

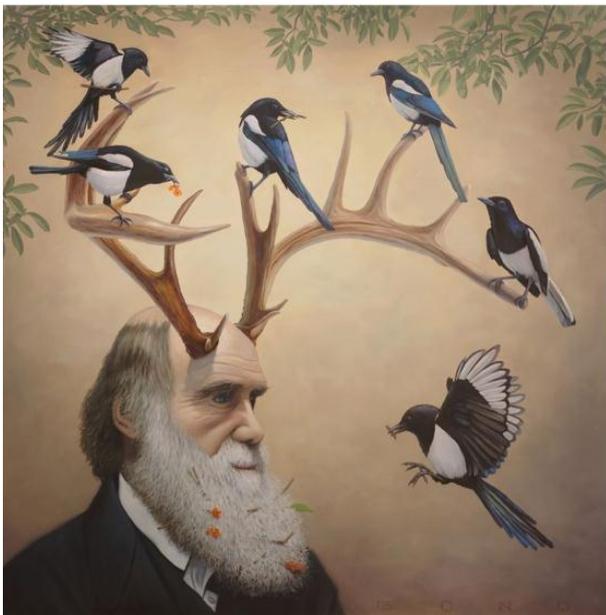
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Interrelation Of The Pedagogical Culture And Education Of Youth In The Analysis Of The Dynamics Of Age Differences In The Legal Modern Society: Kazakhstan, As A Model Of The Modern Legal State.

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Abstract

The interrelation of pedagogical culture and education of youth in the analysis of the dynamics of age differences in the multiethnic society of Kazakhstan is of interest because of its multifacetedness and undoubted relevance and vitality. This is due to the very nature of the society of Kazakhstan: poly-ethnic, multicultural and poly-confessional. Historically, there are people of different nationalities living in the country, professing different denominations with different cultural values and rules. Pedagogical science should take into account all these moments and offer educational methods that are universal and comprehensive and meet the interests of all groups of young people, regardless of their religion or nationality.

Pedagogical science investigates problems and questions related to obtaining preschool, secondary and vocational education. In Kazakhstan, universities that train specialists in this field are widely represented: they are not only national and state, but also private higher educational institutions. The subject of the study was the interrelation between pedagogical culture and the education of young people in the analysis of the dynamics of age differences. It is difficult to challenge the inseparable connection of these concepts, as the level of education and literacy of the population, not to mention adherence to the norms of morality, spirituality and ethics, is directly related to the development of pedagogy and the quality of training of specialized specialists. Last decades all branches of vital activity of Kazakhstan underwent serious changes and perturbations, education did not remain untouched. It is in the field of education and pedagogy that the age differences, which caused the difference in the worldview, mentality and life values of older people raised in certain ideals and needs, and the younger generation who grew up in completely different economic, political and social conditions, were very clearly manifested.

Interrelación de la cultura pedagógica y la educación de los jóvenes en el análisis de la dinámica de las diferencias de edad en la sociedad jurídica moderna: Kazajstán, como modelo del estado jurídico moderno.

Resumen

La interrelación de la cultura pedagógica y la educación de los jóvenes en el análisis de la dinámica de las diferencias de edad en la sociedad multiétnica de Kazajstán es de interés debido a su polifacética e indudable relevancia y vitalidad. Esto se debe a la naturaleza misma de la sociedad de Kazajstán: poliétnica, multicultural y poli confesional. Históricamente, hay personas de diferentes nacionalidades que viven en el país, profesando diferentes denominaciones con diferentes valores y reglas culturales. La ciencia pedagógica debe tener en cuenta todos estos momentos y ofrecer métodos educativos que sean universales e integrales y que satisfagan los intereses de todos los grupos de jóvenes, independientemente de su religión o nacionalidad. La ciencia pedagógica investiga problemas y preguntas relacionadas con la obtención de educación preescolar, secundaria

y profesional. En Kazajstán, las universidades que capacitan a especialistas en este campo están ampliamente representadas: no son solo instituciones nacionales y estatales, sino también privadas de educación superior.

El tema del estudio fue la interrelación entre la cultura pedagógica y la educación de los jóvenes en el análisis de la dinámica de las diferencias de edad. Es difícil desafiar la conexión inseparable de estos conceptos, ya que el nivel de educación y alfabetización de la población, sin mencionar el cumplimiento de las normas de moralidad, espiritualidad y ética, está directamente relacionado con el desarrollo de la pedagogía y la calidad de la formación. de especialistas especializados. En las últimas décadas, todas las ramas de actividad vital de Kazajstán sufrieron serios cambios y perturbaciones, la educación no permaneció intacta. Es en el campo de la educación y la pedagogía que las diferencias de edad, que causaron la diferencia en la visión del mundo, la mentalidad y los valores de vida de las personas mayores criadas en ciertos ideales y necesidades, y la generación más joven que creció en situaciones económicas, políticas y económicas completamente diferentes. Las condiciones sociales, se manifestaron muy claramente.

Introduction

The study of the relationship between pedagogical culture and education involves the following issues and problems:

- The growing gap between the main age groups in the multi-ethnic society of Kazakhstan. This gap is connected with the radically changed living conditions and the mentality difference - the older generation professes different values than the younger generation;
- The role of pedagogy in shaping the personal qualities of young people - future legislators, economists, public figures and socially active citizens - during the formation and development of the young Kazakh state.

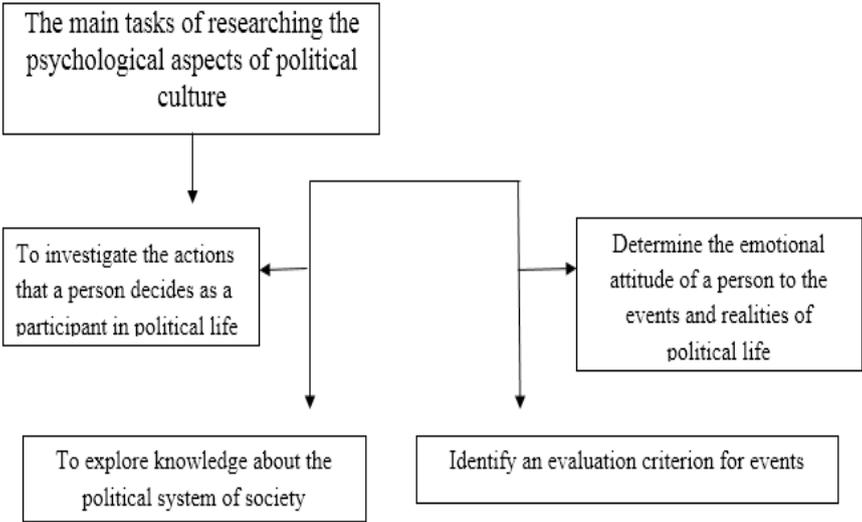
The methodological and technological basis is an interdisciplinary approach, since such sciences as psychology, sociology, culturology, ethnology, ethics, social science, even political science are included in the solution of the question, a structural-functional approach and system analysis is used. The empirical basis was the author's questionnaires and questionnaires: "The psychological barrier to perception of life situations", "My view of human beliefs" and "Psychological preparation of the personality for the upcoming changes in one's own life"; disciplinary classical sources - the test of "semantic life orientations" (SLO-test) D.Leontiev, "Self-actualization test" L.Ya.Gozman, the technique of "Repertory lattices" J.

Kelly, "Tasks for logical thinking of political orientation" A.Khvostov and the test questionnaire "Personal maturity" by Yu.Gilbukh. The methods of research are a combination of theoretical-methodological and concrete-empirical research. The obtained data were subjected to statistical processing, cluster and discriminant analysis, psychological interpretation and investigation of the reliability of differences, which made it possible to draw certain conclusions:

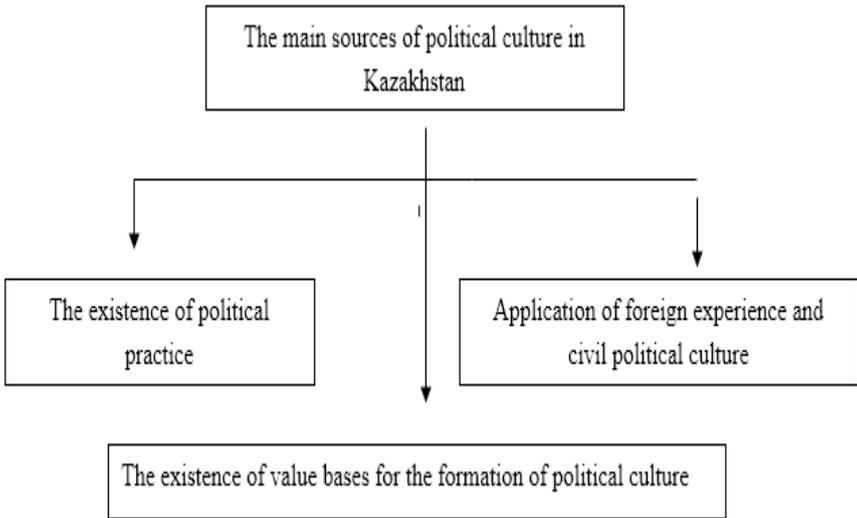
- To date, there is a certain disunity in the society of Kazakhstan, conditioned not only by the differences in ethnos, cultures and religions, but also by age factors - the society is represented by several large age groups that differ significantly in their worldview, value basis and cultural attitudes;
- In order to level out the difference in views and principles that existed in recent years between young people and the older generation, a special pedagogical approach and a further restructuring of the education system with a clear socially useful goal setting is needed.

Kazakhstan's acquisition of independence, the processes of democratization and liberalization are also aimed at rethinking the most important social institutions of society, among which education and pedagogy are fundamental in principle, capable of controlling the minds and hearts of young people, the purposeful development of which has far-reaching consequences, changing mentality and worldview whole generations. Analysis of the dynamics of age differences in a multi-ethnic society from the point of view of pedagogy makes it possible to solve several problems:

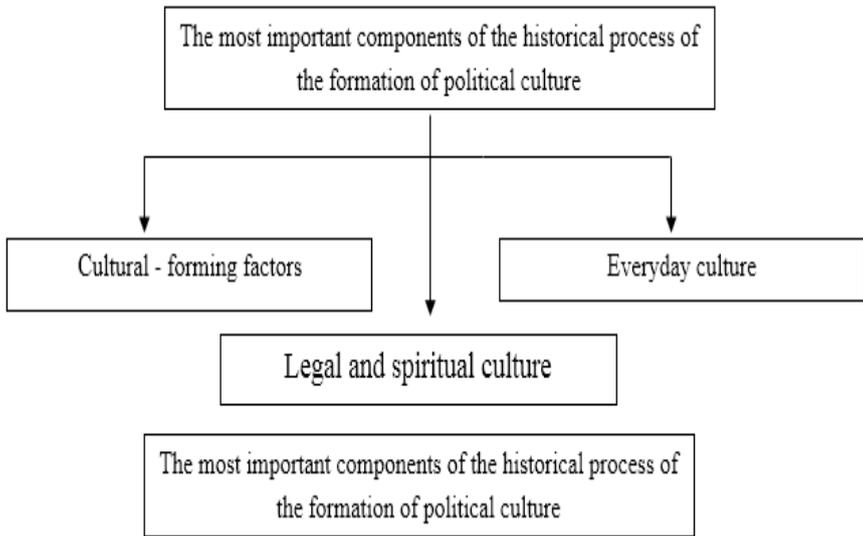
- to form the correct policy in the sphere of education aimed at the education and training of responsible and socially-oriented members of society;
- identify possible shortcomings and omissions of the pedagogical methods and programs used;
- to raise the level of culture (including political) and education. The tasks of researching political aspects of political culture are connected with the above tasks, because pedagogy and education are directly related to political culture, being important components of socialization and acculturation of a person.



The current period is characterized by a revival of interest in popular education and pedagogy, with their rich traditions and experience in the upbringing of the younger generations. Pedagogy is inextricably linked with the culture, religion and national character of the inhabitants of Kazakhstan. The works of such great enlighteners of the past as Korkut, Nasr Al-Farabi, Mahmud Kashgari, Yusuf Balasaguni or Khoja Ahmed Yassawi not only played an important role in the development of the philosophy of pedagogy in Kazakhstan, but at the moment they remain relevant, especially during the revival of national identity and identity. Thus, the sources of modern pedagogy include both world experience and practice, as well as national historical resources of value and moral significance. Here, as an analogy, we can cite the sources of Kazakhstan's political culture, which are formed according to the same principles.



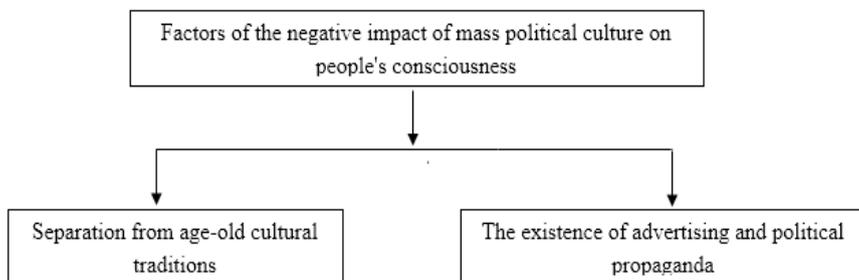
The historical process of the development of pedagogy in Kazakhstan has been going on for hundreds of years, and, as noted above, many of the principles and theses formulated at the dawn of its origin find their application even in modern conditions. The ethnic component is quite strongly manifested in the culture of the country, which is due to the secular way of life of society (9). Even folklore materials contain a lot of valuable moral-psychological and ethical-pedagogical ideas (20). Features of culture (everyday, legal and spiritual to a large extent, religiosity, the influence of external factors (war, invasion)) - all this had its undoubted influence on the evolution and improvement of the pedagogical sphere. However, such circumstances, having this or that cultural background, are the components of the formation of various types of historical process, for example, the development of political culture.



In recent years, disturbing the best scientific minds have manifested “symptoms”, the international community is sounding the alarm-the crisis of education in some form or another is manifested in almost all countries of the world. The insufficient efficiency of education, omissions in the personal, intellectual, moral and spiritual development of the younger generation, as well as the inability of the educational system to “lay down” the mentality of the individual, and, therefore, of the whole society on the basis of universal values, cooperation and tolerance. The ongoing reform of the education system aimed to integrate Kazakhstan into the world community and bring it closer to international educational standards. However, in the process of the reforms, not only positive but also negative aspects were revealed. Positive ones include the updating of standards in all specialties and the introduction of relevant technologies, the inclusion in the curriculum of educational disciplines that are in demand in new political and economic realities, the autonomy of educational institutions and the variability of education. At the same time, the reform also revealed negative aspects, since it was not preceded by due psycho-pedagogical and socio-economic analysis, which prevented the process from being brought under a serious scientific basis. This is a reduction in the social status and prestige of the educator, his weak social protection, aging of staff, a reduction in the proportion of graduates of pedagogical universities, the outflow of qualified personnel into better paid sectors of the economy. All these

issues need state control and timely solutions, because the lack of pedagogical personnel will have a very negative impact on the upbringing and development of young people.

In addition to the difficulties with the education system in the case of Kazakhstan, there is also a very significant age difference between the subcultures of youth and adults, which was clearly demonstrated by our polls, studies and questionnaires. However, this situation is typical for almost all countries located in the post-Soviet space. One manifestation of dissonance - the values, needs and rules of groups of young people, that is, persons under 35, differ significantly from the norms and rules of behavior followed by the older generation, which takes care of the welfare of society much more, and takes into account the interests of others. Developed cultural dissonance there are several explanations, and one of them is the difference in the pedagogical and educational approach. Adherence to traditional values, clannishness, religious aspect, and at the same time teaching according to the principles of Soviet education - all this could not but leave its imprint on the level of culture of older citizens raised in a relative information vacuum and having limited access to information. But the younger generation, whose childhood and adolescence occurred already during independence, a difficult transition period, political and social radical changes, as well as a modification of the training system, grew in completely different conditions, which predetermined a different system of coordinates and norms of behavior. Modern Western youth is closer to the Western individualistic model of behavior. The role of the press, the Internet, mass culture is very important, any information is freely available, and public opinion imposes a model of the behavior of a person who is solely concerned with his own good, but not with the public. This negative impact is also characteristic of mass political culture, where advertising and propaganda are very effective levers of influence and opinion formation.



In order to restore balance, it is necessary to pay special attention to pedagogical science, which is now entrusted with great expectations in terms of education and education of patriotic citizens loyal to society and the state, who are concerned about the interests and reputation of their country. The education and upbringing of children in the right traditions and principles should begin from an early period, since education is the one that is most closely connected with the formation of the person's personality and is able to overcome negative tendencies in the development of the society.

So what is socialization? This is the acquisition of the skills, knowledge and skills necessary for a person to become a full member of society. Socialization is due to the biosocial nature of a person who needs a team in order to survive. Primary socialization of the child (and socialization begins literally from birth) occurs mainly in the family: it is here that the kid begins to absorb the first social roles, rules, values and attitudes. Education, in fact, is the process of purposeful and controlled socialization. Secondary socialization reaches a broader level, it includes an increasing number of people, groups and collectives, where, of course, the important role belongs to the school and teachers (teachers and educators), as agents of socialization, who will be direct participants in this process throughout for long years. In modern conditions, it is impossible to become a full-fledged member of society without education its receipt is an indispensable condition. That is why the pedagogical basis of socialization can't be underestimated in any case, the role of educational institutions and teachers in socialization is almost equal to the family, even in spite of the dangerous tendencies to weaken the importance of the pedagogical component. Socialization can occur in two modes - integration, when a person actively interacts with the social environment, changing it and changing himself, and adapting, in which the individual passively accepts the requirements of the society, adapting to them. Socialization closely comes into contact with moral norms and rules, and when included in public life and activity, a person must have the right ideas about compassion, honor, decency, loyalty, and help.

A developed and viable society is aimed at transferring its system of values from generation to generation, on its reproduction - this is the guarantee of the stability of the society, the spiritual unity of generations. The value orientation of young people differs in some ways:

- different interests operate in the society and contradictory tendencies are traced;
- the desire for concreteness, accurate reflection of phenomena and the real

processes of life.

The conditions for the formation of a market economy, changing the starting opportunities of the younger generation set the nuances of its social development within the framework of the multiethnic society of Kazakhstan. The main can be attributed to the gap in the system of upbringing and education, the deformation of the principle of succession of generations, the depreciation of the concepts of a citizen, a patriot. In Kazakhstan, due to external circumstances and political cataclysms, the socialization function of the education system has changed - its role in educating and ensuring the integration of youth into society has decreased, and this alarming circumstance requires cardinal and effective measures of influence at the highest state level and a well-thought-out pedagogical policy. The inclusion of Kazakhstan in the global information space has made the media a very important agent of socialization. With their help, these or other models and norms of behavior are being propagated, images of reality are being modeled and introduced into the public consciousness, to which it is right to strive. The influence of telecommunications and the Internet is ambiguous - on the one hand, information permissiveness has negative consequences, but at the same time it expands the horizons of youth and removes restrictions on communication with the world. Pedagogical culture, using the information space with benefit, can make it an ally and an assistant in socialization.

The main feature of the socialization of young people at this stage can be called the formation of a new socio-cultural type of personality in the transition to an industrial civilization. And this personality should be aimed at self-development, raising the social status and position by raising the intellect, spirituality, social significance. Educational and educational institutions as social institutions carry out directed socialization, unlike friends, streets, media and the Internet (non-directional), which places great responsibility on the pedagogical component.

Formed civic culture, according to scientists, suggests several levels. In particular, they are:

- cognition, including information possession, level of attentiveness to public events, competence in various fields of economics, politics and social science, the presence of one's own opinion;
- attitude to society and public life - the frequency of discussion of the problems of the society in the family circle, with friends, assessment of the activities of the authorities, the level of national pride for the country's position in the world arena, contribution to world science, economics, cul-

ture, art;

- The degree of involvement and participation in the life of the society - the level and forms of citizen activity in public affairs and concerns.

Psychologists describe all forms of human activity that have been fully reflected in his social and cultural life:

- Instincts - unconscious factors and innate patterns of behavior. No psychologist will challenge their importance and significance. Some authors believe that the less a person understands the essence and causes of a particular political, social or economic event, the greater the instinctive character of activity. If the information is contradictory, disconnected or over-supply, then the forces hidden in the unconscious are manifested;

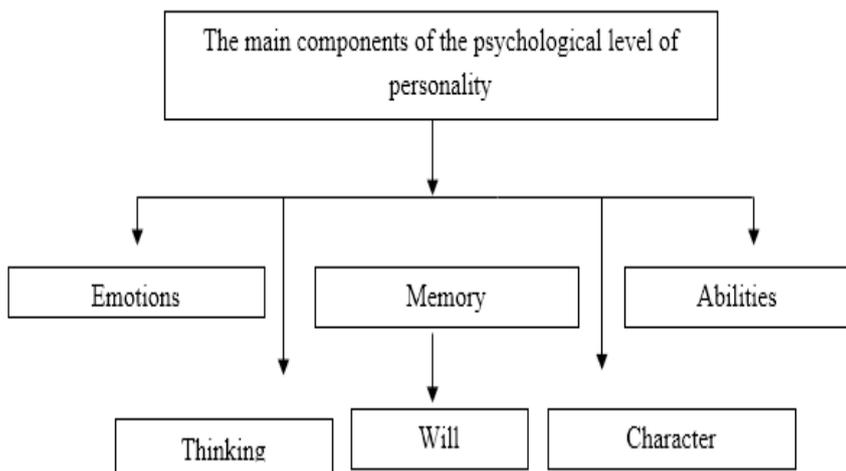
- Skills - the result of lifelong learning, formed in a certain cultural environment habits, skills necessary to perform public functions, stereotypes - a consequence of the repetition of certain actions;

- Reasonable actions with explicit goal setting.

All these factors are taken into account in pedagogical work, allowing the specialist to use the knowledge of human psychology to ensure that the process of socialization is effective both for the individual himself and for society.

Education and training, as stages of the pedagogical process, are based on the knowledge of human psychology, the concept of personality as the carrier and transformer of culture, the object and subject of socialization. Personality is a very controversial and still controversial concept, since psychological science has not found a single approach to it. Personality is and is linked together a set of internal conditions through which various exogenous influences are refracted; the way of being a person in society, in specific historical and social conditions; a system of socially significant qualities of an individual, a measure of the person's mastery of social values and his ability to realize such values. The concept of personality is directly related to the individual - the creative refraction in a person of qualities of a general social character with his internal abilities of social interaction and a unique system of relation to the world. Personality is characterized by the level of development of consciousness and its relationship with social consciousness. The most important, in many respects the defining party of the person is its relation to surrounding people, to society as a whole, to itself and the duties - labor, public and civil. A significant quality of a person is the awareness of his relationships and their stability, as well as the ability to realize these relationships, which depends on the level of development of a person's abilities, knowledge and skills, intellectual,

volitional and emotional properties. A person is not born with ready-made attitudes, skills and values, they are formed in the process of socialization on the opportunities given by nature. The genotype (hereditary base of the organism) determines its physiological and anatomical features, the dynamics of the nervous processes, the quality of the nervous system. The person in the norm is in constant development and self-realization. And the main components of its mental level in aggregate form an integral, unified structure, influencing the behavior and perception of reality.



A person becomes a person solely due to social heredity, when he masters the experience of previous generations, reflected in traditions, knowledge, social relations values of spiritual and material culture. Thus, both the external environment and hereditary factors influence the formation of the personality, and the natural qualities of man are not opposed to his social essence. The formation of personality occurs only in certain social conditions, the requirements of society are set by the models of people's behavior. The process of formation is most active until 20-25 years, while socialization lasts virtually all of life - a person finds himself in new living conditions, groups and collectives, changes his place of residence, which forces him to meet the requirements of the new society. Socialization is a continuous, not a one-time process that breaks down into definite stages, each of which is designed to solve certain tasks.

Thus, the formation of personality is influenced by the following circumstances:

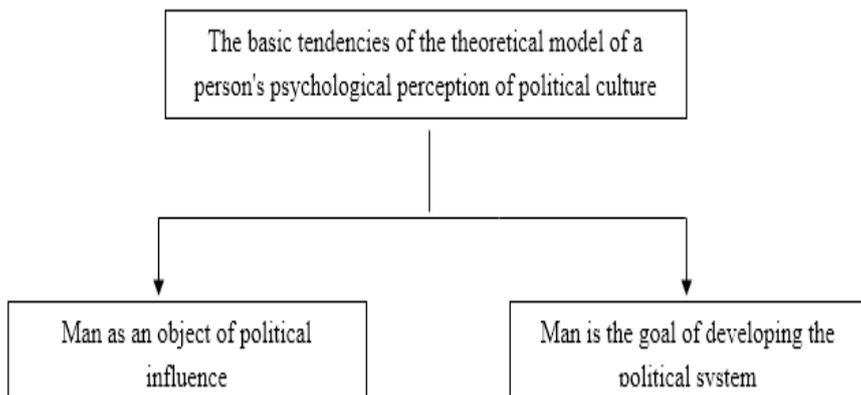
- Purposeful impact of society on the individual - education in a broad sense;
- The social environment in which a person is constantly, educated and trained;
- Activity and actions of the person, his independence in obtaining, understanding and assimilation of knowledge;
- Ability to think critically, evaluate and compare different points of view;
- Participation in the practical, transformation activities.

The formation of almost all the factors mentioned above is promoted by a pedagogical culture, that is, a specific sphere of material and spiritual culture, directly related to upbringing and learning. Also, pedagogy includes the state education system in Kazakhstan, the training of educators, teachers and teachers, and pedagogical education. In the opinion of certain scholars, pedagogy includes the entire system of historically formed mechanisms of the transfer of moral and moral values of scientific knowledge to the younger generation. It assumes the level of innovation: how new in comparison with the world experience are the methods of education and the methods of instruction in secondary and higher schools. Accordingly, the pedagogical culture needs proper material and technical equipment, computers, modern laboratory and other equipment. Pedagogy is not only quantitative (for example, the number of students or graduates of secondary school), but also qualitative indicators - the level of intellectuality of the whole nation.

At the same time, the central figure in the system was and is the teacher - a qualified and competent specialist, a socially mature person with a creative approach, striving for professional self-improvement and progress. Pedagogical education - the main element of the entire education system, because it determines the effectiveness of its functioning in general and each link in particular. Pedagogical education is aimed at promoting the competence of the teacher, his ability to solve professional problems. This is due to the strategic directions of renewal of the general 12-year education, and the growing problems in the pedagogical education of the country, the need to improve the quality of the pedagogical cadre requires its transformation in accordance with the trends of the world educational space in the context of sustainable development of the society. The level and qualifications of teachers are very high, and the list of disciplines studied is extremely extensive: ethno-psychology and pedagogy, social pedagogy and psychology, general psychology and pedagogy, history of psychology and pedagogy, and other equally important disciplines. De-

spite all the difficulties and obstacles, Kazakhstan's pedagogical science is constantly evolving, trying to perceive all the best that world experience and recent research in the field of education and upbringing gives. Pedagogy is inherent in humanism, continuity, culture and nature, as well as social significance and conditionality. That is, education and human development are the most important link in the development of society and occur in accordance with the requirements of social groups.

On the object of research - youth, should talk separately. Youth is a socio-demographic group with inherent age, social values and socio-psychological properties, conditioned by the level of socioeconomic and cultural development, as well as features of socialization in the Kazakh society. The younger generation is an integral and, perhaps, the most important part of the society, which has a strong influence on the current changes in society and interacts with it. Studies show that young people are a very active and self-defending group of people who declare adherence to certain political and social principles. Therefore, it can be viewed as an object of the impact of society, the state and government, and the goal of the development of society (29). By its active behavior and actions, the younger generation itself creates new value orientations, attitudes and principles, creating new conditions for the existence of society - which is especially important in modern conditions.



The younger generation is the basis on which the political elite will base their decisions on important decisions for society. Therefore, it is important to establish how pedagogical science affects culture, mentality and values, political and public behavior of persons under 35 years of age - the social and intellectual resource of society. Youth is a critical point of socializa-

tion, because during this time, the formation and consolidation of sociality is taking place not only in the individual, but the society itself receives a strong impulse of development through the innovative potential inherent in the younger generation as a social community. And here arises a serious question - how to predict social development of youth. Parents, teachers, professors, and after employers are concerned with the problem of interaction with youth, attitudes to their values and worldview. Where behavior is a departure from accepted norms in society and needs to be adjusted, and where their social manifestations are innovations, enhanced reproduction of sociality, which need to be stimulated and encouraged. Subculture is another important concept for young people, it is quite new, but issues of sub-cultural development worry psychologists and sociologists more and more, given its influence on young minds. Teachers, carrying out social education, should have a sufficient understanding of the characteristics of subcultures and take into account all their sides, using this knowledge in their work.

Conclusion

The study of the problems of interrelation between pedagogical culture and the education of youth in the analysis of the dynamics of age differences in the multiethnic society of Kazakhstan made it possible to identify certain issues that require both a scientific approach and state regulation. It is necessary to constantly support the younger generation in overcoming confusion, spiritual weakness, restlessness. Every year, the age differences of the main civil groups are manifesting themselves more and more - this barrier needs to be overcome in order to ensure the continuity of generations, to preserve the sought value orientation and to help young people become useful members of society that respect the interests of other people and the state. It is important to treat young people not only as an object of socialization, but also as a subject of social life, which plays a huge role in the development of society. The education system and the pedagogical culture of Kazakhstan has undergone serious changes due to the transformation of the political system, social structure and economic conditions, but it is not quite keeping up with the realities of life. Education and upbringing lose their significance as agents of the socialization of youth, being replaced by the media, TV and the Internet. The role of teachers is reduced they lose credibility, which has a negative impact on the inculcation of youth in socially useful and moral qualities, spirituality and morality. It is necessary to develop such norms and rules of pedagogical culture that would take into account the changed conditions of life, the youth subcul-

ture and contributed to the reduction of the sharpness of age differences in the worldviews of the young and older generation.

Methodology

Such multi-faceted and complex concepts as personality, socialization and pedagogical culture were subject to study, which led to the application of the maximum methodological diversity based on the principles of reliability, reliability, objectivity, reproducibility, necessity and eureticity. Their observance was ensured by research based on questionnaires scientific experiment, sociological surveys, and the documents were studied by the method of content analysis.

The study was based on the following documents:

- The questionnaire developed by the author “Psychological barrier of perception of life situations”. It includes twenty different simulated situations occurring in everyday life and professional activity. The purpose of the questionnaire is to study the level of the existing psychological barrier of a person to the changes taking place, taking into account his life experience;
- The author’s questionnaire “My view of human beliefs” - it includes thirty beliefs used by respondents in everyday life, and gives an opportunity to identify the internal motivation for understanding the events that are taking place;
- The questionnaire prepared by the author “Psychological preparation of the personality for the upcoming changes in one’s own life”. The questionnaire is designed for the category of older respondents (from 25 to 55 years) and shows the dynamics of age differences in the subculture of the older generation in the area of conscious understanding of their choice. See table. 1

Tab. 1. The key to the author’s questionnaire “Psychological preparation of the individual for the upcoming changes in his own life

Applied functions of one's own opinion	Age selection
1. Directive function	35-45 y
2. Advisory function	45-55 y

- “Self-actualizing test” by L. Gozman - tab.2

Tab. 2. - Approbation of the results of the research using the “Self-actualization test” method L.Ya. Gozman

Scale name	The number of respondents who chose the answer "a" and "b", referring to the selected scales according to L. Ya. Gozman		The number of incoming items (the number of respondents' answers, the total number of statements)	
	Age group from 18-35 years old	Age group from 35-55 years old	Age group from 18-35 years old	Age group from 35-55 years old
Orientation in time	9	15	11	21
Values	6	32	8	19
A look at the nature of man	3	8	4	3
Need for cognition	13	5	4	8
Creativity (the desire for creativity)	23	1	16	8
Autonomy	4	8	2	3
Spontaneity	9	4	5	4
Self-understanding	11	13	7	9
Auto sympathy	1	3	8	7
communicative	1	3	6	11
Flexibility in communication	9	4	10	14

The study of the data obtained led to the conclusion that there is a clear difference in value orientations and attitudes among the older and younger generations. The interviewed young people (18-25 years old) are characterized basically by such qualities as “creativity” - this means that social and civic values and norms do not play an important role for them, and the youth is simply and lightly treated by political or social events. On the contrary, the older generation was oriented more toward the “time orientation” and “values” scale, which indicates that among them the adherence to traditions and rules handed down from generation to generation prevails.

- The technique of “Repertory lattices” J. Kelly. The task of the technique

is to identify the personal motivators of a person's consciousness in the process of seeing the world as he sees it. The results again confirmed the tendency of imbalance - the older generation appreciates mutual assistance, help the neighbors much more than young people. Perception of the surrounding reality also differs in 2 age groups - the younger generation sets life's guidelines based on personal perception, and older people form values based on historically established behavioral attitudes and traditions;

- "Assignments to logical thinking of political orientation" A. Khvostov. Tasks evaluate the logic and direction of thinking in assessing political events and events. The older generation was dominated by the "Principal Humanist" type, and the youth mostly belonged to the type "The cold-blooded egoist-Darwinist": this again confirms the emerging value difference and age differences (Table 3).

Tab. 3 Approbation of the obtained results of studying the technique A.A.Khvostov" Assignments to the Logicity of Thinking of a Political Direction" among the Young and Old Generation of the Republic of Kazakhstan

Structure of the questionnaire	Moral types by A. A. Khvostov							
	The conformist-hypocrite		"Principal Humanist"		"Cold-blooded egoist-Darwinist"		"Selfless woman"	
	Younger generation	Older generation	Younger generation	Older generation	Younger generation	Older generation	Younger generation	Older generation
	18-35y	35-55y	18-35y	35-55y	18-35y	35-55y	18-35y	35-55y
1 part of the questionnaire	18	2	4	40	32	7	4	6
2 part of the questionnaire	4	1	21	35	3	1	2	5
Total number of respondents' answers	22	3	25	75	35	8	6	11

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