

4<sup>TH</sup> INTERNATIONAL MULTIDISCIPLINARY  
SCIENTIFIC CONFERENCE ON  
SOCIAL SCIENCES & ARTS  
SGEM 2017

CONFERENCE PROCEEDINGS

BOOK 1  
MODERN SCIENCE  
VOLUME I

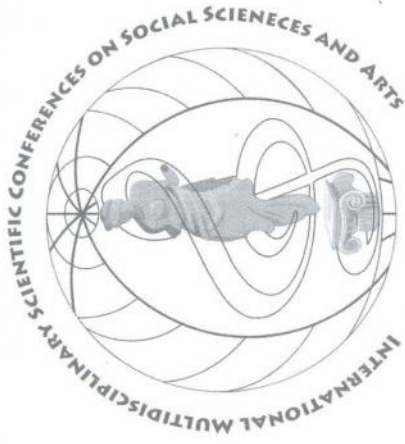
POLITICAL SCIENCES  
LAW  
FINANCE  
INTERNATIONAL RELATIONS



4<sup>th</sup> INTERNATIONAL MULTIDISCIPLINARY

SCIENTIFIC CONFERENCE ON SOCIAL SCIENCES AND ARTS

SGEM 2017



SGEM  
XXXXXXXXXX

MODERN SCIENCE  
CONFERENCE PROCEEDINGS  
VOLUME I

-----

POLITICAL SCIENCES, LAW

FINANCE, INTERNATIONAL RELATIONS

-----

28 – 31 March, 2017

Extended Scientific Sessions Vienna, Austria

HOFBURG Congress Centre

## DISCLAIMER

This book contains abstracts and complete papers approved by the Conference Review Committee. Authors are responsible for the content and accuracy.

Opinions expressed may not necessarily reflect the position of the International Scientific Council of SGEM.

Information in the SGEM 2017 Conference Proceedings is subject to change without notice. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, for any purpose, without the express written permission of the International Scientific Council of SGEM.

Copyright © SGEM2017

All Rights Reserved by the SGEM International Multidisciplinary Scientific Conference on SOCIAL SCIENCES AND ARTS

Published by STEF92 Technology Ltd., 51 "Alexander Malinov" Blvd., 1712 Sofia, Bulgaria

Total print: 5000

ISBN 978-619-7105-93-3

ISSN 2367-5659

DOI: 10.5593/sgemsocial2017HB11

SGEM INTERNATIONAL MULTIDISCIPLINARY SCIENTIFIC CONFERENCE ON  
SOCIAL SCIENCES AND ARTS  
Secretariat Bureau

Phone: +43 676 3709 478

E-mails: [hofburg@sgemvienna.org](mailto:hofburg@sgemvienna.org)  
URL: [www.sgemvienna.org](http://www.sgemvienna.org)

## ORGANIZERS & SCIENTIFIC PARTNERS

- THE WORLD ACADEMY OF SCIENCES (TWAS)
- EUROPEAN ACADEMY OF SCIENCES, ARTS AND LETTERS
- THE CZECH ACADEMY OF SCIENCES
- POLISH ACADEMY OF SCIENCES
- SLOVAK ACADEMY OF SCIENCES
- SCIENCE COUNCIL OF JAPAN
- RUSSIAN ACADEMY OF SCIENCES
- LATVIAN ACADEMY OF SCIENCES
- ACADEMY OF FINE ARTS ZAGREB, CROATIA
- CROATIAN ACADEMY OF SCIENCES AND ARTS
- ACADEMY OF FINE ARTS AND DESIGN IN BRATISLAVA
- RUSSIAN ACADEMY OF ARTS
- BULGARIAN CULTURAL INSTITUTE - VIENNA, AUSTRIA
- BULGARIAN ACADEMY OF SCIENCES
- SERBIAN ACADEMY OF SCIENCES AND ARTS
- NATIONAL ACADEMY OF SCIENCES OF UKRAINE
- NATIONAL ACADEMY OF SCIENCES OF ARMENIA
- ACADEMY OF SCIENCES OF MOLDOVA
- MONTENEGRIN ACADEMY OF SCIENCES AND ARTS
- GEORGIAN ACADEMY OF SCIENCES
- TURKISH ACADEMY OF SCIENCES

## EXCLUSIVE PARTNER



**HOFBURG**  
VIENNA

## INTERNATIONAL SCIENTIFIC COMMITTEE MODERN SCIENCE

- Prof. Mirela Mazilu, Romania
- Prof. A. Burçin Yereli, PhD, Turkey



**CONFERENCE PROCEEDINGS CONTENTS**

**SECTION POLITICAL SCIENCES**

- Prof. Cornelia Pop, Romania
- Prof. Ioan Dan Morar, Romania
- Prof. Julius Horvath, Hungary
- Prof. Maria Patakyova, Slovakia
- Prof. Marijan Kocbek, PhD, Slovenia
- Prof. Eva Horvatova, Slovakia
- Prof. DSc Mitko Dimitrov, Bulgaria
- Prof. Ing. Robert Holman, CSc., Czech Republic
- Prof. DSc Tsvetana Kamenova, Bulgaria
- Prof. Ing. Uramová Mária, PhD., Slovakia
- Assoc. Prof. Ing. Svatopluk Kapounek, Ph.D., Czech Republic
- Assoc. Prof. Ladislav Mura, Slovakia

- 1. FEATURES OF BUSINESS AND GOVERNMENT INTERACTION: NEW PROSPECTS OR OLD PROBLEMS**, Svetlana A. Bokeriya, Marina A. Shpakovskaya, Peoples Friendship University of Russia, Russia.....3
- 2. ANALYSIS OF THE DEVELOPMENT OF CROATIAN DIPLOMACY THROUGHOUT THE HISTORY**, Dr.sc. Davor Grgurević, Dr. sc. Kresimir Buntak, University North, Croatia ..... 11
- 3. CIVIL SOCIETY AS A SYSTEM: PROBLEM OF EMERGENT PROPERTY ACQUISITION**, Sergey Zyryanov, Aatoly Lukin, Russian Presidential Academy of National Economy and Public Administration, Russia .....27
- 4. COMMUNICATIVE FIELD OF POLITICAL ADMINISTRATION AND POLITICAL STRATEGY MODELING**, A. V. Aleinikov, D. A. Maltseva, V. P. Miletskii, S.S. Fedorova, Saint Petersburg State University, Russia ..... 35
- 5. THE DEVELOPMENT OF NEW APPROACHES OF PUBLIC POLICY IN THE FIELD OF SPATIAL DEVELOPMENT BASED ON THE CLASSIFICATION OF MODERN URBANIZATION PROCESSES OF RUSSIA RESOURCE REGIONS**, D. Dr. Michael B. Dvinskiy, Prof. Dr. Evgenya B. Bukharova, Dr. Anna R. Semanova, Dr. Svetlana A. Samusenko, Assist. Prof. T.S. Zimnyakova, Siberian Federal University, Russia ..... 43
- 6. ECONOMIC PRIORITIES IN PARLIAMENTARY ELECTION IN THE SLOVAK REPUBLIC IN 2016 AND ITS RESULTS**, Assoc. Prof. Dr. Karol Janas, PhD., Assist. Prof. Dr. Rudolf Kucharcik, PhD., Alexander Dubeek University of Trencin, Slovakia.....53
- 7. EDUCATIONAL STRATEGIES OF KAZAKHSTANI YOUTH: DOES SOCIAL INEQUALITY MATTER?**, PhD Dana Burkhanova, PhD Sabira Serikzhanova, Prof. Dr. Gulmira Abdiraimova, al-Faraby Kazakh National University, Kazakhstan.....59
- 8. FIRST STAGE OF FINLAND'S RUSSIFICATION (1899-1905)**, Prof. Sergey Pogodin, Assoc. Prof. Dr. Nadezhda Bogdanova, Peter the Great Saint-Petersburg Polytechnic University, Russia.....67
- 9. GENDER AND PROFESSIONAL COMPETENCE AS A RECRUITMENT CRITERION IN THE POLITICAL ELITE OF LATVIA**, Lelde Metla\_Rozentale, Prof. Ilga Kreituse, Riga Stradins University, Latvia.....75

10. **GEOPOLITICAL AND GEO-ECONOMIC INTEREST OF CHINA IN THE ARCTIC REGION**, Prof. Sergey Pogodin, Assoc. Prof. Dr. Nadezhda Bogdanova, Peter the Great Saint-Petersburg Polytechnic University, Russia.....83
11. **HYBRID WARFARE PHENOMENA**, Assoc. Prof. Martynenko Evgeny Vladimirovich, Bisultanov Aslanbek Kamaudievich, Peoples Friendship University of Russia, Russia.....91
12. **IMPACT OF THE AMANDMENTS TO THE AUSTRIAN DISABILITY EMPLOYMENT ACT IN THE YEAR 2011 ON THE NUMBER OF DISABLED EMPLOYEES**, Zoran Dragičević, Juraj Dobrila, FH Burgenland, Austria.....99
13. **INTEGRATION OF IMMIGRANTS INTO THE RUSSIAN SOCIETY: APPLIED ASPECTS**, A.I. Abalian, V.A. Achkasov, M.S. Edinova, Saint-Petersburg State University, Russia.....107
14. **IS ROMANIA READY FOR A WOMAN PRESIDENT? A STATISTICAL – TERRITORIAL APPROACH OF THE RESULTS OF THE PRESIDENTIAL ELECTIONS IN 2014**, Marinela Istrate, Elisabeta Jaba, Christiana Balan, Bogdan Robu, Alexandru Ioan Cuza University, Romania..... 115
15. **JOHN MILTON'S REPUBLICAN THOUGHT**, Lucyna Chmielewska, University of Lodz, Poland.....123
16. **MARKETING ANALYSIS AND ITS INFLUENCE ON CREATE POLITICAL MARKETING IN SLOVAKIA**, Mgr. Samuel Smolka PhD., Assoc. Prof. Eva Smolkova PhD., Prof. Peter Starchon PhD., Comenius University Bratislava, Slovakia.....131
17. **MASTERY OF THE ARCTIC BY RUSSIA: NEED AND POSSIBILITY OF INTERNATIONAL COLLABORATION**, Assoc. Prof. PhD Chernenko E. F., Peoples Friendship University of Russia, Russia.....139
18. **MIGRATION FROM CIS COUNTRIES: A PROBLEM OR AN OPPORTUNITY FOR RUSSIA?**, Sofya Koverzneva, PhD. SPBU Tatyana Koulakova, PhD. SPBU Nikita Kuznetsov, PhD. SPBU, Saint Petersburg University, Russia.....149
19. **NATIONAL INNOVATION SYSTEM IN RUSSIA: DEVELOPING AN EFFECTIVE GOVERNANCE MODEL**, S.A. Koverzneva, T.A. Koulakova, D.A. Maltseva, O.V. Koverznev, Saint Petersburg State University, Russia.....157
20. **INNOVATION STRATEGY IN RUSSIA: TECHNOLOGY LOCALIZATION IN A GLOBAL CONTEXT**, S.A. Koverzneva, T.A. Koulakova, D.A. Maltseva, O.V. Koverznev, Saint Petersburg State University, Russia.....163
21. **POLITICAL COMMUNICATION ON THE INTERNET AS NEW DIMENSION OF RELATIONS BETWEEN CITIZENS AND POLITICIANS**, Assoc. Prof. Dr. Peter Ondria, Mgr. Dominika Cevarova, Danubius University, Slovakia.....169
22. **POPULISM AND DEMOCRACY**, Mgr. Roman Rakowski, Ph.D., Technical University of Ostrava, Czech Republic.....177
23. **PRINCIPLES OF INTEGRATED RESCUE SYSTEM IN THE SLOVAK REPUBLIC**, Karol Janas, Rudolf Kucharcik, Alexander Dubeek University of Trencin, Slovakia.....183
24. **RELIGIOUS CONFLICTS AND THEIR OVERCOMING**, Assoc. Prof. Mikhail Stetkevich, Prof. Aleksandr I. Strebkov, Sen. Lecturer Artem Sunami, Prof. Sergey Firsov, Saint-Petersburg State University, Russia.....189
25. **SELECTED ASPECTS OF SOCIAL CHANGES IN GLOBALIZED WORLD**, Sarka Brychtova, Zaneta Bezouskova, University of Pardubice, Czech Republic ..... 197
26. **SOCIAL CAUSES OF YOUTH UNEMPLOYMENT: CASE STUDY OF ROMANIA**, Stefania Ghiocanu, Ruxandra Popescu, University of Bucharest, Romania.....207
27. **SOURCES OF THE STRUCTURE OF CZECH AGRICULTURE: HISTORICAL HERITAGE AND ECONOMIC RATIONALITY**, Ilona Bazantova, Zdenek Hrabca, Karlova University in Prague, Czech Republic.....215
28. **STRATEGIES FOR HOUSEHOLDS OF KAZAKHSTAN IN EDUCATION: INEQUALITIES, BARRIERS, OPPORTUNITIES**, Abdairymova G.S., Shnarbekova M.K., Kenzhakimova G.A., al-Faraby Kazakh National University, Kazakhstan.....223
29. **STRUCTURAL DISTORTIONS OF THE SOCIAL-POLITICAL ORDER IN MODERN RUSSIA**, Daur Abgadzhaeva, Nadezhda Filatova, Nusret Abdullaev, Tagir Gamzatov, Saint Petersburg State University, Russia.....231
30. **THE CONTEMPORARY UNDERSTANDING OF SOCIALISM AND ITS MESSAGE FOR THE PRESENT GENERATION**, Natalia Kovacova, Michal Kluciarovsky, Danubius University, Slovakia.....239
31. **THE FORMATION OF THE NORTH-EASTERN MACROREGION OF RUSSIA**, Egorov Egor Grigorievich, Mikhail P. Solomonov, Egorov Nikolay Egorovich, MK Ammosov North-Eastern Federal University, Russia.....247
32. **THE IMPORTANCE OF URBAN POLICY IN THE PROCESS OF REFORMING PUBLIC ADMINISTRATION**, Mariusz Wiktor Sienkiewicz, Maria Curie Sklodowska University in Lublin, Poland.....255



The question of the election was if the social democrats will form new government, if they need coalition partner/partners or are able to form one-colored government as in 2012 or if (surprisingly) small rightist political parties were to form broad coalition (but this model was not successful in 2010 when government led by Iveta Radicova stopped to exist during less than 2 years and new election was necessary in 2012).

## REFERENCES

- [1] Janas, K. & Kucharcik, R. (2015). Scenarios of the economic orientation of the Slovak Republic. International business & education conferences proceedings 2015.
- [2] Janas, K. & Kucharcik, R. (2014). System political parties in the Slovak and Czech Republic within the context of the election to the European parliament in 2014. SGEM conference on political sciences law, finance economics & tourism : Conference proceedings volume I. Political science, law. Sofia : STEF92 Technology, 381-387.
- [3] We do it for People. (2015). Direction-SD platform. Retrieved from strana-smr.sk.
- [4] Decalogue of Good State. 2015. Political Platform of party Net. Retrieved from <http://stet.sk/desatoro-dobreho-statu/>.
- [5] Road for Slovakia. 2015. Political Platform of Christian Democratic Movement. Retrieved from <http://kdh.sk/wp-content/uploads/2015/02/Cesta-pre-Slovensko-program-KDH.pdf>.
- [6] Agreement with Slovakia. 2015. Political Platform of Ordinary People and Independent Personalities. Retrieved from <http://www.obycajniludia.sk/>.
- [7] Rules are for everyone. 2015. Political Platform of Bridge. Retrieved from <http://www.most-hid.sk/>.
- [8] Election program of Freedom and Solidarity. 2015. Retrieved from [http://www.strana-sas.sk/program/file/4330/SaS\\_volebny\\_program.pdf](http://www.strana-sas.sk/program/file/4330/SaS_volebny_program.pdf).
- [9] Poprad Memorandum. 2015. Political Platform of Slovak National Party. Retrieved from [http://www.sns.sk/engine/assets/uploads/2013/06/A4\\_POPRADSK%C3%89-MEMORANDUM0-.pdf](http://www.sns.sk/engine/assets/uploads/2013/06/A4_POPRADSK%C3%89-MEMORANDUM0-.pdf).
- [10] Program: We are family. 2016 Retrieved from <http://hnutie-smerodina.sk/Program-Hnutia-Sme-Rodina.pdf>
- [11] Ten points for our Slovakia. Retrieved from <http://www.naseslovensko.net/wp-content/uploads/2015/01/Volebn%C3%BD-program-2016.pdf>
- [12] Statistical Bureau of the Slovak Republic. Retried from <http://www.statistics.sk>

## EDUCATIONAL STRATEGIES OF KAZAKHSTAN YOUTH: DOES SOCIAL INEQUALITY MATTER?

PhD Dana Burkhanova<sup>1</sup>

PhD Sabira Serikzhanova<sup>2</sup>

Prof. Dr. Gulmira Abdiraïymova<sup>3</sup>

<sup>1,2,3</sup> al-Farabi Kazakh National University –Kazakhstan

### ABSTRACT

Modern society is characterized by a common desire to pursue higher education after school. This is defined as a measure of democracy. Is it truly so? Do all school graduates must pursue higher education? Perhaps this universal movement determines the life plans of a school graduate and pushes him/her to choose what is approved and give up on what is interesting and where he or she could achieve certain success. In this article, we would like to focus on the overall concept, which was adopted by society and has changed, is changing and will be subject to future changes. This is the concept of "equal educational opportunities". What are its role, importance, and essence? How to evaluate the importance of higher education for the Kazakh youth?

In this article, certain results of a study conducted by the authors from November 2014 to February 2015 in Almaty on the basis of the Center for Sociological Research and Social Engineering to determine the educational and professional strategies of Kazakhstan's youth are presented. The research involved 571 respondents. Also, the results of other sociological research for comparison are presented. During the survey preparation, multistage sampling was used, where the necessary criteria are socio-demographic characteristics (gender, age, nationality), the region and the direction of specialization.

Summarizing the findings, it may be noted that among the Kazakh youth there is a high level of understanding of the need of higher education, awareness of the importance of professional knowledge to achieve future professional success and career growth. Educational strategies and success of young people can not only be reduced to the influence of, but also determined by the whole system of interconnected external and internal factors.

**Keywords:** cultural capital, educational strategies, equal educational opportunities, higher education, start graduate educational capital.

### INTRODUCTION

The position of a child in a society has a historical dependence. In pre-industrial society, a child's horizons were severely limited by his/her family. Professional trajectory of a child was directly viewed as a continuation of family life, he or she was to continue father's work. Households had full authority over a child, as well as a full responsibility for it. The child remained a part of the same economic entity whole life. Of course, certain mobility existed, but it was not significant.

In this regard, two important aspects can be distinguished. First, a household was responsible for its members during whole life. Second, a household as an economic unit



provided child with necessary knowledge and skills. In traditional societies, for sons this kind of knowledge has been a farm management, and for daughters' knowledge of household. Child's knowledge was a prerequisite to maintaining the family production.

The industrial revolution formed the other economic organizations, social communities, which in turn changed the role of the household as an economic unit and changed its educational functions. Since that time, children began to build their professional activity outside the household and its role as the main source of knowledge began to decline. Such a fundamental change was the beginning of the formation of public education.

**Different educational opportunities.** At the beginning of the XIX century in America and Europe the foundations of public education began to form. By that time private schools already existed. Elementary school was available to all, but the children of privileged families preferred private schools. Thus, differential educational opportunities have been formed [1].

The idea of differentiated education was based on two necessities: firstly, industrialization required an employee with basic education and, secondly, the interest of privileged families in obtaining a quality education for their children. Representatives of the middle class could implement both objectives. Thus, educated working class and children of middle or upper class with the best education were formed.

It should be noted that the idea of equal educational opportunities gets its development in the XIX century in Europe and America.

The early stage of development of the concept of equal educational opportunities included the following:

- providing free education of a certain level necessary for a representative of the working class;
- providing a common curriculum for all children, regardless of their origin;
- children from different backgrounds can attend the same school, provided a low population density; providing equality in this area, as local taxes are a source of support for schools [1].

Economic differentiation in general education has been decreased, but differentiation in higher education remained.

Analysing the understanding of the concept of equal educational opportunities it should be noted that Mortimer Adler, who believes that democracy requires equal education for all children in elementary school, makes this idea popular. "Education should be aimed at achieving the goals of society. And there should not exist several educational trajectories: one of which is directed forward, and the other is not effective" [2, p.5]. Under the trajectories in this case, we understand the various educational programs as an academic / professional, etc.

According to the ex-president of Harvard, Charles Eliot: «If democracy is an attempt to make all children equal or all people the same, it means to struggle with nature, and in this struggle, democracy will no doubt be defeated, there is no such notion as an equality of nature, learning abilities, or intellectual thinking [3, p.13]. Thus, Charles Eliot remarked that democracy will lose if all the students are forced to enter college / university. Subsequently, educational programs will be weak or children will not be able to master them. The reason for this lies not in the intellectual abilities of children or in low expectations of teachers, but in the fact that people are different and reach the highest achievements in various fields that are interesting to them.

In his work "A general view of positivism" Comte noted: "... I have always wanted to represent the educational system ... as the intended primarily for the most numerous class" [4, s.72-73]. Comte noted that "positivist" education system, which is characterized by access to education of the broadest workers' masses, is the basis of public well-being.

Education has always been associated with the precepts of democracy. Education enables the individual to develop 3skills and find a place in the professional hierarchy, and promotes equality; educated young people are able to take a rightful place in a society, which to some extent reduces the level of expression of social status.

In this regard, it is important to note the statement of Brown "in industrial society, the social and professional success depends largely on the professional qualifications of a person, defined by having a diploma, and the presence of real knowledge. Also it should be noted an individuality of a subject, its charisma as an important component of professional success" [5, p. 18].

According to the Constitution of the Republic of Kazakhstan, the state is the key guarantor of equal rights to education. State educational grants system ensures the availability of higher education for the population, as well as provide quota for students in rural schools and representatives of socially vulnerable layers of the population. It shows the degree of social orientation of society, the state and accessibility of higher education.

The research results show that for the majority of young people important in achieving life success are hard work - 55.5% and the level of education - 25.6%, but also interesting is the position chosen by 7.9% of respondents "to have influential connections", and 4.4% "to have wealthy parents and relatives".

According to the research of sociologists of Kazakhstan 41.5% of Kazakh students point out that the main factors for future professional success and career growth are [6, p.159]:

- A high level of skill, work experience and high professional knowledge.

However, among the leading positions there are other factors, quite different in nature:

- Knowledge of the Kazakh language - 35.8%;
- connections, influential friends and acquaintances - 32.9%;
- Knowledge of foreign languages, foreign education - 26.8%;
- A good education (one must be a cultured person, to respect elders, etc.) 25.3%;
- The diploma of a prestigious, well-known domestic educational institution - 20.7%.

Within the sociological research, respondents were also asked a question about the importance of the presence and role of higher education: 60.6% of respondents noted that it is very important and 25.6% of respondents think it is important. General positive response - 86.2%, general negative response - 5.5%, including 4.6% of respondents who said it is rather not important and 0.9% of respondents - not important at all.

Table 1 shows the rankings of respondents' answers to the question "What do you think, for what purpose you obtain higher education?". Among the objectives of education a leading position is occupied: to find well-paid job - 56.6%, to become a specialist in demand in the labour market - 56.8%, and in order to succeed, to make a career - 50.5%, and find an interesting, creative work for the soul and for young people is important (48.7%). Last in the hierarchy of answers are "to change place of residence" (4.5%) and "to extend the years of study" (3%).



Table 1. Ranking of respondents' answers to the question - "What do you think, for what purpose you obtain higher education?" (In% of total respondents)

Nº	Response options	%
1	To find well-paid job	56,6%
2	To become a specialist in demand in the labor market	56,8%
3	To succeed, to build a career	50,5%
4	To find an interesting, creative work	48,7%
5	To be respected by others	29,0%
6	To find a quiet job with a flexible schedule	19,0%
7	To do science	17,2%
8	To enroll to the following educational level (Master, PhD)	28,9%
9	To find friends, life partner	13,4%
10	To change place of residence	4,5%
11	To extend the years of study	3,0%
12	Other	2,2%

For the realization of equality of educational opportunities in the vocational education system to some extent, affects the starter educational capital of school graduate, which is formed by the social environment. The limitations of social and cultural capital of a child is largely a consequence of the limitations of households and social environment provided by parents of a graduate.

In this context, the limitations can be considered as insufficient developmental potential of the environment where graduate lives and insufficient use of economic and cultural capital by the parents for the benefit of a graduate development [7].

Starter educational capital of the graduate includes knowledge of a foreign language and a scientific language, which to some extent facilitate the understanding and further education. The development of this idea can be traced in the work of Bernstein's "Class, codes and control", in which the author proves the theory of "limited code". According to the author limitations of the language of children from households with low material and social status prevents the perception of the curriculum.

Table 2 shows the ratio of student performance to the type of institution. As can be seen, graduates of gymnasiums and lyciums have good academic progress, including 28.6% of gymnasium graduates and 27.4% of lyceum graduates noted that have "A" grades, this position among the graduates of secondary schools have noted - 21.5%. Total index of "A" and "B" students in the context of an educational institution is as follows: Graduates of secondary schools - 80.5%; Gymnasium graduates - 82.3%; Lyceum graduates - 86.3%.

However, "F" grade prevails among the gymnasium graduates - 3.4%, among secondary schools - 1%. The high rate of "retakes" for lyceum graduates - 2.7%, when among graduates of secondary schools this figure is 0.7%. Among gymnasium graduates "retakes" are not present.

According to Bekezhanova, a kind of dividing line between the educated and illiterate, rich and poor, young and old, urban and rural residents to some extent, is a knowledge of the English language, which is used in 80% of web-pages, computer graphics and instructions. As a result of informatization in the world, new, invisible, but very dangerous barriers that separate people appear [8, p. 63-64].

Table 2. Student performance in the context of the type of educational institution.

№	Performance	In what school did you study before admission to university?		
		Secondary school	Gymnasium	Lyceum
1	«A»	21,5%	28,6%	27,4%
2	«A» and «B»	59,0%	53,7%	58,9%
3	Have different grades, including «C»	17,8%	14,3%	11%
4	«C» grade prevails	1%	3,4%	-
5	Have «Retakes» and «D»	0,7%	-	2,7%
6	Total	100%	100%	100%

In the study of students some differences in the academic performance of students in the degree of knowledge of English were found. Young students can be divided into 5 groups by level of academic performance: 1) A- students, 2) B students, 3), C students with different grades, including "C" 4) C-students with prevailing "C" (grades 5) students with "F" and retakes.

In the context of knowledge of the English language students were divided into 4 groups:

**The first group of students** fluent in English. In this group, the students who have "A" grades - 40%; "B" or "A" - 49.3%, students who have different grades, including "C" - 8%, C-students with prevailing "C" grades - 1.3% and students with "F" and retakes - 1.3%. Therefore, quality of knowledge - 89.3%.

**The second group of students** who speaks English good. A- students - 29.9%, B students - 60.8%, C students with different grades, including "C" - 8.8%, C-students with prevailing "F" grades - 0.5%. The quality of knowledge of this group - 90.7%.

**In the third group students** could hardly speak English. A- students- 16%, A and B students- 59.7%, C students with different grades, including "C" - - 21%, C-students with prevailing "C" grades - 1.9%, students with "F" and retakes - 0.5%. The quality of knowledge in the third group - 75.7%.

**A fourth group, the students** who do not speak English. Only 3.2% of students in the group are A- students, but the proportion of A and B students is - 67.7%, C students with different grades, including "C" - 25.8%, and 3.2% of students are C-students with prevailing "C" grades. The quality of knowledge is 70.9%.

The highest rate of A students is among students fluent in English - 40%. At the same time, the number of students with "F" and retakes in this group is relatively higher than the other groups - 1.3%.

The quality of knowledge, in the first two groups is very high - 89.3% and 90.7%. Among the students who do not speak English low rate of A students - 3.2%, but good results in performance. In the same group, share of C-students is higher - 29%, including 3.2% of students with prevailing "C" grades.

The study of today's youth determines the knowledge of a foreign language as one of the highly demanded skills in career growth [9].

**What does the academic success depend on?** According to respondents, in order to achieve academic success - it is necessary to work hard (49%), working hard is understood as a constant reading of books, preparation for classes, attending lectures, performing independent work, etc. Also, one in five respondents (22.9%) said that young people should have the talent, the ability to learn. 11.2% of students stated that teaching methods are also an important criterion in achieving academic success.



According to Bourdieu's theory of cultural reproduction, explanation of social classes' inequality in educational achievements is the social distribution of "cultural capital". Bourdieu argues that owning of cultural capital depends on a social class, but the education system requires a certain level of cultural capital [10]. Thus, students from the working class encounter certain difficulties in achieving academic success.

According to the sociologist, education determines the professional positions that legitimize social inequality. This, in turn, to some extent, increases the importance of cultural capital. Thus, it is possible to determine the two-dimensional space of social status: the first is relatively based on economic capital (for example, managers of private companies, managers) and the second one is based on a cultural capital (e.g. journalists, scientists, public sector workers, artists) [10].

Similar to other sociologists of education, Bourdieu notes the link of the academic failure with social class [11].

Details of the financial situation of respondents' families are presented in Table 4. The data indicate that the research covers all sectors of the population – with a difficult financial situation (10.8%) and the wealthy ones (20.5%).

The results showed that 20.5% of respondents rated their financial situation as the most prosperous, 13.1% said that do not have financial difficulties. If necessary, could buy an apartment, by getting a loan.

It is also the largest frequency result is obtained to the answer "Money is enough for large household appliances, but we could not buy a new car" - 20% of respondents.

For 16.6% of respondents their earnings are enough for everything, but expensive acquisitions such as an apartment/house, indicating the financial security slightly above average.

8.9% of respondents said that their families have enough money only for food, but buying clothes causes serious problems.

Among the respondents 12.3% reported buying a TV, a refrigerator or washing machine would be difficult for their households. 1.9% of students describe their financial situation as being below the "poverty line." 6.7% - refused to answer this question.

The findings show that graduates from fairly wealthy households have good academic records - 91.5%, have a variety of grades, including "C" - 7.7% and 0.8% of the students have "retakes" and "F". In this group, the highest frequency results of A-students - 30.8%. The quality of knowledge - 91.5%.

Representatives of the second layer, which indicated their financial situation as favourable, have the following academic success: 18.7% A-students; A and B students - 66.7%, students with different grades, including "C" - 14.6%, including 4% of students with prevailing "C"-grades. Rate of B-students in this group is relatively higher than among students from other social strata. The quality of knowledge is 85.4%.

Graduates of households, whose material well-being is slightly higher than the middle layer noted that A-students - 28%, A and B students - 55.9%; students with different grades, including "C" - 16.1%. There are no students with prevailing "C" grades and students with "F" and retakes. The quality of knowledge of students-representatives of the third social stratum - 83.9%.

Among the students who chose the answer "money is enough for large household appliances, but we could not buy a new car," A-students - 23%, A and B students - 55.8%, students with different grades, including "C" - 21.2%, 1.7% of students with prevailing "C" grades. The quality of students' knowledge - 78.8%.

Graduates of the households for which the purchase of large household appliances is problematic are A-students - 15.9%, A and B students - 60.9%, students with different grades, including "C" - 20.3% and 20.9% of students with prevailing "C" grades. The quality of knowledge - 76.8%.

Describing the quality of knowledge of those students, who pointed out that the family have enough money only for food, but buying clothes causes serious problems - 66.4%, it should be noted that every fifth student has a "F" grade and the students having "retake" and "F" is 3.8%.

This group includes young people, evaluating the material well-being of their household as being below the "poverty line." Frequency rate of A and B students and students with different grades, including "C" - 45.5%. Thus, the quality of students' knowledge is less than 50%, almost every tenth student has a "retake" and "F" grade (9%), this is a high figure compared with other groups. However, the percentage of students with high academic achievement levels is 27.3%, according to the frequency index it is a second place following children from the wealthiest households.

**Conclusion:** New trends in the sociology of education raised the question in this way "if we talk about education for all, we must not just do so that everyone can get an education, but everyone wanted to get. Equality of educational opportunities is not enough. It should be equality of results" [11].

As the empirical evidence has shown, for young Kazakhstani students a higher education is important (86.2%), in the minds of young people future professional success is associated with: higher professional knowledge (41.5%), language skills (62.6%) and connections and influential friends (35.8%).

Among the objectives of obtaining a higher education a leading position is occupied by: to find high-paying job - 56.6%, to become a specialist in demand in the labor market - 56.8%, and in order to succeed, to build a career - 50.5%, and option to find an interesting, creative work is topical for the youth as well (48.7%).

The study analyzed the academic performance of students in the context of the type of educational institution before entering a university, foreign language skills, and household financial situation.

Graduates of gymnasium and lyciums have good academic progress, including 28.6% of gymnasium graduates and 27.4% of lycium graduates noted that they are A-students, this position among the graduates of secondary schools have been noted by 21.5% of respondents.

Students who are fluent in a foreign language have good indicators of performance of 89.3% and 90.7%, respectively. Among the students who do not speak a foreign language low rate of A-students - 3.2%, but also good results in performance - 67.7%, however the rate of students having "C" is relatively higher - 29%.

On the basis of Bourdieu's theory of cultural reproduction was made an attempt to analyze the educational achievements in the context of economic well-being of households. According to statistical data, the higher the material well-being is, the higher is the academic achievement among students and accordingly, the lower the material well-being of households is, the more "C" grades. For example, among the students, evaluating the financial situation of their household as being below the "poverty line", almost every second person has a "C" grade, and one in ten has a "retake" and "F" grade. Graduates from fairly wealthy households have a good



academic record - 91.5%, students with different grades, including "C" grade - 7.7% and 0.8% of the students have a "retake" and "F" grade.

Young people define knowledge of a foreign language (49.8%), computer literacy (33.7%) and professionalism (31.2%) as core competencies of graduates that contribute to further employment.

Summarizing the findings, it may be noted that among the Kazakh youth there is a high level of understanding of the need for higher education, awareness of the importance of professional knowledge to achieve future professional success and career growth. Educational strategies and successes of young people can not be reduced only to the influence of only one, but are determined by the whole interconnected system of external and internal factors.

#### REFERENCES

- [1] Coleman J.S. and others "Equality of educational opportunity". USA, 1966. -749p.
- [2] Adler M. J. The Paideia proposal. USA, 1982
- [3] Carroll D. Wright. National Society for the Promotion of Industrial Education, p. 13, 1908
- [4] Comte A. Cours de Philosophie Positive //Western European sociology of XIX century, 2003. Moscow: Phoenix. - 256 p.
- [5] Aksakalova G.A. Equality of educational opportunities as a principle of human capital formation in Kazakhstan, diss. candidate of sociological sciences. Almaty, 2009. -181 p.
- [6] Abiraimova G., Jamanbalayeva Sh. and others Professional choice and preferences of university graduates in the labor market in Kazakhstan/Proceedings of the 3rd Annual International Conference on Political Science, Sociology and International Relations. 2013. Pp. 159-163.
- [7] Kaldybaeva T.Zh. Kindergarten and life, social problems of development of preschool institutions in Kazakhstan. Psychology, Sociology, defectology. No. 7. 2006. Pp. 3-4
- [8] Abdiraimova G.S. Sociology of youth: textbook. - Almaty: Ed. «Zhybek Zholy». 2008. 280 p.
- [9] Abdiraimova G.S. Quality Assessment of Higher Education in Kazakhstan (Based on Sociological Survey Results). Proceedings of the 5th World Conference on Educational Sciences. 2014. Pp. 4315 - 4321.
- [10] Herman G. Van De Werfhorst, Alice Sullivan, Sin Yi Cheung. Social Class, Ability and Choice of Subject in Secondary and Tertiary Education in Britain. British Educational Research Journal. 2010. Pp. 41-62.
- [11] Smirnova E.Y. Sociology of education. Saint-Petersburgh: Intersociis. 2006.- 192 p.

#### FIRST STAGE OF FINLAND'S RUSSIFICATION (1899-1905)

The Finnish issue is one of our most difficult issues concerning border countries  
A.P. Liprandi [1. P. 4-5.]

**Prof. Sergey Pogodin<sup>1</sup>**

**Assoc. Prof. Dr. Nadezhda Bogdanova<sup>1</sup>**

<sup>1</sup>Peter the Great St. Petersburg Polytechnic University, **Russia**

#### ABSTRACT

The paper considers the first stage of Finland's Russification. The period from 1899 to 1917 is often characterized in the national historiography as a long period of forced russification and oppression. The main methods of research were: review, classification of historical documents and scientific articles on this subject, statistical data analysis, generalization methods. The policy of the Russian Empire towards the Grand Duchy of Finland in late XIX – early XX centuries was named Russification of Finland. It was aimed at the gradual elimination of Finland's autonomy and at its integration into the empire with fully autocratic rule. Most notably, this policy had been implemented from 1899 to 1905 and from 1908 to 1917. In the Finnish historiography, these periods are known as "times of oppression". The policy of cohesion between the Russian Empire and the Grand Duchy of Finland contradicted programs of all political parties of Finland. The growth and development of Russian entrepreneurship within the Duchy were considered by Finns as a negative thing. The attitude to military, postal, and other reforms was also negative. The paper's materials can be used to analyze and take into account geopolitical interests of modern states in planning the national policy, where interests of the mankind should be emphasized and decisions should be made in compliance with interests of the international community and the international law.

**Keywords:** national policy, Russification, national and imperial interest, integration into the empire, autonomy, election reform.

#### INTRODUCTION

The policy of the Russian Empire towards the Grand Duchy of Finland in late XIX – early XX centuries was named Russification of Finland. It was aimed at the gradual elimination of Finland's autonomy and at its integration into the empire with fully autocratic rule. Most notably, this policy had been implemented from 1899 to 1905 and from 1908 to 1917. In the Finnish historiography, these periods are known as "times/years of oppression" (*sörtokaudet/sörtovuodet* in Finnish). According to modern Finnish historian Henrik Meinander: "The period from 1899 to 1917 is often