CHANGES IN THE PERCEPTION OF CHILDHOOD IN THE ERA OF GLOBALIZATION

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ИЗМЕНЕНИЯ В ВОСПРИЯТИИ ДЕТСТВА В ЭПОХУ ГЛОБАЛИЗАЦИИ

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Abstract. Explores the changes in the perception of childhood under the influence of globalization. It examines the transformation of traditional concepts regarding the role and significance of childhood in English-speaking, Kazakh, and Kyrgyz cultures. The study analyzes various factors shaping these changes, including the impact of media, digital technologies, and international educational standards. Special attention is given to the challenges of preserving cultural identity and values amid globalization, as well as the influence of global trends on child-rearing practices and socialization in diverse cultural contexts.

Аннотация. Рассматриваются изменения в восприятии детства под влиянием глобализации. Анализируется трансформация традиционных представлений о роли и значении детства в англоязычной, казахской и кыргызской культурах. Исследуются различные факторы, формирующие эти изменения, включая влияние СМИ, цифровых технологий и международных образовательных стандартов. Особое внимание уделяется проблемам сохранения культурной идентичности и ценностей в условиях глобализации, а также влиянию мировых тенденций на практику воспитания и социализации детей в различных культурных контекстах.

Keywords: globalization, childhood, cultural changes, socialization, child-rearing, English-speaking culture, Kazakh culture, Kyrgyz culture, identity, modern trends.

Ключевые слова: глобализация, детство, культурные изменения, социализация, воспитание детей, англоязычная культура, казахская культура, кыргызская культура, идентичность, современные тенденции.

In the era of globalization, the concept of childhood is undergoing significant transformations across different cultures. Traditional notions of childhood, shaped by local customs and values, are increasingly being influenced by global trends, media, and education systems [5]. English-speaking, Kazakh, and Kyrgyz cultures offer unique perspectives on childhood, but they now face common challenges, such as balancing cultural heritage with modern global expectations [6]. The rise of digital technologies and the growing dominance of global media have also played a crucial role in reshaping children's experiences and expectations [2].

The convergence of diverse educational standards, including Western approaches to early education, has introduced new dynamics into traditional child-rearing practices [4].

However, these shifts raise important questions about the preservation of cultural identity in rapidly changing societies. In many cases, global trends create tensions between old and new values, influencing how families, schools, and communities approach children's socialization [3].

This article examines how the perception of childhood has evolved in English-speaking, Kazakh, and Kyrgyz contexts, with a focus on the factors driving these changes. It also explores the implications of globalization for child-rearing practices, cultural identity, and the future of childhood across different cultural settings.

The methodology for this study focuses on a qualitative comparative analysis of the perception of childhood in English-speaking, Kazakh, and Kyrgyz cultures. The study adopts a multi-method approach, combining the following research techniques: document analysis, interviews, and thematic analysis. The aim is to explore how globalization has influenced child-rearing practices and the cultural meanings attached to childhood in these three distinct cultural settings.

A thorough document review was conducted to examine relevant literature, including academic papers, reports, cultural studies, and government documents related to childhood and globalization. The review included texts published in English, Kazakh, and Kyrgyz, as well as in international journals. This allowed for a broad understanding of how childhood is constructed and perceived in these cultures.

The document analysis was used to: Identify traditional views on childhood in each of the three cultures.

Examine changes in educational policies, media influence, and child-rearing norms over time.

Understand the broader socio-political context in which these changes have occurred.

Semi-structured interviews were conducted with parents, educators, and child development experts from the three cultural groups. Participants were selected using purposive sampling to ensure diversity in terms of age, socioeconomic background, and experience in child-rearing practices. A total of 30 interviews were conducted, with 10 interviews from each cultural group.

The interview questions focused on: Personal perceptions of childhood and child-rearing practices.

Changes observed in the way children are raised compared to previous generations.

The influence of global trends, such as technology, media, and international education, on their children's upbringing.

Concerns regarding cultural identity and the role of traditional values in the modern upbringing of children.

The interviews were conducted in the native languages of the participants — English, Kazakh, and Kyrgyz — to ensure cultural sensitivity and clarity of responses. All interviews were transcribed for further analysis.

Thematic analysis was used to interpret the data collected from documents and interviews. The analysis followed Braun and Clarke's (2006) approach, which consists of six steps:

Familiarization with the data through repeated readings.

Initial coding of the data to identify patterns.

Searching for themes by grouping codes into broader categories.

Reviewing themes to ensure they align with the coded data and research questions.

Defining and naming themes for better clarity and understanding.

Writing up the findings with supporting quotes from the data.

The themes that emerged from the analysis provided insights into how globalization has impacted the perception of childhood, with particular focus on:

The impact of media and digital technology on children's lives.

Shifts in parenting practices and educational expectations.

Concerns over the preservation of cultural traditions and values.

New challenges in socializing children within increasingly globalized environments.

A cross-cultural comparative framework was employed to identify both the commonalities and differences in how childhood is perceived across the three cultures. This approach helped highlight:

How Western, particularly English-speaking, views on childhood influence Kazakh and Kyrgyz practices.

The unique challenges faced by Central Asian cultures in preserving traditional child-rearing practices while adapting to global influences.

Divergent trends in educational priorities, family dynamics, and children's media consumption across the three cultures.

Although the study provides a comprehensive analysis, it is important to note some limitations. The sample size, while diverse, is relatively small, which may limit the generalizability of the findings. Moreover, the study focuses on three specific cultural contexts, and additional research would be needed to explore similar dynamics in other regions affected by globalization.

The study adhered to ethical research standards, ensuring that all participants provided informed consent before participating in the interviews. Anonymity and confidentiality were maintained, and participants were informed of their right to withdraw from the study at any time. The research was approved by an ethics committee, and care was taken to avoid any form of cultural bias or insensitivity during data collection and analysis.

This multi-method approach ensures a rich, in-depth understanding of the evolving concept of childhood in an era shaped by global interconnectedness and cultural exchange.

The results of this study provide insights into the evolving perception of childhood across English-speaking, Kazakh, and Kyrgyz cultures. The findings reveal several key themes related to the impact of globalization, including shifts in parenting practices, education, media consumption, and cultural identity. Below are the detailed results supported by participant responses, policy examples, and a summary of cross-cultural differences in tables [1].

Shifts in Parenting Practices

Parenting practices have been significantly reshaped across English-speaking, Kazakh, and Kyrgyz cultures, driven by the influence of globalization, migration, and the widespread availability of information. While historically rooted in collective and community-based child-rearing approaches, Kazakh and Kyrgyz families have begun to adopt more individualistic parenting models that align with those common in Western societies [7-10].

In English-speaking countries, parenting practices are largely influenced by ideas that emphasize personal autonomy, self-expression, and emotional well-being. This "child-centered" approach encourages children to explore their individuality, participate in decision-making, and express their emotions freely [5].

Parents focus on fostering children's self-esteem, creativity, and emotional intelligence, often using positive reinforcement. Socialization strategies in these cultures value children's independence at an early age, encouraging them to make choices and learn from experiences through trial and error. The rise of parenting books, online communities, and early childhood development experts in these societies has further contributed to the popularity of such approaches.

Example: In the United States, the concept of "gentle parenting" has gained momentum, encouraging parents to avoid authoritarian practices and focus instead on empathy and communication in raising their children.

In contrast, traditional Kazakh and Kyrgyz parenting was historically rooted in collectivist principles. Families prioritized interdependence, obedience, and respect for elders, with an emphasis on community involvement in raising children [3]. The extended family played a central

role, with grandparents often taking an active part in the upbringing of children. These cultures valued conformity to social norms, humility, and patience, viewing childhood as a stage of learning respect for authority and community responsibilities.

Traditional upbringing involved teaching children through stories, rituals, and practical activities-particularly those related to cultural heritage, such as respect for hospitality, participation in ceremonies, and mastery of essential life skills (e.g., animal care in rural settings). Emotional expression, especially negative emotions, was often discouraged, as it was believed to foster discipline and resilience.

Exposure to global trends, particularly through digital media, migration, and educational exchanges, has introduced new perspectives on child-rearing in Kazakhstan and Kyrgyzstan [6]. Western ideas about individuality and emotional well-being have gained popularity among younger parents, leading to a shift in how they approach parenting. While many families continue to emphasize respect for elders and community responsibility, there is a growing trend toward incorporating practices that encourage children's autonomy, emotional expression, and personal development.

This shift is especially visible among urban families and those with access to Western education and media. Social media platforms like Instagram and YouTube, which showcase Western parenting practices, have also contributed to the spread of new ideas about child-rearing. Migration has played a role as well, with parents who have lived or studied abroad adopting more progressive parenting strategies and sharing them with their communities.

Despite the growing acceptance of individualistic parenting approaches, Kazakh and Kyrgyz parents often struggle with balancing these new practices with traditional values. Many parents express concerns about the potential erosion of cultural norms and fear that children raised with Western-style independence may lose respect for elders or disconnect from their cultural roots. Grandparents, who often play an influential role in family dynamics, sometimes resist these changes, advocating for more traditional practices.

Example: A Kyrgyz mother shared: "I now encourage my children to express their feelings openly, something my parents never did with me. I believe it helps them grow emotionally strong, even though it feels a bit foreign in our family".

Some parents also report confusion about how to reconcile these differing approaches. While they appreciate the benefits of fostering emotional intelligence and creativity, they struggle with maintaining the sense of discipline and respect for authority that are deeply ingrained in their culture.

In both Kazakh and Kyrgyz families, the transition toward individualistic parenting practices is more readily applied to daughters than to sons. This reflects a gradual shift in gender roles, where young girls are encouraged to be independent and pursue education, while boys are still often expected to uphold traditional masculine roles and responsibilities. However, this dynamic is slowly evolving, particularly among educated urban families who emphasize equality in parenting.

Changes in educational policies have also contributed to the evolution of parenting practices. In urban areas, parents are increasingly involved in their children's education, aligning with global trends that encourage parental engagement in schooling. Schools that implement international curricula (e.g., IB programs) emphasize creativity, inquiry-based learning, and emotional well-being, encouraging parents to adopt similar values at home.

In rural areas, however, traditional practices remain more prevalent. Families continue to focus on teaching children's practical skills and fostering respect for elders, with less emphasis on emotional expression and individuality. This urban-rural divide highlights the complexity of adopting global parenting practices in diverse settings.

Table 1

COMPARISON OF PARENTING PRACTICES ACROSS CULTURES

Aspect	English-speaking Cultures	Kazakh Culture	Kyrgyz Culture
Parenting style	Child-centered, individualistic	Community-focused, transitioning	Community-focused, transitioning
Role of family	Nuclear family, parents-led	Extended family, grandparents play a role	Extended family, grandparents play a role
Emotional expression	Encouraged	Traditionally discouraged, but changing	Traditionally discouraged, but changing
Parental involvement in education	High	Increasing in urban areas	Increasing in urban areas
Influence of globalization	Strong	Growing	Growing

The findings show that while Kazakh and Kyrgyz parents are increasingly adopting practices that promote emotional well-being and personal development, they still place great importance on maintaining traditional values such as respect for elders and community involvement. This dynamic reflects the ongoing negotiation between old and new parenting ideals in response to global influences.

Summary of Findings on Parenting Practices

Adoption of Child-centered Approaches:

Younger parents in Kazakhstan and Kyrgyzstan are beginning to integrate Western ideas of child-rearing, focusing on emotional intelligence and self-expression.

Resistance from Older Generations:

Grandparents and older family members sometimes resist these changes, emphasizing traditional values of obedience and community responsibility.

Urban-Rural Divide:

Urban families are more likely to adopt modern parenting practices, while rural communities maintain traditional approaches.

Cultural Preservation Concerns:

Parents worry that children raised with individualistic values may lose touch with their cultural heritage.

Gender Differences:

Parenting approaches are evolving more rapidly for girls than for boys, reflecting changing societal expectations about gender roles.

These findings underscore the complexity of parenting in a globalized world, where families are continuously negotiating between traditional norms and modern ideals to provide the best upbringing for their children.

Impact of Education and Global Standards

Education systems in Kazakhstan and Kyrgyzstan have undergone substantial reforms in recent decades as these countries seek to align with global educational standards. The introduction of Western-style curricula and an emphasis on bilingual education have contributed to changes in how childhood learning is perceived and structured. While these developments aim to improve educational outcomes and competitiveness in the global labor market, they have also raised concerns about the preservation of cultural values [4].

One of the most noticeable reforms is the adoption of competency-based education, which shifts the focus from rote memorization to developing critical thinking, problem-solving skills, and creativity — values heavily emphasized in Western educational systems. These reforms aim to create more well-rounded, globally competitive citizens capable of thriving in knowledge-based economies. However, the transition has been met with mixed responses from parents, educators, and policymakers.

In English-speaking cultures, the education system typically promotes individual growth and self-directed learning. Children are encouraged to explore their interests, express opinions, and engage actively in their learning processes. This approach values emotional development as much as academic success, encouraging children to develop a sense of autonomy from an early age.

In contrast, traditional education in Kazakhstan and Kyrgyzstan has historically prioritized respect for elders, community values, and practical skills. The curriculum in these countries placed significant emphasis on social cohesion and preparing children to contribute to the family and community. The introduction of Western educational practices, including bilingual programs and international curricula such as the International Baccalaureate (IB), represents a significant departure from these traditional approaches.

Parents in urban areas generally welcome these reforms, seeing them as essential for their children's success in a globalized world. However, they also express concern that global competitiveness might come at the cost of traditional cultural values. The emphasis on individual achievement, for example, is sometimes viewed as undermining the importance of familial obligations and respect for community elders.

Rural areas, where traditional values are more deeply embedded, have shown resistance to some aspects of these reforms. There is concern that children educated under new models may become disconnected from their cultural roots. Bilingual education, while seen as beneficial for future career prospects, also presents challenges, as it may erode the use of native languages in favor of Russian or English.

The changes in education have also placed new demands on parents, who are now expected to play a more active role in their children's education. This shift aligns with global trends but represents a departure from the traditional model in which teachers and elders were the primary sources of instruction and guidance. Schools increasingly encourage parents to engage in their children's learning processes, attend parent-teacher meetings, and support extracurricular activities, contributing to a growing urban-rural divide in educational outcomes.

Table 2

COMPARISON OF EDUCATIONAL PRIORITIES

Aspect	English-speaking cultures	Kazakh culture	Kyrgyz culture
Focus on	Individual growth	Academic achievement & respect for elders	Respect for elders & practical skills
Language of instruction	Monolingual or bilingual	Bilingual (Kazakh-Russian)	Bilingual (Kyrgyz-Russian)
Influence of globalization	Strong	Growing influence	Growing influence

Another critical issue is the changing role of teachers in the new educational paradigm. Western educational reforms encourage teachers to act as facilitators rather than authoritative figures. In Kazakhstan and Kyrgyzstan, where teachers traditionally held a position of unquestioned authority, this shift is altering classroom dynamics. Children are now encouraged to question and engage with teachers, which, although beneficial for critical thinking, creates tension with older cultural norms that emphasize obedience.

Parents report mixed feelings about this shift. On the one hand, they appreciate the development of their children's independent thinking. On the other hand, they worry that a more relaxed relationship with authority figures may result in a lack of discipline and respect for elders. As one Kazakh father shared:

"My son's school teaches him to question everything, which is good. But now he applies this to us at home, and it sometimes feels like he's forgetting the value of respect".

Global trends in education have also expanded access to extracurricular programs and exchange opportunities, encouraging children to engage with different cultures and learn new languages. However, this increased exposure to global norms raises concerns about the gradual erosion of local traditions. A Kyrgyz mother explained:

"We want our children to succeed in the world, but at the same time, we don't want them to forget who they are and where they come from".

In summary, the impact of global educational standards in Kazakhstan and Kyrgyzstan is multifaceted. While parents and educators recognize the benefits of adopting modern teaching methods and bilingual education, they also express concern about the potential loss of cultural identity. Balancing the demands of global competitiveness with the preservation of cultural values remains a significant challenge for these societies.

Media Consumption and Children's Socialization

The study reveals that digital media has become a powerful force in shaping children's socialization across English-speaking, Kazakh, and Kyrgyz cultures. In today's interconnected world, children have access to vast amounts of content through global platforms such as YouTube, Netflix, TikTok, and social media networks. This content often introduces children to ideas, lifestyles, and cultural norms that transcend their immediate environment, fostering a sense of global belonging [2].

In English-speaking cultures, media consumption is often regarded as an integral part of childhood, with parents encouraging children to engage with diverse content to stimulate creativity and learning. Digital media is seen as a resource not only for entertainment but also for education, with platforms offering interactive and child-friendly content. However, there are ongoing debates about screen time limits and concerns over the potential negative impact of media on children's development, such as reduced attention spans and exposure to inappropriate content.

In Kazakhstan and Kyrgyzstan, media consumption has become increasingly prevalent, especially among urban families with access to high-speed internet. Children in these regions actively engage with the same global platforms as their peers in English-speaking countries, consuming content that ranges from cartoons and educational videos to music, gaming streams, and social media trends. As a result, children are exposed to Western holidays, customs, and ideas that were traditionally foreign to their cultures. For example, Halloween and Christmas have become popular topics of interest among children, despite not being part of local traditions.

Example: A Kazakh father shared his experience: "My son now wants to celebrate Halloween, even though it's not part of our culture. I let him dress up for fun, but I also explain our traditional holidays, so he learns both".

Parents from all three cultural contexts reported similar challenges in balancing the benefits and drawbacks of media exposure. While they recognize that media can be a valuable educational tool, they also express concern about the influence of Western content on their children's behavior and values. In particular, Kazakh and Kyrgyz parents noted that their children are increasingly adopting foreign customs and behaviors, leading to concerns about the erosion of traditional cultural practices.

Many parents shared that their children now prefer watching Western cartoons over local ones and are more familiar with characters from global franchises than with figures from their own folklore. This shift has sparked debates within families about the importance of teaching children their cultural heritage. Grandparents, in particular, expressed discomfort with children's growing preference for foreign media, fearing that it may lead to a weakening of national identity.

Table 3

MEDIA PREFERENCES AMONG CHILDREN

Media Type	English-speaking Cultures	Kazakh Culture	Kyrgyz Culture
Popular Content Platforms	YouTube, Netflix, TikTok	YouTube, TikTok, local TV	YouTube, TikTok, local TV
Preferred Content	Cartoons, educational videos	Cartoons, Western holidays	Cartoons, gaming streams
Impact on Cultural Practices	Moderate	High	High

The study also found that social media platforms play a key role in shaping children's socialization. Through platforms such as Instagram and TikTok, children engage with peers from around the world, forming virtual communities that expose them to new ideas and ways of life. While this promotes openness and curiosity, it can also contribute to identity confusion, as children struggle to reconcile their cultural background with the global norms they encounter online.

Kazakh and Kyrgyz parents reported that their children increasingly use social media to participate in global trends, such as dance challenges and fashion trends, which can create tension between generations. Parents are often caught between supporting their children's desire to engage with modern trends and ensuring that they remain connected to traditional values. Schools in these regions are also facing new challenges, as teachers attempt to integrate digital literacy into their curricula while promoting cultural education.

Example: A Kyrgyz teacher noted: "Our students are heavily influenced by what they see online. They follow Western influencers and are eager to adopt new trends. While we want them to be digitally literate, we also emphasize the importance of learning our traditional customs."

One key observation is that children in urban areas are more immersed in global media than those in rural settings. In rural areas, limited internet access and the availability of traditional forms of entertainment—such as storytelling and outdoor activities—help preserve local customs. However, as internet access continues to expand, even rural children are becoming more exposed to global media.

Table 4

URBAN-RURAL DIVIDE IN MEDIA CONSUMPTION

Aspect	Urban Areas	Rural Areas
Internet Access	High	Limited
Preferred Entertainment	Digital media, social media trends	Storytelling, outdoor play
Exposure to Global Trends	High	Growing

The study highlights the complex role that media plays in children's lives, offering both opportunities and challenges. On the one hand, media fosters creativity, learning, and a sense of global community. On the other hand, it can lead to cultural erosion and identity conflicts, as children navigate between global influences and local traditions. Parents and educators must work together to help children develop media literacy skills that enable them to critically engage with content while staying connected to their cultural roots.

Summary of Findings on Media Consumption and Socialization

Global Influence: Children across all cultures engage with global media platforms, which shape their worldviews and behavior.

Adoption of Foreign Customs: Kazakh and Kyrgyz children are increasingly adopting Western holidays and customs, raising concerns about cultural preservation.

Urban-Rural Divide: Media consumption is more prevalent in urban areas, but rural areas are gradually catching up.

Parental Concerns: Parents worry about the impact of Western media on their children's values and strive to maintain a balance between modern trends and traditional practices.

Role of Schools: Educators are working to integrate digital literacy while promoting cultural education to help children navigate the challenges of globalization.

These findings illustrate the nuanced impact of media on children's socialization across different cultural contexts. While media consumption offers new opportunities for learning and connection, it also presents challenges that require thoughtful navigation by parents, educators, and policymakers.

Challenges to Cultural Identity

A recurring theme in the interviews was the tension between maintaining cultural traditions and adopting modern global values. Many participants expressed concerns that globalization, along with increased exposure to international media and education systems, has resulted in children becoming detached from their cultural roots. This was particularly emphasized by participants from Kazakhstan and Kyrgyzstan, where rapid social and economic changes are reshaping the everyday lives of families [6].

Kazakh and Kyrgyz interviewees noted that children today are more familiar with global pop culture than with local traditions, resulting in a gradual erosion of cultural knowledge. For example, many children prefer watching Western cartoons or YouTube content over learning local folklore. This disconnect from traditional narratives has been accompanied by the growing popularity of Western holidays, such as Halloween and Christmas, which are celebrated despite having no historical connection to these cultures. Schools and kindergartens, influenced by global educational trends, often reinforce these shifts by organizing events based on global themes rather than local traditions.

Example: A Kyrgyz grandmother shared her concerns: "My grandchildren barely speak Kyrgyz now. They are more comfortable with Russian and English because of school and the internet. I worry that they are losing touch with who they are".

Parents also highlighted the challenge of teaching children's traditional values, such as respect for elders, humility, and hospitality, in an environment increasingly shaped by individualism. Global trends promote self-reliance and personal ambition, which often conflicts with the collective ideals embedded in Kazakh and Kyrgyz cultures. Young people, influenced by digital platforms and global social movements, are more likely to question authority and challenge traditional norms, creating tension within families.

In English-speaking cultures, the challenges to cultural identity differ. While these societies have generally embraced individualism and personal freedom as core values, they also experience internal debates about cultural preservation, particularly in relation to minority or indigenous communities. However, the pressure to maintain a collective cultural identity is not as pronounced as it is in Kazakh and Kyrgyz contexts. English-speaking societies tend to value cultural diversity and change, which makes them more adaptable to global influences.

Table 5

CULTURAL IDENTITY PRESERVATION CHALLENGES

Challenge	*Kazakh Culture*	*Kyrgyz Culture*	*English-speaking Cultures*
Language erosion	High	High	Low
Adoption of Western holidays	Increasing	Increasing	N/A
Tension between modern and traditional values	High	High	Moderate

Participants emphasized that the erosion of native languages poses one of the greatest threats to cultural identity in Kazakhstan and Kyrgyzstan. While both countries have undertaken efforts to promote the use of Kazakh and Kyrgyz languages in education and public life, Russian and English continue to dominate in urban centers and online spaces. This linguistic shift is particularly evident among younger generations, who use Russian or English as their primary languages in school, social media, and professional settings.

Parents and grandparents in both countries expressed frustration that, despite efforts to teach their children the native languages, children show little interest in mastering them. Some parents acknowledged that they themselves prefer to communicate with their children in Russian or English to ensure academic success and better career opportunities. However, this pragmatic approach further accelerates the decline of native languages.

The growing popularity of Western holidays was another area of concern. Interviewees observed that children are more enthusiastic about celebrating Halloween and Christmas than traditional holidays such as Nauryz (in Kazakhstan) or Nooruz (in Kyrgyzstan). Schools and daycare centers, influenced by global trends, organize themed events around these Western holidays, which children find more engaging due to exposure from cartoons, social media, and peer groups. Parents feel pressured to participate in these celebrations, even though they worry about the gradual displacement of their own cultural festivals.

Example: A Kazakh father commented: "My son insisted we buy a costume for Halloween because all his friends are dressing up. I let him participate, but I make sure to remind him about the importance of Nauryz."

The tension between traditional and modern values is another significant challenge reported by participants. In both Kazakh and Kyrgyz families, elders often advocate for stricter discipline and adherence to cultural customs, while younger parents are more inclined to adopt child-centered practices that emphasize emotional expression and personal autonomy. This generational divide creates friction, as grandparents feel that the younger generation is abandoning important cultural values, while parents strive to prepare their children for a competitive global environment.

In contrast, the tension between tradition and modernity is less pronounced in English-speaking societies, where individual freedom and cultural adaptation are widely accepted. However, some families in these societies, particularly those belonging to minority or immigrant communities, also experience identity-related challenges. For these families, balancing the preservation of ancestral traditions with the demands of integration into mainstream society presents a unique set of difficulties.

In summary, the study reveals that maintaining cultural identity in the context of globalization is a complex and ongoing challenge for Kazakh and Kyrgyz families. While these societies actively promote their native languages and cultural traditions, global influences have become deeply embedded in children's daily lives, making it difficult to sustain traditional practices. English-speaking societies, on the other hand, face fewer pressures to preserve a collective cultural identity but still encounter challenges related to maintaining diversity and supporting minority cultures.

Global Trends and Changing Family Dynamics

Participants from all three cultural settings reported significant changes in family dynamics, with children gaining greater autonomy and having more say in family decisions. This evolution is especially visible in urban areas, where exposure to global parenting practices through media, education, and migration is more prominent. In English-speaking cultures, this shift aligns with long-established practices that promote independence, self-expression, and participatory decision-making from an early age. Children are encouraged to express opinions, negotiate with parents, and participate in household discussions [3].

In Kazakh and Kyrgyz cultures, however, this shift marks a departure from deeply rooted norms. Traditionally, these cultures emphasized hierarchical family structures, where children were expected to show obedience and respect for elders without question. Decisions were often made collectively by the family's adult members, especially grandparents, with limited involvement from children. In recent years, younger parents have begun to challenge these norms, allowing children to have a voice in certain decisions, especially related to their education and personal preferences.

This transition, however, has not been entirely smooth. Participants reported that older generations sometimes resist these changes, finding them incompatible with traditional family values. Grandparents, in particular, expressed concern that children today are becoming "too bold" and are losing respect for authority. This intergenerational tension highlights the complexities of adopting global trends in family life, as parents attempt to strike a balance between encouraging autonomy and maintaining respect for family traditions.

A Kazakh teacher observed, "Students today are much more assertive. They question authority, which is both good and challenging. In the past, children would never talk back to teachers." This change reflects the growing influence of Western educational models, which prioritize critical thinking and self-expression. However, it also creates challenges for educators and parents who must navigate the balance between fostering independence and upholding respect for authority.

The findings also suggest that changes in family dynamics are not uniform across all settings. Rural families in both Kazakhstan and Kyrgyzstan tend to retain more traditional structures, with children playing a more subordinate role in family decisions. In contrast, urban families are more open to modern practices, often encouraging children to participate in discussions and make choices about their daily lives.

Gender roles have also been affected by these shifting dynamics. While boys are still often expected to uphold traditional responsibilities, such as respecting elders and preparing for leadership roles, girls are being encouraged to pursue education and personal interests. This shift reflects broader changes in societal attitudes toward gender equality, although these changes are more pronounced in urban areas than in rural communities.

Parents from all three cultural groups reported that children today are more influenced by peers, social media, and global trends than previous generations. The prevalence of digital devices and online communities has given children greater access to information and alternative perspectives, which has further contributed to their growing independence. At the same time, this increased autonomy has led to new challenges, such as managing screen time, dealing with online influences, and maintaining family cohesion.

The changing dynamics within families reflect broader societal transformations, driven by globalization. As family structures evolve, so too do the roles and expectations of children. Parents are increasingly adopting hybrid approaches to parenting, combining traditional values with modern practices. They aim to equip their children with the skills and mindsets needed to succeed in a globalized world while ensuring they remain connected to their cultural roots.

Summary of Key Findings

Parenting: There is a shift towards child-centered parenting across all three cultures, though to varying degrees. Kazakh and Kyrgyz parents are gradually adopting practices that promote autonomy, but they remain mindful of traditional values.

Education: The integration of global educational standards has led to changes in priorities, with more emphasis on creativity, independence, and critical thinking. However, parents and educators' express concerns about preserving cultural heritage within the education system.

Media: Global media platforms play a significant role in children's socialization, providing exposure to diverse ideas but also creating challenges in maintaining cultural identity. Parents are increasingly concerned about the influence of Western media on their children's values and behavior.

Cultural Identity: Language erosion and the adoption of Western traditions are seen as major concerns, especially in Kazakh and Kyrgyz cultures. Parents and educators emphasize the need to preserve native languages and cultural practices while navigating the pressures of globalization.

Family Dynamics: Children's autonomy is increasing, leading to shifts in traditional family structures. While this change reflects the influence of global trends, it also creates intergenerational tensions as families negotiate between modern practices and traditional values.

Cross-Cultural Similarities and Differences

This section highlights the similarities and differences in how parenting practices, education, media consumption, cultural preservation, and child autonomy are evolving across English-speaking, Kazakh, and Kyrgyz cultures in response to globalization.

In English-speaking cultures, parenting practices are largely individualistic, prioritizing the emotional development and personal growth of children. Parents encourage their children to express emotions openly, develop unique interests, and make independent decisions. Meanwhile, Kazakh and Kyrgyz cultures are currently in a transitional phase, moving from community-centered approaches to more child-centered models. Although these societies traditionally emphasized the role of the family and collective responsibility, younger parents are adopting new ways of fostering individuality in their children.

Educational priorities reflect another key area of difference. English-speaking societies focus heavily on personal growth and developing skills such as creativity and critical thinking. Kazakh and Kyrgyz cultures still emphasize academic success and respect for authority, although the growing influence of global educational trends, such as inquiry-based learning and bilingual education, is slowly reshaping these priorities.

In terms of media consumption, children in English-speaking countries tend to engage heavily with digital content, which has long been part of their daily lives. However, media consumption in Kazakh and Kyrgyz cultures is increasing, especially among urban families. As internet access expands and Western media becomes more accessible, children are increasingly exposed to global entertainment, which influences their behaviors and aspirations.

Efforts toward cultural preservation also differ significantly. English-speaking cultures place relatively low emphasis on preserving traditional values, as individualism and adaptation to change are already part of the cultural fabric. By contrast, Kazakh and Kyrgyz families exhibit strong cultural preservation efforts, especially in rural areas, where traditions, customs, and language are actively maintained. This tension is particularly visible when children embrace global trends, which some parents perceive as a threat to their cultural identity.

The question of child autonomy highlights another interesting comparison. In English-speaking cultures, children are granted high levels of autonomy from a young age, with parents

fostering independence and self-reliance. In Kazakh and Kyrgyz cultures, child autonomy is increasing, but at a slower pace. Children are still expected to respect family authority, but parents are gradually allowing them more freedom to express opinions and make choices, particularly in urban areas.

Table 6

SUMMARY OF KEY DIFFERENCES AND SIMILARITIES ACROSS CULTURES

Aspect	English-speaking Cultures	Kazakh Culture	Kyrgyz Culture
Parenting style	Individualistic	Transitioning to child-centered	Transitioning to child-centered
Educational focus	Personal growth	Academic success	Academic success
Media consumption	High	Increasing	Increasing
Cultural preservation efforts	Low	High	High
Child autonomy	High	Increasing	Increasing

These findings highlight both the commonalities and differences across cultures as they navigate the pressures of globalization. Kazakh and Kyrgyz families are actively seeking a balance between traditional values and modern parenting practices, while English-speaking cultures continue to promote individuality and adaptation to change. The intersection of these contrasting values presents both challenges and opportunities for the future of parenting and child development in a globalized world.

These results indicate that while globalization introduces new opportunities for growth and learning, it also creates challenges for cultural preservation. English-speaking cultures have largely embraced individualistic values, while Kazakh and Kyrgyz families are still negotiating between traditional practices and modern influences.

The findings highlight the need for balanced approaches that integrate beneficial aspects of globalization while safeguarding cultural identity.

Discussion

The findings of this study reveal that globalization has profoundly reshaped the perception of childhood and parenting practices in English-speaking, Kazakh, and Kyrgyz cultures. While these cultures exhibit unique characteristics, several shared trends and tensions have emerged as families adapt to global influences. The discussion below examines these key themes and their implications.

One of the most striking changes identified is the gradual shift toward individualistic parenting models in Kazakh and Kyrgyz cultures, traditionally rooted in collectivist ideals. Exposure to Western media, education, and migration experiences has encouraged parents in these societies to adopt practices that promote emotional expression, independence, and self-esteem, similar to those widely accepted in English-speaking cultures [5]. However, this transition is complex, as it challenges long-standing values centered on obedience, community responsibility, and respect for elders.

This shift presents both opportunities and challenges. On the one hand, encouraging children to express emotions and explore their identities may foster personal growth and emotional well-being. On the other hand, parents and grandparents in Kazakh and Kyrgyz families often express concerns that individualistic values could weaken familial bonds and erode respect for traditions, leading to tensions between generations.

Educational systems play a significant role in shaping parenting practices and childhood experiences. English-speaking societies emphasize child-centered learning and creative development, reflecting broader cultural values that prioritize self-fulfillment. In contrast, Kazakh

and Kyrgyz educational priorities traditionally focused on academic achievement, discipline, and practical skills. However, the adoption of international curricula and bilingual education has introduced new dynamics, encouraging parents in Central Asia to engage more actively in their children's education and foster broader cognitive and emotional skills [4].

This evolution in education also creates dilemmas for families. While exposure to global education standards is seen as beneficial for children's futures, many parents and educators worry that it may undermine the transmission of cultural heritage and language. This concern is particularly pronounced in rural areas, where maintaining cultural identity is prioritized.

The growing role of media and technology in shaping childhood experiences is evident across all three cultures. Children's exposure to global media platforms such as YouTube, Netflix, and social networks has blurred cultural boundaries, allowing them to engage with new ideas, behaviors, and values. This trend has led to both opportunities for learning and concerns about cultural erosion. In Kazakh and Kyrgyz families, parents often find themselves balancing the need to keep children connected to their roots while managing their exposure to global entertainment and lifestyle trends [2].

For example, participants described situations where children wanted to celebrate Western holidays such as Halloween, which sparked debates within families about how to preserve traditional celebrations. While these interactions can foster cross-cultural awareness, they also highlight the tension between adopting global practices and maintaining cultural distinctiveness.

A recurring theme in the findings is the struggle to balance modern parenting ideals with traditional values. Parents in Kazakh and Kyrgyz cultures are particularly affected by this challenge, as they navigate the pressures of adopting global child-rearing practices while maintaining familial and cultural expectations. This balancing act is reflected in their desire to raise children who are both emotionally expressive and respectful of authority.

The urban-rural divide further complicates this dynamic, with urban families more likely to embrace modern practices and rural communities holding on to traditional norms. These differences reflect the varying levels of exposure to globalization and demonstrate that the adoption of new parenting practices is not uniform across all social settings.

The findings suggest that family dynamics are evolving as children gain more autonomy and influence in decision-making processes, especially in urban areas. This trend mirrors developments in English-speaking societies, where children's opinions are valued from a young age. In Kazakh and Kyrgyz families, however, this change has been more gradual and uneven. While many parents encourage their children to express opinions and emotions, they still emphasize the importance of respecting elders.

The study also highlights changing gender roles, particularly in relation to parenting practices. Daughters are often encouraged to pursue education and develop personal independence, reflecting a shift in gender expectations. However, traditional masculine roles remain more firmly entrenched for boys, underscoring the need for further research into how gender dynamics influence parenting in these cultures.

A key finding is the tension between cultural preservation and the adoption of global trends. In both Kazakh and Kyrgyz cultures, parents expressed concerns that children might lose touch with their cultural roots as they become more engaged with global media and education. This concern was particularly evident among grandparents, who feared that language erosion and the abandonment of traditional holidays could weaken cultural identity.

At the same time, parents recognized the importance of preparing their children for a globalized world by equipping them with modern skills and knowledge. This dual commitment to

cultural preservation and global adaptability reflects the complex reality of parenting in a rapidly changing environment.

The findings suggest several implications for policymakers, educators, and parents.

Policymakers should support bilingual education and cultural programs to help children connect with their heritage while also gaining global competencies.

Schools and educators should work with families to ensure that modern educational practices complement rather than replace traditional values.

Parents should seek a balanced approach, combining the emotional benefits of modern parenting with the strength of cultural traditions.

Further research is needed to explore the long-term effects of these shifts on children's development and family dynamics, particularly in rural areas where the adoption of modern practices may be slower.

In summary, the study highlights the profound impact of globalization on the perception of childhood and parenting practices across English-speaking, Kazakh, and Kyrgyz cultures. While English-speaking societies continue to embrace individualistic values, Kazakh and Kyrgyz families are negotiating a path that blends modern parenting ideals with traditional expectations. The interplay between tradition and modernity, local identity and global trends, creates both challenges and opportunities for families.

The findings underscore the importance of cultural preservation and intergenerational dialogue in ensuring that children grow up with a strong sense of identity while being prepared for the demands of a globalized world. This evolving dynamic presents an ongoing challenge for families and communities, requiring a thoughtful balance between maintaining traditions and embracing change.

Conclusion

This study has explored how globalization influences the perception of childhood and parenting practices in English-speaking, Kazakh, and Kyrgyz cultures. The findings reveal that while English-speaking societies continue to emphasize individualism, emotional development, and autonomy, Kazakh and Kyrgyz families are gradually adopting similar child-centered practices. However, these changes are accompanied by significant challenges, as parents in Central Asia strive to balance modern parenting ideals with long-standing cultural values centered on community responsibility, respect for elders, and collective identity.

Education systems and media platforms play a crucial role in shaping childhood experiences, introducing global trends that encourage emotional expression, creativity, and independence. However, these trends have also raised concerns among parents and educators about cultural preservation, particularly in rural areas where traditional practices remain stronger. The tension between modernity and tradition reflects the complex reality that families face in a globalized world, requiring them to negotiate between two often conflicting sets of values.

The study highlights the importance of cultural preservation efforts and bilingual education in ensuring that children develop a strong sense of identity while acquiring the skills necessary to thrive in a global environment. Encouraging intergenerational dialogue can help bridge the gap between older and younger generations, fostering an environment where traditional values coexist with modern approaches to parenting.

In conclusion, globalization presents both opportunities and challenges for the perception of childhood and parenting practices. While families in Kazakh and Kyrgyz cultures are navigating this transition with care, the ability to find a harmonious balance between tradition and modernity will be essential for the well-being and identity development of children. Further research is needed

to understand the long-term effects of these shifts, particularly in rural areas, and to explore the impact of changing gender roles and educational priorities on future generations.

By adopting a balanced approach, families and communities can ensure that children grow up connected to their cultural roots while being equipped to participate fully in a rapidly changing world.

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