

VOLUME 1



KAZGUU LIBERAL ARTS DIGEST

JUNE 2021



KAZGUU LIBERAL ARTS DIGEST

Information about the journal



"K L A D" IS A STUDENT JOURNAL FIRST PUBLISHED AT M. NARIKBAYEV KAZGUU UNIVERSITY SCHOOL OF LIBERAL ARTS. THIS JOURNAL IS AIMED AT ENHANCING STUDENTS' INVOLVEMENT INTO SCIENCE AND RESEARCH.

"K L A D" JOURNAL ADMITS FOR PUBLICATION VARIOUS TYPES OF ARTICLES: ORIGINAL RESEARCH, REVIEW ARTICLES, SHORT REPORTS OR ESSAYS, REFLECTIONS, CASE STUDIES, METHODOLOGIES AND CASES IN ENGLISH; CONTAINING THE RESULTS OF FUNDAMENTAL AND APPLIED RESEARCH IN THE FIELD OF PHILOSOPHY AND IDENTITY, HISTORY OF KAZAKHSTAN, PEDAGOGY, LINGUISTICS AND METHODS OF TEACHING LANGUAGES, TRANSLATION, AND TOURISM.

JUNE 2021

M. NARIKBAYEV KAZGUU UNIVERSITY
SCHOOL OF LIBERAL ARTS

TABLE OF CONTENTS

RESEARCH ARTICLES

“TERMINOLOGY SOLUTIONS FOR KAZAKH TRANSLATORS IN THE OIL AND GAS INDUSTRY” <i>V. Sidorenko</i>	4
“FEATURES OF HOUSEHOLD REALIA TRANSLATION IN LITERARY TEXTS” <i>Zh.A.Kunayeva</i>	11
“WHAT FACTORS THE RESEARCH METHODS I STUDENTS CONSIDERED WHILE CHOOSING THEIR FIELD OF STUDY?” <i>Russalina Akhmerova, Rakhat Eslyan, Aiarys Nursapa</i>	19
“WHAT DIFFICULTIES DID KAZGUU UNIVERSITY’S SECOND YEAR STUDENTS ENCOUNTER DURING ONLINE LEARNING?” <i>Kuatova K., Makartseva A., Uraztayeva A.</i>	27
DO BILINGUAL PEOPLE THINK IN TWO LANGUAGES? <i>Malika Zhandarbek</i>	34
“KAZGUU STUDENTS’ PERCEPTIONS OF BILINGUALISM IN THE PROBLEM- SOLVING EXPERIENCE” <i>Rakhmetova Aidana, Nagornyyak Natalya, Shakhmarova Tomiris</i>	38
WHAT IS THE IMPACT OF LANGUAGE ON PEOPLE’S IDENTITIES? <i>Russalina Akhmerova</i>	41
“FACTORS AFFECTING THE FINAL DECISION OF SPECIALTY CHOOSING: CASE OF KAZGUU UNIVERSITY” <i>Vesselskaya Kristina, Nikolayev Aziz, Saduakas Tursynzhan</i>	45
“THE IMPACT OF A FAILED ACADEMIC COURSE ON STUDENTS’ OVERALL WELL- BEING, FURTHER MOTIVATION, AND ACADEMIC PERFORMANCE” <i>Yergaliyev Akbar, Aubakirova Zhibek, Nuranova Ayazhan</i>	56
“KAZGUU UNDERGRADUATE STUDENTS’ EXPERIENCES OF GENDER STEREOTYPES” <i>Yermekkyzy Assem, Zhamantayeva Assiya, Khamzin Aslan</i>	67
“PECULIARITIES OF POLITICAL DISCOURSE IN THE ENGLISH LANGUAGE” <i>Beysembekov Yerzhan</i>	74
“FUNCTIONS OF INTERJECTIONS IN THE MODERN ENGLISH LANGUAGE” <i>Vesselskaya K. V.</i>	84
“THE IMPACT OF ACADEMIC-RELATED STRESS ON STUDENTS” <i>Dilyara Temirbulatova, Tomiris Lee, Bayan Rymkhan</i>	96
“ONLINE EDUCATION AND THE EFFECT ON STUDENTS’ STRESS LEVEL” <i>Bazarbekov Timur, Kabzhanova Karina, Ondassynova Gulnur</i>	106
“THE PROBLEM OF BRAIN DRAIN IN KAZAKHSTAN” <i>Kuldin D. Pavlovich, Abdilmanov Abilmansur, Akbarov Nursultan</i>	114
“THE NEED OF SEX EDUCATION IN KAZAKHSTAN” <i>Aruzhan A. Nurtaza, Gulsezim Zh. Nagi, Perizat A. Mazhitova</i>	119

LITERATURE REVIEWS

“WELL-BUILT CORPORATE ENVIRONMENT AS A SOLUTION FOR THE DIVERSITY OF CULTURES AMONG EMPLOYEES IN INTERNATIONAL ORGANIZATIONS” <i>Nazira Dauletova</i>	136
“RE-EDUCATION CAMPS IN CHINA: HUMAN RIGHTS VIOLATIONS” <i>Ayupov Dinmukhamed</i>	138
“BINGE-WATCHING: ADDICTION OR ENTERTAINMENT” <i>Mukhitova G. Mukhitkyzy</i>	141
“CAUSES OF MISMATCH BETWEEN JOB CHOICES IN KAZAKHSTAN” <i>Nagi Gulsezim</i>	144
“MENTAL EFFECTS OF DIVORCE ON CHILDREN” <i>Otesh Tomiris</i>	147

STUDENTS' ESSAYS

“SHOULD WE CONTINUE READING E-BOOKS INSTEAD OF PAPERBACKS?” <i>Karina Kabzhanova</i>	152
“WHAT ARE THE VARIOUS ADVANTAGES AND DISADVANTAGES OF GLOBALIZATION?” <i>Kazhgaliyev S. T.</i>	154
“SHOULD FAMOUS PEOPLE IN THE SOCIETY GET INVOLVED IN POLITICS?” <i>Manapova G.</i>	156
“WHAT ARE THE EFFECTS OF GROWING UP IN POVERTY?” <i>Perizat A. Mazhitova</i>	158
“WHAT ARE THE VARIOUS ADVANTAGES AND DISADVANTAGES OF GLOBALISATION?” <i>Ormantayeva A.</i>	160
WHO AM I? <i>Berikkara A.B.</i>	161



Research Articles

KAZGUU Liberal Arts Digest

June 2021

M. NARIKBAYEV KAZGUU UNIVERSITY

“FACTORS AFFECTING THE FINAL DECISION OF SPECIALTY CHOOSING: CASE OF KAZGUU UNIVERSITY”

Vesselskaya Kristina, Nikolayev Aziz, Saduakas Tursynzhan

Abstract

The process of choosing future career is one of the most essential choices in students' lives. Thus, the purpose of this research was to find out what are the main factors influencing final career decision among freshmen students living in Kazakh society. 32 students of KAZGUU University were surveyed and interviewed to determine these factors and to find some possible relations between the genders, age and certain career choice predictors. One more purpose was to assess students' satisfaction with the choice they made in order to analyze, whether some factors had a positive or negative impact on the career choice. Results showed that talents, hobby and future salary affect students' choosing process the most. Interview demonstrated strong impact of parents' opinion and personal thinking of freshmen. It was found that males are affected by such factors as financial situation of a family and personal talents more than females. It was also found, the older freshmen are, the more childhood dreams and social prejudices concerning future specialty had impact on their career choice. No significant relationship was found between gender and the preferred field of study in the sample. The level of freshmen's satisfaction with the chosen major is quite high, which denotes the positive effect of the factors revealed.

Introduction

The topic of career choice is one of the most challenging dilemmas in any high school student's life. Huge number of teenagers make their final career decision at a very young age, based on some set of factors, which influence their choice to varying degrees. This influence has a lingering impact on individuals' further life, since the outcomes predict and determine their incomes, whole career path and leave significant trace on students' personality. Therefore, this fateful choice can change one's whole life dramatically, especially if it was not thought out well or off-based. Taking in consideration these facts, the topic of career choice is one of the most serious and vital among young generation and will never lose its actuality.

The motivation behind this study was to determine and explore the different factors and an extent of their importance on the career choice. Hence, the fundamental purpose of this study is firstly, to investigate what factors affect the final decision of specialty choosing the most. Secondly, to find some possible relations between the genders, age of gradulators and certain career choice predictors. And the final purpose is to assess students' satisfaction with the choice they made in order to analyze, whether some factors had a positive or negative impact on the career choice. M. Narikbayev KAZGUU University (KAZGUU) was chosen as a site for data collection. The target population of present study are freshmen, as their career decisions were made not a long time ago, and results would be the most actual. Thus, this research aims to find the precise answers to the following research questions:

Overarching research question:

- What factors affect the final decision of specialty choosing of KAZGUU's freshmen students?

Subsidiary research questions:

- To what extent are KAZGUU's freshmen students satisfied with the choice of their specialty?
- Is there relationship between gender and the chosen field of study/school?
- Is there relationship between gender and how certain factors affect the career choice?
- Is there correlation between age and how certain factors influence the major decision?
- How could KAZGUU freshmen describe their experience of choosing specialty?

The findings of this small-scale research, though being generated as a result of a case study, could help to explore and understand better the teenagers' general mindset and decision-making process patterns when choosing future occupation and life path. This might make this study significant in terms of practical implementation. Moreover, while searching for the literature on this topic, no articles related to career decision making by Kazakhstani students were identified. Thus, this small-scale research can contribute to the literature on the topic within the Kazakhstani context.

Literature review

Career choice is a complex task, involving difficult process of decision-making, affected by numerous circumstances and factors. Considering the young age at which students should make their decision, career choices are often made with low awareness of the real world, as researches demonstrate (Caplow, as cited in Bright, Pryor, & Harpham, 2005). Pupils have to make one of the most significant choices in their lives at the age, when they might not be informed enough about all the opportunities they have. As Jones and Larke (2005) report, the lack of awareness on different occupations is one of the greatest factors, influencing career choice. In these cases, counselors and school teachers greatly contribute to students' decision, guiding them (Kazi & Akhlaq, 2017). Therefore, the school to which students belong as well is one of the factors, affecting career choice.

Besides the school factor, peers pressure as well as social media influences the major choosing process, especially at the earliest stage, according to Kazi and Akhlaq (2017). The peers' choices often become one of the prior factors, when choosing a field of study. This trend is observed for many decades, as the plenty previous researches reports a growing degree of students' surroundings impact and social prejudices on career choice in the course of time (Gim & Leong, 1995). Concerning the media, they provide essential information about the occupations concepts, but commercial adverts often contribute the gender stereotypes in career choosing, as Kazi and Akhlaq (2017) claim.

In the end of the last century the research of Sax (1994) indicated that financial conditions of a family as well as the probable future occupation prospects influence the career choice of men predominantly, as they bother more about their future family's expenses, while women more influenced by utility and social values, when choosing a major. Such results could be explained by gender inequalities of those times, which now tend to decrease over time. These days, more young people pay the strongest attention on their personal interests and hobbies when choosing a career. Suutari (2003) reports that there is a positive relationship between the career decision and personal interests of students. Students, which made their career choice based on the hobbies are greatly satisfied with their decision. Apart from the personal motives, Ozen (2011) emphasized on the effect of cognitive abilities while choosing a major.

Finally, one of the most fundamental factors affecting career preferences is home environment, as the numerous researches report (Grissmer, 2003; James, 2000; Ogunlade, 1973). Parents' upbringing style sets the basis for children's personality and greatly influence what a career path they will pick. According to Herbart (2005), the more children receive parental love and support, the more their career choice is dictated by parents. In these cases, parental factor might play rather negative role, since students often choose uninterested for them fields and during all the years of studying feel depressed. Another research proved that students tend to discuss their final decision with mothers, rather than with fathers. (Muthukrishna & Sokoya, 2008). In terms of Kazakh culture, where the parents' opinion and the older generation as a whole is deeply respected and considered, probably the parental factor is even greater.

However, there are no statistically significant researches on the theme of career choice factors in Kazakhstan, which make this paper actual and unique. Taking into account the results of previous studies in various countries

of the world, this study will determine for the first-time which factors most influence the choice of profession among Kazakhstani students.

Methodology

The research applied quantitative and qualitative methods to find the answers to the research questions. One of the main aims of the study is to reveal the factors that predict students' career decision making and to assess their satisfaction with choices they made. For this reason, the survey and interview research instruments were used to find the answers.

The survey was used to collect quantitative data. It was conducted via smartphone apps (WhatsApp and Telegram) and consisted of following parts: general questions, questions identifying factors, questions revealing students' satisfaction with the choice. The survey participants were randomly sampled from the number of the KAZGUU freshmen students. The particular number of students from each KAZGUU's school participated in the survey. The final number of survey participants is 32.

Interview was applied to collect qualitative data. The interview was conducted in online format as well. The interview questions were aimed to reflect how students understand, that their chosen specialty is the most suitable for them and how can they describe their overall experience (10-15 questions). The participants of the qualitative part of the study selected from the amount of freshmen students as well. One or two representatives from each KAZGUU school was interviewed.

Findings

Descriptive analysis

Background of research participants. The survey was conducted amongst KAZGUU freshmen students. The total number of participants is 32 people. 75% (24) of our research participants are females, aged 17 – 46.9% (15). Survey is dominated among students from School of Liberal Arts – 53% (17). The most of the respondents are students of Translation Studies program – 37.5% (12) (See Table 1). Thus, the survey's average participant is a female from School of Liberal Arts, studying Translation Studies, aged 17.

Table 1.

Background of research participants

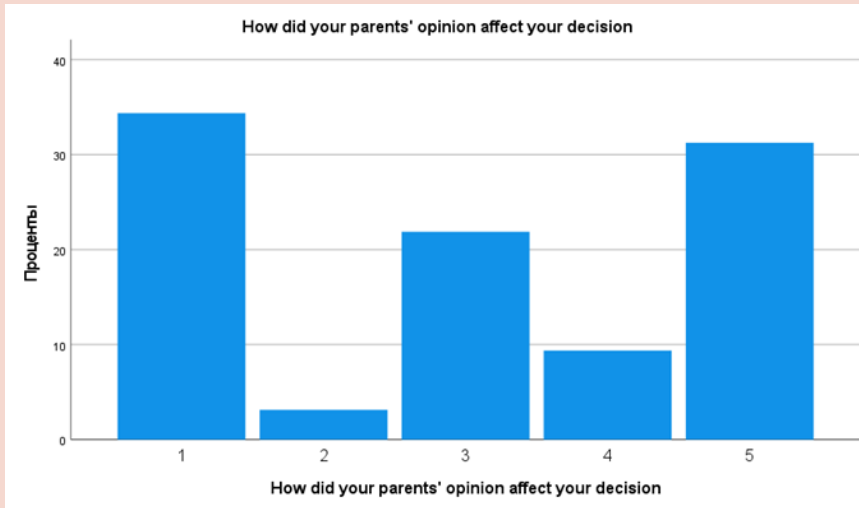
Variables	Frequencies	Percentage
Gender		
Male	8	25.0
Female	24	75.0
Total	32	100.0
Age		
17	15	46.9
18	13	40.6
19	4	12.5
Total	32	100.0
School		

School of Liberal Arts	17	53.1
School of Economics	7	21.9
School of Law	8	25.0
Total	32	100.0
Major		
Business Phycology	1	3.1
Economics	1	3.1
Finance	2	6.3
International Law	2	6.3
International Relations	3	9.4
Law	6	18.8
Applied Linguistics	5	15.6
Translation Study	12	37.5
Total	32	100.0

68.8% (22) of the research participants do not want to change their major, which is probably connected with the fact, that 84.4% (27) of students conducted a research concerning future specialty, using Internet sources – 75% (24), and according to the answers, major was chosen mostly by themselves – 87.5% (28). Thus, it is fair to say, that respondents' decision was balanced and conscious.

The rest of the survey's questions were focused on discovering the factors, which affected respondents' career decision the most. Research participants were asked to estimate from 1 to 5, to what extend some factors proposed in the survey affected their choice. Such factor, as financial condition of the family affected the least ($M=1.4$, $SD=0.9$). The friends' opinion about participants' future specialty as well did not play significant role ($M=2.1$, $SD=1.4$). Such factors as childhood dreams ($M=2.4$, $SD=1.2$), the social prejudice concerning future major ($M=2.4$, $SD=1.4$), teachers' contribution ($M=2.5$, $SD=1.6$), and the career guidance tests' results ($M=2.6$, $SD=1.2$) affected a little bit more, but also not prevailing. According to the mean, factors, which influenced a career decision the most are personal talent of students ($M=3.5$, $SD=1.3$), hobbies ($M=3.0$, $SD=1.1$) and parents' opinion ($M=3.0$, $SD=1.6$). What is interesting, to the question concerning parents' opinion responses are divided extremely: 34.4% (11) chosen "1" – didn't affected at all, whereas 31.5% (10) answered "5" – affected greatly. Thus, it is difficult to make a clear conclusion, to what extend the parents' opinion affected, as the answers are too diverse (See Figure 1).

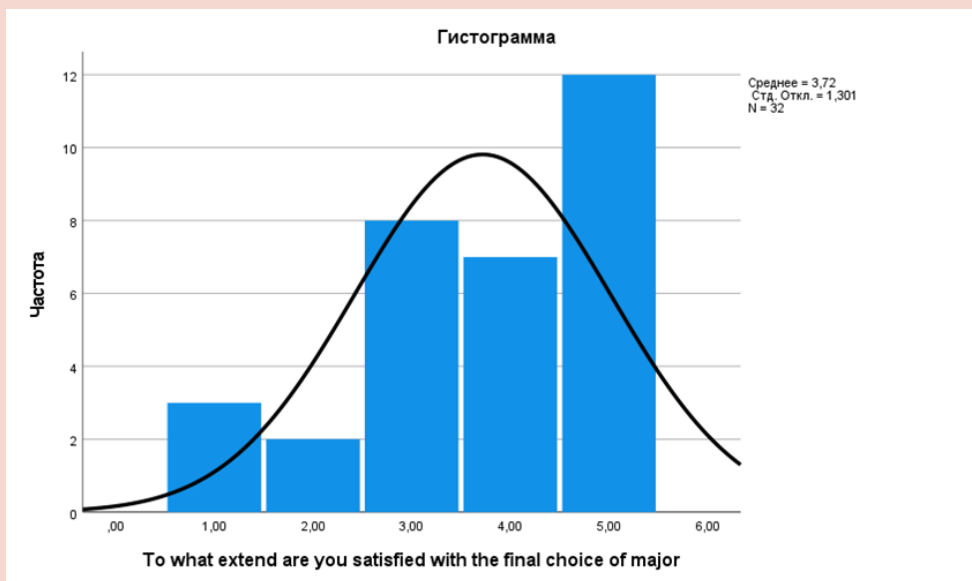
Figure 1. Impact of parents' opinion.



81.3% of the respondents reported that they did not consider their parents' specialties when choosing their majors, so such factor as parents' career definitely did not play an important role. However, the future salary did, as the majority of the respondents (68.8%) answered that considered their future salary while picking a major.

Finally, to the question, to what extend from 1 to 5 are freshmen satisfied with the final choice of major the Mean is constituted 3.7 ($SD=1.3$). This means that generally, research participants are happy with their faculty choice (See Figure 2).

Figure 2. Satisfaction with the choice of major.



Thus, the factors, which played the most significant role in the process of specialty choosing among KAZGUU freshmen students, are: talent, hobby, future salary and maybe parents' opinion. These factors played a positive role in career choice, as freshmen are greatly satisfied and generally do not want to change their major.

Bivariate analysis

Cross-tabulation test. A chi-square test and cross-tabulation test were performed to answer the quantitative subsidiary question: "Is there relationship between gender and the chosen field of study/school?". The relationship between these two variables is proven to be insignificant, $X^2(2, N=32) = 0.60, p = 0.739$, as p value is more than 0.05 (See Table 2). Thus, there is no relationship between gender and chosen school among KAZGUU University freshmen.

Table 2.

Cross Tabulation and Chi-Square for Gender VS Schools

			School of Law	School of Liberal Arts	School of Economics	Total
Gender	Male	Count	2	5	1	8
		Expected	2.0	4.3	1.8	8.0
	Female	Count	6	12	6	24
		Expected	6.0	12.8	5.3	24.0
Total		Count	8	17	7	32
		Expected	8.0	17.0	7.0	32.0

Chi-Square Test

	Value	df	Asymp.Sig. (2-sided)
Pearson Chi-square	.605 ^a	2	.739
Likelihood Ratio	.653	2	.721
Linear-by-Linear Association	.194	1	.659
N of Valid cases	32		

^a3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.75

T-test One. Next, independent samples t-tests were conducted to determine, whether there is a relationship between gender and factors that affect career choice. After conducting a series of tests comparing the relationship between each of the factors presented in the questionnaire with gender, it was possible to find a statistically significant relationship. Results show, that there is a difference between males ($M=4.37, SD=0.74$) and females ($M=3.25, SD=1.39$) in the way "talent" influences career decision, $t(30) = 2.17, p = .039$. It means that such a factor as talent influenced males more than females while choosing a profession. Furthermore, the Cohen's d is equal to 1.26, which denotes that this relationship has strong effect in the KAZGUU freshmen population. (See Table 3).

Table 3.

T-test comparing Gender on Talent

	Female		Male		t-test***
	M	SD	M	SD	
To what extent did your talent influence your career decision	3.25	1.39	4.37	.74	2.17

*** $p < 0.05$. $N = 32$

T-test Two. Continuing to investigate how certain factors in choosing a profession affected different genders, it also found a statistically significant relationship between how the family's financial situation affected the career decision for males ($M = 2.12$, $SD = 1.45$) and females ($M = 1.20$, $SD = 0.58$), $t(30) = 2.57$, $p = .01$. Thus, males were more influenced by a financial situation of a family, than females. According to Cohen's d , which is equal to 0.87, this relationship has moderate effect in the population of KAZGUU freshmen (See Table 4).

Table 4.

T-test comparing Gender on Family's financial situation.

Family's financial situation	Female		Male		t-test***
	M	SD	M	SD	
	1.20	.58	2.12	1.45	2.57

*** $p < 0.05$. $N = 32$

Concerning all the other factors, represented in the survey (parents' and friends' opinion, childhood dreams, hobbies etc.), no relationship between them and the genders were found, except of those two, reported above.

Correlation One. Then, to find the answer to one more quantitative subsidiary question: "Is there correlation between age and how certain factors influence the major decision?", the Pearson's r correlation tests were performed. The results showed that there is statistically significant correlation between age of freshmen and the extent to which a social prejudice towards future major affected their decision. Pearson's $r(32) = .384$, $p = .03$ (See Table 5). The Pearson's r coefficient indicates the perfect positive relationship, which means that the older the students are, the more their career decisions are influenced by social prejudices.

Correlation Two. Finally, continuing investigating the previous subsidiary question, it was also discovered the statistically significant correlation between the extent to which a childhood dreams affect the career choice and the age of freshmen. Pearson's $r(32) = .420$, $p = .01$ (See Table 5). According to the Pearson's r coefficient, which demonstrates the perfect positive relationship, the older students are, the more impact childhood dreams have on career decision.

Table 5.

Correlation Coefficient Values Pearson r) between the Variables.

Variables	1	2	3
1. Age	1		
2. Social prejudice	.384**	1	
3. Childhood dreams	.420**		1

** $p < .05$

For all the other factors presented in the questionnaire, no correlations were found except of those two presented above.

Conclusion on quantitative findings

Descriptive analysis was conducted to find the answer to the following research questions:

- What factors affect the final decision of specialty choosing of KAZGUU's freshmen students?
- To what extent the KAZGUU's freshmen students are satisfied with the choice of their specialty?

Bivariate analysis, in turn, was performed to answer all the others research's quantitative sub-questions:

- Is there relationship between gender and the chosen field of study (school) among KAZGUU's freshmen?
- Is there relationship between gender and how certain factors affect the career choice?
- Is there correlation between age and how certain factors influence the major decision?

Descriptive analysis shows, that the factors, that influenced the final career decision the most are: talent, hobby, future salary and probably parents' opinion. The level of freshmen's satisfaction with the chosen major is quite high, which denotes the positive effect of the factors above. After conducting the number of tests, four interesting correlations were found. Results showed that males were significantly influenced by such factors as talent and financial condition of a family while choosing the major. It was also found, the older freshmen are, the more childhood dreams and social prejudices concerning future specialty have impact on their career choice. Surprisingly, but no significant relationship was found between gender and the preferred field of study in the sample. Now, in order to answer the remaining questions of this study, a qualitative analysis will be done, during which different interviews will be conducted with representatives of each KAZGUU University school.

Qualitative findings

The qualitative part of this research focuses to answer the qualitative research's sub-question: "How could KAZGUU's freshmen students describe their experience of choosing specialty?" Interviewing 5 students from different schools and transcribing the process in the coding table, it was possible to identify 138 axial codes, summarized from the open codes. Analyzing the resulting axial codes, 4 main topics revealed, founded in all the five interviews. They are: rational thinking, outer impact, personal reasoning and time period. One more topic named "choice" is observed, which doesn't answer the question, however it gives the background of the research's interviewees' choice. Axial codes included in this topic reveal the shape of students' decisions: simple choice, quick decision, contrary choice and so on. Thus, it can be noted that the nature of the decisions made by the interviewees is rather ambiguous, and ranges from more complicated and contradictory to simple and quick. All other topics are quite narrow and clearly answer the question.

Outer Impact. Each of the respondents in one way or another raised in their answers the topic of the influence of some external factors on the process of choosing their specialty. Among these outer factors, first of all, are parents' opinion. Participant 2 shared:

I choose KAZGUU and I enrolled to this specialty because I really wanted to study at this university, but I wanted to choose another major. My parents did not allow me to choose another field of study.

On the other hand, the same participant revealed the necessity of such outer effect, since at such young age teenagers may make mistake and adult people should guide them:

I think, it is necessary to consider what you like to do, but it is extremely challenging to choose, when you 15-16 years old. At this age, you want to do everything and nothing at the same time and you can make a very bad choice. Therefore, you need to listen to yourself and ask your parents for advice.

Other participants, supporting the idea of the effect of outer factors, told about their school experience impact, particularly teachers' influence. Participant 4 claimed: "So I think that maybe my, my teacher, was reason, was one of the reasons why I've chosen my profession."

The 5th participant, supporting the previous statement, shared: "In school I saw many injustices, in childhood, it made me create the decision to be a lawyer."

Therefore, based on the responses of participants, there is influence on the choice of profession of external factors. Immature minds of teenagers are influenced from outside and encourage them to make decisions in a certain favor, as the experience of participants shows.

Personal reasoning. Despite the great outer impact, there is a certain theme of participants' personal reasoning. When talking about the experience of choosing a specialty, each participant referred to their life episodes, personal interests and dreams, prioritizing them. For instance, 3rd Participant shared, that in choosing a major, he followed a dream: “But applied linguistics is like a tool for me to, to make my dream a reality.”

Participant 1, also supporting this topic, added:

I would advise people choosing their future specialty to remember what they liked to do in childhood, what they were drawn to and what it was interesting for them to study at school.

Participant 4, summarized both statements and shared one of the personal interests, that greatly contributed to his choice:

Oh, maybe, because I want to be aware of the changes in the world of economics. And I like communicate with I love to communicate with foreigners with such shares such people.

Thus, the personal reasons in choosing a specialty definitely took place in students' experience. Participants paid close attention to what they like now or liked to do in childhood, what their dreams and personal interests are, which altogether played a great role in the choosing process, according to the answers.

Time period. Analyzing the axial codes regarding the time frame of participants' experience of choosing a profession, a certain pattern is observed. All participants' first thoughts about the choice observed in their early adolescence and since childhood, but they were not serious ones, according to the students' experience.

Participant 3 shared:

I wasn't thinking serious, but I, I wanted to be a vet like veter (fails to pronounce) a vet doctor, like, work with animals when it was six, maybe? Um, then I started thinking seriously when I was 13. Or well, even. I didn't clearly remember but you know when I became a teenager? And that's it. I was 13.

Participant 1, as well supported previous idea, sharing, that the first thoughts came in the young ages – in childhood, but also noted, that the clear realization of what they will definitely choose came in more mature age:

Well, since I was a kid, I loved to explore new things, watch detective stories and defend those who couldn't stand up for themselves. I loved helping my friends and giving them various advice. It turns out, as a teenager, at the age of 15-16, I realized that I wanted to become a lawyer and entered a law college.

Other participants shared similar opinion and stated that serious choices and realizations occurred at the age of 15-17.

Therefore, it is possible to conclude that the axial codes included in the thematic of the “time period” reveal a certain experience of the first unserious thoughts and assumptions about who the students wanted to become. However, the students realized from their own experience that one should not blindly rely on the first childish thoughts and more rationally and consciously approached the choice at the age of 15 to 17. Thus, as students grow up, thoughts about the profession become more balanced and serious, as the experience of students shows.

Rational thinking. After examining participants' answers and axial codes regarding their major analyzing process, certain observation was made. All participants had made their choice relying on their abilities and skills. Also, they inspected their future major to understand what it can give them in the future. Participant 3 stated:

You know, translation study, for example, is more specific, it's more certain, like, you will translate from this language to this language and applied linguistics, it's um, it has more options for me to choose what I will do like I can do translation, but I can I can work with languages in general.

Participants 1 also vouched for this idea, adding his own experience:

Well, in general, I seriously thought about choosing a specialty, since it depended on what I would do for 4-3 years. After weighing all the pros and cons, I chose the jurisprudence, although there were other options.

Also, there was a discovery that is related to participants' background: interviewees that are school graduates have an idea of changing their specialty if it doesn't fit them while college graduates are more stable. Participant 4 supported school graduate idea: "If I choose, if I chose the wrong decision, I would have the ability to change to change my future profession."

Participant 3 also was on board with that thinking and also added that abilities that a person gets from wrong decided specialty might still be useful: "Even if I will not work as the linguist. Everything that that I studied in KazGUU, you in this faculty is useful for me."

Taking in account all of the above, it can be stated that participants use mature approach to their final decision and try to evaluate every opportunity that they have with their future major. Also, there is a significant difference between schools graduate and collage graduate thinking processes. School graduates see their choice as a changeable one and describe it as an experience to a better one if current pick doesn't sir right with them. Meanwhile, college graduates are more confident in their choice and don't mention possibilities of changing their majors.

Conclusion on Qualitative findings

Having conducted the qualitative part of the research, it is possible to answer the qualitative sub-question: "How could KAZGUU's freshmen students describe their experience of choosing specialty?" Analyzing the participants' answers, their experience is directly related with the outer impact. Parents, school teachers and probably some other outer factors greatly contributed to their choice of the major, affecting the immature teenagers' mind and prompting them to choose a particular field of study. However, the personal reasoning anyway took its place in the participants' decision-making experience. Students pay close attention to their childhood interests, dreams and desires, putting them at the first place when making preliminary decisions. According to the answers it was also revealed, that the first thoughts about the future career came at very young age and were not considered seriously; however, as they matured, the choices they made often changed dramatically. Students' experience also demonstrates the existence of rational thinking when making the final choice. Investigations show, that freshmen students approached the final choice of specialty quite responsibly and from a more mature point of view, adequately analyzing their abilities, skills and opportunities. Summing up all the above, the experience of choosing a profession among first-year students of our university was quite interesting, balanced and based on external factors, background, personal preferences and analyzed by them through the prism of real abilities and skills.

General conclusion

To sum up everything that has been stated so far, this research shows that talent, hobby, future salary and parents' opinion affect students' in their major choosing process the most. It was also found that parental opinion has a huge influence on their kids' opinion, but their personal thinking is of great importance too. Furthermore, it was found that males are more affected by financial situation in a family and personal talents. While touching the topic of gender, this factor does not have any effect on future major choosing process among KAZGGUU University freshmen. Such factor as social prejudice and childhood dream are more likely to influence students' opinion as they get older. The older students get the more they start to think adequately about their major, weighing their abilities and skills. Research can be called successful in its nature, since all the aims were achieved and answers to the main and subsidiary questions were answered.

Results of this research might have practical implementation and be useful for undergraduates of high school to analyze their decision and weight all the factor before making their final decision. In addition, the results might be important for teachers and parents, since they can show them what a crucial role their opinion and modeling play in children's' future.

References

- Bright, J. E., Pryor, R. G., & Harpham, L. (2005). The role of chance events in career decision making. *Journal of Vocational Behavior*, 66(3), 561-576.
- Grissmer, R. H. (2003). Beyond helping with homework: Parents and children doing mathematics at home. *Teaching Children Mathematics*, 14, 120-131.
- Herbart. (2005). Factors influencing students career decisions. *Journal of Research and Reflections in Education*.
- James, R. (2000). How school-leavers chose a preferred university course and possible effects on the quality of the school-university transition. *Journal of Institutional Research*, 9(1), 78-88.
- Jones, W. A., & Larke, A. (2005). Enhancing the quality of life for Hispanic individuals through career preparation. *Journal of Hispanic Higher Education*, 4(1), 5-18.
- Kazi, A. S., & Akhlaq, A. (2017). Factors Affecting Students' Career Choice. *Journal of Research & Reflections in Education (JRRE)*, 11(2).
- Leong, F. T., & Gim-Chung, R. H. (1995). Career assessment and intervention with Asian Americans. *Career development and vocational behaviour of racial and ethnic minorities*, 193-226.
- Muthukrishna, N., & Sokoya, G. O. (2008). Gender differences in pretend play amongst school children in Durban, KwaZulu-Natal, South Africa. *Gender and Behaviour*, 6(1), 1577-1590.
- Ogunlade, J. O. (1973). Family environment and educational attainment of some school children in Western Nigeria. *West African Journal of Education*, 17 (3), 429-432.
- Ozen. (2011). Factors Influencing Students' Career Choices: Business Students. *Journal of Southeast Asian Research*.
- Sax, L. J. (1994). Retaining tomorrow's scientists: Exploring the factors that keep male and female college students interested in science careers. *Journal of Women and Minorities in Science and Engineering*, 1(1).
- Suutari, V. (2003). Global managers: Career orientation, Career tracks, lifestyle implications and career commitment. *Journal of Managerial Psychology*, 18 (3), 187-207.