

**Абай атындағы Қазақ ұлттық педагогикалық университеті
Казакский национальный педагогический университет имени Абая
Kazakh National Pedagogical University after Abai**

ХАБАРШЫ

**«Психология» сериясы
Серия «Психология»
Series «Psychology»
№3(68), 2021**

Алматы, 2021

**Абай атындағы Қазақ ұлттық педагогикалық университеті
Казакский национальный педагогический университет имени Абая
Kazakh National Pedagogical University after Abai**

ХАБАРШЫ

**«Психология» сериясы
Серия «Психология»
Series «Psychology»
№3(68), 2021**

Абай атындағы
Қазақ ұлттық педагогикалық
университеті

ХАБАРШЫ

«Психология» сериясы,
№3(68), 2021

Шығару жиілігі – жылына 4 нөмір.
2000 ж. бастап шығады

Бас редактор

психол.ғ.д., проф.

Ж.И. НАМАЗБАЕВА

Бас редактордың орынбасары

психол. ғыл.д., проф.

А.К. Сатова

Жауапты хатшы:

психол.ғыл.к.,

қауымдастырылған профессор м.а.

Б.Д. Жигитбекова

Редакция алқасы:

*Халықаралық дифференциалды
психология институтының директоры,
PhD докторы, психол.ғыл.д., проф.*

Н.Л. Нагибина (Берлин),
*психол.ғ.д., доцент А.Т. Акажанова,
психол.ғ.д., профессор;*

*Мәскеу мемлекеттік педагогикалық
университетінің Педагогика және
психология факультетінің деканы*

Л.А. Григорович,

*психол.ғ.д., аль-Фараби атындағы Қазақ
Ұлттық университетінің Жалпы және
қолданбалы психология кафедрасының*

профессоры Д.Д. Дүйсенбеков,

*психол.ғ.д., М.В. Ломоносов атындағы
Мәскеу мемлекеттік университетінің
Философия кафедрасының профессоры*

Г.В. Новикова,

*психол.ғ.к., Л.Н. Гумилев атындағы
Евразия Ұлттық университетінің*

доценті А.С. Нурадинов,

*психол.ғ.д., Абай атындағы Қазақ
ұлттық педагогика университетінің*

профессоры О.Б. Тапалова,

© Абай атындағы

Қазақ ұлттық педагогикалық

университеті, 2021

Қазақстан Республикасының
мәдениет және ақпарат министрлігінде
2009 жылы мамырдың 8-де тіркелген
№10103 - Ж

Басуға 10.09.2021 қол қойылды.
Пішімі 60x84 1/8. Көлемі 10.5 е.б.т.
Таралымы 300 дана.
Тапсырыс 228.

050010, Алматы қаласы,
Достық даңғылы, 13.
Абай атындағы ҚазҰПУ

Абай атындағы Қазақ ұлттық
педагогикалық университетінің
«Ұлағат» баспасы

Казахский национальный
педагогический

М А З М Ұ Н Ы
С О Д Е Р Ж А Н И Е
C O N T E N T

- Қуатбеков А, Тапалова О.Б.** Профессиональная компетентность будущих менеджеров образования **7**
- Қуатбеков А, Тапалова О.Б.** Болашақ білім беру менеджерлерінің кәсіптік бірлігі
А.Кuatbekov, O.B.Tapalova Professional competence of future educational managers
- Аймаганбетова О.Х., Касен Г.А., МадалиеваЗ.Б., Садвакасова З.М.** Молодежный радикализм: теоретический анализ **13**
- Аймаганбетова О.Х., Касен Г.А., МадалиеваЗ.Б., Садвакасова З.М.** Жастар радикализмі: теориялық талдау
O.Kh. Aimaganbetova, G.A. Kassen, Z.B. Madaliyeva, Z.M. Sadvakassova Youth radicalism: theoretical analysis
- Садвакасова З.М. , Мадалиева З.Б., Сариев Д., Садькова Н.М., Назарова М.А.** К вопросу изучения агрессивного поведения человека..... **22**
- Садвакасова З.М., Мадалиева З.Б., Сариев Д., Садькова Н.М., Назарова М.А.** Адамның агрессиялық мінез - кулқын зерделеу сурағына
Sadvakassova Z.M. , Madalyeva Z.B. , Sariev D., Sadykova N.M., Nazarova M.T. Genogram in psycho consultation of an elderly person
- Сардарова Ж. И . Кисметова Г.Н. Садуахасова А.Б. Аbugалиева Г.С.** Ақпараттандырудан цифрландыруға көшу жағдайында бастауыш сынып мұғалімдерінің білім беру мазмұнын жоспарлау дайындығын зерттеу **32**
- Сардарова Ж. И , Кисметова Г.Н. Садуахасова А.Б. Аbugалиева Г.С.** Изучение готовности учителей начальных классов к планированию содержания образования в условиях перехода от информатизации к цифровизации
Sardarova Zh.I., Kismetova G.N., Saduakasova A.B. , Abugalieva G.S. The study of the readiness of primary school teachers to plan the content of education in the context of the transition from informatization to digitalization
- Нурсейтова Ж.Ж. , Абаева Ғ.Ә.** Бастауыш сынып оқушыларындағы дислексия **42**
- Нурсейтова Ж.Ж., Абаева Ғ.Ә** Дислексия у учащихся начальных классов
Zh.Zh.Nurseitova , G. A. Abayeva Dyslexia in primary school children
- Оразаева Г.С.** Моделирование системы подготовки семьи к психолого-педагогической коррекционной поддержке ребёнка раннего возраста с ограниченными возможностями **50**
- Оразаева Г.С.** Ерте жастағы мүмкіндігі шектеулі

университет имени Абая

ВЕСТНИК

Серия «Психология»,
№3(68), 2021

Выходит с 2000 года.

Периодичность – 4 номера в год

Главный редактор

д.психол.н., проф. НАМАЗБАЕВА Ж.И.

Зам. главного редактора

д.психол.н., проф. Сатова А.К.

Ответственный секретарь:

к.психол.н.,

и.о. ассоциированного профессора

Жигитбекова Б.Д.

Редакционная коллегия:

директор международного института

Дифференциальной психологии, д. PhD,

д.психол.н., проф.

Нагибина Н.Л. (Берлин),

д.психол.н., доцент Акажанова А.Т.,

д.психол.н., профессор; декан факультета

Педагогике и психологии Московского

государственного педагогического

университета Григорович Л.А.,

д.психол.н., профессор кафедры Общей и

прикладной психологии Казахского

национального университета имени

аль-Фараби Дуйсенбеков Д.Д.,

д.психол.н., профессор кафедры

Философии Московского

государственного университета имени

М.В. Ломоносова Новикова Г.В.,

к.психол.н., доцент Евразийского

национального университета имени

Л.Н. Гумилева Нурадинов А.С.,

д.психол.н., профессор Казахского

национального педагогического

университета имени Абая

Тапалова О.Б.

© Казахский национальный педагогический
университет имени Абая, 2021

Зарегистрировано в Министерстве
культуры и информации Республики Казахстан
8 мая 2009 г. №10103-Ж

Подписано в печать 10.07.2021.

Формат 60x84 1/8.

Объем 10.5 уч.-изд.л.

Тираж 300 экз. Заказ 228.

050010, г. Алматы,
пр. Достык, 13. КазНПУ им. Абая

Издательство «Ұлағат»

Казахского национального педагогического
университета имени Абая

Kazakh National Pedagogical National
University named after Abai

BULLETIN

«Bulletin KazNPU named after Abai»

балаларды психологиялық-педагогикалық түзетедамыту арқылы қолдауға отбасын дайындау жүйесін модельдеу

Orazayeva G. Modeling of the system of family preparation for psychological and pedagogical correctional support of an early-age child with disabilities

M.V.Berlibayeva Diagnostics of the level of emotional intelligence development of preschool children 57

Берлибаева М.Б. Диагностика уровня развития эмоционального интеллекта детей дошкольного возраста

Берлібаева М.Б. Мектеп жасына дейінгі балалардың эмоционалды интеллектінің даму деңгейін диагностикалау

Оразымбетова А.Д., Парменова М.Ж., Камзаева К.С., Койшибаев М.Н. 67

Ғылыми білім контекстіндегі эмоционалды интеллект модельдері туралы түсінік

Оразымбетова А.Д., Парменова М.Ж., Камзаева К.С., Койшибаев М.Н. Представления о моделях эмоционального интеллекта в контексте научного знания

A. D. Orazymbetova, M. Zh. Parmenova, K. S.

Kamzaeva M. N. Koishibaev Ideas about models of emotional intelligence in the context of scientific knowledge

Бактыбаева К.С., Бөлеев Т.Қ., Жарқынбаева Д.

Жасөспірімдердің жалғыздық сезімін зерттеу суицидтің алдын алу шараларының бірі 73

Бактыбаева К.С., Бөлеев Т.К., Жарқынбаева Д.

Исследование подросткового чувства одиночества одна из мер профилактики суицида

K.Baktybayeva, T.Boleyev, D.Zharkinbayeva Research on adolescent feelings of loneliness is one of the measures of suicide prevention

Құдайбергенова С.Қ., Садықова Н.М., Алиева Ж.М., Садвакасова З.М. 81

Психологиялық зерттеулердегі мазасыздық (әдеби шолу материалдары бойынша).....

Құдайбергенова С.Қ., Садықова Н.М., Алиева Ж.М., Садвакасова З.М. Тревожность в психологических исследованиях (по материалам литературного обзора)

Kudalbergenova S.K., Sadykova N.M., Alieva J.M., Sadvakasova Z.M. Anxiety in psychological research (Basing on the materials of the literary review)

Aijanova Z.Zh., Kussainova M.A., Tileubayeva M.S. 92

Персонально-ориентированное образование как условие теоретического развития мышления младших школьников

Айджанова З.Ж., Кусаинова М.А., Тилеубаева М.С.

Жеке тұлғаға бағытталған білім беру бастауыш сынып оқушыларының теориялық ойлауын дамытудың шарты ретінде

Айджанова З.Ж., Кусаинова М.А., Тилеубаева М.С.

Series «Psychology»
№3(68), 2021

Editor in chief

doctor of psychological sciences, academician,
professor

Zh.I. NAMAZBAYEVA

Deputy Editor-in-Chief

doctor of psychological sciences, professor, Abai
KazNPU

A.K. Satova

Executive Secretary:

candidate of psychological sciences,
associate professor, Abai KazNPU

B.D. Zhigitbekova

The editorial board members:

director of the International Institute
of Differential Psychology,

doctor PhD, Ph.D. psychologist, professor

N.L. Nagibina (Germany),

doctor of psychological sciences, professor,

Abai KazNPU

A.T. Akazhanova,

Doctor of Psychological Sciences, Professor; Dean

of the Pedagogy and Psychology Faculty of

Moscow State Pedagogical University

L.A. Grigorovich,

Doctor of Psychological Sciences, Professor of the
General and Applied Psychology Department of al-

Farabi Kazakh National University

D.D. Duisenbekov,

Doctor of Psychological Sciences, Professor of the
Philosophy Department of M.V.Lomonosov

Moscow State University

G.V. Novikova,

Candidate of Psychological Sciences,

Associate Professor of L.N. Gumilyov Eurasian

National University

A.S. Nuradinov,

Doctor of Psychological Sciences, Professor of
Abai Kazakh National Pedagogical University

O.B. Tapalova,

© Kazakh National Pedagogical University
named after Abai, 2021

Registered in the Ministry of Culture and
Information of the Republic of Kazakhstan
8 May 2009 №10103-ZhЖ

Signed in print 10.09.2021.

Format 60x84 1/8

Volume 10.5 teaching and publishing lists

Number of copies 300, Order 228.

050010, Almaty, Dostyk avenue 13,
KazNPU named after Abai

Publishing House "Ulagat" of the Kazakh National
Pedagogical University named after Abai

Личностно-ориентированное образование как условие
развития теоретического мышления младших
школьников

Датхабаева Г.К., Камзанова А.Т., Жолдасова М.К., 100

Кустубаева А.М. Возрастные и гендерные особенности
эмоционального интеллекта и регуляции эмоций

Датхабаева Г.К., Камзанова А.Т., Жолдасова М.К.,

Кустубаева А.М. Эмоциялық интеллект пен эмоцияны

реттеудің жас және гендерлік ерекшеліктері

G.K.Datkhbayeva, A.T.Kamzanova, M.K.Zholdassova,

A.M.Kustubayeva Age and gender effect on emotional

intelligence and emotion regulation

Жигитбекова Б.Д., Өмірбек С.Ж. Эмоционалдык 109

сфера көрінісінің гендерлік ерекшеліктері

Жигитбекова Б.Д., Омирбек С.Ж. Гендерные

особенности проявления эмоциональной сферы

B.D.Zhigitbekova, S.Zh.Omirbek Gender-specific

manifestations of the emotional sphere

A. R. Yermentayeva , Zh.R. Khamit , A.A.Tursynbek 117

Interdependence of personality hardiness and psychological
capital

Ерментаева А. Р., Хамит Ж. Р. , Тұрсынбек А.А.

Тұлғаның өмірлік қайраттануы мен психологиялық
капиталдың өзара шарттастығы

Ерментаева А. Р., Хамит Ж. Р. , Тұрсынбек А.А.

Взаимообусловленность жизнестойкости и
психологического капитала личности

M.M. Knissarina, A.D. Syzdykbayeva, G.S. Zhumaliyeva 125

Determination of the COVID-19 fear scale in high school
students

Книсарина М.М., Сыздыкбаева А.Д., Жумалиева

Г.С. Орта мектеп оқушыларының COVID-19 қорқыныш
шкаласын анықтау

Книсарина М.М., Сыздыкбаева А.Д., Жумалиева

Г.С. Определение шкалы страха COVID-19 у
старшеклассников

Алимбаева С.К. Социально-психологические аспекты 135

HR-менеджмента в высших учебных заведениях

Алимбаева С.К. Жоғары оқу орындарындағы HR-
менеджменттің әлеуметтік-психологиялық аспектілері

Alimbayeva S.K. Socio-psychological aspects of hr
management in higher education institutions

Сабинова Р.Ш., Альгожина А.Р. Исследование 142

инновативных качеств педагогов высшей школы

Сабинова Р.Ш., Альгожина А.Р. Жоғары мектеп
педагогтарының инновативті қасиеттерін зерттеу

R.Sh. Sabirova , A.R.Algozhina Research innovative
qualities of higher
school teachers

3. Leont'yev D.A., Rasskazova Ye.I. Test zhiznestoykosti [Test of vitality], Moscow, Smysl [Meaning], 63 p. (2006) [In Russian].

4. Nalivayko T.V. K voprosu osmysleniya kontseptsii zhiznestoykosti S. Maddi [On the question of understanding the concept of vitality of S. Maddi], Vestnik integrativnoy psikhologii: zhurnal dlya psikhologov [Bulletin of integrative psychology: a journal for psychologists], Yaroslavl', v. 4, P. 211–216, (2006) [In Russian].

5. Kuzikova S.B. Psikhologicheskiye osnovy stanovleniya sub'yekta samorazvitiya v yunosheskom vozraste [Psychological foundations of the formation of the subject of self-development in adolescence]. Sumy, MAKDEN, 410 p. (2012) [In Russian]

6. Aleksandrova L.A. K kontseptsii zhiznestoykosti v psikhologii [Towards the concept of resilience in psychology], Sibirskaya psikhologiya segodnya: Sbornik nauchn. Trudov [Siberian psychology today: Collection of scientific works], P. 82-90 (2014) [In Russian]

7. Frankl V. Chelovek v poiskakh smysla. [Man's Search for Meaning], Moscow, Progress (1990) (Electronic resource. Access mode: <http://lib.ru/DPEOPLE/frankl.txt>; дата обращения: 03.03.2019) [In Russian].

8. Snayder K. R., Kharris K., Anderson Dzh. R., Kholleran S. A., Irving L. M. Volya i puti: razvitiye i proverka individual'noy mery nadezhdy [Will and Paths: Development and Testing of the Individual Measure of Hope], Zhurnal lichnosti i sotsial'noy psikhologii [Journal of Personality and Social Psychology], 60(4), 4, P. 570-585 (1991).

9. Seligman M.: Kak nauchit'sya optimizmu: Izmenite vzglyad na mir i svoyu zhizn' [How to learn optimism: Change your view of the world and your life.] Izdaniye: «Al'pina pablisher» [Edition: «Alpina Publisher»], (2013) [In Russian]

IRSTI 15.21.41

<https://doi.org/10.51889/2021-3.1728-7847.15>

M.M. Knissarina^{1*}, A.D. Syzdykbayeva², G.S. Zhumaliyeva³

^{1,3}West Kazakhstan Marat Ospanov Medical University (Kazakhstan, Aktobe)

²Abai Kazakh National Pedagogical University (Kazakhstan, Almaty)

DETERMINATION OF THE COVID-19 FEAR SCALE IN HIGH SCHOOL STUDENTS

Abstract

The article presents the results of a study of the COVID-19 fear scale of high school students in the system of studying anxiety in a pandemic. A new understanding of the phenomenon of anxiety in the emergency conditions of a pandemic is being clarified. The results of foreign studies (University of Sheffield; H. Yao, J.H. Chen, Y.F. Xu; J. Qiu, B. Shen, M. Zhao et al) at the beginning of the pandemic experimentally determined an increase in the level of anxiety and stress in the population due to the spread of COVID-19, which allowed them to identify the age groups of people most susceptible to anxiety-depressive reactions, and develop the main directions of psychological assistance, taking into account the specifics of their response. The scientific and methodological value is represented by the works of foreign scientists (E. Commodari, V.L. La Rosa; C.G. Sibley, L.M. Greaves, N. Satherley et al.) showed a direct relationship between the anxiety state of the personality of high school students caused by the COVID-19 pandemic since 2020.

Key words: high school student, modern learning conditions, anxiety, situational anxiety, personal anxiety, fear, fear scale, quarantine.

М.М. Книсарина^{1*}, А.Д. Сыздықбаева², Г.С. Жұмалиева³

^{1,3}Марат Оспанов атындағы Батыс Қазақстан мемлекеттік медицина университеті КЕАҚ,
(Қазақстан, Ақтөбе)

²Абай атындағы Қазақ ұлттық педагогикалық университеті,
(Қазақстан, Алматы)

ОРТА МЕКТЕП ОҚУШЫЛАРЫНЫҢ COVID-19 ҚОРҚЫНЫШ ШКАЛАСЫН АНЫҚТАУ

Андатпа

Мақалада пандемия кезіндегі мазасыздықты зерттеу жүйесіндегі жоғары сынып оқушыларының COVID-19 қорқыныш шкаласын зерттеу нәтижелері келтірілген. Пандемия төтенше жағдайларындағы мазасыздық құбылысы туралы жаңа түсінік нақтылануда. Шетелдік зерттеулердің нәтижелері (University of Sheffield; Н. Yao, J.H. Chen, Y.F. Xu; J. Qiu, B. Shen, M. Zhao et al) пандемияның басында эксперименталды түрде covid-19 таралуына байланысты халықтың мазасыздығы мен стресс деңгейінің жоғарылауын анықтады, бұл оларға алаңдаушылық-депрессиялық реакцияға бейім адамдардың жас топтарын анықтауға және олардың жауап беру ерекшеліктерін ескере отырып, психологиялық көмектің негізгі бағыттарын жасауға мүмкіндік берді. Ғылыми және әдіснамалық құндылығы шетелдік ғалымдардың (E. Commodari, V.L. La Rosa; C.G. Sibley, L.M. Greaves, N. Satherley et al.) 2020 жылдан бастап COVID-19 пандемиясынан туындаған жоғары сынып оқушыларының жеке басының алаңдаушылық жағдайының тікелей байланысын көрсетті.

Түйін сөздер: жоғары сынып оқушысы, оқытудың заманауи шарттары, мазасыздық, ситуациялық мазасыздық, жеке мазасыздық, қорқыныш, қорқыныш шкаласы, карантин.

Книсарина М.М. ^{1*}, Сыздықбаева А.Д. ², Жұмалиева Г.С. ³

Западно-Казахстанский медицинский университет имени Марата Оспанова ^{1,3}
Доктор философии (PhD), и.о. ассоциированного профессора¹, магистр³
(Ақтөбе, Казахстан)

Казахский национальный педагогический университет имени Абая²
Доктор философии (PhD), ассоциированный профессор², пост-докторант²
(Алматы, Казахстан)

ОПРЕДЕЛЕНИЕ ШКАЛЫ СТРАХА COVID-19 У СТАРШЕКЛАССНИКОВ

Аннотация

В статье представлены результаты исследования тревожности старшеклассников на основе шкалы страха COVID-19 в условиях пандемии. Дано уточнение понятия «тревожность» в чрезвычайных условиях пандемии. Результаты зарубежных исследований университета Шеффилд (Н. Yao, J.H. Chen, Y.F. Xu; J. Qiu, B. Shen, M. Zhao et al.) в начале пандемии экспериментальным путем определили повышение уровня тревоги и стресса у населения в связи с распространением COVID-19, позволив выявить возрастные группы людей, наиболее подверженных тревожно-депрессивному реагированию и разработали основные направления психологической помощи с учетом специфики их реагирования. Научную и методологическую ценность представляют работы зарубежных ученых (E. Commodari, V.L. La Rosa; C.G. Sibley, L.M. Greaves, N. Satherley et al.) показавших прямую взаимосвязь тревожного состояния личности старшеклассников, обусловленных пандемией

COVID-19 начиная с 2020 года. Инструментом диагностики выступила методика «Шкала страха COVID-19» (The Fear of COVID-19 Scale) по выявлению уровня страха старшеклассников (низкий, средний, высокий), испытываемых в карантинном режиме жизнедеятельности. Результаты диагностики были статистически обработаны специалистами сектора Биостатистики Отдела Менеджмента научно-исследовательской деятельности ЗКМУ имени Марата Оспанова.

Ключевые слова: старшеклассник, современные условия обучения, тревожность, ситуативная тревожность, личностная тревожность, страх, шкала страха, карантин.

Introduction

The ubiquitous increase in the level of anxiety, depression, confusion, hopelessness observed in people around the world is quite understandable in connection with the recent unexpected and serious restrictive measures in an attempt to stop the spread of the COVID-19 virus.

It is common knowledge that in December 2019, a new coronavirus (later known as SARS-CoV-2) was discovered in Wuhan, Hubei Province, China [1]. The resulting illness was originally called "novel coronavirus-infected pneumonia" and was associated with potentially serious complications. The infection was caused mainly by person-to-person transmission, and the mortality rate was estimated at 2% [2].

On January 30, 2020, the World Health Organization (WHO) declared the outbreak of the novel coronavirus a public health emergency of international concern [3]. And on February 11, 2020, the disease caused by SARS-CoV-2 was officially named COVID-19 [4]. By March 7, 2020, the global number of confirmed cases of COVID-19 exceeded 100,000, and the number of deaths exceeded 3,000 [5].

It has become known that public health emergencies caused by COVID-19 negatively affect the mental health of the population and increase the frequency of psychological crises [6]. Since anxiety acts as a signal of danger, threat, which is important for a person, but nevertheless it disorganizes the behavior of a person, causing sometimes unreasonable panic and / or in extreme cases of suicidal thoughts. Therefore, the danger is causing the very inadequate perception of the events and phenomena by people, since the role of the stressor is an invisible threat - the fear of contracting a well-known virus, getting sick and dying,

Thus, foreign researchers (University of Sheffield; Yao H., Chen J.H., Xu Y.F.; Qiu J, Shen B, Zhao M, et al.) Were one of the first to reveal an increase in the level of anxiety and stress in population due to the spread of COVID-19, thanks to the results obtained, the age groups of people most susceptible to anxiety-depressive response were identified and the main directions of psychological assistance were developed, taking into account the specifics of their response [7, 8, 9].

Anxiety is also aggravated by recurrent uncertainties and doubts about timely, full and high-quality medical care. The following main factors are named (Li W., Yang Y., Liu ZH, et al.; Mamun MA, Griffiths MD; Montemurro N.; Mo Y., Deng L., Zhang L., Lang Q. et al.) contributing to the development of negative emotional states in the population: lack of protective equipment; problems with adequate treatment; lack of necessary medicines in pharmacies; professional burnout of medical personnel due to harsh working conditions during a pandemic, etc. [10, 11, 12, 13].

In terms of infections, children and adolescents have not been hit hard by the COVID-19 pandemic. However, the measures of social isolation have profoundly changed their lifestyle, which is believed to have a psychological impact on them. Since, the direct psychological response of people to the quarantine regime in connection with the COVID-19 pandemic is anxiety, uncertainty, fear, anxiety, in general, forming a stress response, which indicates a high probability of psychological consequences of the pandemic, thereby proving the relevance and practical significance of our study.

The aim of this study is to determine the scale of fear that leads to anxiety in high school students in the context of the COVID-19 pandemic.

The object is the anxiety of high school students, and the subject of the study is the fear scale as a factor in high school anxiety caused by COVID-19 during a pandemic.

In order to achieve this goal, we studied the state of the problem of anxiety of the individual during a pandemic and diagnosed the fear scale according to the methodology of the "COVID-19 Fear Scale" in high school students in Aktobe (Kazakhstan).

Research methodology and methods

The relevance of this study is related to the study of the psychosocial consequences of the pandemic, among which the anxiety of high school students caused by fear of the COVID-19 virus requires close attention.

The main concept of the study, "personal anxiety" (a stable personality trait), was clarified, the meaning of which is psycho-emotional stress in anticipation of a threat - anxiety, fear, suspiciousness, tension, exaggeration of the significance of perceived information, expectation of danger. The psychological content of the concept of "situational anxiety" (anxiety as an individual's response to a specific situation), associated with the passing of final exams (UNT), anxiety before the uncertainty of one's future, the mandatory choice of a profession and quarantine conditions in connection with the COVID-19 pandemic.

Scientific research interest in the problem of "anxiety in high school students" arose in different periods among representatives of different psychological trends. The scientific and methodological value of the work is a detailed analysis of the scientist A.M. Parishioners of works in the field of philosophy, sociology and psychology, in which anxiety is associated with negative types of self-esteem, with unfavorable ratios of levels of claims and self-esteem.

The recently popular The Fear of COVID-19 Scale is a valid and reliable research tool.

The COVID-19 Scale (The Fear of COVID-19 Scale) was developed by a group of scientists from Hong Kong, Iran, Great Britain and Sweden, which was tested for reliability and validity on the example of an Iranian sample [14]. The quality of the Russian-language version of the methodology was clarified by the double translation method (from Russian into English, from English into Russian) and tested in Russia and Belarus [15].

The scale consists of 7 statements related to various aspects of an individual's (respondent's) experience of the spread of coronavirus infection (COVID-19) and its consequences:

1. "I am afraid of contracting COVID-19".
2. "The thought of COVID-19 makes me uneasy".
3. "My hands sweat when I think about COVID-19".
4. "I do not rule out death from COVID-19".
5. "News about COVID-19 is annoying".
6. "I have a fear of COVID-19".
7. "My heart beats faster when I think about the possibility of contracting COVID-19".

The respondent's degree of agreement with each statement was assessed on a five-point Likert scale, where 1 is "strongly disagree," 5 is to "strongly agree" and the total score was calculated upon completion. The standardization of points for the surveyed Russian-speaking sample was carried out by us on the basis of the assumption of a normal distribution of data in the general population (population): the sum of points from 7 to 14 was attributed by us to the low level of fear, from 15 to 18 - to the average level and from 19 to 35 - to a high level of fear. To check the reliability (self-consistency) of the scale used, the Cronbach coefficient α was calculated. The result obtained indicates its high reliability: $\alpha = 0.81$.

Research results

Diagnostics of the level of anxiety was carried out, in particular, the scale of fear of the COVID-19 virus of high school students in grades 10-11 of 8 (eight) communal state institutions (CSU) of secondary schools in Aktobe: #3; #12; #13; #20; #23; #25; # 28; #64.

Due to the limitations of the quarantine regime, it was decided to conduct a survey using the COVID-19 Fear Scale methodology in an online format through the Google Forms application at the link: https://docs.google.com/forms/d/12Vwq5N4geUQaAijv2qUY3VmBmYTuqKAX_YzEtbrIrtk = sharing. The mailing was carried out through the class teachers, since the preferences of the high school students themselves and their parents in the freedom of personal choice and upholding of personal rights were taken into account. The survey was conducted on a voluntary basis, on the basis of intra-school orders with the permission of the State Institution "Education Administration of the Aktobe region" (official letter Marat Ospanov ZKMU, outgoing #13/8-21-1844 of 06/03/2021, incoming #4399 of 06/03/2021).

The sample consisted of 291 respondents, aged 71.1% (207 people) - 16 years-17 years; 23% (67 people) - 17-18 years old; 5.8% (17 people) - 14 years-15 years.

By gender: 58.1% (169 people) - female representatives; 41.9% (122 people) are males.

The results of the data obtained are presented in tables 1-7.

Table 1

All groups Descriptive statistics

	# obs er.	Aver age	Trust-95,000 %	Trust-95,000 %	Medi an	Mini mum	Maxi mum	Lower - Quartile	Upper - Quartile	Statistical deviation
Overall Score COVID-19 Fear Scale	290	13,44483	12,81326	14,07639	12,00000	7,00000	33,00000	9,000000	17,000000	5,464455

Table 2

Outcomes Descriptive statistics

	A g e	# obs er.	Aver age	Trust -95,000 %	Trust -95,000 %	Med ian	Mini mu m	Maxi mum	Lower - Quartile	Upper - Quartile	Statistical deviation
Overall Score COVID-19 Fear Scale	3	71	13,73239	12,44093	15,02386	12,00000	7,00000	31,00000	10,000000	16,000000	5,456209
Overall Score COVID-19 Fear Scale	2	202	13,49505	12,71571	14,27439	13,00000	7,00000	33,00000	9,000000	17,000000	5,617357
Overall Score COVID-19 Fear Scale	1	17	11,64706	10,11598	13,17813	12,00000	7,00000	17,00000	9,000000	14,000000	2,977859

Table 3

Outcomes Descriptive statistics

	Gender (1- male, 2- female)	# obs er.	Ave rag e	Trust -95,000 %	Trust -95,000 %	Me dian	Mini mu m	Max imu m	Lower - Quartil e	Upper - Quartil e	Statistica l deviation
Overall Score COVID-19 Fear Scale	1	114	13,80702	12,85353	14,76050	13,00000	7,00000	31,00000	10,000000	17,000000	5,138570
Overall Score COVID-19 Fear Scale	2	176	13,21023	12,36708	14,05337	12,00000	7,00000	33,00000	9,000000	16,000000	5,667563

Table 4

Kraskel-Wallis Rank DA

Dependent: Overall Score COVID-19 Fear	Kr.Kraskela-Wallis Rank Index; Total score COVID-19 Kr.Kraskela-Wallis Fear Scale: H (2, N=290) =1,322795 p=5161
--	--

Scale	Code	Acceptable N	Sum of Ranks	Average Rank
1	1	17	2138,50	125,7941
2	2	202	29296,00	145,0297
3	3	71	10760,50	151,5563

Table 5

Median test

Dependent: Overall Score COVID-19 Fear Scale	Median test, total. median =12.0000 Total score COVID-19 Fear Scale Group (independent) variable: Age Chi-squared =5495313 cc = 2 p =7598			
	1	2	3	Total
<= Medians: observations expected	10,00000	100,0000	36,00000	146,0000
observables-waiting	1,44138	-1,6966	0,25517	
> Medians: observations expected	7,00000	102,0000	35,00000	144,0000
observables-waiting	8,44138	100,3034	35,25517	
Sum: observed	-1,44138	1,6966	-0,25517	
	17,00000	202,0000	71,00000	290,0000

Table 5

z' values for multiple comparisons

Dependent: Overall Score COVID-19 Fear Scale	z' values for the set. comparisons; Overall Score COVID-19 Fear Scale Group (independent) variable: Kr.Kraskel-Wallis age: H (2, N= 290) =1,322795 p =5161		
	1 R:125,79	2 R:145,03	3 R:151,56
1		0,908299	1,137734
2	0,908299		0,564102
3	1,137734	0,564102	

Table 6

P value (2-sided) for multiple comparisons

Dependent: Overall Score COVID-19 Fear Scale	p value (2-sided) for the set. comparisons; Overall Score COVID-19 Fear Scale Groups (independent) variable: Kr. Kraskel-Wallis Age: H (2, N=290) =1,322795 p =5161		
	1 R:125,79	2 R:145,03	3 R:151,56
1		1,000000	0,765695
2	1,000000		1,000000
3	0,765695	1,000000	

Table 7

Results according to criterion U Mann-Whitney criterion

U Mann-Whitney criterion for the Gender variable (1-male, 2-female) The marked criteria are significant at the level of p<05000									
	Sum of ranks - Group 1	Sum of ranks - Group 2	U	Z	p-level	Z - adjus ted	p-level	# - Gro up 1	# - Group 2
Overall Score COVID-19 Fear Scale	17616,50	24578,50	9002,500	1,475199	0,140160	1,479354	0,139047	114	176

Foreign scientists (Mascialino G, Adana-Díaz L, et al.; Mazza M.G., Lorenzo R.D., Conte C., et al.) immediately conducted studies in emergency conditions, according to the results of which, based on the data obtained from a sociological survey, it was determined that patients with COVID-

19 have symptoms of anxiety (including post-traumatic stress disorder, depression, and insomnia) [16, 17].

Discussion of the results

The coronavirus pandemic has affected almost all areas of our daily lives. Thus, an analysis of foreign sources (Commodari E., La Rosa V.L.; Sibley, C.G., Greaves, L.M., Satherley, N., et al.; Dryhurst S., Schneider C.R., Kerr J., et al.) showed a direct relationship between the anxiety state of young people studying from quarantine living conditions in almost all countries of the world caused by the COVID-19 pandemic starting in 2020 [18, 19, 20].

According to the results obtained by Italian scientists (Commodari, 2020), adolescents had a low perception of the risk of COVID-19, as well as perceived comparative susceptibility and perceived seriousness were also very low. Even the adoption and observance of restrictive measures necessary to contain the spread of the virus by young people did not upset and alarm them in any way. Despite the fact that adolescents of the so-called "red zones" showed more serious negative psychological experiences about quarantine, there were still no significant differences in the attitude of adolescents in non-dangerous regions. Therefore, it was suggested that the negative feelings of the participants may be more associated with adolescence than with the COVID-19 pandemic itself [18].

In another study, it was determined that people in the pandemic/isolation group had higher confidence in science, politicians and the police, having a higher level of patriotism and mental disorders compared to people in the pre-pandemic group before restrictions. It also highlights the social interconnectedness, resilience and vulnerability to adversity, as well as the applied consequences of how countries solve this global problem [19].

Isolation, loss of loved ones, uncertainty and fear of it - all these have become risk factors for the development of mental illness or have aggravated existing disorders: every fifth patient has experienced mental disorders within three months after being diagnosed with COVID-19 [20].

In response to the coronavirus pandemic (COVID-19), national governments have introduced urgent sanitary and social measures to contain the spread of the virus. One such measure is quarantine, which includes restricting the movement of people by isolating infected or suspected infected to reduce the risk of new infections. Studies have shown that quarantine is a psychological stress. Of course, quarantine has a significant psychological impact at any age, but children and adolescents suffer the most due to the lack of habitual communication with classmates and friends.

Coronavirus disease 2019 (COVID-19) may not be as deadly for children and adolescents as it is for adults, but it does cause a lot of psychological stress in this age group. According to Indian scientists S.Patra, B.K. Patro adolescents experience acute and chronic stress due to parental anxiety, disruption of daily routines, increased domestic violence and home confinement with limited or no access to peers, teachers or physical activity [21].

According to F.Demaria, S.Vicari parents can also transmit their psychological stress to children and practice inappropriate parental behavior, which can contribute to the development of post-traumatic stress symptoms in children [22].

There are enough scientific studies on the psychological health of the family - parents, children, and their relationships (Kim S.J., Lee S., Han H., et al; Cusinato M., Iannattone S., Spoto A., et al.; Romero E., López-Romero L., et al.; Marchetti D., Fontanesi L., Mazza C., et al.). Indeed, during epidemics, psychological support is no less important than infection control. During school closures due to COVID-19, prolonged partial school closures can have detrimental social and health consequences for children and their parents, increasing the burden on the family. For example, during the closing of school, children gained weight, spent less time on physical exercises and used the media more. In addition to online learning content (97.2%), YouTube was actively used (87.6%), followed by games (78.3%).

Thus, during the closure of schools due to COVID-19, many parents and children experienced various mental health difficulties. Ongoing monitoring of the mental health of high-risk groups and

multiple support systems may need to be expanded to cover parents experiencing difficulties in caring for their children [23].

The study of the well-being of Italian parents and children, parental stress and resilience of children aged 5 to 17 years showed that measures of restriction of freedom and changes in the daily routine negatively affect the psychological state of parents, exposing children to a significant risk to their well-being.

The identification of personal and contextual variables involved in psychological adaptation to COVID-19 quarantine in order to identify families at risk of maladjustment allowed the development of special intervention programs aimed at their support. It is very important to focus on the needs of families and children, including their mental health, in order to mitigate the effects of the COVID-19 pandemic on health and the economy [24].

Testing of the consequences of COVID-19 in Spanish children showed that their adaptation was influenced by a chain of effects stemming from the perceived stress of parents and the emotional response to the COVID-19 crisis, through stress and special parenting methods. Parental stress provoked the negative results of the child, and specific parenting methods were more closely related to the positive results of the child, which in general better inform about possible future outbreaks, effective guidelines and preventive programs aimed at improving the well-being of the child in the family [25].

There was a need to create preventive programs to support parents during the COVID-19 pandemic. Mental health professionals and social workers should be warned about the consequences of isolation and social distancing for the upbringing of children and, as a result, the well-being of children [26].

Therefore, it is necessary to pursue a policy in which special attention is paid to the needs of women, young people studying, and preschool children, since this will play an important role in preventing psychological disorders and mental illnesses in the future.

Of course, there was considerable variability between the different cultures of the studied countries, individualistic worldview, personal experience, prosocial values, for example, social reinforcement through friends and family turned out to be significant determinants in more than half of the countries studied. Risk perception correlated significantly with reports of preventive health measures in all ten countries [19].

If we talk about preventive measures to prevent or reduce people's anxiety in life emergencies associated with the risk of mass infection with the virus, it should be noted that existing psychological methods are used to combat stress, among which techniques aimed at overcoming feelings of uncertainty, such as positive visualization, should be chosen. Then the stress is compensated by a way of thinking aimed at individual life goals that need to be worked on.

It is known that planning, conscious appeal to known positive facts indicating safety (as opposed to ignoring and uncertainty) they are able to reduce anxiety, streamline and objectify experiences, creating the ground for greater psychological stability.

The well-known fundamental mandatory anti-epidemic measures, such as self-isolation and social distancing, were an independent stress factor in the studied sample of Russian scientists. In their opinion, the following measures are extremely important for maintaining the adaptation mechanisms of people: providing complete, convincing and reasonable information through the media about the need for compliance with anti-epidemic measures by the population; creation of a coalition of all specialists involved in the fight against the pandemic and public organizations to mobilize resources in order to respond in a timely manner to the needs for maintaining mental health of the population; conducting long-term monitoring of stress levels on various Internet platforms in order to improve preventive and psychocorrective work among the population [20].

During a pandemic, adolescents/high school students at high risk of psychological problems may find themselves under the protection provided by a protective family life, peer support and psychological support from teachers. For example, teachers and parents can be trained to identify

signs and symptoms indicating poor mental health, such as sleep disorders, excessive anger and difficulty concentrating [22].

We agree with foreign scientists that it is necessary to improve the access of children and adolescents to mental health support services aimed at ensuring measures for the development of healthy survival mechanisms during the current crisis. This innovative policy in the field of mental health of children and adolescents requires direct and digital networks of cooperation between psychiatrists, psychologists, pediatricians and community volunteers [27]. Mental health professionals can then meet any mental health needs with the help of telmental medical interventions aimed at adolescents, which have shown promising results [28]. Japanese scientists correlate physical activity of high school students with psychological health, which can improve their psychological status. Therefore, physical activity is recommended in order to better support the psychological health of children and adolescents under the influence of COVID-19 [29].

Conclusion

In the context of various global changes in the life of modern people in connection with the COVID-19 pandemic, the problem of preserving the mental health of the individual, his comfortable inner state, has become relevant. Since the unknown, rejection of the oppressive reality leads to emotional tension, and subsequently to conflicting emotional states - stress, depression, affect, frustration, fear as a factor of anxiety is important in preserving the psychological health of any person. The most vulnerable stratum of the population aged 15-25 years, in particular high school students, are of special research interest to us because they are a valuable labor capital of our country.

Since the fear of a pandemic spreads as quickly and deeply as the disease itself, manifesting itself in many ways, from the extremes of paranoia and violence to xenophobia, closed borders, economic restrictions and social distancing, therefore universal observation shows that fear permeates all strata of society.

Fear causes emotional tension. Chronic emotional stress - due to insecurity, which lasts for months or years - has a biological effect on people. Uncertainty breeds fear, and chronic fear is toxic stress. It will take two or more generations to assess the biocultural consequences of the COVID-19 crisis for people - from embryos to the elderly. It can be assumed that in the near future there will be a global increase in maternal emotional stress and a decrease in birth weight [30].

It is relevant and timely to study various changes in the psychological state of high school students in view of their special status, the stage of growing up and the period of professional self-determination, which requires close attention and caring attitude from others, especially in such an extraordinary period of the COVID-19 pandemic. This turns out to be really feasible in a specially organized educational process in conditions of purposeful and systematic work on psychological and pedagogical support of high school students.

The article was prepared within the framework of grant funding by the Committee of Science of the Ministry of Education and Science of the Republic of Kazakhstan under the project IRN AR09562200 "Assessment of the level of anxiety in high school students of secondary schools in the conditions of the COVID-19 pandemic".

Reference

1. Zhu N, Zhang D, Wang W, Li X, Yang B, Song J, Zhao X, Huang B, Shi W, Lu R, Niu P, Zhan F, Ma X, Wang D, Xu W, Wu G, Gao GF, Tan W, China Novel Coronavirus Investigating and Research Team: A novel coronavirus from patients with pneumonia in China, 2019. *New England Journal of Medicine*, 382 (8), P. 727–733, 2020.
2. Leiwen Fu, Bingyi Wang, Tanwei Yuan, Xiaoting Chen, Yunlong Ao, Thomas Fitzpatrick, Peiyang Li, Yiguo Zhou, Yi-fan Lin, Qibin Duan, Ganfeng Luo, Song Fan, Yong Lu, Anping Feng, Yuwei Zhan, Bowen Liang, Weiping Cai, Lin Zhang, Xiangjun

Du, Linghua Li, Yuelong Shu, Huachun Zou, *Clinical characteristics of coronavirus disease 2019 (COVID-19) in China: A systematic review and meta-analysis*, *Journal of Infection*, Volume 80, Issue 6, 2020, Pages 656-665.

3. World Health Organization: *Statement on the second meeting of the International Health Regulations (2005) Emergency Committee regarding the outbreak of novel coronavirus (2019-nCoV)* [online]. 2020.

4. World Health Organization: *Novel Coronavirus(2019-nCoV) Situation Report-22*. 2020.

5. World Health Organization: *Coronavirus disease 2019 (COVID-19) Situation Report-47* [online]. 2020.

6. Xiang Y.T., Yang Y., Li W., Zhang Ling, Zhang Qinge, Cheung Teris, Ng Chee H. *Timely mental health care for the 2019 novel coronavirus outbreak is urgently needed*. *Lancet. Psychiatry*. 2020;7:228–229.

7. COVID-19 psychological research consortium. *Initial research findings of COVID-19 and mental health in UK*. University of Sheffield. March, 2020.

8. Yao H., Chen J.-H., Xu Y.-F. *Patients with mental health disorders in the COVID-19 epidemic*. *The Lancet Psychiatry*. 2020; 4 (April): e21.

9. Qiu J, Shen B, Zhao M, et al *A nationwide survey of psychological distress among Chinese people in the COVID-19 epidemic: implications and policy recommendations*. *General Psychiatry* 2020;33:e100213.

10. Li W., Yang Y., Liu Z.H., Zhao Y.J., Zhang Q., Zhang L., Xiang Y.T. *Progression of Mental Health Services during the COVID-19 Outbreak in China* // *International Journal of Biological Sciences*, 2020. V. 16(10). P. 1732-1738.

11. Mamun M.A., Griffiths M.D. *First COVID-19 suicide case in Bangladesh due to fear of COVID-19 and xenophobia: Possible suicide prevention strategies* // *Asian Journal of Psychiatry*, 2020. V. 51:102073.

12. Montemurro N. *The emotional impact of COVID-19: from medical staff to common people* // *Brain, behavior, and immunity*, 2020. P. 1-2.

13. Mo Y., Deng L., Zhang L., Lang Q., Liao C., Wang N., Huang H. *Work stress among Chinese nurses to support Wuhan for fighting against the COVID-19 epidemic* // *Journal of Nursing Management*, 2020.

14. Ahorsu D.K., Lin C.Y., Imani V., et al. *The Fear of COVID-19 Scale: Development and Initial Validation* // *International Journal of Mental Health and Addiction*. 2020. March. P. 1–9.

15. Reznik A., Gritsenko V., Konstantinov V., et al. *COVID-19 Fear in Eastern Europe: Validation of the Fear of COVID-19 Scale [Электронный ресурс]* // *International Journal of Mental Health and Addiction*. 2020. May. P. 1–6.

16. Paz C, Mascialino G, Adana-Díaz L, et al. *Anxiety and depression in patients with confirmed and suspected COVID-19 in Ecuador*. *Psychiatry Clin Neurosci*. 2020; 74(10):554-555.

17. Mario Gennaro Mazza, Rebecca De Lorenzo, Caterina Conte, et al. *Anxiety and depression in COVID-19 survivors: Role of inflammatory and clinical predictors*, *Brain, Behavior, and Immunity*, Volume 89, 2020, Pages 594-600, ISSN 0889-1591,

18. Commodari Elena, La Rosa Valentina Lucia. *Adolescents in Quarantine During COVID-19 Pandemic in Italy: Perceived Health Risk, Beliefs, Psychological Experiences and Expectations for the Future* // *Frontiers in Psychology*. – VOL. 11. – 2020. – P. 2480.

19. Sibley, C.G., Greaves, L.M., Satherley, N., Wilson, M.S., Overall, N.C., Lee, C.H.J., Milojev, P., Bulbulia, J., Osborne, D., Milfont, T.L., Houkamau, C.A., Duck, I.M., Vickers-Jones, R., Barlow, F.K. *Effects of the COVID-19 pandemic and nationwide*

lockdown on trust, attitudes toward government, and well-being // American Psychologist. - Volume 75, Issue 5, July 2020, Pages 618-630.

20. Sarah Dryhurst, Claudia R. Schneider, John Kerr, Alexandra L. J. Freeman, Gabriel Recchia, Anne Marthe van der Bles, David Spiegelhalter & Sander van der Linden (2020) Risk perceptions of COVID-19 around the world, *Journal of Risk Research*, 23:7-8, 994-1006.

21. Demaria F, Vicari S. COVID-19 quarantine: Psychological impact and support for children and parents. *Ital J Pediatr*. 2021 Mar 9;47(1):58.

22. Suravi Patra, Binod Kumar Patro. COVID-19 and adolescent mental health in India. *The Lancet Psychiatry*, Volume 7, Issue 12, 2020, Pages 10-15.

23. Kim SJ, Lee S, Han H, Jung J, Yang SJ, Shin Y. Parental Mental Health and Children's Behaviors and Media Usage during COVID-19-Related School Closures. *J Korean Med Sci*. 2021 Jun 28;36(25):e184.

24. Cusinato M, Iannatone S, Spoto A, Poli M, Moretti C, Gatta M, Miscioscia M. Stress, Resilience, and Well-Being in Italian Children and Their Parents during the COVID-19 Pandemic. *Int J Environ Res Public Health*. 2020 Nov 10;17(22):8297.

25. Romero E, López-Romero L, Domínguez-Álvarez B, Villar P, Gómez-Fraguela JA. Testing the Effects of COVID-19 Confinement in Spanish Children: The Role of Parents' Distress, Emotional Problems and Specific Parenting. *Int J Environ Res Public Health*. 2020 Sep 24;17(19):6975.

26. Marchetti D, Fontanesi L, Mazza C, Di Giandomenico S, Roma P, Verrocchio MC. Parenting-Related Exhaustion During the Italian COVID-19 Lockdown. *J Pediatr Psychol*. 2020 Nov 1;45(10):1114-1123.

27. Shweta Singh, Deblina Roy, Kritika Sinha, Sheeba Parveen, Ginni Sharma, Gunjan Joshi, Impact of COVID-19 and lockdown on mental health of children and adolescents: A narrative review with recommendations, *Psychiatry Research*, Volume 293, 2020,113429.

28. Aditi Sharma, Tyler Sasser, Erin Schoenfelder Gonzalez, Ann Vander Stoep, and Kathleen Myers. Implementation of Home-Based Telemental Health in a Large Child Psychiatry Department During the COVID-19 Crisis. *Journal of Child and Adolescent Psychopharmacology. Special Article on Telehealth in Child Psychiatry*, Vol. 30, No. 7, 2020.

29. Okuyama J, Seto S, Fukuda Y, Funakoshi S, Amae S, Onobe J, Izumi S, Ito K, Imamura F. Mental Health and Physical Activity among Children and Adolescents during the COVID-19 Pandemic. *Tohoku J Exp Med*. 2021 Mar;253(3):203-215.

30. Bogin B, Varea C. COVID-19, crisis, and emotional stress: A biocultural perspective of their impact on growth and development for the next generation. *Am J Hum Biol*. 2020 Sep;32(5): e23474.

МРНТИ 15.21.51

<https://doi.org/10.51889/2021-3.1728-7847.16>

Алимбаева С.К.¹

¹ Таразский региональный университет им. М.Х.Дулати
г.Тараз, Республика Казахстан

**СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ
HR-МЕНЕДЖМЕНТА В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ**