

1 GENERAL AND SOCIAL PSYCHOLOGY
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ОБЩАЯ И СОЦИАЛЬНАЯ ПСИХОЛОГИЯ

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**CULTURAL IDENTITY AND PSYCHOLOGICAL WELL-BEING:
EVIDENCE FROM THE "WHO IS HE/SHE?" SERIES**

Abstract

Cultural identity is an important psychological resource that supports young people's sense of belonging, self-awareness, and psychological well-being. Children's literature offers opportunities to strengthen these qualities by introducing readers to culturally meaningful narratives and positive role models. This study investigates the educational and psychological potential of the Who Is He/She? series published by Mazmundama Publishing House. The main goal of the study is to specify how biographical stories stimulate spiritual cultural identity, psychological well-being and vocabulary development using phraseological expressions. Using content and contextual analyses of selected books from the series, a qualitative research method was used with an emphasis on narrative structure, linguistic features and value aspects. The results incite readers to absorb values such as perseverance, responsibility,

courage and respect for the national heritage as well as encourage emotional and cultural awareness. Rich literary language and phraseological units further support vocabulary development and meaningful learning. The study contributes to educational and social psychology by demonstrating that culturally grounded children's literature can promote identity formation and psychological well-being. The findings may be applied in schools, libraries, and reading programs to support cultural education, language development, and the personal growth of young readers.

Keywords: cultural identity, psychological well-being, narrative psychology, phraseological units, cultural heritage, young readers, vocabulary development.

Introduction

Globalization creates an inconsistency for education. It offers exceptional access to knowledge and intercultural exchange and at the same time pressure on local traditions due to their homogenization. Technological changes advance this dynamic, for example, social media platforms introduce young people to global trends from an early age until they get a clear idea of their cultural background. This can lead to confusion in identification or loss of roots. As a result, education must not only perceive this tension, but also actively provide students with the means to overcome it. Rather than viewing globalization and cultural preservation as mutually exclusive phenomena, schools can see them as complementary: understanding their own heritage lays a solid foundation for meaningful engagement with the world around them.

The emphasis on moral, spiritual and cultural development reflects the growing understanding that academic achievements alone are not enough to prepare young people for a fulfilling life or responsible citizenship. This holistic approach can be based on several key aspects. Young people need opportunities to understand who they are, where they come from, and the values that shape their communities.

Literature serves as a powerful tool for fostering intergenerational connection, allowing readers to engage with the accumulated knowledge, customs and insights of ancestors. Engaging with narratives help children not just elicit their literacy abilities but also uncover the cultural principles that nurture their individual development.

This research explores the educational value of literary texts through two interrelated lenses:

- ♦ Literature as a means of preserving cultural heritage.
- ♦ The contribution of literature to ethical and spiritual formation.
- ♦ Literature as a means of preserving cultural heritage.

For centuries, literature has been acknowledged as a key instrument for preserving and passing on cultural heritage. Whether through tales, life stories, myths or fictional accounts, literary works act as repositories of the past – they capture collective memory, embody the essence of national character, and convey societal norms and customs. More than simply documenting culture, literature ensures its vitality by familiarizing new generations with the foundational values that define their country's identity.

As Nurzhanova points out, the reinforcement of moral and spiritual principles is crucial for creating a united and forward-looking society. In an era marked by rapid globalization and pervasive influence of digital advancement, preserving cultural continuity presents growing challenges. This is precisely why literary texts retain their significance: they prompt readers to go beyond mere information acquisition and instead consider their personality, heritage, and role in the social structure [1, pp. 458–466].

A compelling case in point is the *Who is He/She?* series released by Mazmundama Publishing House. Featuring captivating stories about notable Kazakh figures from history and culture, the collection introduces young audiences to people whose lives are examples of courage, foresight, determination, innovation, and public opinion. Instead of focusing solely on dry historical data, these publications reframe cultural heritage as relatable, human-centered narratives. As young readers learn about triumphs and difficulties of these personalities, they will have a deeper sense of connection with their roots, grow prouder of their cultural background and gain a richer appreciation for their national legacy.

The contribution of literature to ethical and spiritual formation

Beyond its role in cultural preservation, literature significantly influences the development of moral and spiritual outlook. Narratives invite readers to ponder moral dilemmas, consider diverse

viewpoints, and build emotional understanding for others. Describing complex scenarios in real life and deep human experiences, literature helps children and adolescents form a system of personal values by fostering traits like integrity, accountability, tolerance and kindness.

Baimukhanbetov argues that moral and spiritual upbringing equips young people with the necessary ethical groundwork to address the complexities of modern society [2, pp. 192–199]. Within the Kazakh cultural framework, such education is inextricably linked with respect for elders, cherishing their homeland, feeling accountable to the community, and caring for future generations. These ideals are clearly manifested in literary works where main characters show perseverance, loyalty, generosity and dedication to the common good. Through repeated engagement with such stories, readers gradually internalize these values and begin to apply them in their own lives.

Reading also contributes to children's intellectual and linguistic development. Language is more than a communication tool; it is a carrier of cultural memory and national identity. Literary texts expose readers to rich vocabulary, expressive language, and culturally meaningful phraseological units that cannot easily be acquired through everyday communication. Learning these expressions expands vocabulary while helping readers understand the cultural meanings, historical experiences, and worldview embedded in the Kazakh language.

Against this background, the present study investigates how literary narratives, particularly the *Who is He/She?* series, can contribute simultaneously to preserving Kazakh cultural heritage, promoting moral and spiritual development, and enriching young readers' vocabulary through the acquisition of phraseological units. By integrating cultural education with language development, this approach aims to cultivate readers who are both linguistically competent and deeply connected to their national heritage.

Materials and methods

1. Literature Review Approach

This research investigates the ability of children's literature to preserve cultural heritage and at the same time stimulates young readers' cognitive, language and value-oriented development. The development of this research idea opens a rich interdisciplinary field at the intersection of literary studies, psychological well-being of young readers and child development.

Who is He/She? book series published by Mazmundama Publishing House was chosen as the main source of material because it integrates biographical narrative with cultural context. The books star prominent figures of Kazakh history, literature, science, music, sports, and public life, so that they are practicable to young readers. This consolidation makes the series appropriate for this study, which examines cultural identity and the psychological value of a national role model along with language development.

2. Search Strategy and Selection Criteria

A PRISMA-based selection procedure was used to ensure transparency and reproducibility of text selection. The process consisted of four stages: identification, selection, eligibility assessment, and final inclusion. During the identification stage, feasible publications from the *Who is He/She?* series were reviewed as the source corpus. The series was chosen because its volumes share a similar format, target audience, biographical focus, and cultural context, enabling meaningful comparisons between the texts.

During the selection process, books were evaluated according to criteria arising from research objectives. (1) priority was given to works dedicated to a recognized historical or cultural personality of the Kazakhs; (2) written in narrative format suitable for young readers; (3) containing references to Kazakh history, traditions, values or everyday cultural practices; and (4) phraseological units, figurative expressions and culturally marked vocabulary, containing rich linguistic material, in particular unique idioms. Books that did not have sufficient material for linguistic and value-oriented analysis were not given priority for detailed study.

At the eligibility stage the selection process paid attention to the diversity of the individuals represented. Instead of choosing biographies from a single professional or historical context, the study examined texts that reflected various forms of achievements and social experiences. This allowed authors to analyze how recurring values such as perseverance, courage, responsibility, dedication, and service to society are reflected in the diverse life stories.

According to this procedure, three books were selected for a thorough qualitative analysis: *Who is Dina Nurpeysova?* by Serikbol Hasan, *Who is Manshuk Mametova?* by Asylkhan Tilegen, and *Who is Zhaksylyk Ushkempirov?* by Saule Dozhan. These three figures present images of different areas of Kazakh culture: traditional music and artistic heritage, wartime courage and patriotism, and sports and personal performance. This variation supplied a useful basis for comparing how cultural identity and socially valued personal qualities are formed through biography.

The selected texts were analyzed through qualitative content and contextual analysis. The analysis abstracted three interrelated aspects: culturally significant themes and values; narrative expressions of identity, resilience, responsibility, and belonging; and linguistic features, especially phraseological units and set phrases. Phraseological elements were recognized in their narrative format and related according to their semantic and cultural functions, containing family and cultural traditions, purposefulness and personal qualities, historical memory, emotional states, achievements, and expressive narrative language.

Thus, this selection strategy did not aim to create a statistically representative sample of all Kazakh children's literature. It aimed to produce a purposeful and methodologically open corpus that would allow for in-depth exploration of the relationship between literary narrative, cultural identity, psychological meaning, and language development. The prism-based procedure minimizes the impression that three books are arbitrarily selected and provides a clear rationale for their inclusion in the study.

3. Research rationale

Although previous studies have examined national values, cultural heritage, moral education, phraseology, and speech development in children, these aspects have often been considered separately. Little attention has been paid to how modern Kazakh children's autobiographical literature can serve as a resource for the formation of cultural identity, the assimilation of psychologically significant values, emotional interaction, and language development. In particular, the psychological potential of biographical stories and phraseological units are insufficiently understood.

This study fills this gap by analyzing selected books from the *Who is He /She?* series in terms of interrelated aspects of cultural identity, narrative psychology, psychological well-being, and culturally embedded language. Rather than assuming a direct causal relationship between reading and psychological well-being, this study examines narrative, cultural, linguistic, and value resources in texts that may contribute to some aspects of personally related well-being. At the same time, the study aims to contribute to educational and social psychology by demonstrating that culturally based children's literature can be an important source of understanding identity, belonging, values, and personal development.

The research addresses the following question: How do culturally grounded biographical narratives in the *Who Is He/She?* series represent cultural identity and psychological resources related to young readers' well-being?

This question fits into a qualitative research design, which allows these aspects to be explored through textual and contextual analysis, without direct psychological influence. The focus is on how biographical stories, cultural values, and positive role models can provide young readers with psychological resources such as belonging, self-understanding, resilience, and purpose.

A qualitative research design was adopted. The analysis combined content analysis with contextual interpretation to examine how phraseological units, set expressions, and culturally significant linguistic elements function within the narratives. Attention was paid to the ways these language units communicate moral values, historical knowledge, and cultural traditions. The methodology involved the selection of literary work, the identification of key linguistic and cultural characteristics, the assessment of their educational value, and mutual analysis of imitating motifs in three publications. The selection criteria indicate that the *Who is He/She?* collection goes well beyond studying biographical facts. By weaving unique language and stories together about distinguished national figures, the books motivate young audience to delve into Kazakh history, appreciate cultural customs, and develop a deeper connection with their own identity. Besides, the regular appearance of idiomatic expressions broadens readers' vocabulary and reveals the cultural rooted meanings within the Kazakh language. This combination of interesting narrative, linguistic depth, and ethical approach makes the series an effective pedagogical tool for sustaining cultural continuity and fostering patriotic awareness among younger audiences.

4. Analytical Framework

The first dimension of the analytical framework is cultural identity. The work on ethnic identity and self-esteem by Phinney [3, pp. 193–208] demonstrated that identity involves several interrelated processes, including recognition of one's cultural group, group membership acceptance, and devotion to that group. Importantly, according to his stance, a positive ethnic identity may be associated with positive self-esteem, although this connection is due to broader social and cultural conditions. This perspective is relevant to the *Who Is He/She?* series because the biographies introduce young readers to culturally significant personalities and locate individual lives within a broader history of Kazakh society.

This framework draws on narrative psychology, particularly the concept of narrative identity developed by McAdams [4, pp. 99–115] and McLean [5, pp. 1685–1702]. They define narrative identity as an evolving, internal life story that individuals use to connect reconstructed past experiences with imagined futures, creating a sense of unity and purpose. Their review also suggests that stories based on independence, understanding, and constructive interpretation of difficulties are related to psychological adaptation, maturity, and well-being. This attitude provides an important analytical framework, as the lives of *Who is He/She?* book series' main characters are based on challenges, choice, perseverance, achievement, and contribution to society.

The relationship between culture and psychological development is also confirmed by the works of Esteban-Guitart and Moll [6, pp. 70–81], who show that cognition, meaning and emotions are interconnected within the framework of vital cultural experience. Learning does not take place regardless of the social and historical context of the individual; on the contrary, experience becomes important within the broad trajectories and cultural environments.

From an educational point of view, this framework is consistent with Gay's [7, pp. 106–116] theory of culturally responsive teaching, which argues that the cultural characteristics, experiences and prospects of students can be important resources for teaching and learning.

Based on these theoretical perspectives, the proposed analytical framework conceptualizes the relationship discussed in the study as follows (figure 1):

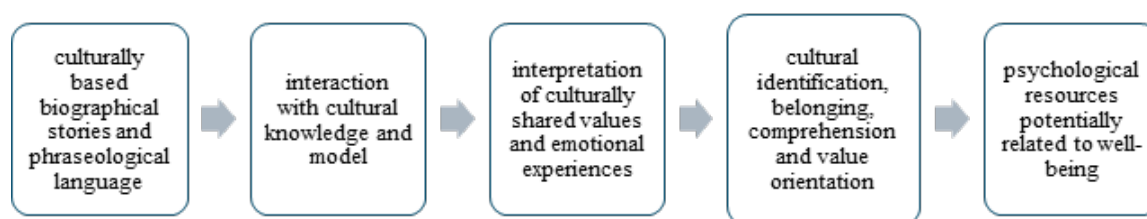


Figure 1 – Analytical framework of culturally grounded children's literature

Note: Compiled by the authors based on the research.

This framework does not assume that familiarity with books directly affects psychological well-being. On the contrary, it offers categories to define the psychological and cultural resources that are expressed in the texts.

Current academic research has repeatedly underscored the necessity of embedding national principles into the upbringing of younger generations. Instead of processing education as just factual knowledge, numerous scholars claim that it should promote the development of ethical accountability, cultural self-awareness and civic engagement. For example, Utkelbayeva demonstrates how school-based educational activities can be designed to foster patriotism, social responsibility, and ethical behavior by incorporating national values into the learning process. [8, pp. 1190–1230] Similarly, Kusainov argues that contemporary education requires renewed teaching approaches capable of strengthening students' spiritual and moral foundations while reinforcing patriotic education [9, pp. 131–141]. From a different perspective, Yermekbayeva et al. highlight the educational value of proverbs [10, pp. 497–512], showing how these traditional expressions help young people understand and preserve national values. Kusainova et al. further broaden this discussion by examining educational traditions in ancient Kazakh culture [11, pp. 335–346], emphasizing the

enduring importance of respect for elders, devotion to one's homeland, and the continuity of cultural traditions. Collectively, these studies demonstrate that national values remain central to the formation of young people's character and civic identity.

Although these studies provide valuable insights into moral education and the transmission of cultural values, relatively little attention has been given to children's literature as a means of simultaneously promoting cultural awareness and developing linguistic competence. Few studies have examined how literary texts can enrich young readers' vocabulary through systematic exposure to phraseological units and other culturally embedded expressions. This gap makes sense: phraseological language expands the semantic layers that go beyond the literal definitions of separate words, covering collective historical memory, cultural beliefs, and the elements of national identity. Scholarly work on phraseology underlines its various educational values. According to Kulamanova et al. [12, pp. 34–41], idioms, proverbs, and set expressions function as vital detector of cultural semantics – they support national notions and strengthen the expressive power of literary discourse. Moreover, their research accentuates how such holistic people help in transformation of emotional states, typical speech patterns, and the dynamics of social relations described in literary texts. In a related vein, Fedorenko and Bielukha [13, pp. 57–61] note the prevalence of phraseological expressions in literature focused on everyday realities: idiomatic language lends greater credibility to conversations and social exchanges, making them feel more genuine and relatable.

The basic character of phraseology has also aroused scientific interest. As Belozerova points out, modern literature actively provides the development of the phraseological system, creating novel expressions that serve clear stylistic and communicative goals [14, p. 32]. Such units do more than simply exaggerate the narrative – they offer readers insight into characters' temperaments, viewpoints, and societal standing. Savchenko [15, pp. 37–48] builds on this idea by investigating ideologemes – phraseological constructions that reflect the socio-political atmosphere of specific historical eras. Functioning as intertextual cues, these expressions allow literary works to be placed within a broad cultural and historical framework. Generally, these findings indicate that a solid grasp of phraseological language is indispensable for interpreting both the stylistic features of literature and the embedded cultural connotations within its narratives.

In the context of the Kazakh linguistic legacy, phraseological units present a vital role as keepers of historical memory and cultural identity. Tymbolova et al. declare that fixed expressions not only expand the lexical repertoire of young readers but also maintain the linguistic legacy passed down through generations [16, pp. 44–49]. Their findings affirm that phraseology opens a window to archaic vocabulary and reflects the evolutionary trajectory of the Kazakh language. A comparable viewpoint is advanced by Kurmanbayuly and Adilov [18, pp. 86–97], whose analysis of Abai's works traces the origins of archaic words through comparisons with other Turkic languages, illustrating the historical continuity of the Kazakh lexicon. Focusing on literary creativity, Sarkenkyzy et al. examine Magzhan Zhumabayev's use of occasionalism, showing how innovative lexical choices enrich poetic expression while preserving national linguistic traditions. [19, pp. 399–408]

Despite these valuable contributions, existing studies have generally examined moral education, phraseology, and cultural heritage as separate areas of inquiry. There remains limited research on how contemporary children's literature can integrate these dimensions by simultaneously promoting cultural identity, enriching vocabulary through phraseological units, and supporting patriotic and moral education. Addressing this gap, the present study investigates the *Who is He/She?* series published by Mazmundama Publishing House to explore how biographical literary narratives can preserve Kazakh cultural heritage while fostering young readers' linguistic, cultural, and moral development.

Results and discussion

Although previous studies have demonstrated the educational value of national values, moral development, proverbs, and other elements of cultural heritage, considerably less attention has been paid to the role of children's literature in language development. In particular, there is limited evidence on how literary narratives can systematically expand children's vocabulary through exposure to phraseological units, idioms, and other culturally embedded expressions. This represents an important gap, as such linguistic features not only enrich vocabulary but also introduce young readers to the cultural meanings and historical experiences reflected in the language.

The Who is He/She? series published by Mazmundama Publishing House provides an opportunity to examine this issue from a new perspective. Unlike traditional biographical texts, these books present the lives of prominent Kazakh figures through engaging narratives that are accessible to children while remaining appealing to readers of different ages.

The collection of around 17 books combines a documented story with a dramatic literary expression. Each title pursues the life path of a prominent figure from their early years to their long influence on society. In these narratives, readers encounter many idioms, figurative expressions, and terms related to culture. These linguistic elements organically promote both language acquisition and cultural immersion [19, pp. 65–96]

Therefore, this research searches the pedagogical value of the Who Is He/She? series. The collection is considered not only as a mechanism for maintaining Kazakh cultural heritage, but also as a means of expanding children's lexicon, deepening their understanding of idiomatic language, and maintaining sincere admiration for the country's most influential historical persons (figure 2).



Figure 2 – Overview of Who Is He/She? book series

Note: Compiled by the authors with the use of AI.

Infographic Who Is He/She? shows the connection between young audiences with noble Kazakh personalities who talk about politics, science, literature, sports, and military history. The books go beyond typical biographies: they actively advertise cultural heritage, build up literary expression, and popularize moral, patriotic, and personal growth. Through the combination of captivating storytelling and informative content, the volumes enable readers to gain a richer comprehension of Kazakhstan's historical narrative, its main values, and national identity, while developing their language skills and cultural sensitivity.

The titles in the Who Is He/She? series include plenty of idiomatic and phraseological expressions that are deeply accustomed to the cultural and historical experience of the Kazakh people. Such expressions are instrumental in maintaining the language's distinct national character and in helping young people associate more meaningfully with the depth and richness of Kazakh cultural tradition (table 1):

The analysis of the selected books revealed that the authors make extensive use of phraseological units to enrich the narrative psychology and strengthen its cultural authenticity. These linguistic units serve far beyond stylistic additions – they act as repositories of historical memory, ethical principles, and the nation's collective perspectives. They form a real linguistic space, where readers naturally experience authentic Kazakh expressions, acquiring knowledge about the past, customs, and cultural

identity of the nation. The phraseological units identified in the texts can be arranged into separate semantic categories.

Table 1 – Phrases and their meanings from the book series Who is He/She?

Theme	Representative Phraseological Units
Family Values and Cultural Traditions	Баланы бауырға салу, [20, p. 15] Әкеден қалған жұрнақ, Исі қазақ [21, pp. 17–22]
Determination and Personal Qualities	Бел буу, Бел байлау, [18, p. 19] Жігерін жану, Намысын қайрау, Жүрегінде түгі, Жалыны бар, Жамбасы жер иіскемеу [22, p. 108]
Historical Memory and National Experience	Халық жауы, Қара тізім, Жер аударылу, Нәубет [21, pp. 2–100]
Emotional and Psychological Well-being	Жүрегі қан жылау, Жаны жай табу, Санасына сіңіру [20, p. 65]
Excellence, Talent, and Achievement	Жыр алыбы, Тұлпар болар жүйрік тайынан-ақ белгілі, Тал бойы [22, p. 100]
Expressive Narrative Language	Сұрақтарды қарша борату, [21, p. 67] Ине шаншар орын қалмау, Жан алып, жан берісу, Күміспен күптеліп, алтынмен апталған, Еті өлу, Түйедей құрдас, Шынашақтай бала, Асау өзен [22, p. 95]
Note: Compiled by the authors.	

First category presents traditional Kazakh customs and familial values. Phrases like «Баланы бауырға салу» (to raise a grandchild as one's own), «Әкеден қалған жұрнақ» (a father's legacy), and «Исі қазақ» (the collective Kazakh people) cite the importance of kinship ties, intergenerational continuity, and national solidarity. Such expressions introduce young readers with enduring cultural practices that are critical to Kazakh identity, as well as deepen their comprehension of family dynamics and public accountability.

Another category encloses expressions tied to resilience, bravery, and faithfulness. Idioms including «Бел буу» (to prepare oneself with determination), «Бел байлау» (to make a firm decision), «Жігерін жану» (to ignite one's determination), «Намысын қайрау» (to awaken one's sense of honor), «Жамбасы жер иіскемеу» (never to surrender), and «Жүрегінде түгі, жалыны бар» (to possess courage and inner strength) portray qualities traditionally admired in Kazakh society. These expressions reinforce the educational purpose of biographies by presenting perseverance and resilience as desirable personal characteristics embodied by historical figures.

A third category includes phraseological units related to historical experience and collective memory. Expressions such as «Халық жауы» (enemy of the people), «Жер аударылу» (exile), «Қара тізім» (blacklist), and «Нәубет» (calamity) refer to difficult periods in Kazakhstan's history, particularly political repression and social hardship. Their inclusion enables young readers to engage in historical events not only through information but also through the language that reflects the emotional and cultural experience of those events.

Books also employ expressions that convey emotional and psychological well-being. For example, «Жүрегі қан жылау» (to suffer deep emotional pain), «Жаны жай табу» (to find inner peace), and «Санасына сіңіру» (to internalize an idea) allow readers to understand the emotional experiences of historical personalities. Such phraseological units increase empathy and help transform historical biographies into emotionally meaningful narratives.

Another prominent group consists of figurative expressions describing human qualities and achievement. Examples include «Жыр алыбы» (a great poet), «Тұлпар болар жүйрік тайынан-ақ белгілі» (great talent is evident from an early age), and «Тал бойы» (graceful physique). These expressions celebrate excellence, talent, and personal growth while reflecting traditional Kazakh metaphors and aesthetic values.

Finally, the narratives contain descriptive and expressive idioms that enhance imagery and reader engagement. Expressions such as «Сұрақтарды қарша борату» (to bombard with questions), «Ине шаншар орын қалмау» (extremely crowded), «Жан алып, жан берісу» (a life-and-death struggle), «Күміспен күптеліп, алтынмен апталған» (richly decorated), and «Еті өлу» (to become accustomed to hardship) make the narratives vivid and emotionally engaging while exposing readers to authentic figurative language.

The research findings about presenting historical personalities as accessible role models is particularly important. The selected biographies depict Dina Nurpeisova, Manshuk Mametova, Zhaksylyk Ushkempirov, etc. not only in terms of their recognized historical achievements, but also in terms of their educational experiences, overcoming difficulties, perseverance, responsibility, and personal choices. As a result, the psychological gap between the historical figure and the young reader is reduced. Dina Nurpeisova embodies artistic continuity and the preservation of musical heritage; Manshuk Mametova embodies courage, responsibility, and loyalty in extreme adversity; and Zhaksylyk Ushkempirov embodies perseverance, discipline, endurance, and success. Nevertheless, these different life paths are united by an emphasis on independence and socially significant action.

From a narrative psychology perspective, this is important because stories have a crucial role in shaping moral and social identity. Research on children's storytelling practices suggests that stories are important socialization mechanisms through which children encounter emotions, identity, moral expectations, and sociocultural beliefs and use them to understand themselves and their relationships with others. [23, pp. 209–239] Studies with adolescents show that the study and resolution of ethnocultural identity contribute to an increase in the sense of continuity between the past, present and future of a person and is related to aspects of his psychological functioning and well-being [24, pp. 2460–2479] This relationship provides an important psychological explanation for the results obtained. Dating culturally significant individuals can provide young readers with symbolic resources to understand their belonging, continuity, values, and personal aspirations.

Consequently, the results indicate a transition from historical knowledge to psychological and cultural significance. First, the biographies describe a meaningful personality and its historical context; then the narrative humanizes this figure through experiences, emotions, challenges and decisions; the language embedded in the culture places this experience within Kazakh cultural meanings; as a result, the narrative allows readers to reflect on values, belonging, identity and possible models. about behavior. In this sense, the series functions both as a resource for preserving cultural heritage and as a narrative medium in which young readers can get acquainted with culturally significant identity patterns.

The analysis also demonstrates that the series makes a meaningful contribution to preserving and promoting Kazakh cultural heritage. Through carefully constructed narratives and culturally rich language, the books introduce readers to influential personalities who have shaped the nation's history, science, literature, sports, and public life. In doing so, they strengthen historical awareness while encouraging readers to view these individuals as role models rather than distant historical figures. This observation supports the conclusions of Tymbolova et al. [16], who argue that literary works play an important role in preserving cultural heritage and transmitting it to future generations. However, whereas previous studies have primarily examined folklore, proverbs, or individual linguistic phenomena, the present study demonstrates that contemporary children's biographical literature can achieve similar educational objectives in a form that is both accessible and engaging.

One of the most significant findings concerns the educational value of phraseological units and other culturally embedded expressions. These linguistic elements appear throughout the narratives in meaningful contexts, allowing readers to acquire new vocabulary while simultaneously understanding the cultural experiences and values reflected in the Kazakh language. Instead of learning isolated words, readers encounter authentic expressions as part of the storyline, making vocabulary acquisition more natural and memorable. This finding complemented the work of Kurmanbayuly and Adilov [17], whose research highlighted the historical origins of archaic words in Kazakh literature. The present study extends this perspective by showing that traditional phraseological expressions continue to function as effective educational resources in contemporary children's literature.

The findings further suggest that the *Who is He/She?* series makes an important contribution to patriotic education. By introducing children to the lives of distinguished Kazakh scientists, writers, artists, athletes, military heroes, and public leaders, the books cultivate respect for national history and encourage a stronger sense of cultural identity. Rather than promoting patriotism through direct instruction, the narratives allow readers to discover values such as perseverance, responsibility, courage, integrity, and service through the experiences of real historical figures. This observation is consistent with the conclusions of Sarkenkyzy et al. [18], who emphasized the role of literature in moral and spiritual education. At the same time, the present study broadens existing research by demonstrating how these educational values are embedded within children's biographical narratives that integrate cultural preservation, language development, and character education into a single literary format.

This interpretation requires an important classification. Cultural identity should not be uniformly or automatically conveyed through literature. The international research highlights that young people actively construct their cultural identities and can express themselves between languages, generations, communities and cultural connections [25]. Accordingly, the significance of the *Who Is He/She?* series is not to establish a single model of Kazakh identity, but to provide narrative resources in which readers can explore their relationship with the history of culture, collective memory, language and socially valuable objects of individual achievements.

Overall, these results expand the educational importance of the series beyond historical awareness. By turning prominent national personalities into humanized biographical characters and bringing their experiences into a culturally significant language, the books connect cultural heritage, narrative specificity, role modeling, and value-oriented reflection. This connection is particularly relevant for the orientation of this study towards cultural identity and psychological well-being. Although textual analysis cannot determine whether reading these books directly improves well-being, it shows that the series contains psychological and cultural resources—belonging, continuity, willpower, vitality, purpose, and meaningful identity. International research is related to positive personality development and psychological adaptation.

Conclusion

The results of this study show a potential link between cultural identity and psychological well-being, represented through culturally informed children's literature. *Who Is He/She?* series shows that biographical stories can provide young readers with meaningful connections to national history, cultural memory, language, and socially valuable models of personality development. Presenting outstanding Kazakh figures through their personal experiences, difficulties, achievements and values, the series transforms cultural heritage from abstract historical knowledge into stories that support readers' understanding of belonging, continuity and cultural identity.

The presented biographies demonstrate recurring psychological resources associated with the development of a positive personality, including resilience, persistence, courage, responsibility, activity, and determination. The protagonists are portrayed not only as historical figures but also as culturally significant role models, encouraging readers to reflect on how people respond to challenges, pursue important goals, and contribute to society. In this context, cultural identity is presented as a dynamic process in which historical knowledge and collective values can be linked to personal meaning and self-understanding.

The biographies presented demonstrate recurring psychological resources associated with positive personality development, including resilience, perseverance, courage, responsibility, activism, and perseverance. The protagonists are portrayed not only as historical figures but also as culturally significant role models, prompting readers to reflect on how people respond to challenges, pursue important goals, and contribute to society. In this context, cultural identity is presented as a dynamic process through which historical knowledge and collective values can be linked to personal meaning and self-understanding.

From a psychological point of view, the study speaks to the potential value of *Who Is He/She?* series consists in the interaction of cultural belonging, narrative identification, value internalization, and meaning-making. These elements can provide psychological resources related to well-being, helping young readers develop a sense of close connection with their cultural community, recognize meaningful life values, and encounter constructive patterns of vitality and achievement.

Furthermore, the findings should be interpreted within the methodological limitations of the study. Because the study uses qualitative content and contextual analysis, it identifies psychological resources presented in the texts rather than direct psychological effects on readers. Therefore, it cannot prove that reading the series leads to improved psychological well-being. Future studies could empirically investigate this relationship by assessing young readers before and after exposure to culturally autobiographical literature and measuring parameters such as cultural identity, sense of belonging, meaning in life, self-esteem, resilience, and psychological well-being.

In general, the study shows that biographical literature based on cultural traditions cannot be considered only as a means of preserving the National Heritage. The *Who Is He/She?* series' cultural

identity represents a narrative space where language, historical memory, personal values and psychologically important life experience intersect. This perspective expands the role of children's literature, transforming it from a means of transmitting culture to supporting psychological resources related to identity, and provides a basis for further study of the relationship between cultural identity and psychological well-being of young readers.

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МӘДЕНИ БІРЕГЕЙЛІК ЖӘНЕ ПСИХОЛОГИЯЛЫҚ ӘЛ-АУҚАТ: «ОЛ КІМ?» КІТАПТАР СЕРИЯСЫ НЕГІЗІНДЕГІ ЗЕРТТЕУ

Аңдатпа

Мәдени бірегейлік жастардың қоғамға тиесілілік сезімін, өзіндік санасын және психологиялық әл-ауқатын қалыптастыратын маңызды психологиялық ресурс болып табылады. Балалар әдебиеті мәдени мазмұнын терең шығармалар мен танымал тұлғалардың өмірін таныстыру арқылы тұлғалық қабілеттерді жетілдіруге себеп бола алады. Бұл мақала «Ол кім?» (Who Is He/She?) кітаптар сериясы баланың адамгершілік қасиетін

және жан дүниесін, психологиялық әлеуетін қалыптастыруға бағытталғанын баяндайды. Зерттеу жұмысының мақсаты – танымал тұлғалардың өмірі туралы әңгімелер мен ағартушылық мазмұнға құрылған фразеологиялық бірліктердің оқырманның мәдени бірегейлігін, психологиялық әлеуетін және сөздік қорды байытудағы ықпалын анықтау. Зерттеу жүргізу барысында аталмыш серияға енген кітаптарды саралауда сапалық зерттеу әдістері қолданылып, мазмұндық және контекстік талдау жасалды. Талдау жұмысында шығармалардың баяндау ерекшелігі, тілдік құрылымы және ақпараттық құндылықтық мазмұны зерделенді. Зерттеуден алынған нәтижелер бойынша аталмыш кітаптар сериясы оқырманды табандылыққа, жауапкершілік алуға, батылдық пен ұлттық мұраға құрмет көрсету сынды қасиеттерді дамытуға ықпал ететіндігі айшықталды. Сонымен қоса, көркем әдеби тіл мен фразеологиялық бірліктер жас оқырманның сөздік қорын жетілдіріп, мәдени ой – парасаты және эмоционалдық көңіл-күйі көтерілгені анықталды. Нәтижесінде мәдени мазмұндағы балалар әдебиетінің ықпалы оқырманның тұлғалық қалыптасуына, психологиялық әл-ауқаттың нығаюына және тілдік қабілетінің дамуына себеп бола алатынын дәлелдейді. Алынған нәтижелерді мектептерде, кітапханаларда және оқу бағдарламаларында мәдени тәрбие мен оқырмандардың тұлғалық дамуын қолдау мақсатында қолдануға болады.

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КУЛЬТУРНАЯ ИДЕНТИЧНОСТЬ И ПСИХОЛОГИЧЕСКОЕ БЛАГОПОЛУЧИЕ: ИССЛЕДОВАНИЕ НА МАТЕРИАЛЕ СЕРИИ КНИГ «КТО ОН/ОНА?»

Аннотация

Культурная идентичность является важным психологическим ресурсом, способствующим формированию чувства принадлежности, самосознания и психологического благополучия молодежи. Детская литература создает благоприятные условия для развития этих качеств, знакомя читателей с культурно значимыми сюжетами и выдающимися личностями. В данной статье рассматривается образовательный и психологический потенциал серии книг «Кто он/она?», выпущенной издательством Mazmundama. Основная цель исследования заключается в определении роли биографических повествований и культурно маркированных фразеологических единиц в формировании культурной идентичности, психологического благополучия и развитии сло-

варного запаса читателей. В ходе исследования были использованы качественные методы исследования для дифференциации книг, вошедших в эту серию, проведен содержательный и контекстуальный анализ. В ходе аналитической работы были изучены особенности повествования, лингвистическая структура и информационная ценность произведений. По результатам исследования было отмечено, что данная серия книг способствует развитию таких качеств, как настойчивость, ответственность, смелость и уважение к национальному наследию. Кроме того, было установлено, что литературный язык и фразеологизмы расширяют словарный запас юного читателя, улучшают культурное мышление и эмоциональный настрой. В результате доказано, что влияние детской литературы культурного содержания может стать причиной формирования личности читателя, укрепления психологического благополучия и развития лингвистических способностей. Полученные результаты могут быть использованы в школах, библиотеках и учебных программах для поддержки культурного образования и личностного развития читателей.

Ключевые слова: культурная идентичность, психологическое благополучие, нарративная психология, фразеологические единицы, культурное наследие, юные читатели, развитие словарного запаса.

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