

December, 2020

**The Kazakh-American Free University  
Academic Journal**

BBK 74.04  
J 38

Articles in the Kazakh-American Free University Academic Journal examine urgent issues of management and marketing, issues of philosophy, issues of economy and business, personal management issues, information technology and applied research, linguistics and learning issues.

Materials included in the journal are addressed to scientists, researchers, university faculty, university students, and educators.

The frequency of publication is once per year.

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J 38            The Kazakh-American Free University Academic Journal. –  
USA, Oregon, 2020. – 177 p.

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44490 SE Phelps Road  
Sandy, OR 97055

Signed off to publisher on 29.12.2020

## COOPERATION, CONCESSION, OR COERCION: CONSIDERATIONS IN THE EXPECTATION OF COMPLIANCE

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As a six-year-old, when told to wash my hands before dinner I would often enter the bathroom, stand over the sink, turn on the water, wait for a minute or two, sprinkle a little water on the towel, and congratulate myself upon clandestine defiance of immediate authority. Also at that same age, as an upstanding member of the Lincoln Elementary “Bluebird” reading group, I was extremely cautious in my reading aloud as I wanted so desperately to gain a loving smile from the beautiful Miss Reichenberg, my first grade teacher.

On those frequent occasions when I was discovered by my mother in the act of ablutionary deception, I would be exiled for the evening to my bedroom, suffering the dreadful fate of micro-starvation by missing my dinner. I was, however, sufficiently calculating in my dirty-handed attempts to only take the risk when such dinner items as liver, broccoli, or asparagus were being served; thereby merely opening the potential for the exchange of negative reinforcements - eat liver or starve. And I always extravagantly washed my hands on the nights when we ate spaghetti.

If my word pronunciation were to stumble during my reading of *Fun with Dick and Jane* during Bluebird Group time, Miss Reichenberg would still give me a loving smile. But I would misinterpret her gesture as an expression of pity rather than the affirmation of my human value - which it was.

The term: “compliance” has emerged from its routine, customary applications in denoting our essential local, regional, and national legal mandates, economic obligations and institutional contracts to presently shout a dire plea to a vulnerable world-wide population for defense against the global pandemic caused by the deadly coronavirus. “Compliance” with mandates for handwashing and isolation are now critical activities for slowing down the inevitable spread of the disease; thereby assisting hospitals in sustaining their capacity to treat the severely afflicted. Epidemiologists tell us that compliance with virus precautions is not a matter of “wanting to”, but rather of “having to”.

In deliberation over existing and potential expectations for “compliance”, two perspectives must be simultaneously evaluated: the reasons and mechanisms behind the directive and the reasoning of those who are expected to comply. The social and moral value of the stringency embedded in the mandate must be harmonized with the opportunities and restrictions placed upon the subjects, as well as the latitude and consequences of non-compliance. As an example: from a child’s compliance in washing hands before dinner to washing hands to curb epidemic, from the short-term consequence of isolation in the bedroom as punishment to long-term isolation at home as prevention, the psychological considerations involved in the analysis of compliance remain very similar.

An initial observation of the two perspectives involved in “compliance” can easily be seen in an authoritative, but hardly technical, source - *The Oxford Dictionary of the English Language*.

COMPLIANCE:

1. THE ACTION OR FACT OF COMPLYING WITH A WISH OR COMMAND.
2. THE PROPERTY OF A MATERIAL UNDERGOING ELASTIC DEFORMATION OR (OF A GAS) CHANGE IN VOLUME WHEN SUBJECTED TO AN APPLIED FORCE. IT IS EQUAL TO THE

### RECIPROCAL OF STIFFNESS.

These common definitions foreground the difference in starting points for consideration of the ramifications in generating an agreement or demand for compliance. The first definition focuses emphasis upon those who are acting in response to an urging for compliance. Statistically, those people and their behavior may be said to form the dependent variable of the social experiment (e.g. willingly or unwillingly - "washing your hands"). The second definition may be seen to focus upon the design of the agreement. In research terminology, their decisions may be seen to structure the independent variable. (How to move someone to wash their hands. What consequences will they envision to encounter if they do not? How is subversion of the mandate prevented?) Since formal and informal instructions for compliance begin with consideration of the need for compliance and construction of the resultant design, we first address *Oxford's* second definition.

This second definition has common general understanding in the physical sciences and statistical research where "elastic deformation" is known to be the result of the successful application of "force" upon a "material". Keeping the challenge as simple as possible (and usually conceded to be defined too simply), reductionistic philosophy is applied to designs for affecting compliance with an assumption of maximum population homogeneity of the qualities comprising the material to be made "compliant". (Every portion of the same element is the same). Physical elements and materials cannot vary from one occasion to another under identical circumstances (controlled variables) in their level of "reciprocal stiffness". Water is "H<sub>2</sub>O": a liquid between 0°C. and 100°C. at 72 mm sea level pressure.

But people are not a passive substance. Influences of culture, cognitive maturity, and the influence of family upon unique personalities are often accepted to be beyond consideration in the design of mandates affecting larger groups of people which comprise varying, and often conflicting, worldviews and moral values.

These factors (variables) are, however, emphasized in creating compliance agreements (mandates) for individual clients in the practice of psychotherapy, for family systems therapy, and for some very small businesses or possibly village ordinances. But the expansion of the subject population to include alternative worldviews removes consideration of values not held in common. The larger the number of cultural orientations, the more the compliance design becomes impersonal, including universal behavioral expectations regardless of the individual's disposition toward the mandate. The larger the group, the less unique consideration. A "society" is not a single "culture". An admittedly false assumption of homogeneity is applied. A subject's desire to comply becomes less of an influence upon the mechanisms for enforcement. Consequences for non-compliance become more literal and less an appeal to individual conscience.

The stability of the ordinance for compliance may take precedence over the individual or collective disposition of the subjects. At the family level, the classroom level, the organizational level, as well as at the oblast or national level, the stability of the commands for compliance and the prescriptions for reward and punishment are sustained by the organizational structure. The overseeing group in a home or workshop may negotiate compliance by the system of an Aristotelian democracy - popular vote. A larger group, such as an oblast or nation, may sustain legal compliance through a representative republican government. Authoritarian regimes dictate compliance by fiat. Some homes and businesses have a family monarchy which autonomously creates compliance structures, viewing it culturally appropriate to do so.

Obviously, all success in compliance is measured in the quality and quantity of solicited overt behavior. And the simplest (and quite inadequate), commonly used psychological model for “shaping” behavior is to be found in Operant Conditioning - its primary research beginning three quarters of a century ago with B.F. Skinner (1953). Quite outdated and lacking in any consideration of the potential for human free will, this paradigm still finds itself in common use when compliance is mandated rather than negotiated through dialogue with the persons and groups needing to comply. Recognition of these categories in constructing and evaluating compliance procedures for individuals - or assumed homogeneous groups - is of value, not because of the paradigm’s accuracy but due to its ubiquity:

- REINFORCEMENT SUSTAIN BEHAVIOR. (E.g.: Washing your hands.)
  - POSITIVE: ADD A REWARD. (E.g.: Compliment on clean hands. Provide dessert).
  - NEGATIVE: TAKE AWAY AN OBNOXIOUS PRESENCE.
    - § ESCAPE: CEASE THE ON-GOING ANNOYANCE. (E.g.: Stop nagging once hands are clean)
    - § ACTIVE AVOIDANCE: ADD NEGATIVE CONSEQUENCES. (E.g.: You won’t be sent to your room if you properly wash your hands).
- PUNISHMENT: DECREASE BEHAVIOR. (E.g.: Assembling in large gatherings during the pandemic).
  - POSITIVE PUNISHMENT ADD UNWANTED CONDITION (E.g. Fines for large gatherings).
  - NEGATIVE PUNISHMENT REMOVE WANTED CONDITION (E.g. Large gatherings cause the closing of stores).

In matching compliance agreements, “shaping protocols”, to the categories of Skinnerian Behaviorism, it is important to remember that the philosophy recognizes the effected individuals and organizations (referred to as “organisms”) as expressing potential qualities of what *Oxford* had termed “reciprocal stiffness” - a degree of potential pliability which is encountered in the procedures and consequences of compliance.

But the human condition is seen by many to not be reducible to a mathematical formula. These qualities of “organism” pliability return us to the first, and more human, definition for “compliance” found in *The Oxford Dictionary of the English Language*: 1. THE ACTION OR FACT OF COMPLYING WITH A WISH OR COMMAND. Deutsch and Gerard (1955) were the first to apply the term “informational influence” to the study of compliance. They refer to the desire for the individual to be in at least behavioral (if not ethical) conformity with the group to which they identify. The power of interpersonal, neurophysiological attachment first studied by Bolby (1969) provides positive incentive to comply with commands which elicit cooperation from the group in which the individual finds personal identity (a concept which varies with culture). And, conversely, bonding to the identified group compels defiance when the group does so collectively. The Asch experiments (1951) studying group persuasion toward individual compliance with statements known to be incorrect are among the most famous examples of the power of informational influence. Identity acceptance is a strong positive reinforcement and is continuously employed in television and radio commercials - me-

dia appeals for the purchase of merchandise and for participation in socially-desired behavior.

The individual's level of cognitive development has substantial influence in understanding instructions given as well as comprehending the surrounding circumstances involved with compliance. Cognitive sophistication determines the interpretation of the feedback received from the behavior exhibited. With regard to behavioristic designs for group compliance, the intensity of necessity for the compliance and what the subjects are able to comprehend determines the commands for individual and group behavior: how critical the situation seems to be and whether or not it matters as to whether or not the subjects fully understand why they must comply.

The research of Jean Piaget (2007) has demonstrated distinct levels of cognitive ability which are somewhat age-related. The findings have since been correlated with brain development and the processes involved in neuroplasticity. There also appear to be socio-environmental factors which slow or inhibit development of sophisticated thought, sometimes causing large groups of people to reinforce social interaction which justifies their more simplistic worldview. Mob psychology often is a product of the inhibition of sophisticated thinking produced by the interactional sustaining of fear.

The path of cognitive development follows a course toward an increased simultaneity in conceptualizing. A brief comparison of these stages with the expectation for compliance will prove valuable. We recognize that these developmental stages in human thinking do not progress from one to another like a train passing from one station to the next. It is better to use the analogy of a matryoshka doll, with the original levels of cognitive processing each buried inside the next. Emotional duress frequently causes the more sophisticated simultaneous cognitive processing to strip off, leaving the distressed person reasoning at a more adolescent or child-like level; frequently remaining there for a lifetime.

- **SENSORI-MOTOR CONCEPTUALIZATION.** Birth onward
  - Thought is expressed in sequential physical movement.
  - Prior to the mastering of language, thought is solely physical action.
  - Adults erode to this level under very extreme stress and lose the ability to verbally articulate; often resorting to physical violence.
  - Mob behavior and physical defiance which cannot be assuaged with reason indicate individual or group sensori-motor thought.
- **PRE-OPERATIONAL (SEMIOTIC) CONCEPTUALIZATION.** Age 2½ onward.
  - Sense of sufficient mastery of language to be understood.
  - Anything that can be said can be real. E.g.: fairy tales, Father Christmas.
  - The world is magical. External physical laws are not as much "real" as the world expressed by those holding authority and power.
  - Compliance is fueled by personal love or personal threat. (At six years old I would strive to gain my teacher's smile.)
  - "Trust" in the "other" - group or individual - is a function of the assumed efficacy of the person or group expecting compliance.
  - Adults who are reduced to, or sustaining, pre-operational thinking are susceptible to believing in the illogical messages of people in power.
  - Reasoning about emotionally-loaded situations is not logical. For example: the alcoholic who does not comply and stop drinking states that he or she can stop any time they wish. They are not lying. They actually, magically, believe it.

Compliance commands or expectations addressed to individuals or groups embedded in sensori-motor or pre-operational thinking cannot appeal to sensibility. It is not there. Appealing to the rioting crowd or appealing to the emotionally upset alcoholic must be a directive clearly demonstrating behavioral physical consequences. Otherwise, the directive will not be recognized, much less obeyed.

- CONCRETE OPERATIONAL CONCEPTUALIZATION. Late childhood onward.
  - The external world is consistent. The internal world and personal or group logic are now held to consistent reason and frequent suspicion.
  - A balance of reciprocity is understood. The world can be analyzed from the viewpoint of another individual or the worldview of another group.
  - The world remains material and linear. The strength and value of metaphor is not available to making decisions. The here-and-now, deliberated in a temporal sequence, makes sense.
  - Compliance may appeal to reason for cooperation more than to gain reluctant coercion. Consequences need not be material but can be a realization of the moral good. But the behaviors must remain specifically articulated. Generalized instructions (“do the right thing”) cannot result in specific behavioral compliance.

The difference between pre-operational and concrete operational measures for effective compliance is easily seen through comparing the types of classroom rules which elicit compliance in the first years of primary school with those which are successful in secondary school. The former set calls for continually soliciting explicit physical movement. The latter expects reasonable, understood, planned behaviors.

Concrete operational thought is the most commonplace level of logic among mature adults, as higher levels are rarely encountered in adult interactions and, therefore, rarely exercised. Commercialization of the media to solicit a maximum audience employs this level of literal, sequential logic in the presentation of a majority of its offerings. In parallel, a caution must be given to business organizations in their deliberation over policy and procedures as it is common for the structure and values of the company to entrench at this level of narrowly-defined overt procedures and situational ethics.

Corporations and other organizations encountering extreme financial misfortune are susceptible to “downshifting” in the same way as are individuals; finding collective emotional distress to cause the restricting of policy decisions to pre-operational, magical thinking. Corporate reason evaporates. Expectations for compliance are magically seen as unreasonable. Fairytales of justification for illegal behavior are tempting, and sometimes put into practice. Appearances of stability are conserved while the corporate behavior erodes in its ethic. Like the alcoholic, the corporation which tells itself that its intentions remain noble and that it can stop clandestine non-compliance at will is not lying. It is practicing collective magical truth. The established legal consequences (the positive or negative behaviorist punishment) for such desperate company behavior must be constructed in a way to be understood at this lower level of collective mentality. Using Skinner’s model consequences could include “Positive punishment” - fines and/or imprisonment and also “Negative punishment” - losing the business license.

- FORMAL OPERATIONAL THOUGHT. Potentially adolescence onward.
  - The world is comprised of more than a sequence of linear instances.
  - Conceptual systems are seen to be more “real” than physical examples.
  - Concepts can be mentally manipulated without physical trials.
  - Multiple conceptual systems can be considered simultaneously rather than in

linear sequence.

- Deep patterns of behavior can be identified.
- “If-Then” hypothesizing directs the value of compliance.
- Rules are generalized to systems of ethics rather than addressing specific behaviors.

The constitution of a governing body, such as the *Constitution of the Republic of Kazakhstan*, is written at the formal operational level so that the document encompasses a single metaphor of democracy which can be applied by the courts to specific instances of “concrete operational” compliance.

Dealing with specific cases, requests for compliance which are exhortations, such as to “do the right thing in these categories of situations,” are meant to encompass a wide variety of specific, physical behaviors. They also appeal to an orientation toward a cooperative ethic which would self-identify specific opportunities for compliance.

But since the sustaining of formal operational thought is universally rare - and simply not possible for many people - public appeals during the present pandemic which exhort: “Stay safe” or “Mind your distance” are of little value as compared to the concrete operational: “Wash your hands several times a day” or: “Walk two meters apart”. This explicit behavior is seen to be acts of reasonable, specific compliance in the eyes of the concrete operational adult majority. And preoperational thinkers, comprised by individuals of all ages, will comply due to the voice of authoritative power through consideration of the consequences of non-compliance.

In the anthropological investigation of individual and small group compliance within the larger society, it is of value to make a definitional distinction between a “culture” and a “society”. A useful overgeneralization can be formed from the work of Levi-Strauss and then later work by Geertz to address a “culture” as being composed of individuals who share an almost-common worldview and its resultant morality; sustained by repeated use of a linguistic structure and specific perspective on personal identity. If one is noncompliant to a cultural norm, the psychologically healthy individual develops an overt or covert personal sense of shame. Cultural non-compliance affects identity. But for some cultures, social non-compliance may not elicit any shame at all. Non-compliance in a society is not necessarily immoral. (An example might be the eating of specific animals or parts of an animal forbidden by a particular cultural understanding and cultural edict may not be illegal behavior in a multi-cultural society.) Non-compliance in a culture is immoral to that group of people. “Informational influence” supersedes law.

A “society” can be defined for this monograph as a geographic or an ideological region involving the social interactions within and between more than one culture and their corresponding worldviews. The expectations for compliance within a society may or may not be considered moral by members of the included cultures. Therefore, the compliance essential to sustain a society is based upon expectation for explicit behavior and not upon internal sense of right or wrong. The constant maintenance of a specific and understood legal structure (commonly applying the behavioristic paradigm) is critical for the sustaining of a society. The many recent international instances of governmental social collapse demonstrate the cohesion of cultural conformity over and against reductionistic consequences for defying social compliance.

One additional element which must be considered in the psychology of compliance is the variety of cultural teaching regarding individual identity. Many Asian cultures work to instill the notion of personal identity as being found first in one’s location



within the family and then within the culture. An analogy might be in comparing the individual to a finger on one hand where the whole of an individual's identity is the entire functioning body. Eastern naming order, with the family name coming first, is an indicator of this more corporate understanding of identity. The Russian patronymic name gives a less intense, but still strong example of the placement of the individual within the physical and emotional welfare of the consanguineous family's single identity.

As opposed to the effortful instruction in singular individuality which is a hallmark in western cultures, the positive or negative consequences of compliance in Asia involve the physical and emotional welfare of the extended family group. Formal and informal mandates for compliance must consistently keep in mind who (singularly and collectively) is complying. Who (singularly and collectively) is addressed by the consequences? Is the family honored or shamed by actions of compliance (non-compliance)?

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This introduction presents but a few of the interwoven factors involved in considering the psychology of compliance. An immediately relevant example of this network of expectations can be seen in the educational system of all nations. The classroom, as well as in the case of the local and national government, functions as a multi-cultural society. The Embassy of Kazakhstan in Washington D.C. cites over one hundred ethnic groups living in the country. The school and university, as is also the case with business and public service organizations, must comply with a network of regulations involving partner institutions and governmental oversight organizations to ensure the quality of measured performance expected at each level.

In classrooms comprised of a unique, small, and identifiable set of cultural world-views, the smaller number of students might be given a greater opportunity to provide input toward the shaping of interactions toward an established set of universal compliance standards, recognizing the small set of perspectives which are brought into the small setting. But with increasing size, the opportunity for student influence on procedures logistically diminishes. At the level of the multi-classroom, multi-program school or university, procedures for meeting compliance standards increasingly diminish the opportunity to employ the first of *Oxford's* definitions and must resort to the cold manipulations defined by the second.

Universal compliance with institutional and government expectations is vital to the longevity of not only institutions of education, but those of health, commerce and industry as well. The behavioral models used by the nation must be enforced and perpetually reviewed to maintain the wellbeing of the society and must be reasonable, having positive and negative consequences clearly presented. But it cannot be assumed that all citizens will recognize or appreciate the reasoning for the statutes. Yet why individuals do not or cannot understand, or why they disagree, must be rigorously investigated and appreciated as well.

The year 2020 begins with both a "bang and a whimper". But to contradict T.S. Eliot, the world is not ending. This is an extremely rare occasion where nations with adversarial political viewpoints find themselves unifying over critical steps to minimize the human toll from the worst pandemic in one hundred years. The common advisory is not philosophical. It is viral. And the need for world-wide compliance with life-saving behavior is universally demanded.

Go wash your hands.  
Stay inside.

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### IMPROVEMENT OF THE SYSTEM OF COMMUNICATION FOR BEHAVIOR AND SOCIAL CHANGE IN DEVELOPMENT COMMUNICATION STRATEGY OF THE ORGANIZATION

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### *Introduction*

Currently, Development Communication (DC) is defined at the Women Empowerment for New Horizon Organization in Afghanistan (WENHO) as being the strategic use of communication, research, and participatory community engagement to promote positive and measurable behavior and social change. DC is an evidence-based process that utilizes a mix of communication tools, channels and approaches to facilitate participation and engagement with children, families, communities, networks for promoting positive social and behavior change in both development and humanitarian contexts. It draws on learnings and concepts from the social, behavioral, and communication sciences. That definition of DC is rich with meaning, but when it comes to implementing it, some organizations such as WENHO fall short on doing it effectively. A first strategic decision has to do with the relative priority of audiences and focus of capability development (whether internal or external) to be covered under the scope of the DC system. Non-DC related staff in WENHO play a critical role in the development of DC interventions. Governmental and NGO counterparts provide essential roles in DC delivery. Over time, WENHO will have to decide how best to coordinate capability development in relation to these many constituencies. Secondly, a third strategic decision regards the speed at which DC capabilities need to be developed. As stated above, there are many staff members with different needs and opportunities for growth. It will take resources – time, energy, and money – to build the infrastructure, systems, and staff to make best use of the capability building programs. It will require a long-term, sustained investment – a sustained “push on the flywheel” for WENHO to grasp the greatest return on its DC capability development investment.

Overall, the paper emphasizes significant tensions, challenges and issues related to the effective and demanding evaluation of DC within WENHO. The research identified many contextual, structural and institutional challenges, issues and barriers, including problems with communication, attitudes towards DC and evaluation in general. It also identified issues related to conceptualizing, managing and of DC operations and results. The research found a lack of skills and capacities in evaluation related specifically to the DC practices of WENHO, including a lack of appreciation, funding and support for alternative evaluation approaches that are more appropriate for DC. Moreover, the paper highlighted that the organization has not used a mix of long-term communication channels, particularly participatory approaches for community mobilization and engagement due short-term projects and lack of funding. WENHO requires investment on informative research to learn from the target audiences what values and social norms to appeal to. Further, community leaders must be engaged and feel that they are full partners in the effort to improve the lives of community members. Moving forward, the organization needs to develop a more structured and systematic approach to government capacity development that engages with the factors that are preventing DC from being better integrated into government planning. Finally, the paper is concluded with the overall recommendation for further consideration while developing a DC strategy for the organization.

#### ***Purpose, objectives and scope of the research***

The purpose of the research is for WENHO to adopt a more effective Development Communication strategy in order to better achieve and strengthen the organization's future action and results."

Research objectives:

1. Gain a broader and more expert understanding of Development Communications
2. Examine DC theories and their applicability in order to develop an assessment framework to measure organization DC capacity and effectiveness
3. Become familiar with WENHO's current DC system and utilize the framework by assessing the system's strengths and weaknesses
4. Present recommendations for a more effective DC system to be considered by WENHO

In short, in this paper the researcher will step away from talking about WENHO decision makers in fact viewing development communication as public relations and branding despite their rich definition of it. Instead, the focus is on guiding the organization on how to increase its resources mobilization for DC by increasing its DC visibility and Evaluability. In this context, it is important to also know what the expectations of the decision makers are who are external to WENHO itself and what kind of tangible and visible DC results and impacts they are looking for. The key decision-makers include the donors who usually fund the DC programs as well as other programs in the organization. Some of the organization partners such as ministries and other local NGOs, use only those DC approaches that focus more on messages, billboards, posters, and media campaigns that usually look and feel best for reporting to donors, but in fact contribute little to actual social change.

#### ***Executive Summary***

Communications for Development (DC) is the application of practical communi-

education principles to further development objectives. WENHO is one of the NGOs in Afghanistan that promotes and uses DC in all its programs strategy to drive positive behavioral and social change in the community. In recognition of the importance of DC, WENHO has made a substantial investment in developing both its internal capacity and its partners' capacity in designing and implementing DC strategies. Many efforts have been made towards better integrating DC as a cross-cutting program strategy into systems, policies, and plans.

This is a case study report for Afghanistan. The country case study had four main objectives:

1. Assessing the connection, effectiveness, and efficiency of the WENHO's efforts to (a) develop the specific knowledge and competences of staff in DC and (b) enhancing the organization's overall capacity.

2. Assessing how appropriately DC has been integrated into the organizational structures and programs;

3. Assessing how proper DC-related planning and implementation has been to the contextual needs of the country program, and identify factors driving or constraining the relevance of DC-related planning and programming.

4. Reviewing DC-related performance monitoring and knowledge management and assessing the availability of results (outcomes and impact) achieved through programs using DC interventions.

### *Findings*

Concerning the survey and internal document review analysis, it appeared that there had been a good investment in building DC capacity when one considers the organization's relatively small size. The DC staff training has been the initial investment to date, with excellent follow-up by participants on their return. They replicated their knowledge with other colleagues in the organization. All training has been relevant to the needs of the participants, which effectively came quite recently when it was realized there was a need for DC capacity building.

The training and workshops targeted the right staff members and used the right mix of learning methodologies. Likewise, the courses have contributed to improving DC knowledge and practice. The risk, however, is that without follow-up, the capacity gains achieved through these courses will erode. Moving forward, the organization requires to look at more efficient ways of building internal skills. Sending staff to the courses was an effective way of building DC capacity, but it was costly and benefitted only a minimal number of staff. In the future, more emphasis is needed on facilitating the transfer of knowledge and skills between peers. This will be less costly and will reach more people. This also will help distribute DC capacities more widely across the organization. Organizing such training and activities for both the staff and the partners would pool experience from across the country, would allow WENHO DC professionals to network and share experiences and would make training cost-effective.

Another challenge the organization encounters in strengthening its DC capacity is human resources. There is only one DC specialist working in the entire organization, which is not enough to service all of the sections effectively. There have been many efforts to increase capacity through a network of focal points embedded in sections, but it will require investment in building their ability to be effective.

There is strong support for DC in the organization, but it is still not adequately considered in the planning process. The fact that there is virtually no reference to DC in

either the 2011 or the 2015 Situation Analysis documents is indicative of this, as is the poor integration of DC into core planning documents such as the RAM and RWPs. However, the recent development of a new DC strategy is an important step and presents a real opportunity for embedding DC into the structures and processes of the organization. The establishment of an internal DC task force, chaired by the Deputy Country Director, to lead the coordination of DC across the country program and provide consistent senior-level oversight and backing for DC is already a step in the right direction. One of the significant challenges the organization needs to grapple with to better integrate DC into programming relates to financial resources.

Current levels of financial allocations for DC are insufficient to meet the needs of the country program. There are no quick fixes to this problem, but more consistent involvement of the DC specialist in resource mobilization will help collect more evidence on the impact of DC interventions. Another challenge that the organization will need to tackle in the future is how to manage the integration of DC and external communications as WENHO shifts away from community engagement towards more upstream advocacy work based on the reviewed minutes meetings. Currently, there are demarcated roles and responsibilities between DC and external communications, but this may not remain the case. There is likely to be increased blurring of functions, and there is a real risk that DC could find itself losing prominence. DC will need to monitor and navigate these shifts carefully if it wants to remain relevant.

DC has been a respected cross-cutting discipline in the organization and is implemented with increasing professionalism in terms of DC implementation. Considerable attention to DC effectively began in 2012; since then, many programs have been implemented with significant DC components integrated into them. How DC is applied across sections tends to fall into one of three modalities: DC and program sections work in parallel on an initiative; DC leads the action, and the sections provide technical support, and sections lead the effort, and the DC team offers technical support. Each modality has benefits and challenges.

There has been a notable amount of activity around DC in the organization. However, against the DC indicators that are considered proxies for quality implementation, performance is mixed. This indicates a lack of consistency in the quality with which DC is being designed and implemented. A key area for improvement relates to the organization taking the lead in establishing multistakeholder taskforces that can coordinate and plan for DC nationally and sub-nationally. There has been limited DC capacity support provided to partners to date; the delivery has been ad hoc and opportunistic. While NGO partners already have a little bit of good DC capacity, government partners do not. In government, there is a reluctance to move away from DC as being posters and pamphlets and to embrace the view that DC is evidence-based and participatory. Moving forward, the organization needs to develop a more structured and systematic approach to government capacity development that engages with the factors that are preventing DC from being better integrated into government planning.

Given the current monitoring and reporting structure within WENHO, it would not be possible to assess the aggregate effects of DC programming across the organization. The reason behind this is a lack of clarity on how DC activities link to program outputs and outcomes, and data on behavior changes are not systematically collected. This suggests that, in the future, were WENHO to invest further in evaluating the impacts of its DC work, the unit of analysis should be the individual DC programs rather than the overall country program.

This study found that WENHO has a general preference for participatory community approaches for achieving behavior change objectives. Community participatory approaches lead to better behavioral outcomes. However, WENHO requires investment on informative research to learn from the target audiences what values and social norms to appeal to. Further, community leaders must be engaged and feel that they are full partners in the effort to improve the lives of community members. Government officials and partners do not have the necessary interpersonal communication skills to establish a productive relationship with target audiences. WENHO Interventions seeking behavior change need to provide the partners with tools and interpersonal communication training that will help them stay on message and convey empathy and concern. Effective interpersonal communication supports to promote the perception that community elders and community members are in more equitable relationships with those representing their community and is part of the process of enhancing the trust in the community. When community members are listened to and respected, and when they feel that they are being responded to, the behavior change adoption is more likely to occur.

### ***Recommendations***

#### ***DC Capacity Building***

- WENHO should consider providing relevant capacity building to the new DC focal points. DC focal points are technical officers, who have been trained in DC, with responsibilities for advocating, mainstreaming and quality assuring DC activities within their zones. Currently, there are new DC focal points in the organization that are in the process of forming a network of DC champions within each Section who require relevant capacity building programs on DC.

- It would be ideal for DC staff to also take courses with a sectoral focus (i.e., Child Protection, Women Empowerment, etc.) to apply DC approaches effectively in a specific field. As a result, each focal point would form a strong DC network around him/her and that should take some of the workload off the DC Specialist.

- The organization should consider establishing long-term partnerships to support DC capacity development as well as focusing on building the capacity of partners and the government on DC. Additional capacity building will still be needed, and partnerships with a number of local organizations will help. These partners could work across sections in delivering DC capacity development services and support create productivity.

- The Communications team in WENHO should instigate regular learning events for Section staff across the organization. For example, these could be quarterly meetings run by the DC Specialist, but broader learning/workshop opportunities for Section staff could also be considered. This would make sure that there is follow-up of capacity already built and would continue to share new approaches, new methodologies, new lessons learned, and best practice examples.

- WENHO should consider facilitating capacity building activities for DC staff members, focal points, its partners, and other stockholders. Arranging such activities would pool experience that would allow DC practitioners to network together and share experiences. It would also make training more cost-effective.

#### ***DC Integration***

WENHO should address the need to define, design, and implement some effective standard operating procedures (SOPs) to consolidate the process of integration of DC,

which has already begun. This should include SOPs for routinely integrating the DC Specialist into program planning and resource mobilization; identification of focal points in sectors and ensuring that their responsibilities are well described in job descriptions and performance reviews.

WENHO should make sure that all Sectors are provided with documentation to provide support on how to best integrate DC in planning, monitoring, and evidence gathering.

WENHO should renew its efforts to improve monitoring and documentation of DC results. To make this happen, it is recommended that DC should be explained and highlighted clearly in all RWPs as well as in all future planning and monitoring frameworks as is appropriate.

Through making a clear articulation of the links between activities and outcomes, the logic gaps between DC activities and higher-level results/outcomes should be addressed. The indicators should be clearly written for internal monitoring and assessment of the DC interventions within programs. Finally, all the results should be more clearly attributed to DC efforts where it is appropriate. Good human interest stories should be written and publicized that illustrate the impact of DC practices. This will partly help to aid fund-raising for evidence generation.

### ***DC Implementation***

The organization should consider conducting a DC capacity assessment of key government partners to better understand their current knowledge, skills and practice and the major blockages they face in better integrating DC into government planning and implementation.

WENHO should develop a clear strategy and plan for building DC capacity in the organization. This should mobilize a range of capacity development strategies, such as training and mentoring to ensure all programme staff have a solid foundation in DC methods, theories and principles.

WENHO should assess the demand for DC support in each Section and develop realistic staffing arrangements, which ensures adequate support both within WENHO and to its partners. The nature and number of DC programs and the number of government partners varies across sections and as such, so does the required level of DC support.

Senior management and Section Chiefs should be required to support the DC Specialist in funding and coordinating cross-cutting DC initiatives. The implementation of cross-sector DC initiatives has been challenging because of limited support and funding from Sections and problems in coordinating planning and implementation. Resolving these problems will require Section Chiefs to show genuine support for cross-sector initiatives and commit to resourcing them adequately. It will also require the Country Director and Deputy Director to see the value of cross-sector DC initiatives and to drive cross-sector working forward across the country program.

### ***DC Human Resources***

To help better coordinate the DC capacity development efforts, WENHO should consider working with a limited number of organizations that could provide support across the office.

WENHO should consider recruiting a full-time DC adviser, who could be proactively in touch with the DC Specialist in Kabul and in the zone, as well as sector spe-

cialists, to provide in-depth DC knowledge and experience.

WENHO should ensure a better resource allocation for DC. Current funding for DC is insufficient to meet programmatic needs. This can be addressed in two ways: (a) Identify processes to make sure the DC Specialists have the opportunity to review and provide input into all proposals that have a significant DC component, starting from the inception phase and all the way through. Currently, the level of DC specialist's engagement with the proposal process is ad hoc and piecemeal. As a result, DC activities are under-resourced, which undermines the quality of delivery. (b) WENHO could make sure that the current guidance on financial allocation to DC is followed. When developing proposals, the existing guidance on allocation resources to DC activities should be strictly followed.

Redouble efforts to ensure DC initiatives are grounded in evidence. While research and evaluation are being used to inform DC interventions, this is not being done systematically. Ensuring communication strategies are evidence-based is central to ensuring there is capable DC.

### *DC Visibility*

WENHO should continue to document best practices, innovations, and learning in DC. The products should be communicated externally, both in-country among partners and with WENHO staff at different levels. WENHO has significant experience implementing DC in Afghanistan, and it is viewed by partners as the primary source of expertise on DC domestically.

More effort should be put into actively sharing learning, best practices, guides, and toolkits to build the capacity of others and improve the implementation of DC. This will, in turn, help attract resources for sectoral and cross-sectoral DC interventions.

### *DC Evaluability*

Ensure that DC results are presented clearly in the results framework for the new CPD. This should include: a clear causal logic in how DC activities link to Section results at output and outcome level, a clear articulation of specific behavior changes results where relevant, clear indicators and baseline data collection.

Any research/data collection efforts on behavior/social change that have been achieved by means of DC initiatives should be more routine.

### *DC Communication Channels and Partnership*

While developing the new DC strategy, the organization should consider a strategic approach or mix of methods and models to reach the target audiences. The types of communication channels that will maximize the reach and effectiveness of the messages should be identified. No matter how much the communication messages and materials are wonderfully and cleverly designed, they will not be valid if they do not reach the intended audience.

Utilizing a variety of linked communication channels is more effective than relying on one specific one.

The target population including the community elders, should participate in all phases of behavior change communication development and in much of implementation.

Stakeholders, partners, and community members need to be involved from the design stage.



Planning for monitoring and evaluation should be part of the design of any BCC program, and the community members should be a part of the monitoring team. Key stakeholders should be involved early on in every step of the process of developing messages or any behavior change programs. Stakeholders include policymakers, community elders, faith leaders, and members of target populations. Their active participation at appropriate stages of DC strategy development is crucial. It is required that a stakeholders' meeting is held at the planning stage to obtain guidance and commitments to the process and to develop coordination mechanisms.

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#### DEVELOPMENT OF POLICY FOR THE EFFECTIVE MANAGEMENT OF NATURAL RESOURCES

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The defensive and bearable use of land, water, air, forests, rangeland, flora and fauna constituting the major part of natural resources for delivering magnificent services to the ecosystem helping to uplift and ease human life by providing basic life support in the form of consumptive and public-good services including soil productivity, recycling

of food, cleansing of air, provision of oxygen in the long run is known as natural resources management [2].

In Asia during the recent decades an increasing attention is diverted towards the management issues of natural resource in response to food, water, energy and other resources reduction crises due to overwhelming challenges faced by the environment because of climate change, poverty, low productivity and ineffective resources mobilization and management.

Countries in Asia are facing numerous environmental challenges as they have compromised their natural resources base consumption for technological growth and advancement and this has adversely effected and increased pressure on natural resources for urbanization, infrastructure development, population growth, market demand and international trade. Such settings and conditions have deteriorated the quality and quantity of water, forest and land as the rehabilitation of these resources are not guaranteed causes injustice use, disputes over shares and threats to the feasibility and sustainability of natural resources in Asia. These combats on the ownership and use of natural resources are ignited due to the contrasting goals of the Government and community for the protection, rehabilitation, over use, bargaining, timber trade, wood fuel, political unrest and social values [1].

Natural resources management in Afghanistan is a is a key cross-cutting issue that adds to the impetus for improved awareness regarding policy and institutional analysis impact to provide the community with the best of technical capability and advising them on how to deal with future issues needs highly efficient policy with predicted human factors.

Policies plays important role and are vital element of any association and agency as it portrays significance by addressing relevant and persistent problems like guiding the behavior of employees in acceptable manner for decision making consistency. The innovation concepts in recent years has gone up but still there is need for policy choices to be adopted by the government as thoughtful classification of values for achieving coherent deliverables based on good practices, and knowledge management to strengthen the effective management of natural resources in Afghanistan.

Forests, rangelands, protected areas and wildlife forms the natural Resources of Afghanistan are under immense pressure through man-made and natural disasters including population rise, poverty, overdependence of rural populations low level of awareness, climate change and no existing policy are the biggest challenges for the protection and management of natural resources while supplementing three quarter of population livelihoods (GD-NRM strategy, 2017) [5].

Oli 2013, stated that Afghanistan has some of the world's most advance, pioneering regulations and guidelines of natural resources management on forestry, water and wildlife management but these policies are having little perceptible effect as the provinces have slight administrative capacity to put them into action on the ground [6].

Shrestha and Thapa, 2019, reviewed policies and programs in South Asian countries and identified that piloting and scaling-up of sustainable climate resilience and natural resource management is the highest priority [8].

UNEP 2009 reported that there is a lack of laws and policies in Afghanistan to facilitate the implementation of natural resources management through combating desertification, drought, biodiversity conservation and climate change and are rarely considered in the processes of plans, sector policies, investment plans and national legislation [7].

The goal of this research is to identify policy areas for the effective management of natural resources by reviewing and evaluating different policy formulation models and design implementation options to assist and guide organization in making plans and decisions. A survey of 72 employees of the General Directorate of natural resources management were conducted to study the perception, use, implementation, importance, behavior and performance standards regarding development of NRM policy.

Fifty six percent of the natural resources policy formulation and design survey respondents reported that population pressure, poor economy and land lords have weakened the traditional strategies for coping and management of natural resources. Majority of the participants emphasized that policies are the backbone for resources management in controlling decisions and must be developed within the present context as an organization without policy is an organization without control.

Most of the natural resources managers revealed that policy being essential part of an organization administration to cope with related issues and guidance while decision making clearly defining the classification of stages to be followed in a consistent manner showing the limitation and responses to policy violations. Sixty five percent of the respondents reported that they are using policies when needed, while thirty and five percent of the respondents concluded that they used policies during daily activities and not et al as well respectively.

Establishing green landscape and natural resources dependent efficient economy is a centric contest of development in Afghanistan today as 91% of the natural resources users are of the view that putting policy in place to reduce logging, deforestation desertification and promote sustainability will boost organization performance efficiency and improve resources productivity can help in enhancing the environment to bring down the resources over use for human economic growth, insecurity and competitiveness. Furthermore, this assessment portrayed that management of natural resources resource efficiency is highly dependent on national policy based on collective action and coordinated inputs to ensure equal assistances in Afghanistan.

Development of new policy for the management of natural resources in Afghanistan plays a necessary role in highlighting the best sectoral practices in establishing a platform for exchanging experiences at national and international level. The key message of 95% interview informants of NRM policy formulation assessment is that the new policy should target the resources efficiency in terms of products entire life-cycle and more emphases on making parallel and integrated sectoral policies in various areas including novelty, venture, trade, education and services development with natural resource management efficiency aims. NRM sustainability requires uprising by merging management policies

However, these policies and procedures are rendered useless if employers neglect to adhere to them or fail to effectively communicate them to employees. Utilizing both policies and procedures during decision-making ensures that employers are consistent in their decisions.

Natural resources require related policies merging for sustainability and management to execute over extensive productive sectors by involving multiple users and institutions proficient in dealing with the swiftly growing petition for natural resources, are critical for effective implementation of well-organized, reasonable and justifiable resource use claimed by 75% of the policy assessment pretenders. Here the results show that the new NRM policy should have fluctuating groupings of state, cooperative action and discrete ownership rights.

Sixty two percent of the NRM policy development options survey contestant investigation agreed that policy promote exchanges, collective learning, and information sharing are instrumental for handling opposition and shortage of resources. This will improve the effectiveness and impartiality of resources allocation and helps in wanted constitutional rights to natural resources tempt users to deliberate the full cost and alternative uses value. Also, the result and problem solving oriented policy will allow for efficient and equitable use of resources among the deprived local inhabitants, native groups, womenfolk and youth to access and secure their rights.

Policy and technology are two separate worlds and there is a gap between them identifies in the year 1959 known as the two cultures of science and humanity hindering in solving the world's problem. We must bridge the gap between technology and policymaking as our future depends on it; [3]. In case of Afghanistan NRM sector drivers as per the investigation eight percent believe that in this modern era of technology there is still need for policy choices because it helps in thoughtful classification of values while seven percent stresses that policy helps in achieving coherent deliverables. Among them the rest eighty five percent suggests that in this technological era of science policy is of utmost importance as it supports in considerate organization of morals aids in accomplishing comprehensible outcomes.

Natural resources Policy development is based on good practices and knowledge management to strengthen the effective management of natural resources in Afghanistan, adds to the impetus for improved awareness of resources and also advise managers and community in how to deal with constraints exposed by eighty nine percent of this investigation contributors. While seven percent of the survey contributors said that policy reinforce the operative supervision of natural resources. the remaining four percent are of the view that policy improves the motivation for better outreach of resources.

Policy gap analysis is required in management aspects of natural resources of Afghanistan to find out how does management impacts performance and formulate or amend new policy for efficient organization management. Gap analysis is used to make the negotiation and progress more planned as it identifies how rationalized and how tenable current policies are, address present glitches so that future action plans can be effective when it comes to providing the needs of the business [4].

This study showed that causes of rarely used developed policies are problem between top management & employees and poor policy implementation. The NRM policy formulation and design respondents reported that as per their experience throughout policy making process sometime times the leading agency fails to to gain their main objective of securing authoritative status for certain policies implementation. The other reason for rarely used policy is that Government is unable to form a policy and mix it with a program just to avoid conflict of policy failure. Most of the times the specific objectives of a policy are not well translated into actions to overcome implementation performance because of theoretical sophistications.

Weaknesses in policy implementation in Afghanistan are lack of capacities in provincial and local level employees caused the rare implementation of NRM policy in the field are still not clear at central level as well. This needs specific policies for technical decision making as policies are not well coordinated and communicated to provincial and field level staff and a living example is NRM strategy. Policy maker should be a think thought group having a deep study of the consequences and able to present a flexible and alternatives options for decision making. Policy capability focuses on administrative and organizational skills with sound research and analysis to support policy

decisions and promote operational performance policy implementation.

Low capacity is the main reason of weakness in policy implementation with inadequate human and material resources as the knowledge capacity of the top managers are not up to the mark to understand and implement a specific policy. Unawareness of modern policy making tools and knowledge and how does the new technology impacts policy making process are the main reasons of poor policy making. Why policy do not work out in Afghanistan is because corruption means that the top level management advertently puts obstacles in front of policies to benefit a specific group.

It is true that technological skills are required to promote health policy changes but they are not enough. Instead, they need to be complemented by civic involvement and lobbying to ensure public interest that policies are intended to represent. Corruption, lack of continuity in government policies, inadequate human and material resources, all of which often lead to implementation gap, i.e. the widening of the distance between stated policy goals and the realization of such planned goals.

Policy development for the effective management of natural resources requires reviewing and evaluating different policy formulations models and design implementation options as there is an intense need for natural resources policy of Long term and short term. The study suggests the following characteristics and composition of for the New NRM policy:

- The new policy should reflect increase in public awareness regarding the outcomes of natural resources management to support, strengthen and up-scale indigenous local organizations, resume cooperatives and development;

- Transparency and corruption free policy must be formulated as to eradicate poverty and uplift the livelihoods of natural resources dependent rural communities depends;

- Policy must be based on stakeholder analysis and approaches including wildlife conservation, rangeland management, forests, water, air, biodiversity conservation and geographical indicators to guide all partners at all level (decision makers, practitioners, academia, donors);

- Policy should be based on SWOT analysis to reflect sustainability, risks, improvement, conflict resolution and accords of constitution to be strictly followed;

- It should be short, medium- & long-term policy meeting the actual condition of Afghanistan made by national experts;

- The tools required for natural resources management should be focused;

- Policy should reflect the rights and responsibilities of individuals and communities in an action plan;

- Policy should be in local languages and practical.

It must have the options for increasing the level of revenue and funding with specific goals objectives and field of actions to collaborate with other relevant organizations in climate resilience agriculture practices adaptation based on integrated management approach;

- It should have capacity building options;

- Policy should reflect Government and donor commitment for economic values considerations, risks and roadmap;

- Good governance, accountability and integrated natural resource management;

- The policy should address the main causes of national resources and gives clues regarding approaches;

- The NRM policy should follow an eco-friendly sustainable way to helped both

current and future conditions;

- Monitoring and evaluation in the part of low capacity and especially in the part of corruption;
- Revenue sharing (between communities and government) which leads us to sustainable NRM;
- On ground action, activities and responsibilities of both government and public;
- Role of private sector and public private partnerships;
- NRM policy's non-confirming programs and projects implement shall not be allowed;
- Implementation and sustainability plan;
- To the NRM policy these should be add Drought Food aid Decreasing size of cultivable land.

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### **MANAGEMENT OF MARKET BASED PROJECTS IN HUMANITARIAN AID SECTOR OF AFGHANISTAN**

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Market Based Programming (MBP) is relatively new in the humanitarian aid sector, it was first discussed during Indian Ocean Tsunami disaster in 2004, when raging waves of the Indian Ocean hit the shorelines of twelve countries and caused the disaster, caused a supply chain disturb as well malfunction of local markets. Research conducted afterwards showed that the humanitarian aids delivered to people in need, had actually postponed the economic recovery of the affected areas [1].

Post Delivery Monitoring (PDM) conducted by several humanitarian agencies demonstrated that amongst all modalities of assistance deliveries, in kind deliveries had the worst affect on the local market, workplace and service-providing industries thus hindering the economic recovery of the area [2]. Market Based Programming can be a solution to many challenges people in such crises face.

The article is dedicated to Market Based Programming as a solution that has already proved its effectiveness in many crisis-stricken areas and considers the stage at which it could be used in the Humanitarian Aid Sector of Afghanistan.

In the humanitarian aid sector, the response is actually done in three phases:

Phase I, Emergency Response.

Phase II, Early Recovery Response.

Phase III, Durable Solutions or Humanitarian – Development nexus.

Emergency response is usually the response designed for the first 72 hrs. after a disaster and is designed to provide the most lifesaving assistance to the affected population (which is mostly shelter, water, hygiene, sanitation and food). The emergency phase may last for a couple of months till the actual boundaries of the disaster and its damage are known and the affected population get to a stable situation where they have access to the basic requirements of a safe and dignified life [2]. There is no debate on the process of delivery of emergency phase response, it mostly shall be an in-kind delivery but Market Based Programming is also possible for this phase depending on the context and nature of the disaster. In manmade disasters like conflict where big masses of people flee and are displaced to safer places, Market Based Programming is recommended in order to avoid disruption of the local market. Market Based Programming (MBP) in these situations will also help with the support of host community's economy, while in kind assistance delivery may have negative impacts on the local market's players and lead to more economic instability and problems [3].

The main use of MBP is in the first and second phases of humanitarian aids. In the early recovery phase, it is aimed to slowly recover back from the crisis [2]. One of the best ways to achieve the goal of healing the 'wounds' of a natural disaster is to implement projects with direct impact on the lives of the affected population. Market Based Programming is actually based on three pillars which is demonstrated in Table 1 by the example of the WASH sector.

		USE	SUPPORT	DEVELOP
Water	Supply	Contract water trucker to distribute water to crisis-affected community	Small grants to repair water pumping/piping equipment	Install small-scale water treatment plants and train operators
	Demand	Cash transfers to enable households to purchase water	Promote awareness of water quality issues to stimulate demand for water purification products	Marketing to promote new point-of-use water treatment products
Sanitation	Supply	Procure latrine slabs from local supplier	Support to manufacturers to improve quality of slabs	Provide equipment for desludging pits to private sector actors
	Demand	Vouchers for desludging of pit latrines	Micro-grants for households to purchase sanitation components	Sanitation marketing to stimulate demand for improved latrines
Hygiene	Supply	Procure NFIs and/or hygiene services from local markets	Subsidize wholesale price of NFIs to enable bulk purchase of sanitary pads	Support women's groups to establish enterprises to manufacture and sell soap
	Demand	Distribution of vouchers to poor for purchase of hygiene products	Promote awareness of good hygiene behaviour	Undertake market surveys to understand customer preferences for hygiene commodities

Types of market-based programming to strengthen emergency responses, Oxfam GB [2]

As an example, while planning to provide hygiene material for a conflict-affected community, who have fled to the closest city with a well-functioning market and running supply chain, the MBP will recommend the use of the market. At the same time if the situation is different and the market needs some help (e.g. an earthquake has destroyed the main bridge over the main supply road) then the MBP recommendation would be to support market with construction of the bridge in addition to ordering the required material from the local market. Of course, the implementation modality depends on the context and the type of service which is intended to be delivered.

In the Durable solutions phase which is the last phase, MBP is the most recommended method of programming, this method ensures a minimum of economic growth and community's engagement. There are four aspects in the Market Based Programming that we will briefly discuss:

- demand side;
- supply side;
- infrastructures;
- rules and regulations [2].

We would briefly go through each of these aspects and the way they are being assessed and have helped in the Humanitarian Aid Sector of Afghanistan.

*Demand Side:*

The MBP is using a very simple definition for the demand side. Beneficiaries form the demand side. In humanitarian aid sector of Afghanistan, beneficiaries are usually poor of the poor, in a country with 2,598,000 internally displaced people (IDP) and a total of 9.4 million individuals in dire need of humanitarian assistance of World Food Program (WFP) the demand side is the most important aspect in design of an MBP project [3,4]. Demand side assessment is the most important activity conducted to collect the data required on demand side.



Depending on the nature of assistance (the objective and type of assistance, be it a shelter assistance, food assistance, Water, Sanitation and Hygiene (WASH) assistance etc.), a questionnaire shall be developed. The questionnaire is developed in a manner that maximizes the contextualization and includes cultural and social factors. The questionnaire is then used as the basis of the demand side assessment. Once the data is collected and processed, a data analysis report along with an assessment report will be generated. The conclusion of the mentioned reports is then used as the basis of the actual design of interventions.

One of the most important activities in design of interventions in MBP is the Cash Voucher Assistance (CVA) design. Cash Based Interventions (CBI) is one of the most recommended modalities in MBP. CBI is actually the backbone of MBP since MBP is cash centered. A very well developed questionnaire aims to find answers for the below questions:

1. What are the main needs of the affected population?
2. What are the main coping mechanisms of the affected population?
3. What are the main characteristics of the proper interventions per affected population's point of view?
4. What are the available cash transfer modalities?
5. What are the most accepted ways of CVA for the affected population?
6. What are the most effective ways of CVA based on national rules and regulations.

Having the answers to the above-mentioned questions, MBP project's interventions are designed.

#### *Supply Side:*

In MBP, supply side is a general term that refers to the all players who are active in supplying the goods and services for the affected population. This means that a vast range of players are supposed to be studied and assessed to understand the supply side's functionality.

The process of supply side assessment is much similar to demand side assessment; it starts with development of a questionnaire for the players in the market. The most important players of the market are as followings:

- suppliers of the raw material;
- main production factories/companies;
- whole sellers/ selling agents;
- medium traders;
- retailers;
- transporters and delivery companies [2].

In addition to these main players, Humanitarian Agencies are also usually considered as players since in the most emergency cases Humanitarian Agencies also influence the supply chain and supply side.

The main difference of supply side assessment with the demand side assessment is the outcome of the two. The outcome of the supply side assessment is as follows:

- Market Map;
- Supply Chain Map;
- Added Value Chain [2].

*Market Map:*

The market can be briefly defined as the location of the physical structure where people trade goods and services. Considering this definition, Market Map is a schematic depiction of the locations of physical structures involved in the production chain of a certain material.

Figure 1. Supply Chain for Soap in Herat, Western Afghanistan



Figure Source: Assessment report of supply side for hygienic material in Herat, Afghanistan, NRC, Afghanistan, March 2019 [5]

*Supply chain:*

Supply chain shows the relation between players in the supply side, and is also a schematic depiction of who provides what and for whom or simply how the supply chain starts, the way it continues and how it ends. Since Afghanistan is a very poor country, it is always essential to include the recycle process/scavengers in the supply chain as its last loop because it happens for many products that scavengers are also one of the sources of raw material [4].

Added Value chain is another schematic depiction that shows how the product's price raises in the supply chain, the main usage of the added value chain is to determine the bottle neck of the production process. As one of the main goals of the MBP, developing markets is vitally linked to the added value chain which is used by the Program Manager to design interventions in a way that develops new markets and support the existing market.

Figure 2. Supply Chain for Soap in Herat, Western Afghanistan



Figure Source: Assessment report of supply side for hygienic material in Herat, Afghanistan, NRC, Afghanistan, March 2019 [5]

Figure 3. Added value chain for laundry Soap, Herat, Western Afghanistan



Figure Source: Assessment report of supply side for hygienic material in Herat, Afghanistan, NRC, Afghanistan, March 2019 [5]

### *Infrastructure:*

The word infrastructure refers to the main available systems, physical structures and substructures that contribute to the successful implementation of the project activities in an MBP project [5].

The main infrastructures that need to be assessed in an MBP project are the supply routes, factories, big plazas, bridges, transportation means and stores. Considering the fact that MBP is empowering the use of cash in Humanitarian Aid Sector, an important infrastructure is the financial service provision system. Financial service provision system in Afghanistan usually is consisting of Banks, Local Money Exchange Markets, Mobile Money Companies, Electronically Transferred Money (E-Money) System service providers and Hawala System. Hawala system is the traditional Afghan money transfer system that is widely accepted and used in the remote areas of the country. In this system, the cash is handed over to a Hawala Agent in the origin place while another representative of the same Hawala Agent will reimburse the same amount in the destination place. Hawala Agents usually charge (1.2-1.8) percent commission fees depending on the amount, distance and the security condition of origin and destination.

As the last part of infrastructure assessment it is needed to find the capacity and functionality of the new technology systems used in the infrastructures of the targeted area. In other words, the third part of infrastructure assessment is the evaluation of the new technology used in the infrastructures to understand to what extent the infrastructures are update and usable.

The last but not the least aspect of an MBP project is the host country's rules and regulations. There are many different rules and regulations when it comes to markets and supply chains. One of the most important outcomes of this aspect of MBP is to reduce the corruption and fraud, as well as helping small businesses grow in a fair competition. Humanitarian Aid Providers in Afghanistan try to reach this goal through advocacy. This is usually done through the advocacy department of the Humanitarian Organizations [1].

Another reason for assessment of rules and regulations is to ensure proper administrative process are followed up and all required steps are taken to assure a transparent legal project implementation. In order to achieve this goal Humanitarian Aid Organizations are mainly depending on their legal departments. In the case of our organization "Norwegian Refugee Council" (NRC), the Information Counseling and Legal Assistance (ICLA) department of the Organization is responsible for the compliance of all contracts and agreements drafted by all sectors of the NRC with the rules and regulations of the Islamic Republic of Afghanistan [1].

MBP is a very new method of programming in Humanitarian Aid Sector of Afghanistan, Only NRC and Oxfam have so far implemented such kind of projects.

This type of programming is mainly designed to ensure economic recovery and relief of disaster affected people and hosting communities. MBP has worked very well with the Southeast Asian countries that have been affected by the Indian Ocean Tsunami. Out of three objectives of MBP which are market, support market and develop market, Afghanistan is mostly in need of developing markets in the most IDP settlement around the country. IDPs are the first and foremost targeted beneficiaries of the humanitarian agencies in the Afghanistan.

Since most of IDPs live in the urban areas and outskirts of the big cities developing new markets in these areas will contribute to use and support of existing markets in the neighboring host communities which will in turn contribute to economic relief of the

mentioned communities as well as IDP communities.

Afghanistan is a unique context where infrastructures are so poor that very primitive services are not available, this makes the programming a much harder task for program managers/designers. In general, having beneficiaries involved in design of programs is a key factor for success of any project.

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### M&E FOR EFFICIENT MANAGEMENT

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Monitoring and Evaluation / M&E as a vital tool for efficient implementation of projects and programs at non-government organizations provides evidence-based data. It allows organizations to learn from their experiences and improve their effectiveness, efficiency and impact.

For almost all non-government organizations, M&E is a means to receive funds, as donors usually require their grants’ applicants to showcase the results of interventions through vigorous monitoring and evaluation processes. Given, that M&E is a long and sophisticated process, organizations often face a series of challenges in conducting M&E to ensure efficient management. M&E provides a basis to test assumptions; hence, implementing agencies have the opportunity to discover their mistakes (Bamberger, M et al., 2012)

The question is what non-government organizations should do to ensure management efficiency through M&E. Our research discusses this question in detail and particularly targets an international organization as a case study to point out specific problems, challenges and recommend solutions and the way forward for that.

Monitoring progress and evaluating impacts have long been considered important to ensure that money is well spent and that objectives are met. This would also deal whether the management has been efficient. Besides this conventional focus on being accountable to funding agencies, organisations are increasingly using monitoring and evaluation for internal learning and to improve their management efficiency. They see that, for maximum benefits and higher management efficiency, learning needs to happen collectively with diverse groups and people through monitoring and evaluation

processes [7].

Since 2001, there has been an increasing growth in number of non-governmental organizations in Afghanistan and since then it has been met by government and non-government organizations themselves with a growing concern about identifying their achievements and effectiveness of their projects. According to the ministry of economy as of 2020, there are approximately, 2600 International and National Non-government organizations operating in Afghanistan [8].

The struggle by majority of NGOs account for their work and demonstrate real results continues to defect their image as development change agents to various stakeholders. One way organizations can improve effectiveness of their interventions is by strengthening their monitoring and evaluation systems but what exactly these organizations should take into account.

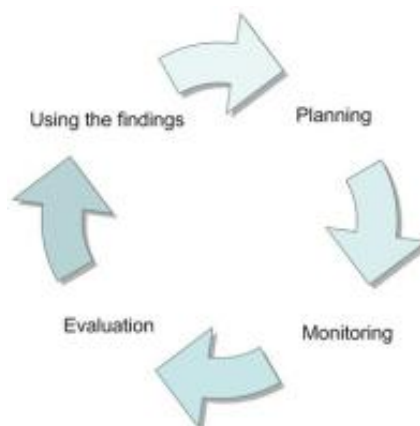
M&E being relatively a new concept in Afghanistan, many organizations in underdeveloped or developing countries in particular in Afghanistan struggle with that. Either these organizations don't have M&E policy and a strategy for that at all or they have an ineffective one not meeting their requirements.

As an effort to address M&E challenges, the Ministry of Economy of Afghanistan prepared a strategy on M&E in 2018 which is called "Standard M&E Strategy" but has neither been implemented by the ministry itself nor by the non-government organizations. Our research will further focus on these documents and in particular will study M&E in an international organization operating in Afghanistan as the main case study.

Since there is a direct connection between why organizations should conduct M&E and being management-wise efficient, many of them fail to provide enough accountability towards their donors either to acquire funding or keep their projects and programs being continuously funded. Hence, we would mainly focus on what organizations should do in conducting M&E to ensure management efficiency.

First, we would like to briefly generalize our understanding of the terms "monitoring", "evaluation", "management and efficiency" based on our learning and literature review.

*Monitoring* is a continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds" (OECD DAC).





*Evaluation* is the systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, evaluation effectiveness, impact and sustainability” (OECD DAC).

*Management* is the administration of an organization, whether it is a business, a non-profit organization, or government body. Management includes the activities of setting the strategy of an organization and coordinating the efforts of its employees to accomplish its objectives through the application of available resources, such as financial, natural, technological, and human resources and etc.

*Efficiency* is the ability to avoid wasting materials, energy, efforts, money, and time in doing something or in producing a desired result. In a more general sense, it is the ability to do things well, successfully, and without waste

As the provided definitions indicate, there is an irreplaceable and inevitable connection between *monitoring, evaluation and management efficiency*. In principle, management is used as a tool to run a systematic set of activities that we call it a project, a set of projects following specific goals that we call it program and in general an organization. The ultimate goal of a project, program and at large an organization is to ensure efficiency.

Organizations, directors, managers and their teams utilize different management skills to carry out their designated tasks in the best way possible by ensuring efficiency. Yet, they would need additional mechanisms to understand and prove the level of efficiency at their organizations internally and for the purpose of presenting it to the donors. Monitoring and Evaluation is the mechanism they usually make use of. What else should organizations carry out to ensure management efficiency is still the main question (Fig. 2):

### What can we monitor?



Figure 2. Steps in a Monitoring Process

The M&E should provide consolidated source of information showcasing project progress. It should allow actors to learn from each other’s experiences, building on expertise and knowledge. M&E should result to generation of written reports that contribute to efficiency, transparency and accountability, and should allow for lessons to be shared more easily. It should reveal mistakes and offers paths for learning and improvements and provides a basis for questioning and testing assumptions. It should pro-

vide a means for agencies seeking to learn from their experiences and to incorporate them into policy and practice and should provide a way to assess the crucial link between implementers and beneficiaries on the ground and decision-makers. It should add to the retention and development of institutional memory and provide a more robust basis for raising funds and influencing policy.

In addition to regular M&E sessions conducted by non-government organizations, we highly recommend it that the following should also be taken into account.

- Strategy & Policy: In order to adopt proper M&E methodologies and improve management efficiency through M&E, all organizations should include M&E as a major component in their organizational strategy and develop a specific organization policy for that.

- M&E at Project Level: Every project should have a specific M&E plan which should be prepared in the light of the organization's M&E strategy and policy.

- Capacity Building Training: M&E is a dynamic process. Hence, a specific capacity building training plan should be prepared in every organization on M&E so that all relevant staff are trained professionally in that.

- Data Analysis: The organizations should not suffice to Microsoft Excel as the tool to analyse the collected data. New software applications such SPSS, STATA, etc. should be used to improve the accuracy of analysis; quantitative and qualitative-wise.

- Monitoring and evaluation is changing: M&E is not only about formal data collection and indicators anymore as it has vast dimensions and organizations must keep themselves, their strategies and policies updated continuously.

- M&E is a complex process: Indeed, it is a complex process. Therefore, collecting participants' ideas are not the sole things we can do. More efforts need to be done to determine exactly how to feed the information gleaned back in a structured and organized way that helps with decision-making.

- Stories and tags are not enough: you all know that collecting and tagging stories to pull out qualitative feedback is possible. However, the important next step is looking at the effective use of these stories and data. It is important to move from collecting the stories to thinking about what questions should be asked, how the information can help NGOs improve their performance, how this qualitative data translates into change or different practice at the local and global levels, how the information could be used by local organizers for community mobilization or action, and how all this is informing program design, frameworks and indicators.

- Outreach is important: Building an online platform does not guarantee that everyone will visit it or participate in our monitoring or evaluation session. Local partners i.e. associations, local community Shuras/Councils, Women and Young Collectives and etc. are important elements to reach out and collect data about what people think and feel. Outreach needs to be done with many partners from all parts of a community or society in order to source different viewpoints.

- Be aware of biases: Understanding where the process may be biased is very important and critical. Everything from asking leading & main questions, defining the major data in a certain way, creating processes that only include certain parts of a community or population, selecting certain partners, or asking questions that lead to learning what an organization thinks it needs to know can all of them create biased answers. It will not give a proper impression to the participants. Hence, language is important here for several reasons i.e. it will affect who is included or excluded and who is talking with whom.



- Raising expectations: Asking people for feedback raises expectations that their input will be heard and that they will see some type of concrete result. We have to take into account that not all decisions made as a consequence of our monitoring and evaluation will reflect what people said or contributed. So, we have to be very careful not to raise expectation of the participants.

- Safety and protection are vital: safety is very context specific and participatory risk assessments together with community members and partners can help mitigate and ensure that people are informed about potential risks. Avoiding an authoritarian stance is recommended, as sometimes human rights advocates know very well what their risk is and are willing to take it. We should make sure that those with whom we are working fully understand the risks and implications, especially when new media tools are involved that they may not have used before. For example, if we use a camera or recorder to record the session, we have to inform the participants and provide reasons, if not accepted by them, we should abstain from using it.

As a conclusion, we would like to indicate that there is an inevitable link between monitoring and evaluation and management efficiency. Hence, M&E system has to be established, strengthened and kept improving in every organization. In particular, the relevant staff of each organization should receive continuous trainings on M&E plans and the organization should harmonize their activities and job descriptions to match their M&E plans.

The organizations should use more advanced software applications to analyze data i.e. SPSS and STATA to ensure accuracy, timeliness and security project data and information.

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## **IQ-MANAGEMENT - INTELLECTUAL CAPITAL AS A SOURCE OF INNOVATION**

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Our job is not only to sell this or that product to the buyer. It requires serious knowledge, and we are constantly improving it.

*Ron Griffin, Director of Information Services,  
The Home Depot*

Intellectual capital today is a general system of characteristics, which in turn determines the ability of a person, that is, his quality as a labor force, an individual, an employee of an enterprise, corporation, country that materializes or manifests itself in the process of labor, namely when creating a certain product, service, surplus product for their reproduction based on the personified economic interest of each subject, and their combination. Accordingly, intellectual capital can be attributed to intangible assets of a company that cannot be quantified, unlike such tangible assets as real estate, cash and equipment. Intelligence is a mental ability, a person's mental beginning, which determines his activity, the ability to solve various problems and adapt effectively in society, in a word, this is his accumulated baggage of knowledge in a particular field. There are various types of intelligence, each of which, usually, is the ability to solve problems of a certain type (mathematical intelligence, verbal intelligence, social intelligence). The intellectual capital of a company is the experience and knowledge of its employees accumulated by them during the development of products and services over a certain period of time, as well as its organizational structure and intellectual property.

Intellectual capital is characterized by a higher level of development compared to the already known functional forms of capital, the criterion of which is a more stable level of economic growth of the society, the effectiveness of its structures. Intellectual capital, developing on the basis of previous forms of capital, incorporates their basic properties and at the same time has its own content and functions, such as the very existence of intellectual property and its progressive development; The development and formation of creative thinking among employees, managerial personnel, as well as among scientists and entrepreneurs, which leads to the implementation of basic models of reproduction of a specific economic system and their combination;

The predominant formation in this capital system of an intellectual center, gradually encompassing the entire set of factors of production, distribution, exchange and

consumption. As we can see from the examples, in almost any business there are intellectual property objects. Registration of rights to these objects can be one of the key elements for ensuring business security, not only property, but also tax and management.

The accumulated intellectual capital in its broad definition is the share of the innovative economy and its support in the overall economy of the country. This approach allows us to quantify National human capital through the use of integrated country international indicators, which, on the one hand, simplifies calculations, and on the other, makes them more reliable.

At all levels of intellectual capital - personal, corporate and national - everything is based on special, special knowledge, skills and technologies that determine the competitive advantages of human capital at the proper level.

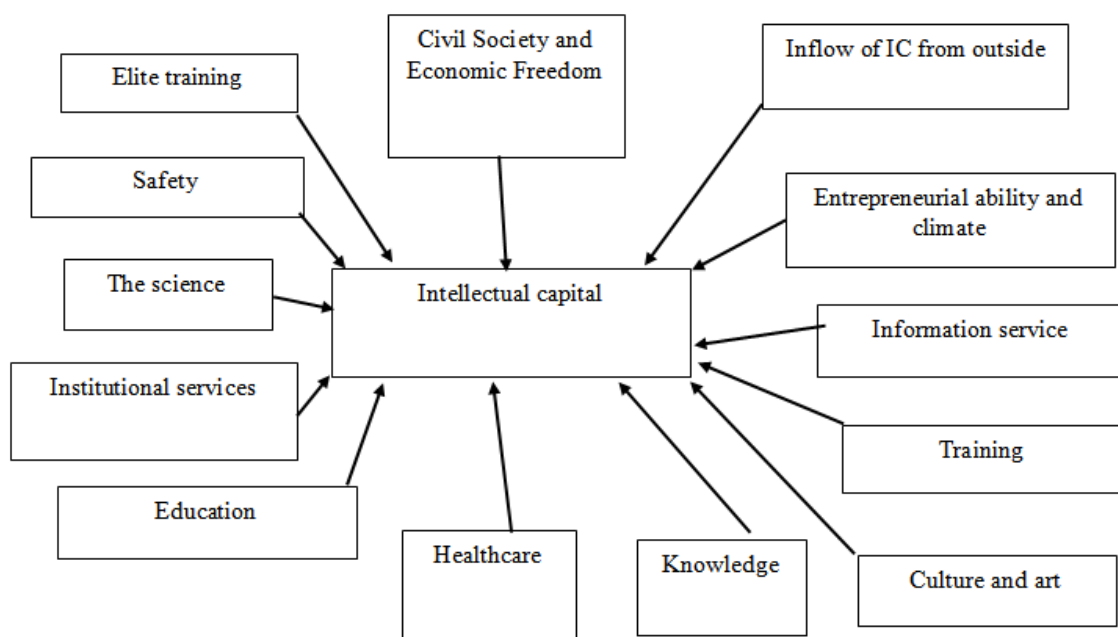


Fig. 1 Sources of the formation of national intellectual capital in a broad definition

At all levels of intellectual capital, it includes additionally qualified labor resources, quality of life, tools and technologies that ensure the realization of the competitive advantages of the nation, the effective functioning of intellectual capital as a dynamic factor in innovation, intellectual work and development.

Since the end of the 40s of the XX century, the countries leading in the level of development have adopted a strategy for the development of science and new technologies. Japan was one of the leaders in this direction. The government of the country as soon as possible developed a new strategy to increase scientific and technical potential, and already in 49, Japan purchased 34 thousand licenses and patents in Europe, which have already been finalized both in the creative and in the manufacturing field, and most importantly, they have very quickly introduced into production. All this cost Japan \$ 78 billion and in a short period of time the effectiveness of the strategy was estimated from 400% to 1800% in industries. As a result, in the 70s, Japan created its own R&D base and turned into the most powerful competitor in scientific and technical development and production of high-tech products. This database has accumulated not only research and development of scientists of the country of the rising sun, but also scientists of all

countries of the world. Since the mid-twentieth century, Japan, the countries of Europe and Asia have proved that breakthroughs in society are possible only on the basis of intellectual capital.

Strengthening corruption and crime reduces non-profile, suppresses the creativity and creative power of people, reduces the quality, efficiency and accumulated value of intellectual capital.

Currently, on the basis of the theory and practice of intellectual capital, a paradigm for the successful development of the United States and leading European countries is being formed and improved. Based on the theory and practice of IC, backward Sweden modernized its economy and in the 2000s regained its leading position in the global economy. In a short historical time, Finland has moved from a raw material economy to an innovative economy.

All this did not happen, since the theory and practice of IC carried out some kind of magic wand, since it met the challenges of economic theory and practice of innovative economics that arose in the second half of the 20th century, its high level of education economics, as well as the invitations of a scientific venture -technical business. In the context of the globalization of the world economy, in the conditions of the free flow of any capital, including IC, in the face of accelerated international competition from country to country, from region to region, from city to city, accelerated development of high technologies of human capital is the main dynamic competitive factor in the development of the countries of the world , carrying out advanced investment of high-quality intellects, organizes and finances its influx into the country, creates good conditions for work and life of the world's leading experts.

Another element of intellectual capital is emotional capital [9], which is a system of relationships that is based on the interests and desires of a person and forms the basis of his social behavior, which determines his productivity and determines the reproduction of intellectual abilities and the increment of creative potential in the conditions of innovative development of the economy. Emotional capital can be considered the main lever for managing intellectual capital, which is realized in a stimulating effect on other elements of intellectual capital due to the link with the motivational parameters of human life. Based on the foregoing, the structure of intellectual capital can be represented as a combination of four components (see Fig. 2).

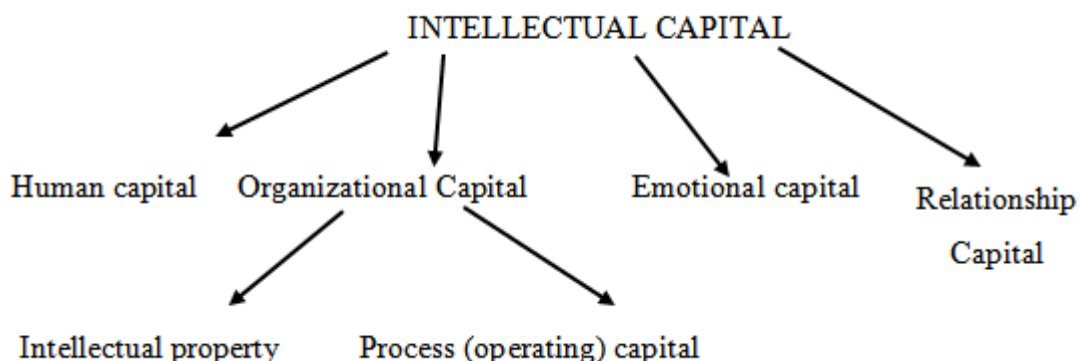


Fig. 2 Structure of intellectual capital

The main source of human capital based on domestic and foreign experience is human intellectual capital, which is a combination or combination of knowledge, com-

petence and motivation, skills and experience, managerial, entrepreneurial, creative abilities, as well as moral values. This should include a work culture, know-how and other characteristics that do not differ from an individual. It is a small part of intellectual capital: procedures, technologies, management systems, a combination of hardware and software, the availability of information space, organizational structure, etc. The legal status of intellectual property (patents, license agreements), intangible investments and innovations, intellectual capital, organizational capital, human capital, emotional relationship capital, intellectual property capital, process (operational) assets that are often difficult for innovative growth in the future, and all this to determine the legal status and position of the company.

Today, marketing of the intellectual capital of a territory includes marketing of human capital, which consists of marketing labor and jobs, and marketing knowledge and education. Based on the analysis of the labor market of the region and the republic as a whole, the practice of forming a forecast of personnel hunger and its needs has developed. The modern economy is called the knowledge economy. This is due to the fact that more and more innovations and innovative technologies are being introduced into the sphere of services and production every day. In turn, this requires advanced training, training and constant updating of the knowledge of its and its employees. Knowledge has become a source of determining benefits, and only with their help are innovations created, i.e. completely new specialties are being created, and if earlier this was done at the junction of any sciences, then Now at the junction of different areas of knowledge, for example, "Finance in IT", "Biomedicine", "IT Genetics", etc.

At present, human capital as a high stage in the development of world thought has become the main factor in the formation and development of an innovative economy and a knowledge economy. In developed countries, human capital accounts for more than 70-80% of national wealth and determines the leading position in the world. Studies conducted in the EU countries make an average profit of 14% of enterprises partially using intellectual capital, most actively using it - 39%, and enterprises that consider intellectual capital as a strategic development base - 61%.

According to estimates of the UN development program, today the Republic of Kazakhstan belongs to the category of those countries, the so-called with a high level of human development index. Today in our country there is a clear understanding that science and education in society and the economy of education are acquiring key importance, thereby becoming the leading production force. From this concept, the following can be noted that the future of our countries will not be determined by oil and gas wealth, but by intellectual potential, the level of development of science and education, as well as high technology.

Also, the need to neutralize the revealed negative trends as well as develop ways to approve positive conclusions served as an impetus for the authors to apply for work in the field of intellectual capital, as a result, the processes of reproduction and spatial redistribution of innovations are determined by the behavior of the people who generate and implement them, as well as the availability of intellectual resources, therefore, depending on the development of the innovation economy, it is necessary to ensure the uneven distribution of regional intellectual capital, in other words, the degree of its concentration should be taken into account when analyzing regional inconsistencies. The problem of consolidating intellectual capital is of interest from the point of view of studying the formation and accumulation of intellectual capital in regions.

However, the following point should be noted that today in Kazakhstan active mi-

gration of the population is traced both within the country and abroad, and vice versa. Based on this, we can conclude that internal movement in the country, especially young professionals, plays a huge role in the development of the economy of each region. For example, young people who have just received a higher education diploma will not write off to return to their native lands for their development and the beginning of their career, but rather show a desire to stay in the city or regional centers, motivating for low earnings in rural areas and lack of prospects and living conditions. And having remained in big cities, they are forced to look for permanent rental housing, allocating for this a large part of their earned income, as well as exposed to fierce personnel competition, and do not always work in their specialty. Based on this, the conclusion suggests itself that in this way there is a shortage of intellectual personnel in some regions, and a glut in them in others. If the problem with medical workers and teachers was somehow, then it was aligned according to the "With a Diploma to the Village" program, where all young specialists of a narrow and wide profile are guaranteed lifting and housing, then for the remaining layers of humanities, in particular economists and lawyers, this problem still remains relevant.

But the biggest problem at the moment is that young, high-quality specialists go to other countries to receive basic or additional education of their own free will remain abroad, respectively, develop the economy of another country, thereby creating a "brain drain" from the country, and a shortage is created in the country specialists of necessary professions i.e. "Personnel hunger." In this regard, it is necessary to review programs for young professionals and not only, the global battle for talent is in full swing, and the most gifted and mobile are in search of the most profitable contracts and living conditions for themselves. What can be done to stop the leak? For example, Ireland was able to stop the brain drain through major economic reforms and active companies to convince talented young immigrants to return to their homeland. This happened during the Christmas holidays of 1996. Irish employers organized a career guidance company to recruit and retain immigrants who were visiting their homes. The irony is that there are 17.5 million unemployed in the EU. This association has set itself the goal of combining available jobs with a reserve of the working population. Persuading to work in those areas where he grabs skilled workers.

Thus, the following features of intellectual capital can be distinguished:

- priority development of intellectual capital as the main factor in economic growth;
- the accumulation of intellectual capital in the form of knowledge, skills, experience;
- the high cost of the formation and use of intellectual capital;
- a combination of high risks and high profits from the use of intellectual capital;
- Features of investing in intellectual capital are determined by historical, national, cultural features and traditions;
- high efficiency of investing in intellectual capital;
- intellectual capital is a non-current asset;
- the use of intellectual capital is controlled by the individual, regardless of the source of investment in its development.

Thus, intellectual capital is a multifaceted phenomenon that is formed as a result of the interaction of human, organizational, emotional capital and capital relations, which determines the acquisition of new knowledge and the activation of innovative activity at all levels of the economy.

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**EVALUATION OF ORGANIZATIONAL STRUCTURES FORMATION OF THE CONSTRUCTION INDUSTRY ENTERPRISES OF EKR**

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Today, the construction industry in Kazakhstan is undergoing a crisis that began back in 2008. Despite a sufficient number of construction projects, most of them are state-owned, aimed at the construction of housing complexes by state order. However, this fact is not critical for overcoming the crisis. Not to mention private companies that are undergoing not only financial, but also managerial crisis. The way out of these problems lies in a comprehensive solution to the issue of forming such a management system that would rely on the experience of developed countries, and also would not exclude the possibility of taking into account national experience in organizing the work of a construction company.

The current state of the industry is as follows: the construction industry requires the reform of production and economic activity, because indicators of loss-making or crisis state of companies in this sphere tend to increase.

In January - March 2017, construction organizations in Ust-Kamenogorsk completed work worth 390.3 million tenge, or 42.7% of the total workload of large and medium-sized organizations in the region. This amounts to 165.5% compared to January - March 2019 (in a comparable estimate).

Change in the volume of contract work performed by construction organizations for the period from 2015 to 2019: the volume of contract work in comparable prices in 2019 amounted to 9542.0 million tenge, which is 111.0% of the volume in 2018. In 2018, there was a decrease in the volume of work compared to 2017 by 5.3%.

Considering the volume of contract work performed by construction organizations with various forms of ownership, it can be noted that in the period from 2003 to 2019, the largest volume of work was performed by organizations with state, mixed and private ownership. State organizations completed - 4.9%, municipal - 1.7%, private - 86.2%, mixed and public - 1.9% and 4.8%, respectively, and foreign - 0.3% of the total volume of work performed in 2019. From this it follows that the private form of ownership remains the priority form, the share of work performed by them in the total volume of work increased from 77.1% in 2018 to 86.2% in 2019.

In January-March 2017, 49.5 km long-distance cable lines and 124 telephone exchanges in rural areas were introduced.

The structure of work has changed in recent years. There is a reorientation of the activities of construction enterprises from industrial construction to non-production. Thus, the share of construction and installation works performed at social facilities increased from 65% in 2018 to 82 percent in 2019, and at industrial facilities, respectively, decreased from 35 to 18 percent.

The renewal coefficient of fixed assets (the share of fixed assets introduced for the year in their availability at the end of the year), determined in comparable prices, was 13% in 2018 compared to 11% in 2017, and the liquidation ratio (the share of fixed assets liquidated for the year in their availability at the beginning of the year), respectively, was 16% and 6%. Depreciation of fixed assets in construction by the end of 2018 was 48% versus 49% at the end of 2017 (Table 1).

Table 1. Level of depreciation, renewal and liquidation, shelf life of fixed assets in construction

	level of depreciation	renewal	liquidation
2009	0,07	0,33	0,67
2010	0,04	0,44	0,56
2011	0,01	0,45	0,55
2012	0,14	0,45	0,55
2013	0,07	0,47	0,53
2014	0,06	0,48	0,52
2015	0,06	0,52	0,48
2016	0,08	0,49	0,51
2017	0,18	0,5	0,2
2018	0,06	0,5	0,06
2019	0,11	0,51	0,49

From the above data it is seen that, compared with 2018, there is an increase in construction activity. However, the financial situation of construction companies remains tense.

For January - February 2017, the balanced financial result of construction companies in current prices amounted to 10.3 million tenge of profit against 21.5 million tenge for January - February 2019, or 51.8% less. 26 construction organizations (61.9% of the total by type of activity) received 21.2 million tenge of total loss.

The accounts receivable of construction companies as of March 1, 2017 decreased by 0.6% compared to the data as of February 1 of the current year (by 5.2 million tenge)



and amounted to 820.8 million tenge, of which 29.1%, or 238.5 million tenge accounts for overdue.

Accounts payable as of March 1, 2017 amounted to 1074.1 million tenge. (48.8 million tenge, 4.3% less than on February 1 of the current year), including 284.5 million tenge, or 26.5% - overdue. In general, for construction, accounts payable exceed accounts receivable by 253.3 million tenge, or 30.9%.

The main indicators limiting the effective productivity of construction organizations, according to the Department of Statistics of the East Kazakhstan region, are still high taxes (this factor is indicated by 59% of managers, insolvency of customers (58%), high cost of materials, structures and products (46 %). There are also factors such as a shortage and deterioration of construction machinery and mechanisms (14%), a lack of skilled workers (21%) and competition (29%) [1].

According to forecast estimates, in 2020, in the opinion of 64% of managers, a decrease in production is not expected, in 73% - a change in the number of employees is not expected.

More and more firms are closed due to lack of profitability. This situation is alarming regarding the growth of the economy and development of the country. In addition, it is important to be aware of the extent to which this problem affects the social component of the issue: with the decline of the industry, there is a natural decrease in the number of jobs, and hence a decrease in employment, and a decrease in the flow of funds to the budget and, in general, a decrease in the overall development indicators of the country.

The actual and most effective tool for solving problems in the construction sector is rightfully considered restructuring. Today, in Kazakhstan, large enterprises are seen as bulky structures, stuffed with a huge amount of obsolete unused inventory and production assets. With the help of them, products are produced that do not meet modern market requirements both in terms of manufacturing time, and in labor costs and quality. As for small enterprises, here the possibility of development is exhausted by the lack of financial resources, production capacities, qualified personnel and tax burden. Thus, domestic construction companies are faced with the issues of finding working capital, the ability to manage finances in the long term and tactically, creating marketing services, developing new production assets and materials, developing new products and services [2].

In order to analyze the main aspects and patterns of the formation of organizational structures of construction enterprises, we chose a universal method - questioning, which allows to comprehensively consider the subject under study and clarify the opinions of respondents. In addition, for completeness, the questionnaire survey was supplemented by interviewing, which significantly increases the reliability of experts' assessments of the situation.

In order to justify the proposed measures for the optimal and rational formation of the organizational structure of East Kazakhstan construction enterprises during the study, a survey of 200 managers of various construction enterprises was conducted: first managers - directors, deputy directors, line managers - heads of departments, sections, as well as foremen, specialists, foremen. The composition of the survey participants is presented in table 2.

Table 2. Distribution of respondent organizations by type

Distribution by status of organizations	% of number involved	Distribution by type of organizations	% of number involved
General contractor	33	Large	18
Subcontractor	38	Medium	55
Customer	29	Small	27

The questionnaire survey was attended by employees of construction organizations with the following distribution: 11% - TOP management of organizations, 10% - engineers, 29% - line managers, 5% - foremen, 12.5% - foremen, 17.5% - specialists and 15 % - other executives (Figure 1).

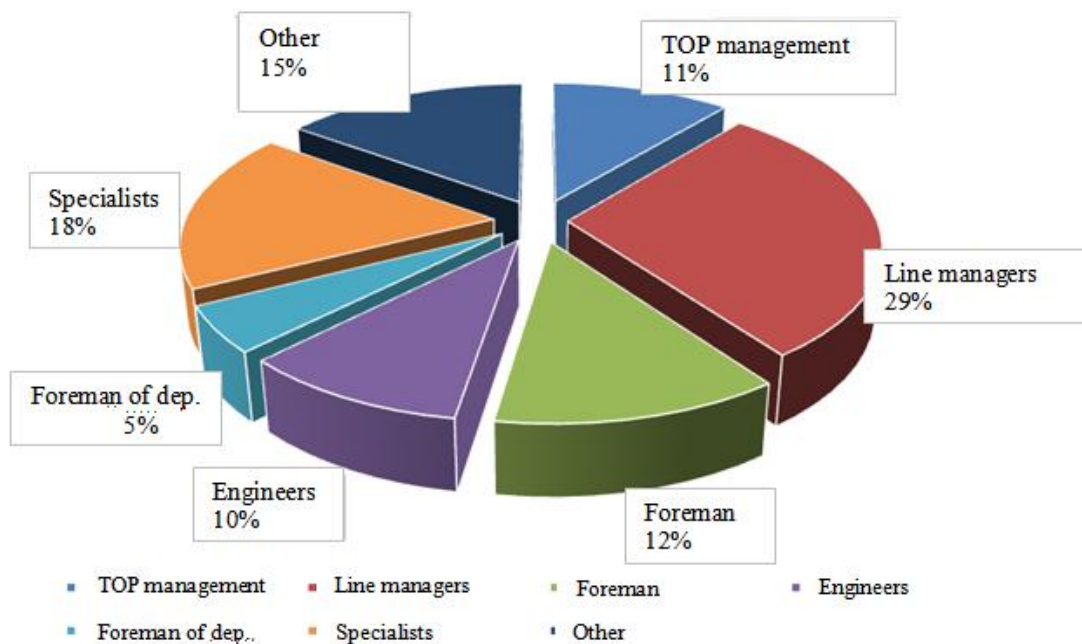


Figure 1. The proportion of respondents by position

The results showed that 71% of managers have higher education, although 48.8% of them graduated from a non-economic university (Figure 2); 28.8% of respondents graduated from college, 20% of them - not an economic profile. In addition, 6.3% of respondents said that in addition to secondary specialized education they have incomplete higher education; and 3.8% - over one higher. There are not many managers with a scientific degree - only 6.3%, but this is understandable, since at the moment they need more effort and dedication in the workplace to confirm the status of a good leader, and there is not always enough time to develop professional specialization.

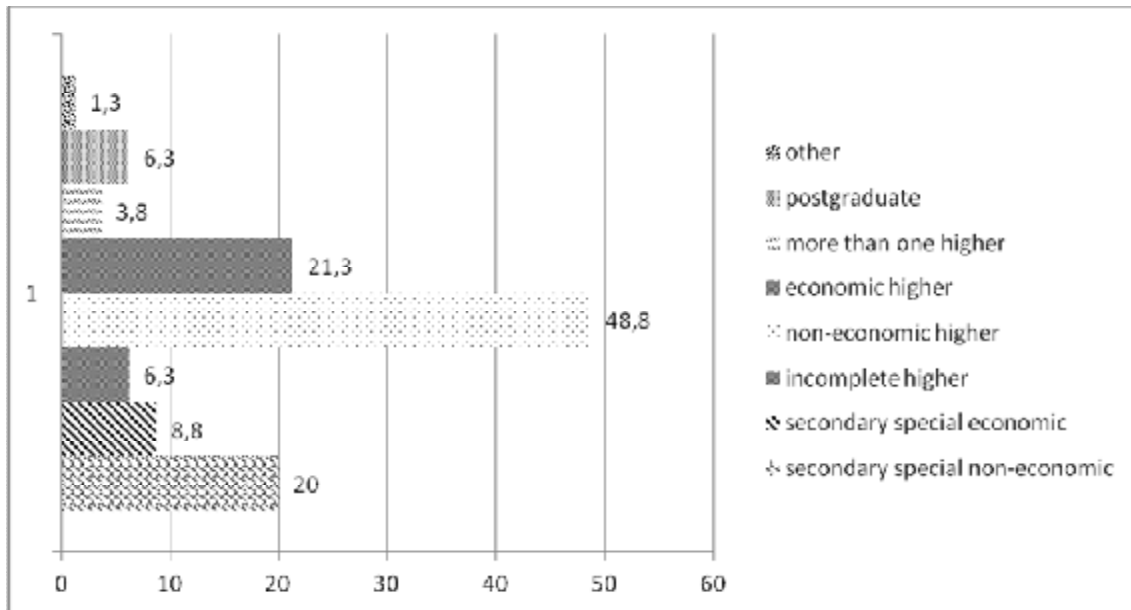


Figure 2. Executive Training

This sad situation is also supported by the fact that managers confirm a lack of knowledge precisely with the further development of vocational training. They have a lack of computer knowledge. This is due to scientific and technological progress, which was reflected in the widespread computerization of jobs, and managers who mainly occupy the age group from 46 to 50 years (21%) did not have a wide scale of computer training, even in universities. Lack of knowledge of accounting is constantly being amended by all kinds of modifications, requiring additional training in this direction. The lack of knowledge of foreign languages, and most often English, manifests itself when an enterprise, organization or company reaches an international level.

Leaders can improve their professional skills directly in the organization, for which a network of courses and schools has been created. In order to improve the qualifications of this category of personnel, enterprises have established production and technical courses, various special-purpose courses, training courses for second and related professions, schools for the study of advanced working methods, and schools for masters [3].

However, the majority of managers believe that their managerial position is fully consistent with their specialty and does not require additional knowledge, as 67.5% of respondents answered.

The vast majority of respondents indicate the importance of work for them. In it, they value, first of all, the interest and content of the work corresponding to special training - 37.5% of the respondents; sufficient wages - 28.8%. Sufficient independence is provided by the work of 22.5% of respondents, as well as the opportunity for professional growth - 21% of managers.

In accordance with this, 41.3% of managers believe that their work is evaluated fairly in relation to their labor contribution, 22.5% - in relation to peers in office, 17.5% - to peers in competence, 13.7% - to other categories of employees, and 5% - to peers in the category of personnel.

An interesting fact that emerged during the study: it was noted that managers who have more than 10 years of experience are less likely to take risks than those who have less than the specified experience. In addition, age and education matter in this question.

Thus, managers with higher education and older age are less likely to make impulsive and risky decisions. However, education provides an opportunity and contributes to a deeper analysis and study of decisions, thereby helping to reduce risk. However, the decisions of such leaders are more original and independent.

When assessing the organizational structure created at the enterprise, 37.5% of respondents explained that their structure cannot be called ideal, since it has little efficiency in the globally existing market conditions. As part of this, respondents suggest the need to reform the organizational structure as possible, real and justified by the requirements of the current time (55% of respondents).

23.8% of managers note the presence of extra links in the management structure as one of the constraining factors of the effectiveness of existing organizational management structures. And what is important, 53.8% of respondents agreed on the need to reduce the number of administrative workers.

According to the assessment obtained during the survey, it should be noted that in 60 cases during the functioning of enterprises, changes in the organizational structure were carried out in the direction of complication (as 58.8% of respondents noted). 37% of respondents noted that these changes did not lead to an increase in the result of the enterprise's work and were not effective enough, as they were carried out on their own, and external management consultants were not involved. The main actions that have been taken include: dividing the enterprise into small LLPs; enlargement of units by creating vacancies; breakdown into smaller divisions, but less dependent on each other, as a result of which document flow increased, etc.

There were only a few cases of a simplification of hierarchical subordination, an optimal reduction in staff, in particular, a management apparatus by 10%, a reduction in management links in the manager-production chain supervisor chain.

The inconsistency of the organizational structure with the current economic conditions and its lack of mobility to changing conditions requires its constant improvement.

This is evidenced by the fact that enterprises in the construction industry do not have units that have industrial independence and are fully responsible for the results of their activities (80% of respondents). But if there are any, then 15% of respondents consider their activity not effective. Modern construction enterprises are not sufficiently adapted to changing conditions, due to the absence in the structure of units that operate on a temporary basis and are responsible for solving a specific problem (82.5% of respondents note this fact). Although 42.5% of managers believe that there are opportunities for the development of such units, it is very difficult to practically realize them.

At all enterprises, the heads of which participated in the survey, there are units due to new business conditions, such as the marketing department, economic analysis service, estimated contractual services, etc. 76.3% of managers include the presence of superfluous links in the management structure as the main problems of the ineffective functioning of the organizational structure, 51.3% of managers - the irrational number of administrative staff, due to the lack of staff with the necessary qualifications (51.3% of respondents) and the lack of specialists of the necessary profile (60 % of respondents) with a sufficient level of knowledge.

The organizational structure that exists today at construction enterprises has many links that complicate the operational work and speed of decisions, which naturally slows down the entire production process.

A quality structure must meet the requirements of manageability, flexibility, functionality and constantly include opportunities for improvement. The quality of control-

lability can be expressed through such an indicator as the norm of controllability, which, according to researchers [5, 6], is based on the number of people and the ratio of the number of managers and subordinates (the norm is no more than 10-12). That is, the number of people subordinate to one leader - no more than a dozen, when it comes to functional departments - the figure varies from 7 to 10 people, technical and design departments are focused on 10-20 people, and the number of workers in one team should not exceed 15 person. The optimum value is recognized by 6-8 people working personnel per head.

If the magnitude of the manageability norm is greater than the permissible values, then this indicates a bloated managerial apparatus, duplication of functions and excessive control, which also negatively affects the work of the unit. Determination the specific number of managers per employee in each organization should certainly be based on a clear analysis of mutually affecting factors, taking into account the specifics of the industry and the specifics of a particular project.

While comparing the organizational structure and the size of the enterprise, it should be considered the following:

- there is a direct relationship between the size of the enterprise and the degree of formality of the organizational structure;
- the degree of centralization of the structure decreases as the size of the enterprise;
- there is a maximum need to use automated forms of work, accounting, analysis, movement and decisions in large enterprises [7].

Thus, the combination of factors, namely: mobility, flexibility of the organizational structure, volume of products sold, customer demand for it, good working conditions, the number of administrative and managerial personnel (AMP), efficient and maximum possible use of production capacities, a group of factors of competitive advantage and many others ultimately determine the possibility of an enterprise making a profit.

Orientation to profit is an objective regularity and the ultimate goal of the functioning of any enterprise. The necessary level of profit allows you to solve a whole range of tasks that determine the stability and efficiency of the enterprise. This indicator is the main source of the current and strategic development of the enterprise, an indicator of its creditworthiness. Stable and steady profit growth indicates the high competitiveness of the enterprise, as well as business efficiency, which is inextricably linked with management efficiency.

As a result of the calculations of the indicators of the management system in terms of importance, the following conclusions can be drawn.

The profitability of the product is in the first place among the indicators characterizing the efficiency of the enterprise management system.

Thus, it is necessary to create such a structure that would correspond to an indicator reflecting the profitability of the enterprise. The company's ability to generate profit reflects its success in achieving economic growth in accordance with the chosen strategy. Maintaining the necessary level of profitability is an objective regularity of the normal functioning of the enterprise.

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**METHOD OF PHILOSOPHY AND THE FATE OF HEGEL'S  
PHILOSOPHY: TO THE 250TH ANNIVERSARY**

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Hegel's great merit in the history of philosophy and the history of culture is in the creation of a dialectical method. In the preface to the first edition of "The Encyclopedia of the Philosophical Sciences", Hegel wrote that "a deep inner need for a rational understanding which is the only thing that informs a man of his dignity" preserves "an open-minded, unsubstantiated philosophical interest and a serious love for higher knowledge"<sup>1</sup>. This is the message of all subsequent philosophy. It retains its great meaning today.

The modern philosophy actively supports views and ideas that ground their constructs and conclusions on the non-dialectical way of thinking. This leads philosophy as a science to a crisis state within itself and to a negative attitude towards it on the part of society. This situation essentially coincides with what Hegel wrote about philosophy and science of his time<sup>2</sup>.

Thus, he noted the difference between the dialectical method "from just the external order that other sciences use, and also from the manner that has become common in the philosophical discourse; the latter proceeds from a scheme that is adopted in advance; with the help of this scheme, the material under consideration is placed in parallel series in accordance with the same external manner and even more arbitrarily than in the first method, and, by an extremely strange misunderstanding, this scheme tends to replace the necessary development of the concept with random and arbitrary connections"<sup>3</sup>.

The science today, just like in Hegel's time, responds more readily to the demands of *the external order*, to the use of an adopted in advance scheme<sup>4</sup>.

The dialectical method in science is in extremely low demand, and at the same time, the positivist understanding of methodology as an array of rational matrices, schemes suitable for use is widespread.

Philosophy outside dialectics is engaged in the search for the empirical foundations of problems that are fixed in the immediate superficial approximation. Orientation to the necessary development of the concept is replaced by orientations to the postulation of random and arbitrary connections. It is precisely such connections that are the central material for conclusions when cognition is reduced to the empirical level as a level supposedly strictly independent.

The fate of modern philosophy and culture fully depends on and will be determined by the extent to which the dialectical method will become *habitual* for the modern humanity. At the same time, it is not the shift in thinking as such, but the shift in re-

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<sup>1</sup> G. W. F. Hegel, *Encyclopedia of the Philosophical Sciences*, Moscow, 1974, 55.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

ality itself, which is mastered by mankind in the forms of creative, transforming, conscious activity, where thinking is the ideal form of the latter.

The materialistic justification, realization and development of Hegel's dialectical method can be observed in the philosophical works of K. Marx and F. Engels. Further prospects for the development of a philosophical and scientific world outlook are associated with the realization of dialectical thinking and materialistic dialectics as logic, the theory of knowledge and methodology of cognition.

The leading direction of the development of philosophy is always connected with the study of the processes of *formation* and *development* of human social and individual being and consciousness. This characteristic feature in the development of philosophy characterizes its classical branch. At the same time, the study of the functioning of the existing institutionalized forms shows the existence in philosophy of its "ballast" part, the one that falls out of the real processes of cultural development, the quintessence of which is, in fact, philosophy. This "ballast" part becomes a phenomenon of civilizational manipulations, use, etc., in which they retain their identity as certain institutional developed knowledge, matrices, norms, schemes, etc., which are not subject to any forms of development, but accessible for general use with certain consumer purposes, external to any processes of actual development and self-development of both man and society. This situation took place back in the times of Hegel, who wrote in connection with this:

"We saw this arbitrariness master the contents of philosophy, got involved in the most risky adventures of thought and, for some time, impressed honest and conscientious people, while others at that time treated it as something. But the content of this arbitrariness was neither imposing nor insane, more often than not it contained the well-known trivial provisions [...]. On the other hand, we witnessed how superficiality and *paucity of thought* announced itself prudent skepticism and criticism of an unassuming mind, and saw conceit and vanity increase along with the void of ideas. Both these directions of the spirit for a long time copied German thoroughness, wearing down a deeper philosophical thought and resulted in such indifference and even contempt for the science of philosophy that at the present time, imaginary modesty also considers itself entitled to express its opinion on the deepest philosophical issues, rejecting the possibility of its reasonable learning"<sup>1</sup>. According to Hegel, it is dialectical thinking that allows philosophy to be the true form of rational cognition. "Understanding that dialectics constitutes the nature of thinking itself, that as reason it must fall into the negation of itself, into a contradiction, is one of the main aspects of logic. Thinking, having lost hope to resolve the contradiction into which it put itself on its own, turns to those resolutions and reassurances that the spirit has received in its other forms. However, in this turn, thinking does not necessarily have to fall into a *misology*<sup>2</sup>, which Plato came across; it should not polemically oppose itself, as is done by the so-called *immediate knowledge*, stating that it is the *only* form of comprehending the truth"<sup>3</sup>.

Here, Hegel emphasizes that the difficulties in the development of philosophy are precisely due to the fact that it involves rational stereotypes leading to dead ends and misunderstandings. At the same time, the existence and development of dialectical thinking from one historical stage to another, from dialectics of the ancients, to the dia-

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<sup>1</sup> G.W.F. Hegel, *Encyclopedia of the Philosophical Sciences*. Vol. 1, Moscow, 1974, 55.

<sup>2</sup> Hatred of science, aversion to scientific reasoning; the term introduced by Plato and Plutarch (Greek)

<sup>3</sup> Hegel, *Encyclopedia*, 96.



lectics of German classical philosophy and, further, to the materialist dialectics of Marx and F. Engels is the example of philosophy development. This development reflects philosophy's orientation to disclosure of the fundamental principles and laws of being, the disclosure of essence, integrity, universality, inherent not only in being, but also in cognition, human world-relation, social development.

Philosophy in its “nonclassical” version, as a civilizational phenomenon, is represented by a great variety of concepts in which the *choice* of their bases is done *externally*, then formally organized systems of concepts are designed to reflect the interactions of these concepts with respect to the *chosen* basis. The next step in such model of “development” of philosophy is the introduction of a certain system of statements expressed in the proclaimed concepts and dedicated to certain institutional problems and interests of society that cause wide public resonance and institutional support. All stages beginning with the external choice of the bases, and the subsequent stages of the alleged creation of the philosophical conception of the “civilized type”, are characterized by the same process. Its essence (logic) does not depend on the specificity of a certain concept.

Thus, for example, the external choice can result in recognition as the basis of the supposedly “philosophical” concept of any of the visible, institutionally known, recognized and even ordinary characteristics of the world in which a person exists, and which fill his daily existence. Everyone, especially professionals in the field of philosophy, is familiar with such concepts and the grounds on which they turned out to be built. For example, we can recall the concepts in which the phenomena known to everyone and causing visible associations in each person appear as their grounds: life, will, intuition, utility, phenomenon, consciousness, action, behavior, fear, existence, knowledge, text, language, *etc.*<sup>1</sup>

In this connection, it is appropriate to mention the following. Each of these phenomena as the *basis* of a certain concept in philosophy is in fact presented as a result of *abstracting* it from what characterizes the world of a man, his life in society. At the same time, the authors of these concepts either do not realize the *abstractness* of the grounds they have chosen, or they take it for granted. In the second case, if there is an *abstract* approach to the choice of the basis of the philosophical concept as a matter of course, there is deliberate nihilism. The general palette of philosophical knowledge with this approach to understanding the principles of philosophy is represented by unrelated parts, like a patchwork quilt. This has its consequences. One of such consequences is the idea of the non-objectivity of philosophy, its meaninglessness and the need for further strengthening of the *abstract* approach, in which it is required to choose from a series of *abstract* grounds one thing and thereby put a point in the vast array of discrepancies with regard to what philosophy is and what it should study.

In connection with this, today, as in Hegel's time, there is an actual problem, about which Hegel himself wrote: “This is the method of abstract rational reflection: it arbitrarily embraces certain categories that have significance only as certain stages in

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<sup>1</sup> Here we are talking about concepts such as the philosophy of life, intuitionism, existentialism, behaviorism, phenomenology, hermeneutics, and so on. See also Gusseva N., “On the question of the foundations of Western language concepts: the philosophical and methodological aspect” in: *Vestnik of Kazakh-American Free University*, Ust-Kamenogorsk (2016), 57–64; See also A.A. Khamidov, “The Rejection of Dialectics by Science as a Problem (Thinking about the Grounds)”, edited by Nina Gusseva, 2017, 261– 322; See also A.A. Khamidov, “Society of Knowledge as a Problem” in: *Dialectics and Problems of the Development of Science*, edited by Gusseva N., Ust-Kamenogorsk 2017, 159 –187.

the development of the idea, and then applies them in such a way that all objects under consideration; this is done, as claimed, in order to explain these subjects, but in fact such a reconciliation contradicts open-minded contemplation and experience”<sup>1</sup>.

As a result of the impossibility of solving the problem of incoherence of philosophical knowledge and philosophical concepts by making a choice, a conclusion is drawn about the tragic fate of philosophy as such and even its uselessness. The basis for such “tragic” conclusions is not an analysis of a lack of an abstract approach as would be expected, but an analysis of the inadequacy of the ontological status of each of the many phenomena that appear as the bases of philosophical concepts. The substitution of an analysis of the shortcomings of the abstract approach, of non-dialectical thinking by inference about the inadequacy of the ontological status of each of the identified phenomena, in its turn, leads to new developments of absolutization and sublimation of *subjectivism*, striving to support its position with methods that are beyond philosophy.

The origins of the use of non-philosophical methods and conclusions in such cases are also known. They characterize the social<sup>2</sup> state of society, the strength of certain social institutions that are interested in using certain mental configurations (primarily rational) and preferences for substantiating their positions. Thus, for example, the position expressed by Nietzsche in his philosophy of life turned out to be completely usable and extremely popular with Hitler. Such a connection between the “civilizational” image of philosophy and the needs of social institutions can be traced back to each of the available philosophical concepts, oriented toward a civilizational choice and distinguished by a rational character.

Modern world philosophy is represented by a great variety of philosophical views, concepts and directions. The scope of its interests includes observing and studying of various forms of human social and individual being and consciousness, which, firstly, are formed and function within the framework of certain civilizational processes and, secondly, which are in a state of continuing evolution in the development of culture.

Institutional consciousness always expresses and fixes the content and meanings of the civilizational *functioning* of a person in society, in the forms of language, logic schemes or the results of the measured processes. It differs significantly from the *non-institutionalized* consciousness, which constitutes the living “fabric” of human life, which is the base of culture and a certain world outlook<sup>3</sup>.

Schematicism, rationality of institutional consciousness is convenient for any use of its form, including not only the preservation, transmission and replication, but also management of the institutional consciousness. In this respect, schematicism, rationality of institutional consciousness is also a form of world understanding present in such social and civilizational realities as the transformed, “matrix”, ideological, etc., forms existing in social civilization reality.

Dialectical thinking<sup>4</sup> manifests itself as a problem when philosophy as a phe-

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<sup>1</sup> Hegel, *Encyclopedia*, 291.

<sup>2</sup> The social is not identical to the public. It refers to a society in which of a person is alienated from their essence, where the dominant characteristics are disunity and hostility of people to each other, formal relations, and so on.

<sup>3</sup> Gusseva N., “On Specifics of Thought Processes in the Context of Culture and Civilization Choice (Approaches, Tendencies, Programs)”, in: *Modern Problems of the Development of Civilization and Culture. Collection of Scientific Articles*, Ust-Kamenogorsk (2017), 38 – 57.

<sup>4</sup> Gusseva N., *Dialectical Thinking and the Phenomenon of Methodological Research in the Development of Science*, Ust-Kamenogorsk 2017, 273.

nomenon of culture finds itself in the same line of evaluation with philosophy as a civilizational phenomenon. Under conditions of a civilizational choice in the field of philosophical investigation of reality, dialectical thinking appears as alien, becomes unclaimed, incomprehensible, unduly torn from immediate situations. The positivistic ideal of direct empirical research becomes the principle of assessing the need for and demand in what is still called “philosophy”, meaning its “civilizational” image. At the same time, it remains unnoticed that such research loses its most important thing: revealing the essence, integrity, way of forming what is being considered; it, as Hegel would say, loses its dialectics.

A continuous enthusiastic use of this method of “philosophizing” ultimately leads to a situation in philosophy when the question of the state of the world as a whole, of its regularities in general, becomes irrelevant. Instead, chaos, text, language, etc. become the subject of consideration as independent entities prompting a person his place in the world and ways of understanding the world, understanding oneself, one’s historical, value and cognitive landmarks. While thinking with its orientation to dialectics as logic<sup>1</sup>, to the disclosure of the laws of the development of the world and man in this case becomes an excess phenomenon. In place of this basic orientation there comes the fashion to reject such concepts as morality, truth, beauty, *etc.*, which always formed the image of a person and a human being. The “civilized” image of philosophy admits for example, that empirical verification is enough to define the scientific matter of knowledge, to consider as sufficient, to consider ugliness as a form of beauty and chaos as a manifestation of a kind of harmony, *etc.*

The only way out of the impasse in modern philosophy is the return to the bosom of dialectics<sup>2</sup>. On this path the classical tradition of philosophizing opens new possibilities for the development of man, society, and philosophy itself<sup>3</sup>. This is the way to discover new forms of development, not decay. This is the way of raising the human spirit<sup>4</sup> and understanding its purpose. This is the way in which a person does not equate oneself to a thing among other things within the world chaos. This is the way to new dimensions of human life, the path of creativity and creation.

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<sup>1</sup> Abdildin Zh.M., *The Logic of Creative Thinking*, edited by Gusseva N., Ust-Kamenogorsk 2017, 271, Lobastov G.V., “Introduction into the Logic of Dialectics” in: *Dialectics and Problems of Science Development*, edited by Gusseva N., Ust-Kamenogorsk 2017, 11–23, Mareev S.N., Mareeva E.V., “On Transfer from the Empirical to Theoretical in Scientific Cognition” in: *Dialectics and Problems of Science Development*, edited by Gusseva N., Ust-Kamenogorsk 2017, 80–104.

<sup>2</sup> Lobastov G.V., *Philosophy in Science and Art*, edited by Gusseva N., Ust-Kamenogorsk 2016, 282.

<sup>3</sup> Gusseva N., *The Man in the Context of Being: Modern Trends, Problems and Approaches*, Ust-Kamenogorsk 2016, 329.

<sup>4</sup> Voznyak V.S., Gusseva N., *The Dialectics of Spiritual Reality: Philosophical and Methodological Research of Reminiscence as a Point of Spiritual Perspectives*, edited by Nina Gusseva, Ust-Kamenogorsk 2016, 329.

## **CIVILIZATIONAL CHOICE AND CULTURE IN THE MODERN PERIOD**

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*Separation of theoretical work  
from practical research,  
as it turned out, gives birth to either an idle,  
unsubstantiated speculation,  
or an incoherent mass of data [1].*

The mobility and speed of modern world social processes makes any stay in a state of reassurance about the already completed research, an understanding of both the existing and the expected future, unacceptable. This means that it is vitally important to “move according to the logic” of the processes taking place in order to distinguish it from that logic, which could lead to more positive results than the existing one. It is vitally important not only for the development of science, but also for the development of society itself, in which science alone can exist and develop. In this regard, it is necessary, firstly, to distinguish the logic of the change of social processes in their civilizational definiteness, that is, as social processes, and, secondly, the logic of the change of social processes as cultural processes proper. The distinction between these variants of the logic of the processes taking place in society is based on the distinction between the essence of the civilization on the one hand and the essence of culture on the other hand.

### *On distinguishing between civilizational and cultural processes*

Civilization as a way of organizing public life (and, consequently, civilization processes) and it has the processes of *using* what is created by culture and within culture as its leading processes.

Civilizational processes include the processes of consumption, replication, distribution, exchange, preservation, transmission, *etc.* Civilizational processes are not of a constructive but of a manipulative character. After all, any consumption, distribution, exchange, dissemination, preservation, *etc.* does not essentially provide for the creation of something new, unless we consider new some applied knowledge, in which the use turns out to be changed in comparison with the original or initial version.

Culture as a process is always a real, performed activity, constructive, creative, and socially significant. Social processes, built according to the logic of culture, according to the logic of integral activity, always include relationships of people, built according to the type of *connections*, and not external contacts, or interactions. Note that interactions are a type of relationship between two or more parties in which each of the parties doesn't undergo any qualitative change in the process and after the interaction. A connection, on the contrary, is such a relationship in which the parties entering into it

acquire new qualities, that is, there is a mutual transition of the features of the parties entering into the connection. Connections, in contrast to interactions which are of an external nature, characterize deep processes leading to the unity of people and communities. Here it is appropriate to mention the difference between contacts and communication. Contacts express a model of interactions, while communication characterizes the logic of connections. In social processes which are characterized by the prevalence of the logic of connections, the logic of communication prevails, that is, personally interested participation in joint integral activity, there are quite real conditions for the preservation of the human potential of each individual, which does not allow the replacement of the human by the material, in which the person himself receives the status of an object subjected to use.

It is vitally important for the civilization that the culture continues to develop and deliver more and more new items to civilization processes for consumption, distribution or replication, preservation, spreading, transmission, etc.

A “unity” between the civilizational and the cultural proper can arise when, on the one hand, there is a civilizational process, and on the other hand, there is culture which appears as *an outcome*. Let us emphasize the need to distinguish culture as a process from culture as an outcome.

Culture as an outcome is always represented though the *objects* culture. The existing knowledge, a text, an artist’s picture, a piece of music, a constructed building, a factory, a spaceship, a developed method or technique, *etc.* can be viewed as the objects of culture.

Objects of culture can expect two variants of “fate”: it’s either de-objectification, in which the process of their creation will be restored and reproduced with their meanings and logic, or lack of de-objectification, when they will simply be *used* as some “ready-made” samples, objects, matrices *etc.*, as independent objects in which the very process of their creation has already faded away. Here, the use again means the aforementioned variants of a kind of manipulation: consumption, replication, distribution, exchange, *etc.* It is this second option that allows the possibility of the unity of the civilization process and culture in its representation as a result of performed activities.

Culture as a process cannot exist outside of the integral activity, that is, outside of a situation when the subject of activity is not formal, but real, that is, when he, as a subject, carries out activities, starting from setting a goal, choosing means to perform and obtain a result. In case the activity is carried out as divided activity, that is, when one individual sets the goal, the second individual determines the means, the third individual is engaged in its performing part, and the fourth one, acting through the first, obtains the result and becomes its owner, social relations will be “divided” accordingly, since each of the participants in a certain structural-functional block (a block of either setting a goal, or choosing the means, or performing, or obtaining the result) of activity will be a carrier of a different interest than those that are assigned to other structural-functional blocks of the activity. In this case, it will not be objectively possible to “build” a model of *communication* in the social process, rather than external contact, external interaction. Marx called this situation the domination of private interests, the domination of material dependencies [2, 3].

The dominance of material dependencies on the basis of divided activity and the atomization of individuals transform the relational process into a societal process, which is characterized by a global deformation of the meanings of human existence, human morality, and human activity-creative attitude. The meaning of human existence goes

over into the meaning of being a consumer, user, and functionary. The meaning of human morality turns into the meaning of moral omnivorousness, where the boundaries of what is permitted and what is not permitted are blurred. The meaning of the activity-creative attitude is transformed into an understanding of the primacy of “privatization”, the seizure of power, money, and wealth in any form and the transformation of human relations into formal manipulations from a position of strength against the background of everything captured.

Separation, independence, self-isolation, atomization (K. Marx) of individuals, as carriers of certain motives or interests, who are in the status of participants in a divided activity, leads to relations of opposition, competition and even antagonism between them and in epy society as a whole [2, 3]. Such a social context serves to deepen the orientation of people towards external, formal parameters of areas that are important for them, which significantly narrows the sphere of real interest in determining the line of their personal or social life, that is, here we are talking about a civilizational process. In the civilization process, the main determinant of the line of human or societal “destiny”, decisions made, is a *choice* - a choice from what already exists, from what is real, objectively available in the society<sup>1</sup>. *Civilization processes as manifestations of divided activity*.

Each of the civilizational processes carried out by people, communities or institutions always represents certain *systems of actions* that are present at certain “here” and “now”. Systems of actions as such cannot be identified with activities in which culture is realized as a process, that is, they cannot be identified with integral activity. As for the divided activity, it is represented by the systems of actions, which are only externally combined into something, viewed as a single one. Such an, allegedly, unity, that is, a supposed unity, but not really an existing one, which is built on formal merger of independent systems of actions that have different goals, an assessment of the correctness of the choice of means that do not coincide with the goals of actual implementation, execution, *etc.* - such “unity” breaks the activity process from the inside and gives rise to numerous manifestations of this gap.

An activity turns into a functional phenomenon, which in no way is the basis for the creation of cultural space-time. An individual in his context turns into a functionary, an executor of certain partial functions, that is, he is deprived of genuine subjectivity. As a functionary, a person turns out to be a being dependent on many circumstances external to his Self. These include arrays of characteristics, including the orientations of social institutions, organizations, firms, routines, accepted rules, norms, and so on. Dependence on such a multitude of external circumstances makes it necessary for the human Self to leave the space of actual social being for the “gray” zone, that is, to de-actualize one’s aspirations, creative potential to the extent that they are not consistent with the systemic-effective nature of the organization of social life.

The possibility of implementing such systems of actions assumes that the objects themselves or objects of application, replication, transmission, exchange, distribution, *etc.* already have the status of completed, *static* formations, which get a certain “impulse” from the *outside* in the form of initiation of these (civilizational) processes. That is, the use of *already* existing objects, the replication of the *already* created things, the

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<sup>1</sup> The society in general characterizes the mass of main existing relations, and this society is rightfully given this name. It’s a society of atomized individuals, dominance of alienation, private interests opposed to common interests

transfer of *already* existing things, exchange, distribution, *etc.* of already available. At the same time, we are not talking about the creation of these used or replicated, stored or exchanged items, or objects. Functionality and manipulateness are paramount here.

The mentioned functional status of civilizational processes, their *external* conditioning (by people, communities, and institutions) also determines their variable nature. It depends on many factors, including political, institutional, properly economic and other motives and interests. The conditionality and dependence of “fate” not only of objects or items in relation to which civilizational systems of actions, such as choice, *etc.* will be performed, but also the nature of certain *ways* of application, replication, transmission, exchange, distribution, *etc.* determined from *the outside*, makes all this a representation of alleged arbitrariness and certain freedom. That is, it creates the semblance of freedom of choice, although from what already exists. People, communities, institutions existing in the field of such a supposedly arbitrary choice, that is, a choice from the existing options of application, replication, transmission, exchange, distribution within the framework of what is necessary for them, creates a situation every time instability, reliance on chance, on forces that are beyond their human or social capabilities, which are able to regulate any processes in favor of those who request this benefit or this outcome of everything that happens.

In the context of the global predominance of civilizational processes, the question of the possibilities for the development of culture is very acute. Situations of choice, even if they relate to the essential aspects of social life, do not characterize *the grounds* in the orientation towards which the manipulative nature of the procedures that have emerged in big quantities and deform the social process, turning it into a kind of opposite, *an alternative* to the unfolding of meaningful values and relations of creative, forming public good people.

In civilizational processes, the proven methods of making choices and decisions made on their basis cannot by themselves ensure the positive development of social processes and, thus, cannot ensure the progressive development of society. The prevalence of civilizational processes over the development of culture as a process, as well as the processes of its “fading”, for one reason or another, mean that there are negative tendencies in the society leading not only to inhibition, but also to a serious decline in the social state and to the absence possible prospects.

Civilizational choice characterizes the determination and adoption of those types of processes that already exist and are recognized as leading for a particular situation or task, corresponding to certain groups of interests of communities, institutions, *etc.* Civilization choice in various cases turns out to be focused on certain options mentioned above (on the procedures of use, replication, preservation, exchange, or distribution, *etc.*) or on their combinations. Clarification of these options or their combinations is associated with consideration of the mechanisms of certain choices in decision-making, the influence on them of the institutional structures of society, political, economic and other interests of real social groups, forces of influence, *etc.*

The presence or possibility of the civilizational choice itself expresses and confirms the presence in society of the *chaos* of intertwining, opposing, mutually denying, *etc.* systems of actions that are incapable of ultimately making the social situation and the life situation of any individual person in any way predictable, logical, expressing a certain pattern of the social process. On the contrary, the dependence of people, communities, and institutions on the chaotic nature of their own systems of actions, which have an *external* character of “breakdown” according to motives and interests, is con-

firmed and continually increases. The external character of the motives and interests of the existing civilizational systems of actions is due to their belonging either to individuals, or to certain communities (for example, corporations, *etc.*), or to certain institutions.

Given the global and increasingly prevalent nature of the presence of civilizational processes, civilizational choice is increasingly becoming a form claiming universality and universal participation as a regulator of any processes in the society, both material and spiritual. The claim to universality in the noted sense on the part of the civilizational choice becomes a constantly operating “mechanism” for excluding everything which characterizes culture from social processes.

Here, we are speaking about “excluding” from the social process of the actual presence of the orientation of people to the implementation of constructive, creative, conscious, socially significant activity, which only characterizes the truly human real man-nature connection and man-man connection. Such an active connection is a representation of the essence of the social process, but under the conditions of the dictate of the logic of civilizational choice, it is gradually being lost and replaced by the “logic” of manipulative activity, which reduces a man to the status of a functionary (consumer, manager, exchanger, *etc.*), while the social process is being reduced to the status of technological, in which the presence of a man as a doer, as a creator is almost not found.

The absolute predominance of functional orientations, the actual oblivion of human principles, the rejection of a truly creative, human attitude (not to be confused with the understanding of creativity as the invention of new forms of application, replication, transmission, exchange, *etc.*), rejection of adequate understanding and real life in harmony, morality, beauty, honor, human dignity, freedom, brotherhood, *etc.* - all this on a global level leads to a significant degradation of the human, to its replacement by the material, robotic, matrix, schematic relationship of the man to the man, to replacing human value orientations with consumer, aggressive-aggressive, manipulative orientations [4].

Civilizational choice is one of the variants of manipulation, built on the directly manifested interests of intensifying further manipulation and seizures, which, according to Hegel, go into “bad infinity”. The appeal to the meaning of the phenomenon of civilizational choice is not to emphasize what is usually meant by it, that is, not to indicate the need for the choice that each person makes in his everyday life. Consideration of the phenomenon of civilizational choice makes sense in the context of analyzing the prospects of the ongoing social processes, which is associated, as we mentioned above, with their transformation into social processes, in which not only the consolidation of already established forms of alienation occurs, but also their strengthening in ever new emerging versions [5]. The absolutization of the logic of the civilizational development and, along with it, the absolutization of the possibilities and prospects of civilizational choice, the logic of using everything and all in the human community, on which they are based, leads to the dehumanization of the man [6], to the collapse of not only culture as a process, but to the collapse of civilization itself [7.8].

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## **THE EMERGENCE OF THE SUBJECT OF KNOWLEDGE AND THE LOGIC OF THE TRAINING PROCESS IN HIGHER EDUCATION**

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Contemporary problems of society and its challenges emerge to some extent due to the thinking and active ability of the generation that created them. Then the question arises: what are the thinking and active abilities of a modern person who is capable of consciously approaching the solution of these problems and resolving these contradictions? If the training process in higher education is aimed at obtaining ready-made information, then most likely the devaluation of knowledge will continue, since a student who is not involved in the active thought process of cognition loses interest in this process, receiving neither emotional saturation nor intellectual satisfaction. In this case, the problem of the concept and the problem of means of comprehending the content of education become even more acute, while the educational process, which is alien to the logic of knowledge, seems impoverished and defective. If the student masters the content by means of logics and didactics of cognition, then there is a transition from reproductive activity, which does not require understanding of what is being comprehended, (direct connection) to creative work, in the process of which a powerful transformation of consciousness takes place (feedback). Taking this path, we solve the most important

problem of the concept and the related problem of the means of its discovery, development in order to create a consistent system of conceptions in a particular area of knowledge. In this regard, Hegel noted that concepts must be derived, and scientific positions must be proved [1, p. 688]. He devotes the third book to the doctrine of the concept, focusing on the thought that “A subject as it is, without thinking and without a concept, is an idea or even just a name; it is only due to thinking and concepts the subject becomes what it is. Therefore, in reality, the point is in them alone; they are the true subject and content of the mind, and everything that is usually understood by the subject and content” [1, p. 941]. This means that the logic of the educational process is necessarily aimed at the development of conceptual theoretical thinking, identifying the means of developing thinking, developing the ability to follow the path of inferential knowledge.

Thinking, according to E.V. Ilyenkov, assumes the ability to ideally interact with a subject in the logic of its nature, diverse connections with other subjects, and therefore “to teach specifically human thinking is to teach dialectics” [2, 3]. However, under the current conditions, these ideas do not find implementation, since training and assessment are based mainly on memorizing certain patterns, information and its reproduction, developing skills of their unconditional comprehension. Then we get a “mind educated formally”, incapable of independent investigation of phenomena and objects of reality, resolution of difficult situations, all the more so – resolution of contradictions. Non-critical reproduction of the results of modern science based on ideas about nature and society, according to E.V. Ilyenkov is positivism, which he believes in the future will be “rejected by science itself, overcome by its own development” [3, p. 354].

Development and implementation in the educational process of certain methods and techniques of the formation and development of the personal principle in an individual capable of non-standard problem solving does not solve the main problems of the development of an integral personality, the development of the subject of thinking, capable of transformations. Under these conditions, thinking itself, as an “ideal form of subject-based practical activity and communication”, cannot be reduced to “various situational, rational operations with the given content” [8, p. 10-12]. While the development of thinking is considered on the basis of empirical standards, there is no need to talk about the thinking ability, the ability to understand.

Movement along the path of concept discovery presupposes the learners’ mastery of some basic concepts, a developed ability to operate them, establish relationships between them, and identify problem situations that require resolution. At the level of formal logic, these tasks are not solvable, but going beyond its limits (dialectical logic) requires transformative conscious activity of the subjects of cognition.

If in modern education development of skills prevails over development of the ability to think creatively, then there will emerge a need to identify the “divide” between conscious thinking, that is, ideally conscious activity and stereotyped activity (as noted by G.V. Lobastov), which does not require knowledge in the form of knowledge, but requires it in the form of a skill [5, p. 249]. At the same time, educational process, based on reproduction and patterns, will lack a subject, lack thinking. But then we can’t speak about the development of a personality capable of transforming the professional sphere, the society. Mastering concepts in a particular scientific field of knowledge, the ability to judge and the ability to derive a concept represent the means of transforming practice as a realized theory, and therefore as the means of manifestation of a professional who is capable of solving existing problems and demonstrating subjectivity.

In modern pedagogy, sometimes teaching technologies are being developed, which is based on the integration of several approaches, but the development of the subject of cognition is again spelled out according to the template as a trajectory of movement in the subject material that is known for the student, which has nothing to do with the discovery of knowledge in individual and collective activities, where the principle of development - contradiction - remains on the sidelines. In this light, Hegel's idea that "in the process of cognition, which understands the matter of one's own actions, the alienated attitude of the subject to the object is removed" becomes extremely relevant [1]. The development of thinking contributes to the development of the position of the subject of educational activity, the subject of labor, capable of transforming his own nature and surrounding reality. The mental competitiveness of subjects of cognition in the educational process, based on the laws of logic and didactic laws, will allow them to be involved in the search for objective knowledge. Because "the active, dynamic side has always relied on thought, as the beginning of any activity", "the active abilities of a person as universal ideal forms of real subject-transformative human activity" [6]. It is under these conditions that the subject of cognition acquires spiritual freedom! Then he is capable of resolving contradictions reflecting the historical course of human development, reasonably determining conditions for survival and development in a turbulent environment.

Under conditions of uncertainty, a special role belongs to thinking, which is capable of penetrating "beyond the external sensory side of an object into its essential content". The exacerbation of the contradiction between the rich nature of the subject content and the methods of its development by the subjects of the educational process leads to the search for optimal ways of developing the cognizing, developing the sphere of education. And here there arises a need for a didactic system capable of reasonably determining the conditions not of a stereotyped nature, but of a content-based nature, reflecting the logic of cognition and movement of the subject of this process in this logic.

How does the mind of the cognizer move and what kind of conductor is necessary to orchestrate the process of cognition? What subjective ability does a teacher need to have? "The subjective power of the teacher lies in the developed ability of movement in the material of sensuality according to the logic of the concept", to help the student see what is fundamentally inaccessible to human sensibility, to implement the "sensory form of movement of non-sensible content, because we are talking about the movement of thought, tracing within the framework of sensory material of productive imagination the formation of the entire completeness of the subject in its entirety, in its range from beginning to completion" [6, p. 423].

Education must necessarily change. Since problem solving requires an interdisciplinary approach, awareness of what is happening, the ability to analyze and formulate judgments, the educational process based on the modern didactic system, on the one hand, directs the vector of development to the analytical and synthetic paths of cognition, and on the other hand, equips university students with the tools of cognition, allowing them to construct independent judgments, to offer several solutions under conditions of uncertainty while considering problems, carrying out a view of the future, predicting the development of events. This will require the creation of conditions under which the qualitative levels of learning will provide for the development of flexibility of thinking, imagination, which is possible on the basis of the process of understanding, including the thinking ability of the cognizer through understanding, comprehension and generalization of the comprehended material. Only then comes the level of assimi-

lation and application by analogy with the transition to the creative level.

In the course of reflections, questions are posed that require resolution, a search for grounds: How do we explain the sometimes manifested fusion of science and everyday consciousness under current conditions? How does the process of understanding determine the development of a person's thinking ability? Why is mastering scientific concepts a condition for entering the investigated area? As a result of what do the outcomes of the development of a scientific problem represent the means of transforming practice? Why does logic sometimes remain on the sidelines of the educational process, personality development and making reasonable decisions for the benefit of a person and the society?

The challenge to education, government and business is obvious and requires joint conscious activity that corresponds to the key features of work. This is confirmed by the findings of Peter Tufano (Dean of Said Business School at Oxford University), based on the study, that the stronger the pressure on business, the more rapidly the traditional model of business education becomes obsolete. The author of an analysis of problems in the sphere of education in the 21st century among the current challenges highlights the call of society to business to act more consciously, to compromise, to create curricula that allow students to understand the needs and problems of all stakeholders, and not treat them as ways to economic benefits for shareholders, and this will require theorists and educators in history, philosophy and other humanities. Businesses are encouraged to start fighting climate change in cooperation with the authorities and civil society, which means preparing students to solve these problems through the comprehension of the sciences that study climate change, *etc.* Here, we need to pay attention to the balance of two factors of success: competition and cooperation. The point is that students think in categories, think about problems that will require the efforts of more than one generation to solve [7].

If we carefully consider the proposals of the dean of the business school, we can develop some theses of didactic character. If business addresses the need for the students to operate with categories, if the consideration of problems requires a thinking subject of cognition, then the order goes to the field of education as a whole. For the education it is necessary to respond to the challenges of the time, but what will be the approaches and how much will they correspond to the ideas of classical philosophy, reflecting the context of the development of thinking and active abilities of a person. The nature of human thought lies in the ability to generalize. The thought is developed in the objective movement of an object from origin to completion. Thus, generalization acts as the ability to determine ways to resolve contradictions and act rationally. Substantial abstraction and generalization, according to V.V. Davydov, represent two common aspects of the ascent of thought to the competitive. At the same time, the author notes that the theoretical concept in terms of content "acts as a reflection of the connection between the universal and the individual (essence and phenomenon), and in terms of form - as a way to derive the individual from the general" [4, p, 363]. Reliance on the ideas and principles of classical philosophy, pedagogy and psychology is necessary in transforming the educational process, in identifying the movement of the concept, and therefore the subject of cognition.

Didactics, considered as the relationship between psychology and philosophy, the implementation of the didactic system in the educational process will allow its subjects to move along the path of deriving the concept, to master the real tools of cognition, to change the style of relations, raising it to the level of expanded reproduction of knowl-

edge, a democratic style of communication, actively transforming nature activities. The general circumstances of the educational process are associated with the involvement of the stages of cognition (sensory cognition through images and logical cognition through concepts - principles of conformity to nature), forms of labor (individual labor, simple and complex cooperation) and forms of thought (concept as a moment and judgment as a process), teaching means (language, feelings, thoughts), which contributes to self-compulsion, the birth of an internal motive, the discipline of the student's thought [9]. The logic of the educational process, the successful organization of the cognition process are due to the chosen scientific methods, methods of cognition and methods of teaching, and the emergence of the subject of cognition depends on the mastery of these methods by teachers and educators.

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**THE BIRTH OF LIBERALISM FROM THE CONTRADICTIONS OF  
DEMOCRATIC DEVELOPMENT IN THE WORKS OF S. MAREEV**

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More than 20 years ago V.I. Tolstykh organized the first large conference dedicated to the personality and legacy of E.V. Ilyenkov. The conference itself, as well as the book published as a result, was called "The Drama of Soviet Philosophy. Evald Vassilyevich Ilyenkov". It was there that Sergei Mareev first spoke on the topic "On liberalism and democracy" [9]. He kept returning to the same topic over the recent years, defending the position formulated in the years of perestroika [6, 7, 8, 10]. Something was clarified and deepened in the light of what was happening, new vivid images and more precise formulations appeared, but the position itself remained fundamentally the same - in theoretical and moral terms. And this consistency in Mareev's position is noted today by many, as they say, post factum. Those, who in the 80s. recognized the theoretical significance of Marxism, in the 90s. suddenly realized the absolute superiority of Russian religious philosophy. And today, the same people suddenly come to realize the merits of Soviet philosophy.

Against this background, Mareev appeared as a dogmatist, and in the eyes of his "progressive-minded" colleagues, he looked almost a reactionary. Moreover, in the years of the most fierce perestroika demagoguery, he deliberately repeated the interpretation of this issue by V.I. Lenin [4] and Mikhail. Lifshitz [5], whom the liberal intelligentsia of the times of stagnation considered a dogmatist for criticizing modernist art.

But from the very beginning Sergei Mareev opposed the abstract phrase about the unconditional merits of democracy not with formulas, but with the reconstruction of the logic of history itself, where the discrepancy between democracy and liberalism reveals itself. Where, as it would seem, everything was clear, he saw a problem posed and exacerbated by the very course of history. The bibliography of his works shows the way he moved in the 90s. from the analysis of Marx's methodology, to which his candidate and doctoral dissertations are devoted, to its historical and philosophical foundations, and on the other hand, to problems that have a connection with the topic of the day. In this sense, his analysis of the nature of liberalism shows the advantages of the methodology of specific historicism.

From the philistine point of view, however, liberalism and democracy are one and the same. And if we approach the problem specifically from historical point of view, then liberalism is a special form of democracy that corresponds to the bourgeois era based on a market economy. That is why all of the mentioned works of Mareev discuss that the forms of democracy differ a lot. The polis democracy of the ancient Greeks, for whom it is the main manifestation of the "Greek miracle", is one thing. The democratic structure of the Russian rural community is another thing. As for liberalism, it is a historically specific form of democracy in economic life, politics and ideology, based on the inviolability of private property. That is why, in characterizing liberalism, Sergei Mareev combines it with bourgeois individualism. Liberal freedoms are the freedoms of citizens of a state governed by the rule of law, where the primacy of individual interest is unconditional, and the state is a "night watchman" that protects the freedoms of citi-

zens and guarantees their compromise.

Not only democracy in general, but also liberalism has its own forms and history. In the very beginning, when the bourgeoisie as the “third estate” stood at the head of people and rallied them in the struggle against the privileges of the aristocrats of blood, the liberal-democratic movement was most powerfully represented by the popular pathos, expressed by the slogans of the Great French Revolution about Freedom, Equality and Brotherhood of all people. The great bourgeois democrats of that era considered self-evident not only the freedom of everyone, but also the equality of all. Sergei Mareev repeats the words of the father of American democracy Thomas Jefferson about the self-evidence of the fact that all people are created equal and endowed by the Creator with the inalienable rights to life, freedom and the pursuit of happiness. The English, American and French revolutions, according to Mareev, fulfilled these demands. But of the three slogans of the French Revolution - Liberty, Equality and Brotherhood - “Equality was the most difficult to achieve in practice” [10, p. 43]. As to the divergence in the understanding of the ideals of freedom and equality, Sergei Mareev points to such a situation among the ideologists of the French Enlightenment. We are talking about the antagonism of Voltaire and Rousseau, who as early as in the eighteenth century. Expressed the split of a single general democratic movement into liberalism and radical, even plebeian democracy expressed [8, p. 29].

The outstanding educator Voltaire was opposed to despotism and the church, about which he wrote his “Écrasez l’infâme!” (“Crush The Infamy!”). But he despised the poor. “I am especially outraged,” Rousseau wrote, “with the contempt with which Voltaire speaks against the poor at every opportunity” [1, p. 90]. The attitude towards the simple grassroots people, who, as a rule, are poor, undeveloped and uneducated, and the polarization between the poor and the rich, the educated and the uneducated in the 19th century will grow, becoming a litmus test for defining a liberal who already puts freedom above equality and agrees to sacrifice equality all for the sake of preserving freedoms for the educated and progressive minority. He once again emphasizes that at the dawn of the bourgeois-democratic movement there was neither this choice, nor the very confrontation between the liberal and plebeian-democratic trends in bourgeois society. Although Gracchus Babeuf and his followers, Babouvists, already participated in the Great French Revolution, offering to equalize everyone, not only politically and financially, but also in abilities and talents.

Mareev considered the attitude to ordinary people, the base of the social classes to be the main criterion of democracy. In the perestroika times, when the former “proletarians” suddenly discovered their “aristocratic origins”, he reminded that he himself was from the lower classes and did not tolerate a contemptuous and even condescending attitude towards simple and uneducated people. Sergei Mareev negatively regarded the modern cult of tolerance, expressed in the fight against sexism, homophobia, *etc.*, as a manifestation of such liberalism. A liberal, as it was noticed back in the 19th century, is a fluff, in words, tirelessly fighting for freedom and equality. But the situation changes when it comes to sacrificing personal or group interests in favor of a humiliated part of society. Mareev liked to refer to M.E. Saltykov-Shchedrin, whose “cultured person” would not make a choice: “either eat some stellate sturgeon with horseradish, or dream about the constitution”. A characteristic of liberals is a penchant for a democratic phrase, which conceals the real interests of the wealthy and educated minority. But just as eloquently as the authors of *Vekhi* (Landmarks) did after the suppression of the 1905 revolution, they will justify violence directed against the social base, against the major-

ity.

Turning to the expression of this confrontation in philosophy, Mareev noted that the liberals, unlike democrat Jefferson, are now driving inequality into human nature, just not to compromise their interests. Mareev considered the position of one of the authors of *Vekhi* N.A. Berdyaev, who at one time renounced Marxism. Berdyaev has a typically liberal position of opposing freedom to equality. "Freedom and equality are incompatible," Berdyaev writes. "Freedom is, first of all, the right to inequality" [2, p. 127]. Between freedom and equality, he argues, "there is no harmony, but irreconcilable antagonism" [2, p. 126]. At the same time, Mareev did not hide his respect for Lenin, openly spoke about the class approach, which determined his attitude to our Soviet past. And this attitude was again not as simple or dogmatic as it might seem to someone.

In recent years, Sergei Mareev has viewed the history of the 20th century through the prism of the escalated conflict between liberalism and "his other" liberalism - radical grassroots democracy. If the former sacrificed equality for freedom, the latter sacrificed freedom for the sake of equality. It is in this context that totalitarian societies of the 20th century are born, where the lower majority subjugates the dominant minority.

Violence on both sides was a natural manifestation of the level of social development, and the twentieth century only technically and economically provided the conditions for massive repression. Nevertheless, in assessing the moral side of the issue, Sergei Mareev relied on the traditions of Russian revolutionary-democratic thought. If Russian liberals considered it possible in relation to the lower classes, to show, at best, mercy (despising the weak and the poor, Mareev writes, the liberals agree to create only charity houses for them), then the Russian revolutionary democrats N.V. Belinsky, N.G. Chernyshevsky, A.I. Herzen considered the open struggle of the lower classes for equality of political and material opportunities to be morally justified, which, in fact, led in the end to the victory of the Bolsheviks in the October Revolution.

It is not the one who himself was in the position of the weak, poor and humiliated that can morally justify violence from the weak, not the strong, for the sake of liberation, and not oppression. The one who is also capable of it is a person who has absorbed the classical culture that carries the ideals of humanism and justice. In any case, Sergei Mareev considered the protest of the oppressed, even through violence, in its own way moral and just under the circumstances suggested by history.

Mareev considered it a great simplification to characterize Soviet society as totalitarian. He could not stand the identification of Stalinism and Hitlerism. But the history of the twentieth century has confirmed that the extremes of liberalism and radical grassroots democracy are not dialectically removed in socialist democracy in the form in which it was implemented in the USSR. Like Ilyenkov, he did not idealize Soviet society, but like Ilyenkov, he did not idealize what was opposed to it in the West. Mareev agreed with Ilyenkov that if justice in Western democracy is guaranteed by formal law, then justice in our Soviet society, so much the more with time, was also replaced by formalism and bureaucracy, hiding the personal and group interests of those in power.

In his articles, already after the "crushing" reforms of the 90s, Mareev shows that Soviet socialism was indeed doomed, since, as Ilyenkov wrote in a letter to Zhdanov in 1968, the Soviet society did not succeed in making the most important transition from formal to real socialization of labor and property. Private property was replaced by common private property, and that is why it was so easy during the reforms of Yeltsin and Gaidar to turn everything back. According to Mareev, history proves that it is difficult to take away the property of private individuals, but it is quite easy to privatize



common property in the person of the state [11, pp. 276-277]. Thus, if in Soviet society the equality of all, albeit in poverty, was achieved by limiting liberal freedoms by the force of the socialist state, then as a result, in the 90s. we experienced how the free market destroys equality in favor of the freedom of some to enrich themselves and develop their abilities under the tutelage of an already liberal state.

The democracy of Ilyenkov and Mareev was not plebeian, like that of J.-J. Rousseau. But in both of them there was not even a hint of what is called “lordship”. And this showed the enormous advantage of the Soviet education. Unlike Rousseau, both were well aware of the opportunities for the development of each individual’s personality that the world classical culture opens up. And therefore, they did not identify the true resolution of the contradictions of democratic development with real socialism of the 20th century, but associated it with communism in its Marxian understanding, where the free development of everyone should become a condition for the free development of everyone. Communism thus turns out to be a solution not only of and not so much of economic and political problems, but overcoming, on their basis of the existing alienation of each individual person from the spiritual wealth created by humanity. The path to communism is the creation of equal starting conditions for everyone in the development of the wealth of world culture, alienated from the majority today. “At the same time, the “wealth that is meant here”, writes Ilyenkov, “is not a set of “things” (material values) that are in formal possession, but the wealth of those active abilities that are “reified” in these things, “objectified”, and under the conditions of private property – ‘alienated’” [3, p. 163].

It is not a return to natural life, as in Rousseau, but high culture that should transform the common people and resolve the contradictions of liberal democracy. It is the desire to help the lower classes rise to the heights of culture, and not to replace it with mass ersatz, Mareev saw and appreciated it back in the Soviet society. “Study, study and study” was not just a slogan, but the real goal of the majority of the Soviet people, to which those who studied in evening schools, workers’ schools, correspondence departments of universities, technical colleges, *etc.* aspired. Therefore, he never agreed with those who saw back then and see now only a plebeian protest against the achievements of culture, embodied in Bulgakov’s Shvonder in Soviet socialism.

We had both in where we lived. Shvonder was a reality. So was the writer Mikhail Bulgakov himself, his persecutors, and his admirers. But the essence of specific historical analysis is in the study of the objective contradictions of the era, which overcomes the extremes of expression under the guise of a theory of liberal ideology itself or an anti-liberal protest. Theoretical analysis excludes ideology, but does not exclude the author’s moral position. This is what makes Mareev’s merit.

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## **RELIGION IN A GLOBALIZING WORLD**

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For a long time, the problem of globalization has been in the sphere of increased interest of the world expert community. There are many works devoted to the relationship between globalization and religion. But still, it is this topic, in our opinion, that needs thorough analysis: we see a number of reasons for this. *Firstly*, religion puts up a powerful resistance to the unifying processes of globalization and especially globalism as the ideological basis of globalization, therefore, special attention should be paid to this phenomenon: why religion does not lend itself well to unification, while all other dimensions of the economic, socio-political and cultural spheres are to the great degree subject to the leveling influence of globalization. *Secondly*, as it became clear, religion not only hardly lends itself to unification, but essentially opposes it: religion realizes that consistently implemented unification in the religious sphere inevitably leads to the "unification" of religions, to the construction of a single religion, and then to the elimination of religion as such. It is clear that religions cannot take this path. *Thirdly*, today religion is the only real alternative to globalism both on a conceptual and a practical level. Therefore, no segment of the modern world is experiencing such a powerful pressure of globalization as religion.

The conceptual confrontation between globalism and religion is as follows. Religion saves souls for the eternal life, and in this process every person is important, and globalism unifies everything - it does not need a man in all his personal richness, he interferes with its victorious march, and the more advanced he is, the more dangerous it is for globalism. Globalization is named so because it globalizes everything and everyone. All processes and events, all moves and relationships - everything becomes global: only in this way can globalization support its own global trend. Everything that remains outside the global processes, everything unique, private, deeply personal "lags behind life" and is doomed to disappear. Anyone who is endowed with intuition at least to a minimum, it is clear that the world is held together by its diversity. Diversity is an essential condition for the unity and integrity of the world. Diversity, not unification, makes the world one. If we eliminate diversity, we will destroy the world. Therefore, the all-encompassing striving of globalization for unification is disastrous. But it is unification that is the dominant form of globalization. With such a simple trick, globalism - as the ideology of globalization - forces everyone and everything to become a building material for globalization: if you want to exist, stay in the scope of being - integrate into global processes, find a place for yourself, behave actively in generating new global forms of development, participate in this race.

Religion cannot "succeed" in globalization. As mentioned, the uniqueness of the human soul (the subject of religion) from the point of view of globalism is nonsense. Religious values are a rudiment for globalism. Religious leaders (with rare exceptions), according to the logic of globalism, speculate on the spiritual quest of a man. Religion impedes human progress; this is the dominant attitude of globalism towards religion. Of course, globalism does not express its attitude towards religion so clearly and distinctly, but it is just that. Religion has gained little from the opportunities offered by globalization. For example, globalization expands the possibilities of communication. But religion cannot take advantage of these opportunities, since by expanding the means of communication globalization has emasculated and deprived this communication of the content. Religion is, thus, not a popular subject, except perhaps in scandalous news and fakes. The network space of the Internet is not just non-spiritualized, it is spiritless, even anti-spiritual; moreover, its anti-spirituality is deliberately modeled. The judgment that the worldwide network was conceived and implemented with the aim of destroying the spiritual world of man and society is not without reason.

The ideology of globalism requires constant development and throwing into the global public consciousness of certain ideas that coordinate the advancement of globalization. These ideas should be sufficiently general and attractive for a morally and spiritually weakened person of our time. They should also be catchy, correspond to the level of consciousness of a modern person, be accepted by him as natural and reasonable. These ideas direct humanity in a very definite direction. But the most important thing in these ideas is their content, which degrades society and personality. If these are, for example, ideas directly related to the sphere of morality and spirituality, then they should undermine spirituality: through modern mechanisms of influence on the society, the latter is instilled with the idea of the falsity and insignificance of any spiritual content; traditional, moral and religious values. At the level of ideas, relations in the family, relations between men and women, between the state and the individual, between people, between states are distorted. All this is presented as modern, time-based requirements for a person; supposedly, you can't get away from this, that's life. The idea of the inevitability of just such a vision of reality and life in such a paradigm is instilled. So global-

ization generates, creates, introduces, replicates and affirms the new reality of human existence.

The destructive impact of globalization on religion is not obvious to many. Globalization affects economy, politics, culture - everyone agrees with this. But whether globalization impacts religion, what is the purpose of this impact, whether it impacts it destructively - this is a doubtful statement. Meanwhile, globalization has a most destructive effect on religion. Globalization does not always affect religion in a direct way, openly. Most often, this influence is of an indirect nature: through political and legislative decisions and recommendations of international structures, through decisions and actions of church hierarchs that are anti-canonical for religions, through the transformation of religious norms and innovations in the life of communities of believers.

For example, globalization indirectly affects religion through the economy in the following way. The entire financial and economic sphere under the influence of globalization is concentrated around maximizing profit by any means. At the same time, the economy becomes completely immoral; the desire to maximize profit makes financiers and businessmen of all levels underpay workers for labor much more than it follows from the theory of surplus value. Even Pope Francis, loyal to many negative (from the point of view of religion) processes of our time, stressed in this regard that "In the modern economy, you need to take the initiative into your own hands, since the current economic system wants to subordinate everything to the power of money. This system leads to globalization, which is not good" [1]. Relations of justice and, moreover, morality are completely expelled from the sphere of economic relations. What religious principles and values can we talk about in this case? Religion is completely out of place in a globalizing economy.

The same is true for politics: with an outwardly positive attitude towards religion, politicians neglect it when making the most important political decisions. Consequently, religion is being forced out of global politics. Political leaders also see these conceptual dangers of globalization. Back in 2017, Russian Foreign Minister K. Lavrov focused on the dead end nature of globalization in its current form; in particular, he said: "The world has not become more stable or more predictable. We have repeatedly talked about the reasons for the degradation of the international situation, about the unviability of the concept of unipolarity, about the counter-productiveness of unilateral actions, about the danger of undermining international law and the associated growth of the power factor in world affairs. Today it is obvious that the "liberal" model of globalization, rooted in the early 1990s, and primarily its economic component, focused on ensuring the leadership and prosperity of a narrow group of states at the expense of the rest of the world, has exhausted itself. It demonstrated instability to cope various challenges, inability to effectively cope with numerous problems, although the external slogans seemed to be noble" [2].

Most surprising of all, religion is being eliminated from contemporary culture, which has been subjected to the strongest influence of globalization; and it is precisely religion that lies at the foundation of the traditional, and hence of any culture in general.

Thus, globalization in its most obvious forms: economic, political and cultural, has an extremely negative effect on religion. It is impossible to deny this. But all this is the indirect impact of globalization on religion. Below we will consider in more detail the negative impact of globalization on religion, which manifests itself directly, but before this it should be emphasized that globalization has significantly strengthened and spread throughout the world of the processes associated with secularization as the ex-

pulsion of religion from public space; this alone is enough for religion to reject globalism.

There is one more aspect of the problem that we would like to raise in this article. Attention to globalization as to the central and all-embracing process of our time in the past year or two has noticeably decreased in the expert environment; globalization has seemingly receded into the shadows, “rebuilding the ranks”, but remained the leading process of our time. One can see that globalization is, as it were, segmented into a number of other processes that are important for the present, but globalization still remains the context. Globalization is, as it were, complemented by regionalization and localization. The abstractly general in the problem of globalization is concretized at the local level. Often, problems are recognized only at the local level of their manifestation. Globalization in fact proceeds precisely at the “local” level, and only analysis allows us to see the general, the global, the declared specificity of the local.

And wherever certain directions of globalization are actualized, it encounters a conscious or an unconscious, but from this no less clear resistance from religion. Moreover, the resistance of religion is not even as a traditional spiritual system - this resistance can be overcome by increasing pressure: traditional systems are crushed under high pressure on them. Religion demonstrates resistance to globalism on the essential for itself levels: such are the belief in God as the Creator and Maker of the world; the godlike nature of a person, which does not allow him to turn into a being, only consuming material goods and not seeing anything beyond this consumption; freedom and responsibility that are commanded to believers and they try to realize them in life. Along these lines, as well as along others, religion is fundamentally opposed to globalism, and this opposition is unavoidable. Moreover, religion opposes globalism, regardless of the positions taken by the leaders of confessions on these issues. Leaders can compromise due to political correctness, political environment, elite solidarity, economic preferences and many other considerations. And quite often we observe this very behavior of leaders of confessions. It certainly affects the position of confessions on certain issues in connection with globalization and its particular forms of manifestation. But regardless of the positions of the leaders of confessions, religion opposes globalism simply by virtue of the true essence of religion - to be the means of reunification with God. Reunification not with globalization, but with God, and this is the point.

It would seem that religion that, no less than globalization, seeks to unite people on the basis of common belief, should be sympathetic to the processes of globalization, to its goals and objectives, if not to support it, then it can coexist with globalism, at least without entering into confrontation with it. Since its inception, Christianity has built the Christian world across national borders. However, the oecumene was mainly limited to the territory of the Roman Empire, and the apostles preached mainly within this empire. But still, Christianity made the world global (at least spiritually). Isn't this one of the first attempts of globalization? Yes, Christianity and globalization are striving to embrace the whole world. Why do we assert then that religion is a clear opponent of globalism? It's because they have diametrically opposite ideologies. Globalization crushes the world under itself, imposes unification on it, leading to the profanation of being and the primitivization of the man. Religion unites believers on spiritually high grounds, although this is not always realized - thereby religion increases the spirituality of a person. As you can see, the differences are fundamental, the content and orientations are directly opposite.

At the ideological level, the confrontation between globalism and religion acts as

the opposite of liberal and religious values. Certain confirmation of this fundamental confrontation between the two noted worldview systems can be easily seen in almost any facts and events of our time. For example, liberalism supports the right of women to abortion (this is indeed a natural right in the system of liberalism). And world religions are against abortion, seeing in them a terrible sin - murder. According to the liberal worldview, nothing prevents a woman from becoming a priest - why not, since women and men are equal in rights. And liberal Christianity - Protestantism - permits a female priesthood. Catholicism, Orthodoxy and Islam regard the female priesthood as absurd. Judaism is on similar positions, although recently there have been facts of a female becoming rabbi.

According to liberalism, a person can profess any religion or not profess any, pass from one religion to another, *etc.* These liberal principles in their projection onto religion are enshrined in a number of international documents and have become a reality of our time [3]. But all world religions prohibit the transition from religion to religion (in a less strict version, they do not approve). Such a transition is to be punished: both in the afterlife, and, often in this current life, facts of death sentences are widely known to Muslims who converted to Christianity (in Pakistan, a number of Arab countries, *etc.*).

The religious worldview in this sense can be viewed as totalitarian. And globalism presupposes a rejection of totalitarianism, an open society. Liberalism insists on the relativity of truth, on pluralism, on equality of worldviews, while religion proceeds from the absoluteness of the commandments given by God, from the absoluteness of dogmas, from value monism. Liberalism, colliding with religion, enters into the deepest contradiction with itself: it must admit the existence of religion (as one of the worldview systems), but it cannot agree with the absoluteness and eternity of religious truths. Therefore, liberalism distorts the essence of religion (it accepts and approves of a distorted religion), it treats religion as a historically developing phenomenon that must change in accordance with the new reality and new demands of society. When religion does not change its dogmatic foundations (and how can it change them?), it is subjected to harsh criticism from liberalism for dogmatism, "backwardness from life" (from these positions, for example, Islam and Orthodoxy are criticized).

All world religions are extremely skeptical about the ideas of their own development. The strength of religion (if we do not consider here the deep essence of religion - the salvation of the soul for eternal life) - in its adherence to tradition and the dogmas that underlie it. The dogmas of religion can be interpreted for the modern world (mainly for some of their actualization in connection with the newest requirements of the era), but the essence of the dogmas remains unchanged. And this is not related to the subjective desire of believers or leaders of confessions. The truths of religion are absolute; they retain their meaning for all times, because they were commanded by God himself or his prophets. Therefore, religions do not develop in the sense in which everything else develops. Religions are dogmatic not because they do not want to change, they simply cannot do this without sinning against their essence.

Those religious systems that have carried out dogmatic or confessional modernization have lost their connection with Holy Scripture (for example, Protestantism has lost its apostolic continuity and today is being questioned by the Roman Catholic Church and Orthodox Churches as a religion of salvation; it is emphasized that there is no grace in Protestantism). The consistent striving of Protestantism to conform to the spirit of the times led to the emergence of the female priesthood and episcopate, to the recognition of same-sex marriage, the permission of abortion, the acceptance of eutha-

nasia, although all this is either not encouraged (as in the case of the female priesthood), or condemned in the Holy Scriptures (as in other innovations mentioned above). Today, in a number of Christian denominations, in order to satisfy the demands of secularism and formal adherence to the ideals of secular values, it is not customary to call God in the masculine gender (gender equality dominant), to celebrate Christmas (the winter, Christmas tree is celebrated), to persecute for blasphemy (the latter is considered a manifestation of freedom) in many European countries, the public wearing of cross pendants is prohibited, *etc.* The Roman Catholic Church has moved along the path of certain modernization to preserve its influence in the world (the Second Vatican Council in 1962-1965 adopted declarations and constitutions that updated, to some extent, the practice of the Roman Catholic Church), but today it has returned to its former practice in many respects.

Orthodoxy is especially sensitive to globalization. The experience of reforming other Christian denominations, in the course of which they lost rather than gained, convinces Orthodoxy of the need to “stand in the faith”, in allegiance to traditions, in development without damage. Therefore, the attitude to globalization of almost all Orthodox autocephalous churches is wary. And from the point of view of the millennial history of Orthodoxy, the very phenomenon of globalization is not yet extremely significant for it.

So, world religions cannot modernize without losing their essence. The most they can go for is some new formulations of old problems, as long as this is required to convey the truths of religion to a modern man. Religions can develop forms of responses to new demands and new problems that humanity faces, but the absoluteness of religious truth remains unchanged.

Liberalism found a way out of the noted contradiction between the need to recognize the right of religion to exist and the denial of the absoluteness of religious truths. It gave birth to its own understanding of religion. The religion of liberalism is anthropocentric: it is not God that underlies this “religion”, but a man. It is the man who created the “idea of God”, a man who changes and rethinks this idea, adjusts it to himself. The “God” of liberalism, while consistently pursuing a liberal approach to God, is none other than a man himself. But, of course, cultured, educated, possessing a full range of human rights, exalted in his own opinion, proud of himself. The faith of liberalism is faith in a man. Generally speaking, this is not a bad thing. One must believe in a man, for he is the image of God, His beloved offspring. But religions insist that it is necessary to believe in a man who realizes his incompleteness and limitations - then there appears the possibility of a man’s spiritual growth, building a living connection between his freedom and responsibility. Liberalism, on the other hand, calls to believe in a man as he is, and a modern man is obviously weak, damaged by sin and needs to be corrected; believing in such a man is ill considered.

The deep meaning of religion for the human community lies in the fact that any true progress is possible only with a goal-oriented attitude towards something higher. Only by keeping in mind something ideal can you progressively develop. Religion, by introducing God into human relationships, sets a higher bar for these relationships. Therefore, the modern world simply has no other way out of the almost hopeless situation in which it finds itself than a return to God. Individuals, ethnic communities, states - all of them have exhausted their possibilities of building a “bright future” on their natural, godless foundation, as evidenced by the current global crisis of world relations.

There is, however, one condition for the realization of all these possibilities of re-

ligion. It is small but difficult to execute. In order to reduce the level of threats in the modern world, relying on the capabilities of religion, it is necessary to reduce the level of sinfulness of the man and the society. Leaders of different religions are talking about this more and more loudly. The voice of Muslim and Orthodox theologians is heard more and more clearly, drawing the attention of the world community to the need to spiritualize the concept of human rights, to increase the moral content of these rights, since a sinful person turns freedom into slavery and uses opportunities for evil. A sinful person cannot dispose of his rights with dignity, for he does not know either dignity or true freedom. Therefore, no matter how banal it may seem, the elimination of world threats begins with the work of each person on himself, with the spiritual rebirth of a person. After all, the problems of the modern world, many of which seem absolutely insoluble today, are ultimately generated by man (who else is doing everything on Earth?), a man who has been lying for so long that he does not believe himself. These problems have reached such a level of complexity and insolubility that they can no longer be solved except by the utmost exertion of forces. But ultimate foundations are the domain of religion, therefore, only religion can solve these problems. Therefore, thinking purely rationally, it is necessary to turn to religion, no matter how unusual it may sound for rational consciousness. After all, what does the confused world lose by turning to the possibilities of religion? After all, other means have practically been exhausted. Let's turn to these possibilities, especially since, as historical experience proves (and which does not teach a man anything though), in extremely difficult conditions, it is religious reality that becomes decisive.

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**THE KNOWLEDGE OF SOCIETY AND SOCIAL COGNITION: SOCIAL DREAM ON THE OTHER SIDE OF SCIENCE, ART AND IDEOLOGY**

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The knowledge of society, in contrast to the knowledge of nature, deals with social matter, that is, with social relations that people enter with each other and that are independent of their will and consciousness. These relations and other forms of social matter in the form of objects of the first nature of social matter involved in circulation can be known and reflected in images and concepts by means of science, religion and art, but their transformation is possible only in collective material practice. The people's dream—the collective great dream is an integrator of public consciousness and social reality in mastering new meanings and, therefore, capturing and building an image of the future, and later in the practical construction of this future. 30 years ago, our people and their party-state elite realized the rejection of the great dream of a common destiny of humanity through the construction of communism as a bright future for all mankind, as a result, the peoples of Eurasia were invited to integrate into the foreign liberal project of Greater Europe from Lisbon to Vladivostok. For us in Russia, this project was unsuccessful and showed its failure.

To this global project that failed for Russia, attributions were added such as—we are going to a post-industrial society, to a society of services. The way to this society is through sustainable development. The conceptual complex "sustainable development" is unscientific and questionable, but it has been encrusted in the theoretical framework of understanding liberal globalization. Later, it was followed by meaningless but loud-sounding phrases like "green economy, digital society".

Sustainable development in Russia is figuratively demonstrated at international exhibitions, in particular, at Innoprom exhibition in Yekaterinburg. The author visited and studied all ten Innoprom exhibitions, which are designed to show the dream of peoples and mark a special Russian dream. But at the exhibitions, the lack of understanding of the development path and image of the future for the Russian and its complimentary civilizations is striking. There is a chimerical thinking of the exhibitors themselves. Baroness S. Greenfield, a participant in the exhibition, writes about "the people of tomorrow" in her books. As the main one, she puts on the cover the question: "how technologies of the twenty-first century are changing the way we think and feel" [2]. In other words, we are talking about technologies, and technologies are how something is produced, but not under what social relations it occurs.

It is obvious to us that it was necessary to check the course on the information society and post-industrialism initially, that is, at the time of the change of formations, when there was an accelerated degradation from human to transhuman. But many authors believe that socialism with its rigid ideology is outdated and does not correspond to the level of modern production, and they declare capitalism mysterious, incomprehensible and changing. Literally, our friend the German philosopher J. Campbell writes: "History has proved that the ideology of socialism does not correspond to the level of development of society and therefore cannot bring any real results." And then: "Capitalism is one of the most mysterious systems (if not the most mysterious) in the history of mankind. It is much more interesting than the Mayan civilization, the civilizations of

Ancient China and Egypt. Capitalism is a system that is constantly changing, not identical to itself and difficult to detect" [1, p. 387-388].

### **Break into the future under the banner of the great dream**

History itself shows that in its most difficult moments, Russia has repeatedly made a breakthrough into the future of all mankind under the banner of the great dream. Russian dream Academy in Yekaterinburg in 2019 was opened by A.A. Prokhanov as the first step of the new Russian dream in modern Russia. After talking at the opening of the Academy with a prominent publicist, the author of these lines understood his idea—we need to conceptualize the dream, that is, the transition from dreams through art, ideology, exploration of the future to the science of society. Russian writer was initially surprised that in a dialogue with the Governor of the Sverdlovsk region, this prominent writer of the Russian land replaced the "Russian idea" with the "Russian dream". Replace the idea with a dream!? This requirement shows that training for projects of new world systems shows that the old geopolitics is a thing of the past, a new geopolitics 1.0 (in the terminology of A.G. Dugin) - the geopolitics of the unipolar world, while there is a need for a new real geopolitics 2.0, or the geopolitics of a multipolar world [5]. However, this is not enough – there is a need for not just geopolitical regulation of space, but time management, that is, sky-politics [4].

In Russia, sky-politics is beginning to replace the "bright myth of the West", which is no longer supported by the new real geopolitics of the multipolar world. And since multipolarity is impossible in the physical material world (only bipolarity), it is also impossible in the spatial dimension of relations between countries and powers in the pre-war and war period, when only two sides collide, as is the case in any military conflict, non-politics comes to the fore. There are three pairs of players in it as in a bridge game, and these pairs need a special form of public consciousness – the black myth. The black myth of the West as the "fiend of hell" in Russia changes the perestroika myth of adoration and worship of the West. S.G. Kara-Murza writes in the book "Manipulation of consciousness": "Today, having been defeated in the cold war and observing the destruction of our country, a significant part of the intelligentsia has fallen into a symmetrical and structurally similar to perestroika myth-making. The black myth of the West is being created. It warms the soul of a patriot, but reduces his ability to realistically perceive and understand the processes that are taking place. For manipulators who need to divert public consciousness from the essence of contradictions, such myths are no less useful than the bright myth of the West in the 80's" [7, p. 196]. The author shows in his classic fundamental research that these black myths of the West are supplemented by "soft" black myths about the Soviet system (the economic myth, the myth of the Soviet militia, the myth of technological risk, the environmental myth), as well as large black myths – myths about the black hundreds and white guards, myths about socialism as a path to destruction.

These myths are created by pseudo-experts, by engaged political scientists. The most serious and objective Western scientists note, as S. Cohen writes, that "scientists and journalists should get rid of pseudo-experts, especially those who treat Russia like any other country, regardless of its history, and see it as just a "laboratory" for testing their theories. (No doubt there must be something special about a country where both communism and capitalism have been completely discredited in just 80 years.) Among those who consider themselves experts, representatives of two professions played a particularly pernicious role in the 90s: theoretical economists and financial investors. Both

resembled those weapons experts from another era who were considered "Sovietologists" only on the grounds that the Soviet Union possessed weapons.

Traveling "shock therapists" from various universities, intersectoral institutions, and official structures have had a particularly strong influence on the press's opinion of post-Communist Russia. It is a pity that most of them knew little about this country (except that it has an economy) and were not at all embarrassed that their laws and recipes are Marxist universal. (Some of them were so "not in the material" that their own businesses in Moscow ended in a scandal). In fairness, it should be noted that not all economists shared the views of the adherents of "shock therapy" and were right. "Shock therapists" suffered a crushing defeat in Russia" [8, p. 61].

### **The idea, the dream, the doctrine**

The idea exists where there are large groups of people comparable to society (classes, nations, peoples), and the dream, dreams can be an individual, a person, a person. Reducing an idea to a dream, philosophy to aesthetics and artistic understanding of the world in images, social Sciences and Humanities to sociological surveys is dangerous for building the trajectory and development plan of any society. We need to reverse the movement from the dream of the future, of the "beautiful Russia of the future" to move through the idea and social ideologies to the scientific understanding of society.

The constitutional ban on official ideology lowered the level of study of ideas in society. Now even graduate students do not know what an idea is, and yet this category comes from the philosophers of antiquity and in Plato occupies the most important role in his system, since the entire material object world in objective idealism and religion is a shadow of the world of ideas. You ask graduate students: "is the white ceiling an idea?" They don't understand, but you say: "Where-where-where I am" - these words are smiled at, there is an Association from advertising: "there is an idea, there is IKEA" - here the smile is even wider, they understand what they are calling to buy, this is the idea of minimalism and quality embedded in perfect goods and services.

Meanwhile, a dream without an idea is empty, a dream with an idea is a project, and a conceptually formed dream is already a doctrine. In A. Balabanov's cult film "Brother 2", a New-York taxi driver on the way from the airport shouts: "Russian idea, Dostoevsky, power... Where is your homeland, son?! Gorbachev handed over your Homeland to the Americans to hang out beautifully...". To form a new doctrine consisting of ideas, the famous traditional "Russian questions" of the century before last should be asked: Who is to blame? What to do? Who are the judges? Where to start? They will make it possible not to issue decrees and carry out manual management of society, but to create plans, the very plans that are controlled by scientific communities and tested in practice on the scale of individual industries and society as a whole. Nevertheless, the ideas and concepts themselves may be scientific or unscientific, and a dream is a dream – it is always outside of science.

### **Three forms of knowledge**

In the "Phenomenology of the spirit", G.W.F. Hegel shows three forms of knowledge: religion, art, and science. The highest of these is conceptual knowledge, i.e. scientific knowledge. And science, as we know, is a product of class society; moreover, in an antagonistic society, two understandings and two images of this society are possible: scientific and unscientific, or historical materialism and historical idealism. It is necessary to choose between a scientific understanding of society and an unscientific repre-

sentation of it. Among our colleagues, philosophers and social scientists, there are many idealists, but they do not admit that idealists and often say that the main question of philosophy is outdated (the question of the primacy and secondary nature of matter and consciousness – the ontological aspect of the question, the question of cognizability and ways of knowing the world – the epistemological aspect of the question) and that it is time to know the world with images, feelings, sensations.

Knowledge of the world in images, a reflection of the world by means of art, mastering the world with dreams and day dreams, in the words of Freud, also a party of human cognition, but it is not a science. It is difficult to apply scientific systematic work and practice as a criterion of truth to dreams and dreams as a production of ideas. It is possible, but difficult – just like it is difficult to apply labor to winter wheat in winter: production is under snow, and human labor is not needed. Since the largest modern writer A.A. Prokhanov does not stand on the positions of the class understanding of society, and he is forced to talk about the people's subjectivity in history, to turn to God, to talk about the unknowable mysteries of the soul of our people and history as a whole.

Since the people are the bearers of the dream, the dream of the people is not interpreted as true or false. The question of whether it exists or not, in what new form it will appear at a particular turn of history, is comprehended. Here, while waiting for the manifestation of a dream, one can only rely on a great personality, and any individual as a person in history is always guided by the patterns of the past. It remains only to see whose portraits hang in the offices of the great personalities of modern history, who they focus on in the past - Peter the First (or Great) or Ivan Grozny, for example. And we know who had these portraits. All this means that it is time to agree on concepts, create a categorical grid for the study of society and man, and in the words of the classic, before you unite, you should resolutely separate. Separate social scientists and visionaries, politicians and ideologues. It is important for our postgraduates and undergraduates to take the position of scientific knowledge of society, which sets tasks for natural and social Sciences, and social needs move science more than a dozen first-class universities. Recall the "Manhattan project" of the United States and the catch-up nuclear project in the USSR, the battle for space and the arms race of the cold war period.

The dream does not replace ideology, because the realization of the dream requires the political will and interests of the class that develops the ideology and uses it as its tool, using the party. Dreams and ideologies create and replicate an image of the future that is attractive to the masses with the help of state media. Since the dominant ideology is prohibited in the Russian Federation, and, as article 13 States, updated in 2020. According to the Constitution of the Russian Federation, "no ideology can be established as a state or mandatory", then you can create an ideology that is common, but not dominant and mandatory for everyone on behalf of the state. Most often, ideology is understood as a system of socially significant ideas and values. It turns out that the Constitution prohibits values and ideas adopted at the state level, because the Constitution recognizes "ideological diversity". If ideology is not understood as political ideas and projects, then it is possible as a state system of ideas, since it is no longer an ideology and not a political one, and this is how the 1991 referendum on the preservation of the USSR was replaced by the party apparatus. Then it was written - "Are you for preserving the Union as a Union of sovereign States?" and people voted for the Union, but in fact it was interpreted as a vote against or a vote for independent or Sovereign States.

And in the case of ideology, we create an ideology without calling it an ideology. In fact, the expression "Greater Eurasia" is not ideological, like the expression "Greater

Ural": this was the name of a hotel in the 30s in Sverdlovsk, but the name referred to the era of industrialization. The expression combines formational and civilizational approaches. Greater Eurasia is an ideology-form is content, the medium is the message, as stated by M. McLuhan. In the expression "Greater Eurasia", as in the expression "dictatorship of the proletariat", neither the dictatorship nor the proletariat has a separate meaning, but only together. Not a dictatorship, but the leadership of the masses. Not the proletariat, but the owner of the means of production, or the factory-and-factory urban proletariat, which has taken power and is now leading the mass of working people, that is, non-factory workers, but employees and employees of all kinds. This means that Greater Eurasia is neither Eurasia nor Greater. This is a single expression that speaks of the Russian world, which is undergoing a phase of second industrialization in the framework of cooperation between countries with a population that makes up half of the world in the Eurasian Union.

Classical geopolitics States that States are living organisms that live, move, expand, and die. States degrade and break up into fragments of small non-independent pseudo-States, which not so long ago received the name failed states. Nations move States, and Nations are ruled by leaders. The whole scheme in the twenty-first century was called into question. Everything is managed by real experts or pseudo-specialists, whose lies require science to expose.

People make mistakes in their choice and do it more and more often. The nomenclature of the former state nominates leaders from its ranks, the leaders turn from populist Democrats into tyrants, and then into clowns. The masses are increasingly aroused not by the destruction of their established social condition, but by the unfairness of song contests. And since peoples are making mistakes more and more often, is it possible to respect the hasty and unwise choice of peoples in these conditions? Can the right to elect heads of state be taken away from them?

People are increasingly interested in the "shadow of the donkey" - this phraseology was widely known in the ancient world. According to legend, Demosthenes bitterly remarked: you are ready to listen to the fable about the shadow of the donkey, but you do not want to listen to an important matter. Socrates said something similar to the Athenians, for which he was poisoned by the court: each of you is as cunning as a fox, and all together - you are a herd of sheep. The question, therefore, is about training and educating specialists who cannot be deceived, but are able to expose and question global lies. This means that we need an ideology, but of the future, not of the present, and it is the task of the science of society to create it. In other words, there is no common ideology today – it is the future and the main word in the discourse about ideology is the future. Ideology is a superstructure phenomenon and it does not arise without creating a basis in society. The basis and core of the common ideology is the SCO and BRICS, the core of which is the World system of socialism, which has moved to Southeast Asia. In the words of G.W.F. Hegel, "it is, or it is Being." And ideology is nothing, or a reflection of being.

In G.W.F. Hegel, on the contrary, the idea creates the world. Ominous are his words about the German spirit from the "Lectures on the philosophy of history": "the German spirit is the spirit of the new world, whose goal is to realize absolute truth as the infinite self-determination of freedom, that freedom whose content is its absolute form itself. The purpose of the Germanic peoples is to be the bearers of the Christian principle. The principle of spiritual freedom, the principle of reconciliation was laid down in the simple-minded, not yet enlightened souls of the German peoples, and they

were entrusted with the task not only to accept the concept of true freedom as a religious substance in the service of the world spirit, but also to create freely in the world, based on subjective self-consciousness" [3, p. 361].

### **The science of the diversity of society and the ideologies**

Today, in the science of society, it is necessary to turn to the study of the diversity of civilizations in conditions when the globalization proclaimed by liberal mythology not only ended, but a century after Lenin's theory of imperialism turned out to be a theoretical dummy. For the "end of history" proclaimed by the liberals, there is no problem of local civilizations, since there is the only winning global commodity civilization. But since most modern humanitarians are not Marxists, they are not right-wing or left-wing, but conservatives (in the old way, bourgeois, or philistines, in the terminology of the nineteenth century), they find in the theory of civilization a third way between the class approach and the civilizational world-historical, that is, bourgeois approach to history. Their way of understanding history is cultural and historical, and the language of their theories is postmodern, like all terminology, but the content of the theory contradicts this form. They are not liberals - today it is dangerous to be a liberal, because the Russian President in an interview on June 27, 2019 before the G20 Summit said that "the liberal idea has outlived its usefulness", and these words were interpreted as a statement about the "death of liberalism". This interpretation was taken up by the entire "collective West" - they heard not what was said, but what everyone was waiting for, as they waited for the announcement of the "death of communism" a quarter of a century ago, and then this statement was made on behalf of the new Russia in the US Congress.

The key concept of philosophical unscientific postmodernism as the ideological foundation of liberalism - "deconstruction" - does not mean the destruction, but the identification of parts of a whole, or rather, as G.W.F. Hegel said, "moments" of classical works on civilizationism, theories of civilization as non-class, and therefore not quite scientific models of social development. Why not parts, because only a corpse can have parts, as F. Engels pointed out, and it will be more correct to speak about the moments of origin and passing (death) of social existence and its reflection in science as a form of social consciousness. But since the question is about reconstruction, that is, restoring the civilizational approach, we can talk about recreating the scientific understanding of civilizations themselves. This means that in principle, civilizational analysis can be put on a modern scientific basis and get away from the figurative principle that prevails in understanding civilizations, comparing them, and identifying certain worlds, including the "Russian world". This is what F. Engels, when singled out the stages of early development of society - "savagery, barbarism, civilization".

However, many social thinkers, predicting the future, are engaged exclusively in language and civilization, deliberately narrowing the horizon of their research. They are usually interested in local civilizations, that is, unique civilizations that are simply understood as rare languages of communication, where only a game of metaphors and meanings is seen. The authors believe that the Marxist paradigm of understanding society refers to the world-historical course of history, is outdated and therefore not suitable for considering local civilizations today. Moving away from postmodernism and avoiding general questions about the way people's material life is produced, and setting a particular question about the relationship between language and civilization, one can only remain within the framework of historical idealism. This means not seeing in civilization either the class struggle or the development of methods of production, leaving the

core of civilizations out of the scope of our consideration, and understanding it as something secondary to civilization. The core of society in this case will be language, discourse, a set of simulacra. This search for the linguistic foundations of local civilizations reveals the evaluative nature of the axioms underlying the civilizational approach. It's like in mathematics – when you change the axioms, change the idea of a point, plane, and straight line, the science itself changes: from Euclidean stereometry to Lobachevsky geometry.

However, the national language is not a demiurge of either civilization or culture. If you look at the letters M.V. Lomonosov stored in the archive of the St. Petersburg branch of the archive of Russian Academy of Sciences, which showed the sister of the author of these lines, historian, Director of the archive and the corresponding member of RAS I.V. Tunkina, we find written by M.V. Lomonosov in German huge volumes, dotted on the margins with notes in Greek, Italian, Latin. Today, there are no translators in the country who can prepare these materials for publication. The question is what language governed Russian science in the Imperial Academy of Sciences and Arts created by Peter the Great from German academicians recruited on the recommendation of G. Leibniz? Russian Academy itself became ethnically Russian only after a century and a half, when the Russians and Germans equalized in its composition and reconciled.

Since G.W.F. Hegel distinguished three ways of human comprehension of the world – religious, figurative and conceptual, we can agree with the intention of deconstructing the conceptual series to pay attention to the figurative comprehension of the world, but this is not enough for the full knowledge of society. We will leave religion aside here as a form of knowledge that goes back to history.

It is interesting that by proclaiming language as the creator of the civilizational structure that covers borders and demographic processes, the authors of the conservative orientation reproduce the Hegelian absolute idea, which becomes the absolute spirit and thus completes every development and history of society. This was the position of the old Hegelians, who believed in the system of categories of their teacher. But young Hegelians that prioritizes the dialectic as a revolutionary method of thinking that condemns all things to death, you know that you need to work with the new and what is developing from lower to higher, from simple to complex, that is the scientist in the understanding of society is necessary to side with progressive tendencies. And here the position of moderate conservatism comes into conflict with the vector of historical development. People usually speak after the image of F. Fukuyama about the "end of history" and the collapse of the three-pronged model of international relations: capitalist countries (or "free world" in terms of Western sociology), socialist countries ("Communist bloc") and (countries of the so called "third world"). In fact, the world has developed a bipolar model, there is no total domination of the capitalist system, have been preserved and developed by the world socialist system, which, departing from the imperialist metropolises as emerging capitalist countries came to the core of the new system of the Union of states of Russia and China and created the SCO and BRICS on this basis.

Since liberalism and its practical embodiment, capitalism, are subjected to not only theoretical but also comprehensive practical criticism, the question of creating a positive social ideal becomes acute. Capitalism is criticized by the small bourgeoisie, which dreams of becoming a large one. She criticizes him from the standpoint of corruption of the state apparatus, which does not allow small businesses to rise and enriches state officials. At the same time, as in the criticized V.I. Lenin's naive dreams of socialism of the old co-operatives do not take into account that in an industrial society

small business always loses to large-scale production, and such criticism was made by P.-J. Proudhon and the ideologists of workers' bazaars. The big bourgeoisie is also dissatisfied with capitalism, since it constantly privatizes private property, and the bourgeois is a class society with elements of slavery and feudalism with personal dependence of workers. This critique of existing capitalism for the sake of good capitalism-petty-bourgeois socialism, priest socialism, reactionary feudal socialism, aristocratic socialism, German, or true socialism - were brilliantly set forth by K. Marx and F. Engels in the third Chapter of "Socialist and Communist literature" of their famous "Manifesto of the Communist party". A modern example of this reactionary utopian ideology is the image of the "beautiful Russia of the future", formulated by the bourgeois oppositionist A.A. Navalny.

### **Civilizational neo-industrialism and world theories**

The scientific basis of the social ideology of a society that has overcome the end of history and the end of the cold war can be an integrative scientific direction in the field of social philosophy, modern Humanities and social studies "Civilizational neo-industrialism as the fifth world theory". It comes from the danger of a false civilizational choice under the influence of an eclectic mix of ideologies and leading world theories. Since the three leading world theories – liberalism, fascism, and communism – have been supplemented in recent years by a fourth theory-conservatism, it is tempting to identify a new social subject of the modern era.

Liberalism assigns this subjective role to the individual at the post-industrial end of history. Fascism follows the march of nations transformed from the mass of the people and united by the call of blood. Communism records the emancipatory mission of the proletariat and its dictatorship on a world-historical scale or as a weak link in the chain of capitalist countries. Conservatism, which arises from the confusion of three world theories, appeals to a single people, which is not allowed, in the words of N.A. Berdyaev, to slide "back and down". In the context of the insufficiency of the four world theories, it becomes necessary to introduce a neo-industrial vector of development, during which the dialectic of contradictions dooms the post-industrial impasse of global liberalism, the racial fascist totalitarian myth of the merging of the state and the individual, and destroys the course of dismantling the social state as a socialist one.

In theory, civilizational neo-industrialism is a conceptual vanguard of increased complexity integrative disciplinary scientific course of geopolitics, political economy of goods and signs of modernity, cultural studies, social philosophy, epistemology, geopolitics, and the modern history of philosophy. Civilizational neo-industrialism operates on original material that was not previously introduced into scientific circulation. It can be useful for graduate students, teachers of humanities, and analysts of public services as a tool for developing analytical creative thinking in the field of philosophical understanding of the problems of the near and distant future of our country and the whole world.

In fact, the "Russian civilizational neo-industrialism" of the futurotraditionalists is the ideology of the new proletarians, workers and intellectuals who have no Fatherland. Futurotraditionalism is the ideology of the archeomodern, that is, Greater Eurasia, the Third Horde, spread throughout the world as its progressive pole. The image of Greater Eurasia is archeomodern or delirium from the point of view of modernity. A.G. Dugin writes in the presentation of this idea: "Imagine the same Windows computer running the Macintosh operating system directly on Windows. Will it work? Maybe it will flash



something, but formally the program is correct one, and the second is also correct, and the installation disk works, and the correct activation codes for both programs are indicated on the cover, but they do not go together on the same computer. What is happening on this computer? There is a zone of uncertainty where anything can happen. One system can defeat another, another can interfere with the first, they may or may not complete a task. This is approximately what we have in the archaeomodern" [5].

In this multi-layered delirium, the core of the Russian world acts as a matryoshka doll, which refers to communism as the past and future. The integration of the image thanks to the archeomodern brings together "Russian world" and "pax Americana": the song "beautiful far away", which amazes Americans and is close to them. This is our common ideology-not the mythical "beautiful Russia of the future" of empty dreamers, but the directive and planned-achievable "beautiful far away", or a movement that removes the present state. K. Marx called this movement the true history or communism.

The world has reached the point where meaningless wordplay around a person – world civilization, the main path of social development, human potential, human factor, human capital-becomes dangerous for a person, because it leads him to the utopia of an imperialist market green world with a green economy, insists on the desirability and continuity of downshifting as an escape from culture to ecology. In practice, it turns out that the opposite of capital is labor, and not the anti-industrial pagan belief in the earth and the worship of the creative abilities of nature and abstract man. We know that bourgeois political economy likes "robinsonade". Labor as a source of wealth and development of a collective person grouped in progressive classes is the basis of the non-industrial vector of human development in the direction of ecological socialism. The fifth world theory will unite the most diverse peoples and civilizations in one progressive movement of mastering nature and achieving freedom over social necessity. Something similar has already happened to Russian communism in the twentieth century, when the USSR was the birthplace of all the working people of the Earth. It turned out that a person could not be reduced to the basic needs of A. Maslow, man must be understood as a being with first-order sensations (point-sensations), second-order sensations (chain-sensations), third-order sensations (system-sensations), and finally fourth-order sensations (sensations of social sensuously supersensible objects, such as the value of goods). The concept of feelings of a social being and complex social feelings allowed us to develop the concept of civilizational neo-industrialism as the fifth world theory.

Since K. Marx created a whole Third continent in the sphere of scientific knowledge, like C. Darwin, who managed to turn biology into a science and find patterns in the evolution of living nature, K. Marx also put an end to the views of society as a chaos of colliding forces and wills, and discovered objective patterns of social development that follow from a materialistic understanding of history. Another attempt to create the fourth continent of psychology was made by Z. Freud. It turned out to be dubious and scientifically unverifiable due to the fact that it could not be applied to all human societies, and therefore remained on the verge of therapy, experimental shamanism, and sometimes Satanism, since it addressed the lower spheres of human life. It turned out that personality is not quite a mature scientific construction, and the lack of scientific cultural discourse has left the theory of personality in a state of immature ideologeme. Here, and to this day, the unsolved problem of quality criteria in the humanities appears, which we raised in our publications. Setting this problem and solving it makes it possible to practically implement the return of Russia to history, and people to social abstract theory.

And K. Marx, for lack of time and facing the need to develop a scientific concept of the social revolution of the proletariat as a universal emancipator of humanity, was forced to leave for future researchers the prospect of developing a socio-psychological theory of classes and a cultural theory of personality, the foundations of which he laid in his early works. These works were unknown to either V.I. Lenin or I.V. Stalin. In his later works, K. Marx proceeds to study the classes and apparatuses of the state, thereby creating the basis for a holistic scientific understanding of the social process.

### **The third world war of the new hybrid type**

The West declared the third world war in the international community will go in the areas nanobioimaging simulation. Nano-involves miniaturization of the element base of computer technology, with the us and China leading the way. Bio-involves the creation of artificial viruses as a combat weapon affecting the genocode of various ethnic groups and causing panic and destruction of the economic life of the masses and continents. Info-involves competition in the field of "big data", "Internet of things" between "Huawei" and "Microsoft" with the element base "Intel". Cogni - involves competition of meanings and global projects Chinese project the future of the planet as a "community of common destiny of mankind" and the American project of transhumanism, creating controlled artificial human and reduce the world's population. It means that a war of civilizations and classes of red China with blue and liberal West (on scale maps are still Red - our, Blue – the enemy) moves into the sphere of meanings of war and the struggle for control of meaning, to capture an attractive image of a common future. These two states address their peoples and the peoples of the world with a message of meaning for the future. In fact, this is where the socialist progressive utopia of welfare - for all through hard work and science - and the bourgeois reactionary dystopia of the end of history collide.

What is the role of Russia, the Russian Federation in this balance of forces at the beginning of the clash of the dragon and the eagle, what is the place given to the bear? Today, the Russian Federation is planning its role as a guard, a guardian of order in the vast expanses of Eurasia, protecting the rear of China. China, understood as a single society that lives on the principle of "one country – two systems": red China or China and white China, the Republic of China on Taiwan. In 2020, at the BRICs autumn session, we saw the clarification of Russia's position in the us cold war declared by the Peoples Republic of China. Either Russia remains the "sentinel of Eurasia" like the Soviet Union, which means a reliable rear of Chinese expansion into the world, or it will become the leading strike force of American global monopolies. The trouble with Russia is that in addition to national projects, it does not have and does not implement its own global project. Perhaps such a project, coming from the depths of Russian history, will be a project of abundance of organic agricultural products for a single planet? Such a project involves the transformation of Russia into an industrial and innovative power.

### **From geopolitics to sky-politics**

I.N. Panarin writes that geopolitics in the USSR was in practice, but in theory it was not engaged. He's writing: "In the USSR, they did not formally engage in geopolitics. But in fact, from the first days of Bolshevik rule, there was a fierce struggle between two geopolitical trends-STALINIST and LENINIST-TROTSKYIST. As a result of a long-term political confrontation, the STALINIST geopolitical direction won. Lenin and Trotsky regarded the October revolution of 1917 as the beginning of the first

stage of the world revolution. They defended the idea of inciting a world revolution, during which it was supposed to sacrifice the Russian people for the sake of implementing this first idea of world globalization under the banner of socialism" [10, p. 113].

It is obvious that the drilling and storeroom of the planet will easily be captured by stronger predators, and therefore, as M. Kalashnikov writes, the future Russia needs to become not "a storeroom and a drilling planet, but first of all an industrial and innovative power. Colonel of foreign intelligence, or classical "order intelligence", sinologist A.P. Devyatov continues the line of historical materialism in the paradoxical form of "sky-politics", namely as a product of the order's political intelligence of the future, where intelligence signs are revealed hidden by "masking networks of disinformation" hung over the "ears of the entity". This terminology of the order of the future intelligence is focused on identifying intelligence signs of changes in time cycles. In contrast to geopolitics, non-politics records not spatial shifts, but temporal ones – Chronos (duration), Cyclos (repeated cyclicality), and Kairos (chance) [4, 12]. Representatives of non-politics note that in the pre - industrial society of subsistence farming, the main wealth was land-agricultural, forest and hunting grounds. The energy of nature came from the Sun. The main motive to spend the energy of people's lives (to do work) was the harvest, the offspring of livestock and the increase in land plots, on which this nature grew. In the post-industrial society of the knowledge economy, the main wealth will be the understanding of the meaning of being in the form of the ability of people to build a series (chain) of consecutive steps from any starting position to the desired result. According to the slogan "Who owns information, owns the world", because through the meanings you can control the entire process of being.

The peasant on Russian soil here gets the advantages of history – he knows the sacred meaning of his work, but does not use it, because an alien state in the person of functionaries does not meet and does not own this meaning. But as soon as the state sounds a soft "brothers and sisters", the energy of the Russian people and the Russian peasantry will come into a seething creative movement.

Since the capture of the future through the creation of new life meanings implies the liberation of the individual from information dependence in the culture of the world of information flood, information counter-reformation is necessary. This historical procedure does not constitute an informational counter-revolution. On the contrary, it allows those who have passed its crucible to pass to the new Noah's ark, which Russia has every chance of becoming. The next stage of interaction between the new ark people will be the confrontation of social and ethical systems. Overcoming the confrontation of value systems is possible in civilizational neo-industrialism, which will allow you to escape from the ulcers of capitalist development. The development of life meanings cannot be spontaneous and requires careful management, since it is possible to develop in the direction of fascist corporate meanings, neoliberal ideology of consumerism, and other variants of the theological, that is, secular state ideology. In other words, we need a scientific cultural expertise of meaning formation. We have already offered our own version of expertise at cultural congresses in Russia. Unfortunately, the cultural association of the country ordered to live for a long time and congresses are no longer held. However, the relevance of cultural expertise has only increased due to the lack of a global project of the country, state ideology, which raises the question of a particularly acute – is it a sovereign country or a trading company offering oil and gas for export?

Today, our country is once again at a turning point in history. At the same time, the main danger for the Russian state is regional separatism and the lack of its own

global project: there is the failed liberal project of entering Europe from Lisbon to Vladivostok and the red project rejected in 1991. This is what causes the greatest concern of citizens – it is not clear what country we live in, what is the super-task of this country, whether it is a country or a trading company that sells oil and gas and, depending on this, builds its foreign and domestic policy. We are talking about our spiritual security, which can only be provided by the existence of the highest values recognized by the people-values for which you can fight and die.

The Russian Federation should become a historical Russia-enter Europe or become a Greater Eurasia, restore the red project or take part in the Western liberal project of building a New Babylon, the New Caliphate project, the Eternal Israel project, the Great Europe project, etc. However, the implementation of any of these projects is hindered by the source of separatism-the hypertrophied center-Moscow, Federal parties that do not fight for the regions, do not represent their interests. The edges – the North and the far East-fall away. The security of the people and the creation of a global project of Russia require that The State Duma and the Senate, in the new historical conditions of the adopted amendments to the Constitution, be rigidly formed on the basis of regional representation, that is, regions and villagers, and direct elections of their representatives to state authorities.

Since Atlanticism and liberal individualism are losing, historically, the Pacific is winning - the red project of the common destiny of mankind with the Asian mode of production, two-circuit monetary exchange, accumulation of wealth without expanded reproduction of consumer goods. In the new world, the main thing is not to forget to be human. A person is destroyed in an antagonistic society through alienation and this was shown by the young K. Marx, in the "Economic and philosophical manuscripts of 1844", and later in "Capital", proved in a scientific study how the dehumanization of man is carried out and how it can be overcome by revolutionary practice, when people as brothers will live in a single human community. The question of fraternity is directly related to Marxism and its theory of class struggle and social revolution. Recognizing, for example, social rent as one of the types of unearned and, consequently, unfair sources of enrichment for specific categories of citizens. Marx advocated for its redistribution for the benefit of society in General: "peace to the cottages - war to the palaces". However, he also did not forget about peaceful methods. Entering the true history of the prehistory of mankind begins today and represents an era of struggle between capitalism and communism, not only on the fronts of digital society, but primarily in the souls of people [6].

In any case, the idea of the formation of a post-capitalist society, which is sometimes called rent-based or super-capitalist, and sometimes socialist, is generally accepted today, but it is already clear that we may see the "end of the liberal turn of civilization" [11, p.355].

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## **ON METHODOLOGICAL ASPECTS AND TASKS OF PEDAGOGY AND EDUCATION DEVELOPMENT**

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For a long time, the functioning of the education system is largely determined by two main points – the setting of goals and the means of achieving them. Ya.A. Komensky substantiated the relevance of each of them in his essay "Exit from the school labyrinths, or the Didactic machine, in accordance with the mechanical method, designed so that in matters of teaching and learning not to linger in place, but to go forward." Before his intervention in the situation, it looked like this: "They teach in order to teach, and learn in order to learn, (...) there is never seen certainty that the goal of the work will be achieved or that it is precisely the set goal that has been solicited" [1, from. 175]. According to Komensky, this approach did not correspond to the needs of economic, state and church life, therefore, in order to meet these needs, the goals of education must be described with greater certainty, as well as to find "means precisely adapted to achieve these goals, and 3) firm rules to use these means in this way, so that it was impossible not to achieve the goal" [1, p. 189]. In formal terms, the "didactic machine" of Komensky was built to solve problems assigned mainly from the outside, but its equipment was favorable for both teachers and students.

Suffice it to mention his classroom-lesson system, one of the elements of which consisted in organizing education in groups of pupils close in age and level of training. This gave a significant and obvious economic effect, since it allowed the teacher to conduct classes with a group of students in almost the same way as with one of them. This circumstance is an implicit reason that the classroom-lesson system of teaching persists, despite being heavily criticized.

An even more significant role in the system of Komensky is played, in our opinion, by his teaching method, based on the constant application of analysis and synthesis. "No matter what nook and cranny you find yourself in," writes Komensky, – analysis will not allow anything to escape your attention (which is the basis of any kind of scholarship). And the synthesis from the gorges of theory will again lead you into [spacious] fields of action" [1, p. 109]. The analysis, which is constantly used by both the teacher in presenting the material and to the students and the students in their comprehension, contributes to the development of the student's thinking and the formation of such a system of interactions, which is now called the pedagogy of cooperation.

Obviously, it is the harmony between the elements of the Komensky's system that ensures its high efficiency for several centuries, but, as it will be shown below, it was achieved on the basis of difficult compromises and therefore, in the process of civilization and culture development, it can be violated in many weak points. In the context of the current rapid changes in all spheres of life, with the unprecedented mobility of production technologies, means of production, types and methods of professional activity, the above mentioned threat of losing the systemic stability of known pedagogical technologies becomes real. For this reason, the issue on strengthening the sustainability of existing pedagogical systems comes to the fore in importance.

An important support for solving this research problem is provided by the principle of minimum sufficiency of A. Einstein, according to which "everything should be done as simply as possible, but not simpler." Based on this principle, it can be assumed that the sharp and sweeping criticism of Komensky and traditional education, reaching the idea of a complete rejection of them, is not entirely fair. It is wiser, first of all, to analyze those initial assumptions and self-restrictions that were made to simplify the theory, but ceased to correspond to the new realities of the modern world. Then, to fix the situation, it will be enough to limit ourselves to targeted correction of existing systems. The main purpose of this article is to carry out such an analysis.

In the field of education, the difficulties of combining various elements into an integral pedagogical system are closely related to the urgent problem of individualization of training and education. On this occasion P.F. Kapterev wrote: "Personal characteristics must be constantly kept in mind when upbringing, otherwise it will not correspond to the needs of the subject, it will be stereotyped, too abstract and unsuitable in this case" [2, p. 28]. At the same time, he noted that "it is impossible to scientifically create individual pedagogy, since science deals with the general, and not with the particulars." To resolve the contradiction between what is required and what is achievable, P.F. Kapterev proposed to entirely shift the burden of individualization to family education, believing that "the application of the general principles of education to the properties of a given personality is a matter of the skills of parents and educators, a matter of their creativity" [2, p. 28].

In the second, supplemented edition of the cited work, published in 1913, P.F. Kapterev significantly expanded the analysis of the problems of family education and stated that family education can, to a certain extent, be called a newly discovered area of scientific pedagogy. At the same time, he still maintained that individualization of education is impossible in ordinary school education. With 30 to 40 students per class, it is difficult for teachers and educators to reach individual students to study and deal with them according to their personal characteristics.

At first glance, this entire theoretical structure is well substantiated, but if "it is impossible to scientifically create individual pedagogy," then the family, when perform-

ing such complex and responsible functions of education, is actually left without any support. In addition, with the lengthening of educational trajectories, the time of interaction of the student with the family decreases and the family's ability to influence his development decreases. Let's remember that in the Lyceum where A.S. Pushkin studied, lyceum students were not allowed to go home even on vacation. Further, due to the significant complication of the subjects being studied, the likelihood of serious failures in mastering the material increases, and they can negatively affect personal development. Within the framework of family education, apart from the generative source of such problems, the situation cannot be corrected, so the individualization of education should become the concern of school education. It can be assumed that an unspoken ban on the search for such opportunities was formed due to fears of violating the above-mentioned condition for the efficiency of education in this case, the inevitable complication of the models of the educational process.

As a result, we see the following chain of dependencies. The growing demands on the education system on the part of society and the state make the learning process more and more intense and thereby exacerbate the problem of individualization of education. At the same time, the found method of ensuring the economy of education narrows the scope for finding solutions to this problem within the framework of the simplest (linear) models of managing educational processes. They, in turn, leave little chance of stimulating personal development in the learning process. Attempts to shift the solution of the urgent and acute problem of individualization to the family run up against the parents' lack of special training and assistance from science.

If we consider the education system as a closed system, then due to the presence of such a large number of unresolved internal problems and contradictions, one would expect the fading of educational processes. But the history of education shows otherwise. The history of mathematics in the 19th century is especially illustrative in this respect. F. Klein in his monograph noted several distinctive features of this time. Firstly, during this period “mathematical physics” was completely created, new areas of mathematics appeared, “pure mathematics began to come to the fore imperiously as well” [3, p. 14], that is, the progress of mathematics itself did not slow down, but accelerated.

Secondly, the ideal of eighteenth-century universality was abandoned. Due to the growing volume of mathematical knowledge, even the most universal mind, according to F. Klein, “is no longer able to synthesize the whole in itself and use it fruitfully outside of itself” [3, p. 15]. Mathematicians began to master only a small part of mathematics and published their works in the form of scattered articles that did not contain connections with general issues and therefore were not available to a wide range of readers. Thirdly, in the 19th century, “scientific life began to be influenced by major social shifts caused by the French Revolution and the historical events that followed it” [3, p. 14]. Because of them and in spite of the named circumstances, which burden the development of education, there was an unimaginable influx of people who wanted to acquire the now prestigious teaching profession.

Here we have a vivid example of the collision of two powerful and oppositely directed processes – the rapidly growing inaccessibility of mathematics for those who begin to study it, and at the same time, an equally rapid increase in the number of those who decided to engage in its active development. This means that even if the influence of external factors on the state of education and science is not very noticeable, in fact it is very strong.

This conclusion is important and deserves to be consolidated in terms of the philosophy of openness. “To accept our concept of non-closedness,” S.I. Yakovlenko writes, “we only need to admit a rather obvious fact: if we consider sufficiently long times, then many important properties of any system accessible to our observation will be determined by its openness, and attempts to explain the behavior of an open system based only on its internal properties will inevitably lead to a dead end” [4, p. 45]. Indeed, without taking into account the socio-cultural processes from the assessments we obtained based on the analysis of the works of P.F. Kapterev, it would be impossible to predict the rise of science, and hence education. Therefore, we need to continue our research in an extended formulation of the problem.

A good scientific foundation for the implementation of this approach was created in the works of N.V. Gusseva. In the monograph [5] she carried out a socio-philosophical analysis of the foundations of human development in the context of civilization and culture. The central link in the work is a versatile analysis of the understanding, interpretation and implementation of the individual's activities. From the numerous consequences obtained in the monograph, we single out two interpretations of activity, which set an important guideline for further research. According to the first of them, activity as a system of actions determines the so-called civilizational approach, and the understanding of activity as a holistic and practical connection with the world determines the position of considering the world and man, science and education as cultural phenomena, where culture manifests itself as a process, not as a result. Thanks to this distinction between types of activity, it is possible to clearly see not only the fact of alienation of a person, about which the supporters of the theory of the Social Contract, including T. Hobbes, began to write, but also the dynamics of alienation.

The essence of the matter here is that even a holistic activity as a way and form of manifestation of human subjectivity, his creative essence leads to a certain result, and he, in turn, begins to exist independently of a person and thereby is included in the civilization process. Thus, the subject body of civilization, its inert layer is constantly increasing and the scope for the manifestation of human creative activity and, accordingly, for culture as a process, generally speaking, is narrowing.

The universal property of living matter protects from the complete damping of these processes, according to L. Pasteur and V.I. Vernadsky [6]. This property lies in the fact that living matter exists in a series of births and deaths. It is the change of human generations that opens up to each new generation of people a huge field for manifestations of creative activity – the entire space of civilization, in order to adapt to life in which it is required to de-objectify the gigantic experience of previous generations. Without effective help from the education system, an individual cannot travel a path of several millennia in his short life, therefore the state of educational processes, including their smallest episodes, can and do have global – civilizational significance.

To substantiate this thesis, let us turn to the history of mathematics in ancient Greece, rich in unique events. First of all, it should be noted the rapid rise of mathematics in the period from the 6th to the 4th century BC, which, according to I.G. Bashmakova, “seemed to border on a miracle” [7, p. 225]. It was in Greece that “logical proof was systematically introduced into mathematics, and its separate sections began to be built as deductive systems” [7, p. 226]. It is significant that logic itself received its initial development not in mathematics, but in connection with the establishment of democracy in Athens and other cities of Greece and the unfolding ideological struggle of political parties. Note that science also originated in Ancient Greece. According to A.E.



Levin, "science arose once, and subsequently this "act of creation" has never been repeated. The importance of this fact and the need for its comprehensive understanding do not diminish in the least from the fact that it happened twenty-five centuries ago" [8, p. 101].

The consequences of these changes in mathematics are very significant. The transfer of systematized knowledge is more stable due to the appearance of additional protection against the accidental loss of individual elements. The initial provisions and rules of inference, constituting a small part of the theory, potentially carry all of its content. Thanks to this, the deductive structure of the theory becomes an instrument of compression, reduction of material. Moreover, the proof plays a leading role in this construction, since it allows the entire system to be recovered from a small kernel. Therefore, the deductive structure of theories turned out to be an important support in scientific and pedagogical communication. However, these revolutionary changes did not lead to finding the "royal road to mathematics," the difficulties of mastering it only shifted to the initial concepts of a deductive system. V.I. Arnold described them as follows: "The usual deductive-axiomatic scholastic style is that the presentation of a mathematical theory begins with an unmotivated definition. The psychological difficulties to which this leads the reader, are almost insurmountable for a normal person" [9, p. 118]. Such concepts become powerful barriers to the assimilation of the whole theory, points of sharp separation of the theory from the actual life experience of the individual, points of clear alienation from him of this theory.

Here we come to a key point in our historical excursion. While the energy of overcoming was fed from the outside, and learning in one way or another contributed to the personal development of the individual, the interconnected development of culture, civilization and education was progressive, but this movement is unstable and may stop due to seemingly insignificant reasons. G. Freudenthal's statement about Euclid's "Principles" is characteristic: "This geometrized algebra, divorced from life, a useless invention by fanatics of method and precision, became one of the reasons for the degeneration of Greek mathematics. Of course, as long as, along with the official Euclidean-Archimedean mathematics, heuristic methods of algebra and the infinitesimal were also taught, young people could master the straitjacket of official science. But as soon as these traditions were broken, everything perished" [10, p. 13]. Note that it died for more than a thousand years, in fact, before the famous tournament between Fiore and Tartaglia, during which Tartaglia received a mathematical result of fundamental importance, which neither ancient nor Eastern mathematicians knew.

O. Spengler also noted indirectly the growing role of point factors in the processes of alienation. In his book "The Decline of Europe", published in 1918, he called the first chapter "On the Meaning of Number". Combining such diverse problems, Spengler insisted on the need to "distinguish between becoming and what has become" and emphasized that "becoming is always at the heart of what has become, and not vice versa". In violation of this principle in relation to the preparation of new generations, Spengler saw a threat to Europe and a prerequisite for its decline. In a more general form, problems of this kind were developed by Hegel, and then by K. Marx, relying on the concepts of "objectification" and "de-objectification".

The particular difficulty of introducing the concept of number in elementary school was also pointed out by E.V. Ilyenkov. On the basis of a logical-philosophical analysis of the old method of teaching counting, he came to the conclusion that it was not nature that was to blame for the decrease in the number of children capable of

mathematics, but didactics. “Those ideas about the relation of the abstract to the concrete, the general to the singular, quality to quantity, thinking to the sensuously perceived world, which were the basis of many didactic developments, are to blame” [11, p. 199].

What are the real achievements of the modern education system with such an aggravation of its internal and external problems and contradictions? At the macro level, they can be assessed using a specific type of culture identified by researchers - global culture. It differs from other types of cultures in that it does not have any centers of localization and “territorial binding”. Yu.A. Sukharev showed that “the bearer of global culture is a transnational group of individuals engaged in highly intellectual creative professional activities in the field of information technology, science, education, with a specific system of non-material motivation and a complex of value-semantic regulations. (...) The main system-forming element of the new culture is creativity, creative production activity” [12, p. 9]. Thus, a powerful rise of culture as a process is taking place at the present time, but only a small group of people are directly involved in this. This circumstance gives rise to the rapid growth of social differentiation and cultural polarization both between countries and within developed countries.

The given characteristics of global culture demonstrate a strong interdependence between the development of culture, society and an individual. At the same time, in the presence of the aforementioned transnational group of people, there is still no organizationally unified and equally distinguishable transnational education system. This comparison allows us to believe that the rapid growth of technology, science and education in the world is based not so much on the use of new reserves in the organization of education, but on the multistage selection of students and specialists. The emerging innovative education should play a special role in accelerating this growth, but, as shown in our article [13], its methodological problems remain acute and unresolved. At the same time, elements of traditional education are clearly present in its organizational forms. It follows from this that a special emphasis on only innovative moments – for all their relevance for modern education and for modern society – does not provide adequate models of educational processes. To overcome these methodological difficulties, the study of innovative education should be included in the broader context of education development, taking into account its internal and external factors. As a result, we once again come to the conclusion about the relevance of building an effective mass developmental education.

Is it possible to achieve this in the existing socio-cultural conditions? The fundamental possibility of giving an optimistic answer to this question is confirmed by the works of N.N. Nechaev, in which the psychological aspects of higher architectural education are studied [14]. This research was updated by the change in the social conditions of architectural education and the transformation of the profession of an architect into a mass profession. It was no longer possible to count on spontaneous pre-university training and the giftedness of students, students began “special training for obtaining higher architectural education from a professional zero” [14, p. 243]. For an active response to the changed conditions, a transition was made to the management of the educational process based on a changing target function.

Among the three stages of preparation identified, the first takes a special place. “The first stages – the beginning – are the most dependent (from the point of view of a professional architect) and in this sense the most distant from the actual way of professional action. But it is on it that professional actions are maximally highlighted, clearly

described, extremely detailed and objectified. This is the most controlled process of a student's activity on the part of a teacher – and in this regard, outwardly, the most uncreative stage” [14, p. 279]. The selection of this stage was forced; a lot of efforts now had to be spent on the formation of the required initial conditions directly in the learning process – already within the framework of higher education. This helped to solve the main problem at the second and third stages of training – the task of forming the professional creativity of the architect.

The first stage of training was mainly aimed at strengthening the personal component of the educational process, but this time delay had a positive effect on the final result, since it led to an increase in the quality, and then to an acceleration of the educational process. Note that more complex (nonlinear) management models were required for active accounting and correction of the personal aspects of learning, which, in turn, opened up the possibility of applying new achievements of psychological science.

The article [15] provides a similar example of solving the problem of adaptation of freshmen to university studies within the framework of the course of mathematical analysis. This problem is becoming more acute due to the growing gap between the level of training of schoolchildren and the needs of the university, as well as due to the presence of complex concepts and a developed formal apparatus in this course. Therefore, from the very beginning of training, it was necessary to fill in the gaps in previous training, to strengthen the propaedeutics of a number of concepts and, at the same time, to restore the students' initiative. In addition to the previous example, a significant upgrade of current control was required here. The result of its application has surpassed all initial expectations.

In modern conditions, the problems of the control system in the field of education should be treated with increased attention. First of all, because, as it is shown in [16], at the present time this system is in the state of systemic and structural crisis and thus inhibits the development of education. In particular, in the transition to more complex management models, it will be necessary to carefully control the moments of switching between the personal and meaningful direction of management. If in the first of the two examples cited three stages of training covered the entire period of study at the university, then in the second example active corrective measures were concentrated at the beginning of the first semester of training and therefore the required switching was carried out not according to a predetermined plan, but based on feedback.

The limiting localization of corrective intervention in the educational process in place and time arises when assisting a student in understanding the initial concepts of axiomatic theory in mathematics. Most students are helpless in front of such concepts, and according to the meaning of the axiomatic method, their propaedeutics is not provided for in curricula. In case of urgent need, the teacher has to carry out this work outside the plan, at the expense of internal reserves of management and control and as intensively as possible. Such a difficult pedagogical problem can be solved only on the basis of active assistance in the development of the student's thinking. The article [17] shows how exactly this problem can be solved with the help of a special organization of current control.

Conclusions. Many problems of modern pedagogy and education are generated by the rapidity of social and cultural changes, but there are also internal reasons for the intensification of crisis phenomena. They are connected with the fact that paradigmatic ideas, formed under the influence of the works of great predecessors, can no longer lead to the required solutions. Since, due to objective reasons, the student is becoming an

ever weaker link in the system of educational relations, in the new paradigm of education, the personal component of the educational process should be significantly strengthened, and learning itself should become developmental. For this it is necessary to switch to more complex models of educational process management. This will allow resolving a number of systemic contradictions that have accumulated in pedagogical theory. With the complication of management models, the overall efficiency of education can increase many times over – both by liberating the creative energy of students and teachers, and by improving the quality of the educational process.

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## THE MOST IMPORTANT CRISES IN THE ECONOMIC DEVELOPMENT OF THE REPUBLIC OF KAZAKHSTAN

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For almost 30 years, the Republic of Kazakhstan has been an independent state. During this period, the country has overcome a whole series of ups and downs. The most serious crises in the history of Kazakhstan are:

- the global crisis of the USSR;
- Asian crisis of 1998;
- financial and economic crisis of 2007–2008;
- geopolitical sanctions crisis, which began in 2014.

We give a brief description of each crisis period.

Firstly, the global crisis of 1991-1996, associated with the collapse of the Union of Soviet Socialist Republics. The reason for this crisis was the weak management efficiency and the absence of elements of market relations in the economy. This period was characterized by a powerful disintegration of economic relations.

In the system of production relations, a complete reform was needed, consisting primarily in changing the form of ownership of the means of production. The introduction of partial measures to reform the economy did not give the desired result, which led to a severe decline in the manufacturing sector, an increase in inflation and unemployment in the entire post-Soviet space.

The Republic of Kazakhstan, even having gained independence, for a rather long period of time was deeply dependent on the economies of the countries of the former USSR. During this period, our state was overwhelmed with complete stagnation of production, aggravated by a rupture of inter-republican industrial and economic ties, accompanied by a non-payment crisis and a fall in the general standard of living of the population.

In order to overcome such a difficult situation in April 1992, the President of the Republic of Kazakhstan N.A. Nazarbayev adopted a Strategy for the political and economic development of the country until 2005 and proclaimed a policy of denationalization and privatization of the economy.

According to this anti-crisis program, it was planned to transform the command and administrative Soviet economy into a market economy with various forms of ownership.

As a result of privatization from 1991 to 2000:

- 34500 objects of state property worth more than 215 billion tenge were sold to private hands;
- a whole class of private owners and free entrepreneurs has appeared in the country.

It is important to note that this process was quite painful, because it took place in a tight monetary policy.

Since November 15, 1993 in the Republic of Kazakhstan very quickly and in a mode of full secrecy the national currency – tenge is entered. This step gave a start to the development of independent economic development of the country.

An equally important step was the active activity, including the state, to attract foreign investment in the economy. At the end of the twentieth century, this led to the unconditional leadership of the Republic of Kazakhstan to attract foreign direct invest-

ment throughout the post-Soviet space.

The anti-crisis measures have allowed:

- to suspend the critical decline in production;
- to reduce inflation;
- reduce the average monthly inflation rate by almost six times;
- stop the reduction of real wages and even get its increase.

Thus, from 1994 to 1997, the Kazakhstan market mechanism was fully formed with direct state support for the most important social indicators and industries.

Second, the global crisis of 1997-1998. The reason for this crisis was the economic crisis in Southeast Asia, when as a result of the rapid growth of the economies of the "Asian tigers" there was a large-scale inflow of capital into these States, increased public and corporate debt, there was an overheating of the economy and as a result - a boom in the real estate market.

The consequences of these negative phenomena for the countries of South-East Asia were manifested in:

- a sharp fall in the national currency;
- increase in inflation;
- growth of corporate debt;
- mass bankruptcy.

The crisis wave swept almost all countries of the world. Large companies of the USA, Europe, Japan went bankrupt. In Russia, there was also a sharp drop in the exchange rate of the national currency, as a result of the goods produced in Russia have become much cheaper than Kazakhstan. The restriction of imports in this situation did not help, and there was a devaluation of the tenge. As a result, Kazakhstan's GDP decreased by 2.5%, and the inflation rate was 117%.

The government is headed by President N. Ah. Nazarbayev has developed and adopted a Strategy for the development of Kazakhstan until 2030, containing the following anti-crisis measures:

- guarantee full and timely payment of pensions, benefits and wages in budgetary organizations;
- provide special micro-loans to create jobs, especially in rural areas;
- provide preferential loans for the development of small and medium-sized businesses, farms;
- to start the implementation of the housing construction program;
- to attract investors by offering them various preferences.

The adopted anti-crisis measures have allowed:

- to secure the functioning of the banking system;
- to stabilize the exchange rate of the national currency;
- reduce inflation to 7 per cent;
- resume production;
- to restore the competitive position of Kazakhstan's exports in the world market;
- to increase the income of the population.

Thus, the Republic of Kazakhstan successfully overcame the global crisis of 1997-1998 and confidently embarked on the path of stabilization of the economy.

Third, the crisis associated with the collapse of the American mortgage system in 2008 -2009. Historians and economists consider this crisis comparable in scale and consequences only with the great depression of the thirties. The impact of this crisis was felt by the economic system of the Republic of Kazakhstan, which in this period was in

the stage of recovery:

- the economic growth rate was 8.5 per cent;
- gold and foreign exchange reserves have increased significantly;
- the price of oil has reached a historic high;
- the exchange rate remained stable [1].

It is important to note that this crisis did not take the state by surprise and did not lead to serious consequences, but it left a rather unpleasant precipitate, not allowing Kazakhstan to reach the peak of its economic prosperity.

During the course of this financial crisis, a number of large-scale programs were adopted in the Republic of Kazakhstan, the most important of which are the "Five big cases" and "Road map" aimed at solving social problems of society.

In addition, the state carried out the following anti-crisis measures:

- funds were allocated for the purchase of shares from the system-forming banks;
- decisions were made to support the agricultural sector, small and medium-sized businesses, construction;
- modernization of infrastructure;
- implemented measures to stabilize the real estate market; -the national welfare Fund "Samruk-Kazyna" has been formed, which contributes to the modernization, diversification and stabilization of the economy, acting along with the government as an operator of anti-crisis programs;
- for the first time to solve social problems began to use the assets of the National Fund, formed from the income of commodity companies.

All of the above gave the population the opportunity to safely experience the consequences of the crisis.

As a result of the anti-crisis measures and the launch of the program of forced industrial-innovative development of the Republic of Kazakhstan, the results of 2009 had positive results:

- real GDP increased;
- the total amount of budget revenues has increased;
- foreign direct investment is actively attracted;
- the social principle of building the state is clearly manifested [2].

Fourth, the global slowdown crisis in emerging markets in 2014. Most experts believe that this crisis is just another wave of the previous crisis of 2008-2009.

Among the causes of the crisis is the process of breaking the developing economies of Russia, China, Brazil, South Africa and other countries, which brought to these countries:

- falling prices for basic energy resources;
- the growth of General panic on exchanges [3].

Today, most of the world markets are waiting for changes, the largest investors refuse to invest in new projects and programs, withdrawing their assets from developing countries and investing them in less profitable but more stable projects in the West. In addition, military operations in Syria and sanctions imposed against Russia by the United States and Western Europe have become serious destabilizing factors.

It was during this period in the Republic of Kazakhstan President Nursultan Nazarbayev proposed to implement two large-scale anti-crisis programs:

- new economic policy "Nurly Zhol", which is based on infrastructure initiatives;
- the national plan "Five institutional reforms" and "100 concrete steps" for their implementation.

The main anti-crisis measures were:

- allocation of funds from the National Fund to support economic growth and employment;
- expansion of the sphere of concessional lending to small and medium-sized businesses, as well as large businesses;
- improvement of the banking sector, redemption of bad loans;
- construction and reconstruction of new roads, special economic zones and industrial technoparks, EXPO-2017 complex;
- modernization of energy infrastructure;
- construction of social housing [4].

Analyzing these anti-crisis measures, it is important to note that the state is trying to control the situation, stabilizing markets and modernizing the social sphere. Our country has a clearly defined goal-to join the thirty most developed countries in the world.

In addition, overcoming the consequences of the crisis depends on every citizen of Kazakhstan. They should clearly understand the essence of the reforms and their importance in the prosperity of the Republic of Kazakhstan. Today, the consolidation of the whole society around the common goals of the country is important for the successful implementation of anti-crisis programs.

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#### **PROBLEM ASPECTS OF APPLICATION OF FUNCTIONAL-COST ANALYSIS IN ACCOUNTING AND ANALYTICAL SUPPORT OF ENTERPRISE MANAGEMENT**

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Today it is becoming quite clear that the quality of accounting and analytical support for enterprise management determines both the effectiveness of current management decisions and the validity of strategic plans adopted for the long term, as well as the implementation of reliable control throughout the management chain.

At the same time, accounting does not make it possible to track information with the required level of detail: in the context of structural divisions of the enterprise, segments of activity, groups and types of products, etc.



At present, there is no consensus on the definition of the concept of "accounting and analytical support of enterprise management." One of the first researchers of this issue are L.V. Popov and I.P. Ulyanov. In the mid-90s of the twentieth century, these researchers introduced the term "accounting and analytical system", which means the orderly formation of information from accounting and reporting data [1, p. 153].

The subsequent development of theoretical and methodological issues of accounting and analytical support is interconnected with the study of the constituent elements of this system in their relationship. So, Maslova I.A. interprets the studied category as a fully or partially decentralized system, within which the functions of collecting, processing and evaluating all types of information that will be used to make management decisions are implemented [2, p. 36].

Some researchers consider accounting and analytical support of enterprise management within the category of management accounting, which is characterized on the basis of a systematic approach.

In accordance with the definition of I.V. Astafieva, the management accounting system is "a complex of its inherent elements for the creation, interested users of information support for the process of making strategic and operational management decisions, their implementation of management functions" [3, p. 63].

M.A. Vakhrushina classifies management accounting as an independent direction of the organization's accounting, which provides its management staff with the information necessary for managing, planning, monitoring and evaluating both the organization as a whole and its structural divisions [4, p. 33].

L.P. Solodko, E.V. Akchurina, A.V. Kazin characterize the management accounting system as "a set of detailed forms and methods of communication between divisions, ensuring the prompt collection and processing of information, current planning of the activities of structural units, operational control over the level of expenditure of material, financial and labor resources, analysis and forecasting of the current financial situation" [5, c. 98].

Consequently, all of the above definitions define the system of accounting and analytical support for enterprise management as a large system that integrates various subsystems and methods and subordinates them to achieving the goal of information support for the management process.

The system of accounting and analytical support for enterprise management has as its integral part organizational, accounting, analytical and control subsystems, which are in constant interconnection and function to provide information support for the management process. The activity of each of the subsystems of accounting and analytical support of enterprise management is implemented through the instrumental support of these subsystems. The composition of the system of accounting and analytical support for enterprise management is shown schematically in Figure 1.

One of the important strategic tools for analytical support of the management accounting system is functional and cost analysis. This is due to the universal nature and high efficiency of this method.

Researchers interpret the concept of "functional value analysis" in different ways. So, Yu.M. Sobolev interprets it as a method of carrying out systematic technical and economic work on an object, the purpose of which is the most rational provision of functions and cost reduction [6, p. 44].

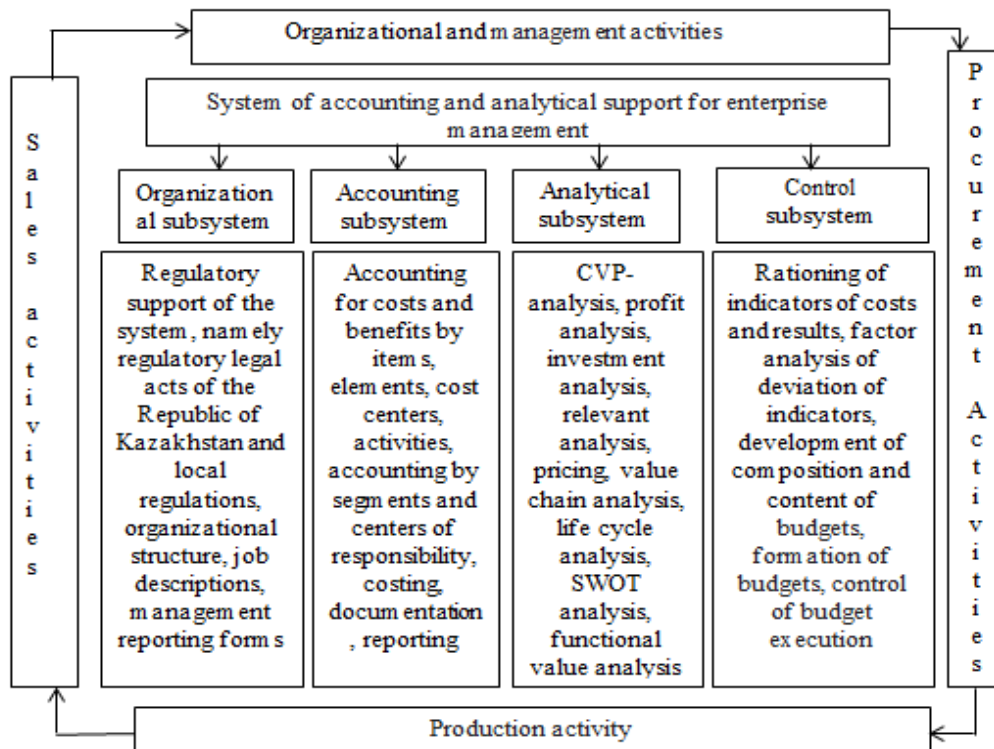


Figure 1. The structure of the system of accounting and analytical support of enterprise management

M.I. Bakanov, M.V. Melnik, A.D. Sheremet [7, p. 31] characterize functional-cost analysis as a method of systematic study of the functions of an individual product or a specific production and economic process, or a management structure, which is aimed at minimizing costs in the areas of design, production development, sales, industrial and household consumption with high quality, marginal utility and durability.

The use of FSA in the system of accounting and analytical support of enterprise management opens up wide opportunities for increasing the competitiveness of enterprises by solving the fundamental problems of effective cost management and improving the quality of products (works, services).

The results of the FSA implementation are formed by the quality of its information support. Currently, Kazakhstani economic entities are experiencing a number of problems when conducting the FSA. The reasons for this are the absence, lack or inadequacy of information support for the analysis process.

To solve the problems that are associated with the organization of information support for the FSA, it is necessary to conduct a comprehensive study from the point of view of information, both the FSA process itself and the analyzed objects.

The systemic and complex nature of the FSA presupposes the use for its implementation of the entire set of accounting and non-accounting sources of information, the performance of analytical calculations based on an integrated information system.

The inadequacy of the accounting component of the FSA's information support is manifested in the lack of information on the costs of resources caused by the work on the FSA, which greatly complicates the planning, financing and assessment of the economic efficiency of research work. This circumstance testifies to the need to develop a specialized methodology for accounting for the costs of performing research work ac-

ording to the VAS.

Proceeding from the fact that the implementation of the FSA is characterized by repeated alternation of data acquisition and processing operations, an urgent issue is the development of a system for the accumulation, sorting, updating and clarification of information [8, p. 55].

The FSA information database is a system of interconnected information flows that performs the functions of maintaining information flows in a working position and constant readiness of its provision for solving analytical problems.

The creation of the FSA information database must be carried out in accordance with the principles of complexity and coordination of all components of its subject area. In order to increase the reliability of the information base, a condition for placing data in the database should be a detailed check of all materials used.

The repeated use of information in the FSA information database places high demands on its safety. High requirements are also imposed on the technical support of the database, since it must ensure the minimum possibility of errors, the highest probability of their detection with the least expenditure of time and money for error correction, reliable safety and timely updating of the database [9, p. 262].

There are such database management systems as MS Access, DBase, Fox Pro, CETOP, they can be used to manage the FSA information database.

In order to study the positive experience of using functional-cost analysis in foreign practice, it is necessary to translate publications of the results of scientific research in this area. Subsequently, this will help to reorient the perception of functional and cost analysis from reducing resource losses in business processes to creating enterprise value based on the efficient use of resources [3, p. 78].

In organizational terms, first of all, it is important that the heads of organizations and government agencies are aware of the high results of using the FSA method and the possibilities of using it for various tasks and problems.

Along with this, the use of FSA by business entities should be carried out not for solving particular problems and problems, but as an information and analytical tool for managing the costs and quality of the objects under study for the entire period of activity.

For this purpose, it is necessary to develop "functional-cost thinking" among managers, which means the ability to think in terms of the FSA in the implementation of all types of management activities [6, p. 49]. This nature of the thought process will enable managers to detect certain functions in the observed and discussed phenomena, and also, when solving problems, take into account the indestructible unity of effect and costs that are necessary to achieve it.

The massive dissemination of FSA at the present stage can be helped by its use in branches of the public sector, such as the military-industrial complex or the space industry. The implementation of the FSA in the sectors of natural monopolies (electricity, housing and communal services, transport and communications) will provide ample opportunities for the qualitative development of these industries and the implementation of an effective price policy.

The massive dissemination of FSA at the present stage can be helped by its use in branches of the public sector, such as the military-industrial complex or the space industry. The implementation of the FSA in the sectors of natural monopolies (electricity, housing and communal services, transport and communications) will provide ample opportunities for the qualitative development of these industries and the implementation of

an effective price policy.

To stimulate the implementation of work on the part of the FSA at the state level, a competition for the effectiveness of activities in the field of FSA can be created, which will be held at regular intervals among enterprises of the public and private sectors of the economy. An indicator of the high efficiency of the management system operating at the enterprise can serve as the awarding of prizes for success in the field of FSA [5, p. 51].

The complexity of the tasks solved in the course of the FSA requires comprehensive systematic assistance. In particular, it is necessary to create a professional organization of specialists in the field of VAS. The activities of such an organization should be aimed at promoting and developing the FSA method, the implementation of advisory functions. In the context of the use of modern information and communication technologies, the degree of distribution of the activities of a professional organization in the FSA can be extremely wide: the possibility of e-mail correspondence between members of the organization from different regions, videoconferencing, communication with foreign experts, etc.

Within the framework of business entities, organizational measures should include the development of instructive and guiding documents in the field of FSA, the introduction of a multilevel FSA training system at the enterprise.

Carrying out work on the VAS requires careful planning and organization by determining the composition, relationship and subordination of the structural units of the enterprise involved in its implementation. Thus, for the effective conduct of VAS at an enterprise, it is necessary to plan research works, their coordination, regulation and control.

An important condition for financing the work on conducting the VAS is the ability to achieve a given economic efficiency. In this regard, a particularly significant stage in making a decision to conduct a FSA is a preliminary calculation of the economic efficiency of work on the FSA, carried out by comparing the costs of research work and the results obtained during the analysis.

Due to the significant value of the costs of the VAS, the financing of the work is carried out in the conditions of planning these costs. In order to implement the planning and financing of work on the FSA at the enterprise, it is necessary to systematize the procedure for collecting, registering, generalizing and accumulating information on the amount of costs for conducting the FSA.

The problematic socio-psychological aspects of the use of the FSA are associated with the difficulties of perception by specialists of the creative, interdisciplinary and collective nature of this method.

Solving the problems of perceiving the creative nature of the VAS method is associated with overcoming conservatism and inertia of thinking by using the theory of inventive problem solving, methods of heuristic search and the fund of heuristic techniques, methods of synectics, morphological analysis, brainstorming of discovery matrices, a collective notebook, control questions [8, p. 64].

The implementation of an interdisciplinary approach is achieved in the course of the FSA through the use of a systematic search strategy for reserves, which ensures the identification of reserves in the places of their greatest concentration with minimal time and labor of specialists.

Due to the increasing complexity of the processes of production and economic activity, to search for reserves, cooperation of work between various services of an eco-

conomic entity is required. To organize the collaboration of various enterprise services, two options can be used. The brigade option implies the inclusion of specialists of various profiles in one working group and their further joint work. The sequential option is based on the sequential action of specialists from various services.

The collective nature of the work on VAS determines the emergence of social and psychological difficulties among the members of the research working group. At the initial stages of the FSA, a large number of specialists of various profiles are attracted, among which there are leaders who, due to their reputation, are able to focus on a particular option for performing functions. It is also possible that conflict situations arise during the discussion of controversial issues.

In this regard, the cooperation of the members of the research working group should be based on the correct organization of VAS activities. To establish friendly relations between the members of the working group, it is necessary to select an "equal" (in terms of age, character, speed of thinking) composition of the working group, to study the psychological compatibility of specialists.

To overcome social and psychological difficulties, one should take into account the presence of motivation of the members of the working group, which acts as a factor in activating the actions of specialists. One of the most important motivational elements should be human relations, expressed in the recognition of each other by the members of the working group and the self-affirmation of specialists [9, p. 263].

Currently, there is no FSA automation system on the software market in Kazakhstan, there is only an incomplete set of programs for solving individual problems. The least automated FSA process is the creation of a functional model of the analyzed object. Automation of functional modeling will make it possible to facilitate the processes of disclosure, systematization and analysis of functions. There is a high probability that the emergence of a software product created for conducting VAS may become an impetus for the revival of this method in Kazakhstan.

Thus, in the process of FSA, a number of analytical tasks are being solved for a comprehensive study of the functions of the analyzed object and the determination of the costs of their implementation.

The information obtained in the course of work on the FSA makes it possible to identify the location of functional reserves, and the methods of searching for options for implementing functions and selecting preferred options give an answer to the question of how to use these reserves in order to increase the efficiency of the object's functioning [2, p. 58].

The advantage of functional cost analysis, which determines its enormous productivity and multipurpose nature of use, lies in the ability to use it both as a tool for diagnosing and detecting problematic aspects of activity throughout the entire life of the analyzed object, and as a tool for developing an optimal organizational model of the object.

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### **FORMATION OF THE STRATEGY OF SUSTAINABLE SMES DEVELOPMENT BASED ON SWOT ANALYSIS IN AFGHANISTAN**

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Many definitions exists by scholars describing what is SWOT analysis definition, SWOT Analysis is important part of strategic Management a tool used for strategic planning and strategic management in organizations. It can be used effectively to build organizational strategy and competitive strategy. In accordance with the System Approach, This process of examining the organization and its environment is termed SWOT Analysis. SWOT Analysis is a process that involves four areas into two dimensions. It has four components: 'Strengths', 'weaknesses', 'opportunities', 'threats'. Strengths and weaknesses are internal factors and attributes of the organization, opportunities and threats are external factors and attributes of the environment [1].

We will conduct a SWOT analysis of the activities of SMEs to develop recommendations on the formation of a strategy for their sustainable development [2-4].

Strengths:

1. SMEs are an industry segment that can be used as a vehicle and the main pedestal of the most promising for the creation of new entrepreneurs, as it is the closest level that can be reached by people who are just starting entrepreneurship in Afghanistan.

2. SMEs have the characteristics of large capacity to the realization of the aspirations of the wider community to obtain an economic livelihood, especially those classified as low-income and middle-income in Afghanistan.

3. SMEs have high flexibility and resilience to anticipate and adapt to the dynamic changes or market developments, due to its dominant foothold benefited from the domestic market and strongly in the use of inputs (raw materials) derived from Afghanistan.

4. There are many financial institutions in the banking and non-banking and supporting business capital of the government of Afghanistan Revolving credit and loans.

5. Not easily penetrated by its domestic market of similar products imported because the level of sophistication of the technology used is low and does not require high skills.

**Weaknesses:**

Afghanistan government and majority of SMES did not have a clear SME strategy yet.

1. There are no central databases or information points dedicated to SME analysis in Afghanistan that provide easy access to relevant information.

2. The SMEs are incorporated in Afghanistan but not yet under the monitoring, evaluation and reforms process of the Ministry of industry and commerce due to high level and high frequency of corruptions and direct interference of warlords.

3. Shortage of Facilities and infrastructure to support the development of SMEs, especially in terms of the amount sufficient in Afghanistan.

4. Human resource who are involved in many highly qualified SMEs, yet reliable and professional, especially also in the field of entrepreneurship.

5. Low-cost work: in Afghanistan, labor costs are the lowest in the world

6. Limitations of skilled human resources in the field of SMEs resulting limitation management, marketing, capital, partnership and technology.

7. Most of raw materials need still imported from outside countries, skill of production technology and product quality as well as insight into the orientation of the majority of SMEs is still limited and has not been developed, including innovation, the production technology used mostly still relatively simple / traditional and the limited use of information technology to promote SMEs in Afghanistan.

8. The SMEs entrepreneurs to access markets is still limited, entrepreneurs in general are still not able to meet the market demand requires the stability of quality, a large number of orders, fast and timely delivery and there is a shortage of effective marketing institutions and other support facilities for SMEs products in Afghanistan.

9. Not its financial administration and management system that is good because it's not yet separated the ownership and management of the company and SMES development of business networks and lack of data and information that is sharp and up to date of SMEs are ready to be marketed and specification needs of individual SMEs.

10. Condition of facilities and infrastructure, especially from the aspect of quality is still low, such as roads, electricity, water, waste disposal, etc.

**Opportunities:**

Potential opportunities in the domestic market, the need for products, goods SMEs results still have not been met and opportunities would be open export markets, at least it will be easy access to the markets.

1. The emergence of new technologies and production processes in the field of information and communication technology (ICT) that really support dynamic business activities, including supporting the ability to access the market quickly.

2. Food feeding economic growth: Afghanistan progress in industrialization has been very disappointing for the past four decades of War, compared to the performance of our past and that of other countries. Industrialization is one of the main sources of economic growth because it creates jobs, uses our human resources and leads to the development of a manufacturing sector. The Make in Afghanistan campaign aims to accelerate Afghanistan growth by converting it into a manufacturing center and Self-sufficiency being an ending to starvation and poverty to be achieved two most memorable global sustainable Goals.

3. Presence of numbers of local, international NGOs and UN agencies in formation SMES, financial supporting SMEs in Afghanistan as ABADE organization assists SMEs with better planning, appropriate equipment and technologies, better management skills and business specific skills, innovative-supporting alliances, and by facilitating a business environment conducive to SME growth. AISA Business advice to national and international business persons wishing to start up in Afghanistan, ALYAL conducts Ongoing research on agriculture, food retail and distribution, and other aspects of private sector development funded by USAID, World Bank, and others, AKDN Research including baseline for own extension projects, mostly in rural areas and focused SMEs and private sector development, APPRO Extensive research based on primary data collected through surveys on clustered micro, small-sized enterprises analyses of micro-finance and SMEs in Afghanistan, analysis of gender and agricultural production value chains, analysis of trade between Afghanistan and its neighbor's (Iran, Pakistan, and Central Asian countries), AREU A number of studies of emerging markets in pharmaceuticals, oil, and agricultural produce in 2005-2007, ASMED Supporting private sector development in Afghanistan with a focus on SMEs and women owned and operated businesses and associations nationally and internationally linking Afghan businesswomen with businesswomen elsewhere, MEDA Agricultural market research for micro-finance and SME interventions, mostly for own projects but also other donors, UNDP Market Sector Assessments for SME Development and World Bank Best known for multi-country "Enterprise Survey", surveying between 100-120 medium-sized and large enterprises in Afghanistan.

Threats:

1. Product or activity deemed illegal, production of poppy or poppy processing, business of arms and ammunitions, toxic and hazardous chemicals, business of alcoholic beverages, gambling, political campaigning etc. resulting terrorist activities.

2. According to the latest World Bank Enterprise Survey 2014, the top critical areas impacting on SMEs are 'political instability, corruption, access to land, access to finance'. To design adequate BDS it is also necessary to be aware of the World Bank Doing Business Indicators that are good at capturing the enabling (or disabling) environment and assess reform.

3. The top challenges for Afghan enterprises remain external, such as protecting investors, trading across borders, political instability, corruption, access to land, and access to finance. In addition to these, a weak labor market, low literacy levels and an unskilled workforce are highlighted as major challenges to inclusive growth.

4. Corrupt government officials, kidnappers, insurgents, warlords, politically-active individuals can be seen as beneficial.

5. Remains useless to a large extent because its neighbors have not installed the same technology. Corruption at the borders means goods transiting from Pakistan get priority over Afghan exports. Corruption also makes market competition for importers difficult. Those traders importing goods through more porous borders with Pakistan, where customs revenue collection is less rigid due to corruption, can sell their goods at a cheaper price than traders importing the same product via northern borders with Central Asia.

6. Afghanistan is a Land-locked country geographical proximity of Kandahar to the Pakistani border, and Pakistan's domestic market and Pakistani ports on the Arabian Sea, is a major advantage for Afghan exporters though not without problems with border crossing, the shared border with Pakistan is not always passable for Afghan export-



ers and, sometimes resulting in fresh produce rotting in truck containers held up by Pakistani border officials due to the political and security uncertainties. The volume of trade with Pakistan has expanded, but so has informal trade, costing the Afghan government tremendously in customs revenues.

7. Economic growth is expected to slow down because of a reduction in aid and political uncertainty which creates a perception of risk for investors not to the realization of the commitment, consistency of policy and the spirit of integration of various parties / policy decision makers to the development of SMEs, not only the vision and attitude as well as the integration of SMEs handler's guidance from the government, and not full support arrangements by the government, facilitate, ease and expedite business entrepreneurs incentives for SMEs, among others, special rates, easier requirements, subsidies and technical assistance, fraud protection against large employers.

8. Environmental issues: According to estimates by the World Health Organization (WHO), most polluted cities in the world belong to Afghanistan. The worst city is Kabul. In addition, Afghanistan "Doing in Afghanistan" policy could increase pollution and aggravate the situation. The government has not explained any ecological or social criteria about "Doing in Afghanistan". On the other hand, the government is already proposing diluted environmental and labor laws that attract investors to Afghanistan. "Make in Afghanistan policy could destroy soils; evacuate farmers, increase deforestation and pollution in the absence of environmental protection.

9. The use of materials that are less efficient, the instability of the exchange rate against foreign currencies, there are many raw materials that must be brought in from outside, and the low participation of residents in the activities of SMEs.

10. There is a widespread embedded caring attitude, partnership and social solidarity of large employers to SMEs, in the perspective and attitude is not negative, as would be set, do not want to exploit the potential of the wealth of art and culture that is optimal, essentially all of which is a challenge for the development of SMEs.

11. In the perspective and attitude is not negative, as would be set, do not want to exploit the potential of the wealth of art and culture that is optimal, essentially all of which is a challenge for the development of SMEs.

SWOT Analysis In formulating various alternative strategies can be used SWOT analysis matrix models. There are four alternative strategies that can be suggested; SO, WO, ST and WT strategy. SWOT matrix analysis model using data obtained from tables IFAS and EFAS [5-8].

Strategy SO:

1. Increased partnerships, both in the areas of marketing, technology and capital needs to be done with great entrepreneurs.

2. Development of SMEs needs to be done in an integrated and synergy with development medium and large scale industries.

3. Creating a favorable business climate for the development of SMEs and to encourage the creation of new entrepreneurs through business modernization policy, policy stability Enterprises, SMEs and weaknesses elimination.

4. To involve SMEs in the program of exhibitions and bazaars in order to help SMEs to market and promote their products through exhibitions and bazaars or the people in the domestic market and abroad.

Strategy WO:

1. Empowerment existing SMEs, and development of SMEs in an integrated manner in the field and has a strong commitment to do the development of SMEs.

2. Human resource development such as; entrepreneurship training, training production technology SMEs for various types of businesses, training of marketing management, training in the field of banking credit financing and training in export and import.

3. Development promotion services unit, technical services unit, information services unit, promotion and marketing center, development trading house and development promotion center.

Strategy ST:

1. Designate one official who actually became a coordinating body to be a "filter". It is expected that the role and functions of the Central Agency have been coordinating the implementation of coaching or capacity development. The benefits of coordination on the ground, so that each agency is able to perform the function not to over-lapping, because is a tendency to overlap in coaching.

Facilitate Meeting venture between entrepreneurs of SMEs with financial institutions such as the Banks and other micro-finance organizations, empowering micro-finance institutions.

2. Increased participation and community participation including government related institutions and NGOs working in the area in the development of SMEs.

3. To disseminate the importance information technology, especially the use of the internet to promote the products of SMEs, and need to have a system of computer networks and the Internet to connect with related agencies as well as having a website that can be accessed by the public or prospective buyers both domestically and abroad.

4. Creating a conducive security conditions.

Strategy WT:

1. Special effort provisioning scheme for entrepreneurs SEMs.

2. Supplying government market.

3. Lightening system in the field of venture capital.

4. Diversification system / marking scheme (i.e. venture capital, loan guarantees, etc.),

5. Facilitating linkages enables entrepreneurs to exchanging ideas with other businesses in their clusters or value chain and develop business relationships.

6. Simplifying the permit / registration system

Here are the suggested strategy formation and tips for sustainable enterprise Development:

a) Proactive market orientation: the "Make in Afghanistan" campaign aims to make India a global manufacturing center, foreign investors can use the proactive market orientation to develop a new product and satisfy the domestic demand for this product. The strategy, in order to provide customers with correct and satisfactory solutions, helps investors to understand and understand the latent needs of customers.

b) Responsive business orientation: domestic and foreign investors could use the receptive business orientation to respond to customer demand for new or existing products as part of the Make in Afghanistan campaign.

c) Knowledge management: using current knowledge to create a new business and conduct a new business in Afghanistan, knowledge management can help foreign and Afghan investors gain access to existing knowledge and store new knowledge about the organization that can be used to improve, decisions in the future and in the present.

d) The government should establish national skills development institutions to address the skills gap in Afghanistan.

e) In order to develop the manufacturing sector worldwide, the government should focus on research and development institutions and invest in research and development to meet the demand for advanced investor technology through this campaign.

f) The need to develop production facilitation facilities is very important for the effective implementation of this policy. The government should focus more on road infrastructure and industry and invest to create global growth and competition.

g) Afghanistan mergers and acquisitions to be undertaken will generate speed. These startups will create more innovative approaches to attract attention and retain the talent of Afghanistan.

h) The revival of production and industrialization in Afghanistan requires coordination between monetary policy, exchange rate policy, trade policy and industrial financing. As members of the government, these policies need to be harmonized and function in a coordinated way to succeed in Afghanistan, all over the world.

Recommendations:

1. Raise awareness of the role of government in business development: With the decline in aid and military spending, the Afghan government will increasingly become the focal point for businesses. Many business owners remain uncertain about the role of government in business facilitation under the new economic policy. A well - orchestrated campaign is needed to inform business - owners about when they can seek help from the government and when demands go beyond the government's limited role in the market economy

2. Include women: Female business leaders are completely missing from policy - making bodies such as the Afghanistan Investment Support Agency and the Afghanistan Chamber of Commerce and Industry. Female - owned SMEs are struggling and public acceptance of women working outside home is declining. The presence of women in the decision - making bodies could result in formulation of policies that create more enabling environments for women in business.

3. Coordinate the Implementation of the SME Strategy: With a clear SME strategy finally in place, the SME Directorate at the Ministry of Commerce and Industry coordinating implementation remains understaffed. The government needs to increase human resource capacity within the directorate to meet the demand.

4. Build SME Capacity to find and Engage New Markets: Afghan traders still struggle in finding markets abroad. The culture of exhibitions, largely subsidized by international organizations over the past decade, needs to be better rooted in the trade community. The government needs to help SMEs in marketing and networking strategies to engage long - term clients, not just immediate sales at exhibitions.

5. Link Business Needs and the Education System: The SME Directorate should work with public and private educational institutions to ensure that educational curricula reflect local economic and business needs.

6. Facilitate SME Formalization: Inefficient bureaucracy and corruption, combined with no clear incentives for SMEs, has kept a majority of SMEs outside the government's sphere of influence. The process of registering businesses has been simplified, but licensing remains complicated. The Afghan government needs to simplify the licensing for SMEs if it wants to bring more of the sector under its formal supervision.

7. Improve Communication with Central Asia: Afghanistan has struggled with communications with Central Asian countries. Officials describe interactions as infrequent and difficult to arrange. The result is low level of coordination at the border crossing point. Streamlined channels of communication are needed to facilitate hearing about

problems from traders and the removal of barriers. Improved communication could help address transit issues, such as the frequency and condition of ships at Hairatan port, or working out an agreement for Afghan goods to be transported in train wagons that return empty.

8. Gain Clarity on the New Silk Road Initiative: The United States needs to clarify the exact framework for its New Silk Road Initiative. This clarity could help Central Asian nations assess the benefits of investing in customs technology and trade facilitation to pave the way increased trade with Afghanistan.

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#### ACTUAL ISSUES OF TARIFF SETTING OF NATURAL MONOPOLIES SUBJECTS OF THE KAZAKHSTAN REPUBLIC

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Kazakhstan catastrophically needs new large-scale investments in the electric power industry. They were needed yesterday, because the construction of new facilities or networks takes a long time. Unfortunately, the current state of things and ongoing reforms in the industry will not allow to solve this big problem [1].

There are two opposite positions in the tariff setting in the current time.

The first one is government position.

At the end of 2018, a meeting of the Security Council of the Republic of Kazakhstan was chaired by the Head of State, at that time Nursultan Nazarbayev. The meeting discussed the formation of current tariffs for electric and thermal energy, as well as the activities of government agencies that provide pricing control in the energy services market.

Opening the meeting, the Head of State informed those present about the results of the inspection of tariff setting for electricity and heat by the General Prosecutor's Office.

“Before voicing the Message of this year, we conducted a special survey among citizens in order to identify the most pressing problems. This case study showed that the high cost of utilities is in the first place. Therefore, the Prosecutor General was instructed to carry out an audit in this area. The results of the audit necessitated the consideration of this issue at a meeting of the Security Council” - Nursultan Nazarbayev said.

Nursultan Nazarbayev emphasized that a special order was given to clean up the tariffs for utilities and natural monopolies in the current Message of the Kazakhstan Republic president.

The head of state focused on the implementation of the “Tariff in exchange for investments” program and spoke about violations identified as a result of checking the quality of its implementation.

“For a certain purpose, we at one time adopted the program “Tariff in exchange for investments”. It has allowed monopolists to earn billions of money to modernize production since 2009, over the past 7 years. It was to improve the entire fund of generating capacities that we went for a twofold increase of tariffs. Large energy companies illegally enriched themselves at the expense of consumers, including bonuses to their employees in the cost of services, as well as unreasonably overstated production costs instead of upgrading capacities with this money” - the President of Kazakhstan said.

Nursultan Nazarbayev noted that the damage to the population from such actions of energy transmission companies amounted to 14 billion tenge, the illegal income of energy supply companies - 15 billion tenge.

The audit also revealed the inefficient use of subsidies allocated by local executive bodies to reduce tariffs.

“This state of affairs can arise for two reasons: either it is a conscious opposition to the President's Message, or it is mismanagement, which occurs as a result of irresponsibility and lack of understanding of its role. I consider both reasons as a crime. Just one example from the city of Kapchagay. For the duration of the program, the tariff has doubled. Depreciation of capacities increased from 53 to 77%. All violations became possible due to inaction and lack of control by the ministries of the national economy, energy and local executive bodies” - the Head of State stressed.

In addition, the President of Kazakhstan instructed to check the authorized state bodies for price collusion and corruption offenses in this area.

“The costs of utilities, including payment for heat, electricity, occupy a significant share in the total expenses of the population. The higher the tariffs, the greater the burden on the family budget. Tariff growth should not be carried out without a real business case” - Nursultan Nazarbayev said.

The head of state pointed out the weak work of the MNE antimonopoly committee and instructed the Prime Minister to put things in order in its work and evaluate the effectiveness of work at the level of all regional antitrust departments.

“The Ministry of Energy should be held accountable for every tyin paid by consumers. This money should work for the development of our economy. When making a decision on increasing tariffs each time, first of all, one must take into account the solvency of the population. A public discussion of all planned tariff changes is either not carried out at all, or it has a formal nature. It is necessary to change the current mechanism, providing for the wide involvement of the public, non-governmental organizations and the media“ - the President of Kazakhstan instructed.

The head of state pointed out the absence of an effective system of “feedback” from the Committee for the Regulation of Natural Monopolies, Protection of Competition and Consumer Rights with Citizens.

Nursultan Nazarbayev also noted the need for action by the Ministry of Energy to reduce the cost of electricity for the population.

The President of Kazakhstan demanded from the Government and the General Prosecutor's Office the appropriate implementation of all legal acts in relation to persons involved in unreasonably high tariffs.

Nursultan Nazarbayev also commissioned a comprehensive analysis of the targeted spending of funds allocated from the budget as subsidies.

“All these measures should not be a one-time promotion. I demand maximum publicity, regular reporting, effective work of competent state bodies. The population should be informed about the measures taken to return funds that were illegally appropriated” – the President said.

In conclusion, the Head of State addressed all the leaders and owners of energy supplying companies: “The population should know where, for what purposes money is being spent. It is necessary to restructure work, feel social responsibility, be open and earn people's trust” [2].

The second is position of natural monopolies subjects.

There are two main problems for natural monopolies subjects. They are:

1) high physical wear and tear of equipment. Figure 1 shows average level of wear and tear of equipment in percent.

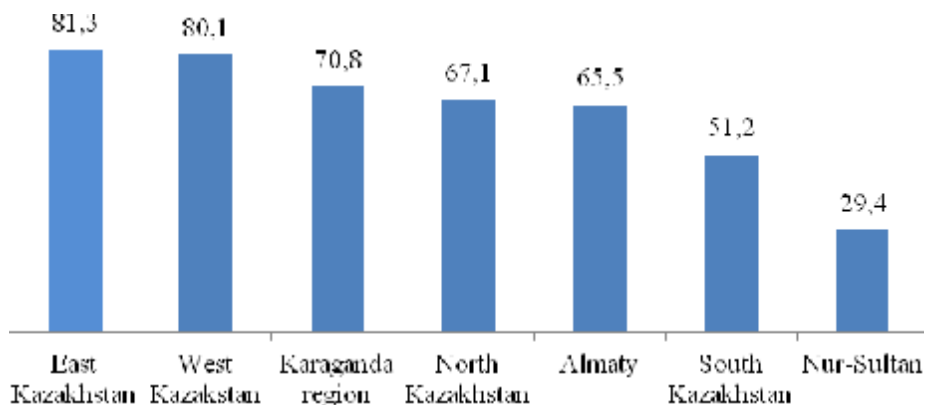


Figure 1 - Average level of wear and tear of equipment

2) lack of incentive methods of tariff settings.

Currently, the country has a complex, multi-stage process of tariff formation using the cost-effective pricing method, the main task of which is to curb tariff growth [3].

Cost pricing, which is being applied now, implies rationing the costs of the natural

monopoly and its profits, as well as removing any economy of enterprises by introducing a compensating tariff for non-fulfillment of the tariff estimate.

This does not stimulate enterprises to increase efficiency and introduce new technologies. It is profitable for an enterprise to invest in basic capital, and currently reinvestment is taking place without improving the quality - profit is growing not due to cost optimization, but due to capitalization.

Since the profit of the enterprise in the framework of the cost-based method is limited by the size of the investment program, in practice net income is excluded. As a result, the natural monopoly entity begins to seek income through the implementation of other activities, including illegal ones: it imposes on the consumer the work of connecting to its services, inflating the cost of such work obviously, commits offenses regarding the cost of procurement and tendering.

All this creates a shadow business and discourages foreign investors. Therefore, there is a need to reform the tariff system.

Consequences of the current situation:

- 1) significant deterioration in asset quality in the sector;
- 2) the current tariffs do not provide a sufficient level of profit for the development of the company, the modernization and updating of the existing infrastructure, as well as its further expansion;
- 3) the current tariff regulation does not motivate to increase efficiency and optimize operating costs;
- 4) lack of access to commercial finance and lack of investment attractiveness;
- 5) the current tariff regulation leads to the appearance of non-transparent schemes for withdrawing funds from the company;
- 6) excessive administrative burden associated with the approval process and monitoring of tariffs and investment programs [4].

Possible solutions:

- 1) switch to the incentive tariff method regulation (RAB regulation);
- 2) update the rules for calculating profit rates in order to meet changing market conditions and the economic situation;
- 3) introduce a mechanism to compensate for deviations actual from the approved scope of services;
- 4) implement performance targets with incentive mechanisms;
- 5) abolish the application of standards and implement targets for quality, reliability and efficiency [5].

The most important thing is bureaucracy. It is necessary to simplify the relevant rules regarding the application for approval of tariffs, tariff estimates and investment programs, since at present the whole procedure is not transparent and is bureaucratic [6].

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## **PROBLEMS AND PROSPECTS OF LEASING FINANCING IN KAZAKHSTAN**

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Nowadays among the vast majority of countries with developed market economy, the financial leasing has become one of the most effective tool for financing renewal programs and extension of fixed assets of enterprises.

The phenomenon of leasing process pretends to be quite new and not researched enough, especially for Kazakhstan at present days; this is also leading to inadequate perception of its benefits, which should be realized by domestic entrepreneurs and state institutions as well.

Scientists do not have the same points of view on a term of leasing, besides, in the interpretation of its essence and nature.

The discrepancy between their opinions on what the leasing consists of is closely connected with the different interpretation of the history and development of itself.

Despite the leanings' organized economic mechanism, its elements inherent in the form of rental relations were used by humanity rather effectively at all the stages of its development in various forms of production; the economic nature of leasing has still being remained ambiguous for a long time [1].

According to the opinion of the majority of researchers, the term financial leasing has its origin from English word expression 'financial leasing', which could be translated as «финансовый лизинг», «долгосрочная аренда оборудования» (long-term equipment rent) in Russian language.

Only the word was borrowed from English language to Russian. However, the origin meaning of this term was not adopted by Kazakh legislation.

Among the overwhelming majority of scientists, it is considered to think that the term leasing was an American invention of the 50's of the previous century, which local entrepreneurs brought firstly to Europe, and later to Asia [2].

Although, the other half of scientists and practitioners partly disagree with that opinion, they against strongly believe that such economic relations as leasing had been created long time before the present era.

The essence of leasing was also revealed quite properly by Aristotle, who, in his work called "Rhetoric", stated that: "... wealth lies in the profitable use of property, but not in owning it in general...". Aristotle could not be considered as the inventor of the term "leasing," he was the first person who managed to provide the philosophical meaning of leasing relations.

The variance of different overviews on the aspects brought from the history and the following development of leasing itself related to various interpretations of this term as well.

When considering leasing as a form of long-term lease, it must be admitted that its



history draws our attention back to antiquity.

The realization that in order to generate income it is not necessary to buy or possess the necessary property, land, any other sources, but rather to have the right to use them, and with the help of this way to receive the desired material benefits is one of the most significant discoveries of the past [3].

Regarding the place of leasing in a system of economic relations, several authors offer to make up the essence of leasing as a part of the rental relations system, which leasing has already implemented.

However, in economic theory as in practical activity leasing provided, especially, in the field of finances, it might also be characterized with the help of the following ways like:

- 1) method of lending business activities;
- 2) the method of purchase and sale of fixed assets or the right to use another's property;
- 3) the method of investment activity;
- 4) one of the forms of long-term lease;
- 5) operations made with the help of another's expense, or in another words, managing other person's property on behalf of the principal.

On one hand, the financial leasing is likely to be closer to the credit relations as its content kindred as well (providing loans for buying production funds). It is a possible comparison between leasing relations with providing commercial loan to leasing recipient from leasing owner according to agreement of purchase and sale by installments of payments for property transferred under financial leasing. Leasing can also be viewed as an activity which aim is in investing one's own or attracted financial resources in order to obtain profit on leasing payments.

On the other hand, leasing itself closely related to the rental mechanism [4].

Honestly speaking, the complex of all mentioned interpretations above give the full characteristics of economic essence contained in financial leasing.

The combination of credit operations, investing and commercial activities with rents and their usage at the same time allows creating new legal form of business called leasing, specifically, it also relates to financial leasing as one of its types.

Most academic economists more or less recognize the elements of credit, investment and rent function as components in a complex of leasing relations.

Nevertheless, if some group of researchers is likely to suppose that there is an equal presence of all three elements in a leasing operation, so others may take into account only one of the elements or even disprove the features of the others.

Analysis of the formation and further improvement of leasing in the field of world economic relations leads to the conclusion about the flexibility and complexity of the concept of "financial leasing".

In this new organizational and legal form of business, it could be observed the combination of credit operations, investment and commercial activities with leases at the same time.

Contrary, the process of identification of leasing relations with some other types of monetary-material relations is totally incorrect. After all, having passed through the complicated path of development, leasing itself separated and transformed into the sphere of economic relations of a higher level on the contrary with a rental, bank or commercial loan.

To sum up the results of research on the nature of property relations that form the

basis of the leasing concept; it can be stated that financial leasing is a kind of property relationship, where one person (potential leasing recipient) refers to another one (potential lessor) with an offer to purchase a certain property necessary for the leasing recipient's main business.

The lessor while acquiring ownership of the relevant property, transfers the right of ownership and usage of this property to the leasing recipient for a particular fee and managed duration, with the possibility of following transfer the ownership of the leased asset after paying all the lease payments. In this case, the function of financing realized from the side of lessor, with the help of specific legal constructions assigns to the leasing recipient the rights and obligations associated with the transfer of the leased asset, the probable risks of its damage or destruction, as well as all relations regarding its maintenance and usage.

Thus, the term leasing is clarified according to the «On Financial leasing» Law declared by the Republic of Kazakhstan started from 5th July, 2000, where it is said that «financial leasing is considered to be one of the types of investing options, where lessor must transfer previously purchased and conditionally prepared by contract the object of leasing for the certain sum on the certain conditions due to the temporary owning, moreover for the duration at least 3 years usage for the sake of business purposes only».

The largest leasing companies in the Republic of Kazakhstan include nest companies such as:

- KazAgroFinance JSC;
- Astana Finance leasing company;
- BRK-Leasing JSC;
- Kazakhstan Transport Leasing Company JSC (formerly KazAvia Leasing JSC);
- Kazmedtech JSC.

Even so, these companies are able to assign the whole leasing market of Kazakhstan, the representatives of this field have been noticing the increased level of competitiveness: smaller players are about to actualize, their amount is still continue to increase as well as investing offers keep extending.

2017 was successful got the vast largest leasing companies of Kazakhstan whereas a particular number of players had been able to increase their volumes of business activity.

According to the Statistics Committee of the MNE RK (CC MNE RK), in 2017 the total value of financial leasing contracts measured as 224.1 billion tenge and increased on 34.4 percent compared to 2016.

Conversely, 41.7 percent accounted for the transportation out of the total cost of financial leasing contracts, 28.2 percent for agriculture sector and 7.7 percent for the manufacturing industry, the results are illustrated in Figure 1.

More than two third (69.7 percent) contracts are signed in Astana city, which is likely to largely dictated by the turnover of leasing companies with state participation in the capital, when in Almaty it is 24.9 percent only.

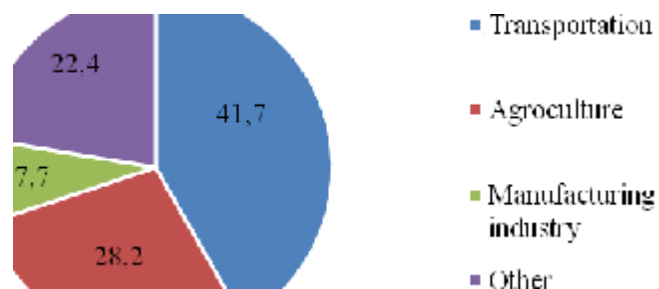


Figure 1. Financial leasing contracts volumes according to each industry, per percent

The structure of financial leasing contracts volumes in regional context apart from the state leasing companies is also presented in table 1 below [5].

Table 1. The structure of financial leasing contracts volumes in regional context apart from the state leasing companies during 2016-2017

Name of Region	2016 year		2017 year	
	mln tenge	share, %	mln tenge	share, %
Astana	29 285	27	75 038	49
South Kazakhstan Region	2 314	2	10 865	7
Almaty	4 063	4	10 237	7
Pavlodar	4 844	4	9 743	6
North Kazakhstan Region	31 210	28	8 823	6
Akmola Region	14 989	14	6 448	4
East Kazakhstan Region	3 214	3	5 318	3
Almaty Region	2 863	3	4 992	3
Qostanay Region	6 336	6	4 819	3
Kyzylorda Region	3192	3	4 659	3
Aktubinsk Region	1 902	2	3 813	2
Karaganda Region	3 063	3	2 308	2
Zhambyl Region	1 082	1	1 875	1
West Kazakhstan Region	1 353	1	1 728	1
Mangystau Region	5	0	1 512	1
Atyrau Region	437	0	1 090	1

In the regional context, apart from state leasing companies, about half of the volume of new deals falls on Astana city, and another 7% on Almaty.

In addition, the share of the South Kazakhstan region increased from 2 to 7 percent, which eventually took second place in the regional structure of new business in 2017.

The geographical scale of state-owned leasing companies' activity is less concentrated: the three largest regions account for 52% of the volume of dealing in 2017.

With the help of KazAgroFinance transactions, the Northern regions have been

staying as leaders in the overall structure of the new business not for the first time.

The East Kazakhstan region annually increases its financial potential, even if it has not been included in the top five yet.

In the mid term prospective, state-owned companies will form the basis of the market due to the large scale of activity as before they used to do, however, competitiveness from private companies is still increasing, they expand their offer and develop market segments in which they were hardly ever represented before (for example, in leasing real property).

In conclusion, it should be mentioned that leasing financing in Kazakhstan has been developing rather slowly, then this industry is pretty far from making any significant contribution to the national economy, despite that leasing is achieving tops and increasingly consolidating its place in the list of financial tools.

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## IMPROVEMENT OF THE EMPLOYEES' MOTIVATION AND ASSESSMENT SYSTEM AT AN ENTERPRISE

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### *Objective*

This is to provide a synthesis of employee motivation theories and offers an explanation of how employee motivation affects employee retention within organizations. In addition to explaining why it is important to retain motivation and assets system for employees. In today's business environment, the future belongs to those managers who can best manage change and keep motivation. To manage change, organizations must have employees committed to the demand of rapid change and as such committed employees are the source of competitive advantage (Dessler, 1993). "Commitment is critical to organizational performance, but it is not a panacea. In achieving important organizational ends, there are other ingredients that need to be added to the mix.

Employee performance and their new ideas, as well as their efforts to promote the company in positive ways help build the values of an enterprise. Properly motivated managers, white-collar, and blue-collar workers use their performance to affect the business efficiency, and therefore the success and sustainability of the enterprise. Selecting the right structure of motivation factors, especially those aimed at job category and gender, is the main role of enterprise management. The aim of this study is to analyze and define differences in the perception of the preferred level of motivation in terms of gender and job category.

### *Introduction*

Scholars and practitioners care about cultivating, increasing, and maintaining work motivation. Motivation research has a long history of considering employee motives and needs (Alderfer, 1969; Maslow, 1954; McClelland, 1961). Interest in these areas peaked in the 1970s and early 1980s, and the last fifteen years has seen little empirical or theoretical research. The majority of work on motives and needs in the 1990s falls into three areas: an examination of the job attributes that motivate individuals, research that examines need for achievement, and research on the Protestant work ethic. Employee performance is frequently described as a joint function of ability and motivation, and one of the primary tasks facing a manager is motivating employees to perform to the best of their ability (Moorhead & Griffin, 1998). Pinder (1998) describes work motivation as the set of internal and external forces that initiate work related behavior, and determine its form, direction, intensity, and duration. Work motivation is a middle range concept that deals only with events and phenomena related to people in a work context.

The definition recognizes the influence of both environmental forces (e.g., organizational reward systems, the nature of the work being performed) and forces inherent in the person (e.g., individual needs and motives) on work-related behavior. An essential feature of the definition is that it views work motivation as an invisible, internal, hypothetical construct (Pinder, 1998). We cannot actually see work motivation nor can we measure it directly. We are here to talk and show the effect of motivation and assessment of employee in the enterprise and have the suggestion then.

Literature Review  
Motivation  
Origin of Motivation

In the early 20th century, money was regarded as the most important input into the production of goods and services (Kreitner, 1995). However, after a series of researches, one known to be the “Hawthorne Studies”, conducted by Elton Mayo from 1924-1932 at the Hawthorne Works of the American Western Electric Company in Chicago, it was observed that employees were not motivated solely by money but that employee behavior was linked to their attitudes (Dickson, 1973, in Lindner, 1998).

*Definition of Motivation*

There have been various definitions of motivation across different disciplines in the academia ranging from the fields of management, psychology to allied sciences. According to Kreitner and Kinicki (1998) and Ramlall (2004), motivation is derived from the Latin word “movere” which means to move. Butkus and Green (1999) also stated that motivation is derived from the word “motivate” which also means to move, push or persuade to act to satisfy a need. However, Mol (1992) differentiated between the terms “movement” and “motivation”. Mol (1992) described movement as carrying out a task in order to be compensated or remunerated while motivation is the voluntary involvement, and decision of a person to carry out a task. Page (2008) in his article on non-monetary incentives in the workplace defined motivation as the process that accounts for an individual’s intensity, direction and persistence of effort toward attaining a goal. In Cole (1996), motivation is essentially about what drives a person to work in a particular way and with a given amount of effort. Motivation has been defined as ‘a decision making process through which the individual chooses desired outcomes and sets in motion the behaviors appropriate to acquiring them’ (Huczynski & Buchanan, 1991, in Dartey-Baah, 2010). Robbins (2005) defined motivation as the “willingness to exert high levels of effort toward organizational goals, conditioned by the effort’s ability to satisfy some individual need”. According to Robbins (2005), a need is an internal state that makes certain outcomes appears attractive and an unsatisfied need creates tension that stimulates drives within an individual.

*Motivation Process and Strategies*

Motivation is explained by various theorists as a process governing choices (Bhat-tarchyya, 2009). The motivation process may be internal or external to the individual that arouses enthusiasm, and persistence to pursue a certain course of action. The motivation process starts with a physiological or psychological deficiency or need that activates behavior, or a drive that is aimed at a goal.

According to Palmer (2005), a fundamental part of a motivation strategy must be that the process of achieving the goal is itself motivational. In other words, it is important to ensure that people do not give up during the implementation phase, by designing a process for achieving goals, and to control the motivation strategy. A motivation strategy is necessary for conducting the daily tasks and motivating employees with common goals. It is not only a decision or simple words used to describe the goal, but also using a set of skills to achieve it (Palmer, 2005). From the organizational point of view, the Motivation process follows certain defined steps, which, as a continuum needs to be periodically reviewed and strategized to ensure its proper renewal (Green, 2000). This helps to maintain the motivation of employees.

### *Types of Motivation*

Work motivation is mostly categorized into two types, being intrinsic and extrinsic motivation showing that different incentives have a distinct impact on employee motivation. Whereas intrinsic motivation is concerned with rewards as the activity itself, the source of extrinsic motivation are external controlling variables as explicit rewards (e.g. money, threat) (Herzberg, 2003; Cameron & Pierce, 2002). Hackman and Oldham (1980) argued that strong intrinsic motivation occur when three psychological states are created, and these are:

- experienced meaningfulness of the work,
- experienced responsibility for outcomes of the work,
- knowledge of the actual results of the work activities.

### *Job Satisfaction*

Job satisfaction has been defined in different ways and a definitive designation for the term is unlikely to materialize. Job satisfaction is a psychological concept that refers to job related attitudes and characteristics such as pay and reward, policies, leadership behaviors, management styles and co-workers (Dartey-Baah, 2010). A general way to define it therefore is as an attitudinal variable which is defined below: Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector, 2000). Armstrong (2010) also draws the attention that job satisfaction refers to the attitudes and feelings people have about their work. This implies that positive and favorable attitudes towards the job indicate job satisfaction while negative and unfavorable attitudes towards the job indicate job dissatisfaction.

### *Employees' Motivation*

Among financial, economic and human resources, the latest are more essential and have the capability to endow a company with competitive edge as compared to others (Rizwan et al, 2010). Employee Performance fundamentally depend on many factors like performance appraisals, employee motivation, Employee satisfaction, compensation, Training and development, job security, Organizational structure and other, but the area of study is focused only on employee motivation as this factor highly influence the performance of employees. Employee motivation is one of the policies of managers to increase effectual job management amongst employees in organizations (Shadare et al, 2009). A motivated employee is responsive of the definite goals and objectives he/she must achieve, therefore he/she directs its efforts in that direction. Rutherford (1990) reported that motivation formulates an organization more successful because provoked employees are constantly looking for improved practices to do a work, so it is essential for organizations to persuade motivation of their employees (Kalimullah et al, 2010).

Getting employees to do their best work even in strenuous circumstances, is one of the employees most stable and greasy challenges and this can be made possible through motivating them [1-3].

### *Organizational Effectiveness*

Composition of people which formulate independent business identity for some specific purpose is commonly known as organization and getting desired outcome within defined resources is treated as effectiveness.

Organizational effectiveness is the notion of how effectual an organization is in

accomplishing the results the organization aims to generate (Muhammad, et al, 2011). It plays an important role in accelerating organizational development (Bulent et al, 2009). It is the net satisfaction of all constituents in the process of gathering and transforming inputs into output in an efficient manner (Matthew et al, 2005).

Organizational effectiveness is defined as the extent to which an organization, by the use of certain resources, fulfils its objectives without depleting its resources and without placing undue strain on its members and/or society (Mary et al, 1996). It is the maximum combined utility of the primary constituents (Matthew et al, 2005).

The goal model describes organizational effectiveness in terms of the extent to which an organization attains its objectives. The legitimacy model regards organizational effectiveness in terms of a background evaluation “of component preferences for performance and natural limitations on performance from an external environmental perspective” (Zammuto R.F, 1982).

The constituency model considers organizational effectiveness “as a set of several statements, each reflecting the evaluative criteria applied by the various constituencies” involved with the organization being evaluated with an emphasis on means criteria (Connolly T, 1980).

The systems resource model defines organizational effectiveness “in terms of its (the organization’s) bargaining position, as reflected in the ability of the organization, in either absolute or relative terms, to exploit its environment in the acquisition of scarce and valued resources” and how they utilize these resources (Yuchtman E, 1987).

The study is aimed to determine the factors that increase employee motivation and the relationship of organizational effectiveness with employee motivation [4-6].

#### *Discussion and conclusion*

As have mentioned motivation is a tool of performance empowerment and improvement for individual and team work in a better manner and surely have the money or work facilitation more in use for common uses in enterprises.

We informed the techniques of motivations for organizations and are on our suggestion for having more secure and healthier enterprise and more stable. These motivation techniques has long been acknowledged as an important personnel work with the potential to improve employee motivation and hence performance, and to deliver management with the control needed to achieve organizational objectives. Training, monetary incentives, promotion, and working conditions has been met and for reason the efforts made to motivate are bound to succeed. This conclusion is built on the emphasis made by earlier researchers to motivate people, organizations need to first have the baseline in place; in the absence of the baseline, motivation is not possible to achieve.

There are many areas that have not been investigated that may be useful for further study in employee motivation improvement measures. The study can be conducted to analyze useful incentives analysis of different types of enterprises. This research can be also extended to the effectiveness of employee motivation improvement measures in order to provide more insights into employee motivation improvement measures.

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### **AN OVERVIEW OF GENERAL PRACTICES IN RECRUITMENT AND SELECTION: FACTORS AND SOURCES TO CONSIDER IN DEVELOPING A RECRUITMENT STRATEGY**

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#### *Relevance of the Research*

It is important to solve the problem of lack of professional and transparent recruitment and selection in all of the organizations but particularly at Marshal Fahim National Defense University (MFNDU) to boost the performance and operation of the organization and for many other reasons. First, this organization is the biggest army training and education facility across Afghanistan. Therefore, it needs to be the center of excellence, but unfortunately because of unprofessional staff this place has faced with many problems and challenges one of which is deficiency in delivering proper training and education for the participant of this University. This problem is caused because the recruitment process for staff and participants is not as transparent and professional as it should be. Most of the personnel have been recruited to this place based on their connection and references that they have in high ranking Afghan officials. As a result, they fail to meet the requirement of the university and are unable to deliver quality training and education for Afghan National Army Officers.

Second, most of Afghan well trained officers are either in reserve or jobless and the reason is that they do not know anyone as a reference to be recruited to this important organization. So, if there is a professional recruitment process and staff is recruited to this place based on their own knowledge and ability, then two major problems can be solved. First, the organization will have professional instructors which will result in quality training and education for the young Afghan Officers which will strengthen army and we will have a very professional and strong army. Second, those professional officers who are in reserve or jobless, they will have jobs as well as the opportunity to use their expertise for the good of this nation.

#### *Recruitment and selection*

Recruitment and selection process requires the HR's efforts to efficiently search through the list of applicants to find an applicant who fulfills the job description re-

quirements and whose qualifications and vision suit that of the position advertised by the firm. As a rule, the entire application process must be transparent and available, from ads to interviewing and selection, without any obstacles that could prevent anyone from applying. When each job description is advertised, it must concentrate on the qualifications and skills required for the role with a language that does not suggest that only certain candidates would be considered. The recruitment must be carried out in evaluation by the selection panel against the set-out requirements with a question that relates to the job requirement and does not require the disclosure of personal information that is irrelevant or insulting to the gender, disability, personal background, ethnicity or disease of someone (Recruitment and Selection, 2016).

This is the duty of the HR that the applicants and candidates are handled equally and within the precepts of all relevant laws in the process, from advertisement to selection. It is important that the assessments and interviews during the process only determine the individual's ability to meet the work requirements based on the criteria set out in advance. HR would maintain the privacy of all applicants and clarify how details and data of the applicant should be dealt with in advance to avoid any loss of confidentiality. This is the ethical duty for the employer to prevent discrimination at all levels of the recruiting process. Furthermore, this stage is perfect for employers not only to recruit the best suited candidate for the job but also to find someone that fits the firm's long-term vision. The HR must know that it is the best time to screen people who disagree with the company's policies or could possibly be a "negligent employee" that would eventually annoy others or cause more damage to the company.

Although the organizations could not begin by informing their employees or chosen applicants that their personal and professional lives would be under constant scrutiny, they should set the organizational policies and code of conduct to which all employees will subscribe.

Recruitment is the method of recruiting persons to apply for employment with an organization in a timely manner, in sufficient numbers and with required qualifications. Recruitment is the process of recruiting people to apply for a position. Recruitment is the process of finding sources for job candidates. When the HR department anticipates the need for extra staff, then there are a range of options for the organizations. It may be the first step in the recruiting and selection process, but hiring new workers often isn't the easiest way to get additional staff. An organization may consider alternatives to recruitment, such as outsourcing or conditional labor, instead of hiring regular employees. If this is a temporary variation in work volume, the easiest solution may be part-time labor or overtime by existing employees. Recruitment and selection costs can be incredible; recruiting new employees will only occur after careful consideration and only when the company anticipates a need for additional staff in the long term. Cost estimates to replace supervisory, technical and management employees vary from 50 percent to several hundred percent of wages for workers. Careful HR preparation has to consider the organization's overall growth outlook and accurate prediction of potential labor needs. Recruitment planning only begins when considering and eliminating other alternatives (Recruitment and Selection, 2016).

### *Factors affecting Recruitment and Selection*

The factors affecting recruitment and selection are grouped into categories of internal and external. The internal factors are reported as follows:

Organization Size - One of the most important factors influencing the recruiting

process is the size of the organization. Recruitment preparation is necessary for recruiting more people to expand sector, which will be critical for managing future operations.

Recruiting policy - An organization's recruitment policy involves hiring from the organization's internal or external sources. It's an important element in the recruiting process and is very affective. It defines recruiting goals and offers a basis for hiring programs to be introduced.

Organization Image - Companies with a strong positive market picture will quickly recruit professional and skilled workers. Maintaining strong public relations, delivering public services and contributing to the organizations' credibility undoubtedly helps an organization boost its image in the market, while attracting the best human capital possible.

Image of the Jobs - The image of jobs play a vital role in recruiting and selection processes much as the organization's image does. Jobs with a positive picture in terms of better wages, promotions, recognition, and sociable working environment with career development opportunities are the characteristics that are considered to create interest and excitement in the workplace

*The external factors are listed as follows:*

Demographic factors - demographic factors are linked to the characteristics of potential workers, such as their age, ethnicity, educational qualifications, gender, occupation, economic status and location.

Labour market - Labour market exercises control of labour demand and labour supply. For instance, if the availability of individuals with unique skills and abilities is less than the demand, then the hiring process may require more effort. At the other hand, the recruiting cycle would be much more manageable if the demand is smaller than the supply.

Unemployment rate - If the unemployment rate is high in a given region, recruiting human resources would be easy and manageable, as the number of applicants and potential candidates would increase. A significant number of candidates will apply for multiple job openings in all forms of organizations. At the other hand, if the unemployment rate is small, then it appears that the recruiting cycle to be difficult due to less number of resources.

Labour laws - the market's social and political environment is expressed in labor laws established by both central and state governments. Such laws are the pay, work environment, safety and health rules, and employee job responsibilities, for various types of workers. There are changes coming as the governments undergo changes that come about in the labour laws.

Legal considerations - The best examples of legal considerations are work quotas for specific groups, such as Scheduled Tribes, Scheduled Castes and Other Backward Groups. Such requirements that the government passes will either have a positive or negative effect on the organizations' recruitment policies.

Competitors - As companies in the same market compete for the best available skilled talent, it is important to evaluate the competition and offer the resource packages that are best in terms of industry standards.

Equal opportunity - As workers are hired and chosen, it is important to consider equal opportunity for individuals. Equal opportunity results when all candidates are viewed on an equal basis and regularly at each recruitment stage. There should be no discrimination against anyone, such as caste, sex, color, religion, ethnicity, gender and

socio-economic background, against anyone. Justice and fairness is the important principal of recruitment and selection procedures (Klug, 2017).

*Sources of Recruitment*

There are two sources of recruitment, internal and external.

*Internal Sources*

Internal source of recruitment means hiring employees from within the current organization, or those applicants that are trying to find a different position in the organization that they are currently employed. The employees that are currently working in the organization should be considered first while recruiting, because they are the main source of recruitment that provides the opportunities for the development and utilization of the existing resources within the organization. Internal sources of recruitment are the best and the easiest way of selecting resources as performance of their work is already known to the organization. Let us now discuss more on the various internal sources of recruitment. The internal sources of the recruitment can be counted as the best and the easiest way of recruitment resource since the performance and appraisals of the employees is already know to the organization (Beardwell, 2004).

*Advantages and Disadvantages of Internal Sources of Recruitment*

Internal sources of recruitment which means hiring employees from within the organization, has its own set of advantages and disadvantages.

The advantages are as follows:

- It is simple, easy, quick, and cost effective.
- It does not need any additional training and induction, because the employee is already aware of the responsibilities that he/ she might have in the future.
- It is a good reason of motivation for the internal employees to work hard and improve the relationship within the organization.
- It helps to develop employee's loyalty towards the organization.

The disadvantage of hiring candidates through internal sources are as follows:

- It prevents new hiring of potential resources. Sometimes, new resources bring innovative ideas and new thinking onto the table.
- It has limited scope because all the vacant positions cannot be filled.
- There could be issues in between the employees, who are promoted and who are not.
- If an internal resource is promoted or transferred, then that position will remain vacant.
- Employees, who are not promoted, may end up being unhappy and demotivated.

*External sources of recruitment*

It applies to actively hiring staff outside the organization. In other words, in this situation, the candidates seeking job opportunities are those who are outside the organization. External personnel offer the company flexibility, resourcefulness, ingenuity and new thinking and ideas. Although recruiting from external sources is an expensive and daunting operation, it has great potential to drive the company towards achieving goals and objectives.

*Advantages and Disadvantages of External Sources of Recruitment*

External sources of recruitment, which means hiring employees outside an organization, has both its benefits and drawbacks. The benefits are as follows:

- Encouragement of new opportunities for job seekers.
- The branding of the organization increases through external sources.
- There will not be any biasing or prejudice between the employees.
- Because of the large number candidates appearing, the scope for selecting the right candidate is more,

The disadvantages of recruiting through external sources are as follows:

- As the selection process is very lengthy, this process consumes more time.
- In comparison to recruiting through internal sources, the cost incurred is very high.
- External candidates demand more remuneration and benefits (Thomas, n.d).

*Recruitment Process at MFNDU*

Like many other things in my country Afghanistan, the recruitment process which is used for many of the organizations is not a standard and professional process. In other words, the recruitment process of our organization is a mixture of all the methods used for the recruitment. But particularly, most of the recruitment is done based on nepotism, referrals and Transfers which is accepted as internal sources of recruitment. Here is a brief explanation of these three types of recruitment.

A. Nepotism- By fact nepotism is the recruiting of relatives. Before one of your employees asks you about recruiting a member of his or her family, make sure you know your organization's policy on nepotism. When you employ relatives of workers (or if you don't), be careful about violations of civil rights, as in many states it is illegal to discriminate on the basis of a person's marital status. And when your administrative assistant asks you to hire her husband, refusing to hire him only because he is married to her could be an unethical and unlawful decision for employment. Most companies have policies on nepotism, so find out where the employer stands on the matter. When recruiting relatives, most employers allow family members to work in different areas of the company to prevent favoritism issues and other potential moral problems among employees. Family members should not be in supervisory roles where they are expected to handle their own relatives. On the other hand, nepotism in most of the organization in Afghanistan means hiring relatives regardless of their qualification, skills, and education.

B. Transfers - In reality, transfers applies to the method of interchanging from one position to another without altering the workers 'status and obligations. This can also be the transfer of staff from one department to another or from one place to another, depending on the job requirement. Transfers are typically based on the employee's job requirements and competencies. If the company has two branches, then there could be changing from one branch to other branch. The employee's internal change from one division to the next is known as transfer.

C. Employee referrals - Employee referrals are a low cost way of recruiting the right applicants. It's the method of recruiting new workers via employee referrals, who are already working within the company. The current employees will refer their friends and relatives to fill out the vacant positions in this process. Organizations encourage employee referrals the reason is lucrative and saves time compared to recruiting outsourced candidates. In most situations, by giving them benefits, bonuses and promotions

for their success, workers are empowered and motivated towards the performance of duties.

These are the most common sources of recruitment that are used in the organization that I work which to some extent blocked the ways of improving the organization. The suggestion that I would recommend is to hire and recruit professional staff by using the external sources of recruitment and to bring new and professional staff to the workplace. I have provided and investigated in different sources of recruitment, and for many organizations it is important to use different sources of recruitment than only using one or two sources. For example, to boost the performance of the organization one of the best sources that I recommend is hiring through professional associations. Professional associations may be effective in recruiting skilled, technical and administrative workers for the organizations; however, they concentrate on recruiting mid-level and top-level employees. There are many specialist groups doing the facilitator tasks between the organizations and job seekers. There are many other sources that we can use for recruiting professional staff (Klug, 2017).

### *Conclusion*

Human resources are considered essential to every organization. Competent and professional personnel will perform the jobs, roles, duties, and operations appropriately. Therefore, it is important to incorporate successful recruitment practices and selection procedures within the organizational framework. When the organization's members are aware of proper recruiting and selection procedures, then they are able to make sufficient selection of human capital. There are various tasks and functions within the company and efficiency of all forms of tasks and operations that involve expertise and abilities that can be enhanced by making adequate provision training to the personnel. Hired employees may be experienced and professional, but they undergo changes and transitions within organizations with respect to different factors such as working environment conditions, performance of employers' job duties, employer attitudes and behavioral characteristics, methods of maximizing efficiency, use of creative techniques and methods, and so on. When selecting the employees, it is critical to have them loyal and committed to the organizations. We should be committed to carrying out job duties and possess the qualities of resourcefulness, dedication and conscientiousness. Finally, it can be said that organizations need to bring recruitment and selection processes into action with consistency, precision and truthfulness.

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**MOTIVATION: THE ESSENCE, FORMS AND SIGNIFICANCE FOR IMPROVING THE EFFECTIVENESS OF THE ORGANIZATION**

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The goal of the study is to explore what means motivation from employee's perspectives, what do they expected from their employers to make them motivate and explore the level of their motivation on their current jobs, because researcher believe which motivation only it-self is a vital and very important at workplace, which employee's motivation impacting their work performance as well as insure retaining their work with the organization.

The word "motivation" originates from a Latin word "movere". "Movere" means to move. Therefore, it forms a reflection of something going up, keeping us working and facilitating us to succeed our goals [1]. It is an act or a process that contributes a person a reason to do something in a particular way, or a description for the repetitive behaviors, desires, and needs [2]. There is no exact definition for motivation, but it refers to why a person does something with high potential, dedication and more enthusiasm but other person at the same situation or same work, does not. It is a feeling that you are making a difference, changing the world in a positive way, and making it a better place to live [3].

In other words, "Motivation is psychological powers that define the way of a person's behavior in an organization, a person's level of effort and a person's level of persistence" [4]. When an employee is motivated, he or she demonstrates enthusiasm and willingness towards the work and a strong determination to implement and accomplish the responsibilities [5]. There for motivation is itself a vital power for the benefit of both employee and employer, because motivated employees are more innovative as they are always looking for better ways to complete an assignment. They are self-directed and goal-oriented. They can produce high-quality work with more or maximized efficiency and productivity [6] which leads any company to maximization of its productivity and profits.

There are two different types of motivation, intrinsic and extrinsic motivation, Intrinsic motivation is motivation that comes from inner or within yourself, individual's motivation is shown by the needs of employees to feel self-determination in their environment as well as capability to be great motivators, and we need to look at human behavior differently [7].

Intrinsic motivation is in fact an example of self-directed motivation; this is when people become engaged within an activity because they find it interesting. In contrast, being controlled includes acting with a feeling of pressure or a sense of having to engage in the actions [8].

Extrinsic motivation is when a person's behavior is influenced by the values and benefits of an action, he or she also adds extrinsically motivated behaviors are to receive organizational rewards or benefits. Organizational rewards are often used to encourage workers to perform to their full potential. Such rewards include monetary incentives, promotion and so on, for example, bonuses and salary increases, or non-monetary awards including promotions and job security. A number of organizations have introduced reward systems to motivate employees presented that when rewards were given independently of certain task engagement or when the rewards weren't anticipated, physical extrinsic awards did not weaken intrinsic motivation [9].

Why to motivate employees? It is very important to keep employees motivated, because “If employees are motivated and happy with their job and work environment they will do to the work to the best of their ability and with full potential instead of just doing it because they have to” [10].

Business and company’s succession are really depending on motivated employee; because they can make all the differences in the company’s ability not to just survive but also to succeed [11]. Motivated people and their commitment are vital to the productivity of the work as they will perform with their full potential and with high quality, so Michael and Crispen [13] indicated that having a motivated workforce provides the competitive advantage that the organization seeks and better employee performance helps the organization achieve higher productivity.

There is no any unique approach to keep all employees motivated, the motivator factors are totally different for each employee even for the same employee it is depend on the situation, but researchers suggested most common approaches which by applying them management can keep their staff motivated and satisfy, as example the healthy relationship between an employee and an employer can create more job satisfaction and can motivate the employee. An employee with a healthy relationship amongst other employees and their employers can result in a larger level of satisfaction which can result in an increased productivity. The workplace becomes a much happier and motivated place, where employees tend to concentrate more on their work tasks. Motivation plays a larger part in a healthy employee relationship [14]. Likewise Keeping a strong employee relationship can be a major part in the success of an organization [15].

With healthy employee relations in place, there’s a greater chance of having an efficient, motivated and productive employee which can then further influence the outcomes of organizational performances [16].

An organization works on the effective relationships built amongst employees and their managers. Kuvaas [33] insinuates that the motivation behind behaviors of employees is strongly influenced by the quality of the employees’ relationships.

Through maintaining a strong relationship within the workplace you’re able to achieve high levels of productivity and increase employee motivation [15].

Similarly communication is very important as well, because good communication can help encourage these relationships, as well as strengthen them, which can result in employees reaching their maximum productivity [14]. An example of this is an organization’s manager maintaining an effective relationship with their employees by carrying out regular meetings with employees, helping them along with their development, and assisting their progress [14].

Financial aspects like payments, allowances, salaries and bounces increase and affect employee’s productivity positively as a result of a study which has been done by Locke, Feren, McCaleb, Shaw and Denny, they have concluded that introducing of individual pay, increase productivity rate from 9% to 17%. So, it is obvious that when employees are motivated and satisfied, their productivity increases which adds value to the whole business [17].

Also, Guzzo, Jette, and Katzell [18], have done analysis on motivation programs and productivity, they found that financial aspects and payments are the largest effect on employee’s productivity. Furthermore, Judiesch [19] stated that paying and salary increments for individuals from the organizations, increases the productivity.

Employers often use extrinsic incentives to motivate their employees however in recent years’ incentives in behavioral mediations have become very popular. Supporters



of the use of incentives argue that monetary incentives can be an advantage when getting individuals to study or work harder. It's believed that using incentives in this area can backfire, however as extrinsic incentives could cancel out intrinsic motivations that were initially in place to produce a desired behavior [20].

When employees get high performance rate and a very good appraisal, they appear to be sensitive to whether their performance will be rewarded by money and pay increase or not. So, money concerns are always there and it is important for employees to work and give [21].

With motivation programs and incentives, such as bonuses, flexible working, awards and so on, the HR team should seek to get the most out of their employees, and encourage a sense of togetherness among the organization and its workers [23].

Staff development and capacity building are also causes motivation, not only does training and development initiate the development of skills and behavioral scripts, but also motivates individuals to apply those skills and behaviors within their role in work related activities [28].

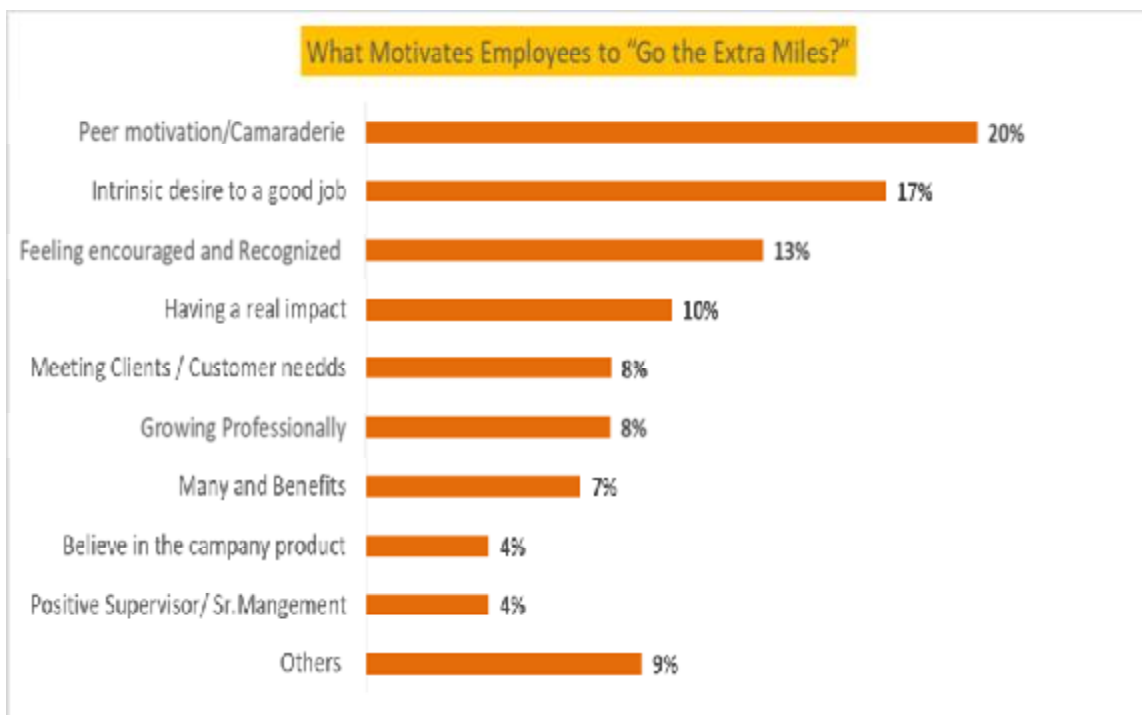
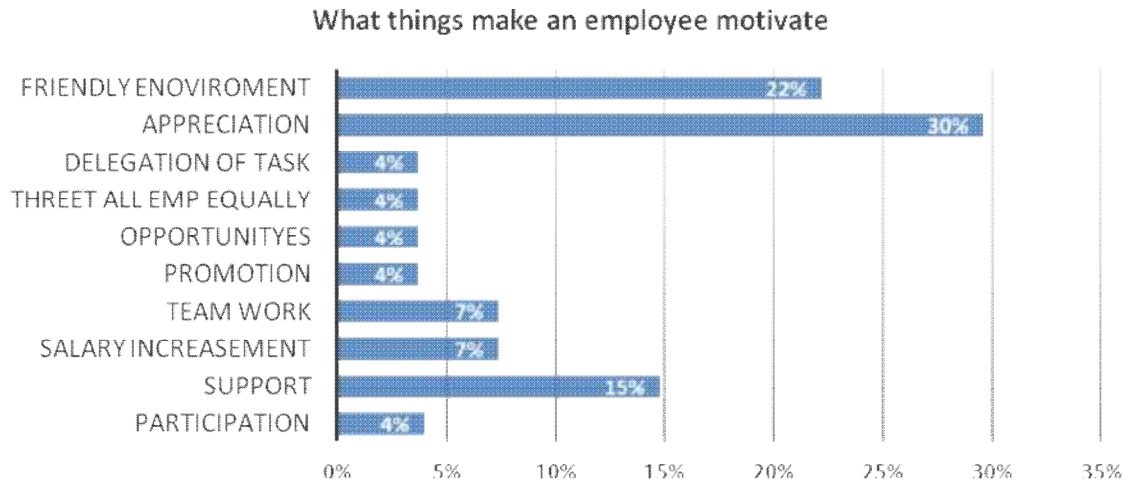


Figure 1. Different factors which motivate employees

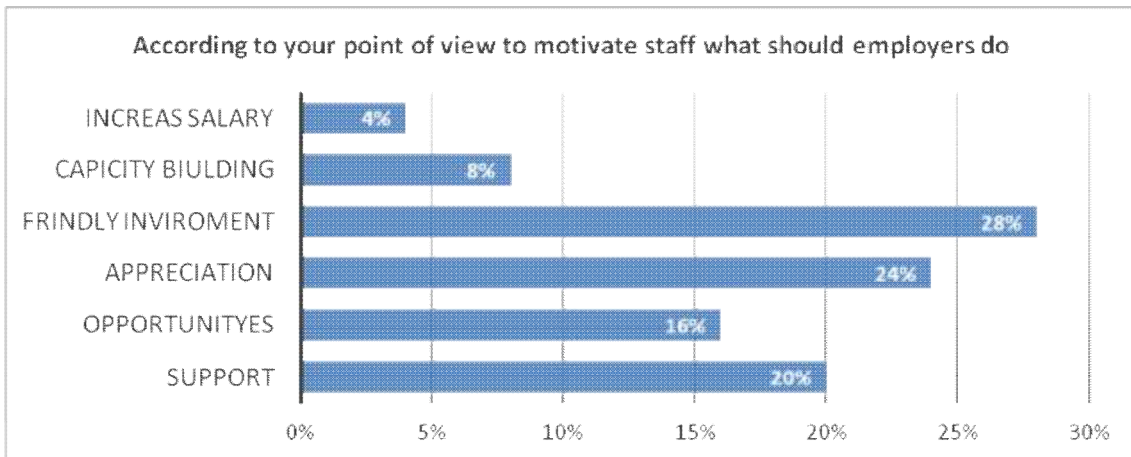
In 2014, the employee engagement firm TINY pulse carried out a survey “The seven key Trends Impacting Today’s Workplace” which involved over 200 000 employees in more than 500 organizations, the aim of the survey was to discover the factors that motivate employees to excel and go for an extra mile in the organization. The results came out were surprising. Money, which often seems to be the major contributor to motivation, was the seventh on the list. On the contrary, peer motivation/camaraderie was ranked first (20%), followed by the intrinsic desire to a good job (17%) and feeling encouraged and recognized (13%). This result had pointed out the paramount importance and huge influence of intrinsic motivation towards a person’s viewpoint and accordingly made concrete the perspective of intrinsic motivator has surpassed extrinsic motivator [29].

Thirty percent of employees which interviewed agreed which appreciation and encouragement motivates them, 22% of them agreed which friendly working environment motivates them and 15% of the employees said which technical support motivates them.

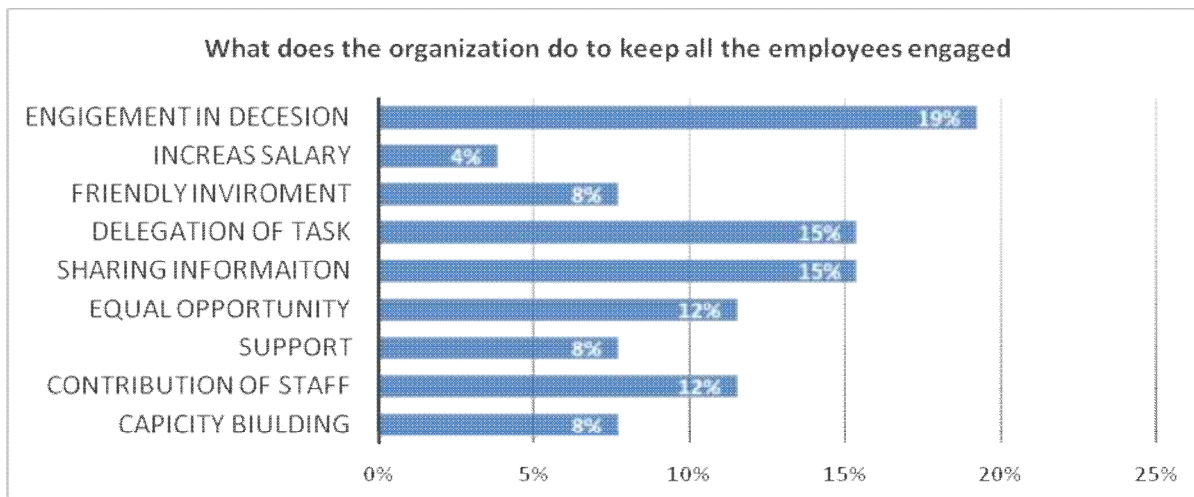


So the study proves which appreciating employees, providing them friendly working environment and support the staff makes them motivates. And motivated employees are the lifeblood of each organization.

Likewise, the employees who attended for this study reflected their views and their expectation from employers, 28% of the employees expected from their employers to build a friendly working environment, 24 % of the expected appreciation and recognition from their employers and 20 % expected support from their employers' side.



Staff engagement is also very critical issue in management, the employees who participated in this study reflected their views in terms of engagement as: 19 % of the employees said which they expected that organization should engage them in decision making, 15% of the employees expected which their employers should delegate tasks for them and share the important organization information to them.



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## **ORGANIZATIONAL CHANGE AND THE EFFECT OF CULTURAL CHANGE ON EMPLOYEE MOTIVATION**

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The literature about organizational change tends to be classified into two main categories, one that emphasizes organizational efficiency and the other which emphasizes social change. Within these two groupings, the desired outcome is emphasized rather than creating a clear understanding of the dynamics of organizational change. It's speculated that this is due to market forces which have made improving organizational

efficiency a lucrative enterprise. Another argument which less dominates but is significant of the opinion that the market is interested in achieving social change generating a need for this type of literature. In reviewing this literature, it's believed that selling books and other services are over-emphasized.

The literature which focuses on achieving organizational efficiency bases its assumptions on the work of Kurt Lewin. Kurt Lewin recommended a "force field" analysis model to know organizational change. Field analysis proposes that a corporation is usually during a state of equilibrium. There are two forces which maintain organizational stability: driving forces and restraining forces. The driving forces are those elements of the organization which make a desired organizational change easy. Keeping the organization in equilibrium are the restraining forces. The organization will remain static if the two mentioned forces remain equal. Change occurs when one of these two forces becomes stronger than the opposite (disequilibrium). Once the change has occurred, the organization reverts to a replacement state of equilibrium which reflects the specified change.

To logically conclude, Lewin's model prophesies that an intervention which reinforces the driving forces or weakens the restraining forces will result in the desired change. Intervention strategies are different from one author to another, but they contain similar elements. Basic elements of a formula based organizational change strategy are classified as follow:

- Determining the need to change,
- Developing a vision,
- Building Consensus,
- Identifying barriers to implementation,
- Walking the talk,
- Creating an overall change strategy,
- Implementing and Evaluation.

#### First theory

Based on the information retrieved from Gateway Information Services, a New York consulting firm, the reason that 70% of all change programs fail is employee resistance. Given the poor success record of varied intervention strategies, it's reasonable to significantly question their validity because it relates to understanding the dynamics of organizational change. If intervention strategies are suspected, it also reasonably questions the organizational change theory which directly supports these interventions. Lewin's model of organizational change includes two basic ideas. The first is that an organization's original state is static or unchanging. Lewin explains this state as being "frozen". When the organization is during a state of change, it's malleable or it "thaws" then reverts to a static or "frozen" state. The second is that corporations are often successfully divided into two groups: one, that wants and accepts change and one, which opposes change. It's even gravely doubted that either concept has much basis in actual organizations.

The second course of the literature related to organizational change mainly focuses on social change. In contradiction to Lewin based interventions, this part of the literature does not need the support of an organization's management. It often pretends that the active opposition of those in power are expected by change agents

This perspective of an organization is more competitive and offers better insight as to how the change is implemented by an organization. In order to function effec-

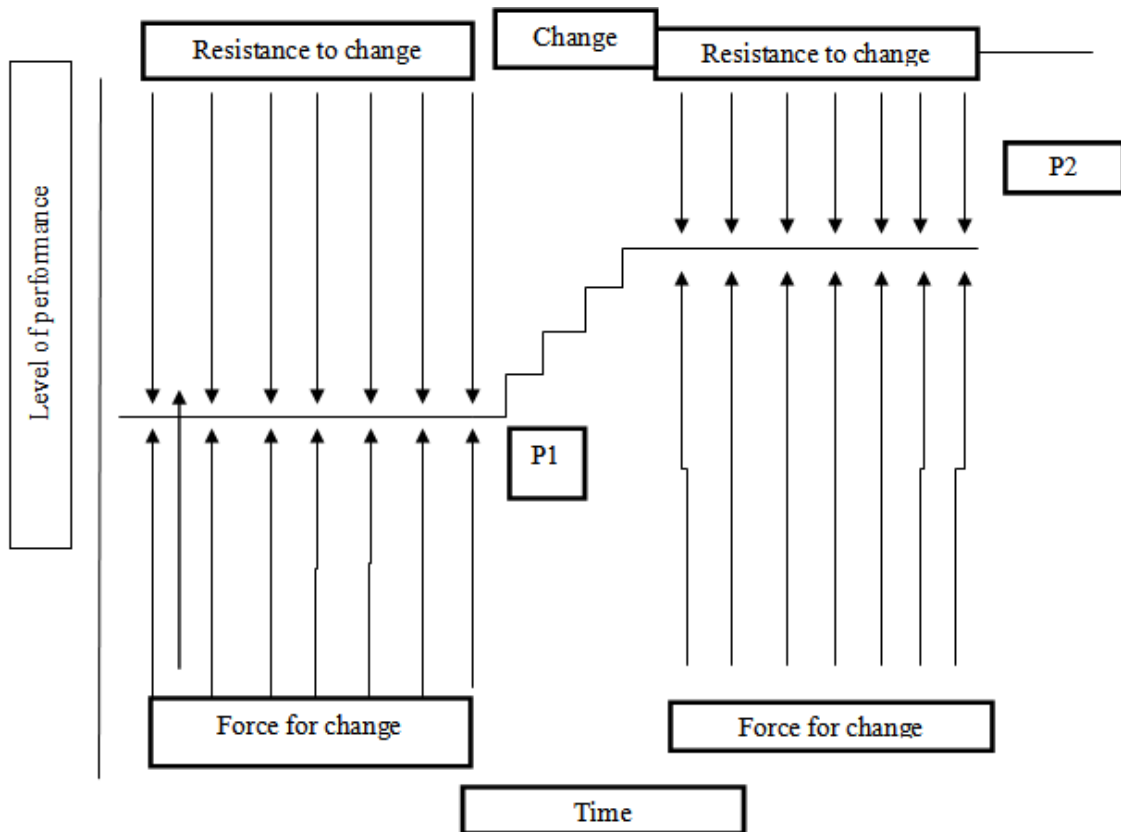
tively, an organization requires elements such as power and leadership, social control, management, authority, cultural change and vision. Each of these elements is prioritized based on the organization's overall mission. It is necessary to understand that the priority of each of these elements is not static but shift as the need arises. Change occurs through the action of a visionary; visionary by nature, or by definition, hold views different from the organization as a whole.

### Second theory

Based on what Rosabeth Kanter has done, it seems that regardless of what an individual is within the organization they feel, a minimum of to a point, that they're powerless to change the organization. This, of course, might be a matter of assumption. The people at lower level certainly don't see the people at the highest as being powerless. Yet the people at the highest acknowledge all the trimmings related to power but don't experience the ability to substantially influence the organization. The people that are within the middle share the view of power from both the highest and therefore the bottom simultaneously. It's felt that it's reasonable to conclude that an understanding of organizational change recognizes all of those viewpoints as a facet of reality. The approach during this study is to look at the particular data of the concerned organization, i.e., British Council Afghanistan, and study the causality within the light of conflicting arguments for more realistic and context-specific results.

### Third theory

In any firm, some people encourage change and some individuals want the status quo. And the two groups might be equal in their force as shown in below figure Force field theory Kurt Lewin developed the force field theory, which shows how forces for and against change balance and how the organization is balanced at any time, between these two opposing forces. When these forces stay in balance, the organizations are in a state of inertia and the change doesn't occur. To let the change happen in the organization, managers must adopt a change strategy to maximize the forces for change, reduce the resistance to change, or do both simultaneously.



As it's shown in the figure, at p1 the organization is in the state of inertia as the forces for and against changes are in balance. However, managers have determined that the organization should strive to achieve a performance level of p2. To let this happen, managers must increase the forces for change (as longer arrows demonstrate), reduce resistance to change (as demonstrated by the shorter arrows), or do both. If this successfully happened in any one of these strategies, the organization will reach the desired performance level of p2.

#### Fourth theory

Some researches treat change because of the context for other causal processes. They do not absorb the change but instead see the change as the frame around which other phenomena occur. The main aim of those studies is to improve and test cause-effect relationships within a changing context or to check theories of individual units' reactions to vary in higher-level units. As an example of this sort of research, a study has been done on how individual hospitals answer changes in institutional practices within the medical field by [1, p. 10 2].

#### Fifth theory

Several variations of studies of organizational change and innovation follow the variance method. For sure, the most common kind of variance study treats changes as a variable such as the rate of innovation (Rogers, 2004), or depth of change (Harrison, 1970). These researches aim to illustrate and/or expect the occurrence and magnitude of change or the effects of change on other variables. The methods applied in these studies range from the relatively straightforward laboratory [1, p. 10] and research [1, p. 10]

schemes to sophisticated time series and event history models [1, p. 10].

Change denotes to any alteration that happens in a total word environment. In General, people are accustomed to a well-settled way of life and any difference on or deviation from that life may be called a change. The organizational change includes dis-equilibrium in the situation and environment in which the people and the group exist. Organizations are, of course, learning to tackle with the devastating rate of internal and external changes which support some fundamental changes in management philosophy and organizational change. Organizational changes are the nature and interest of employees, attitude, technological and environmental changes related to an organization and changes in rules and regulations affecting the organization.

Francis and Sinclair echo, “organizational change is an ongoing process of social construction that comprises spiral patterns of discursive change and restructuring of collective meanings”. Based on research organization and organization development, “organizational change is the implementation of new methods and technologies intended to realign an organization with the changing demands of its business environment or to capitalize on business opportunities”. As Van de Ven and Poole states, “organizational change was expressed as an organizational entity. The entity can be a persons’ job, a workgroup, an organizational strategy, a program, a product, or the overall organization”.

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## CONFLICT MANAGEMENT AT THE WORKPLACE

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Conflict often defined the differences in interest, thought process, understanding, requirements, attitudes, perception as well as need lead to a conflict. When individuals do not agree to each other's opinions, a conflict occurred or conflict can occur at any places like in organizations, company, groups, homes and even at the high level of diplomatic area between one country to others globally.

Conflict arises whenever individuals have different values on culture, religious and believes, and it occurs when different opinions, needs, and interests is arising.

Understanding of the conflict in better way:

Alexander and Vladimir are working in one of the company and they both are good friends of each too, in one of the project, they were asked to give their inputs on a particular issues in the project assigned to them by their manger, there were a big differences in their understanding of the project and both could not agree to each other's ideas and thoughts. Alexander wanted to implement the project in a specific way which did not go well with Vladimir. The result of the difference in their opinions was a conflict between the two and now both of them just can't stand each other on their ideas and opinions.

The difference in the interest, thought process, nature and attitude of Alexander and Vladimir contributed escalation to a conflict between them and this is called the conflict.

Conflict is not always negative or translated in negative way, but sometimes it is positive too, disagreement on better implementation of a project is a good sign of conflict which result to have better completion of a good project

And the Conflict management assist us to find a middle way, it is an alternative to any problems which results a successful implementation of a project in an organization or in a modern company. The problems and issues should be addressed in the right time and in the right place to prevent the conflict and not to damage other parts of the project or the organization in the future, with the conflict management skills and knowledge, the team explores all the possible reasons to fear which may later leading to a big problems and tries to resolve it in a fast way.

Conflict Management is always important as it is always good to prevent clash at the first place rather than facing its negative costs which damage the around us or the whole company.

With the right and the result of managing of conflict, the daily stress decreasing with the company employers, the employees are felt better and motivated towards of a better company.

For the healthy and enrichment of an organization it is always recommended that the conflict should be avoided at the workplace and to make the organization a better place for the good competitive environment. All employees of the organization to ensure the safety measures are taken in advance to prevent conflicts at the workplace. The employees are the assets of organization and they should feel motivated to perform well and make the organization a great place to achieve the organization mission and vision.

We can't work alone, for the better work output we are always depend to the team and work with the group of people to achieve the organization's objectives and conflicts

lead to tensions and nothing productive comes out of it and can't accomplish the given task in a proper way.

Natalia and Angelica were a part of an organization team, both of them had excellent academic records, were hardworking and were never short of ideas. But, Natalia and Angelica never loved each other's opinions. Their team never achieve any-given tasks and failed every time.

The conflict between Natalia and Angelica is the real reason why their team couldn't perform well. The success of any team is directly relevant to the good relationship of team members and respect the ideas among the team.

As per above, the result of conflicts, employees waste their maximum time and energy in argument and find it very difficult to focus on give-task. The time which should be used in doing fruitful work goes in finding faults in others and fighting with each other. We should always remember that our organization is not paying us for fighting with each-other on different ideas, instead they are expecting productive work from us. And the conflict management stops the increasing of tensions and permit the employees to be more serious about their works and the objective of organization.

Conflict Management plays a very important role at workplaces as it prevents unnecessary tension and makes organizations a better place to work and achieve the organization's objectives.

Unresolved conflict can create serious and quite varied consequences involving high financial and human costs. For example, a study conducted by the Centre for Effective Dispute Resolution (CEDR) reveals that 80 percent of disputes have a significant impact on the smooth running of business.

For instance, employee conflicts can lead to frustration and low morale, which can result in missing deadlines, loss of confidence and trust levels, communication problems, withholding of information, withdrawal, or absenteeism. Apart from performance-related consequences, disgruntled and aggrieved employees tend to take a more rights-based approach which can result in an increase in court cases and associated legal fees.

Cram and Williams distinguish between first-order effects (quantifiable), such as lost revenue or employee replacement costs, second-order effects (harder to quantify), such as missed opportunities or increased supervision and management, and third-order effects (impossible to truly quantify), such as passive-aggressive behaviors exhibited by disgruntled employees or the poor image of the company within the organization.

The cost to the organization measured high and such conflict should be avoided and stop immediately.

Prevention and how we should ovoid the Conflict:

The conflict is a disastrous phenomenon caused to create chaos and anarchy among the people and the community. There are good ways to help and prevent any conflict before starting it. We need to be vigilant and cautious and take some time out to think of the fight if it is beneficial or provides any solution.

Those who create conflict and tension do not get any benefit and efficiency out of it, but conflict is really a wastage of time and energy that is resulted to the other various inconveniences. All of us should try our best at an optimal level to prevent the conflict.

There are constructive solutions in place to prevent conflict by controlling emotions and attitudes. First, learn how the other individual reacts as he might get too hyper, however it is us to control our emotions and remember that other individual might not be as educated as we are and or might not be from the same background. Respect to

other individual's opinion and try to provide comments in a professional manner and avoid being imperative and directive. Be a good listener and discussion would be the best way of solutions. Remember to discuss with him and try to compromise and find a solution.

Gentleness and amenity would cause to give an end to the conflict. All in all, be flexible and try to find alternatives and never be regretted at any point.

Another alternative to prevent the conflict would be to control the way we react and talk. We need to think deeply before speaking. Sometimes, with no reason we spoil our environment by making unnecessary noises and shouts which create a lot of crisis and tensions around us. In case of the worst scenarios, try to soften our voice and talk to other individual with respect and dignity.

Communication is the best asset to end up the conflicts. We should pursue a very clear and smooth communication in a transparent manner and also avoid misunderstandings. Try to be concise in all communications and make sure that we are clearly state our desires and opinions to an effect that the other individuals clearly understand us which will also prevent the fight. Mutual respect would be a core value to end up the conflicts.

Try our best to give respect to other individual to express his views and opinions and never continuously criticize. Bias must be avoided as it creates problems to all people. If a conflict arises among group members; make sure we address all the participants together.

Some people feel guilty if they have done anything wrong and do not admit to their faults. however, no one should feel guilty in case of doing something wrong and be the first one to express our regrets and apologize for our mistakes. The apologies prevent unnecessary tensions and sorrows. Forgiveness is the sign of loyalty and honesty.

#### Conclusion

To prevent the conflict in all our affairs as well as in the workplace will bring prosperity, success, and pleasant relationships among the people in the community and the workplace. There are some conflicts that bring up unprecedented costs to a particular organization, and the prevention of the conflict will avoid all those including the tensions. Furthermore, the conflict affects the personality and dignity of an individual which caused to destroy his reputation within the community and at workplace. Those who avoid conflict are highly admitted and respected and win the popularity and granted value in all aspects.

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**ADVANTAGES AND PROSPECTS OF INTERNET TECHNOLOGIES  
WHEN ORGANIZING REMOTE BUSINESS TRAINING FOR  
COMPANY PERSONNEL**

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In the existing epidemiological and economic situation in the world many companies have to give up on conducting in-person business trainings for their employees in favor of remote versions. This form of organizing business trainings allows conducting simultaneous preparation of human resources independent of remoteness from training center.

Three main [1] types can be distinguished among distance learning technologies (DLT): cases, telecommunications and Internet technologies.

Table 1. Comparative characteristics of distant training technologies

DLT	Case technology	Telecommunication technology	Internet technology
DLT description	Provision of students with informational education sources in a form of specialized sets of teaching materials using various types of information vehicles (cases).	Usage of predominantly various telecommunication means of data transfer and broadcasting, as well as global and local networks for interaction of students with the teacher and among themselves.	Combination of case technologies and telecommunication technologies. Materials are systematically placed and always available for the audiences, moreover there is an opportunity to organize online communication.
Means and methods used in DLT	Non-interactive means of education in the form of textbooks and learning materials on paper or disks, USB, etc. are used in this case.	Among them the following can be highlighted: Internet conferences, audio and video conferences via video and computer networks, telephone consultation, group chats in the Internet networks like WhatsApp, Telegram.	Using recorded electronic video lectures, presentations, text materials on the educational portal (channel), links, internet video and audio conferences, chats and forums on educational portal.
Advantages of DLT	Systematic provided materials. Individual approach. Precise schedule of the educational steps.	Face-to-face communication with business training audience. Group work. Correction of the educational schedule while receiving feedback.	Systematic organization of material provision. Calendar schedule of the educational steps, based on deadline. Opportunity to communicate in an interactive mode (chats, forums,

			online conferences). Automatic feedback – tests, polls, questionnaires, monitoring.
Disadvantages of DLT	Lack of interactive methods of education. No prompt and authentic feedback. Financial expenses for duplication and recording of materials in soft and hard copies, postal expenses.	Time-consuming, actual implementation of only a part of business trainings remotely since training are conducted real time. Strong connection, technical facilitation and quality applications are required.	Practically none. However, for quality provision, the following questions must be discussed: Internet connection stability Telecom devices Applications for system work.

Comparative table demonstrates that the Internet DLTs comprise all advantages of case and telecom technologies.

Ideally, own portal needs to be organized in a company for implementation of distance business trainings, similarly to methodology of organizing this type of learning at universities. However, in case of absence of this type of portal, as well as absence of possibility for large time and labor expenses for its development, all necessary parameters of distance learning can be implemented by combining the workflow on various Internet platforms.

The most prominent examples were selected below (figure 1) [2] after analyzing the most popular Internet applications for DLT on the territory of Kazakhstan and CIS countries (Table 2).

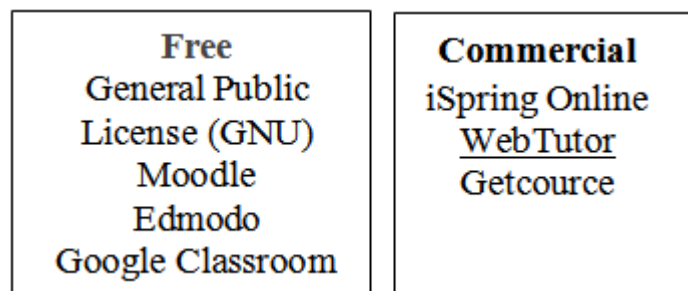


Figure 1. Examples of the most popular Internet platforms for DL

Table 2. Brief description of distance learning platforms

Name of the platform	Advantages	Disadvantages
Moodle. Modular Object-Oriented Dynamic Learning Environment. (universal public license GNU).	A free platform with a wide range of customization capabilities and an open co-house. Translated into more than 100 languages and supports over 1500 plugins. Allows you to fully implement a variety of feedback in the form of monitorings and	It is installed only on its server. Requires web development skills for admin.

	reports on various parameters.	
Web- application Edmodo. License GNU.	<p>Creation of protected groups for training.</p> <p>Connection and collaboration of students and teachers. Discussions outside of school hours. Assignments, quizzes, polls and more. Student progress, grades.</p> <p>Track performance in the built-in gradebook. Download and share files, photos and videos. Creation, awards and badges. Network for administrators and parents.</p>	<p>Only English interface; Edmodo groups cannot be combined, i.e. the student will have many uncomfortable ones;</p> <p>It is more suitable for teaching schoolchildren, as users are divided into three groups: teachers, students, parents (each group has its own separate registration, its own access code).</p>
<p>Google Classroom</p> <p>A free service for educational institutions, nonprofits, and users of personal Google accounts.</p>	<p>Easy setup. Time saving. You can create, check and evaluate tasks.</p> <p>Tasks are available to students in the same section, and course materials (documents, photos and videos) are automatically distributed in folders in Google Drive. Fast communication. Teachers can make announcements and instantly create discussions, and students can share resources with each other and answer questions in the course feed. Security and Availability.</p>	<p>Designed for non-profit organizations for educational purposes only.</p> <p>The product was originally focused specifically on school.</p> <p>Inconvenient interface, not enough functions for organizing various forms of training.</p>
iSpring Online	<p>Ready to work immediately after registration. Easy to use, compatible with PowerPoint. Support for all types of training materials, webinars, detailed statistics and a course editor that allows you to quickly create courses and trainers from office documents and videos. Unlimited storage. Integration with other services and client systems through an open API.</p>	<p>Platform oriented for the corporate sector.</p> <p>The product does not work in the Mac OS operating system, owners of Apple-made devices have to install the Windows operating system. A fee is charged for each user, and there must be at least 50 of them.</p>
WebTutor	<p>A modular HRM platform that allows not only to build training, but also all HR processes: competency assessment, automate the selection and initial training of personnel. Ample opportunities.</p>	<p>A complex system. It requires resources. The cost is high.</p>
Getcourse.ru	<p>Relatively low cost.</p> <p>An opportunity to officially sell developed courses.</p>	<p>This platform is best suited for trainers and tutors to study and sell courses. Technical support is not enough.</p>

After researching the possibilities as well as target audience of the most popular Internet platforms for organizing distance business trainings, we concluded that the most suitable Internet platforms are Moodle and WebTutor.

Modular Object-Oriented Dynamic Learning Environment distributed by General Public License. Moodle was translated to more than 100 languages and supports more than 1500 plug-ins allows to fully implement diverse feedback in the form of monitoring and reporting for various parameters [3]. Disadvantages – it is installed only on one’s own server, requires skills in web-development for administration.

Business complex WebTutor.ru is created and supported by Web Soft company – development of electronic educational courses and distance learning systems [4]. This modular HRM-platform allows not only to build learning, but also all HR processes: competency assessment, automate selection and primary preparation of human resources. WebTutor.ru has wide possibilities of integration with company business processes. Disadvantages are complexity of the system, financial expenses for the purchase of the system and its administration.

In addition to all of the above specialized platforms for organizing employee training, we can especially single out systems for organizing massive open online courses (MOOC)[3]. A massive open online course is an online course aimed at unlimited participation and open access via the web [5].

This type of organization for staff development is characterized by freedom of access and voluntary participation of students in them. That is, MOOCs are aimed at training any person, the choice is made by the listener.

MOOC are most in demand in the university environment, as a means to increase the competence of teachers and students [6]. However, analysis of the list of possible MOOC courses, many of them are quite relevant for the staff of organizations. In particular, for example, you can find a sufficient number of MOOC courses in business, personnel management, programming, economics.

As experience shows, the most popular MOOC platforms among Kazakhstani audiences are: Coursera, Stepik, Intuit, Lectorium.

Table 3. Advantages and disadvantages of MOOCs for organizing business trainings

Disadvantages for companies	Benefits for students and companies
1. The content of MOOCs depends on the authors and cannot be regulated and dictated by certain employers. 2. Not strict control of training. There are recommended time frames; the listener does not have to adhere to them. 3. To obtain a certificate of completion in many courses, you must pay.	1. The authors of the courses can be experts in the professional field, including certain production workers. 2. Free access to courses. 3. Ability to work at your own individual pace. 4. MOOC certificates currently have a certain weight in some professional sectors. 5. The company saves on organizing business training, the costs will mainly relate to the allocation of funds for certification of employees.

Thus, one of the economical options for improving the qualifications of employees is to choose suitable MOOC courses for company personnel and recommend their passage to staff.

Lastly, selection of the Internet platform for the organization of business trainings in a distance format is done by a company itself, weighing all pros and cons of each sys-

tem. However, it is worth noting that one of unquestionable pros of distance form of conducting business trainings is significant decrease of expenses by reducing traveling, transport expenses and expenses to rent offices, by absence of production downtime during learning period [7]. Moreover, in conditions of forced economic challenges and isolation, millions of people and many companies continue uninterrupted learning process, in doing so showing perspectives, advantages and productivity of distance form of advanced training.

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#### **PRINCIPLES OF WORK WITH COREL PHOTO-PAINT**

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Currently, an ordinary user increasingly has to turn to the help of graphic editors, but as they say "demand creates supply" and the software market, in particular, graphic editors, is constantly improving. The variety of graphic editors, closely competing with each other, allows the user to choose the most suitable program for his professional needs.

There are two main types of two-dimensional computer graphics. It is vector and raster. Vector graphics represent graphic objects in the form of geometric primitives and allows you to scale objects without any loss of quality. Raster graphics builds an image from a collection of points, each of which has its own color. Each of the above types of graphics has its own advantages and disadvantages, and is also used for implementing different tasks. But in this work we will talk about raster graphics, namely, a program for working with raster graphics which is Corel Photo Paint 2019 [1, 2].

Corel Photo Paint 2019 is a powerful tool for creating, editing and viewing raster images developed by the Canadian company Corel. The program is distributed as an addition to the program CorelDraw (program for editing vector images). The editor is written in C ++. It supports basic graphic extensions such as JPEG, PNG, TIF, GIF,



CPT (Corel Photo Paint), and can also work with the Adobe Photoshop – PSD extension [3].

### Object Selection Tool

To begin with, I would like to discuss the tools that are on the left side of the program in the quick access panel (see Figure 1). I will describe them in order of their arrangement from top to bottom. All Corel Photo Paint tools have a panel with additional useful settings.

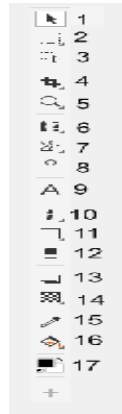


Figure 1 - Quick Access Panel

1) The first tool offered by the program is the Object Selection tool. In order to use it you push the hot key "O". This tool is designed to manipulate and transform objects. This tool can be used manually, or you just set the necessary parameters in the panel of additional settings (object position according to the coordinate system, length, width, angle). This tool combines 6 tools: position and size, rotation, scale, tilt, distortion and perspective [4].

### Mask Tools

2) Below is a rectangular mask tool. Holding the tool button, you can see the tools included in the group of this tool.

Most group tools have four main modes: Normal mode, Additive mode, XOR mode, and Subtractive mode. The main mode is used by default. Additive mode allows you to add additional zones to the already selected. The XOR mode excludes areas that do not overlap with the selection areas (see Figure 2). The subtractive mode can work as an inverted selection.

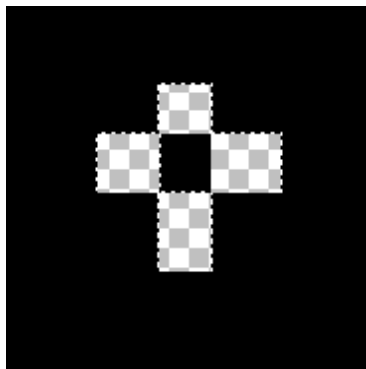


Figure 2. The XOR mode

3) Number 3 is the mask conversion tool. Hotkey for the tool is "M". This tool allows you to edit the selected area. Its' functions are similar to the Object Selection tool, but it is only applied to the selected area, and not to the object.

#### Cropping Tools

4) Next comes the Crop tool. This tool also contains a group of tools.

1) You use the key "D". With this tool, you can crop the image to a specific size. This can be done either manually or by setting the necessary parameters in the advanced settings panel. Also, in the advanced settings panel, you can select blanks for the main print formats (A2, A3, A4, etc.).

1) Straighten tool is a very useful tool for photographers. With it, you can straighten the image segment. The shortcut key is "SHIFT + X" (Figure 3).

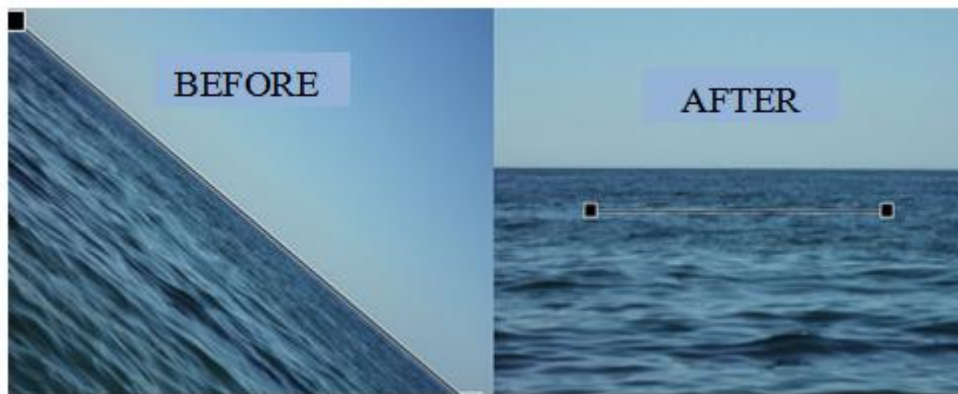


Figure 3 - The Example of Using Straighten Tool

1) Correction of perspective allows you to slightly correct defects of perspective. The keyboard combination is "SHIFT + C".

2) Image splitting allows you to split large images into small fragments, which is very useful for web-programming. These fragments may also contain hyperlinks. The hotkey for tool is "6".

#### Scaling Tools

5) Number five is the Scale tool. Allows you to scale the selected area, or it can be used by pressing the left mouse button to zoom in and by pressing the left mouse button while holding down the SHIFT key to zoom out, the hot key of the zoom tool is "Z". The tool is not so often used due to the fact that the program can be scaled by rotating the mouse wheel, but is suitable for pinpoint zoom.

#### Retouching Tools

6) The Cloning tool is similar to the Stamp tool in Adobe Photoshop. To select a tool, you can use the key "C". At the first click, an area is selected, which will then be used as a brush. The tool offers different forms of brushes for a wide range of tasks. It has 4 operating modes: Impressionist cloning, Pointillist cloning, Cloning from the saved, Cloning from the fill.

Red-eye removal. The operation of the tool is clearly shown in Fig. 4. Hotkey for the tool is "5".



Figure 4 - The Example of Working with the Tool "Red-Eye Removal"

- 1) The retouching brush allows you to eliminate wrinkles, cracks and other defects in photographs by flowing textures and colors. The hotkey is "7".
- 2) Recovering cloning uses the built-in texture library to eliminate image defects. For a quick access to the tool use the key "0".

#### Tools for Local Color and Tone Adjustments

- 7) The Palette Knife tool is designed to blur the image. You can use the keyboard shortcut "Shift + S". There are two modes of operation: pointed and smooth palette knife. A pointed one uses curves with sharp angles, while a smooth one uses smooth curves. In additional parameters, you can change the size and pressure of the pen.
- 8) Number 8 is the Effect tool.

#### Text Formation Tool

- 9) The Text tool is a standard tool in all graphic editors. The hotkey for the text is also a standard letter "T". Using it, you can place text on the image. Options are also available for formatting texts: a standard set of fonts, changes of text sizes, colors, line spacing and character spacing.

#### Drawing Tools

- 10) Corel Photo-Paint provides a huge set of brushes for a wide range of tasks. Hotkey "B". The brush tool is divided into 15 different brushes, each of which contains different variations: brush, airbrush, spray, pencil, ballpoint pen, pen, felt-tip pen, marker, text marker, crayon, colored pencil, charcoal, watercolor pastel and art brushes.
- 11) The rectangle tool allows you to draw rectangular shapes. It can be selected using the key "F6". There are 5 types of fills for shapes to choose from: no fill, color fill, fountain fill, bitmap fill, pattern fill.
- 12) An eraser tool is a brush designed to remove parts of an image. Hotkey for the eraser is "X". If an object is selected, only the parts of this object are "erased". It has no varieties, but provides fine setting for the eraser brush: the ability to change the shape of the brush, size, sharpening, adjusting the thickness of the tip of the brush and the degree of rotation of the brush.

Tools for Creating Shadow and Transparency

13) Shadow tool. The hotkey is "S". A rather interesting tool that allows you to create shadows for selected objects. In order to create a shadow, you need to click and hold the object to which you want to give a shadow with the left mouse button. An outline of the object will appear, which will be the shadow of the object. After building the shadow, the tool interface appears (see Figure 5).

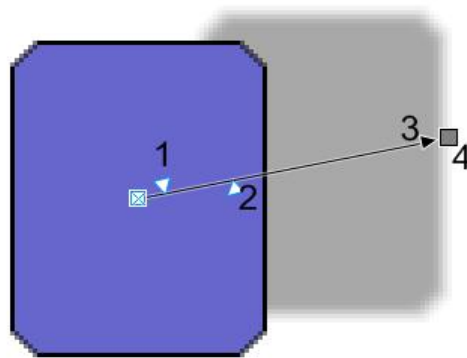


Figure 5 - Working with Shadow Tool

- 14) Changes the transparency of the object. There are 5 modes of operation.
- No transparency removes the transparency effect
  - Homogeneous transparency imposes a transparency effect adjustable in percentage terms on the entire object.
  - Fountain fill allows you to change the transparency parameter relative to the center of the line. Figure 6 illustrates the operation of the tool.



Figure 1. Working with Transparency Tool

- Transparency with a raster pattern creates a transparency effect by superimposing on top a raster pattern from the same library as the Rectangle tool.
- Transparency with a texture works the same as the previous mode, but differs in that it imposes a pattern from the Corel Photo-Paint library on the transparency effect, however, you can use any other textures in the .fill format.

#### Color Tools

15) Eyedropper is an important tool when working with graphics. We select color samples in the image and sets them as the primary color, in order to select the fill color we use the tool with the "CTRL" key pressed. In addition to the main mode, there are three operating modes: 3x3 (we select the average color value from the 3x3 pixel area), 5x5 (similar to the previous one, but in the 5x5 pixel area), sample selection (it displays the average color value in the selected area).

16) Fill fills the selected region or object with color, texture, or a raster pattern. The fill options are identical to the fill options for the rest of the tools, the rectangle tool in particular.

Also in the same group of tools there is another tool - this is Interactive fill. It offers more options for filling, for fountain (gradient) filling in particular. It allows you to select the angle and border of the transition between colors. The tool is used in the same way like the Transparency tool.

And now about the benefits, the program contains many interesting tools and there is a deep customization for each of them. In general, the program interface is quite satisfying. There are great opportunities for personalizing the program (you can freely move all the windows of the program, change all the hot keys, load additional tools). The program supports almost all modern graphic formats, including the .PSD format.

Given all of the above, we should summarize. Despite its shortcomings, the program is a worthy graphic editor, which is more suitable for ordinary users than for professionals. Since the program cannot be purchased separately from Corel Draw, the program can be called a fine addition to Corel Draw.

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## DEVELOPMENT OF THE ASSESSMENT SYSTEM IN FOREIGN AND DOMESTIC PEDAGOGY: POSITIVE AND NEGATIVE ASPECTS

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The relevance of the evaluation system study to date is undeniable. The evaluation system is still being reformed throughout the world, and especially in our country. The system of evaluation of educational activities has always been a reliable tool for improving the quality of education. School grades have always been. Perhaps it is possible to determine the level of development of the child, see progress in education and notice emerging problems by this only objective criterion. In domestic pedagogy, a 5-point rating system was most common. Foreign countries do not understand such a graduation very well and consider it limited. There are 10, 12- and 100-point scoring systems. It is interesting how the formation of the evaluation system, its positive and negative aspects, as well as the need for the evaluation system itself.

The history of formation and development of evaluation can be conditionally divided into three stages:

The first stage covers the period from ancient times to the seventeenth century.

The training of this period was based on the fear of physical punishment of students for poor performance and bad behavior. There were no marks, verbal forms of assessment were used; students were instilled with a sense of humility and respect; the development of students' desire for knowledge was not the goal of learning and education. The first stage can be called "natural pedagogy." Pedagogical activity was an integral part of the life of a child and an adult. Each member of community participated in transfer and acquisition of knowledge, abilities, and skills necessary for survival. The main methods were imitation, exercise.

The second phase covers the period from the seventeenth century to the beginning of the twentieth century.

The essence of the second stage is the purposeful transfer of adult experience to children through a specially organized pedagogical process. The foundations of the modern educational system were born; the concepts "class", "lesson", "scheme of a lesson", "planning", "system", "method" and others were entered; the ideas of humanism and a comprehensively developed, intellectual person developed, physical punishment was openly condemned; there was a primary development of methodological ways of individual stimulation of cognitive activity of students. For the first time in the seventeenth century, a point system for assessing knowledge began to be used in Jesuit schools. In the XVIII century, there was an acute debate about the shortcomings of the point system; attempts were made to introduce education without grades. At the beginning of the twentieth century, a new knowledge assessment system was born - test.

The third phase covers the period from the beginning of the twentieth century to the present. During this period, intensive research is being carried out in foreign countries (Germany, France, Japan, USA and others) to improve the knowledge assessment system; application of multi-point elevation scale. Evaluation is based on the principles of individualization and differentiation, as well as training in general. Development of new assessment methods (qualimetric, modular, rating; ideas for the development of cognitive activity and creativity among students are leading. The child is no longer a subject of education and upbringing; he is considered as a full member of the educational and pedagogical process, where the creation of an adult and a child is important.

What goals are being pursued in the pedagogy of developed countries at present? Modern Western pedagogy adheres to the course of moderation, practicality, achievability [1, p. 10]. Pragmatic pedagogy is directly related to life. John Dewey, an American philosopher and teacher, a representative of the philosophical direction of pragmatism, managed to prove the need for pragmatic education and propose the goals of education corresponding to the time and the interests of the general population. Education, in his opinion, cannot be a means of preparing a person for life, it is life itself. You cannot prepare for the future of a child, since you cannot foresee how his life will turn out. Education should unite people, it is necessary to educate young people in a spirit of social peace and harmony [1, p. 10].

Combining the basic assumptions about the uniqueness of a person, the main goal of his education - preparation for life, J. Dewey concludes that education should ensure the growth of a person in the practical sphere, the growth of his experience, the development of a practical mind and analytical (evaluating) thinking [ibid.].

Modern psychologists and teachers share the views of John Dewey: A. Maslow, A. Combs, E. Kelly, K. Rogers, T. Brummel, S. Hook. They argue that the value of education depends on the extent to which it contributes to the growth of the person, her self-consciousness, self-esteem, indicates how to better assess this situation, adapt to survive in it. In this sense, learning resembles the first stage of evaluation development, the so-called "natural pedagogy," where pedagogical activity was an integral part of the life of a child and an adult. Based on the above, we can conclude that the main goal of education within the framework of pragmatic pedagogy is self-affirmation of the personality, based on a correct assessment of oneself, others and the surrounding reality.

Lawrence Kohlberg is an American psychologist, a specialist in the field of developmental psychology; one of the founders of the theory of cognitive science, a representative of New Humanistic pedagogy sees the goal of education in the formation of an intellectual personality, including the theory of the development of morality. He led the direction for the development of cognitive and mental orientation (cognitive - developmental value education) of the personality. Kohlberg argued that the education system should develop in everyone the ability to make independent judgments, assessments and decisions [2, p. 11].

Then we should consider the pedagogy of existentialism, which sets as its main goal the arming of man with his own experience of existence. Representatives of this area (K. Gould, Z. Breizach (USA), W. Barrett (Great Britain), A. Fallico (Italy), M. Marcel (France), T. Morita (Japan), etc., note a general distrust of pedagogical theory, since upbringing and training claim to know the objective patterns of the child, and such do not exist. They believe that programs, methods and techniques of education and training are not needed, as they destroy the child's personality. Existentialism aims at arming a person with experience of existence. The goal of the whole process of education is to teach a person to create himself as a person. A creative person is an active person who longs for knowledge. The focus of existentialist concepts of education is on the individual, the assessment of her inner world, which determines the nature of all actions and actions of a person, his moral choice [3, p. 11].

In the 50-60s of the last century, new options for existentialist pedagogical goal setting arose in European countries and the USA. Prominent in them are the ideas of the German philosopher and teacher O.F. Volnov. The basis of his teaching is the concept of moral education. The author believed that one of the first and necessary tasks is the awareness of simple virtues, which in all ethical and political systems form the neces-



sary basis for human life [1, p. 11].

All the above suggests that in modern pedagogy of Western countries, the main attention in the process of education and education is paid to the personality of the student. The main goal of modern pedagogy is the ability of the individual to survive in modern conditions, as well as the ability to cope with any situation. Of course, this is a positive aspect of the process of education and training. The moral side of learning and education will allow the student to form the right assessment and self-esteem judgments about himself and about the surrounding reality.

Recently, conventional assessments have been abandoned, but not the monitoring and evaluation of knowledge and skills in general. Evaluation takes an important stage in learning and education. There is a search for new ways to stimulate the educational work of students, where the student would be personally interested in assessing and controlling his work. The process of diagnosing educational knowledge and skills is very important and helps to clarify the current situation for both the student and the teacher. In addition, this process contributes to the self-determination of the individual, which in a competitive society is an important motivating factor. This diagnosis can and should be performed both for internal control purposes and for external control purposes.

Obviously, the emergence of the evaluation problem is rooted in the bias of the teacher and the lack of evaluation criteria, which is currently being tried to adjust. Pedagogical subjectivity is the main reason why current students prefer computer and test forms of control with minimal participation of the teacher. The teacher is responsible for the mark, which, if necessary, he is obliged to explain in accordance with the developed criteria for a certain subject.

In foreign schools, diagnostic tests have been used for a very long time. Edward Lee Thorndike - American psychologist and teacher identifies three stages of the introduction of pedagogical testing in the practice of an American school. The first period from 1900 to 1915 calls it the "search period." Here, the initial implementation of tests of memory, attention, perception, intelligence takes place. The next 15 years are years of "noise" in the development of school testing. Tests were developed and introduced by O. Stone (arithmetic), B. Zekingham (spelling), E. Thorndike (diagnostics of school subjects), etc. Since 1931, the modern stage of testing development begins. Creation of a continuous system of school test diagnostics, creation of improved means of test presentation and processing, accumulation and effective use of diagnostic information [4, pp. 12-13].

In schools, diagnostic tests of school performance are widespread, which use an alternative of the correct answer from several presented, comparisons, filling out passes, etc.

In the field of determining the system of assessments (marks) in foreign countries, there is a wide variety in both principles and specific approaches, the choice of methods for evaluating and putting marks. Various systems of estimation of knowledge, abilities, and skills practice in foreign schools, various scales of marks, including hundred - twelve - ten - two-point, etc. are accepted.

Let us give you the following example. The highest rating is 1, the lowest - 6. Each score corresponds to a certain number of points, taking into account the so-called "rating trend." For example, scores 15/14/13 reflect an excellent score - "1"; 12/11/10 correspond to a good rating - "2"; 09/08/07. They say that the student is doing satisfactorily. 06/05/04 reflect an estimate of "4"; 03/02/01 correspond to the estimate - "5".



Finally, 00 signals a complete lack of knowledge of the subject and means a score of "6." In the evaluation, the ratings are issued only in points [5, p. 11].

Or a 100 system: A (93-100) - excellent; In (85-92) - above average; C (75-84) - satisfactory; D (65-74) - bad; E (0-64) - not counted [1, p. 13].

In some countries, students are tested when entering primary school, determining their mental giftedness. Depending on the established level of giftedness, children are divided into different streams: stream A - for capable, flow B - for medium, flow C (sometimes D and E) for less capable. Marks are set 2 times a year (at the end of the 1st and 2nd half of the year). The English school has a 6-point mark system, in high school - 15-point [5, p. 13].

There is also an evaluation system in which S (very good), A (good), B (satisfactory), C (bad), D (very bad). This system resembles the assessment system until recently in our country from 1 to 5, where 1 means "very bad," 5 means (very good).

All of these systems represent internal learning control. External evaluation is rarely carried out centrally, since there is a free choice of curricula and programs by the school, and subjects by students, and centralized inspections and assessment of knowledge and skills are rarely carried out. Or the function of practical control over the quality of academic training is assumed by university commissions, to which all grammatical and privileged schools are attached for the period of passing the final exams, which focus on preparing their graduates for further university education [6, p. 14].

In general, in foreign schools, there is the principle of individualization of education and each student overcomes his curriculum in his own way and pace and learns to the best of his capabilities, needs and realities of the world around him. At the end of the training, diagnosis is a statement of the results. At the same time, training in foreign countries does not imply concern for universal learning.

A characteristic feature of assessing the training of countries of the post-Soviet space, including our country, was in a five-point evaluation system, where 5 is "excellent," 4 is "good," 3- "satisfactory," 2- "bad," 1- "very bad." Nevertheless, in fact, only a three-ball evaluation system was used. "1" and "2" were used more for educational purposes. Putting the full-time score had a positive and negative side. The positive was that the student had to actively participate in the lesson and perform all the tasks, since he did not know whom the teacher would evaluate; he had to be constantly ready to answer the teacher's questions. The teacher exhibited the score at the end of the lesson for the knowledge and skills shown and the student's educational activity throughout the lesson. Many teachers in our country have applied the full-time score, as one of the effective ways to energize all students in the classroom [7, p. 16].

At the same time, there was subjectivity in the assessment of students by the teacher. Overstatement of marks to students was by no means an isolated character. Therefore, the issue of deficiencies in the evaluation system arose. There were various criticisms of the existing evaluation practice, including the lack of clear criteria.

In schools, there has been a transition to a new content of education for all levels. This transition was determined by the cultural, political, economic development of the country, the achievements of scientific and technological revolution. Improving the evaluation component of training has become one of the most pressing challenges [1 page 16].

In the Plan of the Nation "100 concrete steps," the Head of State pointed out as a fundamental basis for economic growth the improvement of the quality of human capital based on the standards of OECD countries.

The implementation of this direction provided for the updating of standards and an assessment system for the development of functional literacy of students.

In the OECD report "National Education Policy Review. Secondary Education in Kazakhstan "(2014) proposed a number of measures aimed at improving the quality, relevance and periodicity of the assessment in the classroom. In particular, implementation criteria-based assessment systems, definition of evaluation criteria for high-level thinking skills, teacher training, national standardized testing at the end of each stage of education, creating a system efficient and reliable data collection, etc. This indicates the need to use the results of the evaluation effectively.

Since 2016, a new assessment system has already been used to evaluate first-graders. This was a very difficult period of implementation of this system. There were many disputes among teachers, but teachers unequivocally agreed on one thing - it is impossible to return to the old, in fact 3 point system. The methodology of the benchmarking system provided new standards and assessment mechanisms comparable to those of the lead countries. A criterion evaluation system was introduced.

Previously, there was an assimilation of factual knowledge, the level of which was assessed through retelling and reproduction of small fragments in lessons, testing and a system of control sections. Students were offered recycled and finished material.

The new evaluation system strengthened the requirements for evaluation tools to ensure objectivity. The developed criteria and tasks made it possible to determine not only the level of knowledge, but also the ability to apply knowledge and thinking skills of a higher level (as a student speaks and argues whether he knows how to highlight the main thing and draw conclusions, whether he can make decisions, apply the acquired knowledge in life).

Summative assessment for the unit (hereinafter referred to as SAU) and Summative assessment for the term (hereinafter referred to as SAT) are previously used thematic and quarter control works. The frequency of their implementation remained almost unchanged. Evaluation of the performance of these works is determined by accumulating points, and not by subtracting them as before. The accumulative system stimulates the self-activity of students and ensures the mastery of the curriculum, that is, it contributes to the improvement of the quality of knowledge. Formative evaluation is carried out throughout each lesson through commenting on the activities of the student. In this evaluation system, there are both positive and negative aspects. Students are not afraid to receive poor grades. In fact, they simply do not know what the concept of "assessment" is. Instead of assessment, students hear comments from the teacher on the work performed and that they did not succeed.

Worse adaptation in the assessment occurs in children who were trained and evaluated first in the old system and now have moved to the new one. A teacher relates their difficulties to the fact that they are used to seeing a specific result of work as a lesson in the form of an assessment, rather than verbal comments. Parents who have studied under the old assessment system also have trouble and often do not understand how successfully or unsuccessfully their child learns the curriculum. The Kundelik information system is introduced, where the teacher must write a detailed comment on each student on the material studied, which significantly complicates the work of teachers. In addition, work began on improving the qualifications of teachers through courses, seminars, trainings to explain the features of the new assessment system.

The process of reforming the evaluation system is ongoing. In addition, now, in connection with the coronavirus pandemic and distance learning, formative assessment

in the form of teacher comments does not give an objective assessment of the student's knowledge. It is decided to put points on the formative assessment and these points will affect the final assessment for the term and half year. At the same time, the formal assessment does not depend on the form of training. This can be distance learning and full-time training. That is, there is a certain return to evaluation in the form of "assessment." However, this is no longer an grade, it is a score from 1 to 10 with existing criteria. Moreover, here again there is a positive and negative side of this point system. Now we are trying to compare 5-point evaluation system and 10-point evaluation system.

A five-point rating system demonstrates how a student has learned educational material. In this case, each quantitative assessment corresponds to a certain semantic characteristic.

Table 1. A Five-Point Rating System

Assessment	Student Characteristics
1	Does not know or understand educational material at all
2	Does not know most of the material. Answers to oral questions is uncertain, makes gross mistakes in written works
3	Knows the basic material, but cannot without outside help correctly use the knowledge gained in practice. Allows errors in oral replies and in written works
4	Knows the required material, without difficulty answers questions, applies the acquired knowledge in practice. Does not make gross errors in oral replies, and in written works makes only minor errors
5	Knows the program material in full, demonstrates an excellent understanding of the topic, correctly and confidently answers the questions of the teacher, is able to independently solve practical problems with the help of learned knowledge. Does not make errors in oral and written replies

The positive side is that this system is traditional and familiar, and therefore understandable to both students and parents. Moreover, the negative side is not the ability to accurately and objectively understand the knowledge of the student; the student's educational progress is not objectively determined; the subjectivity of the teacher plays a very important role.

The main difference of the 10-point system is a deeper classification and detailing of the student's achievements. In addition to the level of assimilation of material, such a scale shows the qualitative characteristics of educational activities.

Table 2. A Ten-Point Rating System.

Assessment	Characteristic	Level of educational activity
0	Complete lack of educational activity	
1	Unsatisfactory	Superficial knowledge of the subject
2	Almotsatisfactory	
3	satisfactory	Memorization and unconscious reproduction
4	Verysatisfactory	
5	Good	Understanding the theory, mindful-

6	Very good	ness
7	Very well	Full knowledge of theoretical material
8	Almost perfect	
9	Well done	Unconventional creative approach to applying the knowledge gained
10	Excellent	

The positive side is extended gradation, which allows a clearer and more objective determination of the current level of knowledge; It is possible to analyze the mental abilities of the student, assess the involvement in the educational process and detect his weaknesses; the system is psychologically comfortable - scores from 5 points are already positive.

However, the system does not solve the traditional problems of schooling: psychological trauma of "academically weak" students, subjective attitude of teachers, etc.; teachers are not just getting used to the new assessment system; parents are confused in new scores and do not always understand what a particular score indicates.

Obviously, both systems have both positive and negative points, but still, the 10-point scale is still more detailed for evaluation by the teacher and is comfortable for students. The transition to a system without assessments in our country is not yet possible now, as in Finland, for example. The learner's awareness of learning to apply it has not yet reached a level where assessments are not required [7].

Thus, we can conclude that the issue of assessing the educational achievements of students occupies an important place in the training and education of students from both foreign countries and countries of the post-Soviet space, especially our country. In addition, now, the evaluation system is still being formed.

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## TEACHING SPEAKING TO EFL STUDENTS

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Language is a means of thinking and transferring culture from one generation to another as well as from one nation to another. It is also a means of communication among people. The English Language is gaining more and more power and attention to its study has increased. And teaching English become one of wide spread field at the present time. And Language teaching, perhaps more than many other activities, reflects the times it takes place in. Language is about communication, after all, and perhaps that is why philosophies and techniques for learning languages seem to develop and change in tune with the societies which give rise to them. Teaching and learning are very human activities; they are social just as much as they are (in our case) linguistic. Basically teaching English consist of two separate kinds of skills receptive and productive. Receptive skills are reading, listening and productive consists of speaking and writing.

Speaking is an activity of delivering message, it occurs between speaker and listener orally. The main point of speaking activity is that speakers communicate their message to the listeners. In this case, the speaker and listener should be able to understand each other. The speaker produce the sounds that involved the messages and the listener receive, process, and response the messages.

According to Byrne [1; 8] speaking is oral communication. It is a two ways process between speaker and listener and involve productive and receptive skill of understanding, and Huebner [2; 5] stated that speaking is the main skill in communication. Based on this idea it is understood that through speaking, someone can communicate or express what he wants in order to understand one another.

Rivers [3; 162] says through speaking someone can express her or his ideas, emotions and reactions to other person or situation and influence other person. Furthermore, someone can communicate or express what he or she wants from other and response to other speaker. It means that in order to express someone's ideas, speaker must also attend the aspect of speaking, in order that the message is understandable to the listener.

According to Brown [4; 2] in all communication or conversation two people are exchanging information or they have a communication or conversation need. That

means that the reason for the people to communicate with other is in order to tell people something, which they do not know, or to find something out from other people.

Johnson [5; 18] refers to speaking as the ability to produce articulation, sounds or words to express, to say, to show and to think about ideas, taught and feeling. Murica [6; 91] says speaking is the primary element of language and it can be developed from the beginning when someone was born, from the first contact with the language. Furthermore, in speaking, there are some aspects that should be concerned. They are fluency, accuracy (grammar and pronunciation) and comprehensibility. Fluency is the smoothness or flow with which sounds, syllable, words and phrases are joined together when speaking. From the theories above we may come up with the conclusion that speaking is an ability to express ideas, feelings and emotions to other person. The language is used to express oneself to be understood by others. Therefore speaking is a skill of transferring the idea to others in spoken language. It concerns with the use of language in daily activity in which people need to communicate with others to fulfill the need of socialization. Also, in almost any setting, speaking is the most frequently used language skill. Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers. Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships)

Speaking is defined as the secondary stage student's ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. In other words they are required to show mastery of the following sub competencies/skills:

- Linguistic competence: This includes the following skills:

Using intelligible pronunciation. Following grammatical rules accurately. Using relevant, adequate and appropriate range of vocabulary.

- Discourse competence: This includes the following skills: Structuring discourse coherently and cohesively managing conversation and interacting effectively to keep the conversation going.

- Pragmatic competence: This includes the following skill:

Expressing a range of functions effectively and appropriately according to the context and register.

Fluency: This means speaking fluently demonstrating a reasonable rate of speech. [6; 30].

It was argued that the purpose of speaking can be either transactional or interactional. Apparently, there are some differences between the spoken languages used in both of discourses.

In transactional discourse, language is used primarily for communicating information. Language serving this purpose is "message" oriented rather than 'listener' oriented. Clearly, in this type of interaction, accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Examples of language being used primarily for a transactional purpose are: news broadcasts, descriptions, narrations and instructions. Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given.

On the other hand, some conversations are interactional with the purpose of estab-

lishing or maintaining a relationship. This latter kind is sometimes called the interpersonal use of language. It plays an important social role in oiling the wheels of social intercourse. Examples of interactional uses of language are greetings, small talks, and compliments. Apparently, the language used in the interactional mode is listener oriented. Speakers' talk in this type tends to be limited to quite short turns. However, in spite of the distinctions between the two types, in most circumstances, interactional language is combined with transactional language. This helps to ease the transactional tasks to be done by keeping good social relations with others. In other words, we can say that speakers do one thing by doing another. So both purposes can be viewed as two dimensions of spoken interaction.

Analyzing speaking purposes more precisely, Kingen [7; 218] combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

1. Personal - expressing personal feelings, opinions, beliefs and ideas.
2. Descriptive- describing someone or something, real or imagined.
3. Narrative-creating and telling stories or chronologically sequenced events.
4. Instructive-giving instructions or providing directions designed to produce an outcome.
5. Questioning-asking questions to obtain information.
6. Comparative-comparing two or more objects, people, ideas, or opinions to make judgments about them.
7. Imaginative-expressing mental images of people, places, events, and objects.
8. Predictive-predicting possible future events.
9. Interpretative-exploring meanings, creating hypothetical deductions, and considering inferences.
10. Persuasive-changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.
11. Explanatory-explaining, clarifying, and supporting opinions and ideas.
12. Informative-sharing information with other person.

As was argued before, these models consider speaking as a manifestation of the learner's communicative competence. Sub-skills underlying communicative competence are addressed by several researchers as follows:

The communicative competence model: developed a framework of communicative competence based on an earlier version by Canale and Swain [8; 1-47]. He distinguished among four elements in communicative competence: Grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

- Grammatical competence includes language rules such as vocabulary, formation of words or sentences, and pronunciation.

- Sociolinguistic competence addresses the appropriateness in terms of both the meaning and form, which can vary with the status of participants, objectives of the communication and norms of the communication.

- Discourse Competence includes an understanding of how spoken texts are organized and is related to the cohesion and coherence of utterances.

- Strategic Competence is compensatory in nature, drawn on when the developing language system of the foreign language learner is deficient in some regard. It refers to mastery of both verbal and nonverbal communication strategies.

Speaking is one of the most important skills in English as a foreign language. It creates environment of communication and gives an opportunity to people to express

their ideas. That is why teaching speaking is one of the basic priorities for foreign language teachers

Speaking is one of the main speech activities [9]. The information is exchanged by speaking. Speaking plays a great role in teaching English language. Without speaking the communication cannot be conducted. Speaking takes 30% of speech. Speaking is the best means of consolidation, assimilation of elementary linguistic English knowledge, cultivating habit and creating skills [10; 2]. The students of schools, lyceums and colleges should be able to use in speaking units and actively assimilate of English language or expressions, words, word combinations, sentences. Progress in speaking an English language is obviously impossible without the gradual assimilation of phonetics, vocabulary and grammars of the English language. It is advisable that the teaching of speaking should begin from the very first lessons.

Teaching speaking is closely connected with the other speech activities such as listening comprehension, reading and writing. Listening comprehension and speaking are combined into oral speech and conduct oral speech communications. Without listening comprehension speaking can't be created. By listening comprehension the students will know, get acquainted with words, word combinations, sentences and their pronunciation which seriously needs for speaking. Speaking is also connected with reading. By reading the students get new information, contents. This information is used in speaking. By reading the students also consolidate, assimilate the pronouncing of words, word combinations, intonations. For speaking they are needed, they help to teach speaking. Speaking is closely connected with writing too. Writing helps to memory information and helps to speaking. So we can say speaking helps to teach listening comprehension, reading and writing.

Speaking skill is an interactive process of constructing meaning that involves processing and production information. A communicative ability to transmit and to use information in different and appropriate situations that is involved into speaking skill. That is to say teaching speaking is essential in both second and first language because it reflects person's personalities and thoughts. This ability to communicate in a second language efficiently contributes to the success of the learner in school and later life.

Speaking is a communication skill. Learning this communication skill in foreign language is a process of very complex activities of foreign language acquisition. Starting to learn foreign language is like to start learning one's mother tongue. That is why building up an area where students feel safe and comfortable is necessary for FLT.

The formation of speech skills occurs through the gradual transition from simple and small language units (word, phrase, sentence) to more complex and large (text) and from elements to simple operations (for example: simulation) to more complex ones, although there is not always a direct relationship between the size of training units and operations. For example we can use the simulation technique that mentioned above on dialogs and texts to clarify use of words or collocations in the appropriate situation.

English language teaching has the same challenges the world over. It is important that teachers organized at the beginning of the lesson at it are also important that the students feel relaxed. If the teacher feels relaxed and feels part of the lesson and is leading by example then the students will feel relaxed and they will feel more inclined to participate. A warmer is often a good way to make sure that this happens. One idea for warmer is when you are arranging a group work, for example you show the picture of an animal and ask your students what is that and they answer. But thing to remember is that the focus is on fluency so we need to give each student a picture of an animal for



instance you have five cows, sheep, horses and each student has one card with an animal on it. They do not look at the cards of each other but they say: "Which animal have you got?" or "I have got a horse, what about you?" and come up with that they are not in the same group. As a result they are speaking to each other and there is an element of fluency even before activity begins. The teacher can manipulate who they want in each group by distributing cards in a clever way to begin with. This helps if you want students of equal ability in each group or if you want some of the less inhibited ones work with some of the more inhibited ones so they can help each other. The third thing to remember is that ones we have got students warmed up we should not lose the momentum because there is no point to getting students warm up if you are immediately then going to cool them down by saying: "Look at the page twenty three".

When giving instructions we have to let students know that here comes the instruction and also teacher need to look around to make sure that they all see and the go for it. Once we have given the instruction we need to check that they understand usually through their action. If they do the task it means they understood and if they have not understood the task they do not do the task. In this case it is important to go back, give them instruction again and let them do it again. Also, if enough careful planning goes into the instruction and the instructions are simplified enough before the lesson begins then it may take away the necessity for using the students own language while explaining the task. Moreover we need to make sure that we do not use overcomplicated language (for instance instead of saying "What's this?" we should say "Can anybody tell me what is that?")

In speaking lessons, pictures and "manipulables" can provide the motivation for talking. Manipulables is just a fancy word for things you can handle, move or manipulate in some way. For example, you can buy Legos and use them as the basis of many communicative activities [11].

Sometimes students - perhaps especially those at the lower levels - can be anxious about speaking out in class. One way to overcome their reticence and increase their opportunities to speak is to use work in pairs and work in groups.

According to Pennington [12; 80-105], using pair work and group work can improve learners' motivation and promote choice, independence, creativity, and realism. work in pairs and work in groups also provide feedback to the learner from sources other than the teacher (i.e., from their peers). work in pairs and work in groups are configurations of people for doing activities, rather than activity types per se. Work in pairs, as the name suggests, involves two students working together to complete a task or exercise using the target language.

1. Set the task clearly first.
2. Start with pair interactions, and then when the students are used to pairing up quickly and quietly, move to groups of three, and then later use larger groups
3. At first give instructions about how to get into groups (e.g., have the students say numbers aloud in order, 1-2-3, and so on, and then form groups by having three 'B' sit together, and so on).
4. Set specific time limits for how long students will be working in pairs or groups.
5. Give clear guidance as to what is expected at the end of the pairwork or groupwork. For example, you might say, "In five minutes, each group sends one person to the board to write down your list of favorite foods. All the group members help that person spell the words correctly." As you gain experience in working with groups and pairs of

students, you will develop your own grouping and pairing strategies.

It can be difficult to get students to talk with one another in a new language, but that difficulty is often exacerbated by the traditional classroom arrangement of desks facing forward toward the teacher's zone. Changing the physical environment can encourage speaking activities, partly because it partially alters the power structure of the traditional English classroom.

Regardless of the course focus or level, all speaking activities can be characterized as more or less interactive. A recited monologue is spoken by one person without others contributing to the discourse, whereas a conversation, by definition, is highly interactive. A lecture can be largely non-interactive, but a seminar discussion is more interactive than a lecture. It is important to remember that our students are not learning English just so they can repeat after others or read aloud from prepared texts. They also want to be able to carry on conversations, express their feelings, explain their own ideas, and get things done using English. For these reasons, it is crucial for teachers to provide opportunities for students to practice creative uses of the language.

Different forms of drama can be very useful in teaching speaking classes for language learners. A role-play is a speaking activity in which the students take the part of other people and interact using the characteristics of those people (for instance, age, gender, occupation, and so on). Or the students can be themselves enacting a novel situation. Often a role-play includes a particular communicative task, such as negotiating a purchase, solving a problem, making a reservation, getting information, and so on. Role-plays can be excellent procedures for helping students learn and practice important speech acts, vocabulary, and grammatical structures.

In Total Physical Response (TPR), students learn by associating physical actions with the language they are hearing [13; 3-21]. It is a comprehension-based approach to learning, but it can be utilized in teaching and practicing speaking as well. The "total" in Total Physical Response refers to the idea that students retain in memory those things they use their whole bodies to do. Indeed many TPR activities involve students standing and moving. In other activities the students remain seated, but move objects as they follow the commands to do the task.

English learner no longer expect the traditional approach which is used by their teachers in foreign language teaching that based on mainly developing grammatical competence and use of methodology that was popular in past.

Today, teacher is expected to teach not only theory of the foreign language but mainly to teach and provide their students with useful active knowledge. Speaking is one of four basic skills in learning foreign language besides reading, listening and writing. This communicative skill has been taught since students entered primary school. The skill affects to the way how a speaker will be accepted in the foreign environment. Therefore it is essential that language teachers pay a great attention to teaching this particular skill. Instead of leading students to pure memorization, having aim to provide the environment where meaningful communication is desired and using methods that listed above correctly and creatively these all will contribute a great deal for students in developing basic communication skill.

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### **DYSLEXIA AND LANGUAGE LEARNING**

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In modern world people should know at least 1 foreign language. As all we know that English is a language of cross cultural communication. Thus, a lot of people prefer to learn English. But sometimes they face with problems, and it is not just difficulties in grammar or vocabulary, but something personal. Today everybody knows what dyslexia is, but not all understand how to deal with it in learning languages. The actuality of this paper is too obvious, to get acquainted with work with students with dyslexia, because such students need some special approaches in teaching.

In this article we will talk about the dyslexia in general, what to do with dyslexia in classroom and show how to work with students who have such disease through strategies and present some activities to learn foreign language easily.

The first let's try to figure out what is dyslexia. Dyslexia is a difference in the brain develops which is found in around 8% of the population (European Dyslexia Association, 2013). It is often thought of as a difficulty with reading and spelling, but these are just the surface symptoms of underlying cognitive differences which can also result in other difficulties, for example with memory, coordination, organization and speed of processing information [1].

In a classroom, dyslexics may appear to be easily distracted, and because of this are often labeled as lazy by teachers and parents, moreover, they do not understand the learning difficulty. Also they may have some problems with conditions of teaching such

students. This leads to self-esteem problems, which can be the most debilitating long-term effect of dyslexia.

Inclusive education in Kazakhstan is at the stage of formation, therefore, for our country, the task of establishing an inclusive education system requires a solution at the state level. It is inclusive education that will provide children with special educational needs with development opportunities equal to those of their healthy peers, which are necessary for maximum adaptation and full integration into society. Inclusion is recognized as a more developed, humane and effective education system not only for children with special educational needs, but also for healthy children. Inclusion gives everyone the right to education, regardless of whether or not they meet the criteria of the school system. The school performs not only educational functions, but also is the main sphere of the child's life. Through respect and acceptance of the individuality of each of them, the formation of a personality takes place, having its own educational trajectory. Students at school are in a team, learn to interact with each other, build relationships, together with the teacher to creatively solve educational problems. It is safe to say that inclusive education expands the personal capabilities of all children, helps to develop such qualities as humanity, tolerance, and readiness to help. Inclusive education is a fundamentally new system where students and teachers work towards a common goal - affordable and quality education for all children without exception.

Thus, the problem of inclusive education is complex, debatable, but the main thing is that it is truly social, since in the course of its solution the interests of a colossal number of people are affected.

Learning a new language can be very difficult for people with dyslexia, especially in the written form. For example, it can be very stressful for these language learners to be introduced to new patterns, sounds and symbols when they already struggle with reading, writing, spelling and vocabulary acquisition in their native language [2].

Modern educational trends, enshrined in official state documents, interpret the implementation of inclusive education policies. In accordance with the order No. 66 of the Minister of Education and Science of the Kazakhstan Republic dated February 14, 2017 "... children with various mild speech impairments (phonetic underdevelopment, phonetic-phonemic underdevelopment, mildly expressed general underdevelopment of speech, slight stuttering) and written speech (dysgraphia, dyslexia, dysorhography) are sent to speech therapy centers, psychological and pedagogical correction rooms, rehabilitation centers based on the conclusion of the Psychological-Medical-Pedagogical Commission. "

Despite the legislatively illuminated solutions to the problems of inclusion, not all schools diagnose such difficulties as dyslexia, dysgraphia, dyscalculia. Difficulties not diagnosed in time are an obstacle to the successful mastery of educational material, active cognitive and creative activity. As you know, dyslexia is not a disease. According to the International Dyslexia Association (IDA), this is a cluster of symptoms, expressed in difficulties in mastering, in particular, reading and in the use of specific speech-language skills. Students with dyslexia have difficulty learning skills such as spelling, writing, and spelling [3].

Learning English by dyslexic students presents similar difficulties as in their native language. The task of the teacher is to recognize the existing problem and begin active work to overcome it. D. Kormos identifies special types of defects associated with reading when learning a foreign language:

- Defect in speed / fluency of reading;

- Defects in the correct reading of words;
- Defects in reading comprehension [4].

Overcoming dyslexia within the educational process is aimed at training and development of cognitive functions, violations of which are the basis of dyslexia, and the formation of compensatory mechanisms based on well-developed skills and functions. Despite the fact that there is a lack of phonological decoding for many people with dyslexia, some of them are able to master these skills, albeit relatively slowly in the process of persistent and systematic training. A balanced rehabilitation program involves individual training, including systematic classes on developing phonemic awareness skills, mastering the relationships between phonemes and graphemes, reading automation and fluency, reading comprehension strategies, and writing skills [5].

Students of pedagogical specialties have insufficient knowledge in this area. The higher education system is designed to prepare an average teacher for an average student, without properly including a child with learning difficulties in the full educational process. This leads to such problems as lack of competence in working with dyslexic children, incomplete implementation of a personality-oriented approach, undifferentiated student assessment system. According to statistics, currently for every ten students there is one dyslexic child. A teacher of a foreign language should have sufficient psychological, pedagogical and methodological knowledge in the issues of teaching a foreign language to students with specific deviations [6].

I work at school where we have inclusive grades. Due to my experience, I can say that it is very difficult to work with such students, because I and my colleagues have lack of information how to work with them. Another big problem, that there is no any supporting materials for teaching as books, manuals and a specially designed program. Nevertheless, there are internal meetings with teachers from the school how works in inclusive grades, there we share our experience, learn something new and try to upgrade our teaching skills. But still such work is not held in all schools in Kazakhstan.

One of the methods all we know is Total Physical Response (TPR). TPR is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first language, and it reduces student inhibitions and lowers stress. The purpose of TPR is to create a brain link between speech and action to boost language and vocabulary learning. TPR may be used to teach many types of vocabulary but works best when teaching vocabulary connected with action. It is an effective strategy to use with English Language Learners as well as with native speakers when learning new words [7].

The most common variations of TPR activities:

- TPR Circles

Organize the students into a circle around the teacher. The teacher says the word and the last person to do the action is out. This person then stands behind the teacher and watches for the student who does the action last. Eventually there is only one student; he or she is the winner.

- TPR Simon Says

Play Simon Says. The teacher gives a command and students should only do it if the teacher "Simon says..." at the start. The teacher might say, "Simon says, 'slice some bread'" or "Simon says, 'chop an onion'" and the students must do the action. However if the teacher says, "Whisk an egg" the students shouldn't do this. If anyone does the action that Simon doesn't say then they are out and have to watch for the mistakes of the other students.

### - TPR Sounds

The teacher will first get the students to do the actions connected with each vocabulary word. Then, the teacher adds a sound related to the word and the students practice hearing the word and doing the action along with making the sound. The students are then ready to give commands to each other.

All students, adults and children, with or without the dyslexic learning style, thrive in a language class that includes TPR. Why this method is suitable for students with dyslexia? Typically, the initial TPR lessons are commands involving the whole body – stand up, sit down, turn around, walk, stop. Those actions are demonstrated by the teacher, who then invites students to participate with her as she continues to say the words [8].

Here are 5 strategies you can apply in your classroom:

#### 1) Multisensory Learning

Multisensory activities help dyslexic children absorb and process information in a retainable manner and involve using senses like touch and movement alongside sight and hearing.

They are not only beneficial for dyslexic learners but also the rest of the class. Engaging in something different and hands-on excites students and heightens engagement.

Examples of multi-sensory activities for the classroom include:

Writing words and sentences with tactile materials, e.g. glitter glue, sand, pasta, LEGO, or beads.

#### 2) Assistive technology and tools

Cultured keyboard. Keyboards with cultured overlays and larger letters make typing more accessible to dyslexic students. Some come with multimedia hotkeys that enable the user to play, pause, stop, or rewind audio, which is useful as dyslexic learners often use text-to-speech software when reading and writing.

#### 3) Helpful Arrangements.

Give them plenty of time to complete homework. If a piece of homework takes a day to complete, distribute it on a Friday so that the dyslexic child has the whole weekend to work on it.

You could also let their parents know what the homework schedule is for the month, so they can start looking at certain topics with their child at home in advance.

4) Educational Games. The great thing about games designed for dyslexic students is that any learner can benefit from them, so you can easily incorporate them into lessons for the whole class. Nothing will excite your students more than playing games!

There are hundreds of educational apps and games for dyslexic learners available. High Speed Training and Dyslexic.com have a selection of apps which are available.

5) Working together with parents. Meet with dyslexic students' parents regularly to discuss how their child is doing and the strategies you've applied in the classroom. The child's parents can also update you on what methods they've been using at home and what's been successful.

This is important because, ultimately, no two dyslexic children are alike and there is no 'one-size-fits-all' approach. By sharing knowledge about ongoing progress, both you and the parents can work together to find learning methods that's successfully aid the dyslexic student's learning [9].

Another useful activities which teacher can use in the classroom with students who has dyslexia:

## 1) Helping learners prepare for a text

When approaching a new text, the greatest support learners can have is a clear, structured scaffold established in advance. This can take the form of a guided brainstorming session, or the creation of relevant vocabulary banks or wall charts that can be added to later.

## 2) Practicing Spelling

While most dyslexic students can train themselves to read without too much trouble they still continue to have problems with spelling, which is made worse when learning English as it is not a phonetic language and there are too many exceptions to the rule. There are number of fun different ways to help a dyslexic student improve their spelling which in turn will also be beneficial to your other students as spelling in English is notably harder than most other languages.

## 3) Picture It!

For more advanced students, who really feel silly breaking down words, mnemonics could benefit them especially if they're visual learners. Mnemonics is the art of visually forming an association with the word. The first trick could be to visually recognize through their eyes. E.g. Tendency – the word tendency has the letters EN on either side of the D which helps students add to the layers of the memory which will help them learn how to spell the word easier.

Based on the foregoing, as awareness of dyslexia grows amongst teachers and parents, more students are being assessed and found to have dyslexia. Steps should be taken to solve the problem of training linguists with speech inclusion. Due to the lack of skills in working with students with speech difficulties, a program should be developed to increase the teacher's competencies in the framework of speech inclusion. It is necessary to ensure the proper training of qualified personnel, adapted to modern educational needs. Within the framework of this program, a separate scale for assessing students' knowledge should be developed, taking into account the difficulties that children face not only during primary school, but also in middle and senior levels. Studying the problems and ways to overcome dyslexia, as well as training teachers of a foreign language should be in priority positions due to the fact that through mastering reading skills, especially in the process of studying, the ability to perceive, analyze and reproduce information is formed not only in the framework of education, but also and further life. In the end, the good practice that we put in place will be beneficial for all learners, and for learners with dyslexia, it might well make the difference between failure and success.

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### **CASE TECHNOLOGIES AS AN INTERACTIVE METHOD OF TEACHING A LANGUAGE**

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Case technologies are a group of educational technologies, methods and techniques of teaching based on solving specific problems and tasks. They are classified as interactive teaching methods, they allow all students to interact together with their teacher. The name of the technology comes from the Latin word *casus* - a tangled unusual case; and also from the English word *case*. The origin of the terms reflects the essence of the technology. Students receive a package of documents (case) from the teacher, with the help of which they either identify the problem and ways to solve it, or develop options for getting out of a difficult situation when the problem is identified.

The case-based teaching method originated in the USA at the business school of Harvard University. Students reviewed difficult situations in which real organizations ended up to function and thought about ways to get out of them. If the same situation happened to the students, they could easily find ways to solve the problem. In 1920, a collection of cases was published, after which the entire management education system at Harvard School was transferred to case-study - learning based on real situations. Now case technologies are called the method of analyzing specific situations and situational tasks. In recent years, case technologies have been wide-spread in medicine, law, economics, political studies, business education and, of course, in pedagogy and language teaching. Teachers of various sciences use the case method not as a specialized course in the study of the situation, but in the form of teaching technology in the classroom (case technology). Various organizations in many countries of the world (institutes, universities, colleges) have their own case collections.

The most successful case technologies can be used in the lessons of economics, law, social studies, history on topics that require the analysis of a large number of documents and primary sources. Case technologies are designed to gain knowledge in those disciplines where there is no unanimous answer to the question posed, but there are several answers that can cause disagreement. Case technologies that activate the educational process include:

- incident method;
- method of dealing with business correspondence;
- the method of situational analysis.

The goals of case-method are:



- activation of students' cognitive activity, which in turn increases the effectiveness of training;
- increasing motivation for the learning process;
- training the skills to work with information, including the ability to request additional information needed to clarify the situation;
- ability to make a correct conclusion based on group analysis of the situation;
- the acquisition of skills of clear and accurate presentation of their own point of view in speaking and in writing, clear assertion and defense of their point of view;
- development and skills of critical evaluation of different points of view, the implementation of self-awareness, self-control and self-esteem.

The essence of the case method is as follows:

- selection of tasks for the possibility of using different solutions;
- block and module structure of new learning material;
- organization of students' independent work in preparation for the lesson, when working with a case;
- communication, exchange of students' answers;
- concentration of all types of activities by stages of work.

The essence of the case method is that the assimilation of knowledge and the formation of skills is the result of active independent activity of students to resolve contradictions, as a result of which there is a creative mastery of knowledge, skills, and the development of thinking abilities. The main condition for using the case-method in teaching a particular discipline is the presence of contradictions, on the basis of which problem situations, tasks, practical tasks are formed and formulated for discussion and finding an optimal solution by students.

Case methods can be classified according to the kind of creative work they require. In particular, methods of incident, dealing with business correspondence and situational analysis are highlighted.

Case technologies include the following methods:

- incident method;
- game design;
- method of discussion;
- method of situational role-playing games;
- method of dealing with business correspondence.

Next, we will consider the options for applying these methods in relation to the language learning process.

1. Incident Method. Incident (from Latin *incident*) - case, incident, collision.

The purpose of the method is to search for information for making a decision by the listener himself, and, as a result, to learn to work with information: communicate, organize and analyze it. A problem with missing data is considered to be resolved. Depending on the language level of students and the direction of their study, the main areas of work within the framework of this method will be:

- the ability of each student to independently acquire knowledge;
- formation of lexical skills: learning of lexical units of the subject under study;
- formation of grammar skills: learning grammar structure;
- formation of reading skills;
- development of cognitive activity - the ability to generalize, analyze, reason and prove;
- development of the ability to extract the necessary information in the target lan-

guage;

- development of the ability to conduct a sociological survey;
- development of the ability to draw up a project, systematize the material;
- development of the ability to defend your project;
- formation of civil attitude to global problems in society;
- realization of the responsibly for the family and community;
- formation of a positive attitude towards a healthy lifestyle.

The use of instructional techniques allows designing activity with the use of case - technologies, given the ability of the group and in accordance with the allotted work time.

2. Method of Dealing with Business Correspondence (a.k.a "Folders with Incoming Documents", "Information Maze", "Basket Method "). The method is based on working with documents and papers related to a particular organization, situation, problem.

When working with this technology of situation analysis, students receive the folders with the same set of documents related to a certain historical event, a specific situation, the activities of a certain enterprise, depending on the topic and subject.

Participants in such training act as decision makers.

The aim of the exercise for the participants is to take the position of the person in charge of working with the "incoming documents" and to cope with all the tasks that it implies.

Examples of using the method are cases on pedagogy, law, social studies, sociology, where an analysis of a large number of primary sources and documents is required. Within the framework of teaching languages this method can be used as a professional approach to the study of language and students future professional calling. In this variant of constructing a lesson, it is necessary to take into account the selection of texts for work, analysis and project activity.

3. The method of discussion as one of the methods of problem-based learning is increasingly being used in the classroom for studying the languages, especially in teaching for specific purposes, mainly because it allows you to organically integrate the knowledge of students from different fields when solving a problem, gives the opportunity to apply language knowledge and skills in practice, while generating new ideas.

The term "discussion" in translation from Latin means "investigating". This type of argumentation always strives for a comprehensive discussion of controversial subject, and its means are not the opinions of the parties, but positions characterized by convincing logical justification.

Discussion is a type of debate, during which, by comparing different points of view, a common opinion is sought for the possible correct solution of a controversial issue. The fundamental component of the discussion is the presence of a practically and theoretically significant problem for discussion (from social, cultural, political and other points of view), but the existence of the problem itself will not ensure a fruitful discussion. In order to participate in the discussion, it is necessary to have a certain set of skills, including both intellectual skills and speaking skills.

4. The method of the game design in the classroom for language learning.

The concept of "game pedagogical technologies" includes a fairly extensive group of methods and techniques for organizing the pedagogical process in the form of various pedagogical games. Unlike games in general, pedagogical play has an essential feature - a clearly defined goal of teaching and the corresponding pedagogical result, which can

be substantiated, singled out in an explicit form and is characterized by an educational and cognitive direction.

The game form of classes is created in the classroom with the help of game techniques and situations that act as a means of motivating students to run educational activities.

The implementation of game techniques and situations in the classroom occurs in the following main directions: a didactic goal is set for students in the form of a game task; educational activity is subject to the rules of the game; the educational material is used as its means, the element of competition is introduced into the educational activity, which turns the didactic task into the game one; the successful completion of the didactic task is associated with the game result.

Currently, the idea of the need to teach language as communication has become urgent in a group activity, taking into account personal-interpersonal relationships, such as teacher-group, teacher- student , student- group, student - student. Group activities have a positive effect on the personality of the learner. Academic success - is the result of the collective use of all learning opportunities. The use of role-playing games provides ample opportunities for activating the educational process.

The game is a small situation, the construction of which resembles a dramatic work with its own plot, conflict and characters. In the course of the game, the situation is played several times, and each time in a new version. But at the same time, the situation of the game is a situation of real life. Despite the clear conditions of the game and the limited language material used, there are always elements of surprise in it. Hearing an unexpected question, the student immediately begins to think about how to answer it. Therefore, the game is characterized by spontaneous speech. Both verbal and non-verbal communication is purposeful and mandatory.

The purpose of the role-playing game is the activity being carried out, since it is the game, the motive that lies in the content of the activity, and not outside it. As a model of interpersonal communication, role play creates the need for communication in the target language, so students' internal motivation starts to increase.

Role-playing is a simple and natural way of a person's cognition of the surrounding reality, the most accessible way to master knowledge, skills, and abilities. When students participate in role-playing games, the foundations of communicative competence are laid, allowing them to carry out language communication in the classroom, which is the main goal of language learning and teaching.

Play is a sphere of self-expression, self-determination, self-examination and self-realization. The effectiveness of teaching here is primarily due to an increase of motivation and interest in the subject. It is effective both at the younger stage of education, and at the middle and senior levels. Students are convinced that language can be used as a means of communication.

The game activates the desire of students to contact each other and the teacher, creates a condition of equality in speech partnership, destroys the barrier between the teacher and the student.

The game makes it possible for shy, insecure students to talk and thereby overcome the barrier of uncertainty. In a normal discussion, student leaders tend to seize the initiative, while shy ones prefer to remain silent. In role play, everyone is given a role and must be an active partner in verbal communication.

In games, they master such elements of communication as the ability to start a conversation, support it, interrupt the interlocutor, at the right time agree with his opin-

ion or refute it, the ability to purposefully listen to the interlocutor, and ask clarifying questions.

Learning a language can seem completely boring and uninteresting if this process is monotonous, includes one type of activity and, in any way, does not motivate the student to learn the language with interest. The task of the teacher is to present the teaching process in such a way that the student wants to learn the language, strives to understand it and is ready to speak it.

From the position of the teacher, role play acts as a form of organizing the educational process, the purpose of which is to form and develop speaking skills and abilities in students. In the game, the teacher can take the following positions (Diagram 1):

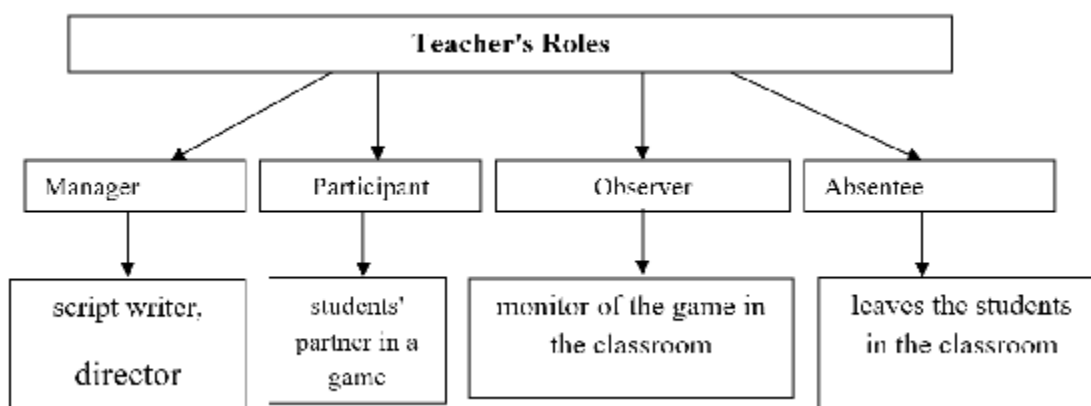


Diagram 1. Teacher's Role during the Game

Role-playing games are based on the principles of group activity, competitiveness, active work of each student and unlimited prospects for the creative activities of the role-playing game. Therefore, the use of role play in language lessons helps to reveal the personal potential of each student, his positive personal qualities, maintain and strengthen educational motivation. Thus, games form cognitive interest, promote the development of independence and foster a sense of collectivism. Role play is one of the most effective techniques for implementing the communicative principle in language teaching.

Out-of-the-box thinking in the aspect of modern education is the most important mechanism for the development of each student. Therefore, the main task of case-method serves to provide conditions for the formation of student's individuality.

The search for fundamentally new ways is rather challenging, it requires both time and creativity from the teacher. However, the level of students' language knowledge development achieved through case technology is the main reward for a teacher.

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