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WORLD PHILOSOPHY AND DIALECTIC THINKING: AN ANALYSIS OF INSTITUTIONAL CONTEXTS AND DEVELOPMENT PROSPECTS

Gusseva Nina

Doctor of Philosophy, Chair of the East Division of Kazakhstan Philosophical Congress, Head of the International Center for Methodological Research and Innovation Programs, Member of the Academy of Acmeology

The East Division of Kazakhstan Philosophical Congress, The International Center for Methodological Research and Innovation Programs, Kazakhstan

Modern world philosophy is represented by a wide variety of philosophical views, concepts and trends. Its field of interest includes consideration and study of various forms of human social and individual being and consciousness, which, firstly, have developed and function within the framework of certain civilizational processes and, secondly, are in a state of an ongoing progress in the development of culture.

Institutional consciousness always expresses and fixes the content and meanings of the civilizational functioning of a man in the society in the forms of language, logical schemes or results of completed processes. It differs significantly from the non-institutional consciousness, which expresses the living "fabric" of human activity, from which the culture is formed and the corresponding world views [3].

The schematics of institutional consciousness are convenient for any form of its use, including not only its preservation, transmission, replication, etc., but also its management. In this regard, the schematics of institutional consciousness is also a form present in such socio-civilizational realities as transformed, "matrix", ideological, etc. formed on its basis forms of understanding of the world.

The leading direction of the development of philosophy is always essentially connected with the study of the processes of *emergence* and *development* of human social and individual being and consciousness. This orientation in the development of philosophy characterizes its classical branch. At the same time, the study of the functioning of established institutionalized forms testifies to the existence of the "ballast" part of philosophy, that is, the part that doesn't reflect the real processes of cultural development, the quintessence of which, in fact, should be philosophy. This "ballast" part becomes a phenomenon of civilizational manipulations, uses, etc., in which they retain their identity as some kind of institutionally developed ready-made knowledge, matrices, norms, schemes, etc., which are not subject to any form of development, but available for general use with certain consumer goals, external to any processes of development and self-development of both a man and a society.

The development of dialectics from one historical stage to another: from the dialectics of the ancients to the dialectics of German classical philosophy and, further, to the materialistic dialectics of K. Marx and F. Engels can be called an example of the development of the classical branch of philosophy - philosophy as a cultural phenomenon. In this development, the philosophy is aimed to the disclosure of the fundamental foundations and laws of being, the disclosure of the essence, integrity, universality, inherent not only in being, but also in knowledge, human world-relations, and social development.

Philosophy as a *civilizational phenomenon* is represented by a wide variety of concepts, in which *the choice* of their bases is made externally, while formally

organized systems of the concepts are built to reflect the interaction of these concepts in relation to the *chosen* base. The next step in such an image of "development" of philosophy is the introduction of a certain system of statements expressed in proclaimed concepts and dedicated to one or another institutionally dependent and certain problem and interest known in society that cause a wide public response and institutional support. Starting with the external choice of grounds and following the above mentioned stages of developing a philosophical concept of a "civilizational type", the same process takes place. Its essence (logic) does not depend on the specifics of a particular concept.

Thus, for example, an external choice can result in the recognition as the basis of a "philosophical" concept of any of the visible, institutionally known, recognized, and even ordinary characteristics of the world in which a man exists, which is filled with his everyday being. Everyone, especially the professionals in the field of philosophy, is aware of such concepts, and the grounds on which they were built. For example, we can recall the concepts which are based on phenomena known to everyone and causing visible associations in each person: life, will, intuition, utility, consciousness, action, behavior, fear, existence, knowledge, text, language, *etc*. [12, 9, 10].

In this regard, we pay our attention to the following. Each of these phenomena as the *basis* of a certain concept in philosophy is essentially presented as a result of its *abstraction* from what characterizes a man's world, his life in society. At the same time, the authors of these concepts either do not realize the *abstract* nature of their chosen foundation, or take this as their due. In the second case, in that of recognition of an abstract approach to the choice of the basis of a philosophical concept as due, there is a deliberate nihilism. With such an approach to understanding the foundations of philosophy, the general palette of philosophical knowledge turns out to be represented by unrelated parts, like a patchwork quilt. This has its consequences. One of such consequences is the notion of the irrelevance of philosophy, its senselessness and the need to further strengthening of the abstract approach, which requires choosing from one set of abstract bases all the same and thereby putting an end to the vast arrays of different interpretations regarding what philosophy is and what it should explore. Hence, there is an impossibility to solve the problem of incoherence by making choice, leading to the idea of the tragic fate of philosophy as such and even its uselessness.

The basis of such "tragic" conclusions is not the analysis, as would be expected, of the insufficiency of the abstract approach, but the analysis of the alleged insufficiency of the ontological status of each of the many phenomena that are viewed as the foundations of philosophical concepts. The substitution of the analysis of deficiencies in thinking by the conclusion that the ontological status of each of the selected phenomena is insufficient as grounds ultimately leads ever new turns of absolutization and sublimation of *subjectivism*, striving to impose its position, in fact, by extra-philosophical methods.

The origins of using extra-philosophical methods and conclusions in such cases are also known. They characterize the social state of the society, the strength of certain social institutions that are interested in taking advantage of certain mental configurations and preferences to justify their positions. So, it is not by chance, for example, that the position expressed by Nietzsche in his philosophy of life turned out to be quite usable and highly demanded for Hitler. Such a link between the "civilizational" image of philosophy and the needs of social institutions can be traced by referring to each of the existing philosophical concepts focused on

civilizational choice.

Dialectical thinking [4] as a problem manifests itself when philosophy as a cultural phenomenon turns out to be in the same line of evaluation with philosophy as a civilizational phenomenon. Under the conditions of a civilized choice in the field of philosophical research of reality, dialectical thinking appears as alien, becomes unclaimed, incomprehensible, unnecessarily divorced from immediate situations. The positivist ideal of direct empirical research becomes the principle of assessing whether it is needed or not of what is called "philosophy", implying its "civilizational" image. At the same time, it is not noticed that the most important thing would disappear from such an investigation: revealing the essence, integrity, and method of forming what is being considered.

A long-term fascination with such a method of "philosophizing" ultimately leads to a situation in philosophy when the question of the state of the world as a whole, of its laws, is generally closed. Instead, chaos, text, language, *etc.* become the subject of its consideration as independent entities that dictate to a man his positions and ways of understanding the world, understanding oneself, his own historical value and cognitive orientations, while thinking which treats dialectics as its logic [1, 6, 8], as a tool to discover the laws of development of the world and the man in this case becomes an excessive phenomenon. This basic orientation, is replaced by the popular rejection of such concepts as morality, truth, beauty, *etc.*, which have always constituted the image of man and human being. The "civilizational" image of philosophy, for example, allows considering empirical verification sufficient for the determination of the scientific nature of knowledge, considering ugliness as a form of beauty, considering chaos as a manifestation of a certain kind of harmony, *etc.*

The only way out of the deadlock in modern philosophy is the return to the fold of dialectics [1. 7]. On this path, the classical tradition of philosophizing opens up new possibilities for the development of the man, the society, and philosophy itself [1, 4, 5, 11]. This is the ways to discover new forms of development, not those of decline. This is the way of elevating the human spirit [2] and understanding its purpose. This is the way in which a man does not allow himself to be identified with a thing among other things inside the world chaos. This is the path to new dimensions of human life, the path of creativity and creation.

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ON THE "REPOSITORY" OF SPIRITUAL MEMORY: BRAIN OR CULTURE

Mareev Sergei

Doctor of Philosophy, Professor, the Head of Department of the General Subjects, Moscow International Higher Business School MIRBIS (Institute), Russia

The French philosopher Henri Bergson divided human memory into two types: *spiritual* memory and *cerebral* memory. Cerebral memory is the memory of the structures of the human brain, roughly speaking, the memory contained "in the head". As for spiritual memory, according to Bergson, it is not a memory of cerebral structures, but what is sometimes called the memory of the *heart*. This type of memory is associated with the concept of *image*. It is the images that emerge in memory that stir our emotions. What is called "spirituality" is difficult to imagine without emotional experiences. But where and how are images stored in our memory?

The picture that occurs on the retina is converted into a signal that travels along the optic nerve into the cortex of the human hemispheres. It is clear that this signal is similar to the image on the retina of the eye, just as the radio signal that enters the television receiver is similar to the corresponding image on the TV screen. Here the analogy is almost complete. But the essential difference lies in the fact that the signal, having entered the brain, is not transformed into an image, and if we recall what we have seen before, we imagine it in the same outer space in which we have seen it in reality, and not in the internal space of the brain. Otherwise, we should have in the brain not only a "screen", but also a "spectator" who can perceive what is depicted on the "screen".

Physiology does not explain anything here. It explains neither the reappearance of the image in the outer space, nor the fact that the "returned" image is not the same as its prototype. Suppose an animal artist sees a cat in front of him and at the same time depicts it on canvas or on paper. We see that the image of the cat is different from the original. Moreover, it differs in such a way that it is more interesting for us to contemplate the cat depicted by the artist than to see a live cat. How exactly this happens in the artist's brain, no physiologist of vision has explained so far, but most modern philosophers have not explained it either. Although we find the background for such explanation in classical German philosophy, first of all in Kant with his schematism of imagination and in Fichte, who dealt with the dialectics of productive and reproductive imagination [1].

This question is, in fact, big and complex. But, in general, one thing should be clear: the depicted cat is not stored in the brain's memory; it is stored along with the canvas on which it is depicted. Preservation of images of spiritual memory on canvas, on paper, in stone, in bronze, *etc*. is a characteristic feature of human spiritual memory. And this is not the memory of a separate individual, but the memory of *humanity*.

The brain cannot serve as a repository of spiritual memory. This was proved by Henri Bergson. Spiritual memory is a memory of images, and images cannot be stored in cerebral structures. Where are they stored then? Bergson believes thy are stored in *creative evolution*. But Bergson's "creative evolution" is something mystical. If we say that images of spiritual memory are stored in history, it will be clear without any mysticism. But Bergson, like Friedrich Nietzsche, professes a "philosophy of life", and the living knows only

evolution; it does not know history. In the same way, Bergson also cannot give a rational answer to the question of how our spiritual memory is connected with the evolutionary process.

Our spiritual memory is our *monuments* to heroes and martyrs, and not our cerebral structures. And they are stored in the same place where books, paintings, instruments of human activity, architectural structures, *etc*. are kept. All this is kept in museums, libraries and art galleries. They store history for us, without which we are just animals. But history itself can turn us into animals if it is misinterpreted for the sake of ideology. "History," wrote Nietzsche, "should first of all give people the courage to be *honest*, even if we are honest fools; and such was indeed always its influence, but not now! We see the simultaneous domination of historical education and the universal bourgeois coat" [2].

So our historians have put on this pretty worn coat and want to teach people history in the spirit of a well-known formula: Orthodoxy, autocracy, nationality. But the historian must show not only what events took place, but also why they ended. And such things do not end due to misunderstanding, due to the coincidence of random circumstances. They end *naturally* and in accordance with *necessity*.

Only those who make history can be unfair. But if we portray this injustice objectively, then this will be true. Peoples, governments and states erect monuments to heroes, gods and rulers. It also happens that some monuments are overthrown, and the others are put in their places. And this is where *ideology* is already entering into action, and according to what types of monuments are erected, it is possible to judge about the ideology of the corresponding time and state.

The non-spirituality of modern society is often stated, but rarely explained. And if it is explained, it is explained by the non-religiousness of the modern man. But then there is a question about the causes of this irreligiousness. V.M. Mezhuyev once introduced the concept of "life in history". A modern man certainly does not live in history. He lives in his house and perceives the time of his own life as the time which he lived in everyday life with his wife, children, dogs, *etc*. Daily routine seizes a person, and he has little interest in the history of the people and the state, the history of culture. Moreover, he even develops a negative attitude towards history. Why is it so? Again, this question is answered by Friedrich Nietzsche, who contrasts history and "life". We need history, he writes, to live and work. "Only since history serves life," we read in Nietzsche, we agree to serve it; and yet there is such a way of serving history and such an assessment of it, which lead to obsolescence and degeneration of life: a phenomenon that, in connection with the outstanding symptoms of our time, is now as necessary as burdensome" [3]. In fact, the history determines "life". And those who want to "live" flee from history, because it poisons their "life". "But a man is surprised at himself, at the fact that he cannot learn to forget and that he is forever chained to his past; no matter how far and how fast he runs, this chain is with him" [4].

But what is "life"? Nietzsche treats it in a peculiar way, which is why we have to take this word in quotes. Nietzsche is the philosopher of "life". And this means that life is primary, and culture is secondary. "Give me a gift of life first", Nietzsche says, "and I will create you a culture out of it!" [5] But you cannot extract any culture from life as a way of existence of protein bodies. Culture develops in the historical space by human activity, and this is not the *vital activity* of our organisms, but, above all, *a labor activity*. After all, it is no coincidence that "culture" originally meant the cultivation of

land, *agriculture*. And man worships his land no less than his gods. When he worshiped Demeter, the goddess of agriculture, he also worshiped the land and his work on this land. Culture is the human way of human life. And without culture, a man is equal to an animal.

At the same time, Nietzsche does not notice that culture dies not because of history, but ultimately because of *nature*. Drunkenness, gluttony, sexual excesses – is this "culture" or "nature"? Hardly anyone would call everything listed above "culture". Although there is such a "culture", but it is a "culture" of a decaying and dying nation and state, as it happened with Ancient Rome at its sunset: the feasts lasted several days without a break, where the feast participants tickled their throats with a feather in to spew out what has already been eaten, and to start eating again some new gourmet dish. And because of this, they died under the onslaught of the barbarians, and under the onslaught of the new Christian religion with the opposite ideology of asceticism. In the same way Christian ideology in Europe now, in its turn, is defeated under the onslaught of the "sexual revolution".

We need to say that Nietzsche negatively assesses Christianity that is why he restricts every aspect of his life, including a sexual one. "Only Christianity," he writes, "with its *ressentiment* in *relation to* life underlying it, treats human sexual life as something unclean: it treats the beginning, the precondition of our life as something dirty..." [6]. Christian history is the history of altruism, self-denial, but thus, according to Nietzsche, this is the way to the extinction of life. Therefore, the basis of the new history, in his opinion, is the egoism. Nietzsche understands that completely abstracting from history, relying on

individualism and egoism, is to return to an animal spiritless state. That is why he is looking for a "third way" here: "historical and non-historical are equally necessary for the health of an individual, people and culture" [7]. In these contradictions, Nietzsche's thought pulses as a supporter of the "philosophy of life".

* * *

Thus, when discussing the problems of Bergson's spiritual memory in, we see the dead ends in which the philosophy of life goes trying to liberate the spiritual memory of a person from an unequivocal physiological interpretation. But, liberating the phenomenon of spiritual memory from physiology, Bergson does deviate from biologism in the form of "creative evolution". And the same methodology of the philosophy of life prevents another representative of this philosophical tradition, namely, F. Nietzsche, from unequivocally attributine a person to culture and history.

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CULTURAL MEMORY AND RESEARCH PARADIGMS IN STUDYING THE PAST

Mareeva Elena
Doctor of Philosophy, Professor, Department of Social and Philosophical Sciences, Moscow State Institute of Culture, Russia

Historical knowledge in fact begins with historiography, where a typical example is a description of events, facts and artifacts of the past with elements of geography and ethnography of the Roman historians - Herodotus, Thucydides, Xenophon, Polybius, Livy, Tacitus. But even interest in *chronology* in historical research arises much later. As for history as a science, like sociology, it treats facts as a prerequisite for determining the internal connection of facts, which is otherwise called *objective* regularity. In this sense, historical science, like all classical science, is focused on objectivity and reliability of knowledge. And the situation does not change because psychological science tends to objective knowledge about subjective processes.

Historical science, in contrast to common ideas of individuals or collectives about the past, does not just recreate, but also *understands* the logic of what is happening. As for memoirs or journalism, an attempt to understand the objective logic of past events connects the ordinary consciousness or art in the person writing about history to science. Although art involves personal experience of the past, critical realism for many historians was a means of reconstructing the logic of history, which the science was to clarify, but not impute to factual circumstances.

Here we can see the fundamental difference between history as a science and philosophy of history, which, as is commonly believed, is most clearly described by G.V.F. Hegel. But later we can read in I.- G. Fichte "The philosopher who deals with history as a philosopher is guided by the a priori thread of the world plan, which is clear to him without any history; and he does not use history to prove anything by means of the latter (for his position has already been proved before and without any history), but only to clarify and show in living life things which are clear and without history" [1]. Thus, the historiography and philosophy of history appear in the form of extremes - empiricism and metaphysics, into which historical research is divided, when empirics in it opposes theory.

Ideas about social progress in the culture of the Enlightenment, which today is associated with the so-called "modernism", were imbued with a universal moral principle, which is challenged by postmodernism. In the wake of this protest, a "memorial boom" of the 20th century arose, when historical science was confronted with a field of knowledge with a vague name of "memory research" or "memory studies". Moreover, these studies gained popularity in the 80s-90s of the last century, in parallel with the postmodern themes in art and philosophy.

To define this kind of research, various terms were proposed - "collective memory", "social memory", "cultural memory", "popular memory", "public memory". Terminological diversity in this case indicates uncertainty as a *feature* of this phenomenon. And, nevertheless, here we are faced with a paradigm shift in studying the past.

Historical science had its own history and methodology. Reflection of the logic of development and methods of historical knowledge was a separate topic and the problem of social sciences. What concerns research on cultural memory, here too, everything did not appear overnight. The problem of cultural and social mem-

ory emerged in the field of historical knowledge gradually, introducing new approaches and methodology into the analysis of the past.

Some of the researchers who write on the topics of cultural and social memory see here only an extension of the problematic through the images of the past in the collective consciousness, which implies more attention to art and myth-consciousness in the context of the epoch.

But, turning to the history of the issue, we see how ideas about cultural memory grew out of the attempt to keep a distance from objective scientific knowledge about history. The situation is complicated by the fact that this was largely determined by the desire to dissociate from the positivist projection on the history of natural science methodology, which was clearly opposed in the neo-Kantianism of the Baden school, where G. Rickert asserted that history "does not want to generalize as people in natural science do" [2].

As a trend, it can be observed as early as in the German "historical school", which is represented, first of all, by L. von Ranke, A. Muller, V. von Humboldt, J. Grimm, I.G. Droysen. V.F.Y Schelling with his intuitive perception of the genius in the life of the spirit and historical education is sometimes referred to as the representative of the German "historical school".

However, at this stage in the study of history, the irrational "implantation" and direct understanding are not yet *opposed* to its rational knowledge, and the particular has not become the *antithesis* of the universal. Using the example of the neo-Kantians of the Baden school, where Kantianism turned into a "philosophy of culture", we see that the universal still continues to balance the unique, since unique cultural artifacts mean something only in the light of the transcendental "kingdom of universal significance," or

"reasonable values" in terminology of V. Windelband. The ego of the epoch also matters only against the background of Divine truth. However, by the end of the 19th century, in the historical methodology, the individual prevails over the general and the subjective - over the objective.

The theme of consolidation and enthusiasm of the people while relying on the rallying power of the epos, as is known, was raised in the nineteenth century by German romantics. Representatives of the "historical school", inspired by Schelling and romantics, were primarily concerned with the history of spiritual culture, rather than political history. It is in this context that one should consider the focus of V. von Humboldt on the history of the language and the activities of the Grimm brothers in the field of studying German language and folklore.

But the above-mentioned "renaissance" of mythological consciousness is only one of the directions in the wide stream of transformation of European culture from the classical to the non-classical form. The collective knowledge of the past is not only mythology, and human communities are not only united by the memory of people. Therefore, at the end of the 20th century, memory studies become multidisciplinary knowledge, uniting the efforts of not only historians and social (cultural) anthropologists, but sociologists, psychologists, art historians, religious scholars and even specialists in the field of mass communication theory. And in the most general form, the "science of culture", or rather, the "culturology" formed in the twentieth century can be considered the formal framework of all this diversity.

Where we are talking about the prerequisites for the emergence of memory studies in F. Nietzsche, E. Durkheim, A. Warburg, and others, the shift from the objective processes to the study of collective forms of consciousness, among which the choice is not in favor of a rational pic-

ture of the world, but in favor of irrational-symbolic forms from the areas adjacent to art, as is the case with Warburg is considered to be especially valuable. In this case, German art historian Abi Warburg at the turn of the XIX-XX centuries interprets art precisely as "pictorial symbols" of culture. Like in his younger contemporary O. Spengler, the content of symbols in Warburg is something similar to the collective soul of culture, which is able to manifest itself through them as the past presented today. Abi Warburg presented a collection of such cross-cutting images of cultural memory in his atlas "Mnemosyne". The basis of his concept, as the researchers note, was the concepts of "culture", "memory" and "symbolic form", and therefore, Warburg himself proposed to expand the scope of art studies to *Kulturwissenschaft* - the science of culture [3].

In the light of the iconography of Warburg, it is already clear that the attitude to the past in this field of knowledge is presented not as its *study*, but as its *interpretation*. But the peculiarities of what is called the "epistemological turn" of the twentieth century in historical science cannot be understood without the Annals School. And here we approach the issue of *mentality*, but not in the modern common sense of the word, but precisely in the sense Mark Bloc and Lucien Fevre had in mind as the creators of the French historical magazine Annals, which exists since 1929.

In the school of Annals, the historian no longer explores the society in its social and economic development, as Marxist historical science did, from which representatives of the Annals School consciously distanced themselves. History, as M. Block writes about it in his work "Man in Time", is not a series of objective processes, but a man himself, and therefore a historical event is viewed not "from the outside", but "from the inside". For Block, the moment of difference in the flow of historical time is more significant than the general logic of events. But L. Fevre gave a more specific definition, according to which "our history is idealistic ... for economic facts, like all other social phenomena, arise from faith and beliefs" [4].

In the context of the well-understood "total" history, the idea of the historical source itself is changing, adding the facts from adjacent areas. The French word "mentalitĕ" means something like "thinking patterns", "collective representations". At the same time, J. Le Goff believed that "mentality" refers to the sphere of "non-evident, implicit" and "unclear, diffuse" [5]. And in this situation of uncertainty, historical science in the paradigm of the school of "Annals" discusses the issue of the *motives* of participants of the past events to clarify their psychological portrait.

Subsequently, the problem of mentality within the framework of historical science gained independence, which did not change its essence. Let us quote the words of a specialist in the theory of mentalities J. Duby, who writes: "What I write is my history ... indeed, I am convinced of the unconditional subjectivity of historical research, at least of my historical research ... I do not invent anything ... or, I do invent, but I try to substantiate my inventions with the strongest possible supports and build on the basis of strictly critically verified testimony, perhaps more accurate evidence [6]". This is the way to blur the boundaries between scientific and unscientific knowledge, when every historian has his own image of the past.

The concepts of "mentality and identity", in our opinion, express the specificity of memory studies and the paradigmatic shift that occurred in the twentieth century in knowledge of the past. But here, however, it is necessary to make a terminological clarification, since in the domestic literature, following the English literature, "social memory" and "cultural

memory" appear as synonyms.

Without going into a detailed comparison of the concepts of "collective", "society" and "culture", we will follow the tradition of identifying these notions. This cannot be said about identity, since identity in memory studies should be distinguished from the philosophical category of self-consciousness. And the roots of this difference go back to the difference between myth and logos, reason and prejudice.

Understanding of identity in modern science not without reason grows out of the study of the consciousness of the patriarchal collective. Identification in this case is the identification of oneself with the team in a spontaneously direct form. Compared to Fichte and Hegel, according to whom the act of rational self-consciousness is the foundation of the entire universe, modern ideas about identity are a return to what seemed to be in the distant past. From conscious personal choice, we return to the mechanisms of unconscious rallying through a sense of collective involvement. Developments in the field of memory studies show that rational thinking does not eliminate them. At the level of religious consciousness, as shown by Halbwax and Assman, they are modified. And in the modern society an irrationally organized cultural memory takes revenge. And above all, it happens because an irrational collective identity, in contrast to individual self-consciousness, is a successful form of manipulation. The mechanisms of the formation of the "mythology from above" are an innovation of the era of controlled democracy. And the attractiveness of such images of the past is in the moving border between fantasy and fact.

The past, as shown by memory studies, has once again become a myth with which successfully work the media. It is media that, in the light of political conjuncture, seek to interpret and "reinterpret" images of the past, not to clarify the truth, but to consolidate and manage groups of people. The images of cultural memory in this context are the core of collective *identity* at the level of feelings, moods, experiences and other manifestations of *mentality*. And with such an understanding of cultural memory, identity and mentality, history can only be a pseudo-science.

We live in a new reality of political technologies and social design, including images of the past in scientific knowledge and public consciousness. If the Young Hegelians in the XIX century believed that the revolution are born in the brain of the philosopher, they were sincere romantics, which is not true of modern political technologists who consciously construct a profitable image of the past. L.P. Repina writes that socially constructed historical myths are perceived today as reliable "memories" (as "history") and therefore play an important role "in the orientation, self-identification and behavior of an individual, in the formation and maintenance of collective identity and even the translation of ethical values [7]. At the same time, claims of a community for a high status, material, territorial, political, and other advantages in the present are based on stereotyping and are not tolerant of any alternatives and, even more so, of pluralism of opinions [8].

We can add that in the post-Soviet space the need for "appropriating the past" is as high as ever, which is demonstrated by various theories about "ancient Ukrainians", "ancient Russians" and so on. And as we know, claims for pluralism and democracy are quite compatible with authoritarianism of one's own model of history.

As we can see, the "memorial nature" that embraced the scientific community at the turn of the millennium is based on significant methodological shifts in science and culture on the way from the classical to the non-classical paradigm. At the

same time, modern mechanisms of forming "images of the past" are embedded into the practice of "managed democracy", where the irrational forms of collective consciousness are the flip side of new forms of authoritarianism.

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PHILOSOPHY AND DIVINITY: WORLDVIEW PARALLELS

Kossichenko Anatolij
Doctor of Philosophy, Professor, Chief Researcher
Institute of Philosophy, Political Science and Religious Studies of the National Academy of Sciences of Kazakhstan

Introduction

The question of philosophical parallels of philosophy and divinity is, first of all, a practical question. This seems to be a paradox: to name theological and philosophical problems practically significant. But it is just that. The life of any person and society as a whole cannot be completely dissolved in everyday life. There is always a desire to somehow reflect on their lives. For the comprehension of life, it is necessary to turn to life-sense dimensions. And it is here that we are confronted with philosophy and, although less often, with theology. And divinity is most often present as if virtually, imaginary, in a projection. But it exists as a deep reflection on being. The "practicality" of the designated problematic consists in the fact that without a conscious (in one way or another) involvement of the philosophical or doctrinal context in the process of "giving" the meaning of life to both man and society, it is impossible to detect this meaning. In reality, the designated issues appear as a variety of ideological foundations of social and individual life. Neither philosophy, nor even divinity, says that their goal is to produce a world view, they really aim at something else, but they produce a world view as a "by-product" of their activities. A worldview arising from divinity is a religious worldview, while philosophy generates a whole spectrum of worldview systems (from close religious to extremely liberal on the basis of postmodernism). Therefore, the question of the relationship between philosophy and divinity, both in their direct connection and in ideological projections, is important for solving a number of pressing problems of our time. Due to the extensive content of

the issues raised in the article, we limit ourselves to our consideration only by Christian divinity and, accordingly, by the Western type of philosophizing.

Research methodology

In this work, all the methods necessary for the analysis of the assigned tasks are used that are adequate to the subject of both philosophy and divinity. This is a historical approach; comparative analysis; dialectical methods: the unity of opposites, unity in diversity, the unity of historical and logical; inner methods for the content of theology: hermeneutics, axiological, analysis of dogmas, cognitive (in its correlation with faith), patristic instructions and others. As the need arises different methods come in the foreground in our study, sometimes in the form of some of their certain synthesis.

The subject of philosophy and the subject of divinity

Divinity has God as its subject. But philosophy tries to describe and understand the world outside of God. Therefore, the subject matter and the specific content of divinity and philosophy are essentially different.

So, the subject of divinity is God. And then through the mediation of God, the subjects of divinity are: the man, the world, nature, *etc.* By placing God at the center of all its research, divinity does not claim to "know" God. It is known that "God cannot be known" and "God is known only by the Son and the one to whom the Son will reveal the knowledge of God". Therefore, although divinity is the knowledge of God, it is not the knowledge in its traditional philosophical meaning, but rather an approach to God through the fulfillment of His commandments - deification. In this context, knowledge is of an auxiliary nature. In philosophy, knowledge, learning, and consciousness have an independent meaning; they, along with a man, are the central subject of philosophy.

Divinity can be without the "word about God". Divinity is both a prayer, and a monastic feat, and the Christian life in the world, and patristic writings. This is also liturgy. According to the largest Orthodox theologians, the Liturgy is the central content of divinity [Schmemann, 2006]. That is, it is not at all the knowledge of God, not a teaching about Him, not a search for His properties and qualities, but a connection with Him through participation in the Sacraments. The personal God of Christianity makes deification possible, as the process of approaching God through humility and repentance.

It is necessary to understand that divinity, as the "word about God" contains in itself an unavoidable contradiction. The word, in its modern sense, is inevitably associated with a rational attitude to reality, to being, to knowledge. Today the word is even too rationally and logically overloaded with meaning (and all this considering the conventionality, lightness and almost jargon character of the modern language). These qualities are considered essential for the word. Of course, there are also poorly rationalized and low-verification words. But they relate to quite specific areas: myths, fairy tales, mysticism and, in part, ordinary thinking. The word in divinity, that is, the concepts of divine science, as well as the concepts of any science, is quite rational. But divinity, as the "word about God," cannot be rational: after all, the subject of theological science is God, which is fundamentally inexpressible in rational terms.

The contradiction of divinity as a science follows from the fact that in Christianity God is often referred to as the Word ("In the beginning there was the Word, and the Word was with God, and the Word was God" (John 1.1). So, it turns out that divinity is the word about the Word: our human word is about an infi-

nite, eternal, unknowable Word. It is difficult, almost impossible. Thus, in divinity, our word about the Word is reduced to a human, limited understanding of the Word. Therefore, divinity is a decline, reduction and even somewhere a profanation of God.

And yet, divinity is the ultimate form of conceptual comprehension of God possible for a man. Divinity is an attempt to rationalize God to a certain extent. We say "to some extent", since divinity is not the same as faith, which does not need rationality, but divinity still needs it, because it speaks of God to all people: both believers and unbelievers. But divinity is different from theology. Theology is even more rational than divinity.

Philosophy treats the world rationally (with the exception of mystical philosophy). But "mystical philosophy" is, in fact, not a "pure" kind of philosophy. The subject of classical philosophy is the most common laws of being, thinking, social development. But once again we emphasize that this entire subject area of philosophy is studied by rational means, and by no means by faith.

The interaction of philosophy and divinity

In the very beginning it should be emphasized that, despite the presence of the so-called "religious philosophy", nevertheless, as a special integral phenomenon, philosophy does not make the subject of "the doctrine of God". In this respect, philosophy is far from divinity. Philosophy and divinity come from different perceptions the world, from different worldviews: divinity comes from the presence of God and His all-determining role, and philosophy rests on the idea of the natural and scientific origin of the world and the man. It is clear that the content, aspirations and methods of divinity and philosophy differ significantly.

But there is also a certain unity of philosophy and divinity. This unity goes back to the undifferentiated unity of an ancient thought: when myths involved both philosophy, and science, and the doctrine of God. Therefore, when philosophy refers to other (non-philosophical) sources of its development, it implicitly appeals precisely to that syncretism that existed in antiquity. And when philosophy resorts to divinity, it partly returns to this period of syncretism. To what extent such an appeal is justified is another question: perhaps philosophy lost the right to appeal to the undifferentiated unity of the reflection of being in thought. Philosophy has gone too far from this unity, it has gained too much specific content in the intervening time.

Philosophy is also developing, receiving an impulse from other things: life, culture, God. For some time philosophy can develop on this basis, but the resulting impulse exhausts over time. That is, philosophy is fueled from other spiritual sources. Philosophy is enriched when it resorts to doctrinal concepts - the latter are much deeper. This great depth of doctrinal concepts is explained by the subject of divinity - by God, who is by definition deeper of all things.

Divinity, in turn, benefits almost nothing from philosophy addressing it. Philosophy greatly distorts divine truths. We can talk about the popularization of divinity by means of philosophy - and it would be good, but still divine truths are distorted, and divinity is not conferred to a man through philosophy. "Religion can do without philosophy, its sources are absolute and self-sufficient, but philosophy cannot do without religion, it needs religion as food, as a source of living water. Religion is the lifeblood of philosophy, religion feeds philosophy with real being" [Berdyayev 2002, p. 35]. Divinity may resort to philosophy, thus supporting some aspects of its content. "Without giving particular preference to any philosophical system, the Church always quite freely

uses philosophy and other sciences with apologetic goals, but it never protects these relative and changeable truths, as it protects the immutable truth of its dogmas" [Lossky 1991, p. 162].

Philosophy seeks to comprehend the "last reason", the essence of things, the internal laws of being. She seeks to go beyond only the cognitive attitude towards reality and touch upon the problems of the spiritual. That is, according to the intention, philosophy is close to divinity, which by definition speaks of God, who is not knowable as a matter of principle. Inasmuch as philosophy tries to know the "last reasons", it approaches divinity, since God is the last reason. "It is in vain that philosophers think that a completely autonomous philosophy, a philosophy independent of religious life, free from any connection with "life", is possible. It is baseless pride, which always suffers immanent punishment. Being freed from the subordination to religion, philosophy undergoes the most slavish submission to science" [Berdyaev 2003, p. 28].

Philosophy, like the love of wisdom, cannot dwell on the successes of reason or mind, wisdom integrates in itself both mind and spirituality. Therefore, loving wisdom, philosophy is essentially obliged to "drift" towards divinity, whose method is wisdom and other doctrinal methods of knowledge, such as kindness and love. "A person who knows God is good, and when he is not good, it means he does not know (God) and will never be known (by Him), because the only way to know God is kindness" [Anthony the Great 1998, p.58] . The deepest theologians were the holy fathers. You have to be highly optimistic and have the courage to do divinity. The subject of divinity requires too much responsibility. It is not by chance that the holy fathers are unanimous in their demands for those who try to divine: "It is unsafe to swim in clothes; it is unsafe to relate to divinity or someone who has a

passion" [John Climacus 2006, p. 223].

In antiquity, philosophy dominated divinity, in the Middle Ages, philosophy became "the handmaiden of divinity". There was a period (in the 4th-6th centuries) when Greek philosophy was used by the teachers of the Church (first of all, by Basil the Great and Gregory the Theologian) as a means of uncovering the foundations of Christianity, that is, in a certain sense philosophy was a form of doctrinal truth. The ancient world preached Christian truths in logic and in the forms of ancient philosophy. During this period, there was a kind of symphony of divinity and philosophy. This stage in the development of the relations of philosophy and divinity is interesting precisely by the "partnership" that has enriched both philosophy and divinity. In fact, for theology, it became a classic example of a consistent and systematic exposition of Christian divinity. For the sake of truth, it should be noted that the divinity of Christianity does not need an external presentation of the essence of Christianity, as a way of saving the man. Logic and reasoning, similar to philosophical ones, are not a necessary element of divinity. Divinity may be absurd from the point of view of human logic, it may be liturgical, it may even be silent, as in the practice of the first generations of Christian hermits.

In a significantly deformed form, this "collaboration" of philosophy and divinity was reproduced at the end of the XIX - beginning of the XX centuries in Russian philosophy, when a whole galaxy of philosophers (S. Solovyev, N. Berdyayev, S. Bulgakov, S. Frank, P. Florensky, L. Karsavin, and others) addressed the problems of philosophical understanding of the deepest religious truths. There appeared the so-called religious philosophy. But the differences of philosophy and divinity were always quite noticeable, even in the period of their certain rapprochement, which is not surprising. "For Chris-

tianity is not a philosophical school that speculates on abstract concepts, but above all, communion with the living God ... The question of the relationship between divinity and philosophy has never been raised in the East (meaning the Orthodox East – A.K.) "[Lossky, 1991, p. 121].

At the same time, it is necessary to admit that in its deep forms, which investigate life-related problems, philosophy in some aspects approaches divinity. Thus, for example, J. Mariten writes: "To achieve its full normal development in us, philosophy requires from the individual a great deal of purification and renewal, austerity not only of the mind, but also of the heart, and his whole soul should take part in philosophy, in the same way as the heart and the lungs are involved in the process of running" [1999, p. 144]. N. Berdyaev writes about this: "Philosophy will become what it was in the ancient times, it will become sacred, again connected with the secrets of life. In the least, this means that philosophy must become the servant of divinity... Philosophy must be an organic function of religious life, and not a servant of divinity - this is a huge difference. Philosophy cannot and should not be a doctrinal apologetics, it reveals the truth, but can reveal it only when it is devoted to the secrets of religious life, when it is attached to the path of truth" [2002, p. 40].

Comparison of the content of certain concepts in philosophy and divinity

The concretization and specification of the ideological parallels of divinity and philosophy can be accomplished by comparing the meaning and content of concepts that are key to divinity and philosophy. Let us turn to this kind of concepts. However, let us first quote G. Zimmel, who very precisely highlighted the difference between the concepts of philosophy and religion. "The great spiritual achievements of religion include the fact that it promotes the integration of a wide range of our ideas and interests into single concepts that are not as abstract as philosophies, but full of life and inner tangibility of visual, direct being" [Joas 2013, p. 109].

Freedom, faith, reason, repentance, humility, salvation, love and other concepts taken from divinity, being transferred to the soil of philosophy, greatly enrich philosophical concepts, although philosophy itself most often does not recognize this borrowing.

The correlation of faith and reason in divinity and philosophy. It is generally accepted that philosophy is based on reason (philosophy is "love of wisdom", and wisdom, according to the same approach, is something closely related to reason), and divinity is based on faith, which is weakly correlated with reason. In fact, this is far from the case. In divinity, reason is valued no less, and maybe more, than in philosophy. Reason in theology is a form of God-likeness and, accordingly, of the knowledge of God. Related to this, one can see the significance of reason in divinity. However, it is not just a reason, but a spirit inspired by faith. Faith rules over the mind, the mind is subject to faith. When divinity retreats from faith, when it transfers the center of doctrine to logical reasoning that prevails over faith, then divinity loses its subject matter.

In philosophy, faith is also important. In the philosophy of Plato, the Neo-Platonists, the Gnostics, in all medieval philosophy, in the philosophies of Kant, Hegel, Schelling, and many other philosophers up to our time, faith is present in an explicit manner. But faith must, according to these philosophers, relate to reason, must be proved by reason (the so-called rationalization of faith), must be subordinated to reason. Faith in philosophy is in demand to overcome problems that cannot yet be rationally proved (in a sense, the means of faith philosophy intuitively

comprehends reality). One can see that divinity and philosophy, recognizing the importance of faith and reason for knowledge and for being adequate to a man, puts these categories in diametrically opposed relationships: in divinity, faith prevails over reason; in philosophy reason dominates over faith. But here we give only the general correlation of faith and reason (both in philosophy and in divinity) - in reality their interconnection is thinner and more multidimensional.

Repentance and humility. Repentance, translated from Greek (*metanoia*), means change, change of thinking, consciousness, behavior. Repentance is the condition for salvation: there is no salvation without repentance. In divinity, repentance is a very important (focal) concept. Repentance is a contrition of sins and the desire not to make them again any more. "The Teacher of Repentance," Rev. Ephraim the Syrian, wrote: "Let us, beloved, acquire heartfelt repentance, because it can smooth our guilt. We will bring repentance, sinners, and tears to erase our debts" [2016, p. 537]. Jesus Christ expressed the essence of repentance as follows: "those who are healthy have no need for a doctor, but the sick do" ... and "I came to call not the righteous, but sinners to repentance" (Matt. 9, 12-13).

The deepest thinkers often could not accept the basic condition and the most important factor of spiritual development - humility. Humility is the main criterion of spiritual development. Humility is the pinnacle of a person's spiritual development. Only by being humble can one save his soul for eternal life, for the Kingdom of Heaven, and this, as was said, is the goal of spiritual development. Even a Christian thinker in many ways, like N. Berdyayev, could not stand the humility in understanding the spiritual and the essence of Christianity. He clearly contrasted creativity and freedom with the tasks of personal salvation. "the man is called to be a crea-

tor, an accomplice in God's work of peacemaking and world order, and not only to be saved. The man can sometimes, in the name of creativity, to which he is called by God, in the name of carrying out God's work in the world, forget about himself and his soul" [2002, p. 648]. Also: "Christianity has always been, is and will be not only a religion of personal salvation and horror of death, but also a religion of the transfiguration of the world, deification of the creature, a cosmic and social religion, the religion of religion of selfless love, love of God and a man, promises of the Kingdom of God" [2002, p. 642].

This orientation towards "cocreation with God" in the matter of transforming the world (according to N. Berdyayev) places the limit on humility and all the more to repentance. Pride and self - assertion underlie this encroachment on "co-creation". While true spiritual development implies the rejection of self - assertion, it implies rejecting oneself, "seducing the old man and finding a new one, giving oneself into the power of God" - according to the terminology of Christian anthropology. With an adequate understanding of the essence of the spiritual, it is absurd to talk about the value and significance of self-expression, since it is obvious that a person who is limited and stays in sin (and that is what a modern man appears to be) cannot express anything spiritually high. The only thing that he can do is to show his pride, to explicate his inner personal content, as a rule, not very spiritual, damaged by self-conceit and self. While spiritual development implies self-restraint, awareness of one's weakness implies spiritual discipline and sensitivity. In fact, religious commandments are aimed at achieving such a spiritually "enlightened" consciousness.

For philosophy, repentance is an empty sound. There is no repentance in philosophy. External activity, a free attitude towards everything is the driving

force of philosophy. Philosophy appreciates creativity, and creativity, as it seems to philosophers, contradicts repentance. Humility is sometimes appreciated by philosophy, but only as a means to penetrate into the intimate layers of life, as a method of cognition, in which "the logic of cognition is identical with the logic of the subject of knowledge" (German classical philosophy, partly Marxism).

Salvation. Salvation in divinity is the acquisition by a man of eternal life, the Kingdom of Heaven. Salvation is the goal of human life. Let us note, the goal of a believer, since the lack of faith makes salvation unnecessary and even strange for a man. If there is no faith, then a man does not seek to be saved for eternal life.

For philosophy, salvation is not an important category (with the exception of religious philosophy, which addresses the topic of salvation, but with excessively rational means, which leads to the loss of the main content of salvation, as it is expected in divinity).

Freedom. In divinity and philosophy, freedom is understood differently. In divinity, freedom is a gift of God to a man. In freedom, a man is like God. In fact, it is freedom that makes man a man. Freedom is important in divinity as a sphere in which a man freely decides whether to rush to God or to refuse such an opportunity. This is an extremely important decision, as it either allows a man to hope for salvation, for eternal life, or to reject salvation. This choice is extremely responsible, and therefore there is a connection between freedom and responsibility in divinity. "The goal of freedom, as St. Gregory the Theologian explains, is that the good really belongs to the one who chooses it. God does not want to remain the owner of the good created by him. He expects from a man more than purely natural blind involvement. He wants a man to consciously accept his nature, to have it - as he possesses a good - freely, so

that he gratefully accepted life and the universe as gifts of Divine love "[Lossky, 1991, p. 132]. Divinity is based on the fact that the freedom given to a man by God is lost by a man when committing sinful acts not redeemed by repentance.

Creativity and freedom are highly valued in Christianity, since they make a man similar to God. But creativity must be inspired by commandments and bliss, which are very clearly stated in the Gospels. Then creativity is not "the riot of the spirit", but the realization of the gracious power of God acting in a man. Otherwise, a person struck by sin cannot put the creative act in the context of spiritual development, and the "immeasurability" of creativity is only a protest against God's will, and not a gracious act of humility and, consequently, salvation. Thus, the unity of salvation and creativity, freedom and responsibility, humility and power, weakness and strength, is broken, so their opposition arises. According to divinity, there is no true creativity without humility; creativity is not a protest, but the realization of God's providence about a man. And the main creative act of a man is the salvation of a man for the Kingdom of Heaven. Thus, salvation and creativity appear in unity, and breaking them is a spiritual crime. We must be humble in our creative work.

In the works of the holy fathers of the church, the refrain repeats the idea that not inspired creativity is dangerous. Nicodemus Svyatogorets focused on the fact that imagination has a source in evil. And the creator of culture considers imagination to be the most important thing in creativity: "As imagination is an unreasonable power, acting mostly mechanically, according to the laws of combination of images, spiritual life is an image of pure freedom, it goes without saying that its activity is incompatible with this life…" [2002, p. 167].

In philosophy, freedom is achieved

by overcoming necessity. The primary necessity is the need, including the natural need that dominates a man. As the man masters the laws of nature, he is freed from this need and begins to rule over it with the means of science and technology. Culture, according to the absolute majority of philosophers, is also a means of mastering both nature (second nature) and social processes. Thus, philosophy introduces the theme of mastering - the European dominant in relation to being. This leads to a dead end: in relation to nature – there are environmental issues, in relation to man – there is his submission to everything that can subordinate him, in relation to society – there is its stratification and disintegration. However, it should be noted that philosophy was able to somewhat deepen its vision of freedom, borrowing some of its aspects from divinity (at least in the form of problem statement).

Love. Divinity recognizes that it was through love that the world was created, God created the world from an abundance of love. This is the ontological aspect of love in divinity. But there is also a personal aspect for the believer. In divinity, love is the means of saving a man for eternal life. Love is the central (along with repentance) category of Christianity. We can cite thousands of quotes to confirm this. Let us refer only to the Apostle Paul: "Love is patient, merciful, love does not envy, love does not exalt, does not take pride, does not rage, does not seek its own way, does not irritate, does not think evil, does not rejoice in untruth, but rejoices in the truth; it covers everything, believes in everything, hopes for everything, endures everything" (1 Cor. 13, 4-7). This is truly a powerful means of spiritual growth.

In philosophy, love is simply an ethical and partly aesthetic category. Of course, no major philosopher denies the meaning of love both in life and in building philosophical systems (at least one should love philosophy - not to create it

outside of this philosophical system, which demonstrated to us by postmodernism). But love does not belong to the basic philosophical concepts.

A man. A man is a very important concept for philosophy. A man, his essence, his capabilities are at the base of almost all philosophical systems from antiquity to our time. If in divinity the central category is God, then in philosophy it is a man. "Man is the measure of all things" is the famous maxim of Protagoras expressing the man's vision of philosophy in a concentrated way. Divinity also speaks of man, desires him salvation and eternal life. But in divinity, a man is not the measure of all things, but God. A man acquires significance only in God, only by doing His will. A man by himself, apart from any relationship with God, is nothing in divinity. He is called the "old man", the man of sin. Christian divinity speaks of the task of demeaning this "old man" and his renewal, deification. Modern philosophy has done a lot for a man to take the place of God.

Since the Renaissance, a man is exalted by philosophy and culture, he began to be regarded as the creator of everything, including himself. For philosophy, it does not matter that a person is, as a rule, immersed in sin, it exalts everyone. This is where the hypertrophy of human rights and freedoms comes from. At the same time, they are completely unwilling to realize that a sinful person cannot control his freedom and take advantage of his rights. He uses them to the detriment of himself, destroying his life and everything around him. It's interesting that, having all the rights, a man has lost his dignity, he is far from freedom, he is not the creator of his life, he is a slave of circumstances, a slave of sin. But in his conceit, a man imagines himself to be the greatest value of the universe. The sad sight is such a person. And divinity, "bringing" such a person "to light", showing him his undistorted image,

truly cares about the person, and philosophy, indulging his self-deception, keeps him in a state of sinful self-deception.

On the whole, with regard to the content of the concepts of divinity and philosophy, we can note the following. The conceptual apparatus of divinity, if we roughly refer to the subtlest definitions of divinity, is well-developed. It is difficult for us today even to imagine how deeply the theologians and early Christianity penetrated in the 19th century, into the play of conceptual differences that reflected the essence of the deity and the dogmas of faith. An example is the work of V.N. Lossky "Theological concept of the human personality" [2000, p. 289-302]. The categorical apparatus of philosophy is no less rich. But it is objectified, which deprives it of deeply personal (human) dimensions (despite a number of subjectivistic and even solipsistic systems of philosophy). Hence, the ideological content of most philosophical systems is shallow; it is developed, demonstrative, but shallow. It is possible that this is precisely why philosophy loses its status in the modern world: even without philosophy, it can explain its primitive goals.

Conclusions

In the historical process, philosophy and divinity were diversely related: they took turns in coming to the forefront of culture and knowledge, were valuable for long periods of history. They met the needs of a man and a society in understanding being and human life. Despite the difference in the subjects of their research, the different methods to which they resort, the difference in their goals, divinity and philosophy have something in common. They are different, but they comprehend being. The content of the concepts of divinity and philosophy is different, sometimes different to the opposite, but some enrichment of philosophy when it is addressed to divinity is possible. The posi-

tive influence of philosophy on divinity is minimal.

Today, philosophy and especially divinity are far from the priorities and values of "real life". This indicates a loss of meaning in life. Throughout history the mankind always and up to our time, has been seeking to comprehend the meaning of life - much in history is explained precisely by this striving. Today, there happened a rejection of the meaningful being of a person, people mostly live, as it turns out, very few people have the purpose in their life, especially a purpose worthy of a man.

In history, and some form of divinity took turns in coming forward in an attempt to understand and comprehend nature, society, life and its meaning. It is known that in antiquity ordinary people argued about philosophical problems on the squares of cities. It would be superfluous to say that people lived in philosophy, but it was one of their life priorities. The philosophers of that time were teachers of life (this state of the people is concentrated in the life story of Socrates). In the first centuries of our era, especially since the IV cent., people argued about theological issues on the city squares. And again, it is impossible to say that divinity was an absolute priority of that time, and it was impossible to replace life in its entirety. People lived their cares. But the doctrinal truths had a meaning of life. Theologians were teachers of life. Now both philosophy and theology are of little interest to anyone. This is a bad sign of modern civilization.

The interaction of philosophy and divinity in the form of a dialogue yields some fruits, including ideological ones. Thus, such a sphere as religious studies definitely gains from the dialogue of philosophy and divinity. Doctrinal concepts, being "let through" philosophical rationalism, acquire a depth sufficient for religious studies. And they can be used (accepted) by religious studies as their own

concepts, which enriches religious studies, makes it more profound and relevant to its purpose.

Another area in which this dialogue is productive is building relationships between believers and secular-oriented people (in extreme form, atheists). Today, the dialogue of secular and religious values is an important condition for maintaining stability at all levels: from public and domestic to international and global, from interethnic and interreligious harmony to the geopolitical construction of the modern world. Clarifying the relationship of philosophy and theology at the objective and ideological levels allows making this dialogue more productive.

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TRANSFORMATION PROCESSES IN MUSICAL AND AESTHETIC CONSCIOUSNESS AS A REFLECTION OF SOCIAL BEING

Muzhchil Marina
Candidate of pedagogical sciences, S. Amanzholov East Kazakhstan State University, Kazakhstan

Music is one of the most important and inalienable aspects of human existence. The interest in the phenomenon of music, on the one hand encompassing the entire boundlessness of the world, and on the other expressing the innermost movements of the human soul, has not been extinguished in culture throughout its entire history. A key issue in understanding the essence of music is the question of its relationship with the human world. In the history of culture there developed two op-

tions for understanding this problem.

The first of them is connected with the understanding of music and the human world as independent phenomena, between which there is a purely external connection, if there is any. Within the framework of this comprehension model, it can be recognized that the real life inevitably leaves its mark on the "body" of music, just as music, in its turn, affects the human world, ennobling, refining, decorating, etc. it. Radically-minded researchers argue that there is nothing in common between music and reality. However, in either case, the essence remains the same - music and the human world are thought of as two autonomous entities with their own laws, which can interact with each other.

According to another model, the connection between music and reality is deep and essential. All aspects and forms of musical and aesthetic existence, all the transformations that it undergoes in its development are determined by the social being of a man. The emerging social ties bring to life certain image systems, genres, forms, styles, peculiarities of the musical language, various ways of music functioning in society. It is on this model, deeply rooted in world philosophical thought that the author of the proposed work relies.

The purpose of this article is to identify the differences in the realization of a person's musical and creative ability in various social contexts, where there exists initially integral activity and where alienation is expressed.

The origin of the music creation is also the origins of the development of a man. The peculiarity of the emerging, evolving human communities is the fact that music does not exist in them as a separate sphere; there is no separation between music and life. The ability of the "musical ear" is directly interwoven into the context of all human existence. Music is an indispensable attribute of the most important spheres of the social life of an ancient person – of religious and magical practices and labor process.

Music in the context of magical practice is a way of establishing communication with the invisible, other world. In the myths of many nations there is a story about the discovery of the similarity of sounds of various objects with the voices of people who have become their inhabitants. Spirits turn out to be great music lovers, and in order to appease them and enlist their support, the ancient people played musical instruments to them at crucial moments in their life. Undesired spirits, on the contrary, were driven away with the help of sounds that were unpleasant to them.

The most important for music function of establishing and regulating communication with the world is also realized in religious cults - the word religion itself comes from Latin *religo* (binding, twisting). Music became the voice of higher reality, the voice of harmony, goodness and love. At the same time, it was also the voice of the man himself, the man who was striving to go beyond his own limits, toward self-improvement.

The most important source of music is the labor process, the rhythm and consistency of which is ensured with the help of music. However, music is not just the way to facilitate labor actions and operations, but the form of human aging, overcoming, curbing the animal principle. The seemingly excessive need for the beautiful, aesthetic, spiritualized, in relation to the labor process, providing physical survival for the ancient man is not excessive, but expressing his deepest aspirations. The scientists note that in almost any object created by the hands of a primitive man, there is a certain degree of artistic attitude to reality. In antiquity, the implementation of the labor process took place not as a process of utilization, use of the beautiful, but rather as the opposite, primary process of humanizing the benefit, making it in-

separable from the nascent aesthetic principle.

The most important source of music is the human daily life. The need to express their states, to communicate with the world and their fellow tribesmen with the help of musical sounds, is something ancient people experienced throughout their life, in any situation whether everyday, routine or festive. Speaking of contemporary traditional societies in Asia, Africa and America, A. Alpatova writes that sound and music in its most diverse manifestations have become for their representatives an integral part of life, a necessity and need as air, water, food, physical and spiritual activity [1, p. 27].

The process of musical creativity in antiquity is characterized by spontaneity, improvisation, and involvement in a specific life situation. Musical sounds interest an ancient person not simply because of their pleasantness to the ear, but because of the meanings expressed by them that are relevant here and now. The meanings born in the process of joint life creativity and expressed with the help of sounds are accessible and understandable to each individual, as well as the ability of their musical reproduction by each member of this community has not been lost.

The ultimate goal of music making is not the creation of a musical work intended for consumption by third parties, as it happens in later epochs, but a change of the individual himself, harmonization of his mental forces, bringing them into balance with the surrounding world.

Thus, the existence of music in the early stages of human society development exposes its essential specificity, which acts as the creation of one of the most important essential human forces, as the formation of human auditory ability in the process of jointly carried out life activities, as a way of learning the world, establishing communication with it, its humanizing and spiritualization. The peculiarities of the existence of music in the early stages make it possible to agree with N. Ayupov, who expresses the idea of the ontological nature of music "as one of the origins of a person's life" [2, p. 118], and with P. Gnedich, who believed that the feeling of harmony spoke in a primitive man "before all other feelings and knowledge" [3, p. 10]. In this regard, Democritus, believing that "music is the youngest of the arts", and explaining this by the fact that it was not need that spawned it, but it was born "from the luxury that had already developed" [4, p. 137] is hardly right.

In this regards, the statement by A. Ladygina, which says that the aesthetic attitude "is not necessary for the existence of an individual person and in this sense is useless for him, but necessary for the existence and development of society and in this sense is extremely useful" looks very dubious [5, p. 24]. This statement clearly demonstrates the utilitarian approach to music, as well as shows the later-born conception of it as a phenomenon of extra-human existence. In this regard, music as a phenomenon that characterizes one of the generic properties of a person, ensuring the fullness of its manifestation, is rendered beyond the realm of human life, that is, it is interpreted as an expression and manifestation of the forces standing above a person. The life of a real, concrete person turns out to be significantly deprived, but this is not considered as a negative moment, but, on the contrary, is fixed as the norm.

The stratification of society that occurs in the process of human history development, associated with the consolidation of the functions of goal-setting and execution for different groups of individuals, has the effect of splitting the human world into a set of isolated realities - into the world of performing, reproductive existence, the world of sensually, directly given necessity, associated with the main-

tenance of physical , and the spiritual world of human freedom, creative self-determination, which is beyond the limits of everyday life and elevates over it.

Previously, a holistic, poeticized life is divided into private definitions that in their real existence may well not intersect - life and poetry, benefit and beauty, prose of ordinary existence and the festive world of beautiful dreams, designed to fill the beauty that goes from real human relationships based on mutually beneficial exchanges and mutual use.

These processes are reflected in the constitution of the social institution of art, which concentrates in itself the beauty, alienated from real human existence. They manifest themselves with particular force in the epoch of New Time, associated with the emergence and formation of capitalist relations, which are an intensification of the processes of division of activity.

It is at this time that music is separated into an independent, self-sufficient sphere, which is reflected in the emergence of a concert form of music playing, which is a meeting with music in a special, localized space and time of the concert hall, listening to music not as a form of communication with another person, but for music as a certain sound organization. There is a division into creators, composers and the public, consumers deprived of their own inner artistic potencies and receiving them from the outside - from the author of a musical work.

The phenomenon of a musical work as an autonomous, closed artistic organism, as a special musical construction, the creation of which is not directly caused by the life situation of people's communication and is performed outside of its borders, is also a product of the New Age. Among other signs of separation of music from the real life and its elevation above it we can mention the cultivation of the opera genre originating in the New Age in the *bell canto* manner, which differs from the singing typical for household music-making and requires a special skill; the prohibition to bring to the scene as heroes of the so-called serious opera of ordinary people and contemporaries, the main characters of which should be only mythological characters, kings, and generals; the situation of the listener's confusion in front of the world of music that was incomprehensible to the uninitiated, which can now be reached only with the help of a conductor - a musical critic, *etc*.

The features of the estranged aesthetic consciousness are very precisely defined by Yu. Davydov, who writes that "inclusion in the aesthetic sphere acts as a complete shutdown from social reality, and such shutdown from social reality acts as the main condition of an act of aesthetic experience" [6, p. 19].

The phenomenon of splitting the world into non-contiguous realities, the world of everyday human affairs, interests, relationships with other people and the world of works of art, the world of beautiful things, alien and indifferent to these interests, affairs and relationships, but strangely becoming more real and significant for a man, was a surprise in the 19th century, discovered and analyzed by A. Chekhov, L. Tolstoy, R. Wagner.

A. Chekhov in his story "Two Scandals" is ironic about this perverted situation, telling the story of a conductor who quickly forgets about his cruelty towards a close woman; but the brilliant performance of the vocal part of which she had spoiled becomes for him the most regrettable memory. After all, his whole life is a service to the holy art. "He is on his guard, and without him, who would prevent emitting into the air of these disgusting half-tones, which continually upset and kill harmony? He protects this harmony and is ready for its sake to hang the whole world and hang himself".

However, for our time, this situation has become quite familiar and the modern

philosopher does not resent, is not ironica or outraged about its immorality and un-naturalness, but indifferently claims: "Life is one thing; poetry is another, as people now they think, or at least feel ... The poet begins where an ordinary person ends. The fate of one man is to go the "human" way; the mission of the other is to create the non-existent" [7, p. 247].

The fundamental break of the aesthetic with any human manifestations is put forward as a major requirement for a new art, for whose representatives' music is nothing but sounds and their connections: constellations, order, interdependence, that is, structure (K. Stockhausen). This results in the replacement in the avant-garde art of the beautiful with the artificial constructions, alien to the ear, which are the expression of "triumph over the human" [7, p. 242].

The gap between the aesthetic and the moral is first presented in declarations about "art for the sake of art", about the freedom of the world of beauty from real human relations and from the orientation of the artist's activities towards another person. However, the moral immorality is replaced by an openly immoral position. As F. Dostoevsky once wrote - "the aesthetic idea in humanity became darkened". A flow of images of violence, cruelty and lust has poured into art. The world of the beautiful began to turn into the world of the ugly; meaningful aesthetic reality - into a meaningless, chaotic, absurd one.

A vivid image of a modern artist, obsessed with the idea of creativity, but at the same time contemptuous and cold, disgusted with everything that is included in the sphere of sensuality, is presented in the T. Mann's novel "Doctor Faustus". The summit work of the novel's main character, the composer Adrian Leverkühn, is *"Apocalipsis cum figuris"* with his creepy choirs telling "about the blackening of the sun, about the bleeding moon, about ships tipping among a landfill of scream-ing people". This terrible, satanic music, with scornful, triumphant hellish laughter and rejoicing gehenna is the triumph of evil, acquiring cosmic proportions.

It is thought that the horrendous catastrophe of the "secondary savagery" of a man, turning him into a spiritual mutant in real musical practice is most clearly reflected in D. Shostakovich's symphonies with their themes - "werewolves", where the world of humanity and creation suddenly turns into a cruel, malicious, aggressive beginning, into snarling, teeth clanking monsters.

The loss of support in another person, the loss of the content-moral, spiritual connections with the world, the integrity of the world relations underlie the hypertrophy of the entertainment function of music. Entertaining products focused on the lower levels of a human being become a factor contributing to chopping off the meaningful connections of a person with the world, cultivating a thoughtless, animal relation to it.

Music, acting as an instrument for the destruction of the personal, creative beginning in a man, the substantial foundations of human existence itself, turns into a threat to his physical condition. A. Yusfin cited the research data, during which it became clear that the destructive impact of music "is comparable to the similar effects of alcoholism and technology (victims of all accidents from road accidents to professional) and exceeds (!) the role of smoking, adverse working conditions, unfavorable heredity and influence of natural and climatic conditions" [8, p. 11].

Moreover, art can be consciously used as a means of destruction. N. Markova writes that with the help of music, the mass media introduce feelings and ideas characteristic of the drug culture into the minds of young people [9, p. 8]. The spread of murderous music and murderous art brings "the destruction of the institu-

tion of socialization of children and adolescents, the destruction of cultural continuity and the growth of crime; blocking of the natural sexual reflex, the spread of homosexuality, the increase in child prostitution and pornography; mental injuries, leading further to frequent change of sexual partners, drug use, increased suicides, AIDS epidemics, *etc*. [9, p. 11].

In this context, placing hopes on art and aesthetics as a whole as on a source of human creativity, as on the world of eternal and unshakable values, capable of correcting any flaws in social or individual development, seems at least naive. However, this position is very common. It is represented in the works of Y. Borev, A. Gulyga, M. Kagan and many others. The basis of such views is the identification of aesthetic reflection with the alienated form of its existence - the art. External characteristics of the art - beauty, harmony, integrity, are equated to its essence. Moreover, these characteristics are seen as absolute, forever inherent in art.

The harmony and integrity of artistic images is an expression of a holistic human attitude to the world, the integrity and harmony of the world order. The art is not a guarantor of preservation and a means of correcting the world, but a peculiar symptom, giving an opportunity to judge the real state of affairs, the predominance of harmonious or disharmonious tendencies in human life. It is this ideological position that underlies the aspirations of the ancient Chinese sages to judge the state of affairs in society by the collected chants.

Thus, on the basis of consideration of various options for the implementation of musical and aesthetic activity, we can draw the following conclusion. It is impossible to identify the essence of the musical and aesthetic with the art of music. The aesthetic is a way of human world relations from the standpoint of the beautiful, the ugly, the comic, the tragic, the sublime, the base, *etc*., its current, living state.

The art is an independently existing world, a sphere that correlates with the sphere of human life as an external, different, and sometimes alien beginning. This means that the aesthetic, including musical reflection cannot be viewed without highlighting these two options for its existence. If we don't consider these two options, but talk about aesthetic reflection in general, then in this case the consideration will be formal and abstract.

These mentioned opposite points determine different goals for musical education, which necessarily lead to radically different results. If the basis of the programs of musical and aesthetic education is the understanding of music as an expression of the meanings of human existence, then the purpose of musical activity is the formation of a man, the space of the Person, mastering the human world and creating it.

If music is understood as an art form with its own laws, then the purpose of aesthetic education is to study these laws, develop the ability to operate with musical means, combine sounds in a certain order, understand styles, manners, directions, perfect the technique of performing music, *etc*. At the same time, the question of the formation of an individual, the formation of his life position, the actual human qualities may not stand at all, as sounding ridiculous and inappropriate, or be present as a "standard" section of the program, as a formal tribute to one or another ideological requirement.

Sharp, but essentially very true ideas about such a process of aesthetic development, torn from the goals and meanings of human existence itself, are expressed by L. Tolstoy: "Hundreds of thousands of people from the early age devote all their lives to learning to twist their legs very quickly (dancers) , others (musicians) to learn very quickly to touch the keys or strings, third (painters) to be able to paint and depict everything they see, the fourth

to transform any phrase and find rhymes to any word. Such people are often very kind, intelligent, capable of any useful work, run wild in these exceptional, stupefying occupations and become dull to all the serious phenomena of life, one-sided and quite satisfied with themselves specialists who can only twist their legs, tongue or fingers" [10, p. 42].

In the context of alienation, which permeates into all the pores of modern society, the latter of the two above-mentioned program options, which reflects and fixes this orientation to the reproduction of real forms of human connections with the world and its kind, is more natural and obvious. The former version of the program, which is always the result of in-depth, essential analysis, acts as an overcoming of these circumstances. Such programs are focused not just on the solution of any particular issues, their appearance is connected with the need to solve global, fundamental problems of human existence. They are aimed at the removal of alienation, and therefore, the formation of the personality with their own human attitude to the world, at the break of the deadlocks of abstract, real existence into the space of the actual cultural reality.

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EVALUATION OF THE EFFECTIVENESS OF THE PERSONNEL SERVICES OF AITAS-ENERGO LLP IN TERMS OF INTEGRATION AND ADAPTATION OF NEW EMPLOYEES

Vassilchenko Vladislava, Iskenderova Fatima, *PhD*
Kazakh-American Free University, Kazakhstan

The relevance of the issue of creating and implementing a system of integration and adaptation of new employees is due to the fact that the most important feature of modern management understands human resource has the highest significance in terms of both achieving competitive advantages and prospects strategic development. In general, the issue of a comprehensive study of this system remains insufficiently explored. The practical difficulties of the modern Kazakhstani economy require the research for new approaches and a methodological basis for diagnosing the needs of organizations for new personnel, and for selecting criteria for analyzing and evaluating integration and adaptation.

The general definition of the concept of *"adaptation"* allows us to define this term as "the adaptation of the organism, individual, collective to changing environmental conditions or to its internal changes, which leads to an increase in the effectiveness of their existence and functioning.

Thus, the term *"employee adaptation"* implies the process of acquiring a correspondence of personal, moral and ethical qualities, communicative skills and professional level to the conditions of work activity and the corporate environment. The corporate environment should be understood as the set of conditions, factors and requirements that are fixed and reflected in the corporate and organizational culture, as well as in the culture of organization management.

The ultimate goal of adaptation is the *integration* of a new employee. At the same time, adaptation is a set of concrete steps and activities aimed at creating the conditions necessary for the integration of a new employee into the team. While integration is an association during which the individual (the new employee) merges with the team. In general, integration and adaptation are associated and interrelated processes.

Correctly developed personnel policy of the enterprise ensures the effective functioning of the system of integration and adaptation of new employees with the aim of creating a cohesive team ready for successful interaction and achievement of the set goals.

The information base of the research is based on the results of the personnel monitoring of the enterprise Aitas-Energo LLP, the results of the staff questioning, as well as the balance sheet, the profit and loss statement and the charter of Aitas-Energo LLP. In addition, scientific publications, periodical press materials, legislative and regulatory acts of the government bodies were used.

Let's consider an evaluation of the effectiveness of the personnel service of Aitas-Energo LLP.

Evaluation of the effectiveness of the personnel service activities of Aitas-Energo LLP in the field of integration and adaptation of new employees can be carried out through the following stages:

1) analysis and evaluation of subjective indicators characterizing the degree of employee satisfaction with activities in the framework of integration and adaptation of new staff;

2) analysis and evaluation of objective indicators, reflecting the loss or effect of the enterprise from the measures for the integration and adaptation of new employees;

3) evaluation of the effectiveness of integration and adaptation of new employees.

It should be noted, there is no systematic planning and implementation of measures to integrate and adapt new employees to Aitas-Energo LLP. Nevertheless, it is necessary to assess subjective and objective indicators for several parameters for the integration and adaptation of new employees:

- social adaptation of new employees;
- professional adaptation of new employees;
- production adaptation of new employees;
- organizational adaptation of new employees;
- economic adaptation of new employees.

Evaluation of subjective indicators of integration and adaptation of new employees was carried out through a survey of experts in the number of 10 people, among them people of personnel department, workshop masters and engineers of Aitas-Energo LLP.

The following parameters are highlighted:

- the answer "Completely satisfied" corresponds to an estimate of +1.0;
- the answer "Satisfied" corresponds to an estimate of +0.5;
- the answer "Hard to say" corresponds to 0.0;
- the answer "Not satisfied" corresponds to - 0.5;
- the answer "Completely dissatisfied" corresponds to - 1.0.

The final values of the satisfaction index can range from +1.0 to -1.0.

In this case, the required characteristics will correspond to the specified ranges of the value of the satisfaction index:

- from +1,0 to +0,6 - high level of adaptation;
- from +0.59 to +0.2 - the average level of adaptation;
- less than +0.19 - low level of adaptation.

The results of the evaluation of subjective indicators of social adaptation of new employees of Aitas-Energo LLP are given in Table 1.

Table 1. Evaluation of social adaptation of new employees of Aitas-Energo LLP

Social adaptation	Evaluation of experts on a five-point scale										Total, Average point
	I	II	III	IV	V	VI	VII	VIII	IX	X	
1. Satisfaction with social status	0	0	0	0	0,5	0	0,5	-0,5	0,0	-0,5	0,0
2. Satisfaction with social protection and guarantees	0,5	0,5	0	0	0,5	0	0	-0,5	0,5	-1,0	0,1
3. Possibilities of career growth	1,0	0,5	0,5	1,0	0,5	0	0,5	-0,5	0,0	0,0	0,4
4. The degree of accordance of the staff to the social group	0,5	0,5	0	0,5	0,5	0	0	0	0	0	0,2
5. Degree of interaction with social groups of the staff	0,5	0,5	0	0,5	0,5	0	0	0	0,5	0	0,3
6. Degree of social	0	0	0	0	0	0	0	-0,5	0	-	-0,2

	I	II	III	IV	V	VI	VII	VIII	IX	X	
recognition in the organization									1,0		
7. The complexity of the process of social integration in the collective	0	0	0	0,5	0,5	0	0,5	-0,5	0,5	-1,0	0,1
8. Social significance of the organization's goals	0,5	0,5	0	0,5	0	0,5	0,5	0	0	0,5	0,3
9. The demand for organization's services in the community	0,5	1,0	0,5	0,5	1,0	0,5	0,5	0	0	0,5	0,5
10. Pace of social adaptation	0	0	1,0	1,0	1,0	0	0	-0,5	0	-0,5	0,2
Social adaptation rating											0,175

Thus, the level of social adaptation of new employees of Aitas-Energo LLP corresponds to a rating of 0.18, which can be interpreted as a low level of adaptation.

Table 2 shows the results of the survey and a rating of professional adaptation of new employees of Aitas-Energo LLP.

Table 2. Evaluation of the level of professional adaptation of new employees of Aitas-Energo LLP

Professional adaptation	Evaluation of experts on a five-point scale										Total, Average point
	I	II	III	IV	V	VI	VII	VIII	IX	X	
Degree of potential disclosure (use of professional knowledge and skills)	0,5	0,5	0,5	0,5	0	0,5	0,5	0	0,5	0	0,4
Sense of professional self-realization	1,0	1,0	0,5	0,0	0,0	0,5	0,0	-1,0	0,5	-1,0	0,2
Opportunities for professional development	0	0	0	0	0	0	0	0	-0,5	-0,5	-0,1
Degree of professional conformity of the position	0,5	0	0	0	0	0,5	0,5	0,5	0,5	-0,5	0,2
Degree of professional recognition in the organization	0,5	0,5	0	0,5	0,5	0,5	0,0	0,5	0,5	0,5	0,4
The degree of unity of the team of professionals	0,5	0,5	0	0	0	-0,5	-0,5	-1,0	0,0	-0,5	-0,2
The degree of com-	0,5	0	0	0	0	0	0	0,5	0,5	0	0,2

plexity of professional adaptation in the team											
Professional evaluation of the management of the organization	0,5	0,5	0,5	0,5	0,5	0	0	0,5	0,0	0,5	0,4
The demand for a profession in society	0,5	0,5	0,5	0,5	1,0	0,5	1,0	0,5	0,0	0,5	0,6
Pace of professional adaptation	0,5	1,0	0,0	0,5	0,5	0	0	0,5	0,5	0,5	0,4
Professional adaptation rating											0,23

The rating of professional adaptation of new employees to Aitas-Energo LLP is 0.23, which makes it possible to characterize the level of this type of adaptation as average.

The evaluation of the level of production adaptation of new employees of Aitas-Energo LLP is shown in Table 3.

Table 3. Evaluation of the level of production adaptation of new employees

Production adaptation	Evaluation of experts on a five-point scale										Total, Average point
	I	II	III	IV	V	VI	VII	VIII	IX	X	
Intensity of physical activity	1,0	0,5	0,5	0,5	0,5	1,0	0,5	0,5	0	0,5	0,55
Intensity of neuro-psychological activity	0,5	0,5	0	0	0,5	0	0,5	1	0,5	0,5	0,4
Intensity of mental activity	0,5	0	0,5	0	0,5	0,5	0,5	0,5	0	0,5	0,35
Intensity of emotional activity	0	0	0,5	0,5	0	0	0,5	0,5	-0,5	1,0	0,25
Degree of satisfaction of working and special qualifications	0,5	0,5	0,5	0	1	0,5	0,5	1	0,5	1,0	0,6
Satisfaction with sanitary and hygienic conditions	0	0	0,5	0	0,5	1,0	0,5	0,5	0	0,5	0,35
Satisfaction with the work done	0,5	0,5	0,5	0,5	1,0	1,0	0,5	0	0,5	1,0	0,6
Degree of mechanization of the production process	0	0	0	0	0,5	0	0,5	0	0,5	0	0,15
Degree of automation of the production process	0	0,5	0,5	0,5	1,0	0,5	0	0	-0,5	0	0,25

Pace of production adaptation	1	1	1	0,5	0,5	1	0,5	1	0,5	0	0,7
Production adaptation rating											0,42

The rating of production adaptation of new employees of Aitas-Energo LLP is 0.42, therefore, the level of production adaptation at the enterprise can be character-ized as average.

The evaluation of the rating of organizational adaptation of new employees of Aitas-Energo LLP is shown in Table 4.

Table 4. Evaluation of the level of organizational adaptation of new employees

Organizational adaptation	Evaluation of experts on a five-point scale										Total, Average point
	I	II	III	IV	V	VI	VII	VIII	IX	X	
Degree of satisfaction with the style of management	0,5	0	0	0,5	0,5	0,5	0,5	0,5	0	0,5	0,35
Degree of satisfaction with the organization	0,5	0,5	0,5	1	0,5	0,5	1	1	0,5	1	0,7
Degree of satisfaction with the system of motivation	0	0	0	0	0	0	0,5	-0,5	0	0,5	0,05
Degree of satisfaction with the schedule work framing	1	0	0	0	0,5	0	0	-0,5	0	-1,0	0
Degree of satisfaction with the location of building	0	0	0	0,5	0	0,5	1	-0,5	0	0,5	0,2
Degree of satisfaction with the organization of leisure activities	1,0	0	0	0	0	0	0	-1,0	0	-0,5	-0,05
Degree of satisfaction with vertical interaction with employees of the organization	0	0	0	0	0,5	0	0	-0,5	0	-0,5	-0,05
Degree of satisfaction with horizontal interaction with employees of the organization	0,5	0,5	1	0,5	0	0	0,5	0,5	1,0	0,5	0,5
Degree of satisfaction with supply organization	0	0	0,5	0	0,5	0	0	-0,5	0	-1,0	-0,05

Degree of satisfaction with the organization of the workplace	0	0,5	0	0	0,5	0	0	-0,5	0	0,5	0,1
Organizational adaptation rating											0,175

The level of organizational adaptation is low due to the lack of motivation system for new employees of the enterprise.

The evaluation of the level of economic motivation of new employees of Aitas-Energo LLP is shown in Table 5.

Table 5. Evaluation of the level of economic motivation of new employees

Economic adaptation	Evaluation of experts on a five-point scale										Total, Average point
	I	II	III	IV	V	VI	VII	VIII	IX	X	
Degree of satisfaction with wages	0,5	0,5	1	0,5	0,5	0,5	0	0,5	1	1	0,6
Degree of satisfaction with receiving wages in time	0,5	1	0,5	1	0,5	1	1	1	0,5	0,5	0,75
Degree of satisfaction with the system of social payments and benefits	0	1	0,5	0	1	1	1	1	1	1	0,75
Degree of satisfaction with the prospects of economic development of organization	0	1	1	0	1	1	1	1	1	0,5	0,75
Degree of satisfaction with current economic condition of organization	0	0	0	0	1	0,5	0	0,5	1	0	0,3
Degree of satisfaction with equipment and machines	1	1	1	1	1	0	0,5	1	1	0,5	0,8
Motivation for professional growth	0,5	0,5	1	1	0,5	1	0,5	0,5	1	1	0,75
Motivation for career growth	0,5	0,5	1	0,5	1	1	0,5	0,5	0,5	1	0,7
Presence of prospects of wages increase	0	0	0	0	0	1	1	0	0	0	0,2
Pace of economic adaptation	0,5	0,5	1	1	0,5	1	0,5	0,5	0	0,5	0,6
Economic adaptation rating											0,62

The rating reflecting the level of economic adaptation of new employees is 0.62, therefore, new employees of Aitas Energo LLP adapt quickly to the economic opportunities that the enterprise guarantees to them. But in fact, this factor is insufficient for general integration and adaptation of new personnel in the enterprise.

The total rating of the system of integration and adaptation of new employees of Aitas-Energo LLP can be determined as the arithmetic mean of the sum of the described rating estimates for each type of adaptation.

The total value of the rating of the system of integration and adaptation of new employees of Aitas-Energo LLP is determined in Table 6.

Table 6. Rating of the system of integration and adaptation of new employees of Aitas-Energo LLP

Integration and adaptation rating	Evaluation of experts on a five-point scale										Total, Average point
	I	II	III	IV	V	VI	VII	VIII	IX	X	
Social adaptation	0,35	0,35	0,20	0,45	0,50	0,10	0,25	-0,30	0,15	-0,30	0,18
Professional adaptation	0,50	0,45	0,20	0,25	0,25	0,20	0,15	0,10	0,25	-0,05	0,23
Production adaptation	0,40	0,35	0,45	0,25	0,60	0,55	0,45	0,50	0,15	0,50	0,42
Organizational adaptation	0,35	0,15	0,20	0,25	0,30	0,15	0,35	-0,20	0,15	0,05	0,18
Economic adaptation	0,35	0,60	0,70	0,50	0,70	0,80	0,60	0,65	0,70	0,60	0,62
Rating of the system of integration and adaptation											0,32

The total value of the rating of the system of integration and adaptation of new employees of Aitas-Energo LLP is 0.3. This allows us to say that the level of the system is at an average or satisfactory level. Weak points in the system of integration and adaptation of new employees of Aitas-Energo LLP are social adaptation (0.18) and organizational adaptation (0.18). Production (0.42) and professional (0.23) adaptation of new employees is considered to be acceptable enough. The most attractive aspects for new employees and young specialists of Aitas-Energo LLP are economic factors and economic adaptation (0.32).

Thus, the number of new employees who passed through all stages of adaptation to Aitas-Energo LLP in the period from 2015 to 2017 increased from 45 to 51 people, while in 2016 this indicator fell sharply and amounted to 13 people. The

number of employees accepted for internship at the same time was 52 people in 2015, 61 people in 2016 and 75 people in 2017. The efficiency of integration and adaptation at the enterprise is 86.54% in 2015, 21.31% in 2016 and 68.00% in 2017 respectively.

Considering the conclusion, new suggestions should be developed to reduce the turnover of Aitas-Energo's working personnel and, first of all, the company needs to create and implement a system of integration and adaptation of new employees that will ensure a high level of human resources and stable staffing of the organization.

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DEVELOPMENT OF EXTREME TOURISM IS IN EAST KAZAKHSTAN: KINDS, FEATURES AND UNICITY OF TERMS

Mamyrbekova Dinara, Bogorodskaya Oksana
Kazakh American Free University, Kazakhstan

Key to success of business - in innovations, that in turn give birth creativity.

James Goodnight.

Fortunately, far not all want to conduct rest, sunbathing on a beach or sipping cold beer in an off-shore bar. There is a large group of tourists that prefers the different forms of extreme tourism. They adore every adventure turns that now and then is offered by travel agencies. It is important to understand that any adventure turn is not only interesting and entertaining leisure but also method for short time

to purchase considerable vital experience. If in an ordinary cruise turn a tourist is anymore a spectator, then in adventure turns a tourist is his active participant.

In extreme tourism all is built on his unusual forms and sharp feeling during a turn. It touches, for example, an alloy on the mountain rivers, turn on mountain peaks, hunt-safari or any other trip. It rather is not rest in generally accepted his understanding, and test itself in extreme surrounding term sand confluence with nature. In our the days many aspire exactly to such feeling after by monotonous work be that by a designer, engineer or office worker.

"Steel is tempered in a hot fire"... Leaning against this metaphor, it is possible to say what only in wild, primordial terms, a man shows all accessible to him character traits. For someone a sally of similar family will be a test on durability, and for someone will serve an unique instrument for development and becoming by a build command - for example, single collective bound by one aim. In fact got is experience and sense forever root will be taken the command of work for travelers in consciousness, allowing in everyday life to lab our for the best result working in such collective.

But however speech will go about the extreme types of tourism with max - by the possible level of comfort for travelling.

To beginning of the third decade of Independence we befit with practically fully destroyed by the system of active rest.

A decline of sporting tourism is in the masses, resulted in impoverishment materially of technical base, in these connection fans of extreme types of tourism, literally force to work with a long ago serving out a term useful servings as equipment. It is RISK foremost, and already from more or less other side inconvenience related to the out-of-date standards and wearing out.

An aim is - to provide perfect security in a trip and maximal level of comfort to the people, giving possibility to use a front-rank equipment and equipment, and instructed by the best from the best.

Basic direction an enterprise is satisfaction of human requirements in rest, active rest.

An aim is an enterprise - nowise does not abut against the "receipt of income". An income arises up as a result of achievement of aims of enterprise.

If to examine a question in global scales, then on the nearest period of time the task of development of industry of thong parks stands on all Kazakhstan. First of all in plans stand, regions with large potential.

Then we will embrace districts in that it is required to erect artificial building.

Quality, here, that matters. At the market of Kazakhstan with everything there are not many tourist firms that would entirely meet wishes consumer, not to mention about the firms of specialized on active rest. All try to develop an infrastructure, and alas nobody begins to think about quality rendered to the tourists of services. In ninety percents cases getting off-grade maintenance of only one times, a desire to come once again can fall off for a visitor, and the more to recommend to the friends and acquaintances. Therefore priority for us is quality of the given services better studies on stranger errors, what to assume own.

To the people that live in cities, it is necessary though now and then to have a rest from permanent noise and fuss. Secluded on nature with family and friends. Many do so, drive out on picnics. Such rest palls very quickly. Although it where more interesting, than to sit in apartments, but however monotonously. Somehow diversifying the everyday life is possible active rest that much more enthralling, than

seat on a glade, let even after a juicy shashlick. But not everybody can itself allow a journey to the mountains or on a sporting base. And not only because such journeys cost very expensive but also on other reasons. For example, if there are children in family, them will not leave one at home or on a base, and to take them with itself in mountains very dangerously. Motion is basis of life, it needs to all. Motive activity assists the correct forming of man on any stage of life, and especially - in her beginning. The special value for a health motive activity has in natural zones.

Nature was and it remains to the sources of life, health, work, physical and spiritual development of man.

A thong park is an enthralling set of thong constructions on height of from 3 to the 10 meters above earth. In our park all stages are worked out with the different levels of obstacles, thus, creating all terms, for the people of any age and physical preparation. "Tarzaniya" is an ideal place for active rest, and unique ground for realization of corporate measures. Height, sense of risk and fear, here where hardness of spirit and will open up to victory. And the emotions of participants will help to expose sense of respect for the participants of the command. We consider providing of maximal safety the above all task. All tests, since the first step of stair, a participant passes in the special equipment and under the supervision of skilled instructors.

To get a municipal enough man on some mountain peak, as the special sense suddenly wakes up in him with unusual force. We usually live and move in area of two measuring of horizontal plane on length to the width. Sense of the third measuring on vertical lines, in our ordinary life caused nothing.

At most, that has to be tested, it is a height of multistoried building. And it very narrows all line-up of our ideas about nature. Business even gets to the point where present gets to the point where present the special nervous illness, named" dread of height".

Gores easily simply return us to normal psychology at that sense of height excites gladness, and from that moment, as it appears awakened, the whole world of our experiencing is unusually enriched.

It is needed to say that in Europe this type of realization of leisure is known already a long ago enough and uses stable demand. Thong parks work in many European cities. They are so popular there, that within the limits of one city it is possible to meet a few ten of thong parks: simple and difficult, for children and adults. Building of thong parks, intended for the daily use and realization of training employments, competitions and such measures, as, for example, corporate commando games of type of teambuilding. Creating the Thong park, it is foremost needed to count on an unique ground, passing of that would not require physical efforts, but would keep the participants on a permanent tiptoe from feeling of height and losing balance.

All like to conquer un criminal tops. Because climbing is not only sport but also spiritually-moral satisfaction.

Rock climbing is this extremely enthralling, active and interesting employment in the circle of friends. Perfect security of employments is provided by due to work of experience instructors, and similarly to the durable equipment that must be equipped with climbing walls. Rock climbing replaces any movable games easily. Rock climbing is in the whole of the world confessed by the best employment not only for adults but also for children:

- rock climbing is unique in its way, type of activity, allowing to harmoniously develop all basic muscles of the body, not overloading a locomotorium.

- rock climbing teaches right on top of the possibilities and more safely to climb on rocky arrays and other suitable to

climbing objects.

- rock-climbing strengthens the health of children, liable to the different catarrhal diseases in the course of investigation of subzero immunity, to the nervous stresses and diseases of SLM (to the scoliosis).

- rock-climbing develops the intellectual internals of sportsman, that are the mortgage of success with any business and business, effectively. Every young rock-climber possesses the "chess" thinking, observation and purposefulness.

In opinion of doctors and psychologists, by means of climbing on vertical surfaces all groups of muscles develop evenly. Thus, an organism becomes stronger complex, and there are not fears to "pump" over to itself some one part of body or as a bonus to get, for example, excessively wide shoulders. Thus, not just train muscles, but flexibility and adroitness develop in parallel.

Secondly, rock-climbing develops photographic memory, spatial, tactical and strategic thinking. In other words - that it needs to any leader and man needing success. Here ability of instantaneous acceptance of decisions practices similarly. There is especially no time to think, necessary to do a next step and accordingly to choose, on what ledge to take a step. An error is falling and all at first. Therefore by will - by force begin to think over a few forward steps, to develop strategy, and at the same time quickly to decide that to do.

And, in - third, this sport is excellent medicine from depressions and complexes. He allows believing in the possibilities, understanding that unattainable tops are not. A self-appraisal rises together with every passed wall. Willpower and faith in their abilities are trained almost better than muscles.

All like to conquer un criminal tops. Because climbing is not only sport but also spiritually is moral satisfaction.

Not secret, that every activity of man

is attended with some stake of risk what that was like to not. In case with thong parks, a few groups of risks it would be necessary to pay attention on that appear:

- first and most important is a risk of blowing off participants. And as a rule, sharpest problem, decides by the simplest method. It is necessary in full to eradicate admittance of participants without corresponding equipment. Absolutely everybody must be equipped in the insurance system and helmet, and also it is necessary to set permanent instructor control after the visitors of park.

- the second risk is the risk of "uproar" on the territory of the park. Happens and such, that a having a drink or dissatisfied visitor in direct sense begins to arrange a "row". By reason can that become whatever, from a turn in a park, to the conflict on the ground. That decides the call of guard of the park and the "disqualification" of instigator.

- the third risk is a risk of breakage of both insurance equipment and death load carrying structures of building. And if in first case, equipment falls out because of direct wear, and the period of life stingily limited to time, then death load carrying structures, can be caused by natural factors, such as is an earthquake and fire. And similarly can cause by natural factors, such as is an earthquake and fire. And similarly can caused by natural factors, such as is an earthquake and fire. And similarly can be caused by mechanical damages. Therefore, any work of the park must be begun with examination by the instructor of constructions and insurance equipment.

In general probability to run into the third risk maximum small. And it contingently that at the use of the certificated equipment keeping a triple reserve of durability, we build a fortress; will break that difficult even to nature. But a risk is nevertheless, and we cannot not announce him. Conducting all precautionary meas-

ures it is possible to take the risks of rejection of the participants of traumas on attraction to the zero.

It was similarly desirable to consider another type of extreme demand is a rafting alloy on the mountain rivers. Sporting alloy on the mountain rivers and artificial rowing channels. A word "rafting" originates from the English word "Raft", that in translation means a "raft". Rafting is a command type of sport. Every participant during an alloy executes certain functions, and a crew executes pointing of the leader-captain (experience instructor) on the whole. An alloy on the rivers is the employment of the immemorial. Present certificate that hundreds of centuries to our era ancient people traveled on the river son a canoe. With the process of civilization on the rivers. In our days alloys purchased entertaining and health character. Now an alloy on the mountain river is one of the days of, among other types of extreme tourism. Remains to add that on the rivers - one of the popular types of sporting tourism, he is water tourism. Rafting fundamentally differs from other types of ship on that produced alloy, so by ideology. Rafting is the commercial type of the alloy, is best for participation no previous experience is required in an alloy. It is enough to pay a turn, and you in a group. That the rivers are easily accessible and to them roads are attached on the start and finish of the route. For rafting the rivers befit with the abundance of thresholds, shiver, cracks and waterfalls. Such rivers are usually located in mountain areas or on very relief locality. As a result, similar districts are poorly or in general not populated, that finds mass of positive reviews from the tourists-earliest explorers.

Initially under a word "raft" an inflatable rescue raft was implied. However, for alloys on the rivers such construction was not intended. After bringing of the respective changes, the stretched and got the certain degree of maneuverability. Ex-

cept it, on the sides of such raft it was possible to sit to the rowers, that did him a valuable of small size ship. Routes for rafting are classified on six to the point scale (1-6) of categories of difficulty. What higher category, the more difficult and more dangerous route. Obstacles also characterized on seven to the ball scale (0-6) of categories of complication. Like routes, here too the level of danger proportionally grows with the increase of category. Rafting is dangerous enough fascination, especially, when the question is about the routes of the 3rd and higher category of difficulty. Basic dangers are:

1) Overcoming of powerful thresholds and waterfalls

2) Hit of alloyed in "barrels" and obstructions, submarine pockets

3) Receipt of traumas, super cooling, remoteness from civilization and, as a rule, in communication.

The organizations specialized to date organization of commercial alloys to the third category of complication (inclusive) by duration from 1 to 10 days, giving a maximally possible comfort in wild terms.

So, it be possible to say? In extreme tourism must work:

- only with the certificated equipment;

- all the instructor must be rock-climbers or alpinist completing course the special preparation;

- to use the continuous system of insurance, that allows fully to eliminate probability of derangement;

- all constructions must Planning pass the necessary test loading and get the certificate of accordance.

That accumulative experience allows creating and moving forward the interesting parks of attractions, aimed at the wide audience of visitors. It would be desirable the parks of dream, were certainly created that at a desire would work in the day and night, and in and summer winter. Constantly improving, both in building is go-

ing to amusement and in maintenance of visitors, realization of the regular training and in-plant training for the personnel of parks will allow to bring and give to the people only holiday.

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IMPROVEMENT OF ACCOUNTING AND ANALYSIS OF THE EFFECTIVENESS OF THE USE OF MATERIALS

Cherepanova Irina, Trofimova Yuliya
Kazakh-American Free University, Kazakhstan

The process of providing the enterprise with material resources for production, placing it in warehouses, storing and issuing, with the necessary need for production, is understood under the supply system (or procurement logistics).

In other words, we can say that purchasing logistics is the management of material flows in the process of providing the enterprise with material resources.

The basis of the economic efficiency of the supply system consists of the search and purchase of the necessary materials of satisfactory quality at the lowest price.

An important stage in the introduction of the "Kanban" system into the pro-

curement process is a comprehensive analysis of the factors that affect the company's purchasing activities. It is necessary to calculate the priority number of risks in order to do this. The subfactors are evaluated for its calculation by an expert method, on a 10-point scale by the following criteria: significance, probability of occurrence, probability of detection. Then the estimates are multiplied and extreme indicators, which should be given priority attention, are determined.

Table 1 presents the calculation of the priority risk number (PRN) for factors influencing the purchasing activity of ENEDZHI LLP.

Table 1. Calculation of the priority risk number (PRN) for factors influencing the purchasing activity of ENEDZHI LLP

Main factors	Composition of factors	Relevance (S)	Probability of occurrence (O)	Probability of detection (D)	Priority risk number
Suppliers	Possibility of influence	7	6	1	42
	Defectiveness level	8	8	7	448
	Certification	6	4	1	24
	Price	9	5	1	45
	Reliability	10	6	7	420
	Terms of payment	7	5	1	35
	Fare	7	4	1	28
	Mode of supply	5	3	1	15

External environment	Legislation	6	4	3	72
	Market situation	9	7	5	315
	Exchange Rates	2	6	8	96
	State of the economy	7	9	7	441
Work staff	Work experience	5	6	2	60
	Education	6	6	2	72
	Professional skills and abilities	7	8	2	112
Organization of the process	Methods of procurement	6	6	1	36
	Information Support	5	4	4	80
	Methods for evaluating suppliers	8	7	6	336
	Form of supply organization	7	3	6	126

Calculation of the priority risk number (PRN) was carried out according to the formula (1):

$$PRN = S \times O \times D \text{,} \quad (1)$$

where, S – relevance;
O - probability of occurrence;
D - probability of detection.

According to the compiled table, it is possible to construct a Pareto diagram reflecting the distribution of individual factors affecting the organization of deliveries through the Kanban system, depending on their significance.
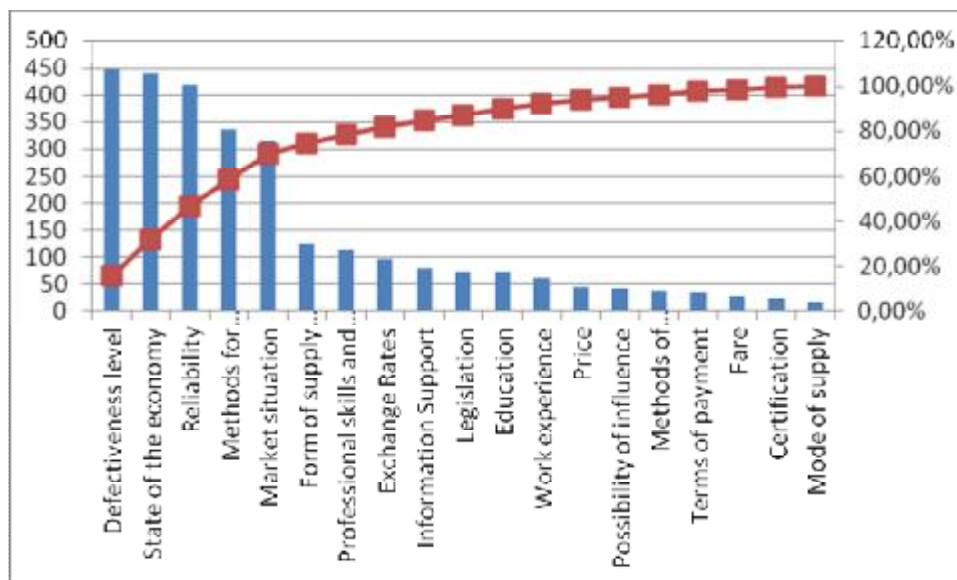
The Pareto diagram is shown in Figure 1.

Figure 1. The Pareto diagram

Analyzing the Pareto diagram constructed on the basis of the PRN calculation, the following six subfactors can be distinguished:

- the level of defectiveness of the products of suppliers;
- state of the economy;
- reliability of suppliers;

- methods for evaluating suppliers;
- market situation;
- form of procurement organization.

Thus, the enterprise needs to develop a flexible system of supplying the enterprise in order to exclude or to the extent possible prevention of risks. It can be concluded that the Kanban model is rational and effective for this organization and that priority is given to the direction of development of work with suppliers of the enterprise [1].

The main suppliers of the company:
- Vostokremstroy LLP;
- AsiaProjectStroy LLP;
- StalMashKom LLP;
- KazEvroStroy LLP;
- Zemstroy LLP;
- Asyltalan LLP;

- VostokPromImport LLP;
- Zhansat LLP;
- Svinetsstroy LLP;
- Sinetic LLP;
- SemPromTechSnab LLP;
- IrtyshSnabKomplekt LLP;
- Promstroi LLP;
- PromSpetsmontazh LLP.

Suppliers are unjustifiably many, in view of the fact that several suppliers supply the same kind of building material. Analyzing their prices, we can come to the conclusion that there are companies on the market that agree to put the same product for the least money. Let's present the received data in the table 2, in which the prices are shown in tenge without discount.

Table 2. Comparison of prices of main suppliers with prices of competitors in the market

	Gas silicate blocks, m^3	Mounting adhesive, kg	Flexible basalt connections, pcs.	Brick, pcs.	Mortar for face masonry, m^3
Vostokremstroy LLP	13100				
AsiaProjectStroy LLP	12900				
StalMashKom LLP	13500				
KazEvroStroy LLP	13250				
Zemstroy LLP		40,4	50,00		
Asyltalan LLP		40,50	50,00		
VostokPromImport LLP		40,00	50,75		
Zhansat LLP		43,75	50,00		
Svinetsstroy LLP		42,75		40,00	285
Sinetic LLP				40,25	
SemPromTechSnab LLP				37,5	285,25
IrtyshSnabKomplekt LLP			50,50	40,00	285
Promstroi LLP			47,75	40,25	285,75
PromSpetsmontazh LLP			50,00	40,00	
Price of competitors	13000-14000	37,75-45	43,75-52,5	37,5-40,75	284,5-285,75

Thus, it can be concluded that the prices of suppliers for most types of building materials are overstated. We can conclude from this that the organization has not conducted market research and price analysis for a long time [2].

There is a firm "Promenergoremont" LLP on the market of building materials, which is engaged in the supply of the following building materials:
- Mounting adhesive;
- Flexible basalt connections;
- Brick;
- Mortar for face masonry.

This company is ready to supply any necessary volumes of supplies. Also "Promenergoremont" LLP represents a system of discounts and free delivery, depending on the volume of supply.

Table 3 presents the optimal volume of supplies for each type of product.

Table 3. The optimal volume of supplies for each type of product

	Gas silicate blocks, m^3	Mounting adhesive, kg	Flexible basalt connections, pcs.	Brick, pcs.	Mortar for face masonry, m^3
Q0	7000	22000	7000	1213,2	230

Knowing the optimal volume of supplies for each type of product, we can calculate the optimal number of deliveries per year. The optimal number of deliveries per year is presented in Table 4.

Table 4. Optimal number of deliveries per year

	Gas silicate blocks, m^3	Mounting adhesive, kg	Flexible basalt connections, pcs.	Brick, pcs.	Mortar for face masonry, m^3
Q0	8	8	8	8	8

Knowing the optimal number of deliveries per year, you can calculate the optimal interval between deliveries.

$$t0=360/8=45 \text{ days.}$$

Thus, knowing these data, it is possible to organize the supply process in such a way that the level of material in the warehouses would be optimal.

The supplier offers free delivery of materials to the final destination if the distance does not exceed 100 km from the point of issue of materials, in the case when a contract for the supply of goods for a year is concluded.

In our case, the delivery of cargo costs 40,000 tenge. Therefore, it will be saved for the year:

$$40000 * 8 = 320000 \text{ tenge}$$

Thus, the cost of a batch per month with our order quantities will be:

$$167000 *0,4+ 61250*1,8*+ 392600*1,2+130,87*0,9=648288$$

The costs for warehouse premises will be reduced to 0 when the Kanban system is implemented, and the cost of transporting the goods will increase to:

$$40000 * 7 = 280000 \text{ tenge}$$

Table 5 shows the comparison of the effect per month.

Table 5. The comparison of the effect per month

Criteria for evaluation	Without the introduction of the Kanban system	Further introduction of the Kanban system
Warehousing costs	335000	0
Cost of materials	648288	633937
Transportation costs	0	280000
Amount of expenses	983288	953937
Difference	29351	

Table 20 shows that, having implemented the "Kanban" system, the enterprise will not receive losses, and although the amount of costs without implementing this system does not much exceed the cost of its implementation, in the future it will bring only advantages for our enterprise [3].

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LEAN MANUFACTURING FACILITY

Young Brian[1], Kaigorodtsev Alexandr[2]
[1]Kazakh-American Free University, Ust-Kamenogorsk
[2]S. Amanzholov East Kazakhstan state University, Kazakhstan

The idea of lean for a business in manufacturing has been around for a while. The premise is to - do more with less, to do work better, and to do it faster. Because, the business that is competing against you is trying to figure out the same thing and will put you out of business, if you don't figure out to incorporate lean first.

There is difficulty in understanding the theory. To be lean means to do something faster. But if you make something faster, it generally has less quality because you are making more of something in less time. The time it took to make one quality product, you now need to make ten. Because your competition can do five products in the same time. But if you make ten, you may then have to work overtime. But in a lean operation, overtime, if possible, is not allowed.

Take a look at diagram #1 below, and you can see the cycle of lean manufacturing and how each arrow points to how it affects the other categories.
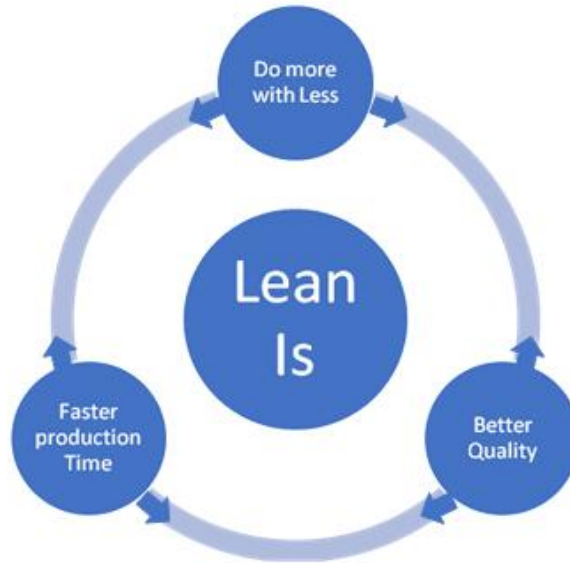
Diagram 1. The Cycle of Lean manufacturing

If we "do more with less" is the process faster, is the quality better? If we are doing quality work, can we do it faster, can we do it with fewer steps or tools? Such is the challenge for a lean manufacturing facility.

There are many authors now that have contributed to the development, and explanation of the lean business strategy. The foundational contributor is W. Edwards Deming [1]. He wrote the book Out of the Crisis, and within its pages are his thoughts on transforming the American system of business manufacturing. It is the techniques of understanding and using statistics that brought the Japanese manufacturing sector back to life after being destroyed during World War Two. The result being, they became a world power in manufacturing (see Chain Reaction diagram #2).
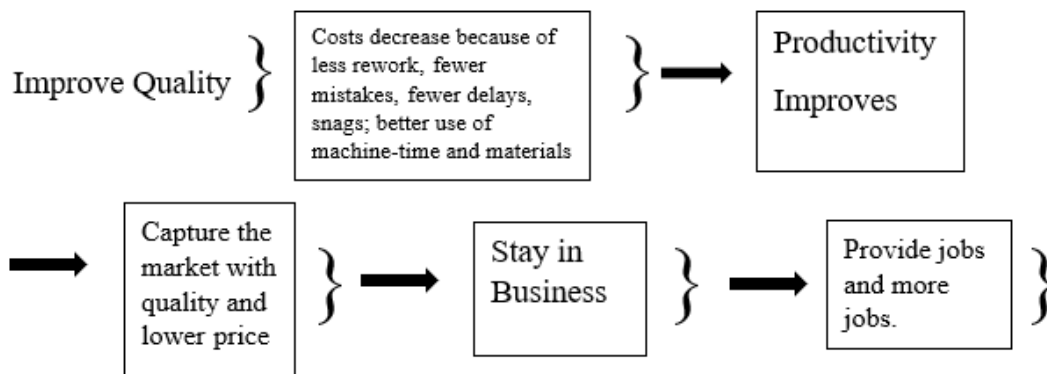

Diagram 2. The Deming Chain Reaction [1]

Shigeo Shingo [2] who wrote, Zero Quality Control: Source Inspection and the Poka-Yoke System, under the direction of Taiichi Ohno, who wrote the Toyota Production System, they both expanded the development of lean manufacturing. With

Shigeo Shingo's poka-yoke (mistake proofing) and Taiichi Ohno's, 7 Areas of Waste and the 5's System [3, p. 15, 348] (see diagrams #'s 3, 4) the lean system began to take a strong footing in manufacturing:

Diagram 3. Seven areas of Waste

Note – The terminology in the diagram is proposed by Brian Young [4]

Diagram 4. The 5s System

These diagrams are pointing out that the workplace needs to be organized, whether it is on the shop floor, or your direct work area. You will notice that in the diagram of the 5s, the "s" stands for the Japanese word. All the Japanese words begin with an "s". There is a close translation in English – which may or may not begin with an "s" [4]. It should be pointed out that there is another category of the 5s, because Americans have added a sixth box for "safety". So, in actuality it should be called 6s [5].

Other authors have contributed to

the development of the lean system by organizing the data from other authors. Mary Walton [6] consolidated the various ideas and put them in a book that makes it easier to teach teams the ideas of lean. And along those lines, there is a book called The Goldmine [7], that puts the lean concepts in a story form. It is a good idea to have it in a story form, because it seems that the modern concept of reading a book, is reduced to a comic book. This method can hold the interest of the younger generation (and old) and within it gives the concepts of lean. The main character of the book is a retired lean expert. He is a rather gruff individual that seems to be burned out from trying to restructure a system of manufacturing in the past and is reluctant to try again. One interesting illustration in the Goldmine book is to use the model of yacht racing. A high performing team, focused and pursuing the same goal to win. The idea is if we can get our manufacturing teams to perform as they do for yacht racing – we will win.

The idea of teamwork is strong in the lean system. Peter R. Scholtes, who wrote the book, The Team Handbook; How to Use Teams to Improve Quality. He points out that the employee on the line is the key to figuring out the problems of manufacturing. But that it will be work to educate them on the new system. [8].

Teams can continue to learn and break down the problems of the production system by applying problem solving techniques. These can range from applying John Shook's idea of using the A3 format which helps you standardize a process of discovery and identify the problem [9, p. 1]. The A3 format title I always thought was confusing because I thought the name had a more significant meaning. As it turns out, it is in reference to the paper size used.

The Scrum method, developed by Jeff Sutherland, is another way to identify problems, if the A3 method doesn't work

for you. Scrum comes from a term that rugby players do while on the field. The premise is that when the rugby players are in a scrum, they are extremely focused, they are unified and work together to score a goal [10, p.8].

The idea for a business team is to be like the rugby players and identify the problem, then do a scrum, be focused on the solution by working together to solve it. Then, meet every two weeks to see what progress there has been to accomplish a solution. If there is no solution, identify and remove the barriers that hinder positive results. This method is very similar to the business strategy that Ken Iverson, president of Nucor, a steel manufacturing facility employed. He stressed that the workers were the ones to make the decisions and solve the problems [11].

In 30 years, Nucor, went from a 3-million-dollar company to a 3.5-billion-dollar company [12].

The idea of having the workers closest to the work, make important decisions is a novel idea. But it takes confident CEO who understands his teams, the ability to allow this method of decision making. Charles Duhigg, in the book, Faster Smarter Better, tells of how the FBI went in this direction because the agent on the ground needed to get a quicker response from a slow bureaucratic hierarchy, if there was a drug deal taking place and quick action was needed, the agent on the ground, closest to the situation made the decision [13, p.162].

The idea of turning over decisions to teams, takes trust. But as the team continues developing and improving the process, trust is gained. This system of entrusting the team to make decisions helps in the new lean business strategy – less of a hierarchy means quicker decisions can be made. Kimball Fisher, who wrote Leading Self-Directed Work Teams; A Guide to Developing New Team Leadership Skills, points out in his book, that because of the

new dynamic of treating employees equally, this eliminates the command and control atmosphere [14, p. 11].

Once the teams are working together and solving problems. Making solutions and continue eliminating waste, Womack and Jones, write in their book, Lean Thinking; Banish Waste and Create Wealth in Your Corporation, that they need to understand the flow of the work from start to finish. This is called the value stream. The employee needs to recognize the part of the process that brings value to the product. Anything else is waste. He begins to recognize the flow of the product, making sure there are no hindrances – this too is waste. And once it is all accomplished and everything is running smoothly, then you have perfection [15, p. 15-26]. Which can only be in theory because, continuous improvement implies, lack of perfection.

Incorporating Six Sigma into the team dynamic is another level of lean that is not for the faint of heart. This system starts looking deeper into the causes and effects of a manufacturing facility. It takes skilled individual to gather the appropriate information that is needed to pinpoint where improvement can occur [16].

It is a system that "…provides leaders with the strategy, methods, and tools for changing their organizations – a key leadership skill that heretofore has been missing from leadership development" [17].

The Six Sigma relies on data. That data needs to be recorded and collected, generally by those on the line, then given to the Six Sigma team. The weakness of this system is that it starts to separate the line workers from the problems that the executive level identifies. When decisions are being made, for instance, to purchase an expensive piece of equipment that is intended to solve the problem, are the line workers brought into the decision-making process? An effort should be made to bring the line workers into the decision making process.

Henry Ford is regarded as improving the way automobiles were made by incorporating the assembly line. But he was also an innovator on understanding waste, what Taiichi Ohno points out in his methods. Read the following quote, with a new view of what waste is and see if you can see what Ford was talking about:

"The men do not leave their work to get tools – new tools are brought to them, but they do not often need new tools, and machines do not often break down, for there is continuous cleaning and repair work on every bit of machinery in the place" [18, p. 92].

Did you notice that in the phrase: "The men do not leave their work to get tools", this implies that waste occurred when workers needed tools at a certain time, and would walk off the job in search of the tools they needed. How was this waste overcome, or corrected? This was corrected by having the tools brought to them. Are there situations, where you work, that supplies are regularly needed? Do the workers leave their position to go get the needed supply? You may want to have someone come by at specified times to see what the workers need to do their job. This will reduce a waste. Here is another phrase to look at: "there is continuous cleaning and repair work on every bit of machinery in the place". What resulted when this procedure of maintenance was done? The machinery ran smoothly with few break downs. This shows that when equipment is maintained correctly, there is less down time for repairs – less waste.

The idea for incorporating lean principles, is really nothing new [19]. What is new is making it a business strategy to be a better competitor that produces a better product, in a shorter period of time, and to make more of the product. Any process can incorporate lean principles.

For a business to seriously look at

incorporating lean principles as a business strategy, they need to start by looking at Deming's 14 points:

1. Create a constancy of purpose for improvement of product and service.

2. Adopt the new philosophy.

3. Cease dependence on mass inspection.

4. End the practice of awarding business on price tag alone.

5. Improve constantly and forever the system of production and service.

6. Institute training.

7. Institute leadership.

8. Drive out fear.

9. Break down barriers between staff areas.

10. Eliminate slogans, exhortations, and targets for the workforce.

11. Eliminate numerical quotas.

12. Remove barriers to pride of workmanship.

13. Institute a vigorous program of education and retraining.

14. Take action to accomplish the transformation [6, p. 35-36].

When looking at point one, we see that in order for a business to succeed at establishing a new strategy, the company as a whole, needs to adopt a "constancy of purpose". Everyone from the CEO, on down to the line worker need to have the same drive and purpose for improvement. Along those lines, point 2 tells us that the company needs to adopt a new philosophy. They need to establish from the beginning a whole new way of looking at things and express that philosophy to everyone in the company.

A company that is looking at lean for improvement, not only needs to look at Deming's 14 Points, but also needs to review and avoid, what Deming calls: 7 Deadly Diseases:

1. Lack of constancy of purpose.

2. Emphasis on short-term profits.

3. Evaluation of performance, merit rating, or annual review.

4. Mobility of top management.

5. Running a company on visible figures alone ("counting the money").

6. Excessive medical costs.

7. Excessive costs of warranty, fueled by lawyers that work on contingency fees [6, p. 35-36].

These diseases will destroy whatever effort is put into place to correct the problems the company has. Not having a "constancy of purpose" will stifle the work improvements that are needed for the business to turn to lean principles. It will always be struggle.

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PROVISION OF THE FINANCIAL STABILITY OF COMMERCIAL BANKS IN KAZAKHSTAN

Li Ludmila, Bordiyanu Ilona, *PhD*
Kazakh American Free University, Kazakhstan

The dynamic development of the banking sector in the constantly changing economic environment brings new aspects and problems to the activities of commercial banks, the solution of which largely depends on the level of their financial stability. The strong financial position of the banking institution is not only the basis for the viability and the opportunity for further development in the banking services market, but also the creation of a conflict-free external and internal environment, the preservation and maintenance of the image, which is important in the current conditions for the development of a "civilized" banking business. At the same time, a commercial bank is a "social", "public" institution, in which the interests of various and numerous economic entities are combined, each of which assesses its activities through a spectrum of individual problems. Only a financially stable bank is able to fully meet the needs of all economic entities.

All the existing approaches to assessing the financial stability of a commercial bank can be divided into three main blocks [1]:

- basic approach of the National Bank;
- accounting approach;
- expert approach.

The approach of the National Bank is based on comparing the most important characteristics of the bank with the regulatory level; the assignment of a bank to a particular group is carried out mainly on an expert rating; a distinctive feature of the approach used when banks are divided into groups is the orientation toward the absence of negative signs.

The essence of the accounting ap-

proach to assessing the bank's financial stability is that the bank's quantitative indicators are analyzed on the basis of official reporting. According to the directions of analysis in this approach, there are the graphical method, the integral method, the coefficient method and the rating method.

The main difference between the expert approach and accounting approach is that not only quantitative but also qualitative information on the bank is analyzed. In this case, any available information is used [2].

According to the directions of analysis in this approach, as well as in accounting, it is possible to highlight the integral method, the coefficient method, the rating method and the expert method.

Having described the existing approaches to assessing the financial stability of commercial banks and considering the merits and demerits of methods for assessing financial sustainability, there is a conclusion that the most effective is the accounting approach based on the following methods: coefficient, rating and expert.

Proceeding from this, author's development of a methodical approach to the assessment of the financial stability of a commercial bank is proposed. The proposed methodical approach consists of 7 stages, which are characterized by the presence of direct and inverse connections. Transition to each subsequent stage is carried out only after the implementation of the previous stage. Reverse links provide the ability to return to previous stages in the case of obtaining results that do not meet certain requirements. A block diagram of the methodical approach is presented in the figure 1.

At the first stage, there is a detection of the principal features of a commercial bank as an object for assessing financial stability.

At the second stage, a system of financial sustainability criteria for a commercial bank is revealed.

The conducted researches have revealed and specified the following criteria of stable functioning of a commercial bank: the capital base of the bank, liquidity, profitability, quality of assets.

At the third stage, the methods necessary for assessing the financial stability of a commercial bank are detected.

At the fourth stage, the coefficients of financial stability of a commercial bank are determined in accordance with the valuation techniques used.

The development of the coefficients of financial stability of a commercial bank was based on the following principles of their selection:

- complexity, that is, obtaining an overall assessment of the financial stability of the bank, rather than individual areas of its activities, while not pursuing the goal of comparing the indicators of this bank with other;

- focus on the characteristics of financial stability by key criteria of the bank: profitability of operations, capital base, liquidity, asset quality;

- suitability for identifying the main trends in the bank's financial stability.

All the coefficients of the system are interrelated and the definition of the place of each is due to its significance in this aspect. A differentiated approach to the construction of the system made it possible to deepen the qualitative characteristics of banking activity, considered in the unity of the main grouping characteristics. The universality of the system lies in the fact that all its ratios can be directly or indirectly quantified [3].

In our opinion, the ratios determining the financial stability of a commercial bank can be grouped as follows:
- base capital ratios;
- liquidity ratios;
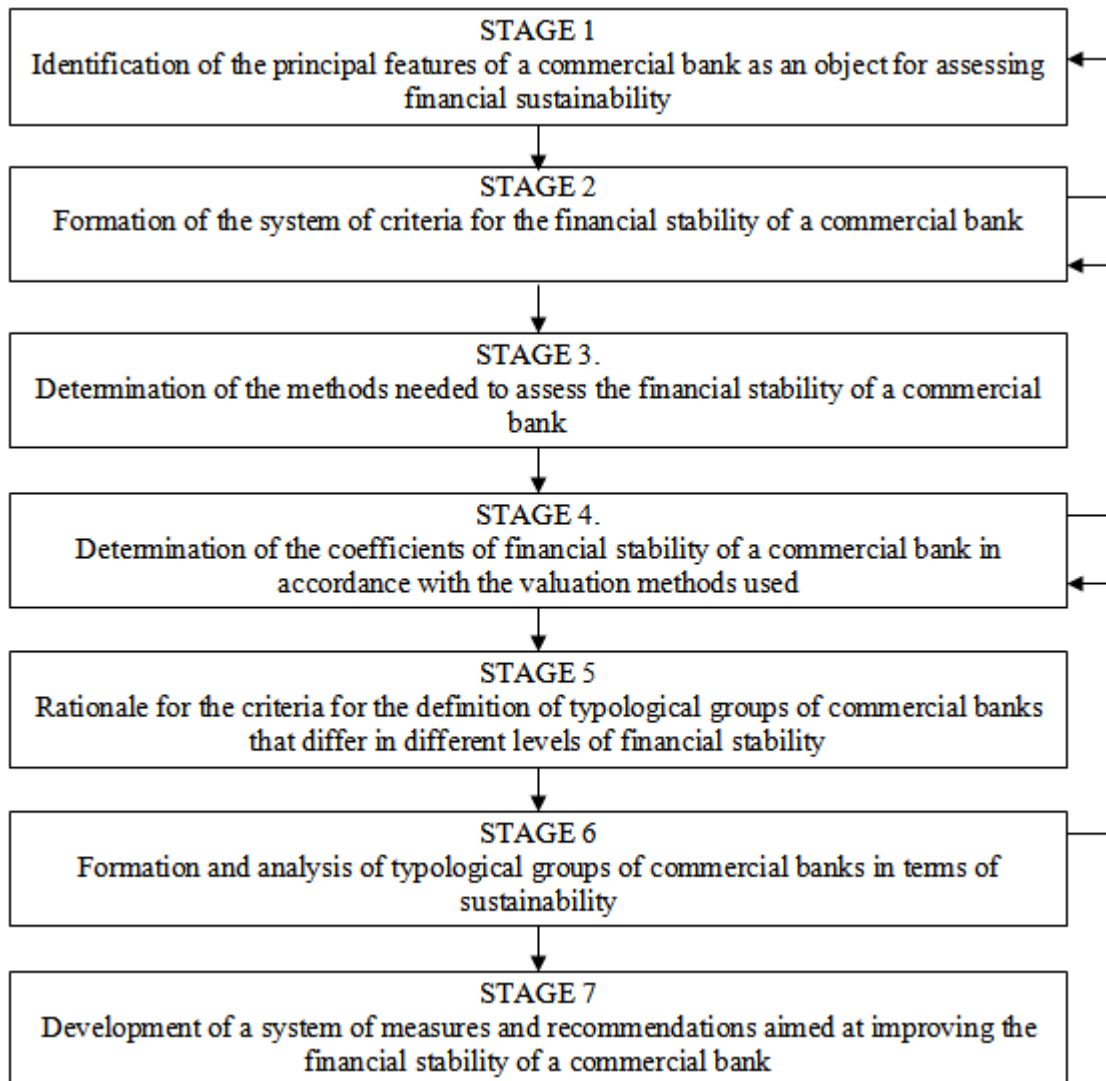- profitability ratios;
- asset quality ratios.

Figure 1. Stages of the methodical approach to the assessment of the financial stability of a commercial bank

In practice, a sufficiently large number of coefficients is used to evaluate these criteria. The problem arises of choosing from the set of ratios only those that have the greatest impact on the bank's financial stability. The choice of ratios should be based not on subjective judgments of analysts, but on establishing a strict dependence on these coefficients of financial stability of banks (Table 1).

Table 1. Ratios used in the methodological approach

Designation	Description
CC1=C/Awei	Adequacy ratio of own funds (capital) of the bank
CC2=C/(A-Arisk0)	Total capital adequacy ratio of the bank
CC3	The absolute size of the bank's own funds (capital)
CC4=C/BF	Ratio of financial dependence
CL1=Lah/Ld	Instantaneous liquidity ratio of the bank
CL2=Lat/Ldt	Current liquidity ratio of the bank
CD1=NP/A	Ratio of profitability of bank assets

CD2=NPC	Return ratio of bank capital
CA1=RPLLf/LD	Ratio of the allowance for losses on loans and other assets of the bank
CA2=BL/LD	Ratio of bad loans
CA3=Ainc/A	Ratio of level of profitable assets

Conventions:

C - equity capital;

Awei - bank assets weighted by risk level;

A - total assets of the bank;

Arisk0 - bank assets with zero risk level;

Lah - highly liquid assets of the bank;

BF - borrowed funds;

Ld – liabilities on demand;

Lat - liquid assets of a bank;

Ldt - liabilities on demand and liabilities of the bank to creditors (investors) in the next 30 calendar days;

NP - bank net profit;

BL - bad loans;

LD - loans, loan and equivalent debt;

RPLLf - actually formed reserve for possible losses on loans;

Ainc - assets that generate income.

The coefficients presented in Table 1 are the most revealing and determine the capital base of the bank, its liquidity, profitability and quality of assets with maximum completeness and accuracy. Using the coefficient system proposed by our methodology will allow us to assess the financial stability of commercial banks quite professionally [4].

At the fifth stage, an algorithm is formed to identify typological groups of commercial banks that distinguish in their different levels of financial stability.

The essence of the stage is to determine the correspondence of the values of the coefficients selected at the previous stage to the particular state of financial stability of the commercial bank. As a result of the calculation of each coefficient, a sequence of actions is formed, the end result of which is the final assessment of the financial stability of a commercial bank and its attribution, based on this assessment, to one of five typological groups that differ in the level of financial stability.

Commercial banks will belong to one or another typological group based on the values of one or several coefficients. Also at this stage it is necessary to determine which approaches should be used to establish the values of the selected coefficients in order to fully assess the financial stability of the commercial banks under investigation.

The sixth stage is the formation and analysis of typological groups of commercial banks. Calculation of the coefficients determined at the previous stage of this methodical approach allows us to classify a commercial bank as one of five typological groups for financial sustainability: absolutely financially stable; financially sustainable; relatively financially sustainable; relatively financially unsustainable; financially unstable.

The algorithm for assessing the bank's financial stability includes the following sequence of procedures, depicted in the figure 2.
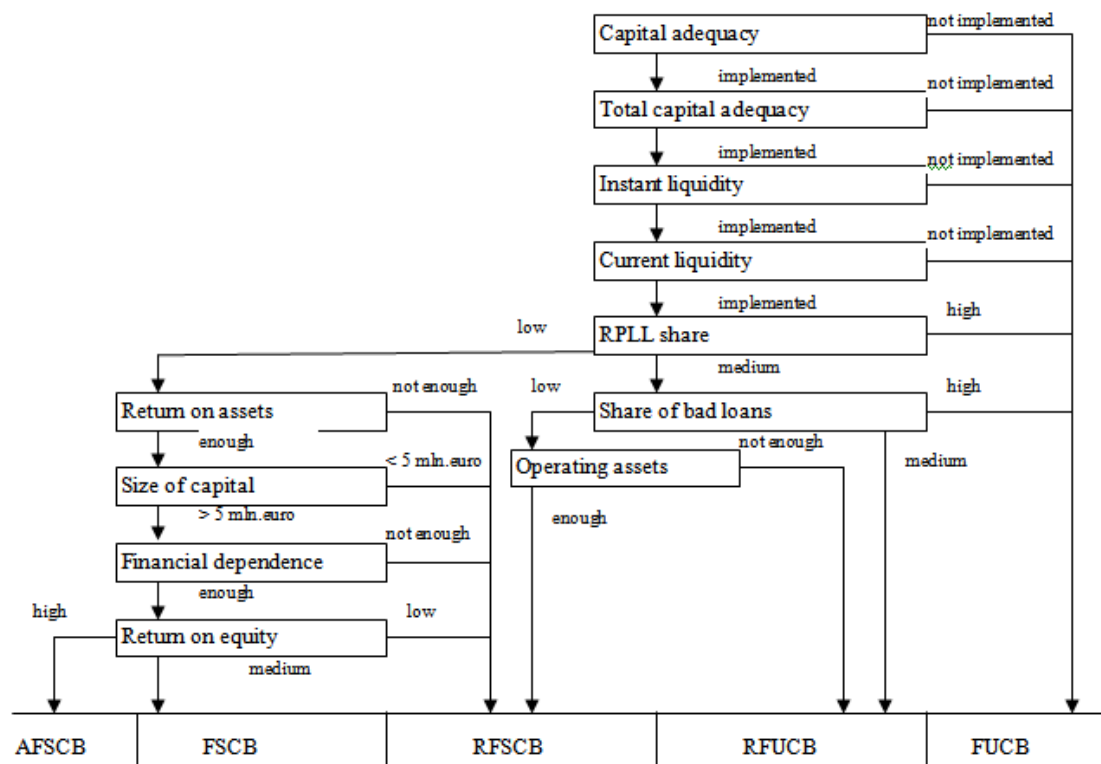
AFSCB - absolutely financially stable commercial banks; FSCB - financially stable commercial banks; RFSCB - relatively financially sustainable commercial banks; RFUCB - relatively financially unsustainable commercial banks; FUCB - financially unstable commercial banks

Figure 2 - Algorithm for assessing financial sustainability of a commercial bank

At the seventh stage, a system of measures and recommendations aimed at improving the financial stability of a commercial bank is proposed.

Summarizing all of the above, the financial stability is the most important characteristic of the financial and economic activity of any business entity in a market economy.

The financial stability of a commercial bank is a qualitative characteristic of its activities based on the ability to form and effectively use high-quality financial flows that cause the commercial bank to carry out socially significant functions, the formation of sufficient reserves to cover possible losses, and its further development in the banking services market. The financial stability of the bank is the ability to adapt to changes in the economic environment in a timely manner, this is the non-compliance with the risk of losses, this is the basis for a stable relationship with customers and counterparties [5].

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PROBLEMS OF DEVELOPMENT OF SMALL AND MEDIUM BUSINESS IN THE REPUBLIC OF KAZAKHSTAN

Akman Shyngys, Mamyrbekova Dinara, Ishkinina Gyuzel
Kazakh American Free University, Kazakhstan

Today Kazakhstan is acknowledged as more than 120 states, almost with all diplomatic relations are established. Kazakhstan entered in July, 1992 the International Monetary Fund and the World Bank, Kazakhstan participates in activities of OSCE, the UN, UNESCO, etc. Promoted formation of modern Kazakhstan intensive development of the sphere of a small and average entrepreneurship which is base of economic and social and economic stability of society and in estimates of various analytical agencies shall occupy at least 40-50% in national economy, so, for example, in Great Britain the share of medium and small business in economy of the United Kingdom occupies at least 64%, in Germany – 58%, and in Holland – about 51,5%. Unfortunately, it is necessary to admit the fact that the share of small and medium business in RK economy didn't reach desirable indicators yet, however, this process is rather dynamic, the country leaders in every possible way promote an intensification of these processes, including by the organization of consulting, consulting services on a grant basis, by financing, joint financing and subsidizing of some projects on development of small and medium business in particular connected with development of the priority directions of national economy and so forth. Recently the entrepreneurship of Kazakhstan was characterized by unstable dynamics of growth of number of the entities and the workers occupied in them. Industry and regional structure are irrational. Business criminalization amplifies. Attempts of management of formation of an entrepreneurship often have incidental and unscientific character. The cash system of protection of the entrepreneur and his property from encroachments isn't fulfilled. A number of the problems connected with development of an entrepreneurship in general in the country is solved. There is a concept on an authorization system. The program of industrial and innovative development, industry programs are created. Some other the programs connected with such important issues as financing on favorable terms of real production sectors which operator is the fund "Lady": with rendering free consulting services which operators are public organizations the consulting companies the correct solution – a national economy rate on work performance improvement, that is process in general quite good is found. However, today there is a problem connected with influence of financial and industrial groups on the legislation. The law plays advantage of large lobbies, and representatives of small and medium business – heads of public associations which professionally are engaged more than ten years in it, in Parliament of the Republic of Kazakhstan - No. The opinion of small business in working groups is practically not considered. The reasons of it not only in limitation of the financial resources allocated for support of business activity, poor development of market infrastructure but also that in time consecutive state strategy of support of an entrepreneurship wasn't developed. Industry, regional priorities weren't revealed. The entrepreneurship wasn't determined as "a pole of intensive growth" which it would be necessary to influence to cause rough economic recovery. Besides, there was no feedback with entrepreneurial structures. Monitoring of the happening processes, their identification and the system analysis wasn't carried out. The adequate statistics wasn't adjusted. It is available miscalculations of

both strategic, and tactical nature. Also a problem of a small entrepreneurship is not the correct business management, decision makings, personnel policy. Any kind of an entrepreneurship requires quite flexible management and fixed search of new decisions, technologies and the markets. One of the main problems which the owner of the small entity faces is enhancement of small business at all stages of its development. One of the main shortcomings of many small enterprises is lack of accurate planning of financial performance. Enhancement of small business also shall affect personnel policy. If at an initial stage of development of the entity it is possible to hire workers, having told about your business by the acquaintance, then in the course of expansion of small business it is necessary to address to recruitment agency or to place announcements on the Internet of search of "labor power". One of the most important stages of enhancement of small business is distribution of powers. The owner of small enterprise can't physically solve all problems which arise in case of enterprise management. The unique right direction of development of the entity is fixed enhancement of small business and use of new technologies, as in case of production, or provision of services, and in case of enterprise management.

According to the Law RK "About the State Support of a Small Entrepreneurship" one of the main directions of the state support of small and medium business is establishment of a legal regime of preference for subjects of the small and average entrepreneurship including the preferential tax treatment and payments of customs duties. For the purpose of gradual and consecutive involvement of subjects of a small and average entrepreneurship in the sphere of legal economy at the initial stage reduction of level of the taxation within the current legislation, including regulation of cost of patents and licenses is necessary. Particularly important tax incentives for the organizations providing general terms of functioning and development of small and medium business including assistance of own business to the organization, providing with information in the field of marketing, engineering and management become. Implementation of the mixed form of small and large business – a franchizing – to the sphere of small and medium business shall be promoted by an exemption of the value added tax of services in assistance in the organization of business for agreements of a franchizing. Forming of customs policy, favorable for subjects of small and medium business, is inseparably linked with the solution of questions in the sphere of the taxation that determines its integrated approach. As a matter of experience the countries with market economy prevalence of general economic interests over fiscal shall become the basic principle of creation of fair and reasonable system of the taxation of subjects of small and medium business. One of key forms of enhancement of the mechanism of the state support of a small and average entrepreneurship is implementation in economy of new forms of production organization and the services capable to replace effectively former and which shall become a basis for forming of middle class. Experience of the countries with developed economy demonstrates that the state support of small and medium business is provided not only through assistance in the solution of specific problems of registration, the taxation of crediting and other questions of activities, but also through regulation in a legislative order of social and legal and economic aspects of activity of representatives of the separate social groups constituting the base of middle class. It is possible to allocate two groups of the reasons constraining development of small and medium business.

The first are the reasons of general

economic nature pledged in economic policy of the state, the second – private, mainly organizational nature.

The main complexity in the analysis of our economic policy is connected with the fact that the concept of development of the market relations initially wasn't accurately determined. The world practice demonstrates that in development of the market relations two tendencies are possible: forming of the controlled market or spontaneous, having speculative character.

Lack of a clear understanding of these two tendencies and orientation to an exception of the state of system of economic regulation led to the fact that in Kazakhstan formation of the market relations went by the second option. When compare the controlled market and spontaneous, mean, first of all moral, ethical aspect. But it isn't enough, each of them has the economic basis. Feature of the spontaneous market is functioning mainly in the sphere of the address, but not in the sphere of production of goods. The fact that only an insignificant part of the population whereas the majority of the population – low purchasing power has the big income is inherent in this type of the market. One of the reasons that in Kazakhstan deformed market type is created should consider noncritical judgment of experience of the western countries and its unreasoned transferring to domestic practice. Experience of the western countries demonstrates that one of the purposes of entering of "shock therapy" is the need to open the bottlenecks constraining development of economy where the entrepreneur without delay directs. Arranging the corresponding productions (it is frequent with the state support), the entrepreneurial sphere "embroiders blood clots" in economy and in short terms removes it from crisis. Feature of the controlled market is, first, availability of conditions for free investment of means to various spheres, and the sense of state regulation consists not in

impact on a price system, and in forming of optimum proportions. Secondly, such market requires the perfect mechanism of regulation of the sales demand, i.e. forming of the raised income, and, therefore, and higher purchasing power at the majority of the population, as acts as a driving force of production. From this the second reason constraining development of a production entrepreneurship - decrease in the sales demand and folding of the domestic consumer market follows. The majority of the population in Kazakhstan constitute the third class – with the small sales demand which determines the level of requirements for which production shall be guided and work. Thus, a restraining factor of development of an industrial entrepreneurship is narrowing of the domestic consumer market. It is caused by the process of reducing general solvency of the population purchasing more and more notable nature. On the other hand, owing to fixed increase in prices the share of expenses on acquisition of food products increases, demand for manufactured goods is reduced. Aggravates an expense reduction tendency on nonfoods fixed rise in price housing and utilities.

The third reason of cardinal nature braking an entrepreneurship is connected with the existing system of the taxation. According to survey conducted it is general the Kazakhstan center of studying of public opinion, 86,2% of heads of the entities as the main reason which is negatively influencing an economic situation of the entities called imperfection of taxes and their high level. Tax policy of the state in relation to a small entrepreneurship more carries the fiscal, but not stimulating nature. It provides interest to be engaged in any kind of activities, only not entrepreneurial. Its main shortcomings consist, first, in excessively high level of taxes. They don't stimulate increase in production that in the conditions of its fall is necessary. Secondly, the taxation system is

unstable, often changes. Besides a number of tax laws don't carry direct action, and are supplemented with a set of bylaws, as a rule, of the laws which are late and quite often changing the purpose. Thirdly, plurality of taxes in which the entrepreneur just loses reference points. For these reasons in production of specific goods it became unprofitable to be engaged. It is quite obvious that so far in the country there will be enrichment sources out of the sphere of production giving huge profits on the invested capital, investments into national production won't be. Thus, the importance of work which is recognized the unique source wealth is undermined. It is obvious that in modern conditions of transition state of society and a transitional economy in Kazakhstan the harmonious system of measures of public and state support of an entrepreneurship at all levels of management is necessary: federal, regional, local, based on the analytical methods of knowledge and management connected, of course, with considerable costs for scientific, information and analytical ensuring program and project developments. So far in the country formally there was developed infrastructure of support of an entrepreneurship which theoretically shall create more favorable conditions for forming and development of private firms and to promote economic growth, however results of this strategy are far from expected.

The main problem consists in lack of growth trends in response to actions of the state bodies stimulating and supporting an entrepreneurship. It is noted by many economists. During the analysis of the realized and planned programs of support of a small entrepreneurship of various level inconsistency of stated purposes and the used means, insufficient clearness of identification criteria come to light.

The main directions of overcoming problems of small business in RK - the following:

- creation of legal and organizational conditions for growth of business activity of small enterprises;

- implementation of economic policy, including scientific and technical, innovative, investment, price;

- implementation of tax and credit and financial policy for ensuring effective development of small business;

- rendering to small enterprises assistance in implementation of foreign economic activity;

- application in relation to small enterprises of special measures of support taking into account features of each industry and the region, separate groups of entrepreneurs and types of activity: encouragement of crafts, seasonal works, collective and family forms of the organization of activities;

- simplification of an order of registration and forms of the reporting, reducing the list of the licensed types of activity.

- expense reduction on social insurance. Assistance to development of a small entrepreneurship is intended to provide implementation of the purposes of state policy of regulation, namely:

1) maintenance of employment, social and economic stability, growth of a general welfare of the population;

2) intensification of investment processes;

3) stimulation of innovations by financing of new product developments.

Enhancement of small business also shall raise many questions. This enhancement of tax, personnel, investment and financial and administrative policy. The solution of a complex of these problems will promote development of MSB in Kazakhstan.

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THE MAIN ASPECTS OF IFRS 16 "LEASE" AND ANALYSIS OF THEIR CONSEQUENCES FOR COMPANIES

Toleukhanova Aziza
Kazakh-American Free University, Kazakhstan

The ongoing transformation of accounting and preparation of financial statements based on the Accounting Reform Program in accordance with International Financial Reporting Standards is designed to ensure harmonization of domestic and international accounting and reporting rules. International Financial Reporting Standards (IAS), developed by the International Accounting Standards Committee (IASC), are adopted as the basis for the development of accounting standards in accordance with the main directions of development of accounting at the international level [1].

Lease (rent) is an agreement whereby the lessor transfers the right over a certain period of time to use the asset that is his property to the lessee in exchange for a payment or a series of payments. Rent is divided into financial (or leasing) and operating.

A lease is considered financial if substantially all the risks and rewards which connected to ownership of the asset, regardless of the transfer of ownership, are transferred to the lessee. That is, he gets the same rights and responsibilities, as if he has not rented the object, but buys it in installments. In this case, the leased property is reflected on the lessee's balance sheet both as an asset and as a liability.

Otherwise, users of reporting can be misled about the true state of affairs in the company [2].

Operating rent, according to IFRS, are any other form of rent that does not meet the definition of leasing. It is reflected in the lessor's balance sheet, not appearing in the lessee's balance sheet. Expenses / incomes on rent of the lessee / lessor are visible in the income statement.

Most real estate organizations will act as lessors in rental transactions. The appearance of the new standard has practically not changed the accounting procedure for landlords, but it will have a significant impact on the customer base of the industry, that is, tenants. For example, one of the sectors for which the new standard will have the most noticeable influence is likely to be the retail sector, as it has a high volume of leased premises used to place stores.

The PwC Global Rental Lease Study, published in February 2016, notes that retail stores will increase the median debt ratio by 98% (due to recognition of lease obligations), and the median EBITDA will increase by 41% (in connection with the exclusion of all rental costs) [3].

In a broader context, real estate rental for retail and commercial property rentals may have a number of common

characteristics, such as the possibility of extending the lease and variable rental payments. Historically, tenants accounted such a lease as an operating lease, reflecting lease payments as operating expenses by a straight-line method, without any significant impact on the balance sheet [4].

The new lease accounting standard will have an impact not only on the balance sheet of the tenants, but also on operating expenses, which should be divided into operating and financial costs now. From the perspective of the lessor, it is important to understand the impact of all these changes on tenants, since they can affect the behavior of market participants who will prefer short-term leases or leases with more flexible conditions for different types of contingent payments in order to reduce the amount recognized as a liability on rent.

The new accounting procedure for the lessor is similar to the current requirements, although some aspects have changed.

The landlord decides whether to classify the lease as a finance lease or an operating lease as follows:

- leases for which virtually all risks and rewards of ownership of the underlying asset are transferred are financial leases;

- all other leases are operating leases. This criterion for classifying the lease has not substantially changed compared to IAS 17 [5].

The lessor initially assesses the finance lease receivables in the amount of the present value of future lease payments and the non-guaranteed residual value which is due to the lessor. The lessor discounts these amounts using the rate established in the relevant lease agreement [6].

The objective stated by the IFRS board was to minimize the change in the accounting procedure for the lessor. Most of the requirements of IFRS 16 regarding accounting from the lessor are direct "copying" of the text from IAS 17. This approach was adopted taking into account feedback and comments received from users and other stakeholders that the tenant's accounting procedure "must not be violated".

The main objective of the new standard is to ensure that tenants recognize assets and liabilities under large leases. The tenant applies a single model of rent accounting, in accordance with which he recognizes all large leases in the balance sheet (Figure 1).
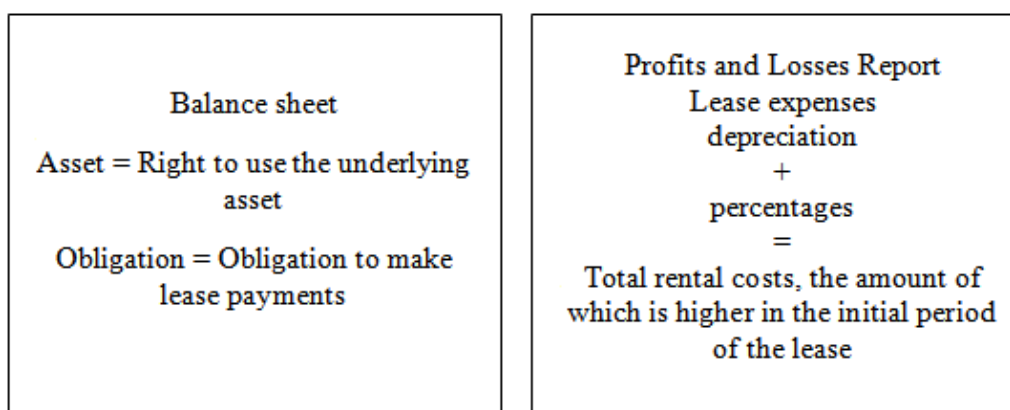
Figure 1. Accounting model for tenant

The lease term is a rental period that is not subject to early termination, together with:

- periods for which an option to extend the lease is provided, if there is sufficient confidence that the tenant will use

this option and extend the lease term;

- periods after the date of the possible execution of the option to terminate the lease, if there is sufficient confidence that the lessee will not use it and will not terminate the lease ahead of schedule. The options to terminate the lease, available only from the lessor, are not taken into account when determining the lease term [7].

The lease term begins from the moment when the lessor transfers the underlying asset to the lessee.

Tenants calculate the present value of lease payments using the interest rate laid down in the lease agreement. This is the rate at which the present value of lease payments and non-guaranteed residual value will be equal to the sum of the fair value of the underlying asset and all initial direct costs of the lessor. If the tenant cannot easily determine the interest rate laid down in the lease agreement, he uses the rate of borrowing additional borrowed funds.

Lease liability - after initial recognition - is measured at amortized cost using the effective interest method.

In general, the new disclosure requirements are more detailed than those required by IAS 17 - especially with regard to the presentation of information in the cash flow statement. This may mean a change in accounting practices for many companies.

Items of expenditure will be presented as depreciation and interest expense for most leases agreement – with the exception of variable payments that are to be charged to expenses at the time of origination. As a result, the EBITDA in the financial statements of the lessee will be higher [8].

Let's give an example to illustrate the accounting of a company-tenant.

Accounting lease agreement with the service component.

Lease agreement with the service component.

LLP "Ormis" leased 100 square meters of the warehouse at LLP "Central Market" on January 1, 2017 (the date of application of IFRS 16). The lease term is 3 years, the annual payment is 3,000,000. LLP "Central Market" provides its tenant with a weekly cleaning service free of charge. Exactly the same service for cleaning storage facilities in a neighboring building of a competing firm Bereke LLP costs 480 000 tenge annually, and a similar lease without cleaning is 2700000. The discount rate is 10%.

1) First, it is necessary to distribute the amount of payment under the contract into two components: service and lease. The reflection of the lease contract in the reporting of LLP "Ormis" is presented in Table 1.

Table 1. Lease agreement reflected in the accounts of LLP Ormis

	Market price	Proportion	Breakdown of the contract for components
Lease	2700000	3000000*2700000/3180000=	2547169
Service	480000	3000000*480000/3180000=	452830
Total	3180000		2999999

Thus, the service element of the contract takes 452830 tenge, for the lease - 2547169 tenge per year.

2) The company LLP "Ormis" should make the posting as of January 1, 2017:

Asset (right of use)
Lease liability

In order to calculate the amount of this posting, the lease payments should be discounted at a rate that is given in the condition - 10%. It is not easy to deter-

mine a bet in real life. The standard says that you need to use the interest rate implicated in the lease agreement, if it is easy to calculate.

In fact, this is the internal rate of return of the contract, i.e. a rate that relates the fair value of an asset to leases based on direct costs and a set of lease payments, including the non-guaranteed residual value of the asset. If this rate is difficult to determine, then the tenant can use the rates in the calculations that the creditors will require of him when borrowing money in the same amount for the same period.

We have annuity cash flow - three payments at the end of the year, each payment is 2547169 tenge. The discount rate of the annuity is 2.4869 at a rate of 10% for three years.

So, 2,4869 x 2547169 = 6334554.

The current value of the flow of three payments at the end of the year in the amount of 2547169 tenge at the rate of 10% will be equal to 6334554. Therefore, the posting will be as follows:

Asset (right of use)

Lease liability – 6334554

3) Subsequently, depreciation in the amount of 2111518 tenge will be accrued on the asset.

4) The finance charge will be charged to the lease liability as shown in table 2.

Table 2. Financial expenses accrued on rental obligations

Incoming balance	Interest rate	Payout	Outgoing balance
6334554	633455	(2547169)	4420840
3167277	316727	(2547169)	936835
1583638	158363	(2547169)	(805168)

5) The total costs associated with the lease will be distributed over the years as follows (Table 3).

From the table below it is clear that in the first year of rent the costs will be slightly higher in comparison with KZT330,000. But in the third year, the total costs under IAS 16 will be slightly lower.

Table 3. Total costs associated with the lease

	1 year	2 year	3 year
Depreciation	2111518	2111518	2111518
Financial expense	633455	316727	158363
Service expense	309235	309235	309235
Total	3074208	2737480	2599116

Thus, the mechanism of tenants' reflection of leases in the financial statements of companies was developed in accordance with the requirements of international financial reporting standards. During this mechanism the initial assessment of lease obligations, variable lease payments and the discount rate were reviewed. Lease accounting was also reviewed in accordance with IFRS 16 "Lease".

In order to ensure uniform approaches to the practical implementation of accounting principles in the reform of the accounting system, it was proposed to give detailed guidance on the implementation of the main principles of accounting in regulatory documents clarifying the nature of complex examples. Accounting of lease can have a significant impact on the business.

Almost all leases will be recognized

in the balance sheet by reflecting the asset that is the right to use and the financial liability.

Thus, the IASB Board determined January 1, 2019 as the date of entry into force of the Standard, taking into account the time and resources required for its implementation.

This time allows organizations to analyze the impact of the application of IFRS 16, for example, in terms of the following aspects:

- need for changes in the system and processes; for example, keeping records for each separate lease agreement or portfolio level and performing appropriate calculations;

- judgments necessary for the determination of leases and evaluation of the lease terms;

- potential tax consequences if the accounting of leases for tax purposes is based on the method of accounting applied in the financial statements;

- the impact of the Standard on key indicators, restrictive conditions on loans and management compensation;

- additional data that may be required by organizations to meet the disclosure requirements.

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IMPROVEMENT OF THE CAPITAL STRUCTURE THROUGH THE IMPLEMENTATION OF AN INVESTMENT PROJECT

Grishaev Ilya, Nepshina Victoriya, *PhD*
Kazakh-American Free University, Kazakhstan

In a market economy, the process of capital formation, the optimization of its structure, the establishment of a rational balance between various sources of financing and, in this connection, the quality of resource management become particularly important.

Relying on the research of scientists, it is necessary to emphasize the importance of the optimal structure of capital for the effective operation of the organization [1].

A sufficient level of capital helps maintain the viability of the business entity throughout the entire period of operation, preserving its liquidity, stability and solvency. The possibility of increasing investments in the economy of the country, expanding the market of goods and services depends on the size of its own funds.

Capital is a part of the financial resources advanced and invested in production for profit. Capital is one of the most widely used economic categories in financial management. It is the basis for the creation and development of the enterprise and in the process of functioning it ensures the interests of the state, owners and personnel.

Capital acts as a combination of means of production (balance asset) and as one of the factors of production. It could be:

- main capital;
- working capital;
- equity;
- borrowed capital.

The theoretical research and practice of forming the optimal structure of capital is based on the theorem of F. Modigliani and M. Miller, who argues that in an ideal economic environment, the capital structure does not affect the value of the organization, which depends only on the profitability of its activities and the risks associated with it.

The cardinal importance of taking reasoned and weighted decisions on the formation of the structure of sources of financing of investment activity is due to the multi-vector influence of this factor on the development of the company:

- with a non-optimal structure of the company's invested capital, it is necessary to pass its life cycle with higher requirements to its profitability, therefore, to establish more stringent criteria for selection of investment projects;
- if there are additional restrictions on investment opportunities, the company will not be able to be dynamical and flexible;
- imbalance in the structure of the invested capital leads to the production of agency conflicts, conflicts of interests of owners and management;
- when the share of borrowed capital is too high, the attitude towards the stake-holder company is transformed, which can begin to search for other options for cooperation, which is fraught with deterioration of economic relations, contractual conditions, a decrease in sales, a reduction in revenues, and a decrease in cash flows.

The key conceptual approaches to optimizing the structure of sources of investment financing in the economic literature are based on the analysis of the ratio of the company's own and borrowed capitals, as well as their components (profits, depreciation, issue of shares, bonds, bank loans, commercial loans, leasing and other sources).

The justification of the investment project financing strategy presupposes the choice of financing methods, the definition of the sources of investment financing and their structure. Financing could be:

The following items can be considered as methods of financing investment projects:

- self-financing;
- corporatization;
- loans;
- leasing;
- the state budget.

In some cases, financing can be mixed, that is, based on several methods. For example, 50% of the project is self-financing, 50% due to loans [2].

Improvement of the capital structure through the implementation of an investment project can be researched on the basis of the "Zhairem Mining and Concentrating Complex" JSC. It develops iron-manganese and barite-polymetallic deposits.

Most of the iron-manganese concentrates produced by the company are exportted to near and far abroad:

- Russia;
- Kyrgyzstan;
- China.

The company is among the first three largest enterprises of the mining industry of the Karaganda region and is one

of the main producers of manganese concentrate in the Republic of Kazakhstan.

The capital structure of the company is shown in the figure 1.
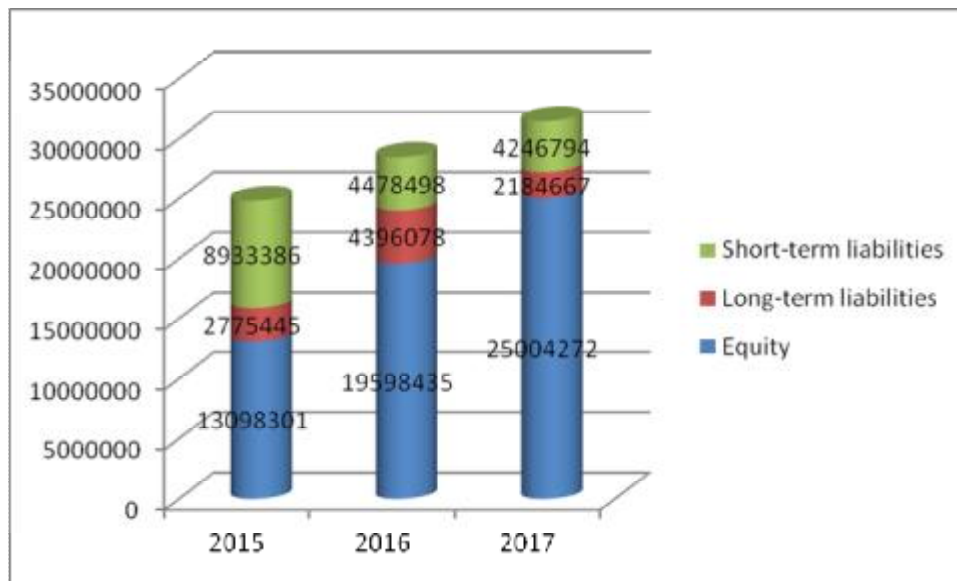

Figure 1. Capital structure

As an investment project for the modernization of the factory, it is proposed to introduce technologies for enriching small classes.

The operating Zhairem concentrating mill was put into operation in the 70s. In the future, the concentrator was repeatedly reconstructed.

In recent decades, due to the depletion of the reserves of non-ferrous metals and the constant decline in the quality of minerals in continental deposits, it became necessary to search for new technologies for the processing of mineral raw materials.

The site for ore dressing in heavy suspensions is intended for preliminary concentration of ore.

Laboratory studies of the ore of the Zhairem deposit (ore minutiae) indicate the possibility of preliminary obtaining dump tailings when separating ore fines in special equipment.

The main goal of enrichment of ore fines is the removal of the filling concrete from the ore, which comes from underground mining together with the ore to the factory. When the filling concrete enters the process of flotation enrichment, the efficiency of the process is sharply reduced [3].

The project provides for the creation of a new site for the enrichment of ore fines in the building of the existing factory. The creation of this site will allow the removal of filler concrete from the ore, which will significantly increase the efficiency of the flotation enrichment process, and will reduce the amount of heavy fraction in the grinding and flotation area.

The main technological operations included in the scheme of enrichment of small classes are presented in Figure 2.

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┌─────────────────────┐
│      Sifting        │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│     Dehydration     │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│    Accumulation     │
└─────────────────────┘
          │
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│     Enrichment      │
└─────────────────────┘
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┌─────────────────────┐
│      Drainage       │
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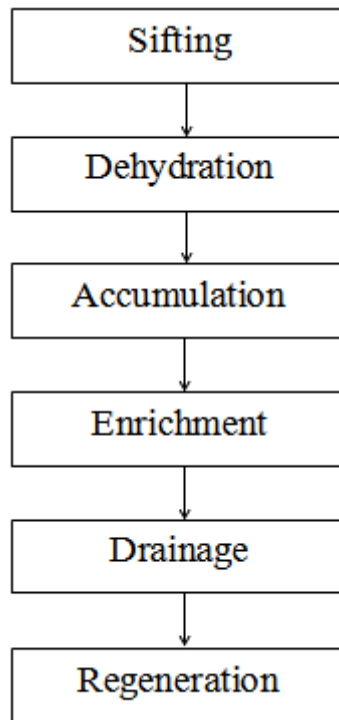
Figure 2. The main technological operations

The scheme of enrichment allows allocating in a light fraction a breed with a dump content of valuable components.

The choice of process equipment is made according to the following requirements:

- ensuring the implementation of technological operations in accordance with the requirements of process parameters;
- reliability in operation during the inter-repair cycle;
- chemical resistance of equipment;
- the possibility of automation of processes.

The projected equipment (electric motors, lighting lamps, etc.) meet the requirements of energy saving and energy efficiency.

General lighting is performed by lamps with energy-saving lamps. Types of fixtures and wiring products are selected depending on environmental conditions, the power of the lamps, depending on the standards of illumination.

The growth of commodity output, in relation to the existing position, is due to an increase in the extraction of basic metals into similar concentrates.

The implementation of the project "Introduction of technology of preliminary enrichment of small classes at the concentrator" will not lead to a change in the number of operating technological personnel.

The implementation of the investment project will not have an additional negative impact on the environment.

The key risks of the project are:
- a decrease in metal prices (LME),
- an increase in operating and capital costs.

Let's calculate the economic efficiency of the project, and also evaluate its impact on the capital of "Zhairem Mining and Concentrating Complex" JSC.

The calculation will be performed using the main indicators:
- net profit value;
- internal rate of return;
- payback period;
- efficiency of investments.

Net discounted income (NPV) is the current value of the cash flows of an investment project, taking into account the discount rate, less investment. The essence of the indicator is a comparison of the present value of future revenues from the project with investment in the project. NPV is calculated by the formula 1.

$$NPV = \sum_{t=0}^{n} \frac{CF_t}{(1+r)^t}, \quad (1)$$

где n, t - number of time periods;

CF - Cash Flow;

r – rate.

The internal rate of return (IRR) is the interest rate at which the present value of all cash flows of the investment project (i.e. NPV) is zero. IRR is calculated by the formula 2.

$$0 = \sum_{t=0}^{n} \frac{CF_t}{(1+IRR)}, \quad (2)$$

где CF_t – the project's cash flows at the time;

t, n – number of time periods.

Payback period (T) is the period of time necessary to ensure that the revenues generated by investments cover investment costs. It is calculated by the formula 2.

$$T = \frac{C}{P}, \quad (3)$$

где C – invested capital;

P – profit.

The efficiency of investments (ARR) is an indicator reflecting the profitability of an investment object without discounting. The higher the ARR, the higher the attractiveness of this project for the investor. ARR is calculated by the formula 4.

$$ARR = \frac{P}{I}, \quad (4)$$

где P – average annual profit;

I – amount of initial investment.

All the data necessary for the calculations are given in Table 1.

Table 1. Initial data

Index	Value
Rate	13%
Initial investment	690123390 tenge
Calculation Horizon	5 year
Annual revenue from additional marketable products	406047510 tenge
Annual revenue from operating cost savings	126184410 tenge

Let's calculate the indicators using formulas 1-4 (Table 2).

Table 2 - Results of the investment project

Index	Value
NPV	1181859357 tenge
IRR	71,9%
T	0,77 year
ARR	1,3

Thus, having obtained the data it can be concluded that the investment project is economically feasible.

This project can be implemented only at the expense of own funds:

- net profit;

- undistributed profits.

Let's consider the impact of this project on the capital structure of "Zhairem Mining and Concentrating Complex" Draw up a cash flow plan with two components in mind:

- income from additional marketable output that will be added to revenue;
- income from saving operating costs, which will be subtracted from the cost price.

Table 3. Cash flow taking into account the project

Item	Fact (2017)	Plan
Profit	28415280	28821327
Costs	18074994	17948810
Gross profit	10340286	10872517
Operating income / loss	7711248	8243479
Profit / loss before tax	7490698	8022929
Net profit	5965279	6418343

It is planned that the net profit will remain at the disposal of the enterprise and replenish its own capital (undistributed profit) in the amount of 6418343 thousand tenge. Table 4 presents a change in the structure of capital due to the investment project.

Table 4. Changing capital structure

Article	Fact (2017)	Plan
Total equity	25004272	31422615
Total long-term liabilities	2184667	2184667
Total short-term liabilities	4246794	4246794
Total long and short-term liabilities	6431461	6431461

There was an increase in equity capital by 6418343 thousand tenge or by 25%.

Thus, the investment project of modernization of the concentrator is recognized economically feasible, and the calculation shows that the capital structure has changed for the better - there is an increase in equity, which would lead to increased financial stability and independence of the enterprise from borrowed capital and liabilities.

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ORDER AND METHODS OF CASH FLOW, AUDIT AND ANALYSIS OF ITS MAIN INDICATORS

Chzhen Marina
Kazakh-American Free University, Kazakhstan

The procedure for audit of cash flow statement. Audit is a strictly organized process, which has certain stages and procedures for maintaining and compiling audit procedures.

While checking the report of cash flow, guided by the definitions of operating, investment and financial activities.

Verification of the correctness of data transfer to column 4 from the report of the previous year of column 3 was carried out. For this purpose, the cash flow statements for 2016 and 2017 were compared. During the audit, the identity of the data of the report of cash flow was also established with the data of the general ledger and the subsidiary ledger No. 1 and No. 2.

In general, the report is prepared in accordance with the requirements. However, there are remarks. In the decoding to the report, the amounts of administrative expenses are not deciphered, although there was a movement on this account.

The audit report contains three parts: introductory, analytical and final.

The introductory part includes all necessary information about an audit firm or an independent auditor.

The analytical part is a report of the audit firm to the enterprise on general results of checking the status of internal control, accounting and financial reporting of the entity's business, as well as compliance by the enterprise with legislation in the performance of financial and business operations.

The final part of the audit report is the auditor's opinion on the reliability of the company's financial statements.

An analytical table is drawn up (Table 1) to study the structure of cash, which reflects the movement of funds by type of activity, their amount and percentage in percentage terms. The articles of inflow and outflow of money resources are expedient for grouping in view of the purposes of the analysis.

Table 1. Ratio of inflow and outflow of funds by types of activity, tenge

Indicator	Kind of activity			Total
	Operating	Investment	Financial	
2015				
Inflow,+	78042542	174000	-	+77868542
Outlow, -	75394632	174000	-	-75220632
Total,(+-)	2647910	0	-	+2647910
Change in cash balance, (+-)	2647910	0	-	+2647910
2016				
Inflow,+	116069411	-	-	+116069411
Outlow, -	118590699	-	-	-118590699
Total,(+-)	-2521287	-	-	-2521287
Change in cash balance, (+-)	-2521287	-	-	-2521287
2017				
Inflow,+	411715415	-	-	+411715415

Outlow, -	398294452	-	-	-398294452
Total,(+-)	13420963	-	-	+13420936
Change in cash balance, (+-)	13420963	-	-	+13420963

The data in Table 1 show that the organization had lacks investment and financial activities in 2016 and 2017. All changes are seen only in terms of operating activities.

The financial position of the enterprise directly depends on how quickly the funds invested in assets turn into real money.

Turnover of working capital means the duration of one complete circulation of funds from the moment of turning working capital in cash into production stocks and until the output of finished products and its sale. Circuit of funds is completed by transfer of income to the enterprise account.

The cash turnover is not the same for enterprises in one or different sectors of the economy, which depends on:
- the organization of production;
- marketing of products;
- the placement of money;
- other factors.

The most generalized view is provided by the cash flow turnover ratio, which reflects the number of turnovers of the entire money capital of the enterprise and characterizes the intensity of the enterprise's use of all available monetary resources, regardless of the sources of attraction.

However, it should be emphasized that the period of funds circulation is largely determined by the internal conditions of the enterprise, and primarily the effectiveness of the strategy for managing its assets (or its absence).

The speed of turnover of the company's cash flows is calculated by formula (1):

$$K_t = \frac{I}{A}, \qquad (1)$$

where, K_t - asset turnover ratio;
I - income from the sale of products (works, services);
A - average annual value of assets.

The average amount of money (cash) on the balance sheet is determined by the formula (2):

$$C_a = \frac{C_b + C_e}{2}, (2)$$

where, C_b, C_e - the amount of cash at the beginning and end of the period.

The duration of one turnover in days is determined by the formula (3):

$$T = \frac{360}{K}, \qquad (3)$$

where, T - the duration of one turnover in days;
K - short-term assets turnover ratio.

Change in the turnover of funds is revealed by comparing the actual indicators with the planned indicators or indicators of the previous period (year or month).

The indicator of loading of funds in turnover characterizes the amount of money advances per one tenge of proceeds from the sale of products. The indicator is calculated by the formula (4):

$$L = \frac{CA}{SR}, \qquad (4)$$

where, L - load factor;
CA - average annual value of current as-
sets;
SR - sales revenue.

The smaller the load factor, the more
efficiently circulating assets is used.
With the acceleration of the turnover
of money from the circulation, resources

and sources of their formation are re-
leased, with a slowdown - additional funds
are involved in turnover.

Accordingly, it was expedient to
conduct an analysis of the cash turnover of
the enterprise of BP VOSTOK LLP. The
calculated indicators characterizing the
turnover are placed in Table 2.

Table 2. Dynamics of cash turnover at BP VOSTOK LLP for the period 2015-2017

Indicator	2015	2016	2017	Change
1. Average balances of current assets, thousand tg	9374065,5	24014457	138 979 146	129605080,5
Including:				
а) average balances of short-term financial investments	-	-	-	-
б) average balances of cash	9374065,5	24014457	138 979 146	129605080,5
2. sales revenue, thousand tg	52 692 685	102 299 214	196 421 646	143728961
3. The duration of one turnover of all current assets, in days (with an accuracy of 0.01) (D)	0,5	1	2	1,5
4. Load factor	1,9	1	0,5	-1,4

According to the data in Table 2, the
following conclusions can be drawn: the
analyzed company BP VOSTOK LLP
quite efficiently manages its current assets,
in general, and in cash, in particular. So,
the duration of turnover of all current as-
sets for 2015 was 0.5 day, for 2016 was 1
day, for 2017 was 2 days, therefore, turn-
over became slower by 1.5 days. This was
facilitated by the acceleration of cash
turnover by 0.54 days.

The smaller the load factor, the more
efficiently circulating assets is used. The
enterprise can draw a conclusion on in-
creasing the efficiency of using working
capital, because the coefficient of funds in
circulation decreased by 1.4 in 2017 com-
pared to the previous period.

A statement of cash flows can be in-
directly made based on the balance sheet

and income statement.
This will require:
- statements of financial position for
the last two reporting dates;
- statement of comprehensive in-
come for the period.

Calculation of the cash flow state-
ment of BP VOSTOK LLP for the year
2017 by an indirect method:
1) Increase in accounts receivable =
14 520 753,5 - 6 412 213,28 = 8 108 540
(tenge).
2) Increase of inventory = 148 785
404,6 – 23 875 428,78 = 124 909 976
(tenge).
3) Increase in short-term accounts
payable = 135 911 484 – 32 811 777,29 =
103 099 707 (tenge).
4) Net increase in cash and cash
equivalents = 13896083,16 - 475120,53

(tenge).

Table 3 presents the cash flow statement of BP VOSTOK LLP for the year 2017, compiled using an indirect method.

Table 3. The cash flow statement

Cash flows from operating activities	
Profit before taxation	6639879,49
Increase in accounts receivable	8 108 540
Increase inventory	124 909 976
Increase in short-term accounts payable	103 099 707
Net increase in cash and cash equivalents	13 420 963
Cash and cash equivalents at the beginning of the reporting period	475 121
Cash and cash equivalents at the end of the reporting period	13 896 083

As can be seen from Table 3 and the cash flow statement (direct method), the cash flows from operating activities are compiled by both direct and indirect method.

The indirect method is preferable from the analytical point of view, since it allows determining the relationship between the profit received and the change in the amount of money. Comparing the two methods of compiling a cash flow statement and two corresponding presentation formats, we can note a higher information value of the indirect format for diagnostic purposes.

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HUMAN COMPETITIVENESS AS A FACTOR OF SUCCESS OF THE NATION

Trofimova Yulia, Bogorodskaya Oksana
Kazakh American Free University, Kazakhstan

As the Head of State notes in his message, Kazakhstan has entered the path of a new historical period. Our president announced the beginning of the Third Modernization of Kazakhstan in his message. The most important task on the way to Kazakhstan's modernization is modernization of the economy, and the main goal is to enter the top thirty of the developed countries of the world. Typically, the

modernization process has intelligible goals, objectives, priorities and methods for achieving them, but the most important criterion to be taken into account, and which should be directed to the maximum extent possible, is the modernization of public consciousness. The idea of modernization, conceived by Nursultan Nazarbayev, requires large-scale reforms and changes in all spheres of life. Therefore, one of the following necessary steps taken by the President was the creation of the National Commission for the implementation of the program for the modernization of the consciousness of the population, which included experienced civil servants and public figures able to implement the goals set in the program. The establishment of the National Commission speaks of the considerable importance, responsibility and significance of the task of modernization. It should be noted that the authoritative composition of experts of this kind we can observe for the first time in the history of independent Kazakhstan, which indicates the aspiration to cover absolutely all spheres of society's life [1].

It is likely that the desire to modernize public consciousness is the main ideological course for the next many years.

Our President notes that the main condition for the new modernization is the preservation of its Kazakh cultural heritage and its traditions. Modernization of the old, to some extent, "high" view of the traditions of the Kazakh people, the new modernization should go the opposite way. This way is to use the historical experience of our ancestors as a prerequisite for the success of the latest modernization. Modernization will not penetrate deeply into the public national consciousness without the support of national roots. It is impossible to modernize the consciousness of the population of the state without inculcating respect for the cultural heritage of their homeland and their ancestors. The people of Kazakhstan would like to see

that Kazakhstan is known in the world, not only rich in mineral resources and great friendliness to other countries, but also becomes famous for its unique history and cultural heritage, and, most importantly, for its people's respect for the valuable past of the country [2].

It should be noted that during the years of Kazakhstan's independence, the state has adopted and implemented a number of major programs.

The program "Madeni mura" has been implemented since 2004. It was aimed at the reconstruction of historical and cultural monuments and objects in the territory of Kazakhstan.

The program "Halyk Tarih Tolkynynda" was implemented in 2013. This program, in turn, allows systematically focusing and studying documentation from the world's leading archives, dedicated to the history of our country.

And today we must start an even more fundamental work, the Head of State says. Therefore, President Nursultan Nazarbayev has decided to modernize public consciousness in order to become a united nation of independent, strong and respected people [3].

Public modernization is a platform that connects the horizons of the past, present and future of our people. The most important mission of spiritual modernization is the agreement of various aspects of national identity. Proceeding from the conclusions, Nursultan Nazarbayev singled out several areas of modernization of consciousness as a separate member, and in the whole of society as a whole:

1. Competitiveness. First of all, this is the ability of the nation to offer something of a quality advantage to the world market. And this is not only material products, but also knowledge, services and intellectual products.

The main feature of the modern world is that the competitiveness of man, and not the availability of mineral re-

sources, becomes a factor in the success of the nation.

Therefore, every citizen of the Republic of Kazakhstan needs to possess a set of qualities inherent in a man of the 21st century. Undoubtedly, this includes the ability to work with computer equipment, knowledge of several foreign languages, education and culture.

Parts of our competitiveness are:

- the programs "Digital Kazakhstan",

- the program of the ability to master three languages,

- the program of cultural and confessional consent.

They prepare the people of Kazakhstan for life in the XXI century.

2. Pragmatism. The meaning of pragmatism is that it is necessary to change some habits and stereotypes of the people. There are many examples of pragmatism in our history. Throughout the centuries, our ancestors preserved a unique environmentally sound life-sustaining, saving nature and economically using the riches of their native land.

And only in the last few years unreasonable use of natural resources has led to the disappearance of the Aral Sea and the transformation of fertile lands into zones of ecological catastrophe. These are examples of a highly non-pragmatic attitude towards the environment.

Pragmatism in behavior is an adequate approach to achieving goals, gaining professional experience, a healthy lifestyle and goodwill.

Unfortunately, there are many examples in world history when a whole nation, led by a non-pragmatic ideology, was defeated. The most famous examples are fascism or communism.

3. Cult of knowledge. The state acquired tens of thousands of young and competent specialists in completely different spheres of education during the Independence of Kazakhstan. During this period, many highly developed universities and intellectual schools were created.

It is clear that the cult of education is absolutely necessary and necessary everywhere. The development of the technological revolution will soon lead to the fact that half of the known professions will disappear. Only a highly developed and educated person who is able to live, adjusting and adapting to the changing conditions of the external world will be able to fully live in such an era.

Undoubtedly, every Kazakhstani should understand that education is the key to a prosperous future and therefore the education should take the pivotal place in the list of priorities of today's youth.

4. Openness of consciousness. The modern world around us is constantly changing, and the mass consciousness remains at the same place and is not subject to changes. The simplest example is millions of Indonesians, Chinese, etc. They study the English language they need because it is the globally used language in the world.

Representatives of nations cannot be accused of disrespect for their native languages and culture, the condition of learning English is an indispensable condition for working in the global world.

The need for openness of consciousness can be explained by several reasons, including:

- the ability to adopt someone's valuable experience,

- learn from others,

- the willingness to change, and overall,

- the willingness to understand what is happening in the world around us, and what kind of changes are happening.

5. Evolutionary, not revolutionary development of Kazakhstan. The entire 20th century was marked by revolutionary strikes. Each nation has learned a valuable lesson from past history. And the lessons of the twentieth century are very dramatic in many respects.

The consequences are the zones of ecological disaster that appeared on the territory of Kazakhstan, the cultural traditions of the Kazakh people were almost lost, the irreparable damage to the Kazakh nation from the demographic point of view was inflicted.

But there were also positive moments, for example, industrialization, the creation of a new infrastructure. There was a certain modernization, but not the modernization of the nation, but the modernization of the territory.

The epoch of revolutions has passed and it is necessary to extract valuable experience from the unhappy experience of the past of our country. The presence of evolutionary development is necessary, otherwise the state can fall into a historical trap.

6. Preservation of national identity. The concept of modernization implies changes in the spiritual society. What is the danger of modernization? The fact that it is possible to move from a national modernization model to a universal, suitable for all models. It is not right. The national spirit must always be inherent in the modernization model.

Auezov's creations, Abai's wisdom, Jambul's sensual lines, the unearthly sounds of Kurmangazy's music, the immortal call of Aruah are integral part of Kazakh culture (Table 1).

Table 1. Spiritual development of the Republic of Kazakhstan

Language Policy	Changes in the field of education	Development of science	Cultural heritage
The Constitution of the Republic of Kazakhstan provides equal civil rights for representatives of all nations and nationalities living in the Republic of Kazakhstan, creating conditions for the formation of their language and national culture. The Constitution enshrines the status of the state language for the Kazakh language, and the status of the language of inter-ethnic communication for the Russian language. The main task of language policy is to raise the Kazakh	Kazakhstan education system in is experiencing a certain crisis after 1991. As of January 1, 1993, 303 kindergartens for 154 thousand places were closed in the Republic, the number of secondary schools was declining. At the same time, the process of the emergence of non-state educational institutions (schools and higher educational institutions) began. In 1991, schools of a new type and special secondary schools appeared: lyceum, gymnasiums, vocational schools, colleges. In 1995, Kazakhstan adopted a new Constitution, in which it an-	1991 is the beginning of a new period in the development of Kazakh science. The law "About scientific and scientific-technical policy of the Kazakhstan Republic" was adopted on January 15, 1992., the Ministry of Science and New Technologies was formed in the same year. The scientific potential of Kazakhstan consists of more than 320 research centers, regional and special institutions. 900 doctors work and 20 thousand candidates of sciences work in various branches of science. The Ministry of Science of the Academy of Sciences	The culture of Kazakhstan is truly unique, because it represents the totality of the centuries-old spiritual experience of all peoples inhabiting the country. Culture is distinguished by a variety of forms and genres based both on the national traditions of these peoples and on the basis of masterpieces of world classics. There are more than fifty thea-

language to the true level of the state language. This process should go simultaneously with the development of other languages of the republic. The solution of this issue is, above all, custody of the future of the Kazakh nation, the fate of other nations inhabiting the republic, an attempt to preserve friendship and unity among peoples as a pledge of the prosperity of our common homeland - the Republic of Kazakhstan.	nounced universal compulsory free secondary education. In the Law of the Republic of Kazakhstan Aboutn Education", adopted on June 7, 1999, three levels of study in general education schools were approved: primary (1-4 cells), basic (5-9 cells), upper (10-11 cells). Within the framework of the State Program "Daryn", the Republican Scientific and Practical Center "Daryn" was established, which has specialized schools and boarding schools for gifted children in 8 regions.	of the Republic of Kazakhstan is the flagship in this field, in the system of which 35 research institutes operate. Academic research covers virtually all areas of fundamental science as a technical and humanitarian profile. A large number of Kazakhstani scientists participate in international research projects, and are also being trained in the leading scientific centers of the United States, Great Britain, Germany, France, Turkey and other countries.	ters of various genres in the country that perform performances in five languages, about thirty five entertainment organizations, several circuses, more than twenty thousand public libraries, more than ten thousand clubs, and about a hundred historical, art and literary museums.

But modernization consists in the fact that a number of separate habits still need to be left in the past.

The head of state creates a society in which everyone should be judged by his professionalism and contribution to the formation of society, and this is the most sensible decision. Such a system does not tolerate a biased attitude [4].

We would like to particularly highlight the role that the President imposes on the humanities departments of universities in the processes of modernizing public consciousness, in the formation of a new generation of Kazakhstanis. He emphasizes that a full-fledged education is impossible without the humanities departments of universities.

Unfortunately, today the teaching of the subjects of the general humanitarian cycle in universities is minimized. In most of them, the departments of the humanitarian orientation, without regard for their specifics, are united into one, under the general title "Department of Social and Humanitarian Disciplines". As a rule, under one sign are such subjects as philosophy, sociology, political science, economics, law, history, religious studies, culturology.

In accordance with the state educational standard of the university, only the philosophy from the designated disciplines is subject to a compulsory component of the study, which is reduced to a number of ordinary social and humanitarian disciplines, and its study is given only one semester. All the rest, if they are, then only nominally, only as elective, i.e. specialized departments instead of these ideological (ideological) sciences, of course, will put their own special course.

Such a state in the current international political conditions, heterogeneous

processes in the religious sphere, the intensification of political and religious extremism and terrorism, in the processes of globalization are fraught with consequences. For example, the weakening in the near future of spiritual and moral foundations, the civic standpoint of the younger generation. It is the humanities who are the ones who form and develop the spiritual realm.

Today, universities must train specialists who really orient themselves in the present and future. We need specialists with deep knowledge, a good philosophical-worldview, logical-methodological training and a wide erudition in various areas of humanitarism. Creative self-realization is impossible without this. The success of our country is made up of the social success of each person. As we can see, the President points out the directions of modernization of public consciousness and our task - the humanities - is worthy of realizing them.

Summing up, we can draw the following conclusions:

1. President Nursultan Nazarbayev touched upon a very delicate problem in his message, the problem of modernizing the public consciousness of the people of Kazakhstan. The task of modernization is required for familiarization to every member of society, to each citizen of the Republic of Kazakhstan.

2. Modernization, as such, implies a change in the entrenched ways of society, but it is impossible to completely exclude the national traditions of the Kazakh people, respect for their ancestors should be peculiar to every Kazakhstani.

3. Obtaining education should be a priority desire of each self-respecting member of society. The world around us is chaotically changing, some obsolete professions are becoming a thing of the past, and one must be able to re-qualify oneself in a different profession.

4. We should protect the riches of our Motherland, received for our use. Mineral resources must be used sparingly, without damage to the territory of Kazakhstan, and without creating new zones of ecological disaster.

5. This paragraph is somewhat contrary to paragraph #2. It is necessary to get rid of the outdated stereotypes of society. Not all the habits of the past years are appropriate, times change and it is necessary to replace some outdated stereotypes with something new and relevant.

6. The process of modernization of public consciousness will not bring the desired effect, if society does not want in reality to change something in itself, in its consciousness. In this situation, it is necessary to trust the leadership to act from the Head of State, to penetrate deep into his consciousness and begin to change for the better.

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THE EVOLUTION OF INTERNATIONAL LEGAL REGULATION OF THE CIVILIANS PROTECTION IN ARMED CONFLICT

Gavrilova Yuliya, Novitskaya Yuliya
Kazakh American Free University, Kazakhstan

Today, no one doubts the fact that the armed conflict as a threat to the human right to life, originated in the period of the ancient world. And at that time there was a question about the protection of people who do not take a direct part in armed conflict, do not have weapons, but with each period of human history, the number of victims among the civilian population tends to grow in a sustainable manner. At the same time, history shows that it took hundreds and even thousands of years before we formed mechanisms, protecting civilians from the atrocities of war.

In ancient times, the enemy was considered powerless and it was allowed to treat the enemy accordingly (moreover, the very concept of "the enemy" had many meanings). The civil population also has not been immune from violence. If the winner spared the civilian population of an enemy state, they did so for moral and political reasons, rather than the requirements of law [1].

Prominent Swiss legal scholar of the nineteenth century, Johann Kaspar Bluntschli emphasized that "scientists of that time considered to be the main two things: firstly, all the subjects of the warring states should be considered as enemies; secondly, the losers are subject to the arbitrariness of the winner"[2].

"Yet, - emphasizes Niccolo Machiavelli in his book "The Prince" - slaying fellow-citizens, deceiving friends, having no faith, no mercy, no religion cannot be called a virtue..." [3]. The scientist considered these acts, which may take place both in peacetime and in time of armed conflict.

Humane attitude towards the civilian population can be traced in the treatise of the founder of international law, Hugo Grotius "On the Law of War and Peace."

The thinker didn't differentiate individuals into participants in the armed conflict and the civilian population and thought that children, women, if they are not guilty of a felony and the elderly should always be spared. Grotius, referring to Seneca, emphasized: "The child is saved due to age, a woman - due to her sex." According to him, it is also appropriate to spare those who dedicated their lives to solely ministry and science [4]. In other words, the thinker identifies specific groups in need of special protection: children, women, clerics and scholars.

Carrying out the idea of the senseless nature of the very nature of an armed conflict, the English materialist philosopher Thomas Hobbes, following Machiavelli and Grotius, emphasized the negative character of any armed conflict and its impact on human life. Hobbes believed that initially people were in a "natural state of the human race" and the state did not exist. In addition, everyone had a "right to everything," including even the life of another person. And since selfishness, fear, greed, ambition, lust for power, greed, etc. are inherent in people, all this led to a "war of all against all" These ideas were proposed in a philosopher's famous work "Leviathan, or the Matter, Form, and the power of church and state civil" [5]. We would like to attract especial attention to his famous statement "war of all against all". It means that war involves all people, which is one of the main threats to the survival of the mankind.

The scientists-enlighteners of the eighteenth century in their works devoted particular attention to the protection of human rights during the war, although at that period there were no special written rules aimed at protecting civilians in the

time of war.

For example, the leading theorist of the State Charles Louis de Montesquieu noted that the international law, of course, is based on the principle that in times of peace the state should do as much good as possible, and in the times of war - as little harm as possible [6]. The thinker especially emphasized that a period of war is a special time when people need to be protected.

The main principle, which is a foundation of a modern international humanitarian law was formulated by the eminent philosopher Jean-Jacques Rousseau in his treatise "The Social Contract", published in 1762. Rousseau proposed a statement that the war is a relationship not between people but between the states and the people become enemies accidentally, not as human beings and not even as citizens, but as soldiers. And the soldiers can only be fought with as long as they are fighting. As soon as they lay down their arms, they become ordinary people again, and they should be spared [7].

Clausewitz in his treatise "On War" emphasizes that "War is an act of violence and there is no limit to its use" [8]. What is more, Clausewitz distinguishes between the "war of savage nations and war of civilized nations which are less cruel and destructive"[8]. The difference between the wars according to the author is also in fact that the "civilized nations do not kill prisoners, don't ruin villages and towns ... it comes from the fact that military operations are managed by the mind, which indicates more efficient ways to use violence than the gross manifestations of instinct"[8]. However, despite the different types of armed conflict, "the introduction of the principle of limitation and moderation in the philosophy of war itself is an utter nonsense" [8].

Considering the author's position in terms of our research, we can see that Clausewitz did not see the need for legal regu-

lation of the conduct of armed conflicts, as well as the need for special protection of human rights during armed conflict.

Clausewitz's position in the issue of our study can be contrasted with the views of Immanuel Kant stated in his work "Perpetual Peace." Kant treats the state of war in a completely different way, condemning "war as a legal procedure and, on the other hand, directly obliges the peaceful state, which, however, can neither be established nor secured without a contract between peoples" [9]. According to Kant, vile and dishonest methods of warfare should be prohibited: "no state at the time of war with another state should resort to such hostile acts as sending secret assassins (percussores), poisoners (venefici), violation of the terms of surrender, incitement to treason (perduellio) in the state of the enemy, etc., which would make mutual trust in the future, in time of peace impossible." [9].

In other words, Kant was really "moving" towards the eternal peace, condemning war, giving it a status of unlawful acts. Moreover, he suggested eventual abolishment of standing armies whose existence threatens other states.

These and similar examples from the history of political and legal thought naturally increase the interest in the problem of armed violence, especially towards the civilian population. A significant contribution to the development of this problem was made by philosophers of different epochs, condemning the war and considering it to be unlawful means of resolving conflict. However, the thinkers of the ancient world mainly believed that the war is undesirable, but a legal method. These thinkers were the first ones to consider the problem of armed violence and they laid the foundation for further study of various aspects of the armed conflicts. Then, it took several decades to admit that the war is an illegal way of resolving disputes between he states and to prove that there is a

need to limit the methods of warfare, which are inhumane.

The legislative solution of this problem is partially reflected in the adopted on August 22, 1864 "First Geneva Convention for the Amelioration of the wounded and sick soldiers during the war on land", which has given the status of neutrality to medical personnel on the battlefield. "Every person who has given shelter to the wounded shall be exempted from billeting and from a portion of such war contributions as may be levied. Village dwellers who bring help to the wounded shall be spared and shall remain free" (§§ 5 and 6) [10].

4 years later in 1868 in St. Petersburg a Declaration on the abolition of the use of explosive and incendiary bullets was adopted. It became famous for the obligation of participants of the Declaration to mutually reject from the using of projectiles, which weigh less than 400 grams and have property of fulminating or kitted shock or fuel composition by both land and navy forces [11]. In the context of our study we find it interesting that one of the aims of the Declaration is the need... to disable as many people as possible [11].

It is also interesting that article 5 of the "Convention for the Amelioration during the land wars of the wounded and sick soldiers" signed in Geneva on June 23 (July 6), 1906 fixed the norm that the military authorities should appeal to the philanthropy of local residents, offering them to help the wounded and sick soldiers ... take care of them, while providing special protection and privileges to individuals, who responded to the appeal [12].

We would like to note that the above-mentioned Conventions allocate a separate category of people, who didn't take part in the armed conflict and should be free, i.e., not involved in the number of participants in the armed conflict. However, the documents do not yet provide for the specific protection for this category of people, while providing the tax exemption, which the state sets in the time of the armed conflict.

However, these documents were of historical importance for the further development and evolution of international legal regulation of the protection of civilians in armed conflict. They became the basis for the adoption of the four Geneva Conventions in 1949, one of which is specifically devoted to the protection of civilians. This IV Geneva Convention is of particular historical and practical significance, because it was the first document at the international legal level which provided a special legal regime for the protection of the civilian population by restricting and prohibiting the use of certain means and methods of warfare which are of particular concern for the civilian population. In general, the Convention establishes the following: "the civilian population under any circumstances should be entitled to humane treatment and protection against any acts of intimidation of violence, terror and abuse, no matter whether it is in the temporarily occupied enemy territory or in the rear of their armies. Warring parties may establish in its territory and in the occupied territory of the hospital zones and safety zones for the purpose of protection from the hostilities of the wounded and the sick, elderly and disabled, children under 15 years of age, pregnant women and mothers with children up to 7 years of age, telling enemy on the establishment of such zones" [13].

Thus, the civilian population fell under the protection of the international law in the time of armed conflict as a separate category of members of the armed conflict different from combatants and non‑combatants.

This distinction is even more clearly reinforced by Additional Protocol I, adopted by the Geneva Convention of 1949. The Article 48 of the document is of mot importance. The main rule states that "…

in order to ensure respect for and protection of the civilian population and civilian objects, the Parties to the conflict shall at all times distinguish between the civilian population and combatants and between civilian objects and military objectives and accordingly shall direct their operations only against military objectives" [14]. Also for the first time the Convention set regulations, establishing that in case of doubt as to whether a person is a civilian, it is considered to be a civilian, i.e., the one that does not belong to the personnel of the armed forces and does not take part in hostilities.

Also "acts or threats of violence which have the primary purpose of terrorizing the civilian population are prohibited. Since hunger is unacceptable as a method of warfare, it is prohibited to attack, destroy, remove or render objects vital for the survival of the civilian population such as food stocks, crops, livestock, facilities for drinking water, irrigation. Works or installations containing dangerous forces - dams, dykes and nuclear power stations should not be subjected to a military attack, if this can cause the release of dangerous forces and consequent severe losses among the civilian population. Protocol II also prohibits the forced displacement of civilians, if it is not caused by the requirements to ensure their safety, as well as committing hostile acts against historic monuments, works of art or places of worship which constitute the cultural or spiritual heritage of people" [15].

Summing up the question of the evolution of international legal regulation of the protection of civilians in armed conflict, we shall emphasize the following:

- First, during the period of the ancient world civilian population was unprotected from the position of law, and was treated as combatants, i.e., persons against whom the weapon could be used as a means of destroying the enemy;

- Second, the emergence of the idea of the need for special protection of civilians in during the period of armed conflict is associated with the thinkers of the Middle Ages; but these ideas were not accepted ubiquitously;

- Third, the ideas of ancient and medieval thinkers, as set out in their writings, formed the basis of modern conventional protection of the civilian population;

- Fourth, from the standpoint of the international law, its greatest achievement was the adoption of the IV Geneva Convention on the protection of civilians, 1949, which legally distinguished the civilian population as a special group that needs special international legal protection;

- Fifth, the modern international legal protection of the civilian population is carried out by the restriction or prohibition of the use of means and methods of warfare which are directly related not only to the civilian population but also to civilian objects.

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THE BEGINNING OF THE MOVEMENT FOR NUCLEAR DISARMAMENT

Alexandrov Nikita
Kazakh-American Free University, Kazakhstan

The emergence of nuclear weapon and the development of the nuclear potential of the major powers significantly influenced on the geopolitical situation and the international community in the 20th century. Nuclear weapon has become an integral tool of the diplomacy of both countries and it continues to occupy an exceptional place in the context of international relations of the 21st century.

In addition to secret recognizing the authority of countries with nuclear capabilities at the international level, the presence of nuclear weapons in the arsenal of the armament of states led to the emergence and development of movements for nuclear disarmament.

Nuclear disarmament is the process of reducing the arsenals of nuclear weapons, their carriers and delivery vehicles, as well as production. In the opinion of the proponents of nuclear disarmament, it will reduce the chance of a nuclear war. Opponents of this concept point out that the process of nuclear disarmament can nullify the effect of "containment", which largely kept the world from war during the second half of the 20th century [1].

Nuclear weapon has become an integral tool of the diplomacy of both coun-

tries. The beginning of nuclear disarmament is considered to be in the Caribbean crisis of 1962, when the world at first time appeared on the verge of a nuclear catastrophe. The reason for this was the deployment of US medium-range missiles in Turkey, which provoked the Soviet Union for an emergency installation of similar missiles in Cuba. One of the consequences of the Caribbean crisis was the emergence in the West of a powerful social movement in support of nuclear disarmament. The disarmament process had an economic implication: the build-up of the nuclear arsenal had an enormous burden on the country's economy.

The anti-nuclear movement is a combination of social movements against various nuclear technologies, especially against the production, testing and use of nuclear weapons.

One of the first organizations created to support the movement for nuclear disarmament was the Nuclear Disarmament Campaign in Great Britain. The Nuclear Disarmament Campaign (CND) is an organization that promotes the unilateral nuclear disarmament of the United Kingdom, advocates for international nuclear disarmament and more difficult international arms regulation through agreements such as the Treaty on the Non-Proliferation of Nuclear Weapons. This organization also opposes military actions that could lead to the use of nuclear, chemical or biological weapons and opposes the construction of nuclear power plants in the UK. The chairman of CND is Kate Hudson (Kate Hudson).

The organization opposes military actions that may lead to the use of nuclear, chemical or biological weapons and the construction of nuclear power plants on the territory of the Kingdom. The symbol of the movement was a combined image of the signs of the semaphore alphabet "n" and "d" (from "nuclear disarmament") in the circle, later adopted as its symbol by the movement of hippies around the world. Many mistakenly believe that this image is the foot of the world's dove's paw [2].

The campaign for nuclear disarmament was formed in 1957, and since then it has been periodically noted at the forefront of the peace movement in Britain. This means that it was the biggest campaign for peace in Europe. Between 1959 and 1965, a march was organized in Aldermaston, which was held on the Easter weekend from the Atomic Weapons Institution under Aldermaston in Berkshire to Trafalgar Square, London. The first major march of Aldermaston in 1958 went another way (from London to Aldermaston), and was formed by the Committee on Direct Action Against Nuclear War [3].

In liquidation, the global abolition of British nuclear weapons and opposition to its deployment, the British government is campaigning for the abolition of the Trident.

In the context of the abolition of weapons of mass destruction, especially chemical and biological weapons, the campaign for nuclear disarmament requires a ban on the manufacture, testing and use of weapons made of uranium.

The Organization for Security and Cooperation in Europe (OSCE), which opposes American military bases and nuclear weapons, supports the nuclear-free future of a less militarized and more secure Europe [4].

The movement for nuclear disarmament was supported by a neutral middle class, the left wing of the Labor Party and the trade union movement. In 1960, the Labor Conference adopted a resolution on unilateral defense policies, despite strong opposition from party leader Hugh Gateskall, who branded the activists of the Movement as "pacifists, separatists who had attached fellow travelers" and sworn "to fight, fight and again fight to save hotly favorite party ". In 1961, the resolution

was canceled by vote. Disagreements in the Labor Party were matched by a split in the Movement itself between the "Committee of the One", which called for acts of civil disobedience, and the Laborites, who supported the holding of campaigns in support of the Movement within the framework of the Constitution. The absence of internal unity in the party led to a weakening of the Movement's support, and by 1963 it had practically ceased to exist. During the escalation of nuclear tensions between the superpowers in the late 1970s, the movement revived, and in the 1980s it organized an opposition to the conservative government's agreement with the United States on the replacement of nuclear missiles of the Polaris type with the Trident system and the deployment of American cruise missiles, which led to a sharp increase in the number of participants in the Movement and demonstrations in areas of bases chosen to accommodate cruise missiles, especially in Molsworth, Cambridgeshire, and Greenham Common, Berkshire. The disagreement over the inclusion of the commitment to unilateral nuclear disarmament in the party's program in 1980, a year later became one of the main reasons for the withdrawal of the SDP from it. The association of the Movement with left-wing politicians reduced the attractiveness of the Labor Party and promoted its defeat in the elections in the 1980s. Improving relations between the US and the USSR after the coming to power of Mikhail Gorbachev reduced the British's concerns about the possible use of nuclear weapons. During this period, interest arose for the subsidiary organization of the Movement "European Nuclear Disarmament", but by the end of the 1980s, the movement again lost mass support [5].

In recent years, the Nuclear Disarmament Campaign has expanded its influence with the goal of forming opposition in American and British politics in the Middle East, as the anti-nuclear campaign in the 1960s intensified in the issues of the war in Vietnam. In the course of cooperation with the Islamic Military Coalition and the Muslim Association of Great Britain, the Campaign for Nuclear Disarmament organized anti-war marches under the slogan "There is no attack on Iraq," including protests on September 28, 2002 and February 15, 2003. This also led to the organization of a permanent watch for the victims of the bombing of London in 2005.

The campaign for nuclear disarmament against the Trident missile organized a rally on Parliament Square in March 2007, coinciding with the movement of the House of Commons in favor of the resumption of the nuclear weapons system. The rally counted more than 1,000 people, supported by Labor MPs: John Trickett, Emily Thornberry, John McDonnell, Michael Micher, Diane Abbott and Jeremy Corbin, and Alfyn Llywid of Plaid Camry and Angus McNeil of the Scottish National Party. In the House of Commons, 161 members of parliament (88 of them the Labor Party) voted against the renewal of Trident [6].

In 2006, the Campaign for Nuclear Disarmament began its activities against nuclear energy. Its membership, which was 32,000 participants from the peak of 110,000 people in 1983, tripled after Prime Minister Tony Blair committed himself to controlling nuclear energy.

The campaign for nuclear disarmament formed a national organization in London, national groups in Wales, Ireland and Scotland, regional groups in Cambridgeshire, Cumbria, East Midlands, Kent, London, Manchester, Merseyside, Mid Somerset, Norwich, South Cheshire and North Staffordshire, southern England , Southwest England, Suffolk, Surrey, Sussex, Tyne and Wear, West Midlands, Yorkshire and other local branches [7].

There are five "groups of special-

ists": the Nuclear Disarmament Campaign of the Trade Union, Christian, Labor, Green Campaigns for Nuclear Disarmament, and Ex-services that have representation rights in the Governing Council (including parliamentary, youth and student groups).

The first wave was carried out in 1957-1963.

The movement for nuclear disarmament was founded in 1957 and riveted the attention of a large public [7].

In November 1957, JB Priestley wrote an article for the New Statesman magazine "The United Kingdom and the Nuclear Bombs", defending the unilateral nuclear disarmament of Great Britain, which caused many letters of support. In the early 1950's. Britain became the third nuclear energy after the US and the USSR, conducted a hydrogen bomb test, which resulted in widespread fear of a nuclear conflict and the effect of nuclear tests. The first public meeting of the Campaign for Nuclear Disarmament, held in the Central Hall of Westminster on February 17, 1958, was attended by five thousand people. After the meeting, several hundred people left to demonstrate the action at Downing Street.

The new organization aroused considerable public interest and received support from a diverse range of figures, including scientists, religious leaders, academics, journalists, writers, actors and musicians. Organizations that had previously opposed British nuclear weapons supported the Campaign, including the British Peace Supporters Committee, the Direct Action Committee, the National Committee for the Abolition of Nuclear Weapon Tests and Quakers. In the same year, the division of the Campaign for Nuclear Disarmament was established in the Republic of Ireland by John de Courcy Irelan and his wife Beatrice, who sought to support international efforts to achieve nuclear disarmament and the preservation of

Ireland, free of nuclear energy.

Support for protests was exhausted after the Nuclear Test Ban Treaty of 1963. Since the mid-1960s, the concern of the anti-war movement in the Vietnam war tended to eclipse demonstrations and protests about nuclear weapons, but the Campaign continued to operate.

Although the Campaign formally never joined any political party and was never marked by elections, conducting actions and protests, its participants and supporters repeatedly ran for the elections as Independent candidates for nuclear disarmament [8].

The second wave occurred in 1980-1989.

In the 1980s, the Campaign for Nuclear Disarmament was revived in response to the outbreak of the Cold War. Its membership soon gained momentum, and already in the early 1980s it amounted to 90,000 national participants and 250,000 people in local offices, which made it one of the largest political organizations in the UK and probably the biggest peace movement in the whole world. Public support has reached its highest level since the first wave of the 1960s. In October 1981, 250,000 people joined the anti-nuclear demonstration in London. The demonstration of the Campaign on the eve of the deployment of Cruise Missiles in October 1983 was one of the largest in British history.

At the 1982 conference, the Labor Party adopted a policy of unilateral nuclear disarmament.

Since the Campaign for Nuclear Disarmament did not have a national membership until 1966, the strength of public support in its early years of functioning can be assessed by relying on actors attending demonstrations or expressing approval in opinion polls. Between 1955 and 1962, in the range of 19% to 33% of people in Britain expressed disapproval of the production of nuclear weapons.

Public support for unilateral disarmament in September 1982 was 31%, falling to 21% in January 1983, but it is difficult to say whether this decline was the result of timely propaganda against the Campaign for nuclear disarmament or not. Her support fell after the end of the Cold War.

In 2005, MORI conducted a survey to find out the public opinion about its attitude to Trident and the use of nuclear weapons. When raising the question of whether the United Kingdom should replace Trident, 54% of respondents answered "Yes" and 46% answered "No" [9].

The campaign for nuclear disarmament, fostering support in the 1980s, was challenged by several sources, including NATO, the British Atlantic Committee (which received budget funding), Women and Families for Protection (set up by conservative journalist Olga Maitland, speaking against the Peace Camp of Greenhamcommon). In addition to the aforementioned oppositionists, the British government took direct steps against the influence of the Campaign. Minister of Defense Michael Heseltine, who created the Defense Secretariat with the goal of "bringing to the public the actions of the government's policy of deterrence and multilateral disarmament," assessed the activities of the opposition campaigners who investigated, published, mobilized the public, protested, worked in churches, defamed the leaders of the Campaign and espionage.

Opponents of the Campaign for Nuclear Disarmament asserted that it was a communist and Soviet-backed organization. In 1981, the Research Institute for Foreign Affairs issued a booklet stating that Soviet money was used by the Campania. In the 1980s, the Federation of Conservative Students approved the view of its Soviet funding. However, despite the significant influence of the opposition and its many supporters, the Campaign's ac-

tivities have forever gone down in history as a symbol of peace and the outstanding work of its participants in combating proliferation and production of nuclear weapons, which could subsequently lead to global disastrous consequences in the form of nuclear wars for Great Britain [10].

Thus, the activities of the Campaign for Nuclear Disarmament have always been aimed at promoting unilateral nuclear disarmament in the United Kingdom (at present, priority is given to refraining from rearming Trident missiles), as well as to international nuclear disarmament and tougher arms regulation in the world through agreements such as the Treaty on the Non-Proliferation of Nuclear Weapons.

It is worthwhile to consider such an influential anti-nuclear movement as "Physicians for the Prevention of Nuclear War" (International Physicians for the Prevention of Nuclear War, IPPNW). This organization is an international movement of health workers, whose activities are aimed at preventing a nuclear conflict and promoting nuclear disarmament. The organization was founded in December 1980.

The founders of VMPIAV - Bernard Laun, professor of cardiology at the Harvard Institute of Public Health, and Evgeny Chazov, general director of the cardiac center in Moscow, are world-renowned physicians; their meeting in 1960 gave impetus to cooperation in studying the "mechanism of sudden death".

Bernard Laun became interested in the medical aspects of the nuclear conflict after listening to Philip Noel-Baker's speech on the nuclear arms race in 1961. Soon he, together with some colleagues, founded the group "Physicians for Social Responsibility", becoming its first chairman. The group later acted as one of the main founders of the Institute. In 1979 Laun invited Chazov to organize an international movement of physicians against

the nuclear arms race, in fulfillment of their professional duty "to indicate the main threat to human life". Having met a year later in Geneva, they founded VMPVEV together with four other doctors - American and Soviet. It was decided to involve the doctors of the whole world in the work of the doctors, refraining from supporting or criticizing any government.

The Federation, sometimes called the Physicians Against Nuclear War, is headquartered in Boston and London. By 1985, it had more than 135 thousand members in 41 countries, including. 28 thousand in the US and 60 thousand in the USSR. They hold annual conferences, discussing the medical aspects of nuclear war. At the third conference in Amsterdam (1983), the charter was approved, according to which the organization is managed by an international council; it includes one representative from the national branch. The Council elects co-chairs from the USSR and the United States, as well as the executive committee.

In addition to international meetings, VMPIAP conducts many programs aimed at drawing public attention to the danger of a nuclear arms race. The organization belongs to the so-called "medical prescription" moratorium on all types of nuclear tests. It stands for verifiable freezing of nuclear weapons, issued a declaration on the non-use of any country's first weapon, arguing for the use of military spending to combat poverty, illiteracy and disease.

In June 1982, six American and Soviet doctors participated in an unprecedented discussion on Soviet television. The program, funded by the VMPIAP, attracted 100 million spectators to the USSR, later it was broadcast in the US and Europe. In the same year, the group published a collection of articles by American, Soviet, British and Japanese physicians entitled "The Last Aid: The Medical Dimensions of Nuclear War", which was widely disseminated and even studied in universities and medical institutes.

In collaboration with the Center for Nuclear Psychology, the WWIIF funded a study of the relationship of Soviet and American children to the threat of nuclear war. In the center of educational activity of the organization is the Soviet-American campaign of doctors, within the framework of which the countries exchanged groups of doctors who spoke at professional meetings and public forums. VMPVYV encourages the programs of its national branches, supplying them with medical and scientific literature, pamphlets, audiovisual materials and carrying out periodicals. In 1984, the services of the United Nations Educational, Scientific and Cultural Organization (UNESCO) were awarded the prize "In informing the public and declining the consciousness of humanity for peace".

In October next year, the Norwegian Nobel Committee announced that the WWII was awarded the Nobel Peace Prize in 1985. "This organization has brought significant benefits to humanity by disseminating authoritative information and contributing to the realization of the catastrophic consequences of a nuclear conflict." The statement went on to say: "The Committee is convinced that this in turn will strengthen the public's movement for a complete ban on nuclear weapons and a decisive shift in favor of health and other humanitarian needs. The awakening of public opinion is already evident in the West and East, North and South, which can give the talks on arms reduction new prospects and a new impetus. In this regard, the committee attaches particular importance to the fact that the organization was founded as a result of a joint initiative of Soviet and American doctors, supported by doctors from more than 40 countries. «The Committee invited the co-chairmen of the VMPIEV B. Lawn and E. Chazov to accept the award on behalf of their organization.

B. Laun is a pioneer in the study of sudden death due to cardiac arrest, the inventor of a cardioverter and defibrillator, a device that stimulates the heartbeat of the damaged heart. One of the first he learned to control the anomalies of the heartbeat, studied the role of psychological and behavioral factors in heart regulation. B. Laun is a native of Lithuania, a graduate of Maine University and Medical Institute at Johns Hopkins University, the author of two books and more than 300 research articles.

In a speech delivered in Oslo on December 10, Laun said: "If we are destined to get rid of the arsenals of genocide, it is only if we call on the help that energy that the mind and heart feed on the service of humanity. We, doctors, nurturing human life from birth to death, see our moral duty in all the strength to prevent slipping to the abyss".

Chazov combined leadership of one of the largest cardiological centers in the world with the duties of the Deputy Minister of Health of the USSR (and then the Minister) and the head of the 4th Main Directorate of the Ministry of Health, which monitors the health of high-ranking Soviet officials. Occupying his post since 1967, he is known in the country as a "Kremlin doctor". Chazov is the author of 300 articles and several books on cardiology, including the description of attempts to find a composition that can dissolve blood clots. Member of the CPSU Central Committee since 1982, he was awarded many Soviet awards for his achievements in the field of medicine. Chazov is chairman of the Soviet Committee for Physicians for the Prevention of Nuclear War, which cooperates with the American Physicians for Social Responsibility.

"True to the oath of Hippocrates, we can not remain silent, realizing what the latest epidemic will bring to mankind - an atomic war," said Chazov at the ceremony. "The Hiroshima bell does not sound like a funeral ring in our hearts, but an alarm bell, calling for action in defense of life on the planet." The awarding of the Nobel Prize to the WWII, Chazov added, "inspires forces that advocate the destruction of nuclear weapons on the ground."

On the eve of the award ceremony in Oslo, Chazov's figure provoked controversial judgments, although the award was not awarded to him, but to the VMPIJAV. Ten European leaders of Christian Democratic parties, joined by German Chancellor Helmut Kohl, appealed not to award a medal to the Soviet physician, since in 1973, together with 24 academicians, he signed a letter stigmatizing Soviet physicist and dissident Andrei Sakharov for anti-Soviet activities. However, Chazov objected that the Nobel Prize was not awarded to him, and the letter of 1973 allegedly expressed only a difference of opinion with Sakharov.

Summing up the discussion, the representative of the Norwegian Nobel Committee Egil Orvik remarked: "We remember Sakharov. The award is not an award to Dr. Chazov for the signature under the letter. The prize is awarded to an organization that has overcome ideological obstacles and united the peoples".

For its activities in 1984, the organization was awarded the UNESCO Prize, and in 1985 was awarded the Nobel Peace Prize for its services in informing the public and declining the consciousness of mankind in favor of peace. In the mid-1980s, there were about 145,000 members of the WWIIF, and by the early 1990s there were already about 200,000 people from more than 60 countries. In 2007, the organization launched a campaign aimed at the destruction of nuclear weapons.

One of the most significant anti-nuclear movements in the territory of the former Soviet Union was the public movement "Nevada-Semipalatinsk."

From the history of the Semipalatinsk nuclear test site, it is known that

in August 1947, the decision of the Council of Ministers of the USSR made a decision to create an atomic test site, which was conventionally called "Training Ground # 2". The first test of nuclear weapons at the Semipalatinsk test site was made on August 29, 1949. In general, the damage to human health caused by the 40-year-old activity of the Semipalatinsk nuclear test site is enormous. The whole territory of the former Semipalatinsk region was contaminated with products of nuclear explosions, and 1.2 million people received radiation exposure in a different dose range. On February 12, 1989, radioactive gases were released onto the surface of the earth after another nuclear test. Two days later, in 110 kilometers from the epicenter of the tests, the radioactive background was 4000 micro-rengen per hour. This event sparked the formation of an anti-nuclear movement in the country, headed by the chairman of the Writers' Union of Kazakhstan, public figure and poet Olzhas Suleimenov [11].

On February 26, 1989, in a live television performance, an outstanding Kazakh writer and public figure Olzhas Suleimenov made a statement on the need to stop nuclear testing in Kazakhstan. On February 28, at a meeting near the Writers' Union building in Alma-Ata, a decision was taken to create the anti-nuclear movement "Nevada-Semipalatinsk", registered in April 1989.

In June 1989, at the First Congress of Soviet Deputies in Moscow, Suleimenov set out the goals, tasks and requirements of the organization. The charter of the first non-governmental organization of Kazakhstan, which is the International Antinuclear Movement "Nevada-Semipalatinsk", specifies two main goals: the closure of the test site and the rehabilitation of the affected population, and the improvement of the environment. The first task was completed. The Interregional Scientific and Practical Conference "Public Health and the Environment in the City of Semipalatinsk and the Semipalatinsk Region of the Kazakh SSR", held July 17-19, 1989 in Semipalatinsk, formed a commission which, on the basis of the documents and evidence of citizens examined, recognized the need to close the landfill [12].

At the initiative of the movement, the Supreme Soviet of the USSR adopted an appeal to the US Congress with an appeal to begin a dialogue on the termination of the tests at the parliamentary level. The movement organized numerous protests, rallies, lessons of peace. So, on October 4, 1989, after the explosion of a nuclear charge with a capacity of 60 kilotons, a rally was held near the building of the Ministry of Defense in Moscow. In October, miners of Karaganda came out in support of the anti-nuclear movement. On October 19, 1989, an explosion with a capacity of 75 kilotons was made on the territory of the Semipalatinsk test site, which was the last. Its consequence was numerous rallies in Moscow, Alma-Ata, Karaganda, Pavlodar, Semipalatinsk, in the village of Karaul in the Abai district, where demands were made to close the landfill [13].

On October 23, 1989, Olzhas Suleimenov, in his speech at the session of the Supreme Council, based on the fact that the government did not keep promises to reduce the number and power of the explosions, reported on the people's moratorium when any subsequent test would cause a general strike in Kazakhstan. At the end of October of the same year, at a session of the Supreme Soviet of the USSR, Olas Suleimenov and academician Andrei Sakharov put forward a proposal to proclaim a unilateral perpetual moratorium on nuclear explosions by the USSR. On November 14, 1989, the Supreme Council of the Kazakh SSR adopted a resolution on the detrimental effects of tests on public health and appeals to the Supreme So-

viet and the government of the Soviet Union with a request to close the nuclear test site. On November 27, 1989, the Supreme Soviet of the USSR passed a resolution instructing the government to consider closing the Semipalatinsk test site [14].

In the spring of 1990, on the initiative of the movement "Nevada-Semipalatinsk" joint actions are conducted in the USA, Great Britain, Japan, Germany and Kazakhstan under the motto "The Wave of Peace". On April 3-4, 1990, prominent scientists and anti-nuclear activists took part in the scientific conference "Ecology-Human-Nature". On May 22, 1990, the Supreme Soviet of the Republic adopted a resolution on the closure of the Semipalatinsk test site. On 23-27 May, an anti-nuclear movement in Almaty, in conjunction with the "Movement of Physicians for the Prohibition of Nuclear Weapons", held the International Congress "World Voters Against Nuclear Weapons", and in September 1990, an international Peace March under the slogan "For a world without violence. For the survival of the Earth "with the participation of Soviet and American representatives, who put forward a call for the cessation of nuclear testing in Nevada. Significant steps have also been taken to stop nuclear testing at the state level. Thus, in the Declaration on State Sovereignty adopted by the Supreme Council of Kazakhstan on October 25, 1990, Article 11 declared the prohibition of the development, production and testing of nuclear weapons on the territory of the republic [15].

Participants of the movement "Nevada-Semipalatinsk" continued active operations in the international arena. On November 25-29, 1990, a delegation with the participation of members of the parliaments of the USSR, the United States and Great Britain, which included Olzhas Suleimenov, met with visiting the capitals of the states. The leaders of the states were handed the texts of the Open Letter written by more than 2000 parliamentarians from 42 countries, calling for the banning of nuclear tests in the world.

Activists of the movement "Nevada-Semipalatinsk" took part in mass actions at the testing range in Nevada, a rally in New York. The branch offices are open in all regions of Kazakhstan, as well as in Russia, the USA, Italy, Japan, Turkey and other countries. The regional East-Siberian Committee of the movement was established with the center in Barnaul, in May 1991, the foreign movement of the Movement was established in Turkey, in June the North-West in St. Petersburg.

On August 29, 1991, a tense struggle for the cessation of nuclear tests at the Semipalatinsk test site was crowned with success. President of the Republic of Kazakhstan Nazarbayev signed a decree "On closing the Semipalatinsk nuclear test site". Kazakhstan was the first to take a real step towards universal nuclear disarmament: it closed the Semipalatinsk nuclear test site, the fourth in terms of its destructive power, nuclear potential.

The program of the movement "Nevada-Semipalatinsk" has joined the program of the international anti-nuclear alliance. The Treaty on the Comprehensive Prohibition of Nuclear Weapon Tests was adopted. Most countries put their signatures under it [16].

In the asset movement there are victories that Kazakhstan can be proud of and the entire anti-war movement of the planet. In 1989, the movement stopped 11 explosions at the Semipalatinsk test site, out of the planned 18. Only 7 succeeded, the last explosion took place on October 19. "The movement, uniting scientists, writers, employees, workers and many people of all ages, has made a huge contribution to the struggle to close the Semipalatinsk nuclear test site and to suspend the activities of other test ranges of the world. Olzhas Suleimenov's merit in the anti-nuclear movement is great, "the Pre-

sident of Kazakhstan, NA Nazarbayev, gave such assessment to the movement and its leader [17].

The second goal of the movement "Nevada-Semipalatinsk" is the improvement of the environment, which is much longer in time. It requires not only financial costs, but also huge human resources.

Currently, the movement was named "Nevada-Semey" in connection with the renaming of the city of Semipalatinsk in Semey in 2007. Realizing the importance of work in achieving peace on Earth, Olzhas Suleimenov, president of the Nevada-Semey MAD, announced that it is time to transfer the peace relay to the hands of the younger generation. The young inhabitants of Semey signed 100 thousand subscription lists supporting the idea of renouncing nuclear weapons. In total, more than half a million signatures were collected in Kazakhstan. Then the collection of signatures is distributed to all countries of the world with the aim of creating a special international fund, where young people work, urging the world to recognize nuclear weapons outlawed [18].

Having examined examples of organizations whose activities are aimed at the implementation of nuclear disarmament, we have identified the following key provisions on anti-nuclear movements:

1) Nuclear disarmament is not directly a complete refusal of the state from nuclear weapons, but represents a process of gradual reduction of the arsenals of nuclear weapons, their carriers and delivery vehicles, as well as production;

2) The movements on nuclear disarmament are international socio-political organizations that have their own structure and institutional mechanisms;

3) Major public organizations such as the Movement for Nuclear Disarmament in the UK, Doctors for the Prevention of Nuclear War and the Nevada-Semey movement have proven over the years that the nuclear disarmament move-

ments, through their efforts to promote nuclear disarmament are able to earn the approval of the international community (the Nobel Peace Prize in 1984, the organization "Physicians for the Prevention of Nuclear War"), affect the significant reduction in the number of nuclear weapons (UK) and contribute to the complete abandonment of nuclear weapons states (Kazakhstan).

The activity of anti-nuclear movements proves their effectiveness and the need to implement nuclear disarmament processes in the context of international security. The movement of the Campaign for Nuclear Disarmament in Great Britain proves that even though some states do not completely abandon their nuclear capabilities, partial and gradual nuclear disarmament can be carried out and carries positive results.

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SUBJECTIVE MODALITY IN LITERARY TRANSLATION FROM RUSSIAN INTO ENGLISH

Gersonskaya Valentina
Kazakh-American Free University, Kazakhstan

In literary translation theory and practice, issues related to rendering subjective modality appear to be quite relevant. The inventory of means of expressing subjective modality - a relation between an external entity and the proposition [Bally, 2001] – is unique in every language; therefore, to adequately translate a literary text, one should be aware of the specifics of expressing subjective modality both in the source and the target languages. The article attempts to generalize some specifics of expressing subjective modality in the Russian language from the literary translation perspective.

The modern theory of the subjective modality category in the Russian language is based on works of V.V. Vinogradov [Vinogradov, 1975], who noted that modality is a basic language category, different in languages, which are not similar typologically. The concept "modality" and modal means undergo historical changes. In European languages, the category is expressed on all language levels.

The category, which enables the writer to express the speaker's attitude to the content of the statement, is obligatory for the artistic text, the specificity of which lies in the aesthetic impact, it has on the reader and the creation of imagery. Its characteristic features are cultural coloring and clearly perceived belonging to a certain time period; various deviations from the norms of the literary language, inherent in the majority of texts; a certain communicative situation; types of sequences as well as stylistic devices and expressive means unique for the text; deviations from the maximum possible semantic accuracy in favor of figurativeness and expressiveness; close connection between artistic images and linguistic categories, as well as the individual style of the writer. In both English and Russian, the subjective modality is expressed at different text levels, with several modal means converging in the same sentence / text passage, which contributes to the enhancement of the stylistic effect [Arnold, 2002].

Generalization of early research dedicated to means of expressing subjective modality in the Russian language (V.V. Vostokov, E.M. Galkina-Fedoruk, I.P. Chirkina, G.V. Kolshansky, I.P. Galperin, Zh. Vandries, N. Alexander) let Prosvirkina [Prosvirkina, 2002] summarize their ideas. Vostokov includes intonation, conjugated verbs, modal words and particles, and special syntactical structures. On Galkina-Fedoruk's list are repetitions, predicates expressed by verbs, certain sequence of tenses, melodic repetitions, refrains, word-order in the sentence phraseological units and detached parts of the sentence. Prosvirkina notes that, in general, approach to subjective modality depends upon the branch of Linguistics. On the phonetic level, focus is on means of creating euphony, in stylistics they consider polysemantic words, homonyms, synonyms, antonyms and words restricted in use, some scholars note that expressive means and their convergence, contrast or repetition result in certain effects. According to Chirkina, subjunctive modality is in parenthesis, modal particles and parts of words functioning as modal particles, expressions with conjunctions and conjunction-like particles, word-order, interjections, repetitions and special syntactical structures. Kolshansky emphasizes that subjective modality can be expressed not only by lexical, but grammatical means as well and focused much on the potential of

modal words. Galperin approaches subjective modality from the perspective of text stylistics stating that modality should be considered on the text level. Noting that subjective modality is created at different text levels – morphological, lexical, phraseological, syntactical, compositional and stylistic, he singles out epithet, simile, periphrasis, indirect characterization, interjections and the text in general.

Our interest lies in specifics of rendering some language means expressing subjective modality in the Russian language in literary translation into English. Therefore, the article will focus on most common modal means as well as those language units rendering of which in literary translation can be rather challenging.

In written texts in the Russian and the English languages, subjective modality can be shown by means of graphons, detachment, punctuation marks and parcellation applied to show intonation, pauses and logical stress as well as manner of speech which express the emotional state of the speaker in discourse. Graphon, deliberate distortion of the spelling of a word or phrase in order to show its actual pronunciation [Kukharenko, 2000], is increasingly popular in Russian literary texts, and as it is widely used in contemporary English, in the majority of cases, its rendering into English will be absolutely easy. Parcellation can be defined as an expressive syntactic construction - the deliberate dismemberment of a text, bound intonationally and in writing, into several punctuation-independent segments. As, in writing, the indicator of a syntactic gap is a period (full stop) or another sign of the end of a sentence), parcellation enables the reader to feel this pause and intonation when reading [Apetyan, 2015]. In rendering parcellation, which is typical for the both languages, one should be aware that in Russian subjective modality can be only found in the so called 'strong' parcellation [Chernobrivetz, 2005]. In her work Types

of Parcellation in the Russian Language (K voprossu o tipakh partsellyatsii v russkom yazyke), Chernobrivets notes that strong parcellation implies breaking those syntactical connections between sentence members, which are mandatory in the literary language. And, as a result, neither parcellation nor the rest of the sentence have any structural or semantic completeness. With weak parcellation, the main part of the sentence can function without it, whereas parcellation cannot be understood.

Detachment, highly expressive in the English language, is not significant for subjective modality in the Russian language. According to Skovorodnikov, Russian detachment is only of grammatical significance and does not have any modal meaning [Skovorodnikov, 1982].

Inversion, which is of great stylistic significance for the English language, is quite common for the Russian language, however, we cannot include it into the group of language means with high modality, as the free word-order possible in Russian sentences does not make it very expressive.

Particles with the subjunctive modal meaning are widely used in Russian discourse and in writing and can be divided into the following groups:

- exclamatory particles (*chto za, kak*);
- particles expressing doubt (vryad li, edva li);
- particles-intensifiers (dazhe, zhe, daze i, ved', ni, uzh, i vsyo taki);
- ambivalent particles implying meiosis or demand (*-ka*).

In general, Russian syntactic means of expressing subjective modality include evaluative nominative sentences with emotive nouns and modal particles *chto za* (ambivalent; used in exclamatory sentences with emotive words to express delight, indignation, irritation, etc.), *vot eto* (used in exclamations to express surprise

or delight), *prosto* (used as an intensifier, 'absolutely') and sentences with the modal particle *kak*, a personal pronoun in the 3d person, and a verb (*Kak on smeyet mne ukazyvat'?*); interrogative sentences with modal particles, set expressions, as well as subject sentences without a predicate, infinitive sentences, exclamations, sentences expressing order or wish, and rhetorical questions also have modal meaning.

In the Russian and the English languages, there are quasi-sentences, whose stylistic effect is based on the change of their syntactical meaning. They are similar in structure and have the same modality. Quasi-affirmative and quasi-negative sentences normally express negative emotions and are characteristic for affected colloquial speech, e.g.:

A ya hot' slovo o den'gakh skazala?

Did I say a word about the money?

Chto tolku v muzhike, kotoryi v butylku zaglyadyvaet?

What's the good of man behind a bit of glass?

The inventory of lexical means of expressing subjective modality in the Russian and English languages is practically identical. It includes stylistically colored lexis, stylistic devices and expressive means, modal words, modal verbs and expressions, and interjections [Skrebnev, 2003]. The difference lies in the Russian tendency to show subjective modality with the help of modal words used as a part of the predicate. They are *moch'* ('be able')*, khotet'* ('want'), *zhelat'* ('wish'), *mozhno* ('may'), *vozmozhno* ('possible'), *zhelatel'no* ('desirable'), *nuzhno* ('necessary'), *dolzhen* ('must'), *nameren* ('be intended'). In general, modal particles are quite typical Russian modal means. Many of them are associated with introductory modal words which express the degree of assuredness in the utterance: *vryad li* ('highly unlikely'), *edva li* ('unlikely'), *nebos'* ('most likely') [Zolotova, 2004].

The both languages make use of modal words in utterances which from the point of view of the speaker are true (*deistvitel'no* – 'really', *konechno* – 'certainly'*) or false (kazalos' by* – 'might seem, might expect, seemingly adj.' *)*, as well as in case when he/she is hesitant whether something is true or false (*navernoe* – 'perhaps', *skoreye vsego* – 'likely') [Razlogova, 1998].

Certain difficulties may occur in rendering Russian interjections as many of them are ambivalent, i.e. they can render emotions, which are opposed, e.g. *Bog moi!* can express surprise, indignation, joy, etc. To such interjections they refer *Vashche! Vot kak! Gospodi! Bog ty moi!,* etc. [Apetyan, 2015].

In Russian written texts and discourse, evaluation by means of words in figurative meaning is quite typical: *vorona* ('crow' - an absent-minded person), *dyatel* ('woodpecker' – slang: dupe, sucker, sap), *chulok* ('stocking' – a mannish woman-scientist), *tryapka* ('duster' – milksop, 'a spineless person'). Other powerful lexical means include groups of synonymous adjectives, where one of the adjective has the negative prefix ne- (*nedobry-zloi* – 'unkind - wicked', *nedalyokiy - blizkiy* – 'not far – close'), numerous groups of expressive synonyms (*neschastye-gore-katastrofa* – 'grief – trouble – catastrophe').

Of special importance is frequent use of morphemic means of expressing subjective modality, i.e. suffixes. We consider these means of expressing modality most challenging, as the English language does not have the same inventory of modal suffixes. Moreover, it is these language means which modal meaning is either not translated at all, or it is done inadequately. In Russian grammar textbooks, eight groups of suffixes with modal meaning are normally specified:

- diminutive suffixes *–ik, -chik,* used for derivation of nouns of masculine gender (*slonik* 'little elephant', *stolik* 'small

table');

- diminutive suffixes –*k-(a)*, - *ochk-(a)*, -*its-(a)* used for derivation of nouns of feminine gender (*sestritsa* 'dear sister', *dochka* 'dear daughter');

- diminutive suffixes –*ts-(e)*, -*ts-(o)*, -*i-ts-(o)*, *i-ts-(e)* used for derivation of nouns of neuter gender (*bolotse* 'marsh', *pis'metso* 'letter');

- ambivalent diminutive suffixes – *ushk-(o)/-yushk-(o)*, -*ushk-(a)/-yushk-(a)*, -*yshk-(o)* used for derivation of nouns of all genders (*izbushka* 'small house', *starushka* 'old woman', *khlebushko* 'bread');

- ambivalent suffixes –*ishk-(o)*, -*ishk-(a)* used for showing contempt or sympathy (diminutive) (*zaichishka* – 'little hare', *pal'tishko* 'old/worn, /dirty/ cheap, etc. coat');

- suffixes -*on'k-(a)/-en'k-(a)*for derivation of masculine and feminine nouns with the modal meaning 'contempt' (-*sobachyonka* 'small unpleasant dog', *devchyonka* 'unpleasant girl');

- suffixes -*on'k-(a)/-en'k-(a)*for derivation of masculine and feminine nouns with the diminutive modal meaning (*devon'ka* 'nice girl', *dochen'ka* 'dear daughter');

- suffixes –*ishch-(e)*, -*ishch-(a)* used to derive nouns of all genders with the meaning of exaggeration (*tarakanishche* 'huge cockroach', *knizhishche* 'huge book').

To the list, Rozental', Valgina and Fomina add the suffixes –*ysh* (*glupysh* 'stupid', *malysh* 'baby') and –*onok/yonok* (*vnuchonok* 'grandson') [Valgina, Rozental, Fomina, 2002].

The above-mentioned morphological means of expressing subjective modality are often found in Russian literary texts, mostly in proper names. Current translation practice demonstrates it that these modal means, with rare exception, are either not rendered into the English language (translators use either transcription or transliteration) or it is done inade-

quately. Specifics of nouns with modal suffixes, particularly, proper names lies in the cultural information implied in them. Therefore, each particular case requires consideration of both linguistic and extralinguistic information conveyed in the text to be translated [Borissova, Gersonskaya, 2014]. Cultural specifics of some means of expressing subjective modality in the Russian language requires insight research and developing certain recommendations on rendering their modal meaning in literary translation from Russian into English.

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NEW METHODS OF TEACHING ENGLISH IN THE MODERN CLASSROOM

Maznitsyna Natalya
Secondary school №37, Kazakhstan

While traditional methodologies such as the audio lingual and direct methods still offer useful elements, they're clearly outdated in the modern classroom.

As we know that methodological approach in teaching foreign languages may be divided into three groups. They are *passive methods, active methods and interactive methods.*

If we speak here in the first place about the **passive methods**, it should be noted that in passive methods a teacher is in the center of teaching. He plays active role but the learners are passive. Control can be carried out by the way of questions, individual and control work, tests etc. In **active methods** learners are also active. Their role and activity is equal in the process of interaction. Learners may ask questions; express their ideas with a teacher. The last but it is in the first nowadays **interactive method** or approach is a modernized form of active methods. Interactive methods are the methods that involve co-education, i.e. collaborative learning: students and teacher are the subjects of learning [1; 14]. The main distinguishing feature of interactive teaching methods is an initiative of students in the learning process, which is stimulated by teacher

from the position of assistant partner [2; 48].

Within the lesson of a foreign language, teachers use the following interactive methods and techniques:

Brainstorming; conferences / discussions; cluster; role-playing / business games; multimedia learning; business game; carousel; aquarium; the concept wheel; Brownian motion; decision tree; receiving a mental (intellectual) card; debates; jigsaw; cinquain; case-study; thick and thin questions; circles on the water; zigzag; case, mincer, basket; reasoned letter.

Brainstorming. It is technique for generating new ideas on a topic. This method stimulates creative activity of the learners in solving problems and expresses their ideas quickly. Teacher should listen to all utterances and not criticize them. Instead of this he inspires the learners to give as many variants of solving the problem as he (or she) can. At the end of brainstorming activity all the expressed utterances are written and then analyzed. Therefore, one of the main conditions of brainstorming is avoidance of criticism [2].

Icebreaker. This technique is used to create comfortable and friendly relationship between learners at the beginning of the lesson. The purpose is to remove communicational ,barrier and overcome some difficulties in communication.

Discussion. This type of interactive method requires studying teaching material on the theme before starting discussion. After having learnt the lexical-grammatical material on the theme the learners may start discussion. This method helps the learners consistently and logically expresses their ideas by presenting grounds for their utterances. The learners work in small groups and this improves their activity because every member of the group may express his/her ideas and takes part in the discussion.

Cluster/ mental map. Cluster can be used in all stages of teaching English to both young and aged learners. In presenting new words a teacher writes a new word on the blackboard. And then learners tell the words that can be used together with the given word. This method involves all the learners into active work and forms of motivation.

In a mental map the teacher clearly sets out the problem or issue that needs to be addressed. Such cards are diagrams, that represent various ideas, tasks, theses connected with each other and about the card allows us to cover the whole situation as well as keep a lot of information in the mind simultaneously in order to find the links between the individual sites, the missing elements, remember the information and be able to reproduce it even after a long time [1; 16].

Role playing. Role playing involves the learners into active work by positively influencing on their inner activity. This creates favorable conditions for cooperative work. Such atmosphere creates their motivation, personal potentials of inner activity and helps to form practical skills and habits.

Multimedia learning. This is the next innovative method. It is the combination of various media types as text, audio and video materials by the help of which teacher present information to the learners. By using information technology as an innovative teaching and learning strategy in a problem based learning teacher tries to motivate learners to active knowledge through real life problems.

Business games unlike other traditional teaching methods allow you to reproduce the situation more fully, to identify problems and their causes, to develop solutions to the problems, to evaluate each of them, to make a decision, and to determine the mechanism for its implementation.

Carpet of ideas is one of the meth-

ods of solving problems. It takes place in three stages. Students are divided into 3-4 groups. The first stage understands the problem. Participants are invited to answer the question why there is such a problem.

The group writes the answer on sheets of colored papers and then hangs on the poster "Carpet of Ideas. The second stage is the search for solutions. What can be changed? Each group offers its answers and writes them on sheets of colored paper.

The third stage is the individualization of activity. What I personally do to change the existing situation. The fourth stage is the evaluation of ideas. Individual decision making: what I can do to solve the problem and what I will try to do.

Carousel is an interactive method of work, in the process of which two rings are formed: internal and external. The inner ring is formed by the students sitting motionless, and in the outer ring the pupils change every 30 seconds. Thus, they manage to say a few topics in a few minutes and try to convince them that they are right.

Aquarium is a performance where the spectators act as observers, experts, critics and analysts. Several students play the situation in the circle, while the others observe and analyze it.

Brownian movement approach assumes the movement of students in the class with the purpose of collecting information on the proposed topic while working on the grammatical constructions studied. Each participant receives a list of questions-quests: «Interview your groupmates what subculture they belong to or share ideas with» or «Who can help teenagers cope with their problems?" The teacher helps formulate questions and answers and ensures that the interaction is conducted in English.

Jigsaw. Students are grouped in groups of 4–6 people to work on educational material, which is divided into logical and semantic blocks. The whole team can work on the same material, but each member of the group gets a topic that he develops especially carefully and becomes an expert in it. Meetings of experts from different groups are held, and then each one reports in his group about the work done. The students are interested in ensuring that their comrades conscientiously fulfill their task, this may affect the overall final evaluation. Reports on the whole topic are given to each student individually and the entire team as a whole. At the final stage, the teacher can ask any student in the group a question about the topic.

A cinquain is a specific type of poem. It has five lines, but they do not rhyme. Each line has a set number of syllables:

Line 1 - One word, also the title;

Line 2 - Two adjectives that describe the word in line one;

Line 3 - Three words that give more information about the subject;

Line 4 - Four words that show emotion about the subject - individual words or a phrase / sentence;

Line 5 - Synonym of the title or a word very similar to it.

A cinquain typically has vivid imagery and is an attempt to express a specific mood or emotion.

A **decision tree** is a decision support tool that uses a tree-like model of decisions and their possible consequences, including chance event outcomes, resource costs, and utility. It is one way to display an algorithm that only contains conditional control statements [4; 42].

For such techniques as **Bloom`s Cube** learners will need an ordinary paper cube, on the sides of which it is written: -Name it. -Why. –Explain. –Suggest. Think of it.

- Share. At the first stage the theme of the lesson is formulated. The theme should be closely connected with the questions to be answered. At the second stage

the teacher throws the cube. The dropped face will indicate: what type of question should be asked. It is more convenient to be guided by the word on the verge of a cube - the question should begin with it.

Case-study is training specific situation specially developed on the basis of factual data for subsequent analysis in the classroom. In the case study students learn to work in «a team», to analyze and to make management decisions. A case is a complex phenomenon and it should contain the most realistic picture and the specific facts and have a stable set of characteristics. Each case should include the following aspects: the problem, conflict, role, event, and activity, temporal, and spatial. The students' task is to understand the proposed situation, a description of which reflects not only the practical problem, but also updated previously digested complex knowledge, articulates and characterizes the problem and develops an algorithm of activity that leads to the problem solution.

Thick and Thin Questions. Thick questions begin with: Why...How come...I wonder...What would happen If..? Learners could not answer that question with one word. The answers are long and involved and need to be researched. These are so called Special questions. Thin questions can be answered with a number or a simple Yes, or No fall in this category. These are so called General questions.

The concept wheel can be effectively used at the challenge stage. Students need to choose synonyms for the word located at the center of the conceptual wheel and write the sectors of the wheel.

Circles on the water. This method is a universal mean to activate the knowledge of students and their speech at the beginning of the lesson. The main word may be connected with study, concept or phenomenon. This word is written in a column and for each letter can be selected nouns, verbs, adjectives or phrasal verbs [3; 17].

Zigzag. This technique is used when it is necessary to work with a lot of information at the lesson. At the first stage the class is divided into equal parts and each learner receives his or her special task. Each learner works with his or her individual task. At the next stage learners with the same tasks are formed into groups, discuss their tasks and choose the best one. At the third stage they go back into their first groups and present their parts of the work in a better way. During the last stage each member presents his or her abstract one by one forming the whole text or paragraph.

Case, Mincer, Basket. This technique is used at the end of the lesson at the stage of reflection. Learners must choose one of three things. Learners can decide what they will do with information given at the lesson. Case means that everything can be used by learners in future. Mincer must be chosen by learners if they want to repeat information once more. Basket means that all information should be thrown into the basket.

Reasoned letter. This technique is also used at the end of the lesson at the stage of reflection. Within a few minutes learners express their own thoughts on the topic or may give advice to the hero in any form [5; 8].

Table 1. Analysis of effectiveness of strategies used in the implementation of interactive learning

Name of the strategies	The aim of applying of the strategies	Results of applying of the strategies
- Bloom`s Cube - Brainstorming - Press Method -The method of Clus-	- learn how to think critically; - give your own point of view, share your ideas; - to take part in discussions be-	A learner can -gives his / her point of view; - to be active in your position; - to argue;

ters - Icebreaker	tween learners; - to take part in discussions with a teacher; - draw conclusions and give recommendations;	- refute the wrong position of the classmate; - to encourage everyone to participate in discussion and learn the necessary information.
-The Tree of success - Cinquain -The basket of ideas - Thin and thick questions - The carpet of ideas	- give and argue your point of view; - learn to base your own thoughts with examples and arguments; - learn to draw recommendations; - solve complex problems based on an analysis of circumstances and relevant information; - think over alternative opinions; - make thoughtful decisions; -to take part into discussions;	- to learn to express your thoughts accurately in reports and statements; - defend your point of view actively; - give objections to the position of your classmates; - get the opportunity to build your own activity, which leads to a high level of intellectual and personal activity, involvement in the learning process.

Table 2. Analysis of effectiveness of strategies used during the stages of the lesson

| Strategies which are often used at the beginning of the lesson	The aim of strategies which are used at the beginning of the lesson	Strategies which are often used for studying of new material	The aim of strategies which are used at the main part of the lesson	Strategies which are often used at the end of the lesson	The aim of strategies which are used at the end of the lesson
- Brainstorming - Cluster -The basket of ideas - Find the pair -Method Press - Thick and Thin questions - The concept wheel -Circles on the water	Can define the level of lexical and grammatical skills and abilities	-Thick and Thin questions -Method Press -Thick and Thin questions - Zigzag -Brownian movement	For learning new material	The tree of success - Cinquain - Case, Mincer, basket - Method Press - Thick and Thin questions - Reasoned letter	For feedback and evaluation of the work which is done
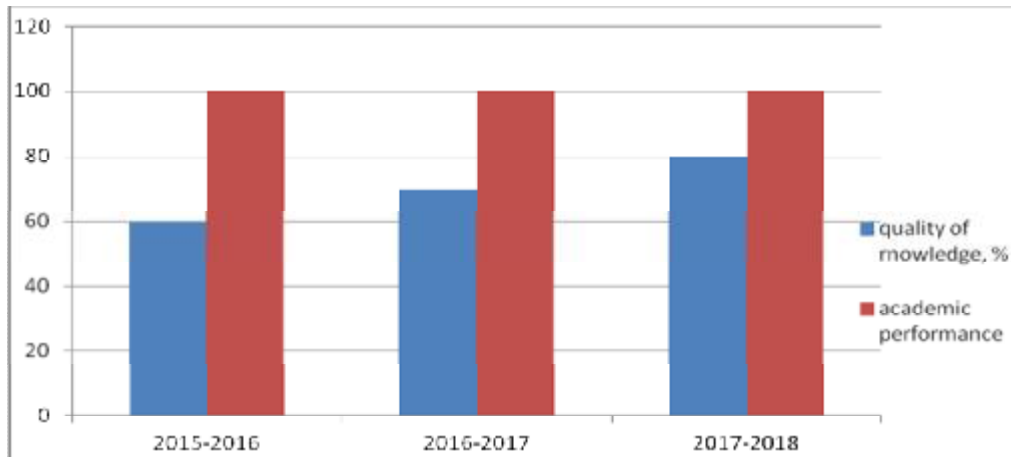
Figure 1. Dynamics of productivity of training of students of a Municipal Public Institution «a multidisciplinary middle school №37» in grades 6-8 of academic years 2015-2018

Each teacher is able to come up with and implement in the educational process effective methods and methods of organizing speech interaction of students in a foreign language lesson. Many of these techniques I use in my lessons.

It should be noted that all interactive methods and techniques

• to make knowledge more accessible;

• to learn how to formulate their own opinion, to express their thoughts correctly, to build evidence of their point of view, to be able to argue their point of view, to lead the discussion;

• to learn how to listen to the other person, to respect an alternative view;

• to simulate different situations and resolve them jointly, to enrich their life experience;

• to learn how to build a constructive relationship in the group, to determine their place in it, to avoid conflict, to resolve them, to reach compromise, to seek to the dialogue;

• to analyze accounting information, to take an imaginative approach to the educational process;

In conclusion the using of different types of interactive teaching methods to improve training of future education specialists contributes to the formation of high-quality specialist, able to quickly and correctly make decisions in difficult situations, as well as independence, initiative and competitive at the labor market.

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THE POSSIBLE CONSTRAINTS AND CHALLENGES OF THE CLIL APPROACH

Kakenova Gauhar, Kikina Marina
Kazakh-American Free University, Kazakhstan

Most studies on CLIL concentrate on the many structural difficulties surrounding its implementation. From a lack of sustainable teacher supply and insufficient pre- or in-service training, to the difficulties in sourcing teaching materials and overcoming parental reluctance, the road to CLIL is not straightforward even for the most committed. This paper wants to take a few steps back and analyze critically some of the claims which rest on CLIL's inherent characteristics. It will specifically focus on the cross-curricular model of CLIL, on which the majority of research is carried out. By reviewing some of the latest evidence and considering the interaction between CLIL's features and contextual factors, this review will try to provide a clearer picture of CLIL's potential and its limitations.

The claims can be summarized as follows:

a) CLIL leads to a higher level of attainment in EFL;

b) CLIL improves motivation in all learners;

c) CLIL benefits learners of all abilities;

d) CLIL increases intercultural awareness.

The first claim supposes that CLIL is to lead to an increased level of linguistic proficiency in several ways. The best example of this is Coyle's model [1] of linguistic progression in 3 strands: language of learning (needed to access basic concepts in a given context), language for learning (language needed to operate and interact with the content in a given context), and language through learning (incidental language that results from active involvement with the task). CLIL claims thus to make transparent and accessible all language needed for successful completion of tasks and knowledge acquisition in a way that is not always found in content subjects.

The growing research evidence largely supports this claim. The outcomes of most CLIL programs are unsurprisingly positive, with CLIL students displaying higher levels of proficiency and higher communicative competence than their non-CLIL peers. However, the differences are not always substantial. Moreover, researchers suggest that the profile of CLIL learners is similar to that of their historical predecessors, Canadian immersion students [2]. CLIL students largely outperform their non-CLIL peers in listening and reading comprehension, fluency and range of vocabulary, but less often so in pronunciation, accuracy and complexity of written and spoken language.

What this evidence suggests is that the tension between language and content which CLIL theoretically had resolved still prevails. Although the 4C model was originally created in response to the lack of balance between content and language observed in some early versions of CLIL, it does not appear to be sufficiently underpinning practice [49]. It seems that in the CLIL classrooms, which are legitimately content-led, there is still an insufficient focus on form that can lead to some errors and thus to a stagnation of progress just like in traditional EFL models.

The CLIL model, like any others, has therefore obvious limitations. However, this is something rarely recognized. The risk is that an overestimation of its potential together with the current lack of definition of expected linguistic outcomes can lead to an early and unfair disappointment with results. To resolve the ten-

sion between content and form, two different measures are needed. Firstly, a better theoretical model for the integration of content and form in CLIL needs to underpin successful practice. This model could also provide the basis for a better coordination of CLIL and foreign language lessons, integrating the linguistic dimension of CLIL and the foreign language lessons in one curriculum.

A useful starting point to coordinate instruction could be Ellis' findings that the extent to which explicit instruction of structures is needed depends on their availability in unfocused tasks through naturalistic exposure [3]. CLIL lessons, while less conducive to controlled practice on form, can nonetheless focus on it through two strategies. They can introduce tasks that encourage learners to become more aware of form, and crucially, they can engage learners in self-repair on form more systematically. In this sense, teachers' prompts (repetition, clarification requests and feedback) act as an opportunity to elicit form practice during a meaningful interaction, by forcing learners to move from semantic to syntactic processing. This is the only way in which CLIL lessons can enable learners to reconstruct their inter-language efficiently and can sustain their linguistic growth. From a practical point of view, using joint FL and CLIL assessment policies for linguistic aspects could be a useful strategy.

A second measure to better balance content and language would be to establish what linguistic outcomes are reasonably to be expected of CLIL programs. It has been pointed out that the specific socio-pragmatic conditions of CLIL classrooms impose restrictions on all aspects of the communicative competence acquired by CLIL learners. There is a need in CLIL classrooms to ensure learners have access to a maximally rich environment, from a communicative point of view, as is possible within the constraints of an educational institution.

Another approach increasingly found in recent research is to define the objectives of CLIL from an instrumental point of view, based on what the learners are most likely to do with the foreign language. Since in most CLIL, the vehicular language is English, it has been suggested that the acquisition, manipulation and display of knowledge is the aim of CLIL. This approach, while undoubtedly pragmatic, entails however a fairly restricted and uninspiring view of what language learning is about. The issue of defining linguistic objectives is thus not a straightforward one, but nonetheless essential if the integration of content and language is to be achieved and if CLIL is going to survive as a valid methodology.

Through its integration of cognition and language, CLIL has undoubtedly the potential to lead to higher levels of attainment. However, if CLIL is to realize its full potential, it needs to resolve the tension between content and language that is emerging from CLIL practice. Both theoretical and practical adjustments are required so that CLIL can fully contribute to the learners' balanced and ongoing linguistic development. This is the only way that CLIL can avoid producing learners whose productive skills seem "linguistically truncated albeit functionally effective" [4].

The second claim from the above list deals with the students' motivation. CLIL, with its integration of language and non-language content, can boost motivation by providing a legitimate and authentic context for language use. In CLIL, the language becomes the means rather than the end in itself and this leads to a significant reduction in the amount of anxiety expressed by learners. The content-led nature of the lessons allows the learners to engage with them at a more creative and challenging cognitive level and provides opportunities for genuine interaction with

others, oneself and the world over a varied range of contexts. CLIL proposers also mention the possibility of the so-called "double effect", i.e., positive attitudes towards the content subject may transfer to the language subject [5].

However, in all of these studies, the CLIL effect shows also some significant limitations. In Lasagabaster [6], CLIL learners experienced a visible deterioration in their attitudes towards the foreign language, more so the case than their non-CLIL peers. What this suggests is that, as one would expect, CLIL, on its own, cannot solve the motivation problems associated with learning languages. The motivation to learn the content cannot be taken for granted, but neither is content on its own the source of all motivation. Motivation is an environmentally sensitive entity that needs to be created, but also maintained and reviewed. Other factors are at play, not least the classroom environment and specific methodology. Hood (in Coyle et al. 2010) had already identified the need to preserve the learners' self-esteem in the initial stages of CLIL while they adjust to the new challenge [5]. The implication for CLIL teachers is the need to provide plenty of positive feedback.

To summarize, CLIL can enhance learners' motivation and overcome the main shortcoming of communicative language teaching by proving a meaningful context for authentic communication around relevant and cognitively challenging content. While it responds to long-establish short-comings in EFL teaching, CLIL has its own limitations. It must be complemented by good practice into positive feedback and a variety of teaching styles to support the achievement of all learners. More importantly, where relevant, it must be coupled with active attempts at counteracting social perceptions of otherness and language learning. Combined with all these factors, the potential for CLIL to boost motivation could be a

powerful tool.

The next claim's proposers state that it not only increases linguistic proficiency, but that it also enhances content knowledge, cognitive skills and creativity in learners of all abilities. A substantial body of research proves that CLIL learners suffer no disadvantage in their levels of achievements in their first language or the content subjects, and that very often they outperform their non CLIL peers. This enhanced grasp of content knowledge is explained by two different factors: the relation between language and content in CLIL lessons and the so called "double processing".

The dual focus of CLIL means that the relationship between language and content has to be totally transparent. In this sense, CLIL exposes the linguistic issues in subject content in a way that is often absent in non-language subjects. This makes CLIL teachers more aware of the linguistic needs of the learners and thus more effective at ensuring comprehension [7]. However, this approach relies on a balanced integration of content, language and cognition, which is still not always the case. A failure to analyze and provide for the linguistic needs of learners will inevitably fail the weakest because of the intrinsic challenge of CLIL.

Often CLIL teachers lack a sufficiently wide repertoire of strategies to put academic content into an inter-language that is understandable, stretching and sound from a content perspective. The problem is compounded by the fact that subject teachers involved in cross-curricular CLIL do not often recognize that their subjects are a place for language development and practice as much as content acquisition. Therefore, CLIL's potential to raise all students' achievement will depend on there being sufficient acceptance of the role which language plays in mediating content. The so called "double processing" refers to how CLIL learners

process speech in a foreign language in order to take in new information, while at the same time integrating the new knowledge in an existing corpus. While this provides learners with a motivating challenge, it also has a number of potentially negative side effects.

Firstly, it means that a lack of linguistic proficiency may be a serious barrier to understanding and learning. The problem can be made worse if coupled with insufficient teacher proficiency or a limited range of teaching strategies to support linguistic development. A second implication of "double-processing" is that it can lead to a longer teaching process and a concentration on the basics to the exclusion of the wider elements of the subject. However, this may not necessarily have a negative impact. It can lead, in the perception of both teachers and learners, to a deeper understanding of concepts. Learners benefit from having to engage more actively with the material to overcome the linguistic barrier and, at the same time, teachers report avoiding overloading students with unnecessary information. The result of both strategies is that learners remember more of the material taught.

CLIL has the potential to lead to better understanding of content and to raise achievement for all, but this will only happen if CLIL is put in the context of optimal teaching practice that provides language development as much as content development. CLIL can be seen as an entitlement for all, with different outcomes for different learners, but it must be accepted that even the best delivered CLIL program because of its intrinsic difficulty may limit the extent to which learners can overachieve. Competitive pressure in the current educational markets and a social attitude still skeptic about foreign languages may limit severely the interest in such programs.

The final claim has already been mentioned above and states that CLIL is generally linked to the development of greater intercultural awareness by providing learners with experiences that would have been impossible in a traditional EFL setting. Although language and culture are inseparable, language work in itself does not necessarily lead to the sort of self-awareness and tolerance of difference linked to intercultural understanding. In CLIL, the key difference is the provision of a meaningful context and the use of the foreign language as a tool to explore and construct meaning. An intercultural ethos is thus a defining feature of the CLIL classroom both a micro-level, through meaningful interactions in the vehicular language and potentially, at macro level, by providing students with the linguistic tools and knowledge to extend their interactions beyond the classroom. The use of new technologies and school partnerships abroad can make CLIL a catalyst for living intercultural experiences, and teachers are encouraged to be proactive in order to fulfill CLIL's potential.

There are potentially some theoretical and practical limitations to this claim. In the CLIL cross-curricular model, it is often the case that the learning of a subject is not culturally located at all, such as in science, mathematics or physical education. In these contexts, the amount of knowledge developed by the learner can be limited. It is also interesting to note that not all CLIL models accord the same central importance to culture and intercultural understanding as Coyle's 4C model. Whereas her model places culture at the centre of the 4C pyramid, other European models place language and communication at the core and culture as a peripheral element [8].

The motivation to learn English is linked less to an interest in the culture, it is associated with and more to its usefulness as a lingua franca. However, even if the motivation to learn English is purely instrumental, developing the full range of

knowledge associated with intercultural awareness is still essential, because a lingua franca is never culturally neutral. CLIL in English, in many ways, has greater potential to develop intercultural awareness than CLIL in other languages, because it multiplies exponentially the range of possible opportunities for contact with a broader range of cultures. It can therefore contribute to placing learning in a truly multilingual context. It is thus essential not only that the intercultural ethos is maintained in the classroom, but also that the cultural elements that underpin English as a language are incorporated in the process. Failure to do so would result in an impoverished CLIL experience for learners.

In fact, this is probably its most solid claim. Its integration of context, language and cognition creates the perfect environment to encourage reflection and self-awareness, while allowing learners to re-appropriate the language as a learning tool in their own context. In this sense, CLIL can allow the learners to step outside their own experience and develop a perspective consciousness of cultural processes more effectively than traditional classrooms. With the growing need for a genuinely global sense of citizenship, this dimension of CLIL programs is probably its most valuable asset and one that cannot afford to come second to the more practical aims of enhancing linguistic proficiency.

To summarize all the above mentioned statements, the CLIL learners can have an imbalanced linguistic development which favors their receptive rather than productive skills, while their motivation is still subject to contextual and social influences. The extra level of difficulty which CLIL entails can leave the weakest learners very vulnerable if insufficient scaffolding is provided for linguistic development, and finally, while CLIL's greatest potential lies in its intercultural dimension, the role of cultural awareness

in CLIL models where English is the vehicular language is less well established.

If CLIL's potential is to be fully implemented, a number of measures are needed. A clearer theoretical model is required to better underpin the integration of content and language in CLIL lessons and the relationship between the CLIL language curriculum and the traditional EFL lessons. In this sense, CLIL could make a crucial contribution to addressing the long standing tension between content and form in all models of language teaching. If CLIL is to be accessible to all learners and leave behind its selective past, it should trigger more integrated and socially inclusive language policies, with a clearer focus on the role that language plays in assimilating concepts across subjects. Its motivational potential needs to be complemented by broader initiatives which counteract social perceptions, and its intercultural aspect needs to be protected from a utilitarian approach which sees CLIL as the way purely to achieve greater linguistic proficiency.

Addressing these limitations is essential for the future of CLIL, not less because there is currently an unmistakable tone about much of the CLIL literature. It is presented as a timely and perfect solution to the demands of the global knowledge society for a multilingual, adaptable workforce, and this has led to a lack of definition and occasional over-estimation of its expected outcomes. Yet CLIL is a costly model, in terms of financial and human resources, and its implementation must be seen to deliver maximum benefits. The risk of implementing CLIL under the weight of unrealistic expectations and without specifically addressing its emerging shortcomings is one that we cannot afford to run. It would lead to CLIL being perceived as a quick fix rather than a timely solution and to a logical yet regrettable disappointment with a model that is genuinely promising.

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INCORPORATING DRAMA ACTIVITIES IN THE EFL CLASSROOM

Kiskimbayeva Diana, Oskolkova Anna
Kazakh-American Free University, Kazakhstan

Speaking is the productive kind of speech activity, namely: a verbal expression of thoughts and feelings. The term focuses on the process of speech. The result of speaking is an oral statement, a text perceived by ear. In direct communication, speaking is accompanied by a hearing and should be based on the possibilities of auditory speech perception.

Today secondary schools, according to methodologists, need the methods of teaching that could not only qualitatively teach, but first of all, to develop the potential of the individual. Modern education is aimed at preparing students not only to adapt, but also to actively master the situation of social change.

Teaching speaking is one of the most difficult tasks in the process of teaching a foreign language. Speaking is a broad concept that includes the main types of speech activity: reading, listening, speaking, dialogue and monologue.

One of the possible ways to overcome these difficulties may be the development of students ' communication skills in teaching a foreign language on the basis of drama games, creating appropriate conditions and developing various methods taking into account the activity-role basis, consistency in teaching foreign languages. Communication involves speech orientation of the educational process.

The relevance of the research is predetermined by teaching speaking in the English lessons as the integral part of educational process. The development of speaking is due to the goals that face the

modern school, namely-the formation of a multicultural personality of students who own the system of knowledge about a foreign language not only at the level of understanding, but also free communication. Teaching speaking with creative drama activities makes the improvement of speaking skills in the English language.

Speaking in methodology is mastering students' ability to express thoughts orally.

V.M. Filatov identifies the following specific features of speaking as a type of speech activity:

- speaking is always motivated. In the methodology of teaching foreign language communication it is necessary to speak about the communicative motivation;

- speaking is always deliberately, because the statement pursues any purpose;

- speaking is always an active process, it manifests the attitude of the speakers to the surrounding reality. It is the activity that provides the initiative speech behavior of the interlocutor, which is important for achieving the goal of communication.

There are six broad types of oral communication activities that might be incorporated into curricula in many fields of study. Most are conducive to either formal or informal assignments. Some are realistically possible only in smaller classes or recitation sections, while others are appropriate for large lectures as well.

On their own, any of them can help students learn course materials or ways of thinking (speaking to learn). Incorporated more systematically into a broader curriculum or major, they can together help move students to become more proficient speakers by the time they graduate (learning to speak).

1. One-on-One Speaking (Student-Student or Student-Teacher): Can range from moments punctuating a lecture, where students are asked to discuss or explain some question or problem with the person next to them, to formal student conferences with their instructor.

2. Small-Group or Team-Based Oral Work: Smaller-scale settings for discussion, deliberation, and problem solving. Appropriate for both large lectures and smaller classes and allows levels of participation not possible in larger groups.

3. Full-Class Discussions (Teacher- or Student-Led): Typically less agonistic, argument-based, and competitive than debate and deliberation but still dialogic in character. Often times has the quality of creating an atmosphere of collective, out-loud thinking about some question, idea, problem, text, event, or artifact. Like deliberation and debate, a good way to encourage active learning.

4. In-Class Debates and Deliberations: A structured consideration of some issue from two or more points of view. Debates typically involve participants who argue one side throughout, while deliberation allows for movement by individuals within the process. Both feature reason-giving argument. Can be applied to issues of many kinds, from disputed scientific facts to theories, policy questions, the meaning of a text, or the quality of an artistic production. Can range from two participants to a lecture hall.

5. Speeches and Presentations: Classically, the stand-up, podium speech delivered by an individual from an outline or script. Also includes group presentations or impromptu speaking. A strong element of monologue, but dialogue can be built in with question and answer or discussion with the audience afterward.

6. Oral Examinations: Can take place in the instructor's office, in small groups, or before a whole class. Range from one oral question on an otherwise written exam to an oral defense of a written answer or paper to an entirely oral quiz or examination. Difficult with very large

groups, but an excellent way to determine the depth and range of student knowledge and to stimulate high levels of preparation [1].

The term "dramatization" (derived from buckwheat. "drama" - action, more accurately, the experience in action). Drama activities are techniques, many of which are based on techniques used by actors in their training. Through them, students are given opportunities to use their own personality in creating the material on which part of the language class is based. They draw on the natural ability of everyone to imitate, mimic and express themselves through gesture and facial expression. They draw, too, on students' imagination and memory, and their natural capacity to bring to life parts of their past experience that might never otherwise emerge. They are dramatic because they arouse our interest, which they do in part by drawing upon the unpredictable power generated when one person is brought together with others [2].

Methods for Incorporating Drama in the ESL class:

1. Act out the Dialogue

One of the easiest ways to incorporate drama in the classroom is to have students act out the dialogue from their textbooks. Simply pair them up, have them choose roles, then work together to act out the dialogue, figuring out for themselves the "blocking," or stage movements. This is effective for a beginning activity of incorporating drama in the classroom.

2. Perform Reader's Theater

Another good beginning exercise is to do Reader's Theater. Hand out copies of a short or one-act play, have student choose roles, and then read the play from their seats without acting it out. However, do encourage them to read dramatically, modeling as necessary.

3. Act out the Story

If students are reading a short story such as "The Chaser," about the man who buys a "love potion" for his unrequited love, have students act out the story or part of the story, working in groups and assigning roles and determining the blocking. This is particularly effective with "short-shorts": brief, one-scene story with limited characters

4. Write the Dialogue for a Scene

Watch a brief clip of a movie without the sound on. Have students write the dialogue for it and act it out [3].

Dramatic activities include a wide range of activities that give students the opportunity to use real-life language in the classroom. They include the following: mime, role-play, simulation and improvisation.

A Scripted Play -could be use for English language teaching, but the teacher should ensure that the language of the play is within the ability of the students and relevant to their needs. The theme of the play should be interesting and humorous. The language of the play should be communicative. The scenes should be short and the characters should not be too many [4].

Mime -it is a type of physical activity in which somebody acts out an idea or a story through gestures, bodily movement, and facial expressions without the use of words. Through action, the person communicates his/her ideas to his/her audience. Mime as a non-verbal representation of an idea or story, through gestures bodily movement, and facial expression [5]. The aspect of communication emphasized through miming is non-verbal communication. Many linguists support the use of mime in language teaching. Other uses of mime in language learning are outline below:

- it can generate language use where explanation is required;

- it is a way of reinforcing memory and recalling language items, by means of visual association;

- it can be used to learn and practice

vocabulary items.

A role-play - could be described as an activity in which students are required to play imaginary role in an imaginary situation. The participants in a role-play are assigned certain roles which they act out in a given context. The context may be a situation in the school, family setting, scenes in the market or restaurant, etc. All these settings provide avenues for students to engage in social interaction and discussion. A role-play involves an imaginary activity and requires somebody to take on a role that is imaginary. It also involves spontaneous interaction of the participants. Teachers can obtain ideas for roles-play from the students' experiences, books, stories, television program, films, and daily interactions with people.

- Improvisation - can be described as a play without a script. It as an unscripted, unrehearsed, spontaneous set of actions in response to minimal directions from a teacher, usually including statements of whom one is, where one is and what one is doing [6]. An improvisation involves a spontaneous response and the enactment of an unexpected situation.

To carry out the practical part of our work, we chose a textbook for the fifth grade V. Evans, J. Dooley, B. Obey, on which we developed dramatic exercises aimed at the development of English speaking.

It is a task-based English course of five levels based on the Common European Framework of Reference.

In the textbook 138 pages. It consists of 9 units, which include tasks of this type as:
- Use of grammar;
- Vocabulary;
- Speaking and functions;
- Writing.

With regard to written assignments, the textbook offers students to play a scene on some topics, provided as a basis for small texts, which are invited to play a scene on roles or come up with their story, observing the design used in the original text.

In this textbook, creative task for the development of speaking is presented in a small amount, so we decided to make these exercises for this textbook.

The first task is based on the well-known tale of Alexander Pushkin "fisherman and the goldfish". An excerpt from which is present in the textbook. The children are encouraged to role-play is written on motives of the fairy tale. Action was shortened, changed some moments and ending, the text is adapted for fifth graders. For installation this scenes needs 4 students: the Man, Wife, Fish and Narrator. As far as possible or the request of students, you can add a few minor roles, which will create a "background" scenes. During the action of the scene in the background will go slides depicting locations: sea, house, Palace, etc.

The second task is based on the ballad of Robin Hood . Students need to familiarize themselves with the character Robin Hood, so that they had an idea of who the character was, what he did, etc. Each student is required to learn one passage from the ballad, and in the classroom everyone reads aloud his passage on the roles.

The third dramatic activity is based on the theme "Animals". It was decided to put a scene on R. Kipling's fairy tale "Elephant". It has also been adapted for fifth grade students. The content is very different from the original, written by Kipling. In preparation for the scene includes analysis of roles, rehearsal of actions and replicas, making costumes and scenery.

It is possible add characters (for example, Hippo and ostrich) depending on the number of students. Their replicas are the same replicas of a monkey and a giraffe.

On the topic of weather, the children are invited to participate in the masquer-

ade clip, where groups of 3-4 student represent different seasons, dressed in the appropriate costume and that are associated with spring, summer, autumn and winter. Preparation for the performance also includes several dance movements. In the background during the song there is a video of the images of the seasons. There are also poems about seasons.

The next task is called "what would Superman do?" This is a great warm-up activity to get the students thinking about superheroes and what makes them great. Come up with a few situations. Divide the students into groups and explain that a situation will be presented and they must ask themselves 'what would Superman do?". "Superman" - the figurative name of the superhero. In this task students are challenged to invent a superhero, what power he will have, what will be its name what it will suit. As props used pencils, markers, paper for children to draw their superhero. At the end, the students will present their superhero and a plan to solve the problem and save the world. Children are encouraged to beat these situations and try and come up with the most honorable and effective way to fix the problem

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TEACHING MATERIALS AND RECOMMENDATIONS FOR AN "INTERNATIONAL CONFLICTS AND THEIR RESOLUTION" COURSE

Kassym Tomiris, Novitskaya Yuliya
Kazakh American Free University, Kazakhstan

To develop a set of teaching materials for the course we selected texts and videos to the course topics. For each text or video we developed a glossary of terms and exercises that are to be done before reading/watching, while reading/ watching and after reading/watching. Here are some of the examples.

Topic 1. For topic 1 we chose a text "Conflict Definitions". The text provides several definitions of conflicts, describes principles of conflict classifications and the consequences of such classification.

Before working with this text we identified the key words that the students will need in order to understand the text and do the proposed tasks. Here are these words:
- difference of opinions;
- conflicting views;
- strategies;
- consequences;
- eliminate a conflict;
- resolve a conflict;

- handle a conflict;
- hostility;
- negative attitudes;
- aggression;
- rivalry and misunderstanding;
- contradictory or irreconcilable interests;
- tension;
- struggle;
- disagreement;
- mutually non-violent.

Also, before reading the text we suggest that the students should develop their own definitions of conflict. The suggested procedure of working with the definitions is as follows:

1) Write down your own definition of conflict;

2) Share your definition with the class;

3) Write down the key words that appear in most of the definitions.

The next stage is the reading stage. Here, the students are to read the text and write out the key words from the definitions provided in the text.

After doing this the students are to fill out a Vienne diagram in which the left sector is the key words from their definitions, the right sector is the key words from the text definitions and the central sector is the notions that are common for both sectors.
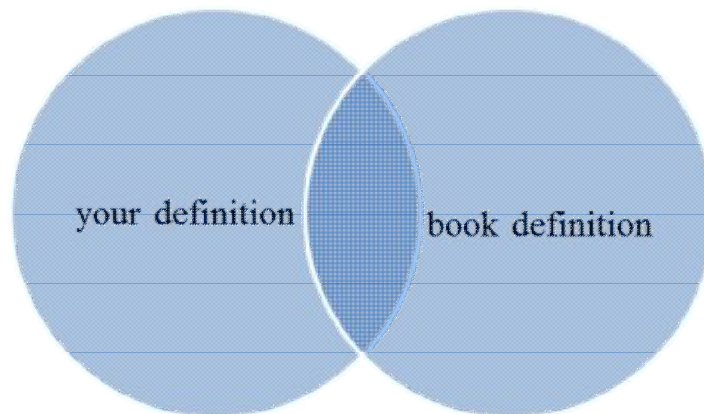
Now let us give a characteristic to this teaching means: by a teaching procedure it is a means of explanation of a new material, it helps to understand the concept of conflict; by a management cycle it is a means of direct communication of informative character; by content is a carrier of information about a subject under study; by form it is verbal and graphical and by information carrier type it is a paper teaching material.

The teaching material meets the following principles:

- the principle of accessibility – the text selected is suitable for the students' language level and skills;

- the principle of independent activity - the students develop their own definitions, independently select the key words;

- the principle of visualization - they organize the ideas graphically, which assists both understanding and memorizing;

- the principle of strength – the key conflict concepts are repeated several times: while developing students' own definitions, while making notes, while reading, while filling out the Vienne diagram, while determining common ideas;

- the principle of cognitive motivation;

- the principle of problem (in the course of the work the student must solve a specific didactic problem, using his knowledge and skills, while in a situation different from the situation in the lesson, in new practical conditions he performs

independent search activity, actively developing his intellectual, motivational, strong-willed, emotional and other spheres) [1].

The activity addresses both lower-order thinking skills - remembering, understanding, using - and higher-order thinking skills - analyzing, comparing, creating, as well as their metacognitive skills which help the students gain more insight into their own learning.

Topic 2. Another teaching material that we would like to describe here is the podcast describing asymmetric conflicts [2].

Again before listening to the podcast, we first determined the words, that are necessary for the students to understand the podcast contents. Here are the words we selected as the key ones:
- Symmetric conflict;
- Asymmetric conflict;
- Belligerent;
- Insurgency;
- Resistant's' movement;
- Exploit weakness;
- Combatants;
- Rely on;
- Guerilla warfare;
- Counterterrorism;
- Resilient opponent;
- Secret weapon;
- Regional rivals;
- Conduce;
- Bear high costs;
- Reluctance.

At the pre-listening stage we suggest working with the key vocabulary by matching the words with definitions or by direct translation if there is a time constraint. For the next stage – listening – we develop a graphic organizer, which will help the students to systematize what they hear, and at the post-listening stage will serve as a visual support for speaking about symmetric and asymmetric conflicts [3].

Let us now analyze this teaching material. Methodological intention of this piece of teaching material is information retrieval, and it serves knowledge generation and transmission.

Principals that underlay the development of this teaching material are as follows:
- the principle of accessibility-the text is appropriate to the students' achieved level;
- the principle of independent activity - the students retrieve the information enclosed in the text independently;
- principles of visualization – the graphic organizer helps understanding the content of the podcast and serves as a means of scaffolding;
- the principle of strength – visualization helps to utilize different types of intelligence: verbal, spatial and analytical;
- the principle of cognitive motivation – the students learn to get knowledge independently [4].

Topic 4. Now, let us consider another topic for which we developed teaching materials. This is the topic of key concepts in conflict resolution: conflict management, conflict settlement, conflict transformation. And again, we start working with the texts with some selected vocabulary:
- prevent conflict escalation and negative effects;
- reduce, downgrade, or contain negative effects;
- re-emergence of past grievances;
- coercion;
- subsidence;
- intervene;
- anticipation of conflict;
- curtail the reoccurrence of conflict;
- violent manifestations;
- maintain the status quo;
- precipitate pre-emptive action;
- insufficient;
- egregiously violent;
- eruption of deadly conflicts;
- social cohesion;

- regional instability;
- accountable governance;
- governmental structures;
- civil societies;
- business communities;
- inhibit recurrences;
- reconciliation;
- multifaceted;
- clashing parties;
- unintended consequences;
- deliberate attempts;
- insurmountable impasse;
- ameliorate the situation.

As a part of pre-reading activity the students are asked to distribute these words into three columns in a table: conflict management, conflict settlement and conflict transformation.

This exercise allows the students to develop their high order skills of critical thinking and analysis. They have to use the previous knowledge of the discipline and background knowledge on conflict resolution they may have received while studying other disciplines.

After doing the task individually the students will discuss their suppositions in pairs and will try to persuade their partners in the correctness of their choice. They will use the phrases on how to express opinions, how to agree and disagree. This activity will help to develop students' communication skills, which is one of the goals of using CLIL methodology.

While reading the texts the students will have to fill out the charts that we developed – they will have to select three most important ideas that describe the character of conflict management, prevention, and transformation. Later they will use these charts as a support in retelling the texts / speaking about the main concepts of conflict resolution.

This teaching material is simultaneously the means of explanation, drill and assessment – the students will revise the material they covered during the lecture (conflict management and conflict settle-

ment) and investigate a new topic (conflict transformation), and the teacher may use the charts they fill out as a tool for assessing their understanding of the material. It is a direct communication means – the students receive the information directly from the text. By its form the material is both verbal and graphical: it contains both the texts and the diagrams.

The methodological intention of the teaching material is retrieval of the information and training, which implies the goals of monitoring knowledge, consolidation of knowledge and competence development [5].

The materials are developed with consideration of the following principles:
- the principle of accessibility - the materials are selected according to the students' achieved level;
- the principle of independent activity - two of the exercises are to be done individually;
- the principle of visualization and modeling of information;
- the principle of cognitive motivation, which is realized in the students' trying to guess to which area of conflict resolution the words given before the text belong;

The material also satisfies the following criteria that the CLIL materials should meet:
- make the learning intentions (language, content, learning skills) and process visible to students;
- foster learning skills development and learner autonomy;
- fostering cooperative learning;
- seek ways of incorporating authentic language and authentic language use;
- foster critical thinking.

Topic 5. For this topic we suggest using a crossword puzzle, since the lecture contains quite a few terms and their definitions.

The process of guessing crosswords and their compilation is a kind of gymnas-

tics that activates and develops the students' mental powers. The guessing sharpens and disciplines the mind, accustoms the students to a clear logic, to reasoning.

The use of crosswords in the learning process:

- stimulates cognitive activity (students begin to seek help from textbooks, reference books, dictionaries and other additional sources);

- expands the horizon, enriches the lexicon with new words, terms;

- develops logical thinking and memory, creativity;

- increases literacy;

- facilitates the implementation of a differentiated approach to learning (both by creating resources of different levels of complexity, and by setting tasks: to solve / compile).

While developing the crossword puzzle we used the following rules:

- Do not have "dies" (unfilled cells) in the crossword grid;

- Random combinations of letters and intersections are not allowed;

- Words to be guessed must be singular nouns;

- Two-letter words must have two intersections;

- Three-letter words must have at least two intersections;

- Abbreviations are not allowed.

- A large number of two-letter words are not recommended.

Working with the crossword puzzle the teacher can use different forms:

- Whole class work (when all students under the guidance of the teachers solve a crossword);

- Group work (when the class is divided into groups, each group solves the crossword together);

- Pair work;

- Individual (when student one student solves a crossword puzzle).

A crossword puzzle may be also used for assessing students' learning.

Undoubtedly, the criteria depend on many factors and should be determined by the teacher individually, it is possible to single out only certain basic points. Here are possible criteria for evaluating the result:

1) percentage of guessed words;

2) share of key terms;

3) accuracy and unambiguous wording of questions (if the students create their own crosswords).

The effectiveness and effectiveness of solving crossword puzzles offered to students may be estimated by two indicators:

a) the time that is necessary for students to guess the crossword;

b) the number of mistakes (including spelling errors) made by them in the decision process (the latter induces the compiler to find out the reasons for the incorrect answers and, if necessary, clarify the wording of the questions).

In group work, an assessment is made for the group and those who correctly named the largest number of words. If the crossword is guessed by the whole class, the activity, "resourcefulness" and erudition of everyone are taken into account, and only good grades are given to the most active students.

First, it is practiced to use in class ready-made crosswords (compiled by the teacher). As soon as the students feel the charm of such activities, they can be asked to create crossword puzzles by themselves. This can be done both at home and in class.

This is a very useful kind of independent work of students. It is especially advisable from the methodological point of view to compile thematic crosswords: it requires a good knowledge of the chosen topic, the ability to clearly formulate definitions of concepts.

The requirements for students when working on drawing up a crossword in class or at home are different.

In class, a crossword puzzle is compiled on a given topic. In this case, clear criteria are set: the number of words and time (for example, 10-15 words for 20 minutes).

Making a crossword puzzle as a homework, students are to use additional literature, try to come up with an interesting, unconventional questions that develop their creative abilities. While assessing it is possible to consider originality of questions, the ability to select the most appropriate words.

It is possible to propose such tasks for compiling thematic crosswords:

- Only a list of terms and words on the topic is reported. It is required to formulate questions (as a rule, this task is assigned to a group).

- Only the topic is named, everything else the students do themselves (the task is performed in groups or individually).

Priority is given to formulating the questions. The problem of raising the question is the problem of developing high-quality thinking. We see solving the problem in the accuracy of any questions asked by the teacher, and in the ability to cause students in the learning process to clearly articulate what they would like to know.

First of all, we recall those questions that were asked when studying the topic's material and its generalization. After all, a good question helps to see the essence of what was learned in a completely new way and to seek answers in ways that no one previously thought of. And most importantly - it indicates the understanding of the educational material. Therefore, we assess the crossword puzzles compiled by the students according to the following criteria: a) number of questions; b) their quality.

The number of questions is estimated not by their absolute number, but by the number of semantic elements with which they are related. The quality of questions is determined by the nature of the mental operations that are necessary to construct the answer.

Taking into account the latter, it is possible to distinguish such types of questions:

1. Pointing out the essence of the concept, the characteristic features of the phenomenon (What is...?). Such questions activate the work of memory, stimulate the revision of what is learned in the study of a particular topic.

2. Containing indications of the causes of the phenomenon, the establishment of causal relationships (Why / because of what ...?). Such questions presuppose the establishment of connections between physical phenomena, magnitudes, the allocation of key points in the topic under study, a certain systematization of knowledge, i.e. rethinking the information received.

3. Emphasizing the causal relationship between the phenomena studied in different topics (sections) of the course. Such questions require generalization, analogies, hypotheses, etc.; they encourage the establishment of multifaceted links of all studied material, the analysis of acquired knowledge from a new angle.

4. Expressing inter-subject communications [6].

Studying the subject in English requires reading professional texts and texts in professional topics. Reading involves several strategies: scanning, skimming, reading for details.

Topic 3. For this topic we selected a text about one of the founders of conflict resolution discipline Johan Vincent Galtung. The text was taken from the Peace Encyclopedia, and it is of a higher level of complexity than the level of an average student in the 3rd year of International Relations undergraduate program. Considering this fact we adapted the text to the level of our students. There were several

things done:

1) We shortened the text from almost 2000 words to 1000 words;

2) We changed the structure of the sentences, making them simple rather than complex or compound;

3) We substituted the words of formal style into neutral words;

4) We omitted some of the information which is difficult for understanding, which bears cultural information that is beyond the students' background knowledge.

Working with the text we suggest different types of reading activities:

1. Introductory reading is reading with an understanding of the content of the reading (reading for gist, skim reading or skimming). The text is read as quickly as possible in order to understand the main content and general structure or select the main facts.

For this kind of reading, understanding 70% of the text is enough; the main thing is the ability to distinguish and understand the key words. When teaching this type of reading, you must learn to bypass unfamiliar words and do not interrupt reading, if such occurs. You also need to learn to guess the meaning of keywords from context.

2. Reading for detail. This type of reading presupposes a complete and accurate understanding of all the basic and secondary facts, their comprehension and memorization.

3. Search and scan reading with the extraction of necessary information (reading for specific in formation or scanning). The goal is to find out whether this text contains any information useful to the reader.

This teaching material is educational by its methodological intention – it can be used for new material delivery and study; its goals are: generation and transmission of knowledge and information disclosure. When the material was designed, we used the following principles as guidelines:

- the principle of accessibility (the text was adapted according to the students' achieved level);

- the principle of independent activity (work with didactic materials is carried out independently).

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AUTHENTIC AUDIO MATERIALS IN TEACHING LISTENING FOR HIGH-SCHOOL LEARNERS

Bukumbayeva Galima, Kyzykeyeva Almagul
Kazakh-American Free University, Kazakhstan

Socio-political and economic transformations of modern society, the expansion of international relations make a foreign language really popular state, society and personality. The status of a foreign language as a school subject has also changed. Foreign language has become fully realized as a means of communication, understanding and interaction of people, a means of familiarizing with a different national culture and as an important tool for the development of intellectual abilities of students, their educational potential. This significantly increases the status of the school subject "foreign language" as a General educational discipline, the study of which begins in primary school.

The President of the Republic of Kazakhstan in his new address on the third modernization of Kazakhstan set a goal – to enter the top thirty developed countries. The importance of knowledge of a foreign language was highlighted. In the Republic of Kazakhstan, the language policy dates back to 2007, when in the Address to the people of Kazakhstan "New Kazakhstan in the new world" the Head of state proposed to begin the phased implementation of the cultural project "Trinity of languages". It is this moment that can be designated as the starting point of a new language policy of independent Kazakhstan, which today can serve as an example for other countries of the world in terms of popularity in society and its level of efficiency [1].

Listening is one of the most difficult types of speech activity and, according to many teachers, should be developed better than other skills. One of the practical tasks in the field of listening is to teach students the perception of foreign speech in conditions close to real.

Listening is an activity that represents the simultaneous perception and understanding of speech. It is perceptive mental-mimic activity. The process of perception consists of the analysis and synthesis of multi-level language units (phonemes, morphemes, words, sentences), as a result of which there is a transformation of the perceived sound signals into a semantic record (there comes a semantic understanding).

By types of listening is classified as follows:

- with full understanding of the perceived text by ear;

- with the general scope of the content, i.e. with the understanding of basic information only;

- in order to extract the necessary or interesting information;

Difficulty listening of classifications Eluhina N. B. and Prussakova N.N.:

The difficulties of the first group can be divided into three subgroups:

1. Phonetic. This assumes that there is no clear boundary between the sounds in the word and the words in the speech stream. There are two different aspects of hearing: phonemic (perception of individual linguistic phenomena at the level of words and structures) and speech, which includes the process of recognizing the whole in the context. It should be noted that when teaching listening on authentic materials, it is necessary to develop speech hearing. The individual manner of speech can be very diverse and present difficulties for its perception and understanding. Naturally, any individual feature of pronunciation, timbre of voice, rather fast pace and certain defects of speech will make it difficult to understand it, it is necessary from the beginning of training to listen to their

speech, gradually reducing the number of educational texts presented by the teacher.

2. Grammatical. A number of grammatical difficulties are associated primarily with the presence of analytical forms, difficult phenomena should be attributed and grammatical homonymy.

Perceiving the phrase, the student must divide it into separate elements, that is, informative features of the sounding phrase, which are physically expressed by the corresponding speech qualities. There are three physically distinct speech parameters: intonation, pause, and logical stress.

3. Lexical. It is the presence of many unfamiliar words students indicate as the cause of misunderstanding of the text. We need to elaborate on this issue.

It is necessary to develop students' ability to receive information and in the presence of unfamiliar language phenomena, by filtering, selection and approximate understanding. Students should be specially trained to understand by ear a speech that contains unfamiliar vocabulary. Unrecognized or misunderstood parts of the speech message are restored by the recipient due to the action of probabilistic prediction; therefore, it is necessary to seek to predict the meaning of the statement, when the form and content form a complete unity [2].

When working with text, it is advisable to divide exercises into pre-listening, while-listening and post-listening. Exercises performed before listening, the most intensively control the process of perception of foreign speech. They contribute to the creation of students motivation, mood for listening to the text of a certain content, removal of language (lexical, grammatical and phonetic) difficulties, as well as difficulties related to country information [3].

K.S. Krichevskaya gives a definition of authentic literature, folklore, fine arts, and musical compositions, objects of real-

ity, such as clothing, furniture, kitchen utensils and their illustrative images. Allocates materials of everyday and everyday life in an independent group: pragmatic materials (ads, questionnaires, signs, labels, menus and bills, maps, brochures on tourism, recreation, goods, work vacancies, etc.), which in terms of accessibility and household use seem quite significant to create the illusion of inclusion to the habitat of native speakers and believes that their role is much higher than the authentic texts from the textbook, although they may yield to them in volume [4].

We propose to divide all authentic materials used in teaching a foreign language into authentic and educational materials.

Thus, authentic materials are materials taken from original sources, which are characterized by the naturalness of lexical content and grammatical forms, situational adequacy of the used language means, illustrates the cases of authentic word consumption, and which, although not specifically designed for educational purposes, but can be used in teaching a foreign language.

Authentic teaching materials are materials specifically designed with all the parameters of the authentic educational process and the criteria of authenticity and designed to solve specific educational problems.

The main task of listening training at the senior stage (eighth to eleventh grades) is to improve the skills previously formed and, if necessary, their correction. Auditing at this stage should be carried out successfully with a single presentation of the audio message.

This stage is characterized by the improvement of students' skills to use different methods of enriching their vocabulary, expanding their potential vocabulary and linguistic knowledge. At the forefront is the independent use of a foreign language as a means of obtaining new infor-

mation for students, which would otherwise represent the facts known to them, increase their awareness in various fields of knowledge, introduced into new areas of their application [5].

The selection of materials and the choice of the type of listening at the senior stage of training depend on the communicative situation in which there is a perception by ear, taking into account the difficulties in listening to authentic materials, taking into account the age psychology of students in choosing subjects. Thus, the thought-over organization of the educational process, clarity and consistency of presentation, maximum reliance on active mental activity, a variety of teaching methods, refinement of perception tasks allows you to create internal motivation, to direct the attention of students to the moments that will help program future practical activities with the perceived material.

Therefore, in the practical part of this work, we will consider the EMC "Message 4" (Cambridge University Press), which trains students in eighth grade and develop a set of exercises for listening to three modules for the second half of the year.

The educational and methodical complex " Message 4 "(Cambridge University Press) by Meredith Levy and Diana Goodey represents the modern foreign EMC in England for teaching English with audio cassettes, designed for international students who have studied English for three years at secondary level. It contains six modules, two thematic units. Each of the units is designed in such a way that provides for parallel training in all types of speech activities: reading, speaking, listening and writing. The textbook is colorfully decorated and contains visual supports: a variety of photos, funny drawings, reproductions of works of art. It is widely represented both educational-authentic and authentic materials: publicist texts from Newspapers and magazines, scientific articles, essays of country and cultural character, pragmatic materials, excerpts from works of art.

The composition of the EMC includes the Student's Book, Workbook, Teacher's Book, Teacher's Resource Pack, Audio cassettes/ CDs, DVD and Activity Booklet 3&4. And also there are additional texts and tasks, represent different speech forms (dialogues and monologues). The subject matter of the texts is varied: "Friends and neighbors; "Celebrations"; " Food for thought", etc.

Having studied the peculiarities of listening training, we tried to make a series of exercises corresponding to methodological recommendations.

Next, we will develop tasks for listening to the fourth, fifth and sixth module to the existing authentic texts in the textbook.

2. Unit 8 is Secrets and lies.

1. First exercise for pre-listening activities. Students should ask for following questions:

How do you think people are always honest?

- Is it useful sometimes to lie?

2. For the next, students should listen to a discussion on the radio and answer the following questions:

- Would Jill do if it happened in a small local shop?

- Does Peter think it would always be wrong to keep the money?

- What argument does Jill make against that?

- Does Peter agree?

3. For past-listening activities, students should make a story by analogy, they can use the situation from their life and give the original title to the text.

Listening is the foundation of communication; it begins with the mastery of oral communication. Possession of such a type of speech activity as listening, allows a person to understand what he is told and adequately respond to what is said, helps

to correctly state his answer to the opponent, which is the basis of dialogue speech. In this case, listening teaches the culture of speech: listen to the interlocutor carefully and always listen to the end, which is important not only when talking in a foreign language, but also when speaking in his native language.

Summing up the results of this course work, we came to the following conclusions. The study of the theoretical material and the analysis of special literature devoted to the problem of authentic materials showed that, although in recent times there has been active research work in this area, the problem of determining the functionality and use of authentic materials in the process of learning a foreign language is still far from resolved and continues to be relevant, requiring special attention by the modern teachers.

Analysis of the use of authentic materials in "Message 4" revealed that the proposed auditory materials meet the parameters and criteria of authenticity, and developed additional tasks to the audio

texts of this textbook, can serve for a thorough work on the text and its understanding by students, to obtain a better result in the development of listening skills. Therefore, the use of this CMD is located in the middle stage is not only advisable, but necessary, since this kind of speech activity provides the acquisition of those skills, that really help students to communicate in a foreign language without experiencing the difficulties associated with the understanding of foreign speech at the hearing.

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TRADITIONAL AND DIGITAL CREATIVE APPROACHES IN TEACHING VOCABULARY TO STUDENTS

Oskolkova Anna
Kazakh-American Free University, Kazakhstan

The world-famous methodologist and teacher, Penny Ur, defines vocabulary as "the words we teach in the foreign language". While teaching the very words we need to teach their forms (pronunciation and spelling), grammar, word collocations, aspects of meaning (denotation, connotation, appropriateness, meaning relations) and the rules of word formation.

In the language classroom we can apply and improve both traditional and alternative/creative ways of teaching foreign vocabulary. Traditional methods of presenting new vocabulary can include

giving dictionary definitions or detailed descriptions of an item, sharing real life examples, using various illustrations, demonstrating processes, giving the context, providing synonyms or antonyms, explaining collocations or just translating the word into a native language.

Alternative or creative ways of teaching vocabulary are usually learner-centered. While applying creativity we can develop our students' critical thinking, imagination and emotional intelligence. Among the very creative ways we can name such activities as: *alien game, asso-*

ciations, story-telling, thinking out of the box, seeking for similarities and differences, or doing word puzzles.

Alien game is a good activity for both teaching new vocabulary and brushing up well-known words. Usually teachers chooses a topic and give the first word for a start. A teacher or another student can be a time-keeper if there are an odd number of students in the class. In a pair one student is a human another student is an alien who is fond of asking questions about any item he finds interesting in the given definition. When the time is up, students change roles and explain a different word.

Doing associations can be connected with images and pictures. A teacher minds the word or a phrase that is known to students from previous classes; then she draws a small sketch on the board (if there is enough time) or uses already printed pictures. Students should guess the word or the phrase and name it. It is ok if they give synonyms or antonyms.

Story-telling can be done in a different and interesting way. Students are not to make a story with the words a teacher gives to them, but they try to make a story from a word's point of view. For example, an article a describes one day of his life by putting the rule in the story.

Thinking out of the box is a good tool to develop students' critical thinking and imagination. Keeping the topic in mind a teacher shows a cutting of the picture without many details on it. Or a teacher can cover the biggest part of the picture and open new parts with every right guessing from students. Students brainstorm the ideas and discuss them together. The useful vocabulary can be copied on the board and then remembered by the students. Another variant can be when a teacher erases one object from the picture and asks the students to guess the missing item.

The activity with similarities and differences can be done individually or in groups. A teacher gives the word pairs on different topics and asks the student to make a list of similarities and differences of the very words. For example, what are the similarities and differences between a kettle and a teapot, a cafe and a restaurant, a magazine or a newspaper, etc.

Finally, word puzzles can be connected together with teaching grammar aspects of the language. A teacher puts word strips in the box and let every student pick one and make an example with the very word. They can use monolingual dictionaries when necessary.

Nowadays within a rapid development of technology and its impact on education system we can suggest other alternative ways to improve the students' vocabulary of the English language. With the help of the following websites and their resources students can work and develop their vocabulary on their own or together with their group mates.

The first resource is http://www.quickanddirtytips. com/ grammar-girl. It gives the tips not only on grammar but also other important issues and ideas.

Grammar Girl provides short, friendly tips to improve your writing. Covering the grammar rules and word choice guidelines that can confound even the best writers, Grammar Girl makes complex grammar questions simple with memory tricks to help you recall and apply those troublesome grammar rules. Whether English is your first language or second language, Grammar Girl's punctuation, style, and business tips will make you a better and more successful writer. Mignon Fogarty is the creator and host of Grammar Girl. Grammar Girl is a Quick and Dirty Tips podcast [1].

The second resource that students may find interesting is http:// accent. gmu. edu/ howto. php. Everyone who speaks a language, speaks it with an accent. A particular accent essentially reflects a person's

linguistic background. When people listen to someone speak with a different accent from their own, they notice the difference, and they may even make certain biased social judgments about the speaker.

The speech accent archive is established to uniformly exhibit a large set of speech accents from a variety of language backgrounds. Native and non-native speakers of English all read the same English paragraph and are carefully recorded. The archive is constructed as a teaching tool and as a research tool. It is meant to be used by linguists as well as other people who simply wish to listen to and compare the accents of different English speakers.

This website allows users to compare the demographic and linguistic backgrounds of the speakers in order to determine which variables are key predictors of each accent. The speech accent archive demonstrates that accents are systematic rather than merely mistaken speech.

All of the linguistic analyses of the accents are available for public scrutiny. The founders of the website welcome comments on the accuracy of our transcriptions and analyses [2].

The third resource that we would like to talk about is www.freerice.com. Freerice has a custom database containing questions at varying levels of difficulty. There are levels appropriate for beginners and levels that will challenge the most scholarly professors. In between are levels suitable for students of all ages, business people, homemakers, doctors, truck drivers, retired people.

Freerice automatically adjusts to your level. It starts by giving you questions of increasing difficulty and then, based on how you do, assigns you an approximate starting level. You then determine a more exact level for yourself as you play. When you get a question wrong, you go to an easier level. When you get three questions in a row right, you progress to a harder level.

The program keeps track of how many people get each question right or wrong, and then adjusts each question's difficulty level accordingly. So the questions at the easiest levels are the ones that people most often get right. The questions at the hardest levels are the ones that people most often get wrong. As more and more people have played the game, these levels have become increasingly more accurate. In the middle of the Freerice Home page you will see something like:

small means:
- little;
- old;
- big;
- yellow.

To play the game, you click on one of the four definitions ("little", "old", "big" or "yellow") that you think is correct. If you get it right, Freerice donates 10 grains of rice to help end hunger. In the example above, you would want to click on "little", which means "small". When you select the correct answer, you earn 10 grains of rice - your donation is automatically counted without any further action required on your part. You will then get a chance to play another question in the same way. You can play as long as you like and donate as much rice as you like.

Learning new vocabulary has tremendous benefits. It can help you:
- Better formulate your ideas;
- Write more effective papers, emails and business letters;
- Speak more precisely and persuasively;
- Comprehend more of what you read;
- Read faster because your comprehension improves;
- Get higher grades in high school, college and graduate school;
- Increase your scores on tests like the SAT, GRE, LSAT and GMAT;
- Improve your performance at job

interviews and conferences;

- Sell yourself, your services, and your products more effectively;

- Be more successful in your job.

After you have played Freerice for a while, you may notice a strange phenomenon. Words that you have never consciously used before will begin to pop into your head while you are speaking or writing [3].

The fourth website is connected with drawing and interactive gaming together with studying English vocabulary - www.drawastickman.com. a student can participate in episodes by drawing the main character and other objects that can help him complete the mission. In order to do this a student should have enough vocabulary to understand the instructions of the main character [4].

Another creative resource is on www.makebeliefscomix.com.

At the beginning of each new school year a teacher may have students create an autobiographical comic strip talking about themselves and their families or summarizing the most important things about their lives, including their goals both in school and in life. Students can create a comic strip story using new vocabulary words that are being taught. Having students fill in talk or thought balloons for different cartoon characters also helps students practice conversation and language structure in a meaningful context. And what a fun way for students to improve their writing, reading and storytelling skills!

Students can break up into pairs or group teams to create their comic strips together. This approach encourages teamwork and cooperation, with students complementing the skills of their colleagues.

Students and teachers can create comic scenarios, scripts, or stories for children with autism as a way to teach them different kinds of social behavior and to read emotions by observing the faces of

the different characters selected for the cartoons. Students and teachers can create comic strips teaching do's and don'ts of using the Internet and social media. Teachers and students can create comic posters on responsible behavior related to technology use, including what not to post, digital literacy, ethics, etiquette and security.

Have students who are learning new foreign languages write their text in languages they are studying. In addition to English, the site accepts characters and accent marks from languages such as Spanish, French, Latin, German, Italian and Portuguese. Additional languages will be added to the site in the future.

Students can email or download to their desktop their completed comics. Doing so validates the efforts they put into creating the strips and gives them a sense of ownership. They can use the cartoon strips to introduce students to the world of creative writing and the pleasure of using their imaginations more fully. Teachers may consider having students create daily comix diaries. These provide a way for students to digest and integrate what they are taught each day as well as to reflect on their lives and experiences. Encourage students to use the comic characters as surrogates for them to talk about and examine their lives, their problems, their challenges and their anxieties. In effect, students can see themselves in the comics they create [5].

Another resource is taken from mass media world. It is https:// learningenglish. voanews. com/.

Learning English is VOA's multimedia source of news and information for millions of English learners worldwide.

Their Let's Learn English programs are designed for beginning English learners by certified American English teachers. The audio programs and captioned videos are written using vocabulary at the intermediate and upper-beginner level.

The programs are read one-third slower than normal English speed. Online texts, MP3s and podcasts let people read, listen and learn American English and much more.

Learning English began as Special English, which Voice of America launched in 1959. Special English newscasts and features were a primary fixture of VOA's international shortwave broadcasts for more than half a century. In 2014, the line of products was expanded to include more English teaching materials, and the service became known as Learning English.

Some language teaching methods are dull and disconnected from real life. People soon forget what they learn, or focus on words and phrases without context. VOA Learning English maintains a loyal following among learners, teachers and educational publishers worldwide by using journalism to engage people's interests. Learners absorb American English through content drawn from world news, business, science, U.S. life, popular culture and other topics. People build their vocabulary, strengthen their speaking skills and improve their ability to communicate for work, school and everyday life [6].

In order to improve not only vocabulary but also pronunciation the students and teachers can use the website www. audacity. sourceforge.net.

Audacity is a free, easy-to-use, multi-track audio editor and recorder for Windows, Mac OS X, GNU / Linux and other operating systems. The interface is translated into many languages.

Audacity is free software, developed by a group of volunteers and distributed under the GNU General Public License (GPL). Programs like Audacity are also called open source software, because their source code is available for anyone to study or use. There are thousands of other free and open source programs, including the Firefox web browser, the LibreOffice

or Apache OpenOffice office suites and entire Linux-based operating systems such as Ubuntu.

Features:

- Record live audio

- Record computer playback on any Windows Vista or later machine

- Convert tapes and records into digital recordings or CDs

- Edit WAV, AIFF, FLAC, MP2, MP3 or Ogg Vorbis sound files

- AC3, M4A/M4R (AAC), WMA and other formats supported using optional libraries

- Cut, copy, splice or mix sounds together

- Numerous effects including change the speed or pitch of a recording [7].

By clicking on https:// www. discoveryeducation. com/who-we-are/ about-discovery-education/, students can improve their language skills by watching the video and working with its content in the classroom or at home, reading authentic texts and doing the assignments. Discovery Education is the global leader in standards-based digital content for students, transforming teaching and learning with award-winning digital textbooks, multimedia content, professional development, and the largest professional learning community of its kind. Serving 4.5 million educators and over 50 million students, Discovery Education's services are in half of U.S. classrooms, 50 percent of all primary schools in the U.K., and more than 50 countries.

Teachers can accelerate their student achievement in their district by capturing the minds and imaginations of students with the fascination of Discovery, tapping into students' natural curiosity and desire to learn.

Teachers may help in transitioning classrooms to a 21st-century learning environment, or replace textbooks with modern digital resources, Discovery Education offers a continuum of solutions to meet

district's specific needs. All content is aligned to state standards, can be aligned to custom curriculum, and supports classroom instruction regardless of the technology platform. In addition, they offer a variety of professional development opportunities to ensure effective implementation in the classroom. Discovery Education impacts the way students learn, breaking down barriers and moving beyond static textbooks to a digital delivery they already embrace.

Accelerating student achievement is the ultimate result we all want to reach. Discovery Education has worked with school districts of all sizes and demographics and consistently delivers results. They evaluate their services using qualitative measures, including student engagement, teacher satisfaction, and impact, and quantitative measures, such as test scores [8].

Graphic organizers taken from http://eduplace.com/graphicorganizer/ can help students classify ideas and communicate more effectively. They can use graphic organizers to structure writing projects, to help in problem solving, decision making, studying, planning research and brainstorming [9].

In conclusion, we would like to say that it is a well-known fact that the English language has the biggest vocabulary and today's methodology of teaching this vocabulary has gained so many ways, approaches and tools, so it is up to the teacher to choose them wisely and apply effectively.

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TEACHING READING WITH USING AUTHENTIC TEXTS

Skripchenko Alina, Kikina Marina
Kazakh-American Free University, Kazakhstan

Reading means different things to different people, for some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking. However reading always has a purpose. It is something that we do every day, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do. The reason for reading depends very much on the purpose for reading. The use of authentic materials in the classroom is discussed, with the student benefiting from the exposure to real language being used in a real context.

Other aspects which prove positive when using authentic materials are that they are highly motivating, giving a sense of achievement when understood and encourage further reading. They also reflect the changes in the use of language, there is a wide variety of text types, and they are also very versatile (they can be used in different ways to promote different skills) and can be used more than once as well as are updated. One of the main reasons for using authentic materials in the classroom is once outside the "safe", controlled language learning environment; the learner will not encounter the artificial language

of the classroom but the real world and language how it is really used. The role of the teacher is not to delude the language learner but to prepare him, giving the awareness and necessary skills so as to understand how the language is actually used.

The goal of this paper will be to provide our own model "Teaching reading with using authentic texts" of contemporary English as a Foreign Language teaching in higher education institutions.

Teaching reading with using authentic texts

Important concepts for teaching reading with using authentic texts

Extensive reading

Extensive reading is a way of language learning, including foreign language learning, through large amounts of reading. Proponents such as Krashen (1989) claim that reading alone will increase encounters with unknown words, bringing learning opportunities by inferencing. The learner's encounters with unknown words in specific contexts will allow the learner to infer and thus learn those words' meanings [1].

Extensive reading has been used and advocated in language learning since at least the 19th century. In the first language, many connections have been made between reading and vocabulary size, as well as other academic skills.

Concept of extensive reading is the following:

- the teacher encourages the students to choose for themselves what they read for pleasure and general language improvement outside the class;
- the students should read materials on the topics they are interested in and materials appropriate for their level;
- original fiction and non-fiction books, simplified works of literature, staged books, magazines can all be used;
- in order to encourage extensive reading we can build up a library of suitable books, provide them with extensive reading tasks and encourage them to report back on the reading in different ways [2].

Intensive reading

Intensive reading involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills [3].

Concept of intensive reading is the following:

- it is a classroom-oriented activity to have students focus on the semantic and linguistic details;
- in order to encourage students to read enthusiastically in class, teachers need to create interest in the topic and tasks;
- teachers need to tell students the reading purpose, the instructions and time allocated. While the students are reading, the teachers may observe their progress but should not interrupt;
- when the teachers ask students to give answers, they should always ask them to say where in the text they found the relevant information;
- the teachers should focus on strategies to deal with the unknown vocabulary items [2].

Bottom-up processing: Magnifying glass

Bottom-up theories hypothesize that learning to read progresses from children learning the parts of language (letters) to understanding whole text (meaning). Two bottom-up theories of the reading process remain popular even today: One Second of Reading by Gough (1972) and A Theory of Automatic Information Processing by LaBerge and Samuels (1974). Gough's (1972) One Second of Reading model described reading as a sequential or serial mental process. In their reading model, LaBerge and Samuels (1974) describe a

concept called automatic information processing or automaticity. This popular model of the reading process hypothesizes that the human mind functions much like a computer and that visual input (letters and words) is sequentially entered into the mind of the reader [4].

Concept of bottom-up processing is the following:

- readers must recognize the linguistic signals (letters, syllables, words, phrases, discourse markers);

- this data-driven processing requires a sophisticated knowledge of the language;

- from the data, the reader selects the meaningful signal [2].

Top-down processing: Eagle's eye view

Top-down processing is defined as the development of pattern recognition through the use of contextual information [5].

In 1970, psychologist Richard Gregory stated that perception is a constructive process that depends on top-down processing. He explained that past experience and prior knowledge related to a stimulus help us make inferences.

Concept of top-down processing is the following:

- readers must refer to their own intelligence and experience to predict probable meaning and to understand a text;

- this conceptually-driven processing requires readers to infer meaning [2].

In this part of work we considered such concepts for teaching reading with using authentic texts as extensive reading, intensive reading, bottom-up processing and top-down processing. We consider that all of them are useful and effective.

Methods of teaching reading with using authentic texts

In recent years, various methods of teaching reading have been the continuous subject of a great deal of highly animated debate among educational committees, teachers, and parents. Although numerous educational techniques for teaching reading exist, these methods more or less fall into two widely variant categories, namely whole language systems and phonetic systems. However, whole language and phonetic methods can also be melded together to create a balanced system for teaching reading to students [6].

The whole language reading methods

Whole language methods are more commonly known as language experience or whole-to-part methods. In the past, educators extensively used these methods to teach reading to students, but today these methods are used mostly in conjunction with the phonetic method. Whole language methods of teaching reading implement a belief in the importance of learning meaning first and then applying that meaning to written language (Bovee, 1972). Spache (1969) states that "more than any other approach to the teaching of reading, the language-experience approach conceives of learning to read as part of the process of language development. It alone recognizes the close relationship among reading, speaking, writing, and listening". Proponents of this method believe that students will "acquire reading skills by being read to, immersion in print, and learning them in the context of reading for meaning" (Honig, 2001) [6].

Whole language developed in the early eighties. The teacher read "whole stories" and is responsible for engaging children by reading aloud to them, stories that children learnt to love by having them read over and over again. Teachers then focus on sentences and then words within well-known books were absorbed (Fox, 2001).

The Phonetic Reading Method

The phonetic method of teaching reading, on the other hand, is more skills-

based than the whole language method. It relies on a part-to-whole framework and provides two sub-methods: the analytic and the synthetic phonics methods. The phonetic method requires the teacher to teach reading skills explicitly to students, making it the most widely accepted method for teaching reading. Thus, teachers frequently use the phonetic method to teach reading in the modern classroom. The phonetic method stems from the idea that students must first understand the key elements of language, which include letters, sounds, syllables, and words, before being able to read and reach comprehension [6].

The Balanced Method

The balanced method of teaching reading incorporates ideas from both the whole language and phonetic methods. It includes both explicit, systematic reading instruction and whole-language experience (Honig, 2001). Students practice phonics skills by interacting with and being immersed in quality literature which reinforces reading skills [6].

In this part of work we considered such methods of teaching reading with using authentic texts as the whole language reading methods, the phonetic reading method and the balanced method. We consider that the balanced method is more effective because it combined two others.

Methodological basis of teaching reading with using authentic texts
Model "Teaching reading with using authentic texts"
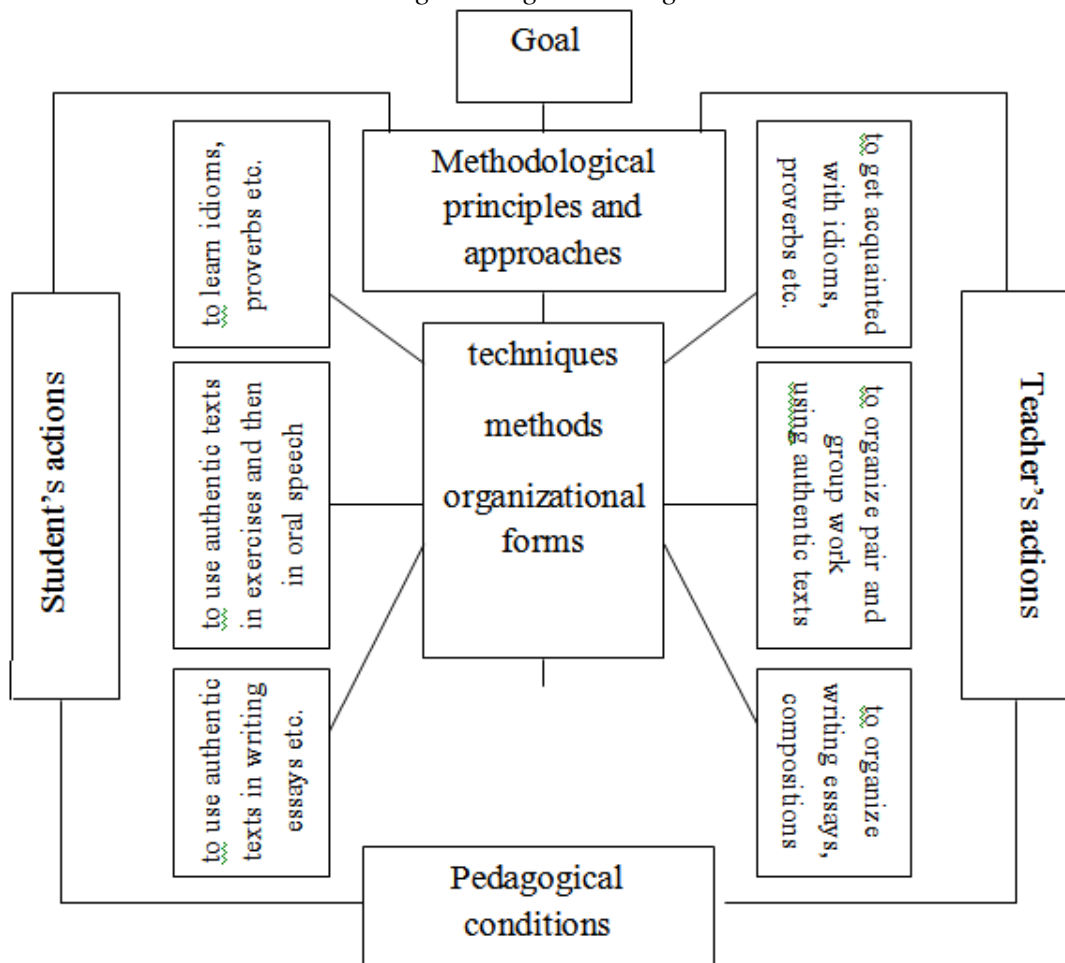
The goal of teaching reading with using authentic texts is to improve authentic knowledge of the language.

Main principles of teaching reading with using authentic texts

Principle 1: Encourage students to read as often and as much as possible.

The more students read the better. Everything we do should encourage them to read extensively as well as – if no more than – intensively [7].

Principle 2: Students need to be engaged with what they are reading.

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading – that is, we should try to help them get as much pleasure from it as possible. But during lessons, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it [7].

Principle 3: Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topic – thus provoking personal engagement with it and the language. With extensive reading this is even more important [7].

Principle 4: Prediction is a major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. In class, teachers should give students hints so that they also have a chance to predict what is coming [7].

Techniques in teaching reading with using authentic texts

Technique refers to any of wide variety of exercises, activities, devices used in language classroom for achieving the objective of the lesson (Brown, 2001). According to Glendinning and Holmstrom (1992), there are several techniques in teaching reading and the appropriate techniques based on the natural process of reading.

Technique 1. Establishing the purpose of reading.

Specific purpose for reading is one that helps guides students' efforts to focus on important information in the text. This specific focus should be explicitly stated before students begin reading. Moreover, Gillet as cited in Mulyani and Siswayani (2006) states that the way you read will depend on your purpose. It means that recognizing the purpose for reading will help students to select appropriate reading strategies. Thus, the teacher should provide the students the purpose of reading in order to help the students comprehend the text [8].

Technique 2. Activating and building background knowledge.

Wallace (1992) suggests that in order to make sure that students can comprehend the text properly and quickly, a reading teachers need to know the reading material well to make clear what background knowledge the students may lack and give an introduction before the students begin to read it.

To activate students' background knowledge can be done by reviewing students' prior knowledge about the text such as by discussing what students know about the text, categorizing the information they already know, making prediction toward the text; and generating students' own questions (Cook, 1991). Therefore, the effective techniques to activate background knowledge include: brainstorming, pre-reading questioning, predicting and topic talking.

According to Crawford et al, brainstorming is a method for creating many ideas about a topic. This activity consists of inviting students to call out words, knowledge and experience that relevant to the text, relevant language and an expectation meaning [8].

Technique 3. Previewing the text.

The techniques which can be used in this part are scanning and skimming. Skimming is the 'process of rapid glancing through a text either to search for a specific piece of information (a name, a date) or to get an initial impression of whether the text is suitable for a given purpose.

While, scanning is a skill that requires reading quickly through a text to look for specific information. Edmonson (2006) recommends that the teacher needs to provide some previewing questions that can help students focus their pre-reading activity and also activate students' prior knowledge. Previewing text is a beneficial preparation activity which enables students to establish their own expectations about what information they will find in the text and the way that information will be organized [8].

Technique 4. Questioning technique and vocabulary technique.

Question-answering technique is to answer the comprehension question. Anderson (1999) stated that justifying comprehension is a technique that asks the students to read a passage, then ask comprehension question, and then ask the class

to justify the answer.

According to Wallace (2001), the questions should address three level of understanding: the explicit, implicit and the applied questions. Explicit questions refer to the questions which involve students to find the information available in the text, while implicit questions refer to the questions to recognize and summary the information based on their understanding though it is not stated in the text, and applied questions are required students to connect the text with their real life issue.

Explicit vocabulary instruction can be given through providing word definitions, synonym pairs, word lists, word associations, and the keyword method, semantic mapping and semantic feature analysis [8].

Types of organizational forms of teaching

Organizational forms of teaching are variants of pedagogical communication between a teacher and pupils in the process of classes. Such forms are the component of the system of teaching and realized according to the objective of language teaching in the interaction with the methods and means of teaching chosen for its achieving [9].

Immediate and mediated organizational forms of teaching occur at language classes reflecting the character of communication among its members.

Immediate teaching is realized in the form of group (collective) or individual activities. A group form occurs within the framework of the class lesson system of studies, when introduction, retention, and activization of study information occur in the process of teacher's communication with all the participants of teaching. An individual form is realized at working with every pupil according to an individual plan, when he or she receives a personal task from a teacher and teaching is done in the form "a teacher – a pupil". Such a teaching may occur within the framework

of group classes though its conducting is connected with the difficulties because of a great number of learning groups [9].

Mediated teaching occurs without a personal contact of a teacher and a learner mainly through written speech or means of replacing it. Here an independent individual learner's work with textbook and technical aids (at home and in the class) occurs. Distant teaching is one of the forms of mediated teaching, realizing an individual form of language classes.

Organizational forms of teaching regulate (define) the correlation between an individual and collective in teaching, the degree of pupils' participation in study-cognitive activities and the character of supervising it on behalf of a teacher [9].

As applied to university and college teaching the following organizational forms are distinguished: lecture-room practical class (a lesson in language practice), extracurricular practical class, laboratory class, lecture, seminar, consultation, colloquium, teaching practice, test, examination, interview, home teaching.

Pedagogical conditions of teaching

Pedagogical conditions of teaching are the following:

- time. Available time to plan, collaborate, provide instruction, and eliminate barriers to maximize instructional time during the university day;

- facilities and resources. Availability of instructional, technology, office, communication, and university resources to teachers;

- community support and involvement. Community and parent or guardian communication and influence in the university;

- managing student conduct. Policies and practices to address student conduct issues and ensure a safe university environment;

- teacher leadership. Teacher involvement in decisions that affect classroom and university practices;

- university leadership. The ability of university leadership to create trusting, supportive environments and address teacher concerns;

- professional development. Availability and quality of learning opportunities for educators to enhance their teaching;

- instructional practices and support. Data and support available to teachers to improve instruction and student learning [10].

In this chapter we considered the model of teaching reading with using authentic texts. This model consists of goal, methodological principles and approaches, techniques, methods, organizational forms, teacher's actions, student's actions and pedagogical conditions.

Conclusion

This paper describes the model "Teaching reading with using authentic texts". Based on the points that have been explained, we can conclude the following:

For the teachers:

In order to improve students' reading comprehension, the teachers should always encourage their students to read and practice to comprehend some reading material since reading is good for their language acquisition. Besides, the teachers should provide some interesting, inspiring and good reading materials for their students. It should be authentic materials. Give them feedback for their efforts.

For the students:

Students should improve their reading comprehension because it will provide them a lot of benefits in learning English. Moreover, the students ought to improve their reading ability by reading more texts that should be from authentic texts.

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CITY AND REGIONAL MUSEUMS OF EAST KAZAKHSTAN IN XX CENTURY

Turova Lidiya
Kazakh-American Free University, Kazakhstan

City and regional museums play an important role in preserving the history and traditions of the population of East Kazakhstan. Each of them has original collections and expositions reflecting features, nature, history and economy, ethnic structure of the population, other aspects of life of the region.

In 1951 a graduate of the St. Petersburg (at that time Leningrad) University Vitaliy Anissimov (a native of the Vologda region) arrived in the village of Vydrikha of Shemonaikhinsky district of the East Kazakhstan region; he came there by the post-graduation work assignment to teach geography in school. He stayed in the village and became the School Principal. He liked to go hiking with children. Also, he initiated the creation of a museum. In this museum, he made an exhibition of various relics depicting a complex 250-year-oldhistory of an Old Believer village. More than a hundred years ago, writer-ethnographer Alexander Novosselov noted that Vydrikha in terms of population is not inferior to Shemonaikha. Vydrikha, he wrote, is the center of the old believers of the Austrian persuasion. During a trip to the Ubariver, another famous writer - GeorgiyGrebenshchikov singled out among theVydrikha leaders: Old Believers Sukhorukov, Yegorov, but most importantly Alexander Firsov, who later became a prototype of Firs Churayev, the hero of his famous novel-epic "Churayev". The Museum has preserved Firsov' wardrobe. Vitaly Anissimov made a record in the old inventory book: «The wardrobe from the house of the merchant Firsov". This gorgeous vintage wardrobe decorates today the Museum of Anatoly Ivanov's Vydrihinskaya school. The Museum itself began with this wardrobe. The museum also stored and exhibited the first findings that the students brought from their summer trips [1, p. 3].

In 1955, the opening of Zyryanovsky mine took place. In the third year of work they went down to the foot of the mountain Rudny. Here they discovered friable rocks – loams. Upon removing one layer, they would discover another. Somewhere at the depth of 20 meters, the excavator unearthed some white subjects - bones, vertebra, and mammoth tusks. The further the work progressed, the more bones of different animals were collected. The Director of the lead plant then was Yury Voronenkov. He immediately ordered to collect findings to organize a Museum corner. It was created at the end of 1958.Thus, the history of the future Zyryanovsky local history Museum began with paleontological finds placed in the Museum corner of one of the departments of the Zyryanovsky lead plant. In 1985 the public museum in the city of Zyryanovsk received a status of "national" and became a Department of the East Kazakhstan regional historical Museum. In 1992, the Department of the regional Museum was included into the local budget. It became independent in a very difficult, critical time. But, judging by some publications of the second half of the 90s of the XX century, it didn't just survive, but also actively worked, especially in the field of education. In 1996, the Director of the Museum of those years, L. Yakimchuk, and the researcher Z. Gordiyenko, were among the organizers of a very tough city competition among young local historians. The competition consisted of five rounds and demanded from children erudition, deep knowledge of history, geography and nature of the Bukhtarma region. Young

local historians told a lot of interesting things about the old believers and the cossacks, read the poems of the East Kazakhstan poets- M. Chistyakov, F. Karbushev [2, p. 6; 3].

The history of the city Museum of local lore in Ridder (at that time the city of Leninogorsk) began in 1961 with paintings by Yuri Khabarovsky and a collection of minerals by Vladimir Klink. At the end of the twentieth century in the exposition of the Museum there were about eight hundred exhibits, and in the funds – "more than twenty-four thousand exhibits" [4, 9].

The Leninogorsk and Zyryanovsk museums collected rich materials related to the history of geology, mining and non-ferrous metallurgy, as well as to the history of the development of these territories for three centuries [5, 150].

On September 17, 1964 there was the "Order of the Ministry of Culture" of the Kazakh Republic, and in 1965 there appeared a "Department of Museum of historical monuments under "Management of cultural educational institutions of the Ministry of Culture of the Kazakh SSR" [6, p. 1].

Since the mid-60s of the XX century, the establishment of museums in the country significantly intensified, both at the state level and due to the growth of public initiative. This is evidenced by specific examples from the museum practice related to East Kazakhstan.

In 1967 in the village of Rulikha of Shemonaikhinsky district of East Kazakhstan region the teacher of history at the local school Klavdiya Kozmina set the purpose-to make the chronicle of the village. With that began the history of the school museum, which celebrated its fiftieth anniversary in 2017.

Vera Kalinina, the class teacher of ZoyaIsmagulova – the third head of the school museum in the village of Rulikha became the successor of Kozmina. V. Kalinina collected the rich material about the

Great Patriotic War [7, p. 4], and Z. Ismagulova was the first to receive the right for the publication of work with data on local history activity at her native school in Alma-Ata [8].

In the school museum of the village of Rulikha the material is organized by different periods of the local history. Here, for example, there is data on the history of its being a collective farm "Aurora". Everything began with the organization in the village of Saranchevo (it isn't on the map of Shemonaikhinsky district any more) of the commune "Aurora" by a Moscow worker Aleksey Chervyakov. He didn't live here long, but wrote the book "Farclose «about those times. He also corresponded with Rulikhinsky school students [7, p. 4].

Children collected household items for a long time and now in the school Museum of the village of Rulikha you can find all household items of a Russian house (izba). These items were recreated using the books and the stories of grandfathers and grandmothers. There are also original preserved items they managed to find in their homes. Here you can even see the bats shoes. It was considered that people didn't wear sandals in these parts [7, p. 4].

The collection of minerals from the fields of Shemonaikhinsky district was presented to the school museum of the village of Rulikha by geologist Valerian Grishin.

There are no random materials in this museum, because all of them are somehow connected with the history of the district, village or school.

Not every school is at the foot of a volcano. The building was built in the early seventies; when the hills were leveled there were fossilized tree branches and stone balls found. Unexpected finds were sent to the regional museum; from there they were sent to Leningrad. Scientists have determined that this is the result

of the volcano, which erupted 20-30 million years ago. In the school museum there were small fossilized branches, rocks with imprints of the needles. And all this - presenting far and near, past and present- intertwined in a small room of the Museum.

In the second half of the 90s of the past century the school of the village of Rulikha "became obsessed with a new idea" - paying attention to a slogan "All people are brothers". Within the native village, they easily confirmed it "by the example of only one class". All 32 students of the class tried to make a "family tree". It turned out that in spite of the fact that a class was multinational, 30 people found close or distant relatives among themselves. Out of24 teachers of the school 17 were relatives. And like in Rulikha all immigrants began to look for their roots. They took the world map; found out that communications of Rulikha citizens were not only with Russia, Ukraine, but also with America, Germany, Egypt and other countries [7, page 4].

In 1971, four well-known museums were created in the region almost simultaneously: local history museums in Zaissan, Kurchumsky, Shemonaikhinsky regions and F. M. Dostoyevsky literary-memorial Museum in Semipalatinsk.

In 1971, the museum in Shemnaikha started forming other collections. In 1973 another exhibit was added to the museum –"the building of 1911"–"the building of former volost justice". In April, 1975 the opening of the first exposition of the Shemonaikhinsky "national" museum took place. In 1979 it was transformed into Shemonaikhinsky "regional museum of local lore" with the status of a branch of the East Kazakhstan regional local history museum. The museum expenses were included into the regional budget in 16 years, in 1995. Then it was included into the structure of Shemonaikhinsky department of culture, and in 1998 the museum

was registered as the public budget-supported company [9, p. 159-162].

Today the Shemonaikhinsky local history museum has more than 12 thousand units of storage, it hosts 200 events a year (by efforts of two employees, and, not only in the museum, but also in villages of the area), and there are constant publications in the local and regional newspapers telling about various events: about traditions of the people inhabiting this area. It has 6 thousand visitors annually. The staff of the museum repeatedly participated in the international conferences on ethnography, in the national and international folklore festivals. In the showroom of the museum the old friends meet, the new names are discovered [9, page 162].

By richness of its funds and quality of work Shemonaikhinsky local history museum for many years has been receiving the title of the best regional museum. The staff of this museum created a fine exposition dedicated to the nature of the area collected the rich material on culture and life of the Russian immigrants, a collection of Old Russian painting [5, page 150].

There was a necessity to open the second of the above-mentioned four museums - the museum in Zaissan. The first petition in this respect ("Executive committee of the East Kazakhstan village regional council of deputies of workers") was issued on November 26, 1964 [10].

Opening of the museum in Zaissan in the sixties of the XX century didn't take place (the issue "with the room to host it" wasn't resolved). The museum in Zaissan was not opens until the next decade. In modern publications about it, in particular, it is told: "magnificent samples of the Kazakh ethnography of XIX - early XX centuries are stored in funds of the Zaissan and Kurchumsky museums" [5, page 150].

The impetus for the creation of the Museum in the city of Semipalatinsk was

a "Literaturnaya Gazeta" newspaper of May 20, 1965, signed by the writers and scientists K. Fedin, L. Leonov, V. Lidin, V. Kirpotin and G. Kogan, the Director of the Moscow Dostoevsky Museum-apartment. It talked about the need to keep the house associated with the memory of the writer, in Semipalatinsk and Novokuznetsk, and think about their future. In October 1965, by the decision of the Executive Committee the first floor of the house on 118, Dostoevsky Street (former home of the postman Lapukhin on Krepostnaya street) was released of the tenants. The space was given to the city library, which received the name of F. M. Dostoevsky the following year. The collector and custodian of valuable materials in the library was the head of the library, Zinaida Furtseva. She addressed famous writers and literary critics, the largest libraries and archives with the request to help in shaping the future of the Museum Fund. In 1968, the city celebrated its 250th anniversary. The grandson of the great writer Andrey Dostoevsky was invited to the anniversary celebration. He visited the library of the Museum, took a picture with the staff. By 1968, significant materials were collected from the archives, where documents of Dostoevsky are stored. The Library - Museum began to work as a branch of the regional Museum of local history. The same year people living on the second floor of the house-memorial where in 1857-59 Dostoevsky's family lived wearer housed and the house was completely transformed into the Museum. In this house, M. Dostoevsky wrote the stories: "Dyadyushkin Son" (The uncle's dream), "Derevnya Stepanchikovo i ee obitateli" (Stepanchikovo Village and its Inhabitants). Here he worked on "Zapiskiiz Myortvogo Doma" (Notes from the Dead house), started working on "Unizhennye I Oskorblennye" (Humiliated and Offended). In 1971, when the world community celebrated the 150th anniversary of the birth of F. Dostoyevsky, the independent Semipalatinsk regional literary Museum of Dostoevsky was opened by the Resolution of the Council of Ministers of the Kazakh SSR №261 of May 7, 1971. The museum funds began to grow rapidly, the role of the Museum increased. And it became clear that the area of the Museum of 114 square meters is quite small and needed extension. This two-story building, which has the shape of a half-opened book, pages of which are the painting "Writer's Cabinet", "Petersburg of Dostoevsky", a bronze sculpture of "F. M. Dostoevsky and Ch. Valikhanov" by D. Elbakidze erected near the house in 1976, is a tribute to Semipalatinsk glorious sons of Russian and Kazakh people, whose destinies were bound by this land. The literary composition is located in a new building on the second floor. It depicts the life and creative activity, the fate of Dostoevsky's heritage. Exposition exhibitions are held on the ground floor. The house - memorial contains household items of the middle of the XIX century [11, p. 43-49].

More than fifty cities are connected with the name of Dostoevsky – Moscow, St. Petersburg, and Dresden. In some of them he stayed for a long time, the others he just passed through, to dome of them he returned again and again. In Semipalatinsk, the writer was not at his own will. But according to his confession, it was here that he came back to life after the "melancholy prison" in Omsk stockade town.

The publications devoted to East Kazakhstan emphasize that the Museum of Dostoevsky in Semipalatinsk is one of the best museums telling about the life and creative work of the great writer. There is a great review about this Museum of the famous writer Daniil Granin; the review is very emotional and, somewhat exaggerated: "I personally have not seen anything similar in the capital, in the central museums. Everything - scope, affection, design, and artistic innovation – all are admirable"

[5, p. 242].

The fourth year of the XXI century is marked by the 150th anniversary of the arrival in Semipalatinsk of Fyodor Dostoyevsky. Employees of the Semipalatinsk Museum, preparing for the anniversary, turned to their archive folders, looked though the interesting pages of the life of the great writer. The contents of some of them are discussed in the article of the chief custodian of the funds of the Museum Natalya Barbarat. "The fate of the drummer", the title of the articles accompanied by a photo of the "drummer" (but in adulthood, with "daughter Yelena").

The circle of acquaintances of Fedor Dostoyeskyin Semipalatinsk was extensive: officers, officials, people from simple, exiled groups, - it is told in article by N. Barbarat. - With some of them Dostoevsky was genuinely friendly, with others he was connected by his military service. There were people he only met a few times. A friend of the writer, the young Baron, said about this: "He found an apology to the worst sides of the person: explaining all the shortcomings of education, the influence of the environment in which they grew up and lived, and often even nature and temperament. "But, probably, not only indulgence forced the writer to tolerate some people, but also his extreme professional interest indifferent human natures" [12, p. 4].

In conclusion, there is information related to Semipalatinsky F. M. Dostoevsky literary - memorial Museum: the date of its foundation is rather 1971, not 1965 [5, p. 149], but 1971 [11, p. 46-47]. In 1965, the director of the Museum, I. F. Melnikovmade the first steps to create the Museum, thanks to the opening of the city library in the house where in 1857-1859 in Semipalatinsk M. Dostoevsky lived. The foundation of the Museum, as already mentioned, took place on May 7, 1971 [11, p. 44-47].

Since the 70s of XX century in Kur-chum started its work a school Museum, organized by the initiative and under the direct leadership of Mstislav Kushnikov – a secondary school teacher [13, p.7]. In 1976, the Kurchum school Museum became a Museum "on a voluntary basis". It was placed in a "small room, in the children's library" [13, p.7]. In 1979, remaining in the same conditions, the Museum received the status of the branch of the state Museum – East Kazakhstan regional Museum of local history [14, p. 30]. However, the actual discovery in village Kurchum district of the Museum, many relate to 1986 when the branch moved into a new building [4]. In 1992, as Zyryanov branch, was put "on a local budget". Since 1992, the Kurchum district Museum of local history has become an independent Museum in the region.

In 1974, a Museum was open in the village of Sugatovka, which is located in the Shemonaikhinsky district of East Kazakhstan region. Like many other museums of the region, it is a museum of history and local lore. Its materials, exhibition reflects mainly the history of the village, which was founded by the Germans [15, p. 3]. The Museum founded by the initiative of the Y. Starozhilovwas originally called a historical museum. Currently, it is a museum of local lore. The Museum consists of two rooms: local history and ethnographic. The Museum has about 500 exhibits. Many interesting exhibits were collected by children: a passport book, an open letter, a certificate of injury, bread cards and many more.

The history of the presented museums of the cities and the areas of East Kazakhstan region is in its own way fascinating and unique. The role of museums in East Kazakhstan is undeniable, as they have preserved the historical and cultural heritage of the past of our native land.

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MODERN DEVELOPMENT OF HOTEL BUSINESS IN KAZAKHSTAN

Ishkinina Gyuzel, Tokarchuk Kseniya
Kazakh-American Free University, Kazakhstan

Analysis

In foreign countries, hotel business is a business that brings a good, stable income. According to foreign experts, investments in hotel business represent an almost risk-free investment, since the main asset is real estate, which in the long term rises in price by 5% per year.

Also, the income of hotels depends on the state of the tourism industry in general. Currently, forecasts of experts of the World Tourism Organization until 2020 are very positive: the world tourism industry will show an annual increase of 4% or more. This positive growth is provided by the availability increasing of air travel (their prices and varieties), the improvement of the tourist infrastructure, the growth of the welfare of tourists, the globalization of the world economy, etc. The world population is becoming more mobile, that leads to an increase in the number of tourist trips (business tourism, leisure tourism, health tourism, etc.), and, consequently, to the positive state of hotel industry.

Today foreigners are interested in Kazakhstan, so they come to our country more often, usually the have the goal to develop and open a business or invest some money. That is why the hotel industry in Kazakhstan has received much development. Foreign and local developers have been actively investing to the construction of hotel industry.

The hotel business in Kazakhstan today is one of the most competitive sectors among other economy sectors. So, in recent years, the number of placements in the country has been increasing (Table 1).

According to the "Rules of the classification of tourist accommodation" approved by the order of the Minister of Tourism and Sports of the Republic of Kazakhstan dated November 11, 2008 No. 01-08 / 200, the accommodation facilities include hotels, motels, campsites, tourist bases, guest houses, boarding houses and other buildings for tourists.
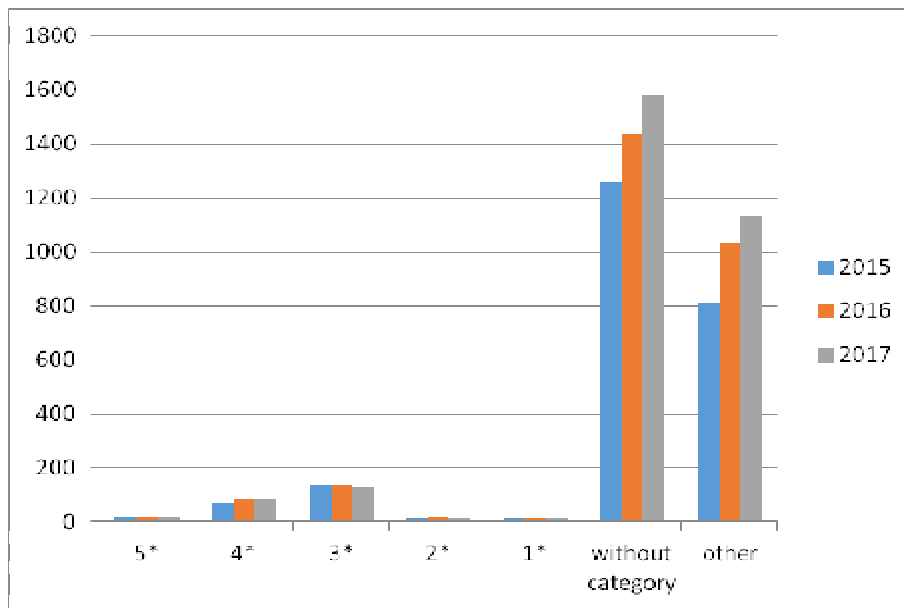
Table 1. Number of placements

Placement Categories	2015		2016		2017		2017 to 2015 ,%
	Number of placements, units	Specificgravity, %	Number of placements, units	Specificgravity, %	Number of placements, units	Specific gravity, %	
5*	20	0,9	20	0,7	22	0,7	110
4*	75	3,2	85	3,1	87	2,9	116
3*	138	5,9	138	5,0	132	4,4	96
2*	19	0,8	20	0,7	18	0,6	95
1*	17	0,7	15	0,5	14	0,5	82
Without category	1256	53,7	1441	52,3	1578	52,8	126
other	813	34,8	1035	37,6	1136	38,0	140
Total	2338	100,0	2754	100,0	2987	100,0	128
Note - the table was made by the author on the basis of the analysis							

According to Table 1, the number of placements in 2017 increased by 28% compared to 2015. In terms of categories of placements, there is an increase in the number of 5 * hotels by 10% in 2017 compared to 2015, 4 * hotels - by 16%, hotels without a category - by 26%, other placements - by 40%. At the same time there is a slight decrease in the number of 3 * hotels by 4% in 2017 as compared to 2015, 2 * hotels - 5%, 1 * hotels - 18%.

For the better perception of this picture, we will show the distribution of placements by category in the Republic of Kazakhstan in Picture 1.

Picture 1. Number of placements by categories in the Republic of Kazakhstan for 2015-2017, units

Also, there is an interesting tendency in number of visitors served at the indicated locations of the Republic of Kazakhstan for the analyzed period of time, which is presented in Table 2.

Table 2. Number of visitors served in the places of accommodation of the Republic of Kazakhstan *, people [3]

Years	Number of visitors served in KZ in accommodation places, thousand people
2015	3802,2
2016	4217,8
2017	5279,0
* taking into account individual entrepreneurs engaged in the placement of visitors	

According to Table 2, the number of visitors served in 2017 increased by almost 38.8% compared to 2015, and this is a very good tendency in the development of the hotel business in general.

As there is an increase in demand for hotel services, which confirms the growth in the number of served visitors in the accommodation, the number of accommodation sites in Kazakhstan has also increased over the past three years.

At the same time, it is impossible not to consider the value of the average cost of bed-days in the places of accom-

modation of the Republic of Kazakhstan, the cost of services depends on the demand for services provided, from non-price factors, from the macroeconomic situation in the country and in the world.

Table 3. Average cost of bed-days in terms of categories of placements, tenge

| Placement Categories	2015	2016	2017	2017 / 2015, %
5*	27 320	30 433	30 614	112,1
4*	17 646	17 934	19 829	112,4
3*	11 300	11 864	11 989	106,1
2*	8 222	8 272	8 258	100,4
1*	5 434	6 121	5 623	103,5
Without category	5 598	5 631	6 400	114,3
other	1 362	1 518	1 565	114,9
Gap	20,1	20,0	19,6	97,5
Note - the table was made by the author on the basis of the analysis				

According to Table 3, it is clear that the gap in the level of the average cost of bed-days as a whole in the republic decreased from 20.1 times in 2015 to 19.6 times in 2017. However, in the context of the categories of placements, there was an increase in the average cost of bed-days in 5 * hotels by 12.1% in 2017 compared to 2015, in 4 * hotels - by 12.4%, 3 * hotels - by 6, 1%, 2 * hotels - by 0.4%, 1 * hotels - 3.5%, hotels without a category - by 14.3%, other placements - by 14.9%.

On the one hand, this tendency is due to the growth in demand for hotel services, and on the other hand, to rising costs and the macroeconomic situation in the country.

For clarity, we show the dynamics of the change in the average cost of bed-days in the context of the categories of accommodation in Picture 2.
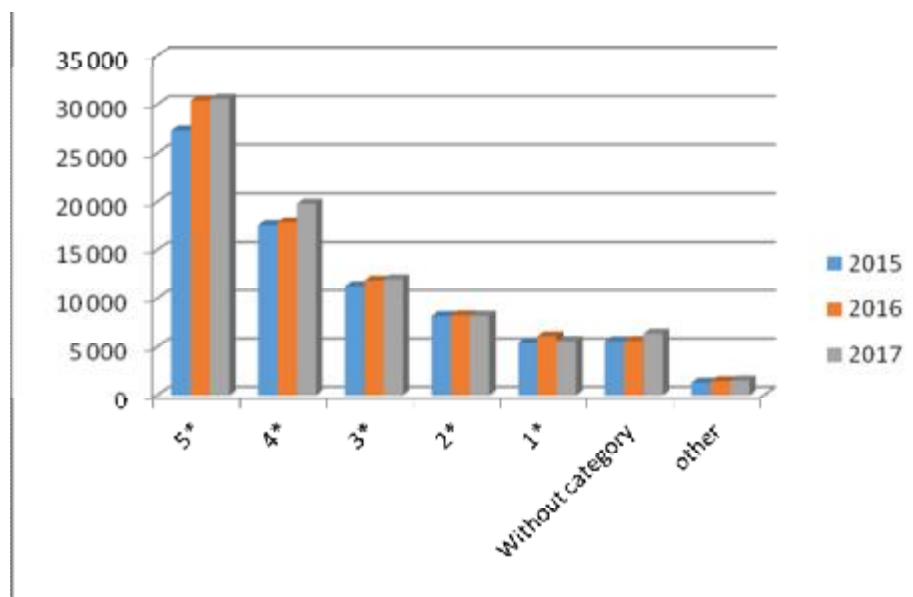
Picture 2. Average cost of bed-days, KZT

In addition, we analyze the volume of services provided by the placement sites, since they form financial income both to the local and state budgets of the Republic of Kazakhstan (Table 4).

Table 4. The volume of services provided by accommodation sites, by type of economic activity *, KZT'000 [3]

Years	Hotel services	Providing with housing for the weekend and other short periods	Services for living in a camping, recreational vehicle fleet and trailer park	Services in other types of housing	Total
2015	66 210 021,1	5 880 367,5	53 177,5	453 662,2	72 597 228,3
2016	74 342 033,5	8 151 421,1	26 074,9	333 905,1	82 853 434,6
2017	96 615 886,7	11 231 776,6	37 928,7	474 168,4	108 359 760,4

* taking into account individual entrepreneurs

According to Table 4, the volume of services provided by the accommodation sites in 2017 increased by 49.3% compared to 2015, including the provision of services by hotels increased by 46%.

There is an increase in the volume of services provided by other economic activities, except services for living in a camping, recreational vehicle fleet and trailer park, there was a decrease by 28.7%.

This situation can be explained by the growing demand for better accommodation and related services.

Detected regularities in the volume of services provided by the accommodation sites, in the context of the types of economic activity are shown in Picture 3.

However, this does not mean that there are no problems in this sphere. For example, there is such indicator as filling of hotels, which in 2015 was 22.8%, and in 2017 was 25.0% in the whole country. At the same time, in the context of the regions of Kazakhstan, this indicator ranges from 13.3% to 33.4%. This fact characterizes the irregular filling of hotels, both during the calendar year, and in the context of the regions. Although there are some costs of the hotel all the year, managers should use diversified management in the practice of hotel management and develop other related services.

In large cities of Kazakhstan, such as Astana and Almaty, 4-star and 5-star hotels are currently built according to the world standards, but in general, the situation is not as good as it supposed to be. According to the information of the Kazakhstan Tourist Union, the hotel industry in the regions is characterized by a high degree of moral and physical deterioration: rooms are not comfortable enough, there is technological backwardness, poorly trained staff, and a narrow range of services. Also, there is a staff turnover in hotel business, bad planning of the enterprise, lack of qualitative long-term programs and development strategies, a weak corporate culture of companies.
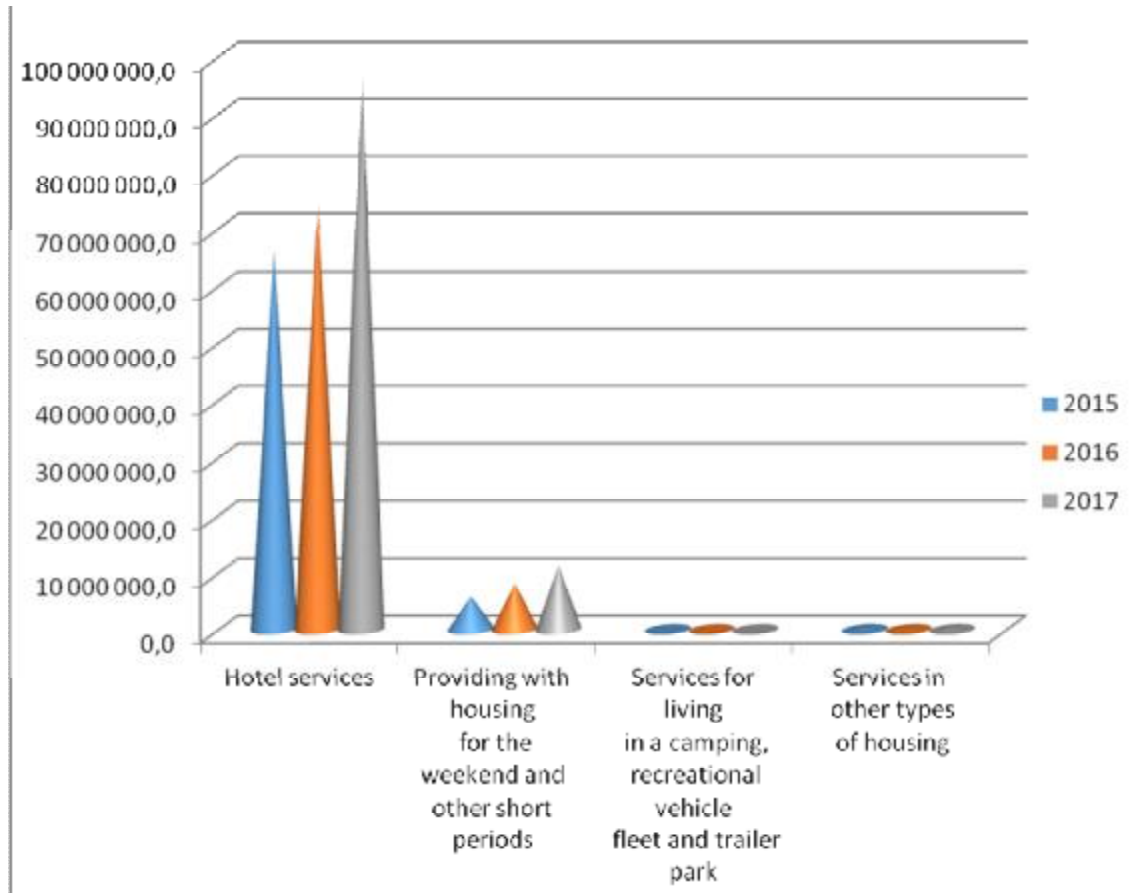
Picture 3. The volume of services provided by the accommodation sites, by the type of economic activity, KZT'000

Market participants are sure that in order to improve the quality of hotel services in Kazakhstan, it is necessary to introduce a unified certification to determine the quality of service and the conditions of hotels. We should not stick to the position of "low price - low conditions", the issue of price should be decided on the basis of competitiveness. Also the legal framework of the activities of hotel business in the Republic of Kazakhstan is outdated. For example, the updated standard of "Tourist and excursion services. Classification of hotels" has not yet been adopted, although it was planned to conclude the discussion by October 2016.

Only some high-class hotels can offer world standard services, however, their services are very expensive and only a small part of people in Kazakhstan use them.

At present, the domestic market of hotel services needs comfortable and inexpensive hotels. Terry Powell, former director of business development for the group of companies "Chagala", said: "Today it is extremely necessary to be oriented in 3-and 4-star hotels. There is not enough investment in this sector. In the regions, elite and expensive hotels are not in high demand, but medium-sized hotels with clean rooms, good services and affordable restaurants are in demand" [6, p.7].

According to experts, the efficiency of the hotel business is directly connected with highly qualified specialists, conducting reasonable pricing policy, introducing modern technologies and other factors outlined in the Concept of the development of the tourism industry of the Republic of Kazakhstan, the "100-Step Plan of the Na-

tion" and the "Nurly Zhol" program.

The hotel business is one of the important elements of the service sector, which functions to provide citizens of Kazakhstan and foreign guests with housing, food, and various additional services. The investment attractiveness of Kazakhstan, the improvement of the living standards of the population, the arrival of large international hotel chains on the domestic market have caused the need to improve the intensive development of hotel services their quality, according to the world standards.

Conclusion

The results of the research confirm that the sector of hotel services as a kind of entrepreneurial activity was the closest to the market changes in supply and demand. At the same time, the efficiency of the hotel business, in our opinion, is primarily related to the degree of management effectiveness. Therefore, in this area it is necessary to improve the quality of provided services, and this requires additional costs for purchasing innovative technologies in the hotel industry, and also it is recommended to develop diversified management.

So, taking into account the analysis of the state of the hotel market in 2015-2017, it is noted that the hotel industry in the Republic of Kazakhstan is at an active stage of formation, and has good prospects for further development.

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FRANCHISING TOURISM ECONOMIC EFFICIENCY IN KAZAKHSTAN

Zagainov Yevgeniy
Kazakh-American Free University, Kazakhstan

The Conception of tourism development in the Republic of Kazakhstan says that tourism has one of the major roles in a world economy. According to World Tourism Organization's (WTO) data it provides tenth of world gross national product, over 11% international investments, every 9th workplace in a world production, and Kazakhstan, with it's huge natural resources, has a unique ability to take it's niche in a world tourist market.

There is a lot of attention devotes to tourism development in East Kazakhstan region in recent years. The emphasis is

made to incoming tourism and to increase the flow of foreign tourists not only in summer and wintertime, but also in off-season.

In Conception of tourism development in Kazakhstan on 2020 year, East Kazakhstan marked as a center of ecological tourism.

In this conception registered a phased plan of region improvement, from the building of a new hostels and recreation zones to provision of new objects with literate managers and simplification of tourist formalities.

East Kazakhstan has a huge natural and resource potential, which will allow turning the region in one of the major tourist center of a country with the right development and use. All the kinds of tourism are developing energetically.

Also it is necessary to mark a positive dynamics in a hotel industry, which grows as quantitatively, as qualitatively. The quantity of tourist firms and a number of concerned in tourism grows annually.

The tourist market of the Republic of Kazakhstan is under constant development and improvement. A number of entrepreneurs increase with it in small and medium-sized businesses who want to start their own business in the tourism industry. Purchasing a franchise of tourist enterprise seems to be one of the most convenient, simple and logical way to achieve these goals. Demand creates supply, consequently - the franchise is one of the priority directions of development at the present stage for most players and the market participants.

Market volume of hotel, recreational and tourist services of the Kazakh sector of service for travelers steadily increases over the last decade. According to estimate of domestic analytical companies, volume of the tourist service market in Kazakhstan will reach several billion US dollars at current rates of growth in 2020.

Economic and social prerequisites for growth dynamics are increasing solvency of the population, the development of a society's culture and consistent evolution of the tourist infrastructure, as well as increasing level of penetration of remote banking services, the Internet and Internet services in all areas of service.

Tourism product and its direct sales - are the most important links in the enterprise operating in the tourism sector. What is the aim of each travel agency? One of the main goals of the company is increasing its economic efficiency and income. Profit-making and increasing income implies availability and increasing number of loyal customers.

Consumers and clients can be attracted and retained, if they are interested in obtaining a particular service at a particular firm. Service must meet the high level quality of services offered by travel company.

According to leading foreign travel companies, sales and promotion of tourist services will be effective, if the first, the objectives and needs of the client are defined, and the second, affordable product or service is created and offered. Achievement of the objective of travel companies is the development of products and services in strict accordance with the requirements of the client. Also they depend on the more intensive sales, more assertive in the implementation of the tourism product. That is why this topic is relevant in the tourism cluster in Kazakhstan.

Concepts of modern sustainable business development are widespread in market conditions. Principles of the so-called sustainable development concept defined in almost all areas. The role of tourism becomes more important into the global economy each year. It is a main constituent of the internal budget in many countries; therefore its ideas do not remained aloof.

According to practical analysis of modern tourism industry firms in East Ka-

zakhstan, primary goal of every enterprise is qualitative representation of travel services. It requires implementation of all specific requirements which are dictated by market needs and security services. It is important to consider features of the services included in the concept of hospitality.

Efficiency is defined as the achievement of any specific results with the lowest possible cost or the maximum possible volume of product of a given amount of resources. Efficiency means getting some definite effect, i.e. effectiveness of result.

Almost everyone talks about necessity of effective tourism. Annually the number of published materials increases, aspects of influence and relationships with other industries for sustainable development expands. But there are not precise criteria for assessing the state - it is effective or not. This is due to the need to integrate large number of factors, and large internal differences.

A sale of products begins to play an important role in the success of any tourism enterprise in transition to a more «deep» market relation. Increased competition forces enterprises to go for big concessions to consumers and intermediaries in marketing their products.

Economic efficiency is the result of which is expressed in a definite benefit achieved under certain cash costs, material and information resources and manpower.

Economic benefits of tourists (travelers) service means getting a prize (economic impact), from:
- production and maintenance process of a travel company;
- tourist services of the population;
- service management.

Economic efficiency of service is a component of the overall effectiveness of social labor and expressed by certain criteria and indicators. The criterion should be understood as the basic requirement for evaluating the correctness of the task.

Necessity of criterion arises because it should be clearly defined what products should be addressed to the calculation of the efficiency of production and service process.

Social production functions in the public interest, so the efficiency should be evaluated based on the degree of achievement of the society goal.

Production efficiency criterion is achieving best results in the public interest at the lowest cost of funds and manpower.

Problems of efficiency of service should be considered using a systematic approach.

Systematic approach involves setting different criteria and indicators for different levels of management and a definite hierarchy of goals and their performance criteria:
- Minimum cost of money, material and information resources and labor per unit of the tourism product;
- Maximum of production and sale of the tourist product, development of tours, forming a quality package;
- Maximum realization of tourist vouchers.

Each tourist enterprise develops its service strategy. It consists of action plan that determines how it will compete in the relevant market area.

Service strategy focuses on three main components of any business in the tourism sector:

1. Customer needs - what needs and costs of consumers we serve.

2. Ability of company to meet those needs - whether company has sufficient knowledge and experience to serve better than anyone.

3. Long term income - how company should serve to have an income that allows to be competitive for a long time and get a reasonable profit on invested capital.

Service strategy is the general action plan defining priorities of strategic objec-

tives of service. The achievement of these objectives helps to create positive image of the travel company, have loyal consumers and stable financial position in the market.

We should pay attention to the basic components of services for tourists, providing priorities in tourism enterprise:

1. Information. Service begins with the selling tours. Therefore, comprehensive and reliable information, both for tourists and for partners - agents is one of the main tasks of service. Consumption of tourism product (its purpose, conditions, content, prices and service levels) should be clear to seller or travel agent and acquiring tourist. Agent must have catalogs, visual route maps, terrain maps of recreation, tariff for various tourism services, booklets introducing the attractions and facilities for recreation; conditions of travel insurance and vehicles.

2. Functions of travel agency consist of the need for continued rapid communication with service providers. Therefore, desk books of agent are address book, telephone book, telefax directories, advertising and informational booklets, hotels handbooks, schedules of vehicles.

3. Communication with tourists and registration data of tourists should be ensured through escort or guide. These are made in the sake of safety.

4. Insurance guarantees for tourists should be provided within certain rules. Travel agent must help to choose the most reliable and profitable tourist insurer.

5. There is compliance with the tour-related technological features and compliance with needs of clients.

In conclusion all of the above, we have worked out several recommendation of service technology in the consumption of range of services compliance with which ultimately will have a positive economic impact for most enterprises in the industry.

Recommendation consists of:

- Strict compliance provided service with paid set (ratio of price = quality);
- Target address orientation of tours to content;
- Accurate and timely provision of services;
- Optimality and mobility of service program;
- Animation of service.

Since the beginning of the XXI century, the world has witnessed a significant increase in the number of tourist arrivals for the purpose of initiation to the ethnographic heritage, and in this respect Kazakhstan is traditionally perceived as a country with great ethnic and cultural potential. There are about 80 people - representatives of different cultural and linguistic and ethno-religious communities. This diversity allows us to talk about the possibility of allocating a separate ethnic tourism ethno-cultural direction, one aspect of which, rightly considered economic efficiency.

Ethno cultural rapid revival, accompanied overall growth of interest of people to their own national identity, has become one of the most powerful responses to the challenges of globalization. To put it in the reconstruction of ethnic traditions, folklore, life, crafts, holidays and so on, it initiated the creation of a variety of ethnic park, national villages, and special programs of ethnic and cultural tourism in different countries, which in its original form preserved autochthonous culture.

Tourism is experiencing its transformative impact manifested in the formation of a new context and environment for its development, speaking as a powerful factor of globalization. Modern information and communication technologies allow its guests to form individual travel program to your own taste, enabling them to find and experience the true authentic experience. Staying among people using a different language, prefer other cuisine, using a different style of behavior - this is

the meaning of the key tourism.

Given the current trends and consumer behavior in the market, businesses increasingly pay attention to the travel agency franchise, in virtue of it, franchising in tourism is developing quite well. The share of the competition is very high in the tourist business. Today, desire is not enough to start own business in the tourism, which would work well, and bring "economic impact". In this business, many companies "buy" the trust of customers with known and proven brand, opening tourist enterprise franchise.

Also, this area is very attractive because of the relatively small initial investment. This is a significant and often fundamental to the whole class of Kazakhstan entrepreneurs and small and medium-sized businesses.

Buying a travel agencies franchise, entrepreneur purchases not just a business model, but also a good help of franchisor. As practice shows, support includes a unified system of customer service (travel agencies, branded flight, own companies in the country which hosts, etc.), regular marketing campaigns, legal and accounting support, possibility of accommodation of information on the site of the franchisor, clients, which are hard to attract. The small travel agency usually takes a lot of time, effort and financial investment to do it itself. A good franchise virtually guarantees an increase the flow of customers to 30% due to a recognizable brand and an extensive client network of franchisor.

In summary, it should be noted that hundreds of franchised travel agencies do not just exist but also successfully operate in the Kazakh market today. Franchising is a real opportunity to start own business. It would wish. A quality franchisor is stable and strong company, that proven itself in the market. It provides potential investors with operate, well designed for different conditions and regions of the business model of the successful establishment of a travel company.

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The Kazakh-American Free University

44490 SE Phelps Road
Sandy, OR 97055
USA