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Foreign and Kazakh experience in the development of anti-terrorist consciousness of student youth

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Abstract

Relevance. Today, there is a need to form a safe educational environment, as the number of factors attracting student youth to terrorist activities has increased recently.

Purpose. The purpose of this study was to identify ways of forming anti-terrorist consciousness among students, their application in different regions of the world.

Methodology. The study employed methods of analysis and synthesis, induction and deduction, comparison, systematisation, and generalisation.

Results. The study examined the interdisciplinary integrative approach to developing students' anti-terrorism consciousness in educational settings. It conducted a multilevel analysis of the approach's resources and features, identifying how students' personal orientations in society are formed. The research addressed terrorist behavior among students, drawing evidence from various countries and presenting counter-terrorism strategies based on Asian and European higher education experiences. It compared the nature and causes of terrorist behavior among students from different countries, highlighting the causes of formation, values of modern student youth, their influence on consciousness and educational activities were distributed. This comparison helped uncover techniques to shape the meanings and values of student youth effectively.

Conclusions. It was concluded that educational institutions are actively addressing the negative impacts of modern conditions that foster student aggression. They must employ technologies of intentional influence and persuasion to shape students' values. Regulating student value orientations can enhance motivation to resist extremism and terrorism and promote an anti-terrorist stance. This study is practically significant, providing findings useful for creating textbooks and

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manuals in pedagogy and psychology, developing courses on counter-terrorism, and offering recommendations for national security agencies and future research.

Keywords: educational space; counteraction; behaviour; values; interdisciplinary approach; integration.

Introduction

The spread of terrorism is an international problem. The concept of terrorism is defined by scholars in different contexts and requires a detailed study of all its aspects. A major factor of people susceptible to terrorism is the psychological and emotional component through which their influence on the minds of the society takes place. Certain stage of terrorism focuses on the effective or ineffective performance of a country in suppressing terrorist activities. The main danger is that many organisations or groups of people are a vehicle for a particular problem. Terror is used as an effective method of influence by those people who are unable to develop themselves as successful individuals in certain industries, being unheard or unapproved by society. The involvement of young people in the issue of terrorism propaganda is crucial to address the issue.

Modern conditions have put society in a position to make choices in different areas of professional and personal life. Hence the marginalisation of today's youth, which causes uncertainty of status and social search, troublesome adaptation to difficulties. The relevant features of the psyche at a youthful age contribute to the creation of conditions for the development of an internal plan of consciousness of young people regarding radical actions and their implementation through extremism or even terrorism. There are now many factors that increase the level of young people's involvement in terrorism. In this context, the role of political, ideological, social, economic, ethnic, religious, regional, and other aspects is significant [1].

Kazakh research in psychology investigates terrorism-related issues as an unusual method of active and changing activity, which threatens the entire of humanity. A.S. Nuradinov and M.N. Abdykalikova [2] whose study investigated the means of countering terrorism and the organisation of anti-terrorist activities, concluded that a person prone to terrorism usually carries a certain idea and puts too much importance in it. Terrorist action is a means of fulfilling an idea, it allows one to transcend personal boundaries and follow the interests of like-minded people, to believe in the rightness of the deed, hence, to perceive it as moral. The researchers do not sufficiently address the understanding of terrorism prevention on the part of students, which implies the need to cover this definition.

In the practical aspect, it is vital to understand that the development of the system of components of the policy of suppression of terrorism depends on the development of general human morality, which prevails over the ideologies of certain groups of society. Thus, K.Zh. Dalmatov [3] investigated the practical activities of the prosecutor's office of Kazakhstan in countering terrorism, noting that underestimation of the role of moral ideas does not meet the main goal of the educational system, which contributes to the development of a young person as a decent person. Proceeding from the findings of the author's study, the problem of meaning orientations of young people in the context of terrorist activities is still understudied. S.I.

Kapar [4], who studied the Kazakh model of counter-terrorism and the factors of development of the conditions of the anti-terrorist struggle, is right in his assertion that the adjustment of the student's personal values contributes to the increase in the propensity to counter the spread of extremist and terrorist ideologies and the development of anti-terrorist consciousness among young people. Based on the author's conclusions, the problem of state activity in countering terrorism at the educational level is given less consideration.

According to B.A. Amanzholova et al. [5], whose investigated practical means of countering terrorism in the young generation, meaning dynamics connects such processes as meaning regulation and meaning formation. According to this concept, situational or sustainable meaning is a tool for regulating the processes of life activity of a youth representative. Meaning has the property of minimum or maximum saturation from definite to indefinite, which manifests itself in the form of values necessary for the meaning development of the individual. In this regard, N.Zh. Baitenova et al. [6], the essence of whose research was a review of radicalism in student youth, believe that the study of cultures, positions, strategies, values, features of behaviour 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. This is relevant in the conditions of the educational process characterised by manifestations of ethno-cultural, socio-cultural, confessional, and other types of tolerance. Common to the above studies is the insufficient investigation of the problem of terrorist consciousness in the context of general human security in the social space of Kazakhstan.

Thus, the purpose of the present study was to investigate the development of youth anti-terrorist consciousness as one of the critical issues in the activities of modern educational institutions, social and educational space as a whole, as well as to identify the problematic that hinders the solution of these issues.

Materials and Methods

The materials of the study included the National report "Youth of Kazakhstan – 2021" [7], National Report "Youth of Kazakhstan – 2022" [8], Resolution of the Government of the Republic of Kazakhstan No. 247 "On Approval of the Concept of State Youth Policy of the Republic of Kazakhstan for 2023-2029" [9] and Law of the Republic of Kazakhstan No. 416 "On Countering Terrorism" [10].

Theoretical research was carried out using methods of analysis and synthesis, induction and deduction, method of comparison, systematisation, and generalisation. The analytical method was used to investigate the materials of scientific studies and research of modern specialists in psychology, pedagogy, sociology. A theoretical analysis of resources covering the problem of development of terrorist propensity among youth and proposing measures to

address it was conducted, considering the conditions of communication with representatives of young people who are at the stage of formation of anti-terrorist consciousness, measures to counter terrorism in the conditions of educational space. Based on theoretical analysis, a review of the professional skills of participants in the educational process that influence the quality of formation of anti-terrorist behaviour was conducted. The analysis of psychological, sociological, and pedagogical sources made it possible to identify the reasons for the terrorist propensity of modern students.

The method of synthesis was used to review the phenomenon of terrorist activity among youth, its specific features in different countries and regions of the world. The study investigated the aspects of the essence of the definition of anti-terrorist consciousness in the conditions of educational space and its role in it and causal impact. Thanks to the synthetic method, the key goal of the present study was defined, namely the development of anti-terrorist consciousness in student youth at the stage of education, using evidence from Kazakhstan, other countries of Central Asia, Europe.

The method of induction was used to facilitate a more in-depth investigation of the factors of terrorism manifestation among representatives of the younger generation and their variability depending on the region. The mentioned method helped to form a general conclusion about the specific features of development of students with terrorist inclinations. In addition, the method of induction has been applied not only to obtain formal results of the scientific study, but also to prove the spread of terrorist activities in the context of education. The method of deduction was used to form the final features of manifestation of terrorist behaviour and formalise its development in the context of the educational environment. The study considered situational manifestations of youth terrorism in different countries.

The method of comparison was used to compare common and distinctive features of the formation of propensity to terrorism, as well as commonalities and differences in the methodology of countering terrorism among students based on educational institutions in different regions.

The method of systematisation aimed to identify the relationship between the components under study and the specific features and nature of the development of the student's anti-terrorist consciousness. The totality of psychological, pedagogical, and social objects of influence as a unified system at the stage of formation of the student's personality was considered, in which the reasons for the emergence of integrated properties of the phenomenon under study were revealed.

Generalisation of the identified characteristic became an essential stage of scientific research. This contributed to the combination of predominant features to form comparable groups of manifestations of the phenomenon of terrorism observed among student youth.

Results

In modern conditions, the problem of terrorism and extremism on the territory of Asian countries has increasingly become of interest not only to the authorities, but also to the media. Previously, youth were informed

through face-to-face interactions between individuals, whereas today, disruptive companies are fostering the active development of virtual networks on the Internet, which contributes to their growth among student youth [11]. Therefore, this increases the need for both governmental and educational structures to intervene in the prevention of terrorism and extremism among the younger generation [12].

According to Law of the Republic of Kazakhstan No. 416 "On Countering Terrorism" [10], terrorism is an ideology of violence and the practice of influencing decision-making by state bodies, local authorities or international organisations by committing or threatening to commit violent and (or) other criminal acts related to the intimidation of the population and aimed at causing damage to the individual, society, and the state. C.C. Combs [13] defines the concept of terrorism as follows:

- violence or a threat that endangers lives, causes physical or material damage, or other dangerous consequences with the purpose of intimidating people;
- pressure to make decisions favourable to the terrorist, provoke war, or complicate international relations.

The experts of the humanities do not provide a holistic definition of the phenomenon of anti-terrorist consciousness. First of all, it is vital to consider the definition of consciousness, which in philosophy is defined as what makes a human a person, it is the ability to reason, to think, the manifested personal attitude towards realities. In psychological sources, consciousness is described as a state of the organism's psyche, manifested in the subjective experience of the reality of the conditions of the surrounding world and the organism's body form, including in the context of the organism's feedback response to reality. Proceeding from the terminology of consciousness and terrorism, anti-terrorist consciousness is a system of positions on the unacceptability of terrorist activities, on terrorism as a social dangerous process, on the characterisation of means to counter the threat of terrorism, to protect society and the state from its influence. A properly developed anti-terrorist consciousness should form protective boundaries in the face of possible recruitment to join terrorist organisations, as well as in the face of manifestations of human opinions about the possibilities of solving societal problems through terrorist actions [14].

Terrorist organisations are riddled with focus on student youth as a distinct social group. The reason for this is the socio-economic aspects of an actively functioning society and the opportunities for easy interest and deception of young people. Psychological factors are of great importance, as modern students are more easily susceptible to psychological pressures on online platforms that foster terrorist attitudes and lifestyles. The reasons for the propensity of young people to terrorism are the division of society by material and financial opportunities, amount of income, quality of life, ideological differences, low level of social security, and negative media influence. Additionally, a lack of personal significance, conflict, a desire for self-affirmation, and the use of social media for illegal activities contribute to this propensity [15].

The factors in the development of terrorism in Kazakhstan are as follows [16]:

- socio-economic, concerning the level of material goods, unemployment, social inequality among young people;
- ideological – formed as a result of attempts to apply outdated ideologies to the younger generation, which leads to the formation of subcultures; these factors are concerned with manipulating the behaviour of the individual;
- migration – affect the growth of migration flows, leading to problems of settlement and adaptation in a new environment, changes in ethnic composition, and increased tension in inter-ethnic contexts.

The key factor in the increase of aggressive activity among young people is formed through fear of the future, the desire to change it and lack of understanding of how to influence it. Representatives of today's youth increasingly often talk about a lack of vision of their role in the future, disrupt existing systems to fulfil their ambitions, resulting in aggression and regular agitation. The youth who manifest extremist and terrorist consciousness do not want to stay in the shadows, offer their rules and point out their grand importance in the society. They have a difficult time accepting realities, and therefore they try to construct personal ones, exemplified by the virtual world on the Internet. Prolonged immersion in virtuality develops communication problems in young people. The psyche of adolescent students is more unstable, so it reacts sharply to external factors, which leads to aggression or even committing crimes, terror. This is the problem of terrorism and extremism, as student youth are in the fight against a certain enemy but destroy the personality and form a negative influence on other members of society. Therefore, one of the key aspects of countering terrorism is prevention against extremist consciousness. This is a pressing issue for the younger generation, community organisations and the education system [17].

The task of educational organisation is to promote the socialisation of students. There are many approaches to the analysis of the mentioned problems, which include the philosophical one. This approach considers socialisation as the interrelation of personality and society, based on the subject-transformative practice, the consequence of which is a concrete type of sociality. Socialisation of an individual is the process of their introduction to society, integration into the group of a particular social community. In socialisation, one should distinguish such stages as socio-economic – to develop social status, functional – to perform social tasks, normative – to achieve personal goals agreed with representatives of society, and interpersonal – expressed in the attitude of others.

There is some debate on the identification of the concepts of education and socialisation. Socialisation is a stage of selective awareness of the values of the society, identification of an individual, determination of the social goal in relation to activities and lifestyle. Education is a process of social influence on the personality. Student youth is characterised as a social group with special requirements to life, living, work, social statutes, and somewhat different psychological qualities. They tend to manifest infantilism in their civic position, studies, inertia in employment issues, in personal situations. The manifestation of maximalism is quite widespread, manifested in aggravated emotions, categorical, lack of

empathy and tolerance, unpreparedness to mend mistakes and search for compromises.

The consequence of these features is a tendency to aggressive behaviour, rebellion against opposing views and ideologies. In addition, the trait of maximalism is a factor in the motivation of young people to fulfil their goals. Therefore, the purpose of educational institutions is to raise students' consciousness to obtain the desired social status, to develop their responsibility both in their personal direction and in their professional activities.

The effective means in promoting the socialisation of student youth are as follows:

- application of real-life situations from the life of society in the form of cases for solution, their evaluation and comparative analysis;
- engaging in individual research work to make social observations and address sensitive issues;
- working on social projects to improve society;
- implementation of students' participation in volunteer activities, projects of public organisations, election campaigns;
- participation in discussions and conferences for direct communication between participants.

Socialisation today is negatively affected by such factors as low living standards, growing property differentiation of society, inflated standards of consumption, opposition to the existing authorities, the superiority of material over spiritual, the decline in the value of the family, the spread of mental disorders, and the negative influence of the media. The spread of the above-mentioned issues contributes to the necessity of intervention of education and socio-pedagogical system in complex counteraction to the influence of negative social factors and trends, fostering of optimism in youth by developing their social values in culture, ethics, nature.

B.A. Amanzholova et al. [5] investigated the organisation of secondary vocational education and studied the specifics of radicalisation manifestations among Central Asian students. According to the research, statistics have been analysed in the context of increasing radicalisation of students (Table 1).

Table 1. Analytical statistics on the growth of radicalisation among students

Phenomenon under study	Students surveyed, %		
	Before 2020	2021	2022 and beyond
Radical opposition to the legal system	26.2	8.3	9.5
Radicalism on the issue of public interest	23.7	20.2	17.7
Radicalism on the issue of terrorism	24.2	19.7	16.3
Radicalism in the matter of ideological and political problems	16.7	13.3	12.7

Source: compiled by the authors of this study based on B.A. Amanzholova et al. [5].

Thus, it was found that student youth highlight the features that inherently manifest in the political aspect,

with the activation of terrorist propaganda and access to relevant information resources that form radicalism in the position. Terrorist consciousness manifests itself in different aspects even in highly developed countries. Political multiculturalism prevails in the socio-political field of Great Britain, which promotes the fact that representatives of separate cultural movements can receive equal conditions for development in education, traditions, religion, labour, and spread their influence on the state policy. The specific feature of religious conditions complicates the stage of co-education of Muslim children with local children. Thus, a significant goal of Muslim organisations was to establish private educational institutions according to the requirements of the Surah and the Qur'an. In the current context, British primary education is under the control of the Department of Education and the religious aspect is under the direction of educational leaders [18].

Today, the European Union countries are quite pragmatic when it comes to suppressing terrorism. Following the 2016-2017 wave of terrorist attacks in France, Belgium, Germany, and Spain, the EU council continued to work and take action to counter terrorism and radicalisation. According to information on the attacks, the average age of those involved ranged from 21 to 25 years. This has led European countries' control methods to increase their focus on the public expression of young people online towards religious ideologies. Many foreigners were subjected to forced deportation for advocating radicalisation [19].

According to C. Kaunert and S. Léonard [20], information terrorism via social media is prevalent in Germany. For instance, Facebook is less likely to be used for recruitment purposes, as this social network has a range of tools to determine the location of users, the time of posting. However, this network is often a decentralised platform for publishing messages that can attract the attention of like-minded people and spread personal ideology. X (formerly Twitter) has a greater number of advantages for terrorist organisations because it is more difficult to track information about messages, resulting in greater communication capabilities for terrorist groups. In such publications, terrorists interact with the authorities or opposition representatives of a country. Furthermore, the said social network is often used to disseminate provocative information, which is an advantage for a potential terrorist.

A common network for terrorists is YouTube as a platform for disseminating extremist videos. J.A. Piazza [21] found that the benefits include an individual user's ability to comment, create channels, and distribute links that allow viewing content made private. The reasons for the proliferation of terrorist videos are to increase the number of like-minded people, leaders with the same goal, propaganda for terrorist attacks and the spread of ideologies [22]. G. Mukhatayeva [23] analysed the content of the WhatsApp chat platform, the participants of which were messenger users aged 18 to 26 years from different regions of the Republic of Kazakhstan. The results of the analyses are presented in Table 2.

Table 2. Social network content analysis in the context of youth radicalisation

Type of content	Research result, %/number of messages	Characteristics
Religious	73/2190	The predominant part of the discussions focuses on religious themes and ideologies
Social	19/670	Discussion of financial support to Muslims in Kazakhstan, assistance to families of prisoners (who committed extremist activities)
Radical	8/60	Negative position towards other religious movements, authorities, legislation of the Republic of Kazakhstan

Source: compiled by the authors of this study based on G. Mukhatayeva [23].

Proceeding from the data in Table 2, it confirms the radical religious ideology, whose representatives consider criminalisation of religious extremism as an injustice to the representatives of Islam. The results of the empirical part of the author's research indicate that the radical position is conditioned by a negative attitude towards secular life, the infringement of religious ideologies, and the desire to help Muslims in various aspects of life in a particular country. The results in Tables 1 and 2 indicate that today's student youth are prone to radicalism in various areas, both political and religious. This suggests the need to investigate the specific features and conditions of the emergence of radical views of the younger generation, which lead to an increase in terrorism committed by representatives of Central Asian countries, both within and outside its territory.

Central Asia demonstrates great experience in the fight against terrorism. Each country in the region has its own history of countering radicalisation and terrorist groups. In recent years, there has been a proliferation of movements of extremist and terrorist groups. In this regard, in 2022, the UN Counter-Terrorism Committee held an open briefing on Central Asian countries, which was attended by specialised representatives of the countries, mainly Uzbekistan, Turkmenistan, Kyrgyzstan, Afghanistan, as well as Counter-Terrorism Committee staff. The context of the briefing focused on the fact that terrorist attacks have recently begun to spread across the Central Asian regions. This aspect identifies the role in spreading radicalisation of various groups, increasing their scale and reaching the regional level. The geographical link between the region and an area of high terrorist activity is a key factor that has contributed to a reassessment of the development of terrorist activity relative to the current threat stage.

During the briefing, it was established that the number of supervised visits by the Committee to Central Asian countries had increased. Thus, the comprehensive visit to Uzbekistan was conducted twice and the supervised visit

to Kyrgyzstan was conducted from the standpoint of identifying the significance of counterterrorism. Turkmenistan officials say that apart from static approaches in suppressing violent extremism and terrorism, the region is implementing a plan to counter the threats of terrorism, illicit drug trafficking and extremism supported by UN Security Council resolutions. Thus, there is a growing interest of Western countries in Central Asia in strategic counter-terrorism initiatives [24].

The prevention of terrorist actions involves the preparation of comprehensive systems by the state and other authorities. These systems include social, political, informational, economic, educational, legal, and other measures. Their purpose is to detect and suppress terrorism, reduce its consequences, and determine the causes of terrorist activity. Countering terrorism among student youth requires the attention not only of the authorities and law enforcement agencies, but also of education representatives and psychologists. This has a direct link on improving psychological well-being, adjustment to society and dealing with the educational process [25].

Other, however, equally essential means of countering terrorism is quality education. In its conditions, students are motivated to learn, understand its necessity, set goals, and therefore will not look for something more “interesting” and more dangerous outside the institution. Social protection is crucial for today’s youth because their mental state is in their attempts to embrace adulthood and develop a consciousness. Courses should be organised for young people not only within the framework of social organisations or psychologists, but also under the auspices of educational institutions. Courses may focus on psychological support, legal or financial competence. In this aspect, it is significant to focus on the student’s future life after graduation, to promote youth employment.

In the context of globalisation, it is also vital to inform young people about innovations, including career opportunities, and to support them in choosing their future professional direction. This will ensure that the youth representative will not be inclined towards propaganda, terrorist actions, and extremism. Furthermore, it is important to consider the leisure time of students, especially in smaller towns and villages. In this way, organisers can be engaged for concerts, festivals, educational lectures. It is vital to introduce all counter-terrorism tools gradually, while studying the behaviour and characteristics of certain groups of youth and their psychological and social disposition [26].

Consequently, the organisation of educational space, the development and improvement of complex systems to reduce the driving influence of propaganda and available information, the development of systemic work towards creating inter-ethnic relations between representatives of student youth – all this is the primary means of not only countering terrorism, but its prevention and the formation of anti-terrorist consciousness. The implementation of this system will contribute to the regular prevention of terrorist and extremist actions in political, social, educational, and other environments.

Discussion

The obtained findings suggest that the implementation of the prevention system has advantages as the majority of student youth representatives will have an adequate interpretation of the definition of extremism and terrorism, which will result in the development of anti-terrorist consciousness.

Foreign practices show that educational organisations pay special attention to the study of religion as a tool for preventing extremism. Thus, Australia’s five-module Beyond Bali programme deserves special attention and includes the following levels of intellectual and moral development [27]:

- empathy;
- moral justification;
- awareness;
- decision-making;
- creative approach.

In the authors’ opinion, the socio-pedagogical work on the development of anti-terrorist consciousness should be aimed at developing the content and methodology of training and education, promoting the development of critical thinking and ethical behaviour. Critical thinking helps learners to master conceptual and methodological tools that will help them in their daily social multicultural life. A critical and constructive attitude allows for challenging the binary opinions exploited by radicals. The next point of socio-pedagogical preventive work with students should be aimed at the development of media literacy of student youth. The unpredictable nature of terrorist acts, the permeability of national borders, makes digital media the main and sometimes the only source of access to information about extremist ideologies. Teachers’ use of an interpretive approach in teaching and learning allows students to rethink their way of life through new constructs and critical disposition.

Almost all experts agree that terrorist radicalisation can develop at different ages but it is the student age that is most vulnerable in this context. Young people engage with destructive organisations to maintain their attitudes, feelings, reaffirm identity, and self-worth. This view is somewhat at odds with the assertion of A. Siegel et al. [28], who investigated ways of countering terrorism and intervening against radicalisation of young people, that terrorist activity is an act of a political nature and is on the verge of both collective and personal actions, traditional and specific, rational and emotional aspects. It is the greatest kind of protest, a weak unconventional tactic in war and tyranny. Notably, terrorism tends to manifest itself in various aspects, both political, social, psychological, informational, and educational. Such manifestations have a range of specific features of their own, and should be investigated both systematically and independently. Youth must be educated to better understand the reasons for the suppression of terrorism. The education initiative should focus on the development of anti-terrorism consciousness, which is understood as consciously teaching and educating students, understanding the consequences of terror, and being prepared to respond appropriately.

It is necessary to agree with N. Kar [29], who studied depression among young people, which contributes to the development of terrorist consciousness and noted that the development of anti-terrorist consciousness of the student

is a long continuous process, the main aspects of which are the study of anti-terrorist values, the formation of mandatory moral habits and needs, the development of necessary moral positions, beliefs, feelings. Proceeding from this, regular monitoring and analyses of young people's self-perception, their understanding and wishes in religious, social, psychological and other issues are critical. It is also important to note that the prevention phase of terrorist consciousness is a strategically difficult process. An effective means of studying the consequences of the involvement of society, as well as student youth in the implementation of terrorist actions is the application of mechanisms of sociology, psychology, pedagogy, contributing to the development of methods, hypotheses, and their verification.

R. Omar and A. Casero-Ripolles [30], who investigated the influence of Facebook users on the cultivation of fear and terror among young people, noted that the low percentage of youth involvement in the prevention of terrorism is a shortcoming of the prevention system and is explained by the several factors. Namely, the number of prevention activities is insufficient compared to the reports on counter-terrorism efforts at the international level and the form of these activities is ineffective and does not align with international reports. Also, the events held are inefficient, focusing on quantity over quality, and lack meaningful interactions, negatively impacting audience perception. Moreover, there is an insufficient amount of materials and a low level of staff qualification.

The above views are in agreement with the findings of this study, as it identified that a comprehensive strategy to counter terrorism among youth is a difficult concept and becomes impossible through non-compliance with one of the means of countering it. The difference between the spaces of communication and information tools based on youth and specialists towards prevention, their non-application in the conditions of the organisation of events reduces the quality of formation of anti-terrorist consciousness. The results of the study also revealed poor dissemination of prevention tools and support the need to create positive content to prevent terrorism.

B. Schuurman and S.L. Carthy [31], who investigated the development of terrorism in Europe, found that the role of socialization for students is crucial. It coordinates the modernization of educational activities for young people, develops their critical thinking and decision-making skills necessary for adapting to adult life, and helps them gain experience interacting with the modern environment. This process must be based on objective principles rather than the ideologies of those around them. The above fully coincides with the findings of the present study since the obtained results demonstrate that the conditions of modernity have presented young people with the choice in different aspects of professional and personal life. In addition, the relevant psychological features at a young age contribute to the creation of conditions for the development of an internal plan of consciousness of young people regarding radical actions and their implementation through extremism or even terrorism.

According to M.M. Sjøen [32], who analysed the strengthening connection between the education system and terrorism, the active promotion of anti-terrorist attitudes will not work if the characteristics of the

individual's mental predisposition are not considered. In this aspect, the role of earlier inhibitions and responsibilities imposed in childhood is key. What is vital here is the work of the educational system, which must convey to students the balance between opportunities and threats. It is important to convince members of the younger generation that professional and personal paths have many dangers that will have not just negative but fatal effects on life. Therefore, it is necessary to consider and foresee the dangers, to orientate oneself towards the requirements of concrete extreme situations. There are reasons to support the above statements, as it was found that the psyche of students is more unstable, and therefore it reacts sharply to external factors and threats, which leads to aggression or even committing crimes, terror. This is the problem of terrorism and extremism, as student youth are in struggle with certain conditions, which as a result destroys the personality and forms a negative influence on other members of society.

Reflecting on the possibilities of involving student youth in the prevention of terrorism, it is rational to consider the opinion proposed by E. Nussio et al. [33]. Researchers investigated the attention towards terrorists and the consequences of their actions in Europe, that gamification is a qualitative means for developing the qualities of reflective consciousness in young people. It lies in developing a positive self-image and perception of the environment, adequate self-judgement, healthy citizenship, a focus on shared social values, a desire for self-improvement. This practice will be effective if platforms are created to discuss the problems faced by modern students and which have influenced the formation of terrorism in the student space.

Thus, the experience of foreign scholars in this subject suggests that the practice of directly involving student youth in the general information suppression of terrorist and extremist consciousness requires the support of all representatives of professional, social, political, and other sectors. The mentioned techniques of counterterrorism will be effective and will contribute to the fact that students will be both objects and subjects of preventive actions and perform the functions of counteracting terrorism, will pass them into the hands of their peers, as they have much more influence than other age groups.

Conclusions

Terrorist groups are more likely to focus on youth and categorise them as a distinct social group. The reason for this is socio-economic societal factors and the potential for deception. The role of psychological aspects is key. Today's youth succumb more easily to psychological pressure online, which in every possible way favours the development of terrorist ideologies. The reason for the terrorist consciousness of young people is the division of society groups according to their material and financial possibilities, quality of life, ideological positions. Other contributing factors are varying levels of social security, rejection of media influence, lack of understanding of their own significance, the need for self-assertion, and the use of the Internet for illegal activities. At the European level, information terrorism is predominant through social media for the purpose of recruitment, increasing the number of

like-minded, shared-purpose leaders, propaganda for terrorist attacks and the spread of ideologies.

In preventive work, attention should be paid to the pedagogical training of teachers, because any discussion of ideology necessarily affects the values and beliefs of teachers themselves. Most extremists have been shown to interpret social media content themselves and the resources provided to them reflect their personal understanding of the issues with their students. That is what is attractive to the audience. Notably, educators need to be better equipped to guide students through similar practices for critique, enquiry, and reflection. Higher education should automate skills in learners and develop the ability and inclination to formulate critical and informed opinions about terrorism, extremism, religious fanaticism. The higher education system, while developing a religious identity, should not edit the religious environment, but is designed to prepare a

religiously literate and informed electorate capable of speaking out against any violence.

The prospect of further research lies in the possibility of application of the obtained results by scientific specialists in the field of pedagogy and educational psychology for the purpose of writing monographs, manuals, and advisory standards on the specific features of countering terrorism and the development of anti-terrorist consciousness in the educational environment.

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Conflict of Interest

There are none.

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Зарубіжний та казахстанський досвід розвитку антитерористичної свідомості студентської молоді

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Анотація

Актуальність. У сьогоднішній існує потреба у формуванні безпечного освітнього середовища, оскільки останнім часом зросла кількість факторів залучення студентської молоді до терористичної діяльності.

Мета. Метою даного дослідження було виявлення шляхів формування антитерористичної свідомості у студентів, їхнього застосування в різних регіонах світу.

Методологія. У дослідженні використовувалися методи аналізу та синтезу, індукції та дедукції, порівняння, систематизації та узагальнення.

Результати. У дослідженні розглянуто міждисциплінарний інтегративний підхід до формування антитерористичної свідомості учнів у навчальних закладах. Проведено багаторівневий аналіз ресурсів і особливостей підходу, виявлено, як формуються особистісні орієнтації студентів у суспільстві. Дослідження стосувалося терористичної поведінки серед студентів, збираючи докази з різних країн і представляючи стратегії боротьби з тероризмом на основі досвіду вищої освіти Азії та Європи. У ньому порівнювалися характер та причини терористичної поведінки серед студентів різних країн, висвітлювалися причини формування, розподілялись цінності сучасної студентської молоді, їхній вплив на свідомість та навчальну діяльність. Це порівняння допомогло виявити методи ефективного формування цінностей у студентської молоді.

Висновки. Зроблено висновок, що навчальні заклади активно борються з негативним впливом сучасних умов, які сприяють вихованню агресивності учнів. Вони повинні використовувати технології навмисного впливу та переконання, щоб сформувати цінності учнів. Регулювання ціннісних орієнтацій учнів може посилити мотивацію протистояти екстремізму та тероризму та сприяти антитерористичній позиції. Це дослідження має практичне значення, оскільки містить результати, корисні для створення підручників і посібників з педагогіки та психології, розробки курсів з боротьби з тероризмом, а також пропонує рекомендації для органів національної безпеки та майбутніх досліджень.

Ключові слова: освітній простір; протидія; поведінка; цінності; міждисциплінарний підхід; інтеграція.