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PREREQUISITES FOR SOCIO-PEDAGOGICAL SUPPORT IN DEVELOPING ANTI-TERRORIST AWARENESS AMONG UNIVERSITY STUDENTS

There are many definitions of terrorism in international scientific practice, but in general, its properties can be characterized as: unpredictability, sophistication of forms, ideological motivation, instability and violence. Tragedies in different countries of the world, for example, the tragic event at Crocus city-hall, and other crisis events actualize programmatic, legal, organizational and pedagogical changes to develop the anti-terrorist consciousness of young people. The key role is played by the awareness of the trainees, the development of their critical and analytical skills, and the level of legal awareness. The article is aimed at a comprehensive study of the prerequisites for countering terrorism in Kazakhstan and an empirical study of the factors contributing to the development of anti-terrorist consciousness among students. Research methods: analysis of normative and legal documents and theoretical developments in the field of terrorism and radicalization prevention among young people, focus group research among 1st-4th year students, approximate age 17-21 years. A total of 4 groups of 12 people (48 people) each were covered by the focus group research. According to the results of the study, students of 1-2 courses see their role in improving religious education and upbringing, strengthening national values and meanings. Students of 3-4 courses in the fight against terrorism and its ideology are more focused on such tools as the development of critical thinking, increased motivation, patriotic education, volunteering and participation in socially significant projects and events.

Keywords: prevention, terrorism, violence, anti-terrorist values, anti-terrorist attitudes, critical thinking.

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Студент жастардың терроризмге қарсы санасын дамытуды әлеуметтік-педагогикалық қамтамасыз етудің алғышарттары

Халықаралық ғылыми тәжірибеде терроризмнің көптеген анықтамалары бар, бірақ тұтастай алғанда оның қасиеттерін келесідей сипаттауға болады: болжамсыздық, формалардың талғампаздығы, идеологиялық мотивация, тұрақтылықтың бұзылуы және зорлық-зомбылық. Әлемнің әртүрлі елдеріндегі трагедиялар, мысалы, Крокус Ситихоллдағы қайғылы оқиға, жастардың терроризмге қарсы санасын дамыту бойынша бағдарламалық, құқықтық, ұйымдастырушылық-педагогикалық өзгерістерді өзектендіреді. Бұл ретте білім алушылардың хабардарлығы, олардың сыни және аналитикалық дағдыларының дамуы, құқықтық сана деңгейі шешуші рөл атқарады. Мақала Қазақстандағы терроризмге қарсы іс-қимылдың алғышарттарын жан-жақты зерделеуге және студент жастардың терроризмге қарсы санасын дамытуға ықпал ететін факторларды эмпирикалық зерттеуге бағытталған. Зерттеу әдісі: жастар арасында терроризм мен радикализмнің алдын алу саласындағы нормативтік-құқықтық құжаттар мен теориялық өзірлемелерді талдау, шамамен 17-21 жас аралықты қамтитын 1-4 курс студенттері арасында фокус-топтық зерттеу. Барлығы фокус топтық зерттеу 12 адамнан (48 адам) тұратын 4 топты қамтыды. Зерттеу нәтижелеріне сәйкес, 1-2 курс студенттері діни білім мен тәрбиені арттыруда, ұлттық құндылықтар мен мағыналарды нығайтуда өз рөлін көреді. Терроризмге және оның идеологиясына қарсы күресте 3-4 курс студенттері сыни ойлауды дамыту, мотивацияны

арттыру, патриоттық тәрбие беру, еріктілік және қоғамдық маңызы бар жобалар мен ішараларға қатысу сияқты құралдарға көбірек көңіл бөледі.

Түйін сөздер: алдын алу, терроризм, зорлық-зомбылық, терроризмге қарсы құндылықтар, терроризмге қарсы көзқарастар, сыни тұрғыдан ойлау.

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Предпосылки социально-педагогического обеспечения развития антитеррористического сознания студенческой молодежи

В международной научной практике много определений терроризма, но в целом можно охарактеризовать его свойства как: непредсказуемость, изоциренность форм, идеологическая мотивированность, нарушение стабильности и насилие. Трагедии в разных странах мира, например, трагическое событие в Крокус сити холле, и другие кризисные события актуализируют программные, правовые, организационно-педагогические изменения по развитию антитеррористического сознания молодежи. Ключевую роль при этом играет осведомленность обучаемых, развитость их критических и аналитических навыков, уровень правового сознания. Статья направлена на разностороннее изучение предпосылок противодействия терроризму в Казахстане и эмпирическое исследование факторов, способствующих развитию антитеррористического сознания у студенческой молодежи. Методы исследования: анализ нормативно-правовых документов и теоретических разработок в области профилактики терроризма и радикализма среди молодежи, фокус-групповое исследование среди студентов 1-4 курсов, примерный возраст 17-21 лет. Всего фокус-групповым исследованием было охвачено 4 группы по 12 человек (48 человек). Согласно результатам исследования, студенты 1-2 курсов видят свою роль в повышении религиозного образования и воспитания, укреплении национальных ценностей и смыслов. Студенты 3-4 курсов в борьбе с терроризмом и его идеологией больше ориентированы на такие инструменты, как развитие критического мышления, повышение мотивации, патриотическое воспитание, волонтерство и участие в общественно значимых проектах и мероприятиях.

Ключевые слова: профилактика, террор, насилие, антитеррористические ценности, антитеррористические установки, критическое мышление.

Introduction

Recent events that occurred in neighboring Russia, facts of attacks by individuals in educational organizations indicate that the problem of the spread of terrorism is at the international level. The concept of terrorism is defined by scholars in different contexts and requires a detailed study of all its aspects. An important factor of people susceptible to terrorism is the psychological and emotional component, due to which their influence on the consciousness of society occurs. A certain stage of terrorism centers on the effective or ineffective performance of a country in suppressing terrorist activities. The main danger is that many organizations or groups of people are a means to solve a problem. As an effective method of influence, terror is used by those people who are not able to form themselves as successful individuals in certain industries, remain unheard or unapproved by society. Involvement of youth in the issue of terrorism propaganda is extremely important.

This article aims to analyze the legal, institutional and socio-pedagogical prerequisites for the development of anti-terrorism consciousness among students. If legislative and regulatory acts show the level of state legal support for countering terrorism, then effective tools (qualitative methods) are still needed to study the internal needs and opinions of students regarding understanding terrorist threats, mastering the skills of recognizing and countering alien values and stereotypes.

Research methods

Focus group (FG) research was chosen as the main method and the purpose of its application was to identify the prerequisites, causes and factors of formation of anti-terrorist consciousness in the youth environment. For the study, the selection of respondents was carried out according to the principle of homogeneity. In terms of the composition of the participants are students of 1-4 courses, the approximate age of 17-21 years old. In

total, the FG study covered 4 groups of 12 people each

Objectives of the FG research: 1) to determine the influence of various factors on radicalization of youth; 2) to actualize the importance of formation of anti-terrorist consciousness among student youth; 3) to identify points of development of the preventive system and ways to improve the process of formation of anti-terrorist consciousness among student youth.

Depending on the highlighted tasks, the FG research questions were grouped into three blocks of 5 questions each, totaling 15 questions.

A special feature of the focus group study is the presence of open questions and the moderators maintaining an atmosphere of discussion and open expression of individual opinions of respondents. An in-depth interview takes place here in the form of a group discussion. The goal that we pursued in conducting this research is to obtain subjective information from students of 1-4 courses. We used a standard focus group study with two moderators, where one organized and led the discussion, and the second monitored the coverage of all aspects of the formation of anti-terrorist consciousness of young people during the discussion. The interview covered an average of 70-90 minutes in each group, transcription was carried out from video and audio recordings. After the transcript was compiled, the respondents' judgments were systematized. Data processing does not involve the output of diagrams and drawings, as this is a method of qualitative research.

Literature review

In his article, M.Peters emphasizes that we are now at the stage of a «clash of civilizations» and when religious ideologues are having a «battle for young minds» (Peters, 2008). In these conditions, it is the youth who experience the greatest tension, since they are at the stage of formation of their identity. The international level of the problem of preventing the ideology of terrorism is evidenced by foreign practices undertaken and implemented in leading countries of the world. For example, in the UK, the fight against terrorism is associated with identifying the dominant patterns of its causes. This is a direct study of «psychological vulnerability», «protection of children from radicalization» (Coppjck & McGovern, 2014) and there is a legitimization of proactive and securitization approaches in working with young people. There are a lot of studies in the UK devoted specifically to preventive measures for

the protection of children and a great emphasis is placed on anti-extremist education (Thomas, 2016). In the United States, in the context of protecting national security, anti-terrorist work is associated with the formation of «sympathy for the state» among citizens. Government campaigns and events are aimed at developing skills such as recognizing a terrorist, controlling one's behavior in a terrorist attack, and being informed about actions if any frightening object or suspicious subject is found (Ritchie, 2015). Norwegian researchers suggest that in socio-pedagogical work with young people, one should not lose sight of the structural and political conditions that largely underlie the (re-) emergence of radicalization tendencies (Skotnes & Sjøen, 2023).

In the book «Paradoxes of social work in securitization: an example of prevention and radicalization in German prisons», the authors show that directly socio-pedagogical work with children and youth exposed to radicalization should lie in the plane of understanding them as «unique subjects with rights who need to participate in communities and relationships so that they can develop» (Jakob, Jukschat & Leistner, 2023). Poland has a «Crisis Intervention Strategy» (Wiśniewski & Gwozdziejewicz, 2019), according to which the term «alienated» is used in relation to young extremists who have committed violence. «An alienated performer is a loner who has no obligations to anyone, except for a very few people who also experience alienation» (James, Gilliland, 2008:412). Their psychology is very difficult to understand and it is almost impossible to predict their actions. In this regard, Poland places great emphasis on the development of anti-terrorism education, where emergency response skills are directly studied and developed.

So, the review shows the relevance and development of various models of anti-terrorist education for young people. These models are determined by national priorities and the country's internal resource capabilities to ensure the prevention of radicalization of society.

In Kazakhstan, the state structure for countering terrorism began to take shape from the moment of gaining independence and the creation of the Anti-Terrorism Center of the Republic of Kazakhstan. The Anti-Terrorism Center of the Republic of Kazakhstan is a permanently operating advisory and consultative body established by the authorized body in the field of coordinating counter-terrorism efforts, with the aim of creating, maintaining, and developing

the necessary and sufficient conditions for effective counter-terrorism in the Republic of Kazakhstan, including ensuring the coordination of actions of state bodies and local self-government bodies of the Republic of Kazakhstan in this field. The main areas of activity include: terrorism prevention, response to threats, international cooperation, anti-terrorist protection of vulnerable objects.

In Kazakhstan, the legal basis for counter-terrorism consists of: the Constitution of the Republic of Kazakhstan, the Criminal Code, the Law of the Republic of Kazakhstan “On Counter-Terrorism” of July 13, 1999. and other laws, universally recognized principles and norms of international law, international treaties of the Republic of Kazakhstan, decrees and orders of the President of the Republic of Kazakhstan, resolutions and orders of the Government of the Republic of Kazakhstan, as well as other regulatory legal acts adopted in accordance with them by state bodies.

The legal support for anti-terrorist activities is constantly being improved, taking into account the changes taking place in the international arena, Kazakhstan’s international obligations, as well as social processes in the country.

Kazakhstan is declared and recognized as a secular and tolerant state. A comprehensive plan for the implementation of state policy in the religious sphere of the Republic of Kazakhstan for 2021-2023 was approved (Resolution No. 953 of the Government of the Republic of Kazakhstan dated December 31, 2020 was approved). At the State level, monitoring is systematically carried out and measures are being taken to stabilize domestic and foreign policy regarding the threats of radicalization. According to the Anti-Terrorist Center of the Republic of Kazakhstan, «as of 2019, the number of followers of destructive religious ideologies in the republic amounted to just over 20 thousand people». 22 terrorist organizations, including those of a religious nature, are recognized as the most dangerous in Kazakhstan (Materials from the website, 2020).

The Department of Public Development of the city of Almaty has implemented a project to create an electronic portal containing, along with video and photographic materials, an interactive map (<https://religionmap.kz>) religious associations of the city. Without infringing on the rights of its citizens, the state provides an opportunity to receive systematic spiritual education, which includes: religious literacy courses at mosques, courses at theological educational institutions (we have only 14 of them),

training centers for professional Koran readers, colleges- madrasahs.

The threat of radicalization in most cases is due to increased migration, which the state cannot greatly influence. Thus, in connection with the latest socio-political events in the post-Soviet space, compared with the corresponding period of 2021, in 2022 the number of arrivals in Kazakhstan increased by 57.5%, the number of departures from Kazakhstan decreased by 24.7%. According to the website stat.gov.kz in 2023, compared with the corresponding period of 2022, the number of arrivals in Kazakhstan increased by 87.3%, the number of departures from Kazakhstan decreased by 56.7%. The main migration exchange of the country, the bureau noted, takes place with the CIS countries.

According to the Law of RK «On Countering Terrorism» («On Countering Terrorism Law of the Republic of Kazakhstan» dated July 13, 1999 № 416) state bodies involved in countering terrorism include: National Security Bodies, Internal Affairs Bodies, State Protection Service, Ministry of Defense, Authorized Bodies.

A separate role is played by regional or oblast or district education departments. Their main functions are to organize work to counter the ideology of terrorism and extremism in schools, technical and vocational colleges, lycées and gymnasiums (of various forms of ownership); to organize training and retraining for teachers, head teachers, principals and teachers in ideological and counter-propaganda activities; to organize and conduct training seminars on working with children and adolescents; to develop and publish methodological recommendations for schools, universities and libraries in order to formulate and disseminate information on terrorism and extremism.

However, only institutional and legal support for the process of developing the anti-terrorism consciousness of young people cannot ensure high-quality counteraction to the threats of terrorism. This phenomenon requires a deeper scientific and analytical approach. There are now many factors that increase the level of involvement of young people in terrorism. In this context, the role of political, ideological, social, economic, ethnic, religious, regional and other aspects is important (Azilhanov, 2022).

Kazakhstan studies in the direction of psychology is engaged in studying the problem of terrorist propensity as an unusual method of active and changing activity, which, in turn, threatens all mankind. A.Nuradinov, M. Abdykalikova believes

that a person inclined to terrorism usually carries a certain idea and puts too much importance in it. In turn, terrorist action is a means of realization of the idea, allows to go beyond personal boundaries and follow the interests of like-minded people, believe in the correctness of the deed, therefore, perceive it as moral (Nuradinov, Abdykalikova, 2016).

K. Zh. Dalmatov, directly studying the practical activities of the Prosecutor's Office of Kazakhstan on countering terrorism, focuses on the fact that in «the prevention of terrorist activities, the role of moral ideas and semantic areas of youth activity is underestimated» (Dalmatov, 2020).

Sh.I. Kapar also emphasizes the need and importance of adjusting the student's personal values, «contributing to an increase in the propensity to counter the spread of extremist, terrorist ideologies and the development of anti-terrorist consciousness of youth» (Kapar, 2021).

Similar ideas are heard in the works of: B.A. Amanzholova and A.M. Kalguzhinova, who considering the practical means of countering terrorism among young people pay attention to meaning regulation and meaning formation (Amanzholova & Kalguzhinova, 2022); N.Zh. Baitenova, B.M. Shoibek and D.D. Dosmagambetova emphasize the importance of the student's personal values. Dosmagambetova emphasizing that the study of cultures, positions, strategies, values, peculiarities of behavior of representatives of different-age groups contributes to the identification of approaches to the development of tolerance in the value and psychological understanding in the conditions of regulation of social interaction (Baitenova, Shojbek, & Dosmagambetova, 2019).

Monty Marshall and Ted Gurr point out that «terrorism, as a political act, is at the junction of individual and collective actions, emotional and rational, traditional and non-traditional. This may be the strongest form of protest, the weakest form of rebellion, or a special tactic in the broader process of tyranny or war» (Marshall & Gurr, 2005). Therefore, when studying the values, attitudes, and preferences of students, it is necessary to take into account emotional well-being, hidden intentions, and the most preferred topics in the discussion.

G.B. Romanovsky, describing the process of forming the anti-terrorist consciousness of a person, draws attention to the fact that «this is a continuous process, the main directions of which are: 1) instilling anti-terrorist values; 2) the formation of appropriate moral beliefs, qualities and feelings;

3) the development of necessary moral needs and habits» (Romanovsky, 2018).

In this regard, we believe that the process of developing anti-terrorist awareness among students should consist of two parts. The first is the theoretical block and its purpose: the formation of legal knowledge, forecasting the risks and threats of radical ideology for oneself and for society as a whole, the development of awareness in religious movements and manipulation technologies. The second part is practically a block, the purpose of which is to develop skills of analysis, constructive criticism, the use of techniques for protecting personal boundaries and defending one's values, emergency response skills and self-defense.

Thus, the analysis of legal prerequisites and theoretical developments shows the relevance of socio-pedagogical, educational support of the process of development of antiterrorist consciousness of youth.

Results and discussion

On the first question, almost the majority of respondents associate terror with violence, breaking the law and using force against people.

The second question is «In your opinion, has the number of interethnic and interfaith conflicts decreased over the past 10 years?» according to the participants of the FG study, interethnic and inter-confessional conflicts in the world has not decreased. However, according to the respondents of 1-2 courses this problem is not so relevant for Kazakhstan, they believe that in the context of the republic as a separate region such a threat is not so significant, although it exists, especially in the framework of increasing migration.

To the 3rd question, «What do you think is the reason why young people become adherents of radical views?» the following factors were attributed as the leading factors: subjective – imitation, emotional instability, lack of a critical view, low religious literacy, low consciousness, and objective factors – weakness of upbringing, especially family education, violation of the environment, reduced faith in society in the law, the influence of the Internet.

In the answers to the 4th question the formation of anti-terrorist consciousness according to the majority of respondents should start from 10-12 years old and should be finally formed by 15-16 years old, so that a young person being an independent student will not get lost in the environment and will learn to make sensible decisions. Although, among the re-

spondents of the 2nd and 4th year there was a part of students who believe that the formation of anti-terrorist consciousness should start from 6-7 years of age continuously during school education.

The next question, «Can you give examples of how your peer or friend has changed dramatically on a religious basis» caused a slight hesitation in the answers. This was most likely due to the understanding of the need to openly share personal information. From their inner circle, the survey participants found it difficult to give examples of how a peer or acquaintance of theirs had radically changed on a religious basis. However, in each group there were 2-3 examples from the circle of acquaintances, neighbors on the street, where a person changed in a positive direction, «took up the mind», began to read namaz, stopped drinking alcohol. There were also examples of a person's change in the opposite direction: he was sociable – now he does not visit «haram» places, the family was «covered» completely.

To the question «Can you give examples from life, social networks, where ideas and points of view alien to Kazakh culture are being planted», the participants of the Focus Group study also easily gave examples from social networks: dombra is haram, national traditions and rituals are haram. Students of 3-4 years more cited alien ideas related to contradictions in cultural traditions and in Islam, and students of 1-2 years referred to alien ideas: tattoos and piercings, bookmaker games and easy money advertised by media personalities.

The answers to the 7th question show that the students are unanimous that the radicalization of youth can lead to increased interethnic discord, destructiveness in society (murders, theft, etc.). If senior students associate the threat with the change of national consciousness of the future generation, junior students associate it more with the risks of local military actions.

Answering the 8th question of the FG research, in these processes the students of the 1-2 course see their role in increasing their religious education and upbringing, strengthening national values and meanings. 3-4 year students in the fight against terrorism and its ideology are more focused on such tools as development of critical thinking, raising motivation, patriotic education, volunteering and participation in socially significant projects and events.

The answers to the 9th question show that almost all respondents have personally encountered preventive materials of anti-terrorist nature in state organizations and public places; cognitive materials

were most often encountered in the school environment, during sessions with the school psychologist, and in the university environment least of all.

The 10th question suggested what students could offer as measures to counter radicalization. The following data were obtained: strengthening laws and citizen responsibility; strengthening public order and measures to suppress violations; constant educational work, holding seminars and meetings, including school-age students; organization of research work with the participation of schoolchildren and students; improving the quality of humanitarian subjects (so that classes are not held just for show, so that there is a real discussion, and not avoidance of «painful» issues of society); improve the quality of teaching humanities (the religious literacy of teachers should be higher than that of students); improve the quality of the educational process.

The 11th question was as follows: «Do you think building an updated model of religious higher education in universities in Kazakhstan will help in the formation of harmonious interethnic and interfaith relations?». Here, most of the participants of the FG note that quality religious higher education can help in the formation of harmonious interethnic and interfaith relations. The remaining part believes that only religious education is not enough, and that activities at the state and legislative levels are necessary.

The 12th, 13th and 14th questions involved students' assessment of educational work at the university aimed at preventing extremism and anti-terrorism among students. The majority of respondents assessed the influence of educational activities in higher education institutions positively on the formation of rejection of terrorist ideology. However, they note that approaches, methods and formats of its realization should change: social networks should be used more, real stories and illustrations, workshops and seminars with famous media people, etc. should be used.

So to the 13th question «What should teachers and curators pay attention to when organizing work on the formation of anti-terrorist consciousness among students?», students believe that it is on the technology of work with students at risk, they should be able to notice changes in the personality, to conduct timely monitoring and conversation, if necessary, to give coordinates where to turn for help.

In preventive measures, which are now applied in Kazakhstan to prevent extremist and terrorist threats, according to students lack systematic, interactive, interesting and attractive content.

To the 15th question, respondents, in case of a real problem and the need to help a «lost» peer, most respondents will try to talk to him/her, take him/her to an imam in a mosque or seek help from specialists. However, most students do not know such specialists.

Conclusion

Thus, the following prerequisites can be identified for the actualization of the development of anti-terrorist consciousness of students:

1. The growth of the number of religious educational organizations.
2. The uncritical attitude of society towards missionary organizations of Islamic orientation (UAE, Pakistan, etc.).
3. The beliefs of the values of Islam, which can solve all problems, cultivated in the public by famous and media people.
4. Increased migration, influx of population from religious countries.
5. Weak religious education of the people. In most cases, they only know about religion, but they do not know about the peculiarities and religious trends within the main religion.
6. Accessibility and uncontrolled interest in Internet content containing attractive pseudo-religious content.

The results show that students in general, clearly define the requests regarding the formation of anti-terrorist consciousness among young people and clearly represent the educational potential of events organized by the university or school. There is a demand for events that help students to solve a problem related to security threats. Also, such events should help to learn a specific skill or gain impor-

tant knowledge and where students are active participants in the event. As a wish, students said that there is a need for classes on recognizing manipulation and recruitment attempts, because most often students cannot understand what is included in the concept of «promoting terrorism».

In this regard, we designed cognitive lessons on the YouTube channel on the topics: 1. What is anti-terrorist consciousness? 2. Normative-legal bases of antiterrorist consciousness. 3. What to do? or my actions when a problem arises. 4. How can I resist other people's influence? 5. How to develop critical thinking?

Next, we assume that:

- 1) debates on the techniques and technologies used by representatives of radical ideologists. The speakers will be experts from the Anti-Terrorism Center in Almaty;
- 2) thematic classes using elements of film therapy, that is, watching and discussing films with elements of recruitment and coercion to terrorist activities, opportunities to get out of critical situations;
- 3) testing, solving crosswords and quizzes based on the submitted materials.

These educational and practical classes should be aimed at increasing legal literacy regarding terrorism and radicalization of the population, communication skills and critical thinking, skills in recognizing manipulation and countering it.

Gratitude, conflict of interest

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