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**ANALYSIS OF STUDENT'S SOCIAL WELFARE AND IT'S IMPACT
ON ACADEMIC PERFORMANCE**

Abstract. Features of the social status of students are the subjects of scientific interest of many researchers. Various aspects of student life, such as social activity, value system, social reading practices, professional choice, secondary employment and others, are the subjects of scientific interest of many researchers, but in spite of this - the social status of students is investigated to a lesser extent. Its objective indicators are known, and in a historical retrospect they, of course, have changed, but not drastically. The social status of students in the subjective dimension is a very mobile subject of study. The self-assessment of the social status of students reflects public opinion, shapes attitudes towards higher education in society. This actualizes the study of the subjective component of the social status of Kazakh students.

Keywords: High Education, social welfare, academic performance, engineering faculty, GPA, social status, IOS application, database.

Аңдатпа. Студенттердің әлеуметтік мәртебесінің ерекшеліктері көптеген зерттеушілердің ғылыми қызығушылығы болып табылады. Студенттік өмірдің әртүрлі аспектілері, мысалы, қоғамдық белсенділік, құндылықтар жүйесі, әлеуметтік оқу практикасы, кәсіби таңдау, екінші деңгейлі жұмыс және басқалары көптеген зерттеушілердің ғылыми қызығушылығына ие, бірақ соған қарамастан - студенттердің әлеуметтік мәртебесі зерттеледі аз дәрежеде. Оның объективті көрсеткіштері белгілі және тарихи ретроспективада олар, әрине, өзгерді, бірақ түбегейлі емес. Субъективті өлшемдегі студенттердің әлеуметтік мәртебесі өте ұтқыр оқу пәні болып табылады. Студенттердің әлеуметтік мәртебесін өзін-өзі

бағалау қоғамдық пікірді көрсетеді, қоғамдағы жоғары білімге қатынасты қалыптастырады. Бұл қазақстандық студенттердің әлеуметтік мәртебесінің субъективті компонентін зерттеуді өзекті етеді.

Түйін сөздер: жоғары білім, әлеуметтік жағдай, академиялық үлгерім, инженерлік факультет, GPA, әлеуметтік мәртебе, IOS қосымшасы, мәліметтер базасы.

Аннотация. Особенности социального статуса студентов представляют научный интерес для многих исследователей. Различные аспекты студенческой жизни, такие как общественная деятельность, система ценностей, практика социального обучения, профессиональный выбор, работа второго класса и многие другие, имеют научный интерес, но все же имеют меньший социальный статус. Его объективные показатели являются определенными и исторически ретроспективными, конечно, они изменились, но не до бесконечности. Социальный статус студентов с субъективными измерениями - очень скромный предмет. Самооценка социального статуса студентов отражает общественное мнение, опирается на высшее образование в обществе. Это делает актуальным изучение субъективной составляющей социального статуса казахстанских студентов.

Ключевые слова: высшее образование, социальные условия, академические достижения, инженерия факультет, средний балл, социальный статус, приложение IOS, база данных.

Introduction

Study in Higher Education Institutions (HEI) is getting harder every year. It is burning some problems in students' academic performance. Particularly, the new system is making confuse freshmen's mind. They at all did not know what is expecting them in their academic life in University and they did not know what factors will affect to their academic performance.

Education is no longer a one-time event, but a lifelong experience. One reason is that working time is now so long and changing rapidly that people need to continue to learn throughout their careers. Although the classical education model is not suitable for meeting these changing needs, the wider market introduces innovations that allow workers to learn in new ways [1, 2].

Expanding access to advanced professional subjects, of course, does not guarantee the success of students. In the general class, where the number of students is limited, various aspects of the interaction allow the teacher to very effectively assess the level of involvement of an individual student, and predict

the learning outcomes (for example, successful completion of the course, cancellation of the course, final assessments). A significant increase in the number of students makes it impractical even for experienced human teachers to carry out such individual assessments. In this case, an automated system can help, which accurately predicts the social status. This would be a valuable tool for making wise decisions about when to conduct educational activities during the course (and with whom) in order to increase engagement, provide motivation and enable students to achieve success [3].

Student activity records collected in different courses often have different lengths, formats, and content, so functions that are effective in one course may not be so in another. Even the carefully thought-out dimensions of the elements are usually limited. Both of these drawbacks provide input that is still too limited to take full advantage of consistent deep learning models. It is proposed to introduce a definition of social welfare, identifying problems faced by students of bachelor 1-3 courses - for predicting academic performance, as well as at the graduation course - the level of employability after graduation from the university.

In the article we will present the basic model of the questionnaire, followed by the data, as well as present the results. By questionnaire's results there will define the social life of students, what kind of habits they have and financial status of them. By spotting them I can reveal what impacts to their academic performance, looking at their current GPA.

Aim and objectives of research

The purpose of the study is to gain an in-depth understanding about students' experiences in an academic learning and identify challenges they face in this process.

- to identify factors that successfully influence on students' academic performance.
- to identify the challenges that influence on academic performance of High Education (HE) students.
- to develop IOS application, which platform contains questions about the students' life/habits.
- to help students to avoid the expecting negative affect on their academic performance.

Background of Literature Review

Addressing the problem of social adaptation of university students, as an integral part of the socialization of the individual, is quite natural, since the challenges of the modern development of society dictate the need to understand the existing practice of educational activities in higher education in terms of its

effectiveness and efficiency in the process of personal development. At present, modern society is more in need of an independent, creative, capable person, ready to be a subject of their own development, to make the right decisions and to make an independent life choice. Personality possessing such qualities as competitiveness, ability to orient in life reality with an established position and personal opinion [1]. The status of a student introduces a young person into a new system of relations, requiring systematic tension associated with self-determination, self-discipline and self-organization, which is not always the case for individuals. In this regard, the process of social adaptation is painful for the individual, being expressed in various forms of crisis, from changing a specialty, university, city to depression, apathy, etc. Accordingly, “creating conditions for successful socialization and effective self-realization of youth” is one of the goals of the state youth policy of Kazakhstan [1]. The goal involves of such tasks as ensuring an effective system of social adaptation of students, contributing to the formation of the personality of such qualities and characteristics as a subject position, social status, creative orientation and competitiveness [2, p. 2671].

1. Questionnaire and application.
2. Learning experiences of HE students.
3. Challenges of HE students
 - a. Student-professor interaction
 - b. Students performance
 - c. Social welfare.
 - d. Bad habits (smoking, bets, absences, and etc.).
4. Success factors
 - a. Mentoring students
 - b. Diversity in the delivery of courses
 - c. Creature focus groups.

The concept of social adaptation of university students, is defined by us as the active interaction of a student with the university environment and social environment, which is a necessary condition for his personal and professional development, influencing the formation of a subject position, social status “university student”. This concept explains the impact of factors of the educational environment and its subjects on the student’s personality and vice versa. The student, interacting with the university environment and social environment, adapts to the forms, methods, technologies of educational and social welfare activities, the level and quality of education. In this regard, it is quite natural to say that an active position in the process of social adaptation of

a university student is characterized by a personality-professional development, when the types of activity are changed from reproductive to creative, which contributes to the bright manifestation of the student's individuality. In this case, the change of the reproductive type of activity falls on the younger courses of study, and the creative - on the older ones. From this it follows that the social adaptation of university students is a dynamic, complex, step-by-step, multi-directional process that can affect the personality of the student, characterized by its own characteristics, specifics, steps and criteria [3]. The distinctive features of the process of social adaptation of students, we attributed their age features, features of the educational environment of the university and professional self-determination. The specificity of the process of social adaptation of university students is expressed in its many directional character, the active interaction of the student with the university environment and social environment, which is a prerequisite for the personal and professional development of the student, influencing the formation of the subject position, social status "university student". Under the subjective position of a university student, we understand the integrative characteristic of a personality, including value-semantic, motivational, activity components and significant indicators of goal-setting, identity, mobility, activity. The social status of the "university student" in our understanding is manifested in the students' compliance with the norms, traditions, requirements established by the higher educational institution and the rights and obligations fully realized. Defining the components, indicators, criteria and levels of the subjective position, the social status of the "university student", we proceed from the basic theoretical positions of the studies of B.G. Ananyev [3], V.V. Znakova [4], S.E. Kaplina [2]. From the subject position, the social status of the "university student", we identified the value-semantic, motivational and activity components, which correspond to the following indicators. So, the value-semantic component corresponds to the indicator — goal setting, motivational – identity, and activity — mobility and activity. The criteria for the formation of a subjective position, the social status of a "university student" are: presence of goals, interest, values, meaning and satisfaction in the professional direction; satisfaction with the student team, the absence of conflict situations in the social environment of the university, the nature of the relationship of students with the social environment of the university; characteristics of the organization of micro-social interaction with subjects of the educational environment, participation and involvement of students in various activities aimed at self-realization of the individual. Among the levels of formation of the subjective position, the social status of the "university student" we highlight, high, medium, low. These levels characterize the process of social

adaptation of university students as “fully adapted”, “partially adapted”, “not adapted”. The result of successful social adaptation of students is expressed in the formation of the subject position and social status “university student”. There was conducted the pedagogical experiment on the basis of the Faculty of Economics and Management, the Educational Center “Higher School of Economics, Management and Entrepreneurship”, the Student Scientific Society “Insight” of Transbaikalian State University. The study included students from 1 to 5 courses (237 respondents) of the economic direction of two profiles: “Economics” (hereinafter - EC) and “Management” (hereinafter - MN) and two specialties: “Finance and Credit” (hereinafter referred to as FC) and Crisis Management (hereinafter referred to as AU), members of the institute for the supervision of student groups, faculty members, and specialists of the Insight student society (48 people). The age of students ranged from 18 to 25 years. Among them, the first and second courses included 50 people, the third and fourth, 45 people each, the fifth 47 people. The experimental group included 120 people, and the control group - 117 people. To study the social adaptation of students of EC, MN, FC, AU in the educational practice of the Faculty of Economics and Management of ZabsU, we determined the initial level of formation of the subjective position, the social status of “university student”. The definition of levels required the use of such diagnostic procedures as questioning, observation, description, methods of comprehensive study of the individual characteristics of the individual, a survey, analysis of the results of activities. Diagnostics of the initial level of formation of the subjective position, the social status of the “university student” was carried out for each selected component (value-semantic, motivational, activity). The value-semantic component of the subject position, social status “student EC, MN, FC, AU” which is the goal setting, was determined by us according to the author’s questionnaire “Difficulties of students in the process of assimilating accepted social norms, rules, requirements, values, traditions of the university and the chosen professional directions”, and according to “Test the meaning of life orientations” D.A. Leontiev. The data obtained by the relevant methods showed that the value-semantic component of the subjective position, the social status of “student EC, MN, FC, AU” is at an average level of – 41.2% (98 people). The motivational component of the subjective position, the social status of “student EC, MN, FC, AU”, whose identity is an indicator, was checked by the author’s questionnaire “Difficulties in interacting with the social environment of the university environment”, and by the sociometrist technique for diagnosing interpersonal relations J. Moreno. We note that the motivational component of the subject position, the social status of “student EC, MN, FC, AU” is mainly defined as the average - 36.2% (86 people). The

activity component of the subjective position, the social status of “student EC, MN, FC, AU”, indicators of which were activity and mobility, was studied using the questionnaire “Difficulties of students in organizing the microsocial interaction of students with subjects of the university environment” and methods of studying the motives of educational activity in the modification of A.A. Rean, V.A. Yakunin. The results indicate that the activity component of the subjective position, the social status of “student EC, MN, FC, AU” is at the average level - 49.12% (116 people). The results of the creative task “Trajectory of Future Development” confirmed the average level of formation of the subjective position, social status. This level indicates that students of EC, MN, FC, AU in the process of social adaptation to the university environment, social environment “partially adapted” [5,6].

Discussion

Depending on the properties of a priori information, simple and complex systems can be distinguished, systems that work with homogeneous or heterogeneous information to describe the characteristics of objects. This systems also include: determining the status of a student in the Internet [5]. Such questionnaires, mainly on paper, are very popular among teachers, as they are easy to use (distributed - collected-evaluated by the manual method) [6]. The novelty of this project lies in the creating IOS application which introduce of compulsory questioning for 1-4 bachelor students. Since, the first course faces problems previously unknown to them, and solving them is a difficult task, given that studying at the university, namely, in the Faculty of Engineering is not an easy task. For example, student X, enters the 1st year at the Faculty of Engineering. But unfortunately, after a short time, it turns out that he does not have time for all subjects, and becomes the official challenger - an outsider. Later we find out that student X - by Unified National Testing (UNT) scored a very good score, that he knows several languages, but that he simply did not get enough sleep because he lives very far away. And the hostel could not afford it because of finance - it is an expensive pleasure for him. If you implement a survey for students on a mandatory basis upon admission - identify assets, problems of students, as well as social status, propose a solution, put into practice, and at the end of the school year, again take a survey to compare the result - we will have statistics on the status students, as well as a big plus for the university, as the human resource is invaluable.

Conclusion

The findings of this study show that bad habits can make affect to academic performance of the students [8]. To achieve this goal, a questionnaire is being developed for identifying student assets and identifying problems for students. Also focus group results (4 course students) show that earned GPA

for 4 years, it is results of their study, problems, bad habits, frivolities, welfares, financial states and etc.

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