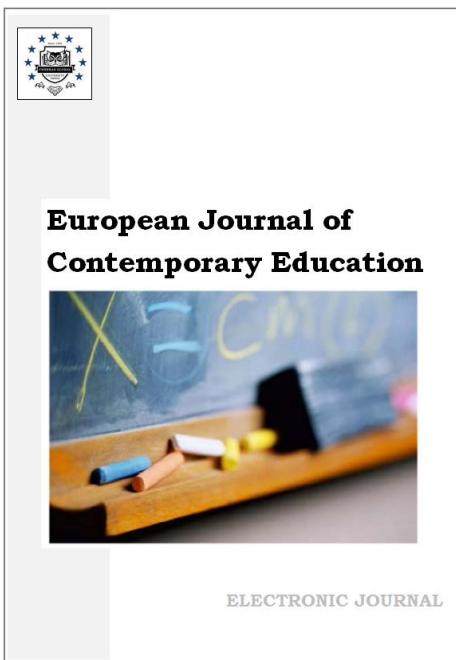




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Influence of Competitive Activity on the Development of Self-Realization Among School Students: in Case of Kazakhstan

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Abstract

The article examines the problems of social self-realization of modern school students of Kazakhstan in competitive activity. Based on the conducted scientific studies, the authors determine the important role of competitions in the process of school students' socialization. The article presents the most important criteria of adolescents' level of self-realization in competition activity such as self-esteem adequacy, creativity, self-organization, teamwork, and stress resistance, as well as the results of studying the level of development of such paired personality traits as sociability/insularity and friendliness/aggressiveness developing in school students in competitive activities. The authors emphasize the high degree of risk of any contests as the participants experience worry, fear, and stress. In this research paper, it is formulated that when overcoming the fear of competition, is important for a child to freely express his emotions. The article presents a comparative analysis of studies of the level of socialization in school students conducted in the years 2003, 2013, 2019, and 2021. Authors substantiate that competition is a relevant form of developing social personality traits in school teenagers in modern society. It is necessary to create certain pedagogical conditions when preparing and holding a competition and ensure pedagogical assistance and support to minimize the possible risks. It is important for modern pedagogics to study and account for childhood and adolescent fear, as well as psychological and pedagogical risks of carrying out competitions for school students.

The purpose of the research work is a comparative assessment of the current state and trends in the development of competitive games in the secondary education system of Kazakhstan based on the world example.

Keywords: school competitions, school students, education of Kazakhstan, self-realization, olympiads.

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1. Introduction

The modern world differs greatly from previous eras. The process of globalization has destroyed the borders between States and people in different parts of the world and paved the way for the creation of a society based on open space. These changes have created conditions for new streams of information to enter people's lives, complicated ways of filtering it. This problem is becoming increasingly relevant in relation to school teenagers. It is clear that their mental abilities are not ready to perceive and processing of various news. This psychological feature undoubtedly contributes to the development of signs of stress and maladaptation in school students.

Any stressful situations, if they are not prevented, lead to fears, which do not allow the pupil to develop further in the chosen activity. Therefore, fears transfer from natural to social fears in the process of teenagers' personality formation, and social fears have their peak at 15 years of age (Keldibekova, 2016). There is a pedagogical necessity to find ways to overcome these fears by adolescents. One of the ways to solve the problem may be competitive activities.

The system of professional and pre-professional festivals and competitions is well developed in Kazakhstan, Uzbekistan and the world in general. Today, competitions for teenagers are well represented: a) Competitions at various levels, from school to international. For example, 234 Kazakhstani school students received vouchers for the World Gymnasium-2022, which will be held in May in French Normandy.; b) In March 2018, school students from Kazakhstan took part in the international school festival "Sport-Art-Intelligence", which was held in Novosibirsk, Russian Federation. At the festival, school students from 28 countries competed in 8 types of art and determined the winners. The main types of art at the event were drawing, guitar playing, and national dances. c) Professional competitions, which include subject olympiads, information technology (IT) skills competitions, and competitions in any kind of art (involving further vocational training).

Each type of competition implies its own peculiarities and it is difficult to compare these events. However, despite the differences, all competitions have common features related to the development of certain personal qualities that contribute to social self-realization as shown in Table 1. Despite the relevance of competition development, there is a lack of pedagogical research in this regard today. The authors hypothesized that competition activity is an actual form of development of social qualities of a student's personality in modern society. When preparing and holding a competition, it is necessary to create certain pedagogical conditions, as well as to provide pedagogical assistance and support to reduce possible risks.

Table 1. The process of social self-realization of school students in competitive activity

| Social self-realization | | | |
|---------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| The processes of overcoming fears | Personal self-realization | Professional self-realization | Risks |
| Search for individuality | Search for originality, uniqueness | Search for a career; Development of professional skills | Frustration refusal to fight further |
| Search for a relationship with others | Development of abilities and talents | Search for ways to communicate in the profession; Development of speaking up for oneself | Uncontrolled aggression; Contempt of others shutting themselves down |
| Acceptance of one's appearance | Search for ways to communicate in person | Understanding of the importance of professional knowledge and skills, rather than looks | Appearance experimentation; Disengagement from society; Insecurity |
| Fear of loneliness | Search for one's individuality in dress | Development of skills in making | Self-obsession, envy, contempt of others or |

| | and behavior | compromises; Development of skills of persuasion | oneself |
|------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Inability to self-identify later in life | Development of the ability to relate individuality to social requirements | Development of skills in weighing arguments; Development of decision-making skills | Apathy and infantilization about their lives; Fear of doing the wrong thing |

At the beginning of research on the development of theoretical and practical methods of subject competitions and national games in the education system of Kazakhstan, a special place is occupied by the work of B.T. Totenaev (Totenaev, 1976). This researcher assessed the types of Olympiads and circles organized in the secondary education system on the basis of national games, determined the directions of their activities. In the research work of M.T. Tanikeev (Tanikeev, 1998), important thoughts are expressed about the role of folk games in the intellectual consciousness of schoolchildren. The article by S. Uzakbaeva, A. Aitpaeva (Uzakbaeva, Aitpaeva, 2000) provides a detailed analysis of the nature and course of development of the forms of competitions in the educational system. The recommendations on reducing the relevance of a number of educational competitions and the need to change to another form were also clarified.

The publication by A.N. Abushev (Abushev, 2006) provides practical examples of the use of national games during classes and features of students' perception. From the author's point of view, the introduction of ethnopedagogy approaches in school educational competitions simplifies the process of perception of school students. Great importance in the monograph by A.K. Kusainov (Kusainov, 2013) was pedagogical approaches to assessing the stages of psychological development and tolerance of students at competitions in the education system.

The publications of Kyrgyz researcher A.O. Keldibekova (Keldibekova, 2016; Keldibekova, 2017) revealed a socio-pedagogical analysis of the experience of organizing Olympiads in the education system of Kyrgyzstan and the role of competitive tasks in improving the competence of school students. According to the concepts and formats of competitions and Olympiads in the field of education, Kazakhstani educational organizations and specialists rely on Russian and foreign experience. Russian authors have implemented several scientific publications in this direction. For example, the article by N.N. Senicheva, D.V. Sokolova (Senicheva, Sokolova, 2015) made a qualitative analysis of how to reveal the talent of schoolchildren through competitions and olympiads. According to the authors, any student is considered capable of winning competitions and Olympiads if teachers can properly help overcome the psychological barrier. The works of Zh.V. Fomina (Fomina, 2013; Fomina, 2015) assess the ways of developing creative and research abilities of students in the subject competitions of the school system.

In the scientific work of E.B. Zelenina (Zelenina, 2018), attention is paid to the mechanisms of teaching and upbringing of a gifted child. According to the researcher, psychological and family factors play an important role in maintaining the stable academic performance of a gifted child.

The object of G.V. Leonidov's research (Leonidova, 2019) is aimed at developing comprehensive methods for the development of young people's talents in the field of science and education. He offers a general model for the introduction of technological innovations in the methodological work of teaching and upbringing in kindergarten, school.

An important role in this topic is played by Western research works, the purpose of which is to reveal the creativity and free thinking of students through the use of various contests and contests in the field of education. For example, in the work of the American researcher H. Gardner (2011) conducted an examination of the features of intellectual thinking of school students. The practical significance of this work is of great importance.

In the study of S. Imberman (Imberman, 2011), a generalizing description of the achievements of charter schools in the world was developed. The article by P. Bukowski, M. Kobus (Bukowski, Kobus, 2018) provides a socio-psychological analysis of the problems of school activities in a number of EU states. The criteria of competition and academic performance in public schools are considered as the main problem in the research work. The authors conducted a

comparative analysis and summed up the quality of education in public and private schools. In the research paper P. McMillan (McMillan, 2015) provides a systematic analysis of the level of motivation and mutual competition of students and the productivity of teachers of public schools.

In the publication W.B. MacLeod, M. Urquiola (MacLeod, Urquiola, 2015) were discussed aspects of the impact of competition in American schools on public reputation.

2. Materials and methods

The research was carried out based on an activity approach using the following research methods:

a) Theoretical methods consisted of analysis, deduction and induction, synthesis, systematization, synthesis of scientific research materials. It clarified the role of competitive activity in the process of social self-realization of adolescents;

b) Empirical methods were used to survey focus groups at the Department of Psychology and Pedagogy of Al-Farabi Kazakh National University in Almaty, Republic of Kazakhstan (103 respondents). It was conducted online in accordance with the restrictions associated with the spread of the new coronavirus COVID-19, in order to identify the impact of competitive activities at school on their further social self-realization. To achieve the final result based on the data accumulated in the framework of empirical research, methods of analysis, classification and systematization were widely used. For example, we relied on the classification method to identify differences of opinion among 103 students of pedagogical specialties of the University (KazNU) undergoing pedagogical practice in schools in Almaty. The method of systematization was used to divide the collected data into separate groups depending on their mutual similarity. A method of pedagogical observation based on school No. 38 in Almaty, Kazakhstan (56 respondents) to measure indicators of criteria for self-determination and self-realization. The method of pedagogical observation was used to determine the overall indicator of the level of activity of schoolchildren in competitive games in various subjects. For example, most of the students at physical culture competitions showed high activity, and in natural science lessons revealed a low overall indicator.

The data was processed using SPSS software. The study was conducted in the following framework:

a) the chronological scope of the study was conducted from August to December 2021;

b) The territorial scope of the study included the city of Almaty, Kazakhstan (Al-Farabi University, School No. 38).

3. Results

In modern society, there are socio-economic, psychological, spiritual and cultural forms of fear. There is no doubt that children's fears develop naturally. Meanwhile, researchers believe that social forms of fear begin to appear in school students (Fomina, 2015). Thus, as noted by E.B. Zelenina (Zelenina, 2018) and other researchers (Elkonin, 1989; Melik-Pashaev, 2009), in the process of development of adolescents' personalities, fears change from the natural to social ones and the peak of social fears falls at the age of 15. The researchers can identify the following types of adolescent fears: a) The fear of not finding one's individuality; b) The fear of being misunderstood and judged by others; c) The fear of physical unattractiveness; d) The fear of loneliness (based on the three previous fears); e) The fear of impossibility of self-realization in social life (Abushev, 2006).

There is a pedagogical need for the search for ways in which adolescents can overcome these fears. One of the ways of solving this problem can be competitive activity. Although a contest is a competition aimed at determining the best contestants and the best works, for school students it is, first of all, a long process of preparation, searching for original ideas, character development, persistence in achieving the goal, and only after that the joy of victory (or the bitterness of defeat). Contest as a pedagogical technique is controversial since aside from positive outcomes it can negatively influence the process of development of a school students' personality through high nervous tension, misfortunes, failures, and the destruction of hopes leading to an increase in adolescent fears (Olesina, Mazanov, 2020). For this reason, pedagogical support for young contestants has special importance in competitive activity.

The competitive activity contributes to overcoming the fears associated in adolescents with doubts in determining their individuality by allowing them to reveal the best personal qualities and

sometimes discover new abilities. The very process of competition becomes important for professional self-realization as it can either support a student's choice and provide an impetus for further development in this direction or demonstrate a person's unsuccessfulness in a certain type of activity (Tanikeev, 1998). In this case, there are risks of a student experiencing serious disappointment and refusing to fight further when not getting the desired victory. Participation in a contest is an opportunity for the development of personal and professional communication skills and the ability to carry out constructive dialogue and develop and defend one's viewpoint. A contest introduces the intensity of adolescent relationships to the process of constructing communication and contributes to the development of respect for another person, tolerance of different points of view, and the ability to remain oneself in the situation of competition and fight against one's competitors. In this case, the risks reside in the manifestation of uncontrolled aggression, contempt for other participants in the event, isolation, and even depressive conditions requiring medical attention.

Contests for school students are currently highly widespread: there are contests at different levels from school to international; there are creative contests where children can show their talents in different areas of art (at the amateur level); there are professional contests including subject Olympiads, skill contests (for example, in IT), contests in a particular sphere of art (involving further professional training). Each type of contest involves its specific characteristics making it difficult to compare these activities (Antonova, Belousova, 2011). However, despite the differences, all contests have some common features related to the development of certain personality traits contributing to social self-realization as show in Table 2.

Table 2. The process of school students' social self-realization in competitive activity

| Social self-realization | | | |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| The processes of overcoming fears | Personal self-realization | Professional self-realization | Risks |
| the search for individuality | the search for originality, uniqueness the development of abilities and talents | professional search the development of professional skills | disappointment refusal to fight any further |
| accepting one's appearance | the search for one's individuality in clothing and behavior the development of the ability to balance individuality with the social requirements | understanding of the importance of professional knowledge and skills rather than appearance | experiments with one's appearance alienation from communication self-consciousness |
| accepting one's appearance | the search for one's individuality in clothing and behavior the development of the ability to balance individuality with the social requirements | understanding of the importance of professional knowledge and skills rather than appearance | experiments with one's appearance alienation from communication self-consciousness |
| the fear of loneliness | self-affirmation the development of self-sufficiency | the development of the ability to compromise the development of the ability to convince others | arrogance envy contempt of others or oneself |
| the impossibility of future self-identification | the development of the ability to take responsibility for one's actions | the development of the ability to weight arguments the development of the decision-making ability | apathy and infantilism concerning one's life the fear of doing the wrong thing |

When not prevented, all risks can lead to the emergence of fears hindering a student's further

development in the chosen activity. One of the fears significant for adolescents is the fear of loneliness, rejection by peers, not being needed. This fear can be easily overcome by participation in collective competitions (for example, theatrical or choral), however, in individual championships, the problem can be exacerbated even further. Participation in the preparation for a team contest becomes an important stage in overcoming the fear of loneliness as this process involves communicating a lot with different people and performances require a sense of communion and mutual support (Keldibekova, 2017). Individual competitions are more difficult in terms of the fear of loneliness, therefore, a teacher necessarily had to work with such adolescents paying attention both to the negative impact of failures on students' further self-identification and the difficulties in accepting victory. The main risks of this situation include arrogance, envy, and contempt for others or oneself.

Adolescent fears can eventually lead to a student's fear of not being able to find one's place in society and profession. Participation in contests develops such skills as the ability to take responsibility for one's actions, weigh one's actions, words, and arguments, and the ability to make decisions. The fear of responsibility for one's actions can develop into complete apathy and infantilism regarding one's life or into the fear of doing the wrong thing (Amankeldi, 2014).

To determine the effect of competitive activity in school on further social socialization, we conducted focus groups among the students of a pedagogical university. The participants were recruited from among the undergraduate students from the Department of Pedagogy and Psychology at Al-Farabi University in Almaty. When evaluating their participation or non-participation in contests during their school years and its effect on further self-realization, the students reported the following: "Thanks to the reading contest I overcame my stiffness and fear of public speaking", "Only after participating I realized that I knew quite a lot", "While preparing for a cultural history contest I realized that I wanted to do cultural studies", "During a dancing contest I found a friend who helped me overcome my worry. We are still friends". It was found that 93 % of students participated in contests during their school years; 68 % of students believe they developed their personal qualities such as communicability, the ability to work in a team, control their emotions, face defeat and disappointment with dignity; 14 % of them answered that they did get an impetus for professional activity. One of the important qualities highlighted by young people was the ability to accept criticism, independently analyze one's failures, and continue developing in the chosen direction (20 %).

Nevertheless, 32 % of the respondents reported negative experiences of competitive activity (uncontrollable fear, despair, fear of failure) the consequence of which they cannot overcome to this day. Since the survey respondents were recruited from among future culturologists and teachers, they were asked what they could do for students participating in contests once they started working in educational organizations. Having evaluated their experience of competitive activity, the students provided the following answers: "Students need an example to follow", "It is necessary to show them how to behave. Maybe do some training or games", "It is necessary to teach them to hear others, not be offended but make the right conclusions", "Children can be shown that they do not have to listen to name-calling, it is only objective criticism that matters", "It is necessary to show students that irritation and dissatisfaction with oneself are qualities that help to improve".

Interestingly, the students' suggestions on preparing a contest and overcoming adolescents' fears can be correlated with the studies by S. Lukashova, E. Omirzhanov, E. Chongarov in identity as a result of self-identification (Lukashova et al., 2020). The researchers propose a model of identity as a dynamic self-actualization process including the following components: a) Identification with significant people in the process of which a person accepts the values of others which helps them overcome difficulties; b) The interiorization of various opinions in the course of which different viewpoints are accepted and reflected on one's self; c) The crisis of identity generating the process of self-identification and self-realization, changes in one's views, or the substantiation of one's position.

The study demonstrates the importance of school students' participation in contests for their social self-realization. However, it should be borne in mind that competitive activity can cause psychological trauma to an adolescent, therefore, it is necessary to provide pedagogical assistance for students in the process of preparing for a contest and participating in it, as well as during the period of post-competition emotional recession. The forms of pedagogical assistance can be divided

into three types: a) The positive example of significant adults or peers (identification); b) Teaching the correct perception of different opinions (interiorization); c) Encouragement of productive analysis of one's activities generating personal change (identity crisis). Effective pedagogical assistance can reduce the negative effects and then competition will become a meaningful form of school students' self-identification. In this study, researchers identified the main criteria of adolescents' self-realization level in competitive activity (self-esteem adequacy, creativity, self-organization, teamwork, and stress resistance).

Self-esteem is understood in psychology as a personal formation directly participating in the regulation of a person's behavior. As an independent evaluation of a personality, its main element is forming under the direct influence of the personality itself and reflecting the peculiarities of its inner world (Salamuddin, Harun, 2010). The parameters used as the standard for self-esteem are such as value orientations, personal ideals, the level of pretensions. The requirements imposed by the team (Uzakbayeva, Aitpayeva, 2010). Based on certain indicators, psychologists distinguish normal, high, and low self-esteem (Imberman, 2011). Creativity to which we also attribute the sense of humor and resourcefulness is considered in psychology. It is as a relatively independent factor of giftedness manifesting in the general ability. It is important to create and characterizing the personality as a whole and showing itself in different spheres of activity (Leonidova, 2019).

Self-organization is an integrative criterion combining a range of personality traits: responsibility, focus, commitment, motivation, confidence, self-organization. The self-regulation ability in all its manifestations: punctuality, concentration, clarity of expression, and, to some extent, the structure of thought. Teamwork is also a combined criterion including such personal characteristics as empathy, patience, tolerance, acceptance, and collectivity, the ability to work in a team. Overall, this criterion largely signifies the ability to work with others. Stress resistance is a combined criterion referring to the ability to "take a hit" and overcome difficulties (Kim, Troitsky, 2016).

Teachers were providing psychological assistance to adolescents participating in contests through managing risks and helping the adolescents overcome their fears. The objectives of the organization of pedagogical assistance lied in ensuring development through specially developed trainings for the following components of personality: a) The development of students' intellectual abilities, creative thinking, and creative activity skills necessary for participation in festival and competition events; b) Teaching students how to work in a team, the development of communicative abilities, positive attitude, and kindness in relationships; c) Providing the opportunity to gain experience in participating in various artistic and intellectual contests and festivals of different levels; d) The formation of self-presentation and self-actualization skills; e) The ability to protect oneself from the effects of negative factors, to regulate one's irritation, aggressiveness.

The main method used to measure the indicators of the self-identification and self-realization level criteria was the pedagogical observation. Throughout 2021, teachers were not only working with students but also measuring the personal changes taking place during the competitive activities and affecting the self-realization of each adolescent. In generalized form, the dynamics of the level of adolescents' self-identification and self-realization shows an increase in positive qualities after participation in several competitions, moreover, the personal qualities contributing to effective socialization also developed in school students with low competition results as shown in Figure 1. The figure shows that the indicators of adequacy, self-organization, and stress resistance increased significantly in the course of participation in contests which supports the need for pedagogical assistance for adolescents in contests. Students noted that the support of teachers helped them cope with the disappointment of defeat, overcome worry, cope with fear, and even rejoice in the success of the opponent. Pedagogical supervision was carried out with the participation of 40 school students of grades 8 a, b of school No. 38 in Almaty. The observation period consisted of two stages: 1) August and September 2021; 2) October-December 2021. During the control, an intergroup intellectual game on geography and history was organized with the division of school students into 4 groups. During the games, the focus was on the students' ability to withstand stress.



Fig. 1. The dynamics of self-identification and self-realization in school students

The results shown in the figure above indicate that the ability of schoolchildren to stress tolerance is gradually developing in the learning process. Since experiments in August-September revealed stress resistance in only 12 school students out of 40 during high activity, the results of observations in October-December revealed stress resistance of more than 30 school students in various situations.

As the results of the study have shown, the role of various competitions as agents of socialization is being actualized today. These events contribute to the effective development of self-realization and self-presentation skills. The results of comparative research have also shown that self-realization is becoming most important in the attitudes of the younger generation. Thus, based on the comparative analysis of the monitoring conducted in 2021 (58 respondent), 2019 (49 respondent), and 2013 (45 respondent), the increase in the need for students to communicate with their peers in the real world was revealed. It was determined that modern teenagers prefer live communication with friends and relatives, this result increases relatively to previous years and contradicts the prevailing perception of virtual addiction of the younger generation, showing, if not the actual state, then the potential desire of teenagers to communicate with the significant representatives of society (Figure 2).

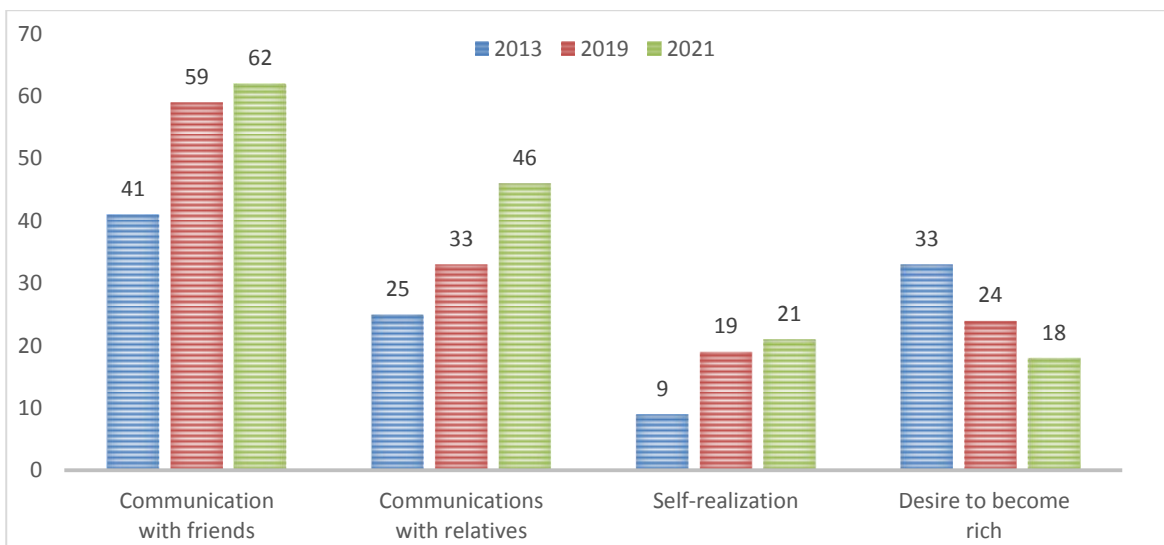
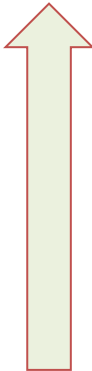


Fig. 2. Socio-cultural choices of modern school students (%)

The results of a survey conducted in 2013, 2019, 2021 among the 9th, 10th grades of school No.38 in Almaty, tried to find answers to four questions: the importance of communicating with friends, the importance of communicating with relatives, self-realization and the desire to get rich. The answers to these questions showed different levels in different years. If in 2013 the value of relationships with friends was low, then in 2021 it was of great importance (62 %). One of the changes in the 2021 survey from the survey of previous years was that there were fewer people who wanted to become rich (18 %). The 2021 survey showed that school students want good relationships with relatives and friends. According to the 2013 survey, we will be convinced of the low importance of self-realization (9 %).

Modern school students have an acute deficit in communication, so simple communication becomes an almost unattainable value today, which school students lack the knowledge and skills to realize (McMillan, 2005). School students believe that effective communication helps in social self-realization (83 %), but this particular quality of personality is underdeveloped in them. Table 3 shows the changes in the students' understanding of self-realization in society over the last 18 years (2003 and 2021).

Table 3. Changes in the understanding of self-realization as an aspect of socialization

| Self-realization | | |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 2003 | | 2021 |
| Professionalism to achieve economic prosperity communication to achieve mutual understanding in a team |  | Self-determination and self-presentation to realize one's own ideas |
| Strong-willed decision-making skills in relation to oneself and others | | Communication to achieve personal goals in the profession |
| Ability to adapt to new situations | | Forecasting and projecting professional activities based on goal-setting |
| Personal interests as a hobby | | Professionalism to achieve personal goals and satisfy personal interests |
| | | Development of personal skills for successful self-realization |
| | | |

4. Discussion

Social activity (self-realization) is a person's ability and readiness to carry out socially significant transformations in the world around them and themselves. An integral characteristic of an active personality is an active life position. This is expressed in a person's ideological integrity, consistency in defending their views, and responsibility for the decisions taken (Lareau, Weininger, 2008).

However, there are several risks and adolescent fears that educators need to consider in their work with students to make the socialization process effective and, indeed, lead to the self-realization of each individual. Previous researchers have proved that modern society, subject to the growth of uncontrolled technology, is characterized by high riskiness (Niyazova et al., 2022). Douglas writes that the concept of risk today has become a cultural construct located between "personal, subjective opinion and public material science" (Amankeldi, 2014). Scholars today do

not talk about the possibility of risk but about developing mechanisms for dealing with risk in all areas of human activity, including pedagogy. Pedagogical risk has become a natural component of the modern educational process. In this context, it should be noted that any competitions are very risky: a) Participants experience excitement; b) Fear; and c) Stress that can lead to serious consequences for the individual up to rejection of mass events, decreased competitiveness in studies and future professions and underdeveloped forms of communication.

Although competition is a contest aimed at singling out the best participants or the best work, for students, it is first of all a long process of preparation, searching for original ideas, character building, persistence in achieving the goal, and only then the joy of victory (or the bitterness of defeat). Competition as a pedagogical technique is quite contradictory. In addition to positive results, it can have a negative impact on the process of personal formation of a student such as high nervous tension, failures and setbacks, destruction of hopes, which lead to an increase in adolescent fears (Keldibekova, 2017). For this reason, the pedagogical support of young participants is of particular importance in competition activity.

Competitive activity helps to overcome the fear associated with the teenager's doubts about defining their individuality, allowing them to reveal the best qualities of their personality, and sometimes to identify new possibilities and abilities in themselves. For professional self-realization, the competition process itself becomes important; it can confirm a student's choice and give impetus for further development in this direction, or it can show the failure of a person in a particular area of activity. In this case, there are risks when a school student, not getting the desired victory, experiences serious disappointment and withdraws from further competition.

Participation in the competition is an opportunity to develop personal and professional communication skills, to build a constructive dialogue, and to develop and defend one's own point of view. The competition brings to the process of building communication a sharpness of adolescents' relationships and promotes respect for the other person, tolerance and acceptance of a different point of view, the ability to remain oneself in a situation of competition and struggle with rivals. The risks, in this case, are uncontrollable aggression, disdain for other participants in the event, shutting oneself down, up to depressive states requiring medical intervention (Kim, Troitskiy, 2016).

One significant fear for adolescents is the fear of loneliness, rejection by peers, of being unwanted. This fear can be easily overcome by participating in a group competition (e.g., theatre, choir), but in a personal competition, the problem can be exacerbated. Participating in preparations for a group competition is an important step in overcoming the fear of loneliness because in this process one has to communicate a lot with different people, and during the performances, a sense of community and mutual support is necessary. Individual competition is more difficult in terms of overcoming the fear of loneliness, so the educator should work with such teenagers, drawing attention both to the negative impact of failures on the further self-determination of school students and to the difficulties in accepting victory (Amankeldi, 2014). The main risks in this situation are arrogance, envy, and feelings of disdain for others or themselves.

Adolescent fears can result in a fear of not being able to determine one's place in society and the profession. Fear of responsibility for one's own actions can develop into complete apathy and infantilism towards one's life, and fear of doing the wrong thing. Participation in competitions develops skills such as the ability to take responsibility for one's actions, the ability to weigh one's actions, words, arguments, and the ability to make decisions.

It also should be noted that pedagogical science and the public are currently primarily concerned with the development of not hard skills, meaning professional skills but soft skills including personality components such as creativity, communicability, self-management, self-development, self-control, self-presentation, the ability to find ways out of difficult situations, the ability to analyze one's successes and failures, make conclusions, and change the trajectory of action when needed. In 2011, Harvard University, Stanford Research Institute, and Carnegie Mellon Foundation conducted studies in large companies and found that soft skills make up from 75 % to 85 % of an employee's success (MacLeod, Urquiola, 2015).

Thus, only a person having soft skills, personal characteristics allowing to successfully interacting with the outside world, different people, and one's interests will be successful and demanded as a specialist in the modern world (Amankeldi, 2014). In the present, art festivals and contests for all interested have become an effective form of soft skills development. Such

contests accept works from children and young people wanting to express them in some type of creative activity but not having a goal of becoming a professional in this type of art. School students are very interested in such type of activity (Bukowski, Kobus, 2018). Festivals and contests help the younger generation develop the very skills that are difficult for modern students such as public speaking, presenting oneself or a group of participants, cooperation, creative development, and acceptance of the cultural diversity of society. It is no coincidence that today we are emphasizing the importance of emotional intelligence that allows a person to be flexible and be able to find their place in society (Martin, 1991).

The modern world provides children and youth with extensive opportunities for self-expression in various types of activities including creative work. Young people tend to have the desire to express their thoughts and feelings in their artwork, as well as to compare their successes with the achievements of other children and adolescents. Studying the problem of the influence of competition on the manifestation of students' creative activity and general cultural development, A.N. Abushev (Abushev, 2006) revealed that this type of activity contributes to the formation of strong will, artistry, and experience in performing skills. The natural need for creative self-realization is met today by a wide range of events any student can take part in.

Thus, the conducted study demonstrates the effectiveness of festivals and competitions as a form of self-realization of school students in the modern world. The participation in such activities contributes to the development of tolerance, acceptance of cultural diversity, rejection of xenophobia and chauvinism. It gains the ability to cooperate and solve tasks together with others, and readiness for constructive intercultural and interpersonal communication.

The prospects for further research could be to study and take into account children's and adolescents' fears, as well as psychological and pedagogical risks when conducting various competitions for school students. Despite the fact that the activity of school students to participate in competitions and Olympiads is growing in Kazakhstan, there is a need to pay attention to the volume of its results at the international level.

5. Conclusion

Summing up the overall results of the research work, we will make sure that in 2013, 2021 compared with 2003 the direction of the development of the process of self-realization of students in the field of education has changed. This process also applies to members of society as a whole. We understand that in the early 2000s, the activities of educational programs in the field of secondary education were aimed at improving the effectiveness of group work. And after 2010, educational programs began to be organized in order to reveal the personal abilities and opportunities for self-realization of each individual student. In this regard, the volume of various subject and sports competitions has increased in the school system. Studies have shown that individual work of school students have intensified in Kazakhstan. But, as a result of this, the emergence of a lack of communication worries specialists.

The results of the study confirmed the hypothesis that competitive activity is an actual form of development of social qualities of a student's personality in modern society. When preparing and conducting competitive events, it is necessary to create certain pedagogical conditions, as well as provide pedagogical support to reduce possible risks among schoolchildren. The practical significance of the research lies in the fact that its results can be used in organizing and conducting various intellectual games in the educational system. Using the methodological recommendations set out in the chapter helps to avoid negative phenomena. It also contributes to achieving a high level of educational and developmental impact of the process of preparation and participation in the festival and competitive movement on children and youth.

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7. Competing Interests

The authors declare that they have no competing interests.

References

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