INTERNATIONAL JOURNAL OF SOCIETY, CULTURE & LANGUAGE

Ethnospecific Perceptions of Success: A Socio-Psychological Analysis across Kazakh, American, and Russian Cultures

Elmira Zadanova[1], Anar Fazylzhanova[2*], Dmitry Dyakov[3], Gulbagira Ayupova[1], Bakhyt Galiyeva[1]
[1]L.N. Gumilyov Eurasian National University, Kazakhstan, [2]Akhmet Baitursynov Institute of Linguistics, Kazakhstan, [3]Buketov Karagandy University, Kazakhstan

Abstract The article presented a study of the phenomenon of success in the context of Kazakh, American, and Russian linguistic cultures, from socio-psycholinguistic perspectives. The choice of these linguistic cultures was conditioned by cultural interaction, internationalization process, and geographical location. The aim of the article was to highlight the ethno-specific features of the phenomenon of success through associative experiments. The respondents were 161 Kazakhs, 153 Russians, and 58 Americans. The results of the research allowed us to identify 6 associative groups in Kazakh, 10 groups in Russian, and 9 groups in English. The general perception of success in the minds of representatives of all three ethnic groups and the peculiarities of success perception related to the historical and cultural background, philosophical foundations of thinking, and ethnic traditions of each culture were identified. The results of the analysis showed how national-cultural values influence the perception of success and are reflected in the linguistic consciousness.

Keywords: *Linguistic culture, Ethnospecificity, Success, Associative experiment, National-specific values*

[*]Corresponding Author:
Anar Fazylzhanova
nar20@bk.ru

Received: March 2024
Revised: May 2024
Accepted: May 2024
Published: June 2024

© 2024 Zadanova, Fazylzhanova, Dyakov, Ayupova, and Galiyeva. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

1. Introduction

The phenomenon of success has always attracted philosophers, psychologists, and linguists. Success is a broad and sometimes subjective concept, as understanding is conditioned by both the sociocultural practices of a person and values accepted in this or that society. According to Yakutina (2011), success has different facets in different spheres of social existence and in different types of human activity. In philosophy, the concept of success was first of all correlated with human activity, which was understood as a peculiar personal property closely connected with self-organization, self-fulfillment, and life path, as well as with human activity in cognition and activity (Descartes, 1641; Heidegger, 1962; Jung, 1960; Leibniz, 1714). In psychology, success comes from the position of personal well-being, the objective and subjective success of human

https://doi.org/10.22034/ijscl.2024.2029713.3497

life. Success is an experience of joy and satisfaction from obtaining a positive result, which is what the personality strives for (Baturina & Chernyayeva, 2018). Sociological studies of success are relatively "young studies"; in which the phenomenon of success is considered as society's value orientations that shape life success. For successful self-actualization in life, the external and internal obstacles in the social environment are explored (Bakshtanovskiy & Sogomonov, 1997; Tulchinskiy, 1990). Specialists from different fields of knowledge agree that success is related to personal and social state. It brings an individual social recognition and satisfaction and is a logical outcome in professional, intellectual, and creative activity.

Thus, the idea of the American dream of success has spread and been adopted by many cultures (Askarzadeh Torghabeh, 2019). Closely related to the notion of the American dream is the "Yuppie", the cultural trend of the 1980s in America (Gottlieb, 2021). In this era, the entire generation of people was focused on material goals and professional advancement. Elizabeta Biernat, Monika Piatkowska, and Justyna Krzepota (Biernat et al., 2020) reported in their article that this trend is still the lifestyle of the new generation. The topic of success has become actively discussed in Kazakhstani society, including mass communication media, psychological, philosophical, and other areas of humanitarian literature. Several publications (e.g., "Ekinshi Bolma" ("Do not be the second") Shonbay (2019), "Tabys kilti" ("Key to Income") Nurpeissov (2020), "Baylykka Jet" ("Get rich"), etc.) Bukarbay (2018) as well as the spread of translated foreign literature were devoted to this issue ("How to Succeed" Adams (1985), "Keys to Success" Rohn (2013), "The Language of Success" Sant (2008), "The life, lessons & Rules of Success" Musk (2017), "48 Laws of Business Success" Wood (2020)).

However, despite the considerable number of publications, success attracts the special attention of linguists who consider this phenomenon from the point of view of its interrelation with society, linguistic consciousness, peculiarities of the mental-linguistic complex, and the national picture of the world. In this regard, the objective of this study is to identify the peculiarities of the representation of the phenomenon of "success" in the linguistic consciousness of Kazakh, Russian, and English speakers on the basis of modeling and analysis of its associative field. The issue under study is related to the way success is constructed in social practice and finds its expression in the linguistic context. It provides a deeper understanding of the social processes that influence people's behavior and thinking. This research carries practical significance and can be useful in the study of intercultural communication issues.

2. Theoretical Framework

2.1. Social Approach to Success

The concept of success is universal and of great value in society. It undoubtedly influences the formation of social values and expresses individual aspirations to achieve goals. It is important to realize that high goal aspirations can have positive and negative effects. This is supported by Merton's (1998) theory of the "syndrome of lofty aspirations". It looks at the concept of motivation and effort to achieve success in relationship to the goals that each individual sets for themselves. In the context of his theory, people set exaggerated and difficult-to-fulfill goals for themselves (Merton, 1998). All of these can lead to unrealistic expectations.

People suffering from this syndrome may face feelings of dissatisfaction and disappointment if they are unable to achieve their inflated goals. It can also lead to stress, anxiety, and even psychological problems. However, in the context of motivation and goal achievement, this syndrome can also stimulate people to achieve their goals. Sociologists have identified age as one of the factors influencing success or failure in society. One of the studies examines the responses of "successful" respondents about "success" based on interviews with people born between 1970 and 1978 in Estonia and Latvia (Nugi & Onken, 2010). Gerontological studies of success take a behavioral approach, focusing on successful aging and social contacts (Depp & Jeste, 2006). In this context, success is viewed through the lens of adapting to age-related changes, maintaining physical and mental health, and actively participating in socially meaningful activities. Research suggests that social engagement and maintaining social connections are key factors in successful aging.

Research on understanding success considers the evaluation of the dominant value system as well as possible class differences (Katz, 1964). For example, in one society success may be associated with financial success, in another with education and intellectual achievement, and in a third with good personal relationships and family harmony. In addition to class differences, the "pattern of cultures" may also influence perceptions of success. According to Hofstede et al. (2010), masculine cultures are characterized by a greater focus on success and achievement, while feminine cultures place a strong emphasis on caring, empathy, and cooperation. At the same time, the variability of cultural phenomena and changes in social structure can modify the perception of the concept of success.

In turn, their perception and the establishment of social norms are influenced by cultural pluralism (Gordon, 1975). Social norms and values, as well as their change and revision, play a significant role in determining success criteria in society (Koilybayeva et al., 2023). In the process of societal evolution, perceptions of what is considered successful, what achievements are valued above all else, and what qualities are valued in successful people may change. At the same time, language, as a means of communication and thought formation, reflects these changes in the sociocultural environment (Koilybayeva et al., 2023). Changes in language can reflect changes in the values and priorities of society, including with regard to the understanding and interpretation of the concept of success, which is confirmed in almost all studies devoted to the study of the phenomenon of success, where the positioning of an individual as a successful person is determined by a certain status, great ambition, diligence, and high level of energy.

2.2. Linguistic Approach to Success

In linguistics, the phenomenon of success is most often considered from the positions of sociolinguistics and psycholinguistics. The sociolinguistic understanding of success implies the study of human communicative-speech activity in close connection with the social context. Context, in this case, is considered as a source for analyzing a certain socio-cultural situation. According to linguists, the system of statements reflects the system of relations in social projection (Chernyavskaya & Zharkynbekova, 2019). This means that linguistic expressions and formulations not only convey information but also reflect social roles, statuses, and relations between communication participants.

Sociolinguistics emphasizes language resources when sociocultural practices and speech structure are the subjects of study (Chernyavskaya & Zharkynbekova, 2022; Zharkynbekova & Aimoldina, 2023; Zharkynbekova & Loginova, 2021). Sociocultural values and norms influence speech practices; thus, language functions differently in different social groups. The notion of success can vary in different sociocultural situations while being associated with different strategies of achievement, as well as having different meanings. For instance, in the cognitive-linguistic aspect, the concept of success was radiated in the media discourse of the American dream (Lyubimova, 2021). The study confirms that media discourse exerts its great influence and produces its ideals of success. The present study has shown how media discourse shapes and broadcasts the ideals of success, emphasizing the cultural and cognitive patterns characteristic of American society. The analysis of media discourse allows us to understand how the concept of success is integrated into public consciousness and how it influences the behavior and perception of individuals. Carrying out a definitional analysis of the lexeme "success" using a systematic methodological approach made it possible to identify common semantic patterns (Eremina, 2022). The lexeme "success" is considered from the internal semantic structure and also in the context of its use. This approach to the study reveals how the lexeme correlates with other units of the language based on associations. The lexical meanings of native speakers' words contain the main values of society.

The analysis of the concept of "successful person" has become important in the field of the study of success by linguists (Zenkova, 2019). In this research, the author uses a linguistic-axiological approach to establish a value picture of the American worldview, analyzing etymological, explanatory, and phraseological dictionaries. The study revealed vivid evaluative characteristics, which made it possible to establish that the concept of a "successful person" embodies the peculiarities of American culture (Zenkova, 2019). This research contributes to a better understanding of cultural specificity and its impact on the formation of social and personal values associated with the concept of success. It was studied in comparison to American and Russian linguistic cultures (Goncharova, 2016). Common

features and differences in the understanding of success were identified, which contributed to a better comprehension of the cultural specifics of the interpretation of success.

Based on the reviewed studies, it can be concluded that an integrated approach is needed to investigate cultural conditioning in linguistics, which helps to understand sociocultural and linguistic processes more meaningfully. It is important to note that based on the results of associative experiments, component analysis and comparison of lexicographic data, it is possible to establish the ethnic group's ideas about the phenomenon under study. The cognitive and cultural structures underlying the understanding of success in different ethnic groups can be identified with such a multidimensional approach. For example, the details of the structure of meanings are revealed in the component analysis, and their reflection in the language is revealed by the analysis of lexicographic data.

2.3. Psychological Approach to Success

The study of success is based on associative experiments and interviews and is mainly based on a psychological approach. This approach connects sensory and mental knowledge, which are the characteristics of certain ethnic groups (Ufimtseva, 2001). Associative experiments allow us to establish cultural and cognitive features of understanding success, and identify which images are associated with it. Linguistic mechanisms of association creation are considered in the work "Word Associations and linguistic Theory" by Herbert Clark (Clark, 1970). The paper presents specific and universal associations for certain cultural meanings. In the formation of some abstract concepts, such as success, associations perform a key function.

This approach was used in the study of the relationship between professional and emotional intelligence. Thus, after conducting a survey of project managers, it was revealed that the level of emotional intelligence affects the increase in the level of professional success (Obradovich et al., 2013). The importance of the influence of cognitive abilities and emotional intelligence on achieving professional success is confirmed by research in this area.

The influence of fear of success is also a frequent aspect of the psychological approach to the study of the concept of "success". Research among students has shown that the fear of success can lead to failure and become an obstacle to self-realization and achieving desired results (Stanculescu, 2013). Fear is explained by increased responsibility and social expectations. Self-realization has been important since adolescence. The concept of social success is laid down from an early age, which affects self-esteem and quality of life in the future (Kobzeva & Tuzova, 2020). A study of students' academic performance has proven the relationship and influence of their intellectual abilities and the quality of motivation on learning outcomes (Busato et al., 2000). A complete understanding of such a voluminous concept as "success" is possible due to the psychological approach to its study, which involves the analysis of linguistic data, interviews, and associative experiments. This approach makes it possible to take into account both objective and subjective aspects of success, as well as cultural and cognitive features of its perception.

3. Methodology

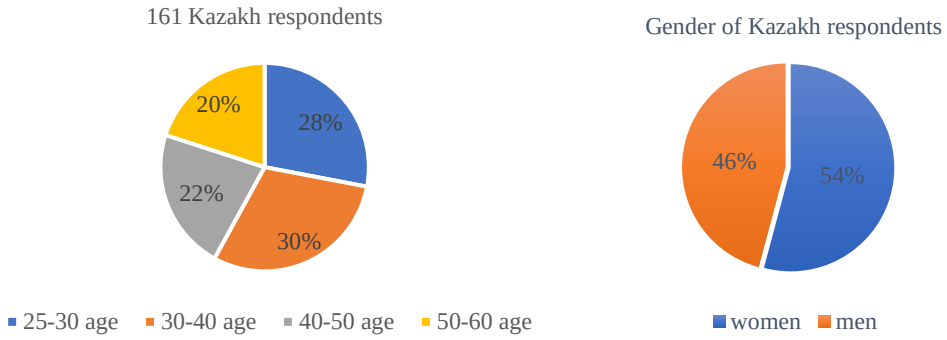
For this research, the authors of the study conducted an associative experiment in Kazakh, Russian, and American linguistic cultures, with the help of which the activity of linguistic consciousness is studied and the perceptions of the world picture in different linguistic cultures are revealed. With the establishment of the anthropocentric paradigm, this method has acquired special methodological significance for linguistic sciences as well. Descriptive, comparative methods, method of quantitative characteristics, interpretation and generalization, categorization, classification, and ranking were applied in the analysis of the obtained associations.

3.1. Participants

The experiment was conducted between February 2023 and May 2023 using Google Forms. The first experiment included 161 Kazakh-speaking participants (Figure 1) from various cities and villages across Kazakhstan, including Astana, Almaty, Pavlodar, Semey, Kyzylorda, Aksu, Ekibastuz, Atbasar, Shchuchinsk, Aktau, Turkestan region, Aktobe, Makinsk, Taraz, Shymkent, and Kokshetau. The age

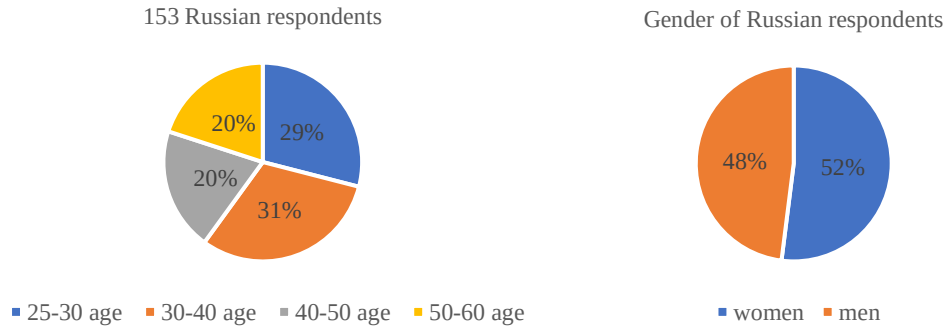
distribution among the participants was as follows: 28% were aged between 25 and 30, 30% between 30 and 40, 22% between 40 and 50, and 20% between 50 and 60. Female respondents constituted 56%, while male respondents accounted for 44% of the sample.

Figure 1
Kazakh Respondents



The second experiment involved 153 Russian participants (Figure 2). The study was conducted in September-October 2023 among individuals undertaking a research internship at the Pushkin State Institute of Russian Language. The age distribution was as follows: 25-30 - 29%; 30-40 - 31%; 40-50 - 20%; 50-60 - 20%. Female participants constituted 52%, while male participants made up 48% of the sample.

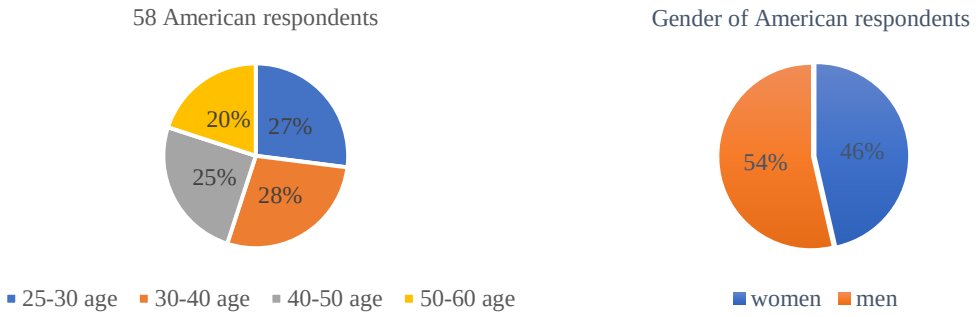
Figure 2
Russian Respondents



The third experiment included 58 participants from the United States of America (Figure 3). The study was conducted among residents of Florida, Miami, Houston, and New York City, comprising 53.6% male and 46.4% female respondents. The age distribution of the participants was as follows: 28% were aged between 30 and 40, 27% were between 25 and 30, 25% were between 40 and 50, and 20% were between 50 and 60.

Participants were instructed to generate an unrestricted number of associations in response to the word-stimulus “success”. The age spectrum of the participants ranged from 25 to 60 years, with the lower boundary corresponding to the stage of conscious development and the articulation of formulated life goals to varying extents (Klimov, 1996; Kraig & Bokym, 2005; Markova, 1996; Povarenkov, 2014;). Research suggests that the age bracket of 25-44 years is indicative of achieving a certain professional status (Kotovskiy & Krasnoschechenko, 2012; Povarenkov, 2014). To explore the dynamics of linguistic consciousness further, data from older age groups (50-60 years) were incorporated, offering valuable insights for comparative analysis of generational worldviews.

Figure 3
American Respondents



Based on the analysis of the received reactions to the word-stimulus "success", the authors of the study identified thematic groups corresponding to each linguistic culture under consideration and arranged them with the indication of frequency and in descending order of frequency.

3.2. Materials

The material of the study is the linguistic data of the associative experiment (associations to the word-stimulus success), obtained by the authors personally in the course of processing 372 questionnaires of the subjects. Special questionnaires were developed for the experiment. The questionnaire consisted of two parts: in the first part, respondents indicated their data (age, gender, place of work, region of residence). In the second part of the questionnaire, the subjects were presented with a word-stimulus of success, to which the respondents had to respond with any verbal reaction. In this way, it was supposed to activate the corresponding fragment of the world image in the consciousness of the subjects and 'trigger' the processes of 'meaning creation'.

The questionnaire presented several questions/tasks on the topic of the research:

1. Describe the associations related to the word "success".
2. Who in your environment do you consider successful and why?
3. What does success mean in your understanding?

The results of the associative experiment conducted among representatives of three linguistic cultures - Kazakh, Russian, and American - became the material for analysis. The respondents' answers were indicators of the attitude of representatives of different ethnic cultures to success.

3.3. Procedure

3.3.1. Data Collection

The method of the associative experiment was selected for data collection as it is one of the most promising methods of studying this or that cultural phenomenon, as it allows us to actualize the attributes characteristic of the consciousness of native speakers at a certain stage of society development. Its purpose is to identify the associative series of an average respondent, build and analyze associative relationships between words, and search for regularities (Zalevskaya, 2010). It is the associative experiment that reflects cultural stereotypes of this or that nation as clearly and accurately as possible, which allows us to understand more fully what meaning is put into the content of a concept. In our study, we chose the technology of chained associative experiment, which was used to verify the cognitive attributes that form the semantic content of the phenomenon of success in the minds of modern speakers of Kazakh, Russian, and English, as well as to identify the most relevant associates obtained as a reaction to the stimulus -- the word success.

3.3.2. Data Analysis

Counting the frequency of associations revealed 611 reactions. Of them, 65 reactions were in Kazakh, 285 were in Russian, and 261 were in English. It should be noted that Russian and American

respondents gave extended and detailed answers, and in this regard, there was a difference in the number of responses received. The associations were categorized as a result of semantic analysis, division by topics, and synonymous concepts. After all, associations were divided into thematic groups: 6 in Kazakh, 10 in Russian, and 10 in English.

To analyze speech acts represented by the combinations of stimulus and response, quantitative indicators are effective, which include the total number of reactions, the number of unique and separate reactions, the total number of stimuli, and the interrelations between stimuli and reactions. These features determine the structure and content of the associative field, providing the most accurate analysis of the semantic relationships between the words within it. The linguistic features reflect the understanding of the success and development trends of this phenomenon in the conditions of modern sociocultural situations in Kazakhstan and other countries.

It should be taken into account that the occurrence of this or that connection between a word-stimulus and a word response depends on the situation. Connected associations with certain concepts are conditioned by people's age, place of residence, and professional activity. People from different cultures may have a variety of associations with the same words, as these words embody unique concepts based on individuals' life experiences. In accordance with Zolotova (1991), we accept the statement that linguistic and cultural pictures of the world are different among different peoples and are caused by the diversity of living conditions, historical peculiarities, and differences in the development of collective consciousness. Age, geographical conditions, and people's professional activity play a certain role. Representatives of different cultures may have different associations with the same word because words have concepts behind them, and concepts contain people's life experiences (Zolotova, 1991).

4. Results

4.1. Results of Associative Experiment among Representatives of Kazakh Linguistic Culture

Analyzing the associations received from Kazakh respondents for the word "success" allowed us to categorize the results into the following groups:

1. The first group of reaction words is related to "material prosperity, wealth" and is represented by the lexeme *ақша/money* (21 reactions). There is a positive attitude towards money, which is represented by the following word combinations: *жақсы ақша / мол ақша*, which means *good money/much money*. The definition "жақсы/good" means, in this case, the presence of a sufficiently large amount of money. This group also includes such reactions as *табыс/income* (12), *байлық/wealth* (5), *қаржы/finances* (5), in combination *қаржы табысы/financial income* (5), *жалақы/wages* (5), the lexeme *молшылық/ wealth, affluence* (4) is represented in a smaller number. The same group included the names of material values and expensive attributes associated with success: *үлкен үй/*big house, *қымбат көлік/*expensive car, *жеке бизнес* / own business.

2. The next most frequent group, "goal achievement" is represented by 25 associations. The core of the group is the word *мақсат/goal* (15 reactions), the presence of which, according to the respondents, plays an important role in achieving success: *мақсатқа жету*/achieve the goal, *мақсатқа жетуге тырысу*/attempt to achieve the goal, *алдына қойған мақсатқа жету*/achieve the goal set for oneself, *мақсатына жету* /achieve the goal, to fulfill the goals set for oneself, *алға қойған мақсаттардың орындаулы*/fulfillment of the goals set for oneself, *адам көздеген мақсатына жету*/achievement of the goals one has set for oneself, *мақсатына қол жеткізу*/achieve the goal, and *қалағаныма қол жеткізу*/achieve the desired goal. For Kazakh respondents, it is important to achieve the goal, which is confirmed by the frequency of use of the linguistic unit *мақсат*/goal in combination with the verb *жету/*achieve (10 reactions): *мақсатқа жету/*achieve the goal, *мақсатқа жетуге тырысу/*attempt to achieve the goal, *алдына қойған мақсатқа жету/*achieve the goal set before me, *мақсатына жету/*achieve the goal, to fulfill the goals set for oneself, *адам көздеген мақсатына жету/*achieve the goals one has set for oneself, *мақсатына қол жеткізу*/achieve the goal, and *қалағаныма қол жеткізу/*achieve the desired goal. This group also includes the lexeme *жетістік*/achievement, occurring mainly in the statements *еңбек ету арқылы жетістікке жетуі*/achievements obtained as a result of labour, *алған жетістігі*/achievements obtained, *өз еңбегімнің арқасында жеткен*

жетістік/achievements obtained through own labour, *оқушы жетістігі*/achievements of the pupil, *оқушылардың жетістектері*/achievements of pupils, *мектептің жетістігі*/achievements of the school, *шәкірттердің жетістігі*/achievements of pupils, *Өзімнің жеке бизнесім … Бұл жетістік пен табысқа алып келеді деп ойлаймын/*My personal business … I think it will lead to achievement and profits, *жұмысымның жетістігі/*my work's achievements, and *ғылыми жетістік/*research achievements. As it can be observed from the participants' answers, achievements are often related to the professional sphere, to the specifics of the activity: for example, for teachers - it is an achievement of their pupils or school; for scientists - it is scientific achievements, i.e., something they can be proud of.

3. The third group of words-stimuli is connected with the presence of "a well-paid job", which is represented by the lexeme *жұмыс/work* (12 reactions). Kazakh speakers see success in having a good job. This lexeme was found in the responses not only as a single lexeme but also in statements and word combinations *жұмыс істеу/to work*, *жақсы төленетін жұмыс/well-paid work*, *қоғамғы пайдалы жұмыс*/work useful to society, *жұмысымның жетістігі*/achievements of my work, and *zhumysym tabyska zheteledi*/when my work leads to success.

4. Achievements come only at the cost of one's own "еңбек /hard work" (11 stimulus words). Success is impossible without hard work; moreover, honest hard work is seen as an important step in achieving success, as evidenced by the following expressions of the respondents: *адал еңбек*/honest hard work, *еңбек ету*/work hard, *жақсы еңбектену*/work well, *табысты еңбек ету*/work successfully (profitably), and *еңбектен нәтижесін көру*/see the results of labor.

5. According to the results of the analysis, the group "possessing the qualities of a successful person" was singled out. Respondents believe success requires *жүйелік*/systematicity, *еңбекшіл* /labor, *табандылық* /perseverance, *ұшқыр ой*/intelligence, *көнілдің жайлылығы*/life cheerfulness, *өзін өзі қамтамасыз ету*/self-sufficiency, *өзіне сенімділік*/self-belief, and *өзіне сенімді әйел*/woman's confidence. We note that the answers of female respondents stand out by emphasizing women's independence and self-confidence. This is confirmed by the results of global sociological studies, which indicate that in modern society women are able to successfully build their careers and do business on an equal footing with men (Tamang, 2014).

6. Representatives of Kazakh linguistic culture perceive success as an "upward movement", which is confirmed by such responses of respondents as *табыстың көтерілуі*/income increase, *мәртебенің көтерілуі*/status increase, *жоғары лауызым*/high position, *алдыға ұмтылыс*/striving forward, *еңбегінің жоғары бағалануы*/higher evaluation of labor, and *жоғары деңгей*/high level. Some responses are represented by metaphorical statements: *тау шыңы*/mountain top, *рухы биік*/high spirit, and *биікке шығу*/climb to the top. The metaphor occurs during the evaluation of various social and natural phenomena and continues to influence them (Bochina et al., 2021).

It should be emphasized that for Kazakh respondents, achieving success is accompanied only by positive emotions, which are manifested in such lexemes as *лаззат*/enjoyment, *құрмет*/honor, *қуаныш*/joy, *қуану*/enjoy, *ынта*/enthusiasm, *береке*/blessing, and *еркіндік*/freedom. Some respondents associate success with *даму*/development, *ертеңгі күнге деген сенімділік*/belief in tomorrow, *мотивация*/motivation, *демалыс*/rest, *талап*/demands, *іздену*/search, and *сүйікті іспен айналысу*/ doing something they love. Despite the fact that these responses are singular, they create a certain thematic circle related to the feelings that respondents associate with success.

So, as the analysis of the material shows, for Kazakh-speaking respondents, the key factors for achieving success are the availability of money, a well-paid job, running their own business, and hard work. The results of the experiment confirmed that in the Kazakh language, the concept of success is formed by two lexemes at once: *жетістік* (achievement/success) and *табыс* (income/success). Self-confidence and love for one's work are also important. Success is perceived in a positive way. Metaphorical description of success is often carried out through lexemes denoting "height", "growth" and "upward movement". The lexemes in the group "having the qualities of a successful person" were represented by respondents aged 25-30 and 30-40, while the group "labor" was represented by 73% of respondents aged 50-60. It is interesting that the young and middle generation (25-40 years old) associate success with belief in oneself and the ability to be self-sufficient. But for the older generation

(50-60 years old), success is achieved only by hard work. As we can see, different values may be relevant for people of different ages.

4.2. Results of Associative Experiment among Representatives of Russian Linguistic Culture

The received word-responses from Russian respondents were categorized into the following groups:

1. This group is represented by the lexeme "достижение/achievement (of a goal)" (54 reactions), which is characterized by high frequency and is used in the statements *достижение цели*/goal achievement, *личные достижения*/personal achievements, *достижения учеников*/achievements of students, and *достижение материального и духовного благополучия*/ achievement of material and spiritual well-being, which allowed us to assume that Russian-speaking respondents perceive success as the realization of some specific thing and associate success with achievements in various spheres, whether it is the achievement of personal goals, success in education, or achievement of material and spiritual well-being. Among the participants' reactions, there are whole comments given to explain their answer more precisely*: Достижение поставленных целей, получение морального и материального удовлетворения /Achievement of goals, obtaining moral and material satisfaction; Когда ты чего то хочешь и достигаешь это/When you want something and achieve it; Когда человек четко понимает свои цели и дисциплинированно выполняет ежедневные задачи, делая маленькие шаги для достижения большого результата, открыт обучению и новым методам в действиях/When a person has a clear understanding of their goals and is disciplined in completing daily tasks, taking small steps to achieve a big result, open to learning and new methods in action;* and *Момент достижения поставленной цели, высоко значимой для себя лично, семьи, коллектива или общества в целом/The moment of achieving a set goal that is highly significant for oneself, family, team or society as a whole.*

2. Statements with the word-response "результат/result" were obtained (21 responses): достижение результатов/achievement of results, хороший результат/good result, and положительные результаты /positive results. This indicates that for this group of respondents, success is closely linked to specific, measurable productivity and positive outcomes in various areas and activities: *results of systematic work, good results; good results in your favorite activity, while enjoying the process; achieving the desired result at the cost of one's own efforts; the ability and practice of performing tasks with a high degree of efficiency; success is the result of purposeful human activity; when a person clearly understands his/her goals and is disciplined in performing daily tasks, taking small steps to achieve a big result, is open to learning and new methods in actions; quietly contemplating the results of one's endeavors at sunset; the opportunity to do what you like, the demand for the results of your work (usefulness);* and *obtaining financial and non-financial results for its activities.* The reaction *положительный результат*/*positive result* coincides with the meaning of the lexeme "success" recorded in lexicographic sources (Ozhegov & Shvedova, 2003). Let us note the difference in the associations given by the representatives of the young and older generation. More detailed and in-depth answers were given by men aged 30 to 40, employees of large companies, who hold managerial positions and perform managerial tasks. There is a chain reaction among the proposed associations, i.e., when giving an association to the word "success", respondents continued their reasoning and used other important lexemes, so most often, the lexeme "achievement" is combined with the lexeme "goal".

3. The group "счастье/happiness" (44 reactions), represented by the lexeme of the same name in the respondents' answers, is characteristic mainly for the female half of respondents (75% of the total number of respondents). Note the fact of frequent use of the word combination "happy family". Individual responses from women indicated that *happiness is in solitude and surrounded by different societies*. This indicates that the perception of happiness for this group of respondents may be related not only to personal but also to social aspects. The male half of respondents emphasized that it is important for a man to be engaged in something he is interested in to be successful in this sphere, and this makes him happy: *Человек должен понимать, что он занимается тем делом, которым заинтересован, успешен в этом деле и это делает его счастливым* /A man should understand that he is engaged in the business he is interested in, is successful in this business and this makes him happy. In other words, men associate happiness with successful achievements in the sphere of activity they are interested in.

4. The group "материальное процветание, благосостояние/material prosperity, wealth" includes lexemes and word combinations related to financial remuneration and material well-being (37 reactions). Provide examples of lexemes and expressions used in the responses: *деньги/money, богатство/wealth, обеспеченность/endowment, благосостояние/welfare, прибыль/profit, достаток/prosperity, финансы/finance, материальное удовлетворение/financial satisfaction, финансовая независимость/ financial independence, материальный достаток/financial prosperity, богатство материальное/ material wealth, финансовая стабильность/financial* and *stability, прибыль компании/company profit.* The phrase *A secure old age, good health insurance, a car not petrol-powered but electric, a good home of your own* indicates that material values for respondents include not only monetary resources but also provisions for later life, including health insurance and environmentally friendly transport.

5. The lexeme "реализация/realization" (30 answers) in different contextual combinations indicates that for the majority of respondents, the importance of realization is considered key on the way to success: *realizing their talents and potential, realization of plans, creative fulfillment, realization of potential; success is the result of purposeful activity, through the realization of his talent and personality traits noted by others; realization of one's potential and the opportunity for continuous development; realization of your plans; everyone who's self-realized;* and *idea realization.* Successful implementation of one's own talents, plans, and ideas, as well as constant striving for self-actualization, play an important role in a person's life. Realization is seen as a process that contributes to personal and professional development.

6. The "способности/умения/abilities/skills" group of 27 responses emphasizes the importance of having certain abilities and skills for success: *job satisfaction; be able to convey their thoughts, make quick decisions, respond to tasks in a timely manner, show creativity in solving issues, ability to find the right way out of difficult situations; the ability and practice of performing tasks with a high degree of efficiency; developed ability to cope with any level of stress, ability to set goals and achieve them, the ability to maintain excellent physical shape,* and *ability to interact productively with people*. These expressions indicate the need to possess a wide range of abilities and skills for successful development and achievement of goals. They include both personal qualities (e.g., enjoyment of work) and professional skills (ability to make decisions and interact effectively with people). The responses also included lexemes covering various aspects of personal and professional traits that respondents associate with success: *competence, diligence, responsibility, self-education, punctuality, honesty*, and *integrity*. These valuable qualities are seen as constituent elements of a successful personality capable of effectively coping with life's challenges.

7. Success is represented in the respondents' responses as "труд/labor/hard work" (21 reactions). *Success is 1% talent and 99% labor; comfortable working environment;* and *success is about perseverance and hard work.* These statements reflect the respondents' belief that successful results are related to intensive work and striving to fulfill the set tasks. In other words, success is perceived as a result of efforts invested in work and activities.

8. The next group, marked by the quantitative advantage of the words "удача, везение/luck, good fortune" (23 answers). The statements of *Success for me is luck* and *The element of good fortune, being in the right place at the right time with the right people,* indicate that luck plays an important role in achieving success, which is perceived as the result of a happy coincidence.

9. The "признание/recognition" group consists of the following statements (15 response words): *Self- and socially recognized achievements in a particular field; Understanding of one's value and usefulness in society, family, and friendship environment; be respected by colleagues; social status, social recognition;* and *social recognition and profit.* These expressions emphasize the importance of appreciation and recognition of one's contributions in a particular field or society for a sense of success.

10. The core of the group "победа/victory" (10 reactions) is the lexeme of the same name, which means successful realization of something (victory over oneself), self-improvement, and overcoming personal challenges.

It should be noted that lexemes with negative connotative meanings were recorded in the answers of Russian-speaking respondents: *инфоцыгане/infotsygans*, *потоки/streams,* and *инфо-бизнес/info-business*. The following definition was found in Internet search engines: *Infotsygans* are people who sell courses, training, books, and other educational materials that carry no real value. *Info-business* is selling knowledge online through training courses (Online dictionary). These people gather their *streams* or groups of learners to tell them how to become successful and rich, but in most cases, success does not come simply from listening to such courses. Obviously, the respondent had such a negative experience.

4.3. Results of Associative Experiment among Representatives of American Linguistic Culture

Based on the results of the associations obtained, the following groups were identified:

1. The group "goal achievement" is represented by the thematic words *goal (17), target (12), achievement (12), accomplishment (11), and fulfillment (10)*. The goal can be achieved or fulfilled. It is important to note that this group coincides with the lexicographic meaning presented in explanatory dictionaries (Hornby, 2018). English-speaking respondents see a successful person as someone who achieves their goals: *A person who has achieved his or her goals; A successful person is someone who has set out what is important to them personally and has achieved those important objectives, it is not based purely on material possessions; a person that is achieving with clear set goals, healthy, virtuous, provides wise counsel and has a fulfilling personal life that is positively impacting the world.*

2. The group "material prosperity, wealth" is represented by lexemes *money (35), wealth (17), and financial status (8).* The level of income, according to Americans, is directly related to a person's success; in other words, the higher the income, the more successful the individual.

3. The thematic group "family" includes the lexemes *family (15), happy family (9), love (4)*. Strong family ties, personal happiness, and love are viewed by Americans as essential components of a successful individual. The associations related to the theme "family" were given by female respondents; not only career achievements but also the presence of a happy family is noted, and children's successes are perceived as their own successes: *My mother she raised five kids on her own as my father passed away when we were kids. Each one of us is doing great things, and our successes in life are down to her sacrifices, as a result, she is successful by default of our successes; My mother – she is a homemaker, and due to her ability to provide us with a comfortable home and life that, I'm able to achieve what I have in my life.* In other words, a successful person is also successful in his personal life, the criterion being the presence of a happy family: *someone who is not only successful in his/her career but also with family and other aspects of his/her life; a person who is able to support himself and his family*. For instance, one American woman wrote about her husband: *My husband. Best at what he does at work, great family, wonderful person.* Another noted her sister: "*I know there are many others, but I could think of one at the moment, my sister. Career – she reached the helm of her organization as the director. Family – Her daughters are both successful in the work they are currently doing as managers. Now she has retired, she continues to extend her assistance to those who need them.*

4. The word combination "hard work/ labor" occurs 26 times in the answers, which made it possible to identify a separate thematic group. Obviously, hard work plays a key role in achieving results, as a lazy person rarely achieves success.

5. The core of the next group is the word "fame" (19 reactions). Success brings fame, which in turn influences others; a successful person has power over others, he/she is listened to, his/her advice is followed. It is a person recognized by others for professional merit and renowned in his or her field: *A successful person is one who is loved and respected by others*.

6. Also, the word "commitment" often appears in the responses of Americans, which was singled out because of the frequency of use of this lexeme in the respondents' answers (17 responses).

7. The group "contentment" (9 reactions) also included the synonym satisfaction (5 reactions). Achieving success is always accompanied by a sense of accomplishment. A successful man, doing what he loves: *Someone who has the ability to do what they want, when they want, with whom they want; the*

person who wants to do what 'she is doing. One who is recognized for the work they do and enjoys what they do.

8. The answers presented language units describing the qualities necessary for success; they were presented in relatively smaller numbers than lexemes of other groups, but we considered it important to single them out into a separate group. So, let's review the responses we received: *resilience* (4 times), *doggedness* (6 times), and *determination* (3 times). Note that other lexemes were included in the same groups presented in Kazakh and Russian languages. This may indicate differences in linguistic perceptions and associations that are formed in different cultural and linguistic environments. Such differences in lexeme groupings may reflect cultural specificities and unique contexts that influence the perception of the concept of success in different languages.

9. For American respondents, one of the key aspects of success is the ability to influence the opinions or choices of others. The word "influence" (11 responses) may reflect the widespread societal perception that having influential connections and the ability to make an impact on others are considered important components of achieving success.

For US interviewees, "power" is also considered to be a significant element of success, which is confirmed in 7 responses. Understanding power as a key element of success may mean recognizing that making important decisions and being able to influence others play a significant role in achieving goals. This may indicate that power is considered an important criterion for success in society, perhaps within cultural and social stereotypes.

It should be noted that in the questionnaires of English-speaking informants, there are also negative reactions to the word-stimulus "success": "sacrifice and fail". This may indicate that in the American linguistic consciousness, success is also accompanied by failure. This refers to the difficulties encountered on the way to success. Success in the minds of English-speaking respondents comes to those who overcome difficulties and even illnesses, do not give up, and continue to work hard: *My boss has lived through a heart attack and still shows up for work after bypass surgery. He wants to instill performance success in students and has made it his life's purpose. I just saw a good friend of mine from high school for the first time in about 10 years. He'd gone through a painful divorce and struggled with alcoholism and depression in the time between. My friend found, over those difficult years, a capacity to grow and change for the better and to be more patient with himself. He is a leader in his industry and a good father, stepfather, and husband in his second marriage. It was a joy seeing an old friend in such a warm and successful place.*

The lexeme's "positive vibe" and "challenge" indicate a positive attitude and willingness to accept challenges as part of the path to success. Perhaps respondents see positive thinking and overcoming challenges as key elements of a successful journey. A person who accepts the challenges of life develops in different ways and is successful in the eyes of others. *A person fully enjoying the challenges they face and growing from them is successful. In the education profession, we'd rather have them have an «i+I» life, in which the variable «i» represents one's current station in life. The pursuit of that «+I» experience, in which challenges are motivating and engaging but never overwhelming or unnecessarily dangerous, makes a successful person*.

In American respondents' answers, there was a mention of belief in God and higher powers that helped them achieve their intended goals: *My aunty is a high school principal by profession. She is married to a medical doctor and has three children. Two of them are medical doctors in Fiji, and one is a lecturer at the University of Auckland in New Zeeland. I consider this a success because she was raised in my village and lived a simple life. With sound counsel, she was able to excel in School, marry well, and raise her kids well. She was raised in a hard, simple life and now enjoys being financially stable and comfortable with a loving family. She owes it to God (Jesus), and I know it's God plus determination and discipline.*

Among the adjectives characterizing the qualities of a successful person, the following were most frequently encountered: *hard worker, happy, charismatic, determined, positive, financially stable, balanced, wealthy, confident, and proud*. The associate *happy* occurs the most times.

4.4. Comparative Analysis of Experimental Results

The results obtained during the associative experiment allowed us to identify 6 groups of perceptions of success in Kazakh, 10 groups in Russian, and 10 groups in English. The groups were ordered according to the frequency of lexemes and reactions (Table 1).

Table 1
Groups of Reactions in the Three Languages

No	Kazakh respondents	Russian respondents	American respondents
1	material prosperity, wealth	goal achievement	goal achievement
2	goal achievement	result	material prosperity, wealth
3	well paid job	happiness	family
4	hard work/labour	material prosperity, wealth	hard work/labour
5	possessing the qualities of a successful person	realisation	fame
6	upward movement	abilities/skills	commitment
7		hard work/labour	contentment
8		luck/good fortune	qualities for success
9		recognition	influence
10		victory	power

The results of the experiment indicate that for all subjects, the key components of the psychological content of the word "success" are material prosperity, wealth, goal achievement, and labor. Success is associated with obtaining a result; it comes to those who, first of all, set a goal for the realization that it is necessary to work hard, and this, in turn, entails a monetary reward. These aspects are considered universal, as they manifest themselves to a certain extent in the reactions of the participants of all three linguistic-cultural groups under consideration.

As follows, the first place in the understanding of success in Kazakhs is represented by income. In the case of Americans, income is in the second place, while in the answers of Russian-speaking respondents, a similar group of *material values* is presented in the fourth place. In Kazakh and American answers, there were no answers with the word luck, while in Russian responses, this lexeme was found 23 times. It is important to note that luck acts as one of the basic elements in the Russian linguistic picture of the world. In Kazakh reactions, the frequent use of metaphorical expressions comparing success with height and upward striving was noted.

For Kazakh-speaking respondents, for instance, there are often combinations of *"success – ақша/ success – money, success – мақсатқа жету/success – goals achievement, success – пайдалы жұмыс/success – profitable work", "success – адал еңбек/success – honest work"*, and *"success – жұмысымның жетістігі/success – my work's achievements".* For Russian-speaking people, success is, first and foremost, *достижение и результат/achievement and result, цель и счастье/goal and happiness, материальные ценности и реализация/ material wealth and realization, способности и умения/abilities and skills, трудолюбие и удача/hard work and luck*, and *признание и победа/ recognition and victory*. Among the American responses, ethnocultural responses such as *fame*, which respondents believe is a component of success, are prominent. Among the representatives of Russian linguistic culture, the reliance on luck is also significant, and in Kazakh linguistic culture, the concept of "being on top" is associated with success. The concept of success is positively colored for the respondents of all three linguistic cultures and is accompanied by emotions conveying a sense of happiness, joy, and satisfaction. Nevertheless, representatives of American linguistic culture believe that success is accompanied by *sacrifice, failure,* and *challenge* that people face on the way to achieve their goals.

The stage of the life cycle an individual is in also influences the formation of success. Diffserences in the choice of lexemes and emphasizing certain qualities in these groups may be due to sociocultural and generational peculiarities. Young people represented by the age group of 25-40 years old rely on modern trends and values relevant to their generation. Determination, perseverance, resilience, and belief in

oneself are important qualities in the pursuit of success in modern society, where the emphasis is often placed on self-development and achieving personal goals. On the other hand, the theme group "hard work", based on responses from the 50–60-year-old generation, may reflect the values and experiences of the older generation. At this age, people may value hard work, perseverance, and systematic work more, as these qualities may have played an important role in their career and life paths. Shifts in priorities and values from generation to generation are associated with changes in the social and economic environment.

In the group "qualities of a successful person" represented in the three linguistic cultures under consideration, the lexemes (*determination, perseverance, stability, systematicity, self-sufficiency,* and *belief in oneself*) were obtained from the respondents of the young generation of 25-40 years old.

In Russian and American responses, the expressions *"happy family"* and *"happiness"* were received mainly from female respondents. A society that emphasizes individual achievements and career success may result in men expressing their ideas about success in the context of a career, while women emphasize the importance of family and personal happiness more. Kazaskh-speaking respondents do not associate success with happiness and family. For them, family and loved ones are the most important values in life, and they associate success more with career achievements.

5. Discussion

The purpose of this research is to study the peculiarities of the perception of success in three cultures, to identify the reflection of this concept in language, and to conduct a comparative analysis of cultures and their interaction. It was based on the material of associative experiments in Kazakhstan, America, and Russia. The selection of cultures under consideration was determined by historical circumstances (Alpysbayeva & Ashymkhanova, 2021). The topic of "success" was chosen because it is a component of the idea of the "American Dream" (Askarzadeh Torghabeh, 2019) and appears to be a relevant study.

The influence of Kazakh's perception of success can be viewed through the prism of the historical and contemporary context of Kazakhstan, as well as the interaction of cultural, ethical, and socio-economics factors, which is supported by the theory of "cultural pluralism" (Gordon, 1975). As Kazakhstan creates a multicultural environment, different ethnic groups bring their own perceptions. Exciting early studies of Kazakh culture show that there was no concept of success in "it's pure form" (Zimanov, 1958). As of today, three lexemes are present in the Kazakh language to denote "success": "achievement", "victory", and "income/profit", all of which are used depending on the situation. Under the influence of globalization and cultural pluralism, the criteria for success are changing. As the results of the experiment revealed, Kazakhs do not associate success with family as American and Russian respondents do. In this context, the family is the core of society, and its well-being is taken as self-evident rather than as an achievement. However, changing social norms are gradually leading to a revision of traditional attitudes (Koilybayeva et al., 2023).

In American culture, the English word "success" covers a wide range of meanings, including financial well-being, career advancement, self-fulfillment, having a family, fame, recognition, power, and hard work. The detailed responses of American interviewees reflect the greater importance of the concept of success in their lives. According to Askarzadeh Torghabeh (2019), success is the most significant compound of the American Dream, so success is an integral part of their lives. In this regard, so many reactions to the word "success" were received by American respondents, which explains their cultural values. The perception of certain concepts is formed under the influence of historical, cultural, and religious traditions. Thus, the lexemes "luck" and "good fortune" were obtained from the responses of Russian participants. This implies that in Russian culture, success is seen not only as the result of one's own efforts but also as the presence of factors beyond people's control (Goncharova, 2016).

We agree with Chernyavskaya and Zharkynbekova (2019) that the system of statements reflects the system of relations in social projection; the results of associative confirm this position. Allocation of thematic groups in the conceptual field of "success" made it possible to identify the most important issues related to the understanding and perception of the phenomenon in question. The number of received reactions and the conducted analysis showed that success in the linguistic consciousness of the

representatives of the three linguistic cultures under study is a creative, dynamic, and diverse phenomenon, which opens wide prospects for further in-depth studies. The differences in the characteristic of one or another linguistic culture may be the result of the evolution of values, experience, and cultural peculiarities, as well as adaptation to modern sociocultural trends. In addition, individual experiences and personal values may also influence how respondents define their success. Understanding these differences is important for creating more accurate and contextualized approaches to studying the concept of success across cultures and among different groups of people.

According to Hofstede's cultural dimensions theory (Hofstede et al., 2010), "masculine" and "feminine" cultures have different values; in this regard, it seems interesting to investigate the perception of success in such cultures and to better understand the relationship between linguistic consciousness and cultural values. Conducting a study among different socio-economic strata and regional representatives will provide a better understanding of how regional characteristics and living standards affect perceptions of success. Such research studies can help develop strategies to increase intercultural understanding and cooperation.

Disclosure Statement

The authors claim no conflict of interest.

Funding

The work was supported by the project "Linguistic mechanisms and developments for modernizing the national consciousness in the context of the new Kazakhstan" under Grant BR21882227.

References

Adams, B. (1985). How to succeed. Wilshire Book Co.

Alpysbayeva, A., & Ashymkhanova, S. (2021). Translation of the culture-specific items in Jumabayev's «Men jastarga senemin» into English and Russian. *International Journal of Society, Culture & Language*, *9*(2), 19-28.

Askarzadeh Torghabeh, R. (2019). The language and culture of a dream: A case study. *International Journal of Society, Culture & Language*, *7*(2), 69-79.

Bakshtanovskiy, V., & Sogomonov, Y. (1997). *Rossiyskaya ideya uspekha: Vvedeniye v gumanitarnuyu expertizu* [The Russia's idea of success: Introduction to humanitarian expertise]. Tumen-Moscow.

Baturina, N., & Chernyayeva, Y. (2018). Sootnosheniye uspekha, zhiznennoi uspeshnosti i lichnostnoge blagopoluchiya [Correlation of success, life success and personal well-being]. *Teoreticheskaya I Experimentalnaya Psichologiya*, *11*(4), 18-23.

Biernat, E., Piatkowska, M., & Krzepota, J. (2020). Are yuppies and muppies more physically active than the others aged 20-39? *Acta Gymnica*, *50*(1), 38-46. https://doi.org/10.5507/ag.2020.005

Bochina, T. G., Alexandrovna Korshunova, A., & Zharkynbekova, S. K. (2021). Proverbs and other stable sayings show a foreigner the traditions and cultures of the Russian people. *International Journal of Society, Culture & Language*, *9*(3), 101-108.

Bukarbay, B. (2018). *Baylykka jet* [Get rich]. Baspa.

Busato, V., Prins, F., Elshout, J., & Hamaker, K. (2000). Intellectual ability, learning style personality, achievement motivation and academic success of psychology students in higher education. *Personality and individual differences*, *29*(6), 1057-1068. https://doi.org/10.1016/S0191-8869(99)00253-6

Chernyavskaya, V., & Zharkynbekova, S. (2019). Yazykovoye i socialnoye konstruirovaniye identichnosti nacionalnogo universiteta: Na materiale missiy rossiyskih I kazakhstanskih universitetov [Linguistic and social construction of national university identity: On the material of Russian and Kazakh universities' missions]. *Bulletin of St.Petersburg University: Language and Literature*, *16*(2), 304-318. https://doi.org/10.21638/spbu09.2019.210

Clark, H. (1970). Word associations and linguistic theory. In J. Lyons (Ed.), *New horizons in linguistics* (pp. 271-287). Penguin Books.

Descartes, R. (1641). *The philosophical works of Descartes* (E. S. Haldane, Trans.). Cambridge University Press.

Depp, C. A., & Jeste, D. V. (2006). Definitions and predictors of successful aging: A comprehensive review of larger quantitative studies. *The American Journal of Geriatric Psychiatry*, *14*, 6-20. https://doi.org/10.1097/01.JGP.0000192501.03069.bc

Eremina, M. (2022). Analysis of the dictionary definitions of the word "success" in Russian: A cognitive aspect. *Russian Linguistic Bulletin, 1*(29), 11-15. https://doi.org/10.18454/RULB.2022.29.1.2

Goncharova, Y. (2016). Koncept uspech/success v russkoi I amerikanskoi lingvokulturakh [The concept успех/success in Russian and American linguistic cultures: Historical-etymological aspect]. *AGU Bulletin*, *2*(177), 49-53.

Gordon, M. (1975). *Toward a general theory of racial and ethnic group relations, in ethnicity: Theory and experience*. Harvard University Press.

Gottlieb, D. (2021). Yuppies: Young urban professionals and the making of postindustrial New York. *Enterprise & Society*, *22*(4), 962-969. https://doi.org/10.1017/eso.2021.48

Heidegger, M. (1962). *Being and Time* (J. Macquarrie, & E. Robinson, Trans.). Blachwell Publishers. (Original work published 1927)

Hofstede, G., Hofstede, G. J, & Minkov, M. (2010). *Cultures and organizations: Software of the mind*. McGraw-Hill.

Hornby, A. (2018). *Oxford advanced leraner's dictionary*. Oxford University Press.

Jung, C. G. (1960). *The structure and dynamics of the psyche* (2nd ed.). Princeton University Press.

Katz, F. (1964). The meaning of success: Some differences in value systems of social classes. *The Journal of Social Psychology, 62*, 141-148. https://doi.org/10.1080/00224545.1964.9919510

Kay, P., & Kempton, W. (1984). What is the Sapir-Whorf hypothesis? *American anthropologist*, *86*(1), 65-79. https://doi.org/10.1525/aa.1984.86.1.02a00050

Klimov, A. (1996). *Psichologiya proffessionala* [Psychology of a professional]. MODEK.

Kotovskiy, V., & Krasnoschechenko, I. (2012). Professionalnyi uspech v predstavleniyah studentov raznukh napravlenyi podgotovki: Psychologicheskiy I socialno-psychologicheskiy aspekty. [Professional success in the perceptions of students of different areas of training: Psychological and socio-psychological aspects]. *Bulletin of KGU*, *6*, 130-137.

Kraig, G., & Bokym, D. (2005). *Psychologiya razvitiya* [Developmental psychology]. Piter.

Kobzeva, O., & Tuzova, O. (2020). Social success as a psychological phenomenon. *European Proceedings of Social and Behavioural Sciences*, *94*, 376-383. https://doi.org/10.15405/epsbs.2020.11.02.46

Koilybayeva, R., Zhunis, M., Kusmaniva, K., Mirov, M., & Missyachenko, S. (2023). Patterns of interaction in family discourse: A resilience theory perspective. *International Journal of Society, Culture & Language*, *11*(1), 76-90.

Leibniz, G. W. (1714). *The monadology* (R. Latta, Trans.). Oxford University Press.

Lyubimova, S. (2021). American dream revisited: A media discourse representation in cognitive-linguistic perspective. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, *13*(4), 1-15. http://doi.org/10.21659/rupkatha.v13n4.27

Markova, A. (1996). *Psychologiya proffessionalizma* [Psychology of professionalism]. International Humanitarian Fund "Znaniye".

Merton, R. (1968). *Social theory and social structure*. Simon and Schuster.

Musk, E. (2017). *The life, lessons and rules of success*. Robert Farrington.

Nugi, R., & Onken, E, (2010). Defining success in a changing society: Self-evaluation and social reflections of coming elite in the Baltic States. *Journal of Baltic Studies*, *41*(4), 449-471.

Nurpeissov, B. (2020). *Tabys kilti* [Key to income]. Samga.

Ozhegov, S., & Shvedova, N. (2003). *Explanatory dictionary of the Russian language* (4th ed.). Moscow.

Obradovic, V., Jovanovich, P., Petrovic, D., Mihic, M., & Mitrovic, Z. (2013). Project managers' emotional intelligence – a ticket to success. *Procedia Social and Behavioral Sciences, 74*, 274-284.

Povarenkov, Y. (2014). Periodizaciya professionalnogo stanovleniya lichnosti: Analiz otechestvennykh i zarubezhnykh podhodov [Periodisation of professional formation of personality: Analysis of domestic and foreign approaches]. *Yaroslav Pedagogical Bulletin*, *3*(2), 75-80.

Rohn, J. (2013). *Keys to success*. Brolga Pub.

Shonbay, K. (2019). *Ekinshi bolma* [Do not be the second]. Samga.

Stanculescu, E. (2013). University students' fear of success from the perspective of positive psychology. *Procedia-Social and Behavioral Sciences, 78*, 728-732.

Tamang, G. (2014). Career success in the eyes of men and women. https://www.academia.edu/33361552/Career_success_in_the_eyes_of_men_and_women

Tulchinskiy, G. (1990). *Mind, will, success: On the philosophy of action*. Leningrad University.

Ufimtseva, N. (2001). *Sopostavitelnoye issledovaniye yazykovogo soznaniya slavyan* [A comparative study of the linguistic consciousness of Slavs]. Voronezhskiy Gosudarstvennyy Universitet.

Wardhaugh, R., & Fuller, J. (2021). *An introduction to sociolinguistics*. Blackwell Publishers.

Wood, A. (2020). *48 laws of business success*. Paperback.

Yakutina, O. (2011). *Social'nye praktiki uspekha: Diskurs povsednevnosti i social'no-filosofskoe ponyatie* [Social practices of success: Discourse of everyday life and socio-philosophical notion]. Krasnodar.

Zalevskaya, A. (2010). Znachenie slova v zerkale psiholingvisticheskogo portretirovaniya [The meaning of the word through of psycholinguistic profiling]. *Bulletin of the Tver State University, 5*(3), 175-193.

Zenkova, T. (2019). "Uspeshnyi chelovek" kak tsennostnaya dominant amerikanskoi lingvoaksiologicheskoi kartiny mira ["Successful man" as a dominant value attitude of the American linguistic and axiological worldview]. *Polylinguality and Trascultural Practices, 16*(2), 168-179.

Zharkynbekova, S., & Aimoldina, A. (2023). The impact of socio-cultural context on composing business letters in modern Kazakhstani business community: A cross-cultural study. *Journal of Intercultural Communication Research*, *52*(1), 56–78. https://doi.org/10.1080/17475759.2022.2124304

Zharkynbekova, S., & Chernyavskaya, V. (2022). Kazahsko-russkoe smeshenie koda: Metakommunikativnaya perspektiva [Kazakh-Russian code-mixing: A metacommunicative perspective]. *Bulletin of St. Petersburg University: Language and Literature*, *19*(4), 780–798. https://doi.org/10.21638/spbu09.2022.408

Zharkynbekova, S., & Loginova, M. (2021). Lingvokul'turnyj tipazh "student": Narrativnoe izmerenie [Linguocultural type "student": Narrative dimension]. *Tomsk State University Journal. Philology*, *70*, 27-49.

Zimanov, S. (1958). *Socialnyi uklad kazakhov v pervoy polovine XIX veka* [Social order of Kazakhs of the first half of the XIX century]. Publishing House of the Academy of Sciences of the Kazakh SSR.

Zolotova, N. (1991). *Kartina mira i yadro leksikona nositelya anglijskogo yazyka* [Picture of the world and the core vocabulary of a native English speaker]. *Bulletin of Tver State University, 11*, 40-45.