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Interethnic relations and conflict potential of the student youth in the vocational education system of Kazakhstan

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Abstract

This article explores the dynamics of interethnic relations among students in Kazakhstan—a group particularly receptive to social changes, global challenges, and vulnerable during the critical stage of value formation. The research is especially relevant in the context of a multicultural educational environment, which serves as the foundation for this study. The aim is to assess the current state of interethnic interactions among students and identify key factors that shape them. A large-scale survey highlighted important influences, including social well-being, interethnic relationships, and the potential for conflict, defined as hostility linked to ethnic identity, as well as migration-related sentiments among young people. By employing a model developed with PLS Softer software, the study uncovered connections between these factors. The findings reveal consistent patterns within the university setting, where a lack of ethnic diversity in the academic and social environment impacts the stability of interethnic relationships. The article also offers practical recommendations for creating a supportive environment for interethnic communication, both in the classroom and through extracurricular activities in higher education.

Keywords: Interethnic conflict, Interethnic harmony, Migration sentiments, Professional education, Student youth.

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1. Introduction

Modern Kazakhstan is a multi-ethnic state with a population of approximately 20 million people, representing over 150 nationalities, including Kazakhs, Russians, Tajiks, Uzbeks, Uyghurs, Tatars, Ukrainians, Germans, Kyrgyz, Turkmens, Koreans, Dungans, and many other ethnic groups. According to the National Statistics Bureau [1], this rich ethnic diversity forms a unique socio-cultural landscape, where each group contributes to the development of contemporary society.

However, the historically established multi-ethnic environment in Kazakhstan significantly influences societal life, presenting not only a relevant but also a highly complex challenge in the modern era. Addressing this issue requires particular attention, not only in terms of state policy but also through enhanced academic research aimed at fostering interethnic harmony.

Interethnic relations are expressed through individuals' actions, worldviews, moral values, and behavioral norms. These interactions are shaped by subjective forms of communication and mutual understanding, supported by socio-psychological, political, and legal mechanisms [2]. These relationships can manifest as peaceful cooperation, fostering interethnic harmony, or, conversely, escalate into interethnic conflicts.

Interethnic harmony serves as a cornerstone of comprehensive security, stability, and the sustained economic and political development of a multi-ethnic state. This harmony is primarily cultivated within fundamental social institutions such as the family and education. As these institutions evolve, interethnic relations progress to a new level, which should form the historical and political foundation of a modern civil society.

Interethnic relations manifest across all age groups, regardless of social status or ethnic background. However, the student youth represent a unique socio-demographic group undergoing the critical stages of forming and developing socio-cultural and civic maturity. As a category particularly sensitive to social change, students are highly receptive to global cultural influences. At the same time, due to their age, limited life experience, and insufficient knowledge, young people are especially vulnerable to the myriad values and norms presented by the modern, globalized world. It is important to recognize that when the lability of youth consciousness intersects with the imbalance and instability of the socio-cultural environment, it can activate the transgressive tendencies of their mindset. Meanwhile, the deepening processes of individualization and the acceleration of social mobility demand responsibility and flexible thinking to make decisions under conditions of uncertainty. These factors profoundly affect students, presenting them with significant challenges. In their journey of social self-determination, young people grapple with understanding their civic, ethnic, and professional identities, setting new goals based on their evolving values. In this context, the transgressive activity directed toward change can both stimulate positive transformation and act as a destructive force, potentially triggering conflicts. For this reason, particular attention must be given to fostering interethnic interaction among the youth.

The identified problem is relevant and requires its solution from the scientific substantiation viewpoint of the approaches to its solution.

Preserving interethnic harmony and preventing interethnic conflicts became the focus of our research, which was carried out within the framework of grant funding from the Ministry of Science and Higher Education of the Republic of Kazakhstan (IRN AP19678453) "Institutional regulation of the prevention of interethnic conflicts among students in the conditions of sociocultural transformation of Kazakhstan society."

The stages of our research presented in the article were focused on studying the state of the current interethnic situation, determining the conflict potential of students in the professional education system of Kazakhstan in order to develop practical recommendations for maintaining interethnic harmony and creating a favorable environment for interethnic communication. The educational process in our case acts as a tool for the development of moral and spiritual qualities of student youth.

2. Materials and Methods

2.1. Comprehensive Theoretical Basis

In contemporary theories of interethnic conflict, two main areas are distinguished: conflict analysis and conflict management. Conflict analysis focuses on examining the causes, forms, and contexts of ethno-political conflict, the patterns of its dynamics, as well as the types and consequences of the conflict for political and social systems. The result of such a comprehensive analysis of a specific conflict within a particular situational case is a collision and logical expert assessment.

Conflictology explores the pathways and methods for conflict regulation, the conditions, mechanisms, and technologies for managing conflicts, as well as the development of principles and strategies for conflict resolution and the prevention of its destructive (violent) manifestations. In our study, conflictology serves as the methodological foundation for identifying interethnic conflicts. Additionally, in examining the causes of interethnic conflicts within the student environment, we employ socio-cultural and structural-functional approaches. Our research also draws on both foreign and domestic scholarly experiences in this field.

As a result of the influence of globalization on people's daily lives, the modern world has, in many ways, lost control and is "slipping out of authority," according to Giddens [3]. He argues that under current conditions, the influence of traditions and customs has significantly weakened, leading to irreversible changes in the structure of self-identification. The diminishing importance of traditions and customs destabilizes the social foundations of self-identity, creating a sense of freedom in the search for an identity code. This, in turn, fosters conflicts and intercultural contradictions. The lack of a unified and cohesive structure gives rise to multiple identities that not only fail to align but often replace one another. Shibutani [4] suggests that when difficulties arise in the relationship between the "individual and the surrounding environment," the subject experiences internal tension and discomfort. In an effort to alleviate these feelings, individuals take active steps to adapt to their environment, which can become a source of conflict.

According to Boulding [5] humans inherently engage in competition with others for essential resources and may resort to violent methods to achieve their goals. This tendency explains why most social interactions predominantly manifest in a conflictual form. To counteract this phenomenon, human reason, along with moral and ethical norms, can be used. Key factors in fostering interethnic harmony include the presence of multicultural education within the learning environment, the relationships between students and teachers, peer interactions, existing social norms and networks, as well as the influence of interpersonal relationships beyond the scope of formal education.

Various authors have repeatedly tried to consider the problems of ethnic interaction in Kazakhstan [6-8]. These include prominent scientists of the Kazakhstan, such as Babakumarov, et al. [9], and Kuserbaev [10]. Extensive analytical material on the issues of political modernization of Kazakhstan is presented in the doctoral dissertation of Dyachenko "Problems of democratic modernization in Kazakhstan (political science analysis)" [11, 12]. The meaning of the value ideal, value representation in religious discourse and analysis of the problems of interethnic integration are presented in the research of Baytenova [13]. Absattarov and Sadykov [14] researched culture of interethnic relations, ethnopolitical community [14]. The spiritual and moral foundations of organizing social and civil life on the basis of discursive consensus are reflected in the works of scientists [15].

Having analyzed the views of modern researchers in the field of conflict potential, we came to the conclusion that the conflict potential of students in the educational environment can be defined as the presence of conflicting values, interests and needs that underlie the social life of students. Research material on the state of ethnocultural and linguistic policies in the country, the results of a survey conducted among Kazakh experts on interethnic issues, are indicated in the publication "Kazakhstan Model of Ethnopolitics" by Ilevova, a member of the National Council under the President of the Republic of Kazakhstan [16]. The historical perspective and historical policy were outlined in their work by Babakumarov, et al. [17]. Author of the article "Socio-psychological adaptation of Russians in sovereign Kazakhstan" Loginova shows what objective difficulties of an ethno-demographic nature may arise on the path of modernization [18].

Thus, after analyzing the perspectives of contemporary researchers in the field of conflict potential, we conclude that the conflict potential of students in the educational environment can be defined as the presence of conflicting values, interests, and needs underlying the social life of students.

2.2 Method and research questions

The study used a survey method employing multistage stratified sampling to examine the causes of interethnic conflicts, identify primary attitudes among student youth, and monitor the influence of various factors. These include educational and upbringing factors, the level of intrapersonal conflict on the formation of ethnic identity, and the reduction of interethnic tension among youth in the experimental group.

According to the National Report "Youth 2022", an analysis of socio-economic well-being showed that 62% of young people are guided by material wealth when choosing a job. At the same time, 56.9% do not have the opportunity to create savings, and 42.2% consider a lack of experience to be an important disadvantage when finding a job. Additionally, an imbalance in the well-being of urban and rural youth remains. Kazakhstan is pursuing a targeted policy for the social protection of youth, including reducing the proportion of NEET youth, which has led to indicators in international rankings of 1.0–9.9%. When assessing migration sentiment, only 59.8% plan to stay in Kazakhstan. The reasons for the departure of young people are primarily associated with the relocation of parents to their historical homeland and the manifestation of demographic globalization [19].

The study is aimed at solving the following research questions:

1. How does the level of social well-being of student youth affect interethnic relations in universities, and how does that influence the migration mood of student youth?
2. How does the potential for conflict in the field of interethnic relations in universities and colleges affect the migration mood of student youth?
3. What is the role of the educational environment in maintaining interethnic harmony and reducing the potential for conflict among students?

To answer these research questions, a mass survey among college and university students in Kazakhstan was conducted. The survey covered all regions of the Republic of Kazakhstan. The total number of respondents in the study was 3,000. The sampling of learners was formed based on data regarding the composition of learners in higher education institutions and secondary vocational educational institutions of the Republic of Kazakhstan, with a confidence level of 95% and a margin of error of 5%.

The survey of the students from various regions was carried out using a representative sample. The research toolkit is a basic questionnaire consisting of 3 blocks and 33 questions. The method of collecting information is an online questionnaire in Google Forms among students aged 18 to 34 years. Language of the survey: Kazakh and Russian. The average duration of answering questions is 20 minutes. Duration of the study: September – October 2023.

At the next stage of the study, an analysis of the obtained data from a mass survey was carried out. Data processing was conducted using the IBM SPSS Statistics package. The next step was to create diagrams of logical relationships in PLS Softer Software, which made it possible to mathematically establish significant relationships between factors of socio-economic well-being, interethnic relations and conflict potential, and the migration mood of young people.

3. Results

The results of the mass survey made it possible to establish relationships between socio-economic well-being, interethnic relations, and inter-ethnic conflict potential – feelings of hostility among students and the migration sentiments of the youth

of Kazakhstan. For this purpose, a model of existing relationships in the PLS Softer Software environment was built. This environment is designed for modeling trajectories using the partial least squares (PLS) method [20]. The PLS structural equation modeling (PLS-SEM) algorithm displays a sequence of regressions in terms of weight vectors. The present study applies the path weighting scheme of the structural model. The reliability of the results obtained is confirmed by statistical data and the obtained correlation coefficients.

3.1. The Influence of Interethnic Relations on Socio-Economic Well-Being and Migration Attitudes

To assess the impact of the social well-being of student youth and the current situation in interethnic relations within universities and colleges on migration sentiments among students, a model was developed to explore the relationship between "Interethnic Relations and Conflict Potential" (IR&CP) and "Migration Sentiments" (Migration); "Socio-economic Well-being" (SEW) and "Migration Sentiments" (Migration). The factors described in the model were defined based on data from the mass survey (Figure 1).

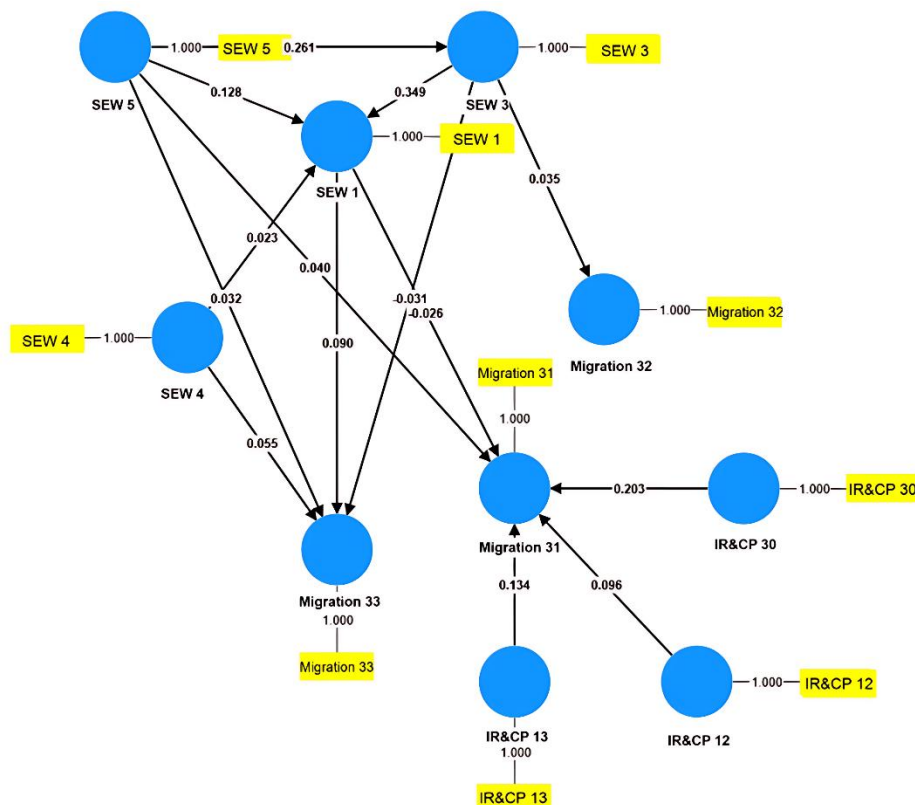


Figure 1.
Model of relationships between socio-economic well-being, migration relations, and IR&CP.

Within the framework of the model, data analysis was carried out on the grouping variables "Interethnic relations and conflict potential" (IR&CP) and "Migration sentiments" (Migration). Paired path coefficients are presented, the most stable of which are shown in Table 1.

Table 1.
Path coefficients of the IR&CP and Migration trajectories.

IR&CP / Migration	Path coefficients
A feeling of hostility among students, among students, associated with ethnicity (IR&CP12) -> intentions to change their place of residence (Migration 31)	0.096
A feeling of hostility among the teaching staff and the administration of the university/college associated with ethnicity (IR&CP13) -> intentions to change their place of residence (Migration 31)	0.134
Actions in the event of an interethnic conflict involving one's own ethnic group (IR&CP30) -> intentions to change one's place of residence (Migration 31)	0.203

The ratio of the indicator "interethnic attitudes" (unfriendly attitude in the student environment due to a different ethnicity) to the indicator "migration intentions" ($p = 0.096$) and "direction of migration" revealed a relationship demonstrating a pattern: the higher the unkind attitude based on ethnicity in the student environment, the higher the migration intentions of students. A more stable relationship was found between the indicators "unfriendly attitude among the teaching staff towards the student's ethnicity" and "migration intentions" ($p = 0.134$), which indicates the presence of manifestations of interethnic intolerance among the teaching staff and, consequently, incentives to migrate. In turn, a strong connection was identified between the situation of conflict on interethnic grounds with the participation of representatives of one's own ethnic

group at the place of study and intentions to change place of residence ($p = 0.203$). Below are path coefficients for the SEW and migration trajectories, the most stable of which are shown in [Table 2](#).

Table 2.

Path coefficients of SEW and Migration trajectories.

SEW/Migration	Path coefficients
Socio-economic well-being (SEW3) -> life satisfaction (SEW 1)	0.349
Wealth level ratio (SEW5) -> state of the material situation (SEW3)	0.261
Wealth level ratio (SEW5) -> life satisfaction (SEW1)	0.128
Life satisfaction (SEW1) -> reasons for migration (Migration 33)	0.090
Ratio of income level to share of food expenditures (SEW4) -> reasons for migration (Migration 33)	0.055

There is an interdependence and sufficient density (tightness) between the state of the material situation and life satisfaction ($p = 0.349$). Analysis of indicators: the relationship between the level of family income and the state of the financial situation characterizes a linear relationship ($p = 0.261$). In addition, a stable connection was revealed between the ratio of family income level and life satisfaction ($p = 0.128$). Significant, from the point of view of the formation of migration sentiments, is the presence of an interdependent relationship between the indicators "life satisfaction" and "reasons for migration" ($p = 0.090$). Furthermore, migration sentiment is influenced by the ratio of income level to the share of food expenses ($p = 0.055$).

3.2. Analysis of the Interrelations Between Interethnic Relations and the Conflict Potential of Young People in the Student Environment

To determine the role of the educational environment in maintaining interethnic harmony and reducing conflict potential among students, a model of existing relationships between the components of the system of interethnic relations and conflict potential (IR&CP) was developed in the PLS Softer software environment. The IR&CP relationship model was constructed based on data from the mass survey ([Figure 2](#)).

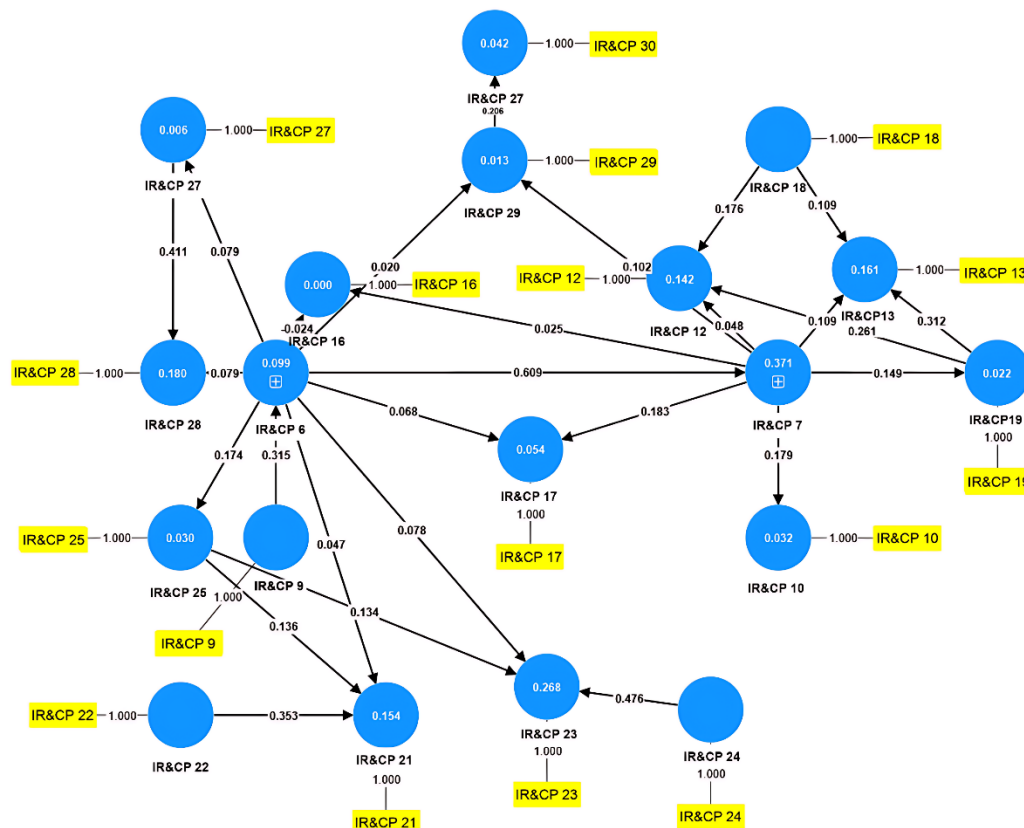


Figure 2.

Model of the relationship between interethnic relations and the conflict potential of youth in the student environment.

This model serves as a graphical representation of the identified dependencies, indicating the path trajectory coefficients.

[Table 3](#) presents the most significant Path coefficients of IR&CP trajectories of the designed model. The obtained coefficients are presented in descending order, with the most significant ones indicated at the beginning of the table, and allow one to analyze the level of dependence of the model components.

Table 3.

Path coefficients of IR&CP trajectories.

IR&CP components	Path coefficients
The effectiveness of state policy to preserve interethnic harmony among students (IR&CP6) -> The effectiveness of universities/colleges' policies to preserve interethnic harmony among students (IR&CP7)	0,609
Reasons why marriage is possible only between representatives of the same ethnic group (IR&CP24) -> Possibility of marriage only between representatives of the same ethnic group (IR&CP 23)	0,476
Facing conflicts based on ethnic hostility in social networks (IR&CP 27) -> The influence of the media (social networks, television, press, etc.) on the formation of attitudes/worldviews towards representatives of another ethnic group (IR&CP28)	0,411
Reasons why friendship is possible only between representatives of the same ethnic group (IR&CP22) -> The possibility of friendship only between representatives of the same ethnic group (IR&CP21)	0,353
Trends in the deterioration of relations between people of different ethnic groups over the past six months in the environment of respondents (IR&CP9) -> Effectiveness of state policy to preserve interethnic harmony among students (IR&CP6)	0,315
The presence of interethnic conflicts in educational organizations (IR&CP19) -> Unfriendly attitude among teaching staff, university/college administration related to ethnicity (IR&CP13)	0,312
The presence of interethnic conflicts in educational organizations (IR&CP19) -> Unfriendly attitude among students, among students, associated with ethnicity (IR&CP12)	0,261
The possibility of an interethnic conflict arising in the place (city) of study (IR&CP29) -> Actions in the event of an interethnic conflict in the place (city) of study with the participation of representatives of the respondent's ethnic group (IR&CP30)	0,206
The effectiveness of universities/colleges' policies to preserve interethnic harmony among students (IR&CP7) -> Knowledge of the history of one's ethnic group and the desire to know more (IR&CP17)	0,183
The effectiveness of universities/colleges' policies to preserve interethnic harmony among students (IR&CP7) -> Attitude towards representatives of other ethnic groups among students (IR&CP10)	0,179
Violation of the rights of youth on ethnic grounds in the place of study (IR&CP18) -> Unfriendly attitude among students, among student youth, associated with ethnicity (IR&CP12)	0,176
Effectiveness of state policy to preserve interethnic harmony among student youth (IR&CP6) -> Degree of agreement with the statement that a young person can be assessed by his ethnicity, and not by his moral and professional qualities (IR&CP25)	0,174
The effectiveness of universities/colleges' policies to preserve interethnic harmony among students (IR&CP7) -> Presence of interethnic conflicts in educational organizations (IR&CP19)	0,149
The degree of agreement with the statement that a young person can be assessed by his ethnicity, and not by his moral and professional qualities (IR&CP25) -> The possibility of friendship only between representatives of the same ethnic group (IR&CP21)	0,136
The degree of agreement with the statement that a young person can be assessed by his ethnicity, and not by his moral and professional qualities (IR&CP25) -> The possibility of marriage only between representatives of the same ethnic group (IR&CP23)	0,134
Violation of the rights of young people on ethnic grounds in the place of study (IR&CP18) -> Unfriendly attitude among teaching staff, university/college administration related to ethnicity (IR&CP13)	0,109
The effectiveness of universities/colleges' policies to preserve interethnic harmony among students (IR&CP7) -> Unfriendly attitude among faculty, university/college administration related to ethnicity (IR&CP13)	0,109
The effectiveness of universities/colleges' policies to preserve interethnic harmony among students (IR&CP7) -> Possibility of interethnic conflict in the place (city) of study (IR&CP29)	0,102
The effectiveness of state policy to preserve interethnic harmony among students (IR&CP6) -> Facing conflicts based on ethnic hostility in social networks (IR&CP27)	0,079
The effectiveness of state policy to preserve interethnic harmony among students (IR&CP6) -> The influence of the media (social networks, television, press, etc.) on the formation of attitudes/worldviews towards representatives of another ethnic group (IR&CP28)	0,079
The effectiveness of state policy to preserve interethnic harmony among student youth (IR&CP6) -> Possibility of marriage only between representatives of the same ethnic group (IR&CP23)	0,078
The effectiveness of state policy to preserve interethnic harmony among student youth (IR&CP6) -> Knowledge of the history of one's ethnic group and the desire to know more (IR&CP17)	0,068
The effectiveness of universities/colleges' policies to preserve interethnic harmony among students (IR&CP7) -> Unfriendly attitude among students, among student youth, associated with ethnicity (IR&CP12)	0,048
The effectiveness of state policy to preserve interethnic harmony among student youth (IR&CP6) -> The possibility of friendship only between representatives of the same ethnic group (IR&CP21)	0,047

According to the data obtained, there is a strong dependence of the effectiveness of the policies of universities and colleges to preserve interethnic harmony among students on the implemented government programs and current regulations ($p = 0.609$). At the same time, the dependence of the emergence of friendly relations and marriage between representatives of different ethnic groups, according to students, on the implemented state policy in the field of interethnic relations is significantly lower ($p = 0.47$ and $p = 0.78$, respectively), although it is still quite significant. Additionally, there are a number of serious reasons influencing the attitude of young people studying towards the possibility of interethnic friendship and marriage. Among other factors, the assessment of an individual by their ethnicity, rather than by their moral and professional qualities, is quite significant, which also affects the possibility of interethnic marriages ($p = 0.134$) and friendship ($p = 0.136$). Moreover, this factor is closely related to state policy aimed at preserving interethnic harmony among students ($p = 0.174$). Furthermore, government policy to preserve interethnic harmony among students impacts the media sphere, including the influence of the media on the formation of attitudes and worldviews towards representatives of another ethnic group ($p = 0.79$) and encounters with conflicts based on ethnic hostility in social networks ($p = 0.70$). A significant connection was also recorded between interethnic conflicts in social networks and public sentiments formed with the help of the media ($p = 0.411$). There is a tendency to change state policy to preserve interethnic harmony depending on the state (deterioration) of relations between people of different ethnic groups. State policy is quite significant in relation to the formation of cognitive interest in the history of one's ethnic group, and the desire to learn more ($p = 0.68$) is influenced to a much greater extent by work in the relevant area in universities and colleges ($p = 0.183$).

In general, according to the survey results, the policies of vocational education organizations have a significant impact on interethnic relations and the conflict potential of young people. This includes the attitude towards representatives of other ethnic groups in the student environment ($p = 0.179$), the presence of interethnic conflicts in educational organizations ($p = 0.149$), as well as cases of unfriendly attitudes associated with the ethnic group of students, not only among the teaching staff and administration of universities and colleges ($p = 0.109$), but also among students ($p = 0.48$). The lack of a system for effective regulation of interethnic issues in vocational education organizations can, in turn, lead to conflicts on interethnic grounds in the place (city) of training ($p = 0.102$). At the same time, a number of respondents assume the presence of certain actions as a reaction to the occurrence of such conflicts ($p = 0.206$).

Thus, the violation of the rights of young people based on ethnicity in the place of study entails an unfriendly attitude in the student environment (among students) associated with ethnicity ($p = 0.176$) and affects the possibility of a biased negative attitude of teachers and administration based on ethnicity ($p = 0.109$). A specific indirect influence is recorded through the impact of government policy on the policies of colleges and universities in the field of interethnic harmony and on such factors as: i) Attitude towards representatives of other ethnic groups among students ($p = 0.109$); ii) Unfriendly attitude among the teaching staff and administration associated with ethnicity ($p = 0.067$); iii) Interest in history and studying one's ethnic group ($p = 0.112$); iv) Presence of interethnic conflicts among students ($p = 0.091$); v) Probability of interethnic conflicts occurring in the place (city) of study ($p = 0.062$).

At the same time, the state of relationships between people of different ethnic groups has an indirect impact on government policy and, in turn, on the policy of preserving interethnic harmony among students ($p = 0.192$), as well as on the likelihood of assessing an individual by his ethnicity rather than by his moral and professional qualities ($p = 0.055$). The influence of college and university policies on the emergence of interethnic conflicts in educational organizations and cases of unfriendly attitudes of teachers associated with ethnicity is also quite significant ($p = 0.047$).

4. Discussion

According to the results of the study, the developed models in the PLS Softer software environment established relationships between certain factors. The identified indicators demonstrate stable manifestations in the educational environment of universities and colleges; however, there is insufficient support for ethnic diversity within the educational setting.

The findings allow us to address the key questions of this research. The main conclusions were drawn from the first and second research questions. Regarding the first question, the close interdependence between life satisfaction, student income levels, and food expenditures affects interethnic relations in universities, which, in turn, influences migration sentiments among students. Specifically, low-income levels and dissatisfaction with life prompt future professionals to seek "scapegoats" among those around them, blaming others, including on ethnic grounds, and looking for financial security abroad. This may lead to interethnic conflicts and subsequent migration [21]. As for the second question, a high level of ethnic hostility among university and college students contributes to the emergence of migration sentiments among youth.

The key finding regarding the third question of the study is that the role of a professionally oriented educational environment in maintaining interethnic harmony and reducing conflict potential among students is quite significant, as confirmed by a number of previous international studies [22-24]. This is linked to the principles of implementing state policy in this area through the mechanisms of vocational education, including fostering a tolerant attitude toward interethnic marriages, as well as ethnic and cultural diversity [25], including through educational interest in the histories of various ethnic groups. Furthermore, the educational system fosters skills for critically understanding information published in the mass media and on social networks, with the aim of preventing its negative interpretation [26-28].

Despite this, cases of infringement of the interests of students on interethnic grounds, both among students and by teachers, have been recorded, which may be due to the weak system of effective regulation of this issue in universities and colleges. This, in turn, can lead to the emergence of negative public sentiment in local communities.

To reduce the outflow of qualified specialists outside of Kazakhstan, reduce interethnic tension, and lower the level of conflict, a number of measures should be taken aimed at maintaining interethnic harmony in a professionally oriented

educational environment, including the creation of student clubs to popularize the culture and values of interethnic interaction among students, as well as the development of specialized educational and methodological support for the prevention of interethnic conflicts among students [29].

5. Conclusions

The results of the mass survey made it possible to assess the current situation in the field of interethnic relations and the conflict potential of student youth in Kazakhstan. The interpretation of the identified relationships made it possible to identify markers of the emergence of conflicts along ethnic lines, among which the most significant are:

- (i) The inconsistent policies of colleges and universities in the field of preserving interethnic harmony and their influence on the formation of students' worldviews regarding friendship and marriage with representatives of different ethnic groups;
- (ii) Unfriendly attitude towards representatives of other ethnic groups, both among students and teachers;
- (iii) The emergence of migration intentions among students associated with interethnic tension and socioeconomic well-being.

Taking appropriate measures to reduce the influence of these markers will help reduce tensions and strengthen interethnic harmony in the educational environment of colleges and universities in Kazakhstan. One of the ways to strengthen interethnic harmony we see is the extracurricular process in the system of professional education, which includes several elements. The first one is the creation of a student club "Unity of Cultures," designed to popularize the culture and values of interethnic interaction among students. The club's activities are aimed at studying interethnic relations in Kazakhstani society; it requires a rethinking of existing approaches to public consciousness, and it should be based on a high culture of interethnic dialogue and compromise. The club is organized on the basis of the Abylkas Saginov Karaganda Technical University. The second one is the use of information technology to organize a communicative multicultural space based on a digital platform.

In conclusion, the achievement of these goals will also be facilitated by the development of educational and methodological support for the prevention of interethnic conflicts among students, including: an advanced training course program for university teachers titled "Prevention of Interethnic Conflicts Among Students"; methodological recommendations for curators entitled "Innovative Pedagogical Technologies for the Prevention of Interethnic Conflicts"; and a textbook titled "Interethnic Relations in the Conditions of Sociocultural Transformation of Kazakhstani Society." In the future, the proposed activities will help strengthen interethnic harmony and develop interethnic relations to build a stable civil society.

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