeling safe, and 57% noted the presence of mutual respect and support. However, 42% indicated that the communication quality remains insufficient and that conflict situations are not resolved constructively.

The overall findings demonstrate that the educational environment of the higher education institution is favorable for 70-75% of students. Concurrently, the neutral and negative responses of 25-30% of students suggest that educational activities are not equally accessible to all students and that their needs are met to varying degrees.

According to the study findings, one of the key factors influencing students' professional and pedagogical development is the degree of mutual support and cooperation within the institutional educational environment. Participants emphasised that the environment provides sufficient opportunities for interpersonal communication and reflective practices. At the same time, a number of respondents pointed to the necessity of enhancing student involvement and expanding the scope of practical initiatives. Furthermore, the study revealed that informal group activities contribute significantly to the development of students' social adaptation and leadership competencies. Overall, the results confirm that the effectiveness of the educational environment serves as a fundamental condition for supporting students' personal and professional growth.

The survey results demonstrated the following indicators:



Figure 1. Students` awareness of the significance of their future profession



Figure 2. Students` perception of the role of educational work in developing humanistic values

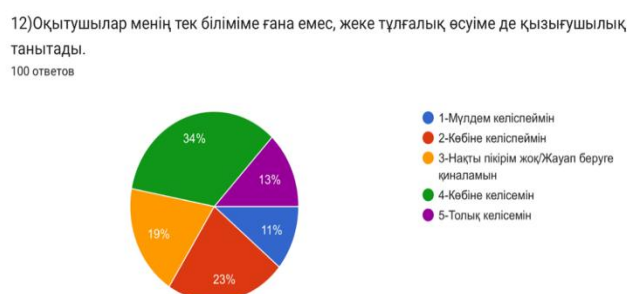


Figure 3. Students` perception of teachers` interest in their academic and personal development

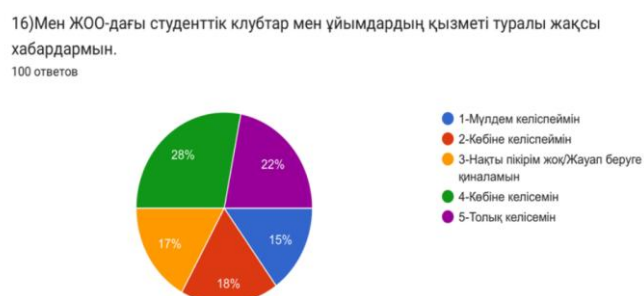


Figure 4. Students` awareness of the activities of university student clubs and organizations



Figure 5. Students` perception of the constructive conflict resolution between students and teachers

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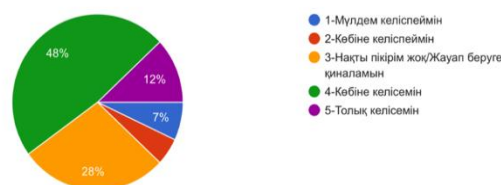


Figure 6. Overall assessment of the university's educational environment

Discussion. The results of the study confirmed that the educational environment of the higher education institution exerts a substantial influence on the professional and personal development of future social pedagogues. The obtained data were correlated with pedagogical theories and contemporary research, which enabled the identification of both effective components of current educational practices and those requiring further improvement.

Personal and professional development. The survey results demonstrated that the majority of students (62%) confirmed that the educational environment of the higher education institution shapes a positive influence on their professional orientation and personal development. This tendency indicates a strengthening of students' professional self-identification and career direction. The conclusion aligns with contemporary theories of social learning and professional development (Bowden et al., 2021).

However, the neutral position by 25% of respondents and the low assessment provided by 10% indicate that the educational influence is not uniformly experienced by all students. The underlying reasons for this situation include insufficient mentoring support and the absence of systematic, reflection-oriented work (Kolb, 1984). In addition, the limited opportunities for students to participate in practical activities were found to hinder the development of professional competencies through practical experience (Shahabul et al., 2022). These discrepancies reveal risk areas in students' personal and professional development and reinforce the need to enhance the educational environment of the higher education institution (Bronfenbrenner, 1979).

Value orientations and ethical relations. The most significant component of the educational environment at the higher education institution is the formation of students' moral qualities, social responsibility and value orientations. According to the survey, 63% of students provided a high assessment of this process. The data suggest that the educational environment supports the spiritual and moral development of learners and aligns with the principles of personality-oriented humanistic pedagogy (Slavchenko et al., 2002).

Furthermore, a comparable proportion of students demonstrated indifference value-oriented activities, which reflects the limited reach of the upbringing environment. Scholarly analyses further demonstrate that value-oriented educational practices, in certain institutional contexts, become predominantly formal, which restricts their relevance to students' real-life experience and limits their developmental effectiveness (Bandura, 1977).

The findings of the study clarified the role of practice-based activities in fostering civic responsibility and value orientations (Isaeva et al., 2023). However, inadequate organisation volunteer work, social projects and other forms of civic engagement reduces their potential contribution to value development (Bandura, 1977). Therefore, the formation of value orientations, which constitutes a key component of the upbringing mission of the higher education institution, requires aligning its content with students' life experience and adapting it to their individual developmental characteristics.

The influence of teachers and mentors on students' professional and personal development. Teachers and mentors represent one of the key determinants of students' professional development. According to the respondents, the same proportion of students noted that educators provide structured guidance as well as moral and emotional support. These findings align with the conceptual foundations of social learning and mentoring theories (Kolb, 1984).

A share of 25% of students indicated insufficient support, 20% reported that the support provided by teachers is largely procedural and lacks substantive pedagogical engagement. These results indicate that the partnership-based model of pedagogical interaction remains underdeveloped (Dewey, 1938). The lack of systematic organisation within the mentoring process may lower students' professional agency and initiative, as well as impede the full development of their reflective skills (Ladwig & Rieckmann, 2022).

Although teachers play a substantial role in students' professional development, strengthening this influence requires enhanced institutional support and a well-structured system of effective feedback.

The impact of participation. The survey data indicated that student organizations and educational activities exert a substantial influence on the personal and professional development of future social pedagogues. The aggregated results of questions 16-20 prove that participation in student life fosters the development of key competencies such as socialization, communication, leadership and social responsibility (Shahabul et al., 2022).

According to the respondents, 50% reported being informed about organizations and clubs within the higher education institution, whereas 33% considered the available information insufficient. The weakness of the institutional information policy functions as a factor that decreases students' engagement in extracurricular activities (Seery et al., 2021). Furthermore, 42% of students stated that student organisations contribute to the development of leadership competencies, while 36% expressed neutrality and 22% disagreed, indicating significant variation in students' perceptions of organisational effectiveness. Such discrepancies reflect the heterogeneity of students' motivational levels and developmental needs (Isaeva et al., 2023).

The results of question 18 highlight that only 27% of students demonstrate consistent participation, whereas 47% engage episodically, and 26% do not participate at all. This pattern is attributed to a lack of available time, insufficiently engaging content and the existing incentive mechanisms do not ensure sufficient student engagement (Dewey, 1938).

The analysis of questions 19-20 demonstrated that approximately 55% of students acknowledged the valuable contribution of volunteering and educational activities to value development, whereas 37% expressed neutrality and 10% reported negative views. These results indicate the instability of students' engagement in social activities. Scientific literature likewise emphasises that student volunteering is regarded as an important mechanism for fostering civic responsibility (Maslow, 1954).

Table 1. Key barriers affecting the level of engagement

Problematic factor	Impact on engagement
Insufficient information	Nearly half of students do not participate in activities
Low motivation	Personal and professional potential remains underdeveloped
Lack of time	Consistent engagement is characteristic only of a small group
Unattractive format	A passive position is maintained

Overall, student organizations and educational activities have a beneficial impact on the personal and professional development of future social pedagogues, but their effectiveness does not reach all students to the same extent. Consequently, it is essential to improve information dissemination within higher education institutions, ensure that activities align with students' interests and reinforce existing motivational mechanisms (Bandura, 1977).

The impact of the socio-psychological climate on students' personal development. The research data indicated that the socio-psychological climate has a direct influence on students' personal development and their professional orientation. According to the respondents, 57% noted the presence of a supportive and emotionally secure atmosphere within the group. These findings correspond to humanistic research proving that such conditions enhance individuals' social comfort and activity (Slastenin et al., 2002).

Approximately 75% of students reported feeling safe and psychologically comfortable within the higher education environment. Psychological security constitutes an important condition for active

engagement in the educational process and for the realisation of personal potential (Ladwig & Rieckmann, 2022). The results of Question 24 indicate that only 42% of students view conflict resolution between teachers and students as constructive, while 31% maintain a neutral position, and 25% express a negative view. Therefore, strengthening structured feedback practices is necessary to ensure more transparent and effective communication (Seery et al., 2021).

Data from Question 25 suggest that 54% of students consider their initiative to be recognized, whereas 46% disagree or remain neutral. Such evidence illustrates the inconsistent support for individuality and the limited effectiveness of existing systems for acknowledging student achievements (Kolb, 1984).

Although the socio-psychological climate in the group is generally favourable, students note that fair communication and equal treatment have not been fully achieved. Insufficient coordination within the educational process complicates constructive conflict resolution, while the absence of clear feedback mechanisms reduces overall comfort and mutual understanding. Enhancing these components is essential for strengthening trust within the educational environment (Isaeva et al., 2023).

Overall assessment of the educational environment of the higher education institution. The general survey results indicate that roughly 75% of respondents assess the educational environment as favourable. This demonstrates that educational activities and the social climate at the institution are structured to promote effective educational interaction (Brofenbrenner, 1979).

The fact that 30% of students express neutral or negative views indicates the presence of specific barriers that limit their engagement in educational and extracurricular activities. This issue is also reflected in pedagogical literature, which frequently notes the formality of the educational process, the inconsistency of its content with students' needs and the insufficiency of pedagogical support. (Maslow, 1954).

To enhance the effectiveness of upbringing work, the institutional environment should be grounded in inclusive principles and approaches oriented toward social partnership and practice. Such a framework supports the professional development of future social pedagogues and reinforces the stability of their personal development trajectories (Maslow, 1954)..

Conclusion. In accordance with the aim of the study, the role of the upbringing environment in the personal and professional development of future social pedagogues was substantiated, and the analysis revealed the uneven nature of its influence (Bowden et al., 2021). Empirical data demonstrate that a considerable proportion of respondents (75%) view the educational environment in higher education settings as an important factor supporting professional orientation, self-determination and value development (Isaeva et al., 2023). This tendency is consistent with the principles of social learning, experiential learning and humanistic pedagogy (Shahabul et al., 2022).

Interpersonal interaction within the educational environment remains a significant factor determining students' personal and professional development (Kolb, 1984). Almost 30% of neutral and negative responses are associated with inadequate information support, the formal character of mentoring, weak feedback mechanisms, and the instability of the system for assessing student initiatives (Zharykbayeva, 2002). These findings indicate that the upbringing environment does not ensure equal opportunities for all students and confirm the necessity of strengthening the partnership model of pedagogical interaction at the institutional level (Brofenbrenner, 1979).

The results demonstrate that the upbringing environment in higher education plays a substantial role in fostering professional competence, civic responsibility and social activity, however, its potential is constrained by organisational and communication barriers (Bandura, 1977). The factor of psychological safety is particularly significant: students who feel safe tend to participate more actively in educational and upbringing processes (Chapman & Obembe, 2023). At the same time, the experience of constructive resolution of conflicting situations and the recognition of individuality is not consistently formed among all students (Ladwig & Rieckmann, 2022).

Thus, the aim of the study was achieved: the influence of the educational environment in the higher education institutions were established on the basis of theoretical models and empirical data (Ladwig & Rieckmann, 2022). In addition, systematic limitations within the institutional environment were

identified, which confirms the need for their further investigation (Dewey, 1938). The analysis emphasises the significance of the upbringing environment in the professional formation of future social pedagogues and point to the necessity of expanding research in this area and developing new approaches aimed at improving the quality of the upbringing process at universities (Bowden et al., 2021).

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IRSTI 14.35.07

<https://doi.org/10.51889/2959-5762.2026.91.3.019>

Zhumagaliyeva A.,¹ Zhunusbekova A.,^{2*} Askarkyzy S.³

¹Farabi Kazakh national university, Almaty, Kazakhstan

²Abai Kazakh National Pedagogical University, Almaty, Kazakhstan

³Kazakh national university of arts named after K.Baiseitova, Astana, Kazakhstan

DIGITAL RESOURCES IN THE ACTIVITIES OF SOCIAL EDUCATION PROFESSIONALS IN THE PREVENTION OF DOMESTIC VIOLENCE

Abstract

This article explores the use of digital resources in the professional activities of social educators aimed at preventing domestic violence in families with children. The relevance of the study is determined by the ongoing digital transformation of the educational and social sectors, as well as the growing need for effective mechanisms for early risk identification and timely family support. The purpose of the research is to analyze the potential of digital platforms and identify the specifics of their application in preventive social and educational work. The study employed methods of literature analysis and synthesis, questionnaires, quantitative and qualitative data analysis, and SWOT analysis. The empirical basis of the research included survey results collected from social educators working in secondary schools in Astana and Almaty. The findings revealed that