

ABSTRACT

to the dissertation work of Zhibek Aldabergenovna Tajibaeva
«Psychological and pedagogical adaptation of repatriate students in the
conditions of higher education institution», for the degree of Doctor of Philosophy
(PhD) in the specialty 6D010300 – “Pedagogy and Psychology”

Research topic: Psychological and pedagogical adaptation of repatriate students in the context of higher education institutions.

Research aim: Scientific and theoretical justification and practical development of a methodology for the psychological and pedagogical adaptation process of repatriate students in the context of higher education institutions.

Research objectives:

- to determine the methodological and theoretical foundations of studying the problem of psychological and pedagogical adaptation of repatriate students in the university environment.
- to reveal the essence, structure, and content of the process of psychological and pedagogical adaptation of repatriate students at university.
- to develop a structural-content model of the methodology for psychological and pedagogical adaptation of repatriate students within the system of university education.
- to organize and conduct an experimental study to test the structural-content model and methodology of the adaptation process of repatriate students in the university setting.
- to substantiate scientific and practical recommendations for the effective organization of psychological and pedagogical adaptation of repatriate students within the holistic pedagogical process of the university.

Research methods: the following research methods were used to test the tasks and hypotheses:

- *theoretical methods:* theoretical analysis and synthesis of philosophical, cultural, psychological, pedagogical, and reference literature, as well as dissertation studies on the researched problem; generalization of pedagogical experience of higher education institutions; pedagogical modeling.

- *empirical methods:* questionnaires, pedagogical observation, conversations and interviews with students, diagnostics, testing, analysis of students' creative works at various stages of training; diagnostic techniques for assessing the socio-psychological and pedagogical adaptation of repatriate students.

- *statistical methods:* methods of statistical data processing, methods of qualitative and quantitative analysis of experimental results; content analysis. The statistical software package IBM SPSS Statistics ("Statistical Package for the Social Sciences", version SPSS 26.0) was used to process the obtained results.

- *experimental methods:* ascertaining and formative experiments.

- *projective methods:* development of a structural-content model and methodology for the psychological and pedagogical adaptation of repatriate students in the context of a higher education institution.

Key provisions to be defended:

1. The study of the problem of psychological and pedagogical adaptation of repatriate students should be conducted on the basis of a systemic understanding of scientific and practical prerequisites, theoretical and methodological foundations, and with consideration of an interdisciplinary approach.

2. The concept of «*psychological and pedagogical adaptation of repatriate students*» is understood as both a process and a result of the adaptant's adjustment to the conditions of a new educational environment. This adaptation encompasses sociocultural, socio-psychological, intercultural, and socio-professional dimensions, and is structured by a system of components (motivational-value, cognitive, activity-personal) that ensure the effectiveness of academic and professional activities, successful intercultural communication, and personal development.

3. The structural-content model of the psychological and pedagogical adaptation process of repatriate students within the University Center for Psychological and Pedagogical Support comprises target, content, procedural, diagnostic, and outcome-oriented components.

4. The methodology for diagnosing the psychological and pedagogical adaptation of repatriate students within the holistic pedagogical process of the university includes diagnostic methods addressing the motivational-value, cognitive, and activity-personal components.

5. The methodology for organizing the process of psychological and pedagogical adaptation of repatriate students encompasses the implementation of an author-developed special course, a specialized seminar, and training programs.

Description of the main research results:

- the methodological and theoretical foundations for studying the problem of psychological and pedagogical adaptation of repatriate students in the university context have been determined.

- the essence, structure, and content of the process of psychological and pedagogical adaptation of repatriate students in higher education have been revealed.

- based on a theoretical analysis of the essence and content of the concept of “*adaptation*”, an author's definition of “*psychological and pedagogical adaptation of repatriate students*” has been developed; the specific features of repatriate students' adaptation to university education have been clarified; the parameters and criteria for its successful implementation have been elaborated; and the pedagogical conditions for effective adaptation of students in the system of higher education have been identified.

- the criteria, indicators, and components of psychological and pedagogical adaptation of repatriate students have been defined, and a structural-content model of the methodology for this adaptation process in the system of university education has been developed.

- A methodology for the process of psychological and pedagogical adaptation of repatriate students in the conditions of university education has been designed and its effectiveness has been experimentally validated.

- scientific and practical recommendations for the effective organization of the psychological and pedagogical adaptation of repatriate students in the holistic pedagogical process of the university have been substantiated.

Justification of the novelty and significance of the obtained results:

- the first result is novel: the methodological and theoretical foundations for studying the problem of psychological and pedagogical adaptation of repatriate students in the holistic pedagogical process of the university have been substantiated.
- the second result is also novel: the essence, structure, and content of the process of psychological and pedagogical adaptation of repatriate students in the holistic pedagogical process of the university have been revealed.
- the third result is novel: a structural-content model of the process of psychological and pedagogical adaptation of repatriate students in the context of university education has been developed.
- the fourth result is novel: the structural-content model for organizing the process of psychological and pedagogical adaptation of repatriate students in the context of university education has been experimentally tested, its effectiveness validated, and scientific-practical recommendations have been formulated.

The practical significance of the research The significance of the research lies in the possibility of applying its results in the development and implementation of a methodology for the psychological and pedagogical adaptation of repatriate students within the educational process of the university, specifically through:

- the structural-content model of the process of psychological and pedagogical adaptation of repatriate students in the holistic pedagogical process of the university;
- the author's academic course "*Intercultural Adaptation of Repatriate Students in the University*"; the author's special course "*We Are Together*"; the information and orientation program (30 hours); and the training program;
- the research findings may also be applied in faculties and departments of higher and secondary specialized educational institutions, in the system of professional development for teaching staff, as well as in adaptation and integration centers for *kandas* (repatriates).

Compliance of the research with priority areas of scientific development and state programs: Law of the Republic of Kazakhstan "On Education": adopted on July 27, 2007, No.319-III (with amendments and additions); Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023–2029. Resolution of the Government of the Republic of Kazakhstan dated March 28, 2023, No.248 (with amendments and additions as of 01.05.2025); State Compulsory Standard of Higher Education: Annex 1 to the Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022, No.2 "On the Approval of State Compulsory Standards of Higher and Postgraduate Education" (with amendments and additions); On Citizenship of the Republic of Kazakhstan: adopted on December 20, 1991, No.1017-XII (with amendments and additions as of 01.09.2023), Resolution of the Government of the Republic of Kazakhstan; On the Concept of Repatriation of Ethnic Kazakhs to Their Historical Homeland: approved on September 16, 1998, No. 900, Resolution of the Government of the Republic of Kazakhstan; On the Approval of the "Nurly Kosh" Program for 2009–2011: approved on December 2, 2008, No.1126, Law of the Republic of Kazakhstan; On Migration of the Population: adopted on July 22, 2011, No.477-IV (with amendments and additions as of 01.09.2023), Resolution of the Government of

the Republic of Kazakhstan; “On Determining the Regions for Settlement of Oralman and Migrants”: approved on February 18, 2016, No. 83, Resolution of the Government of the Republic of Kazakhstan; “Concept of Social Development of the Republic of Kazakhstan until 2030”: approved on April 24, 2014, No. 396, Resolution of the Government of the Republic of Kazakhstan; On the Approval of the Concept of Migration Policy of the Republic of Kazakhstan for 2023–2027: approved on November 30, 2022, No. 961, Resolution of the Government of the Republic of Kazakhstan; Address of the President of the Republic of Kazakhstan K.-Zh. Tokayev to the People of Kazakhstan: “New Kazakhstan: The Path of Renewal and Modernization.”

The research complies with the State Compulsory Standard of Higher and Postgraduate Education, state programs, and legislative acts of the Republic of Kazakhstan related to the migration policy of repatriation of ethnic Kazakhs to the Republic of Kazakhstan. The government’s policy is aimed at creating favorable conditions and incentives for national consolidation, unity of the nation, and the return of ethnic Kazakhs—*kandas*—living abroad to their historical homeland. It also promotes their resettlement in regions in need of labor resources, ensures sustainable socio-economic development, increases the population, encourages settlement in sparsely populated areas of the country, strengthens national security, and supports their adaptation and integration in the Republic of Kazakhstan.

The problem of the process of adaptation of repatriated students at the university is of scientific and practical interest due to its socio-pedagogical significance. The Kazakhstani education system must play an active role in supporting the adaptation and integration of this category of students—repatriates.

Here’s the full translation into academic English with a formal tone suitable for dissertation or official documents:

Description of the doctoral candidate’s contribution to the preparation of each publication:

Based on the results of the research, 20 scientific works have been published. Among them: 1 article in a journal indexed in the Scopus database; 4 articles in journals recommended by the Committee for Quality Assurance in the Field of Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan; 11 articles in proceedings of international scientific conferences and other periodicals; 1 textbook published; 3 copyright certificates obtained.

1. Investigation of psychological adaptation, pedagogical competence, and adjustment to university life levels of repatriate university students // Journal of Social Studies Education Research. – 2025. – Vol. 16, Iss. 1. – P.1-31. www.jsser.org. <https://www.scopus.com/sourceid/211004292>. This article presents the results of an experimental study on the psychological-pedagogical adaptation and adjustment to university life of repatriate students in the context of higher education. Mechanisms, support programs, and recommendations contributing to successful adaptation are discussed. The doctoral candidate’s contribution amounts to 76%. Co-authors: Abdullayeva P. 10%, Ozgambayeva R. 7%, Aitenova E. 7%.

2. Methodological approaches to the study of the problem of psychological and pedagogical adaptation of repatriate students in the integral pedagogical process of the

University. *Pedagogy and Psychology Journal* of Abai Kazakh National Pedagogical University. – 2020. – No.1(42). – P. 25-36. <https://doi.org/10.51889/2020-1.2077-6861.03>. The article examines methodological approaches, principles, and methods of studying the psychological and pedagogical adaptation of repatriate students in the holistic pedagogical process of the university. The doctoral candidate's contribution amounts to 70%. Co-author: A.Kh. Arenova – 30%.

3. On the study of personality adaptation. *Bulletin of Abai Kazakh National Pedagogical University. Psychology Series*. – 2020. – No.2(63). – P.194-200. <https://doi.org/10.51889/2020-2.2077-6861.30>. The article presents variants of theoretical approaches and practical studies of adaptation problems. The essence of the concept of adaptation, the content of the adaptation process within the framework of a comprehensive approach, and the specific features of repatriate students' adaptation in the learning process are analyzed. The doctoral candidate's contribution amounts to 100%.

4. Theoretical-organizational issues of psychological and pedagogical adaptation through the education of repatriate students in university conditions. *Pedagogy and Psychology Journal* of Abai Kazakh National Pedagogical University. – 2020. – No.3(44). – P.15-25. <https://doi.org/10.51889/2020-3.2077-6861.02>. This article analyzes domestic and foreign experiences in organizing the process of psychological and pedagogical adaptation of repatriate students, reveals the essence and features of adaptation, the interaction of teachers and students, as well as the adaptation and integration process of repatriate students in the educational process of Kazakhstani universities. The doctoral candidate's contribution amounts to 70%. Co-authors: Nagibina N.L. 15%, Arenova A.Kh. 15%.

5. Problems of psychological and pedagogical adaptation of repatriate students in the process of learning. *Bulletin of Abai Kazakh National Pedagogical University. Psychology Series*. – 2020. – No.3(64). – P.115-120. <https://doi.org/10.51889/2020-3.1728-7847.22>. The article addresses the issues of psychological and pedagogical adaptation of repatriate students during their studies. It reveals the content, characteristics, and specifics of the adaptation process. Methodological foundations, research tools, and a model of psychological and pedagogical adaptation are presented. The doctoral candidate's contribution amounts to 90%. Co-author: Saparbay Sh.S. 10%.

6. Cultural transmission as the basis for successful psychological and pedagogical adaptation of repatriate students. *4th International EMI Entrepreneurship Social Sciences Congress* (November 29–30, 2019). – Istanbul: Nisantasi University, 2019. – P.89-102. <https://www.emissc.org/files/E-Book/4.%20EMI%2.pdf>. The article discloses the essence of adaptation, cultural transmission, and inculturation. It presents the results of an empirical study of self-assessment and motivation for studying at university among repatriate students. The doctoral candidate's contribution amounts to 70%. Co-author: Nagibina N.L. 30%.

7. Adaptation and the effectiveness of psychological and pedagogical support of students at university. *Educational Environment: Theory and Practice*. Proceedings of the II International Scientific and Practical Conference (May 16, 2019). – Astrakhan: V.N. Tatishchev Astrakhan State University. – P.115-123. <https://elibrary.ru/>.

8. On the issue of adaptation of repatriate students to studying at universities of Kazakhstan. *Wissenschaftliche Ergebnisse und Errungenschaften: 2020* (December 25, 2020). – München, 2020. – Pp. 51–54. DOI: 10.36074/25.12. 2020.v3.18. The article examines the peculiarities and problems of repatriate students' adaptation to university education. The doctoral student's contribution to the article amounts to 80%. Co-authors: Tolamisso A. – 10%, Yessimbekova A. – 10%.

9. Effectiveness of students' adaptation to University. *Educational Environment: Theory and Practice*, Proceedings of the International Scientific and Practical Conference (May 28, 2021). – Astrakhan: Astrakhan State University named after V.N. Tatishchev, 2021. – P.145–165. <https://scholar.google.ru/> The article discusses the conditions, factors, indicators, and outcomes of the effectiveness of the student adaptation process to university studies. The doctoral student's contribution amounts to 90%. Co-author: Kabakova M.B. – 10%.

10. Adaptation and stress coping strategies. *Pedagogical Science and Education in Dialogue with Time*, Proceedings of the VIII International Scientific and Practical Conference. – Astrakhan: Astrakhan State University named after V.N. Tatishchev, 2023. – P.320–325. The article analyzes the relationship between adaptation and stress, factors, indicators, the level of stress resistance, and an individual's ability to act effectively in stressful situations. The doctoral student's contribution amounts to 90%. Co-author: Kabakova M.B. – 10%.

11. Psychological and pedagogical support of university students in the process of adaptation. *Modern Preschool and Primary Education: Theory, Methodology, and Practice*, Proceedings of the International Scientific and Practical Conference. – Almaty, 2017. – P.184–187. The article reveals the mechanisms of psychological and pedagogical support for repatriate students during their adaptation to university conditions. The doctoral student's contribution amounts to 100%.

12. Psychological and pedagogical environment as a factor of successful intercultural adaptation of repatriate students in the university educational space. *Dual Education in Teacher Training: Experience, Approaches, Problems*, Proceedings of the 2nd Republican Annual Conference of Scholars and Teachers. – Almaty, 2017. – P. 156–160. <https://www.kaznpu.kz/ru/2870/> The article is devoted to the role of the university's psychological and pedagogical environment in the intercultural adaptation of repatriate students in the learning process. The doctoral student's contribution amounts to 100%.

13. The Process of adaptation and integration of students into the educational process of a Kazakhstan university. *Yessenov University Forum "University – Territory of Opinions"*, November 7–8, 2019. – P.25–27. <https://yu.edu.kz/ru/conference-collections/> The article addresses the problem of adaptation and integration of repatriate students into the educational process of a Kazakhstan university. The doctoral student's contribution amounts to 80%. Co-author: Arenova A.Kh. – 20%.

14. Theoretical aspects of personality adaptation in a new sociocultural environment. *International Interdisciplinary Scientific and Practical Journal "Human, Art, Universe"*, 2020. ISSN2411-5916. https://iidp.ru/paper/files/sbornik_2020.pdf – P.154–163. The article is devoted to the analysis of various aspects of adaptation and

the peculiarities of personality adaptation in a new sociocultural environment. The doctoral student's contribution amounts to 100%.

15. Comparative analysis of the study of domestic and foreign experience in the problems of student adaptation. *Bulletin of Kh. Dosmukhamedov Atyrau University. Series "Pedagogy and Psychology"*, 2023. – No.3 (70). – Pp. 44–53. DOI: 10.47649/vau.2023.v70.i3.05 The article presents the results of an empirical study on the problem of adaptation. Recommendations are given on the adaptation and integration of repatriate students in the university, taking into account domestic and foreign experience. The doctoral student's contribution amounts to 90%. Co-author: Kabakova M.B. – 10%.

16. Theoretical approaches to the study of the process of adaptation and inculturation. *World Science Priorities*, Proceedings of the XVI International Scientific and Practical Conference. – Vienna, Austria, 2025. – P.133–136. DOI: <https://doi.org/10.5281/zenodo>. The article focuses on adaptation, the stages of cultural transformation of personality in the process of inculturation, as well as the role of social institutions in ensuring successful inculturation. The doctoral student's contribution amounts to 100%.

17. Psychological and pedagogical support of repatriate students in the process of adaptation to university studies. Textbook. – Yessenov University, Aktau, 2020. – P.63. The textbook presents the theoretical foundations and approaches to the study of adaptation, intercultural communication, the development of intercultural communication skills, and the features of socio-psychological support for repatriate students in the process of adapting to university studies. The doctoral student's contribution amounts to 100%.

18. Psychological and pedagogical support of repatriate students in the process of adaptation to university studies. Copyright Certificate of Registration in the State Register of Copyright Objects, April 4, 2023, No.34314. <https://copyright.kazpatent.kz>. The doctoral student's contribution amounts to 100%.

19. Training program for socio-psychological support of the adaptation process. Copyright Certificate of Registration in the State Register of Copyright Objects, April 5, 2023, No. 34357. <https://copyright.kazpatent.kz> The doctoral student's contribution amounts to 100%.

20. Questionnaire on the adaptability of repatriate students at university. Copyright Certificate of Registration in the State Register of Copyright Objects, April 5, 2023, No.34359. <https://copyright.kazpatent.kz> The doctoral student's contribution amounts to 100%.