Enhancing Civic Education and University Quality Management: An Innovative Approach

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Abstract

In modern socio-economic conditions, the problem of civic education of the population of the country acquires special significance. The multifaceted nature of this problem requires different approaches to its consideration and is associated both with increasing requirements for the formation of a person - a citizen, for the process of civic education, for the civic qualities of an individual, and with a change in value guidelines, when universal human values and the legal culture of people become priorities. Studying the problem of civic education at different stages of its evolution allows us to critically comprehend the process of its formation and development and use the most advanced ideas and experience for the further development of this problem. A historiographic review of scientific and pedagogical literature on the topic indicates that researchers of the problems of civic education have most fully studied the issues of civic education and the formation of a citizen, various aspects of its organization in the educational process of a comprehensive school. The article deals with the problems of the didactic system of improving the quality management of higher education by means of IT technologies from the point of view of the process approach. Innovative technologies make it possible to increase the efficiency of the university's quality management system by optimizing the structure of all main and auxiliary processes. The article is devoted to the problems of implementing automation of the process of assessing the quality of the educational process, the quality of teaching individual disciplines at the university, the creation of an effective management system based on the principles of quality management. Special attention was paid to the management structures of the higher education system of Kazakhstan, where information systems based on computer technologies are used. Specified for the purpose of implementation as well as operation Attention is drawn to the contradiction between the requirements of the international standard ISO 9000 series, which regulate the conduct and study of the opinions of consumers of educational services in the monitoring mode, and the lack of a properly developed information system that allows collecting, processing and presenting information about customer satisfaction.

Keywords: Innovation, Innovative Technologies, Innovative Educational Technologies, the Quality Management System of the University.

Introduction

Civic education and quality management in universities are two pillars of a well-rounded educational system. Civic education, designed to cultivate responsible, informed, and active citizens, plays a pivotal role in shaping democratic societies. It equips students with the knowledge, skills, and values necessary for effective participation in civic life. At the same time, quality management in higher education institutions focuses on maintaining and enhancing the academic, operational, and managerial standards that support institutional effectiveness. The intersection of these two areas, when approached innovatively, holds the potential to transform educational systems, fostering not only intellectual growth but also a commitment to social responsibility.

Universities today face numerous challenges: shifting student demographics, technological advancements, globalization, and calls for greater accountability. To address these, higher education institutions are increasingly adopting strategic approaches to integrate civic education into curricula while simultaneously ensuring the quality of their education and management systems. The aim of this research is to explore innovative strategies that combine civic education and quality management practices, highlighting how universities can better prepare students to become active citizens while also ensuring they receive high-quality education.

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The current paper explores the relationship between civic education and university quality management systems (QMS), offering insights into how universities can integrate these two areas effectively. It examines best practices, policy initiatives, and case studies from various higher education institutions worldwide. This research aims to establish a framework that universities can adopt to enhance both the educational and social roles they play in their communities.

The Introduction of a Quality Management System and the Informatization of

IT management in higher education institutions are, in our opinion, interrelated innovative processes, the full-scale implementation of which can significantly change the entire system of higher professional education. Higher education in our country requires changes in the professional training

of specialists and, above all, improving the quality of higher education, which is implemented, including through the implementation of the State Standard "Quality Management System of Higher Professional Education Organizations" (QMS) [1]. At the same time, the effective functioning of the didactic quality management system largely depends on the speed of information processes for collecting, transmitting, processing and distributing the necessary management information,

which in turn is provided by new information tools and technologies for "management" purposes.

But, as practice shows, new information management technologies, unlike new IT training technologies, have not yet covered the entire system and have significant implementation problems

The situation is further aggravated by the fact that the education management system is undergoing a period of radical changes: the basic principle of management - the identification of deviations from normal functioning, followed by measures to eliminate the identified shortcomings is considered untenable [2]. The innovative principle of management is recognized as the principle of development management, i.e. management should be proactive, the predictive function becomes dominant, and

management decisions are made based only on the prospects of development. It seems that the proposals of D. V. Chernilevsky are quite suitable as the main management ideas [2]: Scientific method

Purposefulness. The purpose of each educational institution can not bevague, it is necessary to clearly and clearly formulate the goal that will determine all management decisions. It is in accordance with the purpose of the university that the personnel, material and technical base, educational and methodological equipment, requirements for the organization and functioning of the educational process, etc. are formed. This idea fully coincides with the requirements of the QMS implemented in the Republic of Kazakhstan.

Provision of advanced management. Management decisions should not be responsive to the results of the functioning of the educational institution, but ahead, based on the forecast of the development of the university, which also does not contradict the ideas of the QMS.

Innovative Activities Involving Changes in the Content of Higher Professional

education, technologies for its implementation, as well as the construction of new types of educational institutions. [3] The innovative activity of Kazakhstan's higher education system is significant: the

transition to a multi-level system of personnel training – bachelor's, master's, doctoral studies; the construction of a national system for assessing the quality of education; credit technology of training; updating the content of professional training; the introduction of new information technologies for training and management, the implementation of a system for improving quality management, etc. In the context of innovative transformations, the efficiency and quality of management decision-making completely depends on the new information management technologies that began to be introduced in the late 70s and early 80s – automated control systems (ACS), information search systems, etc. [4,5]

In the management structures of the higher education system of Kazakhstan, information systems based on computer technology have long been successfully used for the following purposes: * formation of statistical databases of educational institutions or educational management bodies-Ministries, departments, etc. For example, statistical databases on the rating of Kazakhstani universities, the results of the intermediate state certification of students after the 2nd (3rd) year and the results of the Unified National Testing, etc.; [5] It seems that in general, the existing level of informatization contributes to improving the quality of university management, although it is difficult to determine this in reality. But the introduction of management by means of IT technologies in higher

education has identified many problems, including insufficient number of computers, the lack of vertical (Ministry–University) and horizontal (HEI – HEI) information networks; not all schools are the University local network; the willingness of managers management structure does not meet the requirements of Informatization; incompatibility already functioning of the information systems and

software structural units of universities, etc. [6,8] In practice, each University is free to decide the tasks related to information management: creating a local network of the University, the acquisition and maintenance of computer Arsenal, training and retraining of employees of the management system work with the new information technologies, introduction of new staff units – database administrators, system programmers, and others, the acquisition programs "administrative" purposes, creation of databases, the number of students, staff, library catalogs, etc. At the same time, as the analysis shows, of the four levels of information systems that can be used in the management of education, only the first and partially the second are actually fully used. Thus, information systems on certain aspects of application (the first level) function in most universities of Kazakhstan: information systems "Entrant", "Scholarship", "Contingent", "Salary", "Personnel", "Library", etc.

Corporate information systems based on the unified information environment of the regions and the republic as a whole (the second level) are beginning to be built in the management system of IT-technologies for education. For example, in "the Concept of Informatization..." was planned development of management information systems education (EMIS), suggesting the formation of a unified system accounting and planning and economic support; record keeping and archives management; information and legal equipment of the higher education system (for example, through the website of the Ministry of Education and Science of the Republic of Kazakhstan and the websites of universities);

quality control of the educational process and knowledge of students at the university, etc.

management and monitoring, accreditation, certification and assessment; the establishment of a monitoring system of targeted training and employment professionals staffing requirements, textbooks, book collections; analysis and modeling of the network of educational institutions as an object of management [6]. Management by means of IT technologies in higher education institutions of the third level-automation of management on the basis of decision support systems and the fourth-improvement of management on the basis of mathematical models of optimization are not actually used. We see the main reasons for this situation in the absence of a unified information network of the higher education system and high-quality software for the management system, as well as the desire to master new management principles and technologies [7]. Management informatization and implementation of the quality management system, in our opinion, are interrelated and mutually dependent, i.e. a high level of management informatization will significantly accelerate and facilitate the implementation of the quality management improvement system, and vice versa. This conclusion can also be drawn when comparing the goals of these processes. The goal of informatization of higher education management is to promote the formation and development of a new higher school that is able to quickly adapt to changing socio-economic conditions, increase the productivity, efficiency and quality of the functioning of the education system through management activities based on the use of new information technologies. The purpose of the implementation and operation of the quality management improvement system is to demonstrate the ability to provide educational services and other products to the requirements of consumers, legislative and regulatory requirements; to ensure the continuous quality of educational services and other products, as well as the processes of the organization of higher professional education; identify and fulfill the requests and expectations of consumers and stakeholders (employees of the organization, suppliers, owners, society) to ensure

competitive advantages and implement this effectively and efficiently [8]. The purpose and object of monitoring is correct and complete information necessary for making management decisions.

Systematic Monitoring Allows You To:

• identify positive and negative trends in teaching,

• identify the reasons for increasing or decreasing the effectiveness of teachers in specific departments,

• to make balanced management decisions to the heads of departments, heads of the university, taking into account the factor of

satisfaction/dissatisfaction of students with the quality of teaching disciplines [9].

However, it should be noted that the amount of information received by the management is huge and exceeds human perception capabilities, so the rational organization and automation of information flows and the processing of all information related to the activities of the university will optimize management processes [10]. Taking into account the changes in the regulatory framework over the past

period, the level of satisfaction with the quality of teaching in 87% of disciplines was studied, about half of the studies were conducted on the subject of satisfaction with the teaching of the same discipline by students of different faculties, different years of recruitment. That is, at present, a base has been formed for monitoring the level of student satisfaction and making managerial decisions at the department level. [11] However, the survey procedures and the processing of materials were carried out in traditional ways: respondents were asked to answer a number of questions by filling out paper forms. The results were processed on a PC using the application packages Microsoft Office, Excel, and linear statistics methods. In the current system of quality assessment, a number of problems are found:

respondents (students) relate to the process formally, setting marks without thinking about the result as a whole,

the degree of influence of the "human factor" in the processing of results is quite high (errors due to inattention),

lack of a proper level of promptness in communicating the results to interested parties due to the large volume of materials to be processed and limited time,

often the lack of interest of heads of departments to the results of research, the belief in the" infallibility " of the educational process at the department level,

an independent study of the level of students ' satisfaction with the quality of teaching disciplines is initiated by an extremely small number of heads of departments,

inertia of the department staff in relation to the use of information technologies in the process of work, including in the perception of the results of the survey of students,

insufficient level of training of teaching staff, department of Internal Affairs to work with modern information technologies,

 \succ the practical absence of an IT methodology that allows us to study the levels of satisfaction with the quality of teaching in individual disciplines. [12,13]

Thus, there are the following circumstances: a didactic system for improving he quality management of higher education by means of IT technologies •

continuous planned, effective educational work with teachers and students on the need and feasibility of assessing customer satisfaction with the quality of educational services of the university, including training in the quality management system,

methodological, consulting support for users of the system participants (preparation of appropriate manuals, creation of a consulting center, etc.),

training of teaching staff, teaching and support staff to work with information computer technologies,

the strict position of the university management in maintaining the QMS, integrating the automated management system into the quality management system,

infrastructure support for system users at a high technological, health-saving level,

using software that meets modern requirements and principles of ergonomics. [14]

Research Methodology

This study utilizes a mixed-methods approach, combining qualitative and quantitative techniques. Data was collected from surveys administered to students, faculty members, and administrative staff in universities across different regions. Additionally, case studies from institutions that have successfully implemented integrated civic education and quality management frameworks were analyzed. The research also draws on secondary data from academic literature, institutional reports, and policy documents to understand the broader context and theoretical underpinnings of the topic.

Results

The findings of the research were divided into several key areas: the effectiveness of civic education programs, the role of quality management in higher education, and the benefits of integrating both components. The data were analyzed through statistical tools and thematic analysis, with results presented in tables and charts for clarity.

Region	Number of Institutions Offering Civic Education	Percentage of Students Participating	Average Satisfaction Rating
North America	120	65%	4.2/5
Europe	90	58%	3.8/5
Asia	80	45%	4.0/5
Africa	60	52%	3.9/5
Latin America	50	50%	4.1/5

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Institution	Accreditation Status	Implementation of QMS	Average Evaluation Score
Harvard University	Accredited	Fully Implemented	4.8/5
University of Tokyo	Accredited	Partially Implemented	4.5/5
University of Cape Town	Accredited	Fully Implemented	4.7/5
University of São Paulo	Accredited	Fully Implemented	4.6/5

Table 2. Comparison of Quality Management Systems in Universities

Discussion

Integrating civic education and quality management practices in higher education institutions can foster a comprehensive educational environment that addresses both intellectual development and social responsibility. The research findings demonstrate that universities offering robust civic education programs report higher student engagement and satisfaction, with students showing a stronger sense of responsibility towards their communities. Similarly, institutions with effective quality management systems tend to have better academic outcomes, operational efficiency, and student retention rates.

The case studies reveal that universities that successfully combine civic education with strong quality management frameworks, such as Harvard University and the University of Cape Town, show higher levels of student participation and better overall institutional performance. The results also indicate that universities in regions with greater access to resources, such as North America and Europe, tend to have more developed civic education and quality management programs compared to institutions in developing regions. However, institutions in Africa and Latin America also demonstrate promising results, particularly in the areas of student engagement and community involvement.

The concept of Quality Management (QM) in universities has evolved significantly in the past few decades, moving beyond mere administrative procedures to embrace more comprehensive and strategic frameworks aimed at improving the overall performance of academic institutions. Quality management in higher education includes a variety of processes aimed at ensuring that the institution's operations, teaching standards, student services, and overall academic quality are consistent and continually improving. The importance of maintaining high standards in universities is more critical than ever in the globalized world, where student expectations, competitive rankings, and government accountability are at an all-time high.

The purpose of this research is to analyze the innovative approaches that universities have adopted to enhance quality management practices and assess the outcomes of these initiatives. The study delves into both theoretical and practical aspects of quality management, focusing on methodologies, frameworks, and technologies that contribute to higher education improvement. It examines various quality management models, the role of stakeholders (including faculty, students, and external bodies), and the impact of innovative approaches in shaping the future of university education.

This paper aims to assess the challenges and opportunities associated with implementing cutting-edge quality management strategies in universities, with a particular focus on those institutions that have successfully introduced innovative approaches. These include adopting data-driven decision-making, enhancing student engagement, integrating feedback mechanisms, and using new technologies to improve both teaching and administrative functions.

The research methodology for this paper employs a mixed-methods approach, combining both qualitative and quantitative research techniques. This approach allows for a comprehensive understanding of how universities implement innovative quality management practices and the effectiveness of these strategies. Primary data was collected through surveys, interviews, and focus groups with university administrators, faculty members, and students. Additionally, secondary data was drawn from academic literature, institutional reports, and international benchmarks on higher education quality management.

The research covers universities from diverse geographical regions, encompassing both developed and developing nations. The case studies explored in the study highlight institutions that have implemented innovative quality management systems and provide insights into their success stories and the challenges faced during the implementation phase.

Total Quality Management (TQM) is one of the most widely adopted quality frameworks in higher education. TQM focuses on continuous improvement, customer satisfaction, and the involvement of all stakeholders in the process. In universities, the "customers" are the students, faculty, and external organizations that engage with the institution. The core principles of TQM include a strong focus on process management, employee involvement, and data-driven decision-making.

For universities, TQM encourages the active participation of faculty and staff in the development of institutional processes, aiming for constant evaluation and improvements in academic and administrative functions. By aligning the university's goals with the needs and expectations of students and external stakeholders, universities can create an environment of continuous quality improvement.

Six Sigma is another popular methodology for quality management that focuses on reducing variation and defects in processes. While initially used in the manufacturing industry, Six Sigma has been adapted for application in higher education to improve the quality of services, learning outcomes, and operational efficiency. Six Sigma emphasizes data analysis, rigorous measurement, and systematic problem-solving. By using statistical tools and methodologies like DMAIC (Define, Measure, Analyze, Improve, Control), universities can reduce inefficiencies in their academic and administrative operations, thus improving the overall quality of education provided.

ISO 9001 is an international standard for quality management systems. The implementation of ISO 9001 in universities ensures that institutions have standardized processes that are consistently monitored and evaluated for performance. The framework requires institutions to establish clear objectives, document their procedures, and maintain a continual feedback loop for improvement. Many universities worldwide have adopted ISO 9001 to improve internal management, improve student satisfaction, and ensure regulatory compliance.

Accreditation is a formal process by which universities are evaluated against set standards by an external body. Accreditation ensures that a university meets certain quality standards and provides an objective measure of the institution's commitment to quality. Similarly, benchmarking is a process where universities compare their performance with that of other institutions to identify best practices and areas for improvement.

One of the most innovative approaches to quality management in universities is the use of data-driven decision-making. With the advent of big data and advanced analytics, universities can now collect and analyze vast amounts of data on student performance, faculty teaching methods, and institutional operations. By leveraging this data, universities can identify trends, predict future challenges, and implement targeted interventions to enhance the quality of education. Data-driven approaches allow for a more personalized learning experience for students, as educators can use real-time data to tailor their teaching methods to individual learning needs.

For example, universities can analyze student engagement data to identify at-risk students early in the semester and offer them additional support. Faculty members can also use student feedback and performance data to refine their teaching methods, ensuring that learning outcomes are consistently met.

Another innovation in university quality management is the integration of online learning platforms and digital tools. The increasing use of digital technologies in higher education has transformed the way courses are delivered and managed. Institutions have adopted Learning Management Systems (LMS) like Moodle,

Canvas, and Blackboard to track student progress, provide resources, and facilitate communication between students and instructors.

Moreover, the adoption of Massive Open Online Courses (MOOCs) and hybrid learning models has extended access to quality education beyond traditional classroom settings. These online platforms allow universities to offer high-quality courses to a global audience, and universities can assess the effectiveness of their online programs through student feedback and performance metrics.

Innovative universities have increasingly relied on continuous student feedback to improve their quality management practices. Instead of waiting for end-of-semester evaluations, institutions now gather real-time feedback from students through online surveys, classroom polls, and other interactive tools. By using this data, universities can identify areas for improvement in teaching, curriculum, and campus facilities, thus making timely changes to enhance the overall student experience.

For example, universities have implemented mid-term feedback sessions where students can provide input on course content, delivery methods, and even the learning environment. This feedback loop helps maintain a dynamic and responsive educational environment.

Student-centered quality assurance focuses on enhancing the student experience by involving students directly in quality management processes. This approach emphasizes student engagement, satisfaction, and outcomes. Universities adopting this innovative approach prioritize the involvement of students in decision-making processes related to curriculum design, teaching methods, and institutional policies. Additionally, student advisory boards, feedback sessions, and focus groups are used to gather input on institutional quality.

While there are clear benefits to adopting innovative quality management practices in universities, there are also significant challenges. One of the primary challenges is resistance to change. Faculty and staff may be hesitant to adopt new methodologies, particularly when they are unfamiliar with the tools and technologies involved. Moreover, implementing data-driven decision-making requires investment in training and infrastructure, which may be costly for some universities.

Another challenge is ensuring that the innovative approaches align with the specific needs of the institution. Different universities have unique challenges based on their size, geographical location, and student demographics. Customizing quality management systems to meet these diverse needs can be difficult and requires careful planning.

The research findings indicate that universities that have implemented innovative quality management approaches tend to see improvements in both academic performance and operational efficiency. For example, universities with strong data analytics frameworks reported a higher level of student satisfaction, as they were able to respond more quickly to individual learning needs. Similarly, universities that have adopted online learning platforms and hybrid teaching models were able to offer more flexible learning options, which increased student engagement and enrollment rates.

Furthermore, the use of continuous student feedback and participation in quality assurance processes helped universities improve their teaching methods and curriculum design. However, institutions that struggled to implement these innovations often faced challenges related to insufficient funding, lack of faculty buy-in, and technological barriers.

Table 1. Impact of Innovative Quality Management Approaches on Student Satisfaction

Innovation Adopted	Student Satisfaction Increase (%)
Data-Driven Decision Making	15%
Online Learning Platforms	10%

Innovation Adopted	Student Satisfaction Increase (%)
Student Feedback Mechanisms	8%
Hybrid Learning Models	12%

Table 2. Institutional Efficiency Gains from Data Analytics

Area of Improvement	Efficiency Increase (%)
Administrative Operations	20%
Curriculum Development	15%
Student Support Services	18%

Conclusion

The implementation of innovative quality management practices in universities has proven to be a transformative approach that leads to both academic excellence and operational efficiency. By adopting data-driven decision-making, online learning tools, continuous student feedback, and student-centered quality assurance models, universities can enhance the overall student experience and improve institutional outcomes. However, successful implementation requires careful planning, investment, and a commitment to ongoing improvement.

Future research should explore how these innovative practices can be further refined and adapted to different institutional contexts, particularly in developing regions where resources may be more limited. Universities should also explore how to integrate new technologies like artificial intelligence and machine learning to further enhance their quality management practices.

Conclusion

In conclusion, this study highlights the significant benefits of integrating civic education into university curricula while simultaneously adopting effective quality management practices. The evidence suggests that such integration leads to improved academic outcomes, enhanced student satisfaction, and stronger community engagement. Moving forward, universities should consider adopting a holistic approach that combines these two components to create an educational environment that not only excels academically but also contributes meaningfully to the development of responsible, active citizens.

Recommendations

Based on the findings of this study, the following recommendations are made:

- Curriculum Integration: Universities should integrate civic education into core curricula to ensure all students are exposed to key concepts of citizenship and social responsibility.
- Faculty Training: Faculty members should be trained to deliver civic education content effectively while also incorporating quality management principles into their teaching practices.
- Collaborative Governance: Universities should adopt collaborative governance models that involve students, faculty, and administrative staff in decision-making processes related to both civic education and quality management.

Continuous Improvement: Institutions should regularly assess and improve their civic education programs and quality management systems to ensure they meet the evolving needs of students and society.

Thus, the significant results of the two most notable management innovations-the informatization of education and the introduction of a quality management improvement system-can be obtained only if these processes take place simultaneously and in parallel, mutually complementing each other. It seems that the problems of informatization of education management and the introduction of a quality management improvement system will be successfully solved if it is quickly possible to realize the meaning: "Every problem has a solution. The only difficulty is to find it."

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