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**UNDERSTANDING THINKING: TOWARDS ANALYSIS IN THE  
CONTEXT OF CORRELATION OF THEORIES OF KNOWLEDGE AND  
THEORIES OF SCIENCE (TO THE 90TH ANNIVERSARY OF F.T.  
MIKHAILOV)**

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“... after all the corrections made into the philosophy of Plato over two millennia, one thing still remains unclear: how we understand each other and ourselves, using names that refer to entire classes, when in the real world there are one-of-the-kind things? And since the nature and the essence of the concept is in the final account determine the nature and essence of consciousness as a whole, then, according to Russell, the question of human consciousness is still open”<sup>1</sup>.

*F.T. Mikhailov*

*Theories of knowledge and the situation in the development of science: the relevance of  
consideration*

The relevance of the analysis of the correlation between the theoretical-cognitive and intra-scientific aspects of the manifestation of thinking in the processes of cognition and research is that such an analysis has a well-defined methodological status. In the context of such an analysis, the features of thinking are manifested both at the general and at the special scientific level. Therefore, it becomes possible to determine the features, “projections” and prospects of different understanding of thinking in their implementation, firstly, in the development of philosophy, in the form of critical reflection on the implementation of various options for understanding thinking and their participation in the implementation of cognition and in the creation of certain theoretical cognitive constructions; and, secondly, in the development of science in the form of critical reflection on the implementation of different understandings of thinking, which are involved in the implementation of scientific research.

The task of critical reflection in the first and second cases is to establish the specifics, forms of presence and potential of certain types of understanding of thinking in the considered theories of knowledge and in theories or practice of scientific research. Within the framework of solving these problems, the very understanding of thinking, as well as the possibilities of one or another interpretation of it for the development of philosophy, the theory of knowledge and for the development of science, scientific research, can necessarily receive its correction.

The interrelation of the philosophical and the special-scientific, and the expected in this context options for understanding thinking have the status of primary problems for more than a decade, primarily for the development of science. In his Preface to the second edition of the book “The Riddle of the Human Self” F.T. Mikhailov noted that the discussion of the relationship between the physiological and mental in understand-

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<sup>1</sup> Mikhailov, F.T.. The Riddle of the Human Self. 2<sup>nd</sup> Edition. - M. Politizdat, 1976, p. 118.

ing consciousness and, thereby, thinking takes on the meaning of the question of the relationship between philosophy and natural science. He wrote that “Philosophy and all its questions seemed to some naturalists ... to be something derived from real, scientific knowledge, knowledge about phenomena and processes that exist outside of man and his consciousness. Philosophy, it seemed to them, is capable of developing only by generalizing what science discovers in the world of objects”<sup>1</sup>. In the modern period, these views have not sunk into oblivion. They continue to be actively manifested and promoted, which makes it necessary to address serious methodological issues, among which it is necessary to include the question of the relationship between the universal and the particular, the relationship between philosophical universal knowledge and special scientific knowledge: natural or humanitarian-scientific.

In this context, there is a need to rethink the issues of understanding thinking and its development from the point of view of no longer the particular possibilities of special sciences, but from a philosophical, dialectical point of view. The psychophysical problem, in fact, appeared on the basis of *the absolutization of private*, special-scientific (biological, physiological, psychological) approaches and methods of research. Here is what F.T. Mikhailov wrote on this problem and on the conclusions from his analysis: “Thus, the psychophysical problem is the problem of the generation of thinking by a corporeal, spatially organized body. And its meaning - whether or not an extended body itself has the ability to think, depending on one or another principle of interaction of its elements - has not changed since the time of Descartes. In fact, a deeper problem arises behind it - the problem of the method of theoretical representation of a person as a subject of cognition. And no means (even an appeal to the most recent data of natural science) can save oneself from the need to make a choice: either a person is an object, a body which determines all his functions.

Otherwise, a person is a subject of historical action, a being that lives in time, and not only in space and realizes in his personal bodily life *the universal* (highlighted by the author – N.G.) forms of the historical development of the methods of objective activity of people and only therefore is capable of goal-setting, of thinking”<sup>2</sup>.

Here it is appropriate to cite F.T. Mikhailov’s considerations concerning the fact that in the works of representatives of the positivist tradition, the need to analyze sociality as the basis for the development of a person and his thinking was revealed. F.T. Mikhailov wrote: “The studies of Russell and other logicians of philosophers have shown the independence of logical, and then linguistic constructions and raised a question of the domination of the public language over the experience of the individual. Thus, the truth has become obvious: in human knowledge there is something that is of paramount importance for their entire system and belongs, so to speak, to society as a whole. This impersonal, social foundation of knowledge is primarily the logic of thinking, enshrined in the rules of a particular language. The language of scientific research... is a transpersonal and therefore, as it should seem to empiricists, an experimental system”<sup>3</sup>.

Today the search continues for a “new” theory of consciousness, a “new” understanding of thinking<sup>4</sup>. Such “demand” only indicates that serious philosophical, dialecti-

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<sup>1</sup> Mikhailov, F.T. *The Riddle of the Human Self*. 2<sup>nd</sup> edition. - M. Politizdat, 1976, p. 4.

<sup>2</sup> Mikhailov, F.T. *The Riddle of the Human Self*. 2<sup>nd</sup> edition. - M. Politizdat, 1976, p. 171-172.

<sup>3</sup> *Ibid.* p.125.

<sup>4</sup> Lobastov, G.V. In *Search for “New” Theory of Creation//Philosophical Essays*. Monograph. Edited by Gusseva N.V. – Ust-Kamenogorsk, 2018, p.245-259.

cal-materialistic developments, which are a direct necessary methodological basis for science, have not yet been mastered, not comprehended, not introduced into the sphere of the development of science. Instead, we continue to wander in the darkness of empirical-positivist ideas about the development of science and the essence of thinking. Such views are a direct path to a methodological crisis, which is already taking place today in a number of the humanities. The attempts to somehow model a return to dialectical ideas on the wave of recognition of a new stage in the development of science - the post-non-classical stage - do not save it. In fact, the appeal to these ideas turns out to be replaced by simple versions of following the systemic-structural, functional and equally empirical-positivist concepts.

*The starting points for entering the understanding of thinking and their consequences*

In the analysis of thinking in the positions prevailing today, there emerge two starting points. The first can be expressed by the appeal of a modern researcher to the already available options for understanding thinking, which are present in the historical and cultural (textual) philosophical and scientific “baggage” and public consciousness in general. Acquaintance with previously formed versions and interpretations of thinking can, in turn, have various consequences. This can be an uncritical duplication and reproduction in the new realities of some erroneous versions of the understanding of thinking and its development. Erroneous versions, when implemented, give rise to deformations, dead-end directions and negative results in the development of a person, society, and science.

In addition, the need for a critical attitude to existing knowledge (textual) versions in understanding thinking is not easy to implement. It requires a serious de-objectification of everything that is already expressed in the knowledge of thinking. De-objectification requires immersion in the processes of generating certain forms of knowledge as a cultural and historical phenomenon<sup>1</sup>.

If knowledge has the status and form of a purely civilizational phenomenon, then in this case de-objectification as a dialectical process cannot take place. In this case, knowledge is of pure informational character, which will determine the need for mental work with this knowledge at the situational-manipulative level. At the same time, thinking itself will in no way be oriented to the reproduction of the essential meanings and meanings of the activities carried out by people, which have a cultural and historical character. That is, attempts to come to an understanding of thinking through knowledge (textual) phenomena of the past will either turn out to be expressed in an essentially undisclosed form or in the form of requirements for their uncritical replicating for the purpose of using them in the form in which they were recorded in certain texts of the past. In another version, the understanding of thinking will receive the status of sets of schemes with deformed meaning and content, in which there will be nothing positive taken from the previous theoretical and cognitive developments. In this form, they will appear in the status of meaningless schemes of situational-manipulative actions in the parameters of “here” and “now”, which have a servicing character. Both of these options speak only of the loss of the ability to somehow adequately form the understand-

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<sup>1</sup> Dialectics and problems of science development: Monograph/Gusseva N.V. (Ed.) – In two Volumes. – V. 1.– 325 p., V. 2 – 326 p. – Ust-Kamenogorsk, 2017.; Dialectical thinking and a phenomena of methodological research in science development. Monograph / Gusseva N.V. (Ed.) – Ust-Kamenogorsk, 2017. – 275 p.; Modern problems of development of civilization and culture: Collection of research articles / Edited by Gusseva N.V. – Ust-Kamenogorsk, 2017. – 225 p.

ing of thinking.

This means that spontaneity should not be allowed in the processes of including certain variants of understanding thinking into scientific research. Since if a deformed, schematized, emasculated understanding of thinking is included into a scientific work as its methodological basis, scientific research will never be deep, productive, meeting the needs of a developing culture.

*Thinking as an ideal form reflecting real processes, real circumstances in real activity*

The second option to understand thinking consists in the practical and theoretical reproduction of the processes taking place in the real world, in the real circumstances, in the real activity. Taking into account the fact that the connection between men, or men and the mankind with the real world cannot but have an activity-related nature, taking this into account, the question of reproducing the meanings and laws of these world and human processes cannot but affect the methods of the activity itself. It is in this activity that a man is able to reveal, reproduce and transform the laws of the world and his own presence in this world, that is, a man is able to master the world. F.T. Mikhailov, in the chapter “On a Man and His Thinking”, in the book mentioned above, refers to the analysis of the position of K. Marx and F. Engels concerning the fundamental activity in the development of a man and his thinking<sup>1</sup>.

The process carried out by a man in his real human life activity - the process of reproducing in thinking the logic and meanings of life itself - characterizes the ability of a man and the entire human community to reproduce the logic, laws of the world in which this activity takes place. However, with this general provision on the basic nature of activity as the basis of thinking, the consideration of the latter cannot be completed. There is also the conditioning of thinking by how the activity itself is performed, what are its main parameters.

In this case, we speak not just about the presence of different specialization of activities, distributed, for example, by industry. The point is that within any possible specialization there are significant differences between a divided activity and an integral activity. Speaking about divided activity, K. Marx emphasized that it is the same as private property, only in the first case we are talking about the process, and in the second - about the result<sup>2</sup>. A closer examination reveals the difference between thinking, which reproduces the logic of divided activity, and thinking, which reproduces the logic of integral activity. The noted difference between an integral activity and a divided activity characterizes not only the parameters of the objects that are transformed as a result of these activities. It points to the specifics of social relations, which in this case arise and in a certain way affect the fate of the results of an activity and the fate of the relations of the people who carried it out.

The divided activity as the basis of the developing thinking expresses not only the logic of objects that are mastered in this process, but also the logic of social relations. This is the logic of alienation, in which there is a confrontation between the positions and interests of groups of people that are formed due to their “belonging” to various structural and functional blocks of divided activities. They fix the position of those who, carrying out the divided activity, performs either a function of goal-setting (or manage-

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<sup>1</sup> Mikhailov, F.T. *The Riddle of the Human Self*. 2<sup>nd</sup> edition. - M. Politizdat, 1976, p.192-198 and others

<sup>2</sup> Marx, K. *Economic and philosophical manuscripts of 1844*. – Marx, K., Engels, F.. *Essays*., 2<sup>nd</sup> ed., v.42; Marx, K., Engels, F.. *German ideology*. Ibid, v.3; Marx, K. *Capital*. Volume 1.

ment), or a function of choosing means, or the function of performers. Each of these functions, actually performed by a person carrying out a divided activity, through systems of motives, interests, etc., forms other attitudes towards the world and the corresponding mental versions of the reproduction of what exists in the world. In other words, thinking under conditions of divided activity cannot be characterized as a constant in which the reality of the existence of man and mankind of a particular historical period is reproduced in the same form and with the same content.

In contrast to divided activity, integral activity acts as a basis for the development of social relations and people's thinking, which is characterized by unity, coincidence of interests, presence of mutual assistance, a moral position that unites people, and therefore presence of peace, absence of opposition, antagonisms, and will become naturally formed "standards".

*The meaning of functional appeal to theories of knowledge in understanding thinking*

In a research context based on established philosophical and scientific sources, theoretical, cognitive and scientific "constructs" inevitably encounter each other. They characterize the presence in existing theories of knowledge, as well as in existing theories of science, of structural and functional elements, which act as a kind of "frame" that creates recognizable images of both theories of knowledge and theories of science.

So, for the theories of knowledge, such features or elements can be attributed to the fact that they orientate to the consideration, or at least to the postulation, of certain basis of knowledge and consequences arising from it. The latter, by their configuration, create a certain concept of the cognitive attitude to the world, its orientation and possibilities. Taking into account *what* is considered the basis of certain theories of knowledge, taking into account the specifics of each of them; it is possible to determine the directions of the intended and projected orientations. For example, in today's existing theories of cognition of pragmatism, instrumentalism, post-positivism, intuitionism, etc., which are present in philosophical consciousness, it is easy to read the options for understanding not only thinking, but also options for future changes in man and society<sup>1</sup>. All of them, one way or another, proceed from the understanding of man as a single individual. At the same time, social changes turn out to be only summative images of changes in individual individuals.

This position is characterized by an emphasis on the biological parameters of a man, on his sensory-empirical experience as the basis of a theoretical-cognitive position. Later, this becomes a condition for the impossibility of an adequate understanding of thinking. Its adequacy is "directly proportional" to the extent to which it is a condition and form of production of universal and necessary knowledge, reflecting the objective characteristics of the existing world and the place of man in it. The presence of universal and necessary knowledge becomes an inexplicable and even mystical phenomenon for such a biologic and empirically oriented theoretical-cognitive position.

Or, for example, in the positivist tradition, the need for philosophy with its variants of the theory of knowledge is either completely denied or identified with *the use* of sets of general provisions that receive the status of empirical *means*. The theoretical and cognitive potential of philosophical approaches to cognition processes acquires in this context the status of abstract requirements and needs that are far beyond the scope of

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<sup>1</sup> Hill, T.I. Modern theories of cognition (translation from English), edited by Bykhovsky, B.E. – M.: «Progress», 1965. – 533 p.

real cognition.

*“Scientific theories” or reviews of the state of science?*

The theories of traditional science, in which we can find its structural and functional elements and features, are characterized by the presence of reviews widely inherent in the science studies. They, through certain concepts, accumulate an understanding of the direction of its (science) development, as well as a certain understanding of the characteristics and features of its phenomena, such as the knowledge produced, procedures and methods of research, etc., including understanding of scientific thinking. The existing theories of science include the concepts of cumulativeism, structuralism, functionalism, conventionalism, etc. These concepts reflect definitions of science in terms of options for its functional, structural and institutional organization, its role, status and modes of functioning, manifested by it, first of all, in a social aspect.

Internally, all existing theories of science focus their attention on the development of functional definitions. That is, how, on what principles and how “from a technical perspective” to organize, conduct, methodically improve, etc. ongoing research processes, how to translate the acquired knowledge into theoretical forms, how to work with arrays of empirical data, etc. In this case, the principles are understood as instrumental and technological *rules* for the implementation of the research process. The noted orientation concerning the internal plan of manifestation of elements in the processes of scientific research and the specifics of the thinking carried out in these processes shows their (that of the “theories” of science; more precisely: not theories, but reviews *about* the state of science) practical and theoretical isolation from the basic, methodological problems, from the bases.

*Theories of Science: A Problem of Foundations or Descriptions?*

The question of the theory of science is, first of all, a question about the grounds on which science could manifest itself as a special, but adequate expression of a theoretical and cognitive position focused on understanding the integrity of the world, on an adequate understanding of a man, his thinking, on the possibility of adequate cognition. Instead, it is proposed to understand the theory as a kind of systematic *view of* science. In this case, “*of*” science means that the consideration is transferred to the external plane in relation to the science itself. This is the first of all.

Second, under the theory of science it is proposed to understand (or admit such a position as legitimate) a description of the researched, in which there is no disclosure of the necessary, essential, repetitive, objective, universal connections that characterize its integrity. Third, with this version of understanding the theory / theories of science, all the structural and functional characteristics of scientific research turn out to be situational and operational, not conditioned by serious connections between the activity and attitude of the scientist with what he is exploring and with the world in which they exist. Fourth, understanding of scientific thinking here turns out to be a phenomenon of a purely subsidiary nature. Its reformatting is supposed to be possible as an instrumental procedure that is not related to the parameters of the human attitude and the parameters of the activity constituting a person and the human community.

Considering that cognition as a special phenomenon in the formal-logical aspect is broader than what is meant by scientific research, taking this into account, understanding of thinking in a scientific context turns out to be focused on a functional rather than an essential aspect of the analysis. The correlation with the theory of knowledge is here



removed from consideration. All that remains is the possibility of referring to the functional aspect. The functionality of theories of cognition can be present only in those cases when they are taken as systems of established knowledge *about* their participation in cognition and *about* thinking, which has acquired an instrumental-operational image and status in cognition.

Taking into account the assumption both in theories of knowledge and in theories of science of elements of this kind, the version of the internal identity of theories of knowledge with theories of science turns out, ostensibly, “admissible” and even “acceptable”. In this version, they both turn out to be the result of replacing the essential consideration of them with the idea of them as *generalizing reviews*. It is in this form and sense that they can, allegedly, be considered as variants of the same order.

At the same time, the *distinction* between them can be based on certain realizable orientations. It relies, in particular, either on the orientation towards identifying a method of forming a certain integral (or supposedly integral) position regarding cognition, or on the fixation and description - through a special scientific examination - of various functions of the object of consideration. The choice of the former, obviously, focuses on the development of certain parameters that characterize the foundations of cognition. In this case, this or that version of the theoretical-cognitive type is created. The latter orients the development of methods, forms and research methods for each of the detectable elements of the cognized object. In this case, one or another “procedural”, “methodical”, “operational” version of understanding science and scientific research is created.

*Theories of science and theories of knowledge: on the status of universality  
and particularity*

In fact, that is, essentially, the theories of science and the theories of knowledge do not coincide, since the modes of their development as such from the very beginning have been formed and are being formed as an expression of qualitatively different types of reflection and images of what should eventually be embodied in the nature of thinking and in knowledge. The main difference is that serious theories of knowledge always claim the status of *universality*. Scientific theories always have a *particular*, or *common* for a certain class of phenomena, status. This difference between the statuses of theories of knowledge and theories of science makes the philosophical and special-scientific consideration of any cognitive situations or problems significantly different. The existence of such a difference, as you know, leads to numerous interpretations and discrepancies regarding the necessity, objectivity and importance of understanding the essence of the difference between the philosophical and special scientific approaches and the peculiarities of thinking.

Here we speak about considering their relationship, about the analysis of interpretations and the possibilities of each of them in the development of true knowledge, in cognition in general and in the development of science. At the same time, the actualization of this ratio will have a significantly different meaning when considering science as a cultural phenomenon and when considering science as a civilizational phenomenon.

This situation becomes standard for any options for understanding the relationship between certain theories of knowledge and certain theories of science. This kind of “standard” is altered only by the specifics of understanding, on the one hand, of universality, and on the other hand, by the specifics of understanding of the theory itself. This may give rise to versions of the correlation between the theory of knowledge and the

theory of science, in which they either turn out to be completely identified, or retain their statuses in this correlation, on the one hand of universality (from the philosophical point of view) and, on the other hand (from the point of view of particularity and generality), in the form of a general overview.

In cases when the essence of universality as an approach to understanding knowledge, which can and should be expressed through the revealed regularities, is preserved and problematized, considering the relationship between the theory of knowledge and the theory of science will have no grounds for their identification.

*Universality, empiricism and methodological foundations of science*

The levels of universality and special scientific approaches do not always turn out to be clearly defined and meaningful in their procedural-research presence and status. In this case, it makes sense to argue that the methodological foundations of the research being conducted remain either completely outside the area of this research, or they are present in an inadequate form. In either case, such a study will be distinguished by a large share of spontaneity, intuitiveness and a search for support in the passing and constantly changing states of the collected empirical data arrays. Obviously, it is *impossible* to get support in the study for understanding the important or, on the contrary, of the passing, situational in the arrays of facts themselves, recorded as empirical data. This means, in its turn that the private knowledge generated in this case cannot serve as a sufficient basis for constructing a theory or for simply a serious attempt to generalize the situation in the given research itself or in science as a whole.

It is necessary to go beyond the limits of private situations and private knowledge - knowledge that characterizes the array of empirical data obtained. Since, on the one hand, the image of a cognized object or process cannot be adequately expressed through aggregates of private data and, on the other hand, regularities cannot be revealed through them, that is, necessary, essential, objective, repetitive and universal connections in which the object of knowledge and research is in the world. If, nevertheless, we will insist on the possibility and adequacy of relying on the arrays of empirically recorded data in the study, then in this case the situation that has formed in the philosophy and science of modern times will be fully reproduced.

We are talking about empiricism, which, focusing on the knowledge of the private, fixed in the ideas of sensations, was unable to form and formulate knowledge necessary and universal, characteristic of mathematics, philosophy, etc. This situation was also fundamentally repeated within the framework of modern rationalism. The solution to this problem in a certain sense by rationalism was supposed only through the assumption of the presence of *innate ideas*, thanks to which universal and necessary knowledge can arise from the ideas of sensations.

The distinction between the theory of knowledge and what could constitute a theory of science, in this case, turns out to be minimal, since in the situation under consideration there are the same mentions and references to the arrays of empirically recorded data that are being processed, systematized, and generalized. The innate ideas indicated by rationalism here only have the status of *means* that do not change the meaning of the existing orientations.

Under modern conditions, the approaches inherent in empiricism and rationalism of the modern era have been preserved. Although their introduction into the “scientific” turnover, the sphere of scientific thinking is now terminologically equipped differently

than in Modern times<sup>1</sup>. The consequences of the theoretical and cognitive position of the New Age in the modern period in scientific research remain the same. They methodologically characterize not only individual dead-end situations in science, but also entire periods in its existence.

At the same time, the negative consequences of the absolutization of empirical approaches continue to be critically rethought. In the humanities, this happens on the basis of dialectics as a methodology; in the natural sciences, the peculiarities of the manifestations of the microcosm itself make a great contribution to this process. F.T. Mikhailov wrote about this: “The new physics of the micro world was born in front of the eyes of astounded natural scientists, so to speak, topsy-turvy. Almost entirely on the basis of pure mathematics, it was necessary, firstly, to draw conclusions about the behavior of physical reality, with which no experimenter had ever dealt, and secondly, to put forward ideas that were in no way consistent with classical mechanics. The situation became all the more acute because there arose a dilemma: either to express a vote of no confidence in the most exact of the sciences - mathematics, or... to admit that the path of scientific knowledge does not consist of two stages: a) the sensory-direct experience of a cognizing individual and b) its rational explanation (which has a social, supra-individual significance. ... Behind the obvious incompatibility of the nascent physical hypotheses with classical concepts, there was a crisis of the empirical concept of knowledge”<sup>2</sup>.

*Understanding thinking in the context of theories of knowledge and theories of science*

The relevance of considering thinking through the prism of theories of knowledge, on the one hand, or, on the other hand, through the prism of the theories of science, is that in each of these “applied” prisms there are their own versions of concepts that offer their own understanding of thinking. The latter reinforces the existing discrepancies in this understanding.

In the history of culture, the emergence of theories of knowledge, in which the understanding of the essence and possibilities of thinking in the process of cognizing the world was realized, significantly outstrips the emergence of not only theories of science, but also science itself as an independent form of social consciousness. At the same time, everything that is today referred to the stage of pre-science as a form of latent maturation of science can be fully attributed to various forms of deepening the philosophical understanding of the processes of cognition and the role of thinking in it, including understanding of thinking as such.

Isolation and adequate understanding of the problems of the correlation between the theory of knowledge and the logic of scientific research is a condition for the development of science as a cultural phenomenon. It has a methodological meaning and character. This aspect should be especially emphasized in connection with the fact that in the conditions of society, science is considered for the most part as a civilizational phenomenon. Civilizational phenomena, in contrast to cultural phenomena, are characterized by the fact that they become the means of carrying out procedures for the applica-

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<sup>1</sup> Gusseva, N.V. Understanding of thinking and the consequences of empirical standards for its implementation // Pedagogy and psychology: problems of thinking development. Personal development in changing conditions [Electronic resource]: materials of the 5th All-Russian scientific-practical. conf. with int. participation (May 15, 2020, Krasnoyarsk). – Edited by T. N. Ishchenko; M.F. Reshetnev Siberian State University. - Krasnoyarsk, 2020, p. 10-16.

<sup>2</sup> Mikhailov, F.T. The Riddle of the Human Self. 2<sup>nd</sup> edition. - M. Politizdat, 1976, p. 120-121.

tion, use, preservation, replication, exchange, distribution, etc. of what is created by culture and within culture. In this case, it is necessary to talk about application, distribution, etc. of what is created in science as a cultural phenomenon. Culture, as a sphere of the processes of creation, creativity, moral search and realization, can neither be reduced, not identified with civilizational procedures, just as it cannot be expressed by the logic of manifestation of social relations, in which such procedures are the only ones that incorporate an officially engaged meaning...

All these features are directly correlated with the understanding of thinking as a phenomenon that characterizes the process of forming a certain understanding of cognition in general and the process of scientific research in particular. It is important here to what extent the thinking of the cognizing subject or researcher is focused on identifying *the way of forming* what is cognized and investigated; or instead of this orientation, an orientation toward the description of the features of this object appears. Thus, for example, cumulative theories of science proceed from the fact that it is necessary to create an image of science in the form of a description of accumulated knowledge, including the distribution in this description by periods, stages and directions. The theories, focused on identifying ways of forming what is being investigated, will characterize the possibility of creating theories themselves. Since a theory can be such only if it expresses precisely the essence, and not a description of what is being investigated. The method of forming an object, in contrast to any description, no matter how complete it is, actually characterizes its essence. Thinking focused on revealing the way of forming what is known, what is being investigated, in this form is the process that leads to the formation of a theory. At the same time, the theory as such cannot but express regularities, that is, objective, essential, necessary, universal, repetitive connections inherent in a cognized object or process.

“The capitalist system of social division of labor, and especially the modern stage of its development, makes explicit the participation of scientific theory in social production and clearly outlines the degree of participation of social production in the movement of scientific knowledge. Science itself turns into a productive force of the society, which demonstrates the social nature of the cognitive process with obvious reliability. Moreover, knowledge faithfully serves for automated production, primarily as a formalized, deductive system, easily amenable to mathematization. It is not surprising then that the progress of scientific theory today is associated with the active development of methods of quantitative research. Mathematics is becoming, and in many cases has already become, a necessary apparatus for theoretical knowledge in the most diverse fields of science. This is the same mathematics that always amazed philosophers with the strict necessity and universality of their judgments, with the fact that the harmonious structure of mathematical deductions rests not on individual experimental observations, not on the sensory impressions of a person, but on intuitively clear premises.

All this puts on the agenda the question of studying the epistemological functions of the content of mathematical knowledge that does not depend on individual experience, which was so confusing for the former philosophers”<sup>1</sup>.

Thus, the distinction between theories of knowledge and theories of science provides for the obligatory consideration of the meanings of socially significant contexts, in which they can not only manifest themselves, but also develop as such. The analysis of socially significant contexts makes it possible to identify the origins and possibilities of

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<sup>1</sup> Mikhailov, F.T. *The Riddle of the Human Self*. 2<sup>nd</sup> edition. - M. Politizdat, 1976, p. 119-120.

the creation and development of not only the ways of thinking, cognition and practice based on them, but also the methods of constructing a theory, including the very understanding of the theory.

## **REDUCTION AND REDUCTIONISM IN THE PHILOSOPHICAL CONSCIOUSNESS**

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Understanding reduction as a method that allows meaningful transitions in the object or process under consideration is not enough. Reduction, as a special mental phenomenon, expresses the transformation of the sphere of meaning, generated by specific changes in a person's relationship to the world. These changes occur in the sphere of the spatio-temporal organization of the life of a person and society. At the same time, they initially find their expression in the peculiarities and variants of the perception of the world. The sphere in which transformations of meaning can occur, for example, can involve the area of conjugation, on the one hand, of the objective structures of reality in which a person exists, and, on the other hand, the variants of their reproduction in the structures of consciousness. The perception of the world is an area in which we can find a discrepancy or inconsistency between the structures of reality and the structures of consciousness, designed to reproduce, "complete", and change them. The area of divergence of the structures of reality and the structures of consciousness, which is fixed, as a result, in the content of the world attitude, acts as a certain basis for the emergence of reduction. The structure of the world attitude does not fully reproduce the structure of reality. In this regard, a relative shift of levels arises: the level of the structure of the world attitude in this case does not coincide with the level of the structure of reality itself.

The presence of reduction in a person's world attitude, as well as in his worldview, is independent of the range of his interests, including the sphere of professional activity. Reduction characterizes the transformation of the semantic field in which a person is located, in the direction of subordination of the upper "levels of meaning" (structures) to the lower ones. This direction coincides every time with the person's readiness to discover the grounds of the subject of his own interest. In this case, as a rule, consideration of the reasons for the existing state of what is being considered is provided as grounds. The reason, therefore, acts as a "lightweight" version of the representation of the grounds. Consideration of it replaces consideration of the grounds proper. At the same time, meanings determined by reasons acquire the status of basic, fundamental, that is, they take on the meaning of grounds.

The transformation of meanings in the process of reduction being carried out when they are transferred to the lower "levels" leads to the loss of the most essential, which characterized the "reduced", reducible, that is, initially and in terms of meaning,

a higher level of correspondence of understanding, knowledge, etc. to what is being considered. The lack of awareness of these losses has its consequences. They appear every time when the author of this or that conclusion (text) refers to the justification of the legitimacy of considering the “lower levels” of the meanings of the object or phenomenon under consideration as the bases of the upper ones. In this case, we are talking about evidence of the legitimacy of replacing the identification of grounds, that is, the essence of what is being considered, with a series of reasons that cause one or another of its changes. In this case, the performed reduction leads to the substitution of the substantial definitions of the object or process under consideration with secondary definitions caused by external influences acting on it. Such substitution can take place wherever, for example, the procedural is viewed as the static; where the rational is defined as the expanded rational; where the whole is considered as the sum of its parts, etc.

In the field of philosophical understanding of the development of the world and a man, reductions are no exception. On the contrary, it is on them that the “novelty” of a large number of concepts is built. The specification of reductions is preserved, although the forms of its expression may change. In modern philosophy, a large number of concepts do not express getting rid of reductionist consequences. On the contrary, each of these concepts brings its own versions of reductions into the philosophical consciousness. The consequence of this necessarily becomes constructions and conclusions that significantly change the logic and meaning of the problems faced, as well as the development of programs for their solution. At the same time, the conclusions express a deviation from an adequate understanding, which means that the programs developed on their basis from the very beginning design obviously untenable options for solving problems. Thus, for example, differences in philosophical interpretations of a person’s problem lead to different recommendations for solving practical problems related to the formation of a person, his education, upbringing, professional activities, etc. In numerous versions of interpretations of a human problem, there are just as numerous versions of reductions that distort the logic of the real process of the formation and development of a person.

As a result of philosophical reductions, which have a basic, methodological nature, there appear a large array of pedagogical developments, which concern a special scientific level of theories and methods of human development, including theories and methods of teaching and upbringing. Philosophical reductions expressing significant semantic deviations, in this case, turn out to be the basis due to which there are illegal, that is, inadequate to the real laws of the formation and development of a person, developments that claim to be the level of theories of teaching and upbringing. These “theories”, in their turn, develop certain methods that reproduce the basic philosophical reduction, but in a modified form, in which there is a claim to the status of a practical model of human education and upbringing. The presence of a chain of transitions, expressed by the present reductions of philosophical consciousness, transferred to the levels of scientific-theoretical and scientific-methodological consciousness, suggests that the phenomenon of reduction is not neutral in relation to not only philosophy itself, but also in relation to any area of development of scientific knowledge.

The possibility of the emergence of reductions in the field of philosophical consciousness is rooted not only in the ways of transforming this or that author’s experience into the world outlook, but also in the objectively established leading “models” of the world attitude of people of a given historical period, a given region, etc. We are talking about certain entrenched variants of a practical attitude to the worlds that have be-

come the leading ones. Two main ones are most known: adaptive and transformative options. The adaptive version of the world attitude characterizes the emergence of schemes of finite systems of actions, given by the existing conditions in which these actions will be performed. With this option, any situation will always be interpreted from the point of view of the external conditionality of the actions being taken. It is the external conditionality that will act as a model of the sought-for basis that can explain the presence of this or that sense of the situation under consideration. External conditioning, or causation, will in this case be understood as a genuine basis. The search for another, deeper foundation, with an adaptive version of the world attitude, will not be conditioned by any reality.

The transforming version of the world attitude, on the contrary, from the very beginning determines going beyond the limits of the given situation, beyond the limits of its being conditioned by external settings and factors. This type of world attitude orients the knower towards identifying what is being considered from the point of view of his own logic of development, and only then, as one of the many applied consequences of the presence of this logic, can the reactions of the considered person to changes in external conditions, to the nature of external influences be considered. In this case, the problem will not be the substitution of grounds for the content of causation (i.e. causes), but, for example, the nature of possible reactions of the considered one to external influences will be considered as a special task.

The adaptive version of people's attitude towards the world, which characterizes the emergence and consolidation of the schemes of finite systems of actions, determined by the existing conditions in which these actions will be performed, is embodied in efficient-situational "models" of the attitude towards the world. They act as replicated "matrices", "standards" that function in the life of people in the form of stereotypes of consciousness, thinking, language, etc. A special analysis of the reduction variants that are present and are used consciously or not in a particular philosophical direction is required. Such an analysis will express movement from thought to reality and not from reality to thought. The meaning of such a movement completely coincides with the possibilities of philosophical reflection, which also includes the implementation of reconstructions of what is being considered. In this regard, it can be argued that the identification of the presence and concretization of reductions can allow the restoration of the features of the world attitude that gave rise to these reductions.

The meanings present in the attitude to the world have the status of the initial grounds for the formation of an ideological semantic field. All possible reductions are conditioned by real circumstances, which accentuate certain aspects of these circumstances as leading. These accents are realized in the form of consequences that reproduce, on the one hand, the features of a distorted understanding of the world, and on the other hand, the features of a transforming reality. Thus, the reductions express not so much the "evil will" of the authors but rather the presence of a discrepancy between the worldview and reality, which gives rise to them. In the presence of such a mismatch, the reduction in one form or another will inevitably appear. The phenomenon of reduction, therefore, is a kind of indicator of whether there is actually a "gap", that is, a discrepancy, between the worldview and reality.

The disclosure of the points of reductions is an indication of the places of deep-rooted and unsolved problems. This means that consideration of the presence of the phenomenon of reduction and the spheres of its manifestations makes it possible to create a large-scale "map", or "guide" to the fundamental problems of human existence,

science, art, etc. This is also true for philosophy and philosophical consciousness. The presence of reductions can be found when considering any problem in different philosophical directions. This is due to the fact that in the process of development of philosophical concepts, there is and must be solved the problem of the relationship between the situational and the essential in the attitude of people from the point of view of identifying the meaning and priority of the essential understanding of the world. Its solution is fraught with significant difficulties. In particular, difficulties begin with understanding what reality is.

Situational definition of things, that breaks up into separate elements, parts of things, definitions of things, etc. - characterizes the differentiated and final image of reality in the interval "here and now". In the sphere of thought, such an image appears to be reproduced in the form of a decaying meaning. At the same time, the meaning of any "here and now" cannot be defined outside the context, which is characterized as some kind of integrity. Therefore, the interpretation of reality as something situational is essentially meaningless. Understanding reality as something that has its own internal organization is constituted in being and is reflected in people's thinking in a coherent, holistic image of their activity-transforming attitude to the world. In the process of the activity-transforming relationship of a man to the world, reality opens up in its own essential, structural, functional, and other definitions. However, they do not remain in disunity and chaos. Philosophical understanding of reality is associated with the identification of its integrity, concreteness and universality. The semantic alternative to such an understanding of reality, obviously, opposes the interpretation of its meaning as a situational phenomenon. Reduction of the essential meaning to situational "nonsense" is the most adequate expression of the essence of reduction. You can reduce anything to anything. The question will be why it is necessary, and what does it give for any intelligible understanding of the essence of what is being considered. Reductions can be used in known doses in word games. Such games are designed, as a rule, for amateur scholastics who are not burdened with solving serious problems. In the field of serious scientific research, reduction in the status of a method or form of movement of knowledge to deeper knowledge is a path to a dead end. The substitutions on which it is based cannot in any way meaningfully and productively provide new steps in cognition. Cognitive dead ends are generated due to the assumption of reductions, both in philosophical analysis and in special scientific research.

The most common reduction in modern scientific knowledge is the explicit or implicit identification of methodology. It does not save one from the negative reductionist consequences of identifying strategy and methodology, when establishing their relationship, and indicating their difference. In particular, the indication that the methodology develops "general" (or "most general") systems of approaches and methods for achieving research results, and methodology deals with the construction of certain schemes of actions as also certain ways and methods of achieving results, does not save from reduction. The interpretation of methodology as a sphere of developing "general" or "most general" systems of means and methods for achieving research results already contains more than one reduction.

First, the reduction is what the universal, as the most important definition of methodology, is defined as the sphere of the "general" or "the most general". Reducing the "universal" to the "general", and even more so, to the "most general" is an extremely widespread form of reduction. You can even refer to all well-known textbooks on philosophy, where, when considering the specifics of philosophy (and philosophical



knowledge), its general (most general) nature is indicated. However, upon closer examination, the identification of the general (the most general), on the one hand, and the universal, on the other hand, turns out to be a form of rough reduction of the level of proper philosophical thinking, knowledge, consciousness to the level of the ordinary.

The result of this will be, at least, the loss of the proper philosophical level of thinking, its replacement by the level of everyday thinking. The transition of such a reduced (substituted and already non-philosophical) mental form to a special-scientific level of research of any problems inevitably dooms to the impracticability of expectations of the “effectiveness” of methodology as a manifestation of philosophy itself. We can explain it with the following. The concept of “general” characterizes the results of isolating from an array of dissimilar objects or phenomena of features of similarity or coincidence by one or another feature or by one or another attribute. “General” is revealed during the process of comparison. At the same time, the comparison procedure does not guarantee the detection of a deep meaningful connection of what is being compared. This means that “general” is an expression of more formal, meaningless knowledge about what is being considered. For example, the feature “of being round” can be found in the most diverse objects. The presence of this feature does not provide meaningful unity or connection of what is being compared, for example: “moon and plate”, or “orange and ball”, etc.

In this regard, the concept of “the most general” is distinguished by an even greater abstraction from the content. The concepts of “general” and “universal” are alien for philosophy. Their involvement in philosophical consideration reduces the latter to an ordinary level, at which philosophy loses its specificity and methodological consistency. In contrast to this, the concept of “universal” characterizes the way a given whole is formed within the “framework” of the world as a whole. An attempt to interpret the universal in terms of a quantitative approach is unacceptable. It also expresses the manifestation of reduction. In this case, the reduction will consist in reducing the qualitative parameters of the consideration of the “general” to the quantitative parameters. From a quantitative perspective, the “universal” is that what encompasses “everything”.

This reduction makes the consideration of the “universal” an abstract, that is, insufficient, intangible, and partial. The meaningful consideration itself is eliminated by this abstraction procedure. After all, “everything” remains unknown and indefinite. This situation gives rise to the conclusion that it is meaningless to refer to the concept of “universal”. In fact, it is this reduction that neutralizes the deepest methodological possibilities of this philosophical concept, makes them non-existent. The consequence for philosophy in this case is its qualification as a speculative sphere, not connected with serious problems and attempts to solve problems that science and practice face.

Secondly, reduction is present in the identification of strategy and methodology, indicating that strategy develops general (or most general) “systems” of ways and methods for achieving research results (while methodology deals with the development of certain schemes of actions as also certain methods and ways to achieve results). Reduction in this regard is expressed by reducing the methodology to the level of a systematic approach. The concept of “system” as a special mental form does not coincide with the key concept that characterizes the level of methodology, i.e. with the concept of “universal”. A systematic approach that realizes the potential of the concept of “system” as a special mental form is important, but its substitution of the concept of “universal” in the world outlook and attitude of people leads to significant negative consequences. The concept of “system” characterizes the functional definitions of the whole,

associated with the implementation of the capabilities of its structure. The whole itself, from the point of view of the process of its development as such, more adequately characterizes such a mental form as the concept of “universal”. Replacing one with another is not in the least correct and acceptable. The concept of “universal” adequately expresses the essential approach to integrity, that is, to the object of research, which has the status of a whole. The concept of “system” adequately reproduces the capabilities of the functional approach. Reducing the essential approach to the functional is not acceptable if researchers or thinkers do not want to enter a knowingly doomed situation - a situation of a dead end and lack of understanding of what they are dealing with.

Philosophy expresses the image of the attitude of people to the world, constituted in a *universal* form. However, in the sphere of philosophical knowledge, there are versions of understanding the essence of philosophy itself, in which the need to refuse to reduce the universal to the general is explicitly or implicitly denied. The reduction of the universal to the general in the most refined form is expressed in the philosophy of the positivist sense. The “general”, revealed through comparison, fully characterizes the level of the “state” of the researcher, as situational, superficial, leading beyond awareness of the integrity of the context of understanding what is being investigated.

Another and very widespread direction of the manifestation of reduction is associated with the interpretation of the problem of the relationship between knowledge and reality. This problem was relevant at all times of the development of philosophical thought. Reductions in the context of considering this problem, first of all, arise when interpreting the foundations of knowledge and reality, which have their own specifics of manifestation. Thus, for example, Schopenhauer’s thesis that the foundations of knowledge and the foundations of reality are different contains a reduction. The essence of the reduction in this case is that when considering the issue of the foundations of knowledge, he makes the assumption that the basis of knowledge concerns the connection between judgments in the process of reasoning and concepts. They are created by a man in the process of cognition through the action of will and representation.

When considering the issue of the foundations of reality itself, reduction consists in the interpretation of real grounds not so much as that which binds the really existing, as that which is recognized as really existing, at the same time, single things and events. The reduction in this example proceeds from the identification of the forms of manifestation of meanings with the meanings themselves. Thus, knowledge manifests itself as a result of the action of will and representation, etc. However, in its meaning, it cannot be reduced to forms in which the central meaning is the meaning of the will itself and the idea of a man. The basis of knowledge cannot be considered in one way or another, expressed by the phenomena of will and representation, as well as what happens to them. Hence it follows that the question of the foundations of knowledge must be presupposed not to the psychological forms of expression of will and representation, but to the reality with which a man “works”.

The constitution of ideas, as well as the manifestation of volitional phenomena, is determined not by the arbitrariness of a person in general, but by specific states of reality itself, although will and representation can manifest themselves in the form of alternative types of attitudes towards connotations and meanings generated by reality. However, this alternative is very limited. It is determined by the sphere of individual-self-expression manifestations of a man’s attitude to the world.

The projection of this position on understanding the world, man, and society is unproductive and even dead-end, since it contains the reduction of the meanings of real-

ity to meanings that are important for a certain self, which at the same time do not coincide with the meanings of the real existence of the world outside this self. In connection with the need to reject such a reduction, the basis of knowledge cannot be seen in the manifestations and possibilities of will and representation. On the contrary, it is necessary to carry out the consideration of reality as the only foundation of knowledge. Genuine knowledge cannot but express the foundations of reality itself, at least to the extent that a person historically reveals the foundations of reality, practically mastering the world in which he lives.

Reductions found here can be accompanied by prohibitive indications – anti-reductions. Their meaning will be reduced, in accordance with the consideration carried out here, at least as follows. First, knowledge cannot be reduced to the expression of will, ideas that can be imprinted in linguistic form as judgments or reasoning, as well as in the form of psychological states of the subject. Knowledge has a deeper nature and essence than psychological or verbal-sign constructs. Second, it is impossible to reduce reality to the existence of certain things, events, etc., and its main feature is to determine their *connection* with each other, carried out by a man. If we admit such an interpretation, then its consequence will be the recognition of the will and representation as a beginning, factor or condition that exists before the connection of individual things to the individual things themselves.

In this case, reduction causes the emergence of many options for postulating special images of reality, depending on the existing representations, through which consciousness carries out the connection of certain things. The very concepts that connect single, disparate objects of the world are in no way considered from the point of view of real foundations. In this case, the understanding of reality turns out to be ephemeral, meaningless and even superfluous. The anti-reductionist indication in this case will be the following: reality cannot be denied its inherent objective connections. These objective connections inherent in the world cannot be reduced to the status of only people's ideas. Another version of the reduction associated with the interpretation of reality is contained in a number of philosophical concepts, where there is the thesis that any *action* makes the reality of the external world obvious. Pointing to *action* as a way of connecting a man with the world characterizes a narrowing of understanding of its essence and capabilities. This narrowing is built on the present identification of interactions (actions), on the one hand, and interconnections, on the other. Let us explain what has been said. Action is a type of interaction; in a sense, it is the antipode of interconnection. Interaction characterizes a relationship between objects or processes in which each of the parties retains its independence. As you know, there are direct and indirect interactions. Interconnection characterizes the relationship between objects or processes, in which each of the interconnected objects is internally conditioned by the others. In this case, the mutual transition of their definitions into each other is carried out in a necessary manner.

The thesis that action makes reality apparent contains a reduction. Its meaning is expressed by the identification of interconnections and interactions. Action as actualization of the reality of the external world in the context of a man's world attitude has a situational, finite character. In this sense, the result of actions cannot claim the status of an adequate expression of the objective content of reality. This is due to the fact that the participation of a man's world attitude in the actualization of objective reality can be different. It depends on the methods of attitude towards the world carried out by a person.

In this regard, action as a special way of relating to the world has significant limitations from the very beginning. Among these limitations we can mention the fact that all actions, in contrast to interconnections, are an expression of a man's need-based attitude to the world. As such, they are determined not so much by the world, which in the process of a man's actions will be actualized for him, as by the needs emanating from the man and directed by him into the outside. Reality in this case will initially act as an external condition for obtaining the result of an action. Actualization of reality in the process of action will be carried out only in terms of the expected result of the action. This means that there is no full-fledged actualization of reality and it cannot happen by any means. Here only the fact of the presence of a certain existence is actualized, which allows one to obtain the expected result of the performed action aimed at satisfying the need. Reality here appears only as an abstract, and, in many ways, phantom existence.

The next version of the presence of reduction in the considered concept is that reality is proposed to be understood from the point of view of not only interactions, but also the possibility of identifying causes and effects. Reduction here is seen in the fact that the level of consideration of the cause (causation), as well as its consequences, is not sufficient for an adequate understanding of the world. Causing is an external influence on what is being considered or on what is being interacted with. One can influence something without even knowing it, without delving into its essence. Therefore, the obtained idea of what is determined from the point of view of causal consideration cannot be considered adequate; it expresses the reduction of a more complex to a simpler level of consideration, at which the perceived characteristics of reality are fully determined by their status as a consequence of external interactions.

In relation to knowledge, one can also distinguish a very widespread reduction, which consists in identifying knowledge as a result and knowledge as a process. The fruits of an admissible (but not permissible!) reduction can be found in abundance in special scientific knowledge. For example, pedagogy develops various types of methods to improve the learning process. At the same time, a refusal to transfer ready-made knowledge in favor of the development of students' own knowledge is declared. However, any methodology is based on options for manipulating ready-made knowledge or its parts, considered as its units. In this case, the question of the development of knowledge as a process carried out by the trainee, in fact, is not worth it, even if its formulation is declared.

A brief excursion into the consideration of the phenomenon of reduction shows the seriousness, scale and significance of its special, close research for the development of not only philosophy, but also for the development of all existing special sciences. Without identifying reductions that are present in one form or another in the philosophical consciousness, it is impossible to ponder adequately enough the essence of the problems faced by a man, science and society, since any reduction always carries with it and with itself a distortion of basic meanings.

Even a cursory glance at the current situation in philosophy shows the presence of a huge number of reduction options, which are represented in a wide range of philosophical trends, from positivism to structuralism and postmodern concepts. Revealing reductions is a way of self-purification of philosophy, a way of self-adjustment to the ability to bring into correspondence the image of the world created by philosophy with the world itself, and the image of a man, present in modern philosophy, with a real man. The solution to this problem fully applies to the foundations and prospects for the development of scientific knowledge.

## **ON ENGAGEMENT OF SOCIAL AND HUMANITARIAN KNOWLEDGE IN THE 21ST CENTURY**

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If the literal meaning of the French word “engage” is “to invite”, “to attract” and even “to hire”, then when engagement becomes a scientific concept, it acquires additional meanings, with the help of which, for example, social science is trying to understand itself. And in this case we are talking about social science of the second generation, which is increasingly dependent on social practice.

The fate of sociology is most illustrative here. As you know, in the winter of 1918, Max Weber gave the famous lecture “Science as a vocation and profession” to the students of the University of Munich, in which he argued that a scientist is not a politician or a prophet, and his goal is only the search for truth. And, according to Weber, this concerns not only natural, but also social sciences, which must satisfy the requirement of intellectual honesty, objectivity and general validity of the results, even if this knowledge can be used for practical and technical purposes [2].

In 1918, Germany was already close to losing the war. There is evidence according to which Max Weber, before he started the lecture, stated that the lecture hall was not a place for those who wanted to put social science at the service of ‘the wounded homeland’ or the progress of mankind. He was convinced that social science, like natural science, should be outside politics, religion and even morality. It was a manifesto of the initial non-engagement of social and humanitarian sciences in a new era, when the question of the value of social and humanitarian components of knowledge was increasingly discussed.

It is interesting that almost a hundred years later the world was exposed to the opposite manifesto, which concerned sociology again. It was an article “For engaged knowledge” by Pierre Bourdieu, published shortly before his death in 2002, where he spoke out against the “flight into sterility” characteristic of academic scientists and declared that it was inadmissible for scientists to enclose themselves “in an ivory tower”. Using modern terminology, Bourdieu opposed the juxtaposition of scholarship (research) and commitment (political position) [1]. Thus, in 2002, Bourdieu formulated the position of an open political engagement of social and humanitarian research, which in its own way had always been defended by socialists and communists.

J.-P. Sartre drew attention to the fact that the humanities scholar in a broad sense is somehow engaged by the era. Back in 1945, he emphasized: “A writer is in the situation of his era: his every word echoes. So does silence” [6, p. 293]. The latter is interesting in the sense that moving away from open political engagement into the niche of value neutrality of social and humanitarian knowledge often turns out to be a naive point of view. It is so often that we find ourselves a pawn in someone else’s game. And serving someone’s interests, including private business in this case, has only an indirect and implicit nature.

As you know, in Marxism and in Western sociology of knowledge of the XX century, the implicit social conditionality of the position of the scientist has become the main theme. This way social science tried to understand its own nature. At the same

time, even the methodological foundations of “pure science” - empirical reliability, general validity of the results and neutrality of the researcher’s position - revealed themselves as scientific guidelines of the modern era, organically connected with the values of liberal democracy.

In his article “Beyond “pure science” and philosophical contemplation”, I. Matveyev characterizes this kind of attitude toward a “neutral” social science as a liberal positivist “myth”, to which he, however, following M. Foucault, opposes the philosophical “myth” about the intrinsic value of theoretical truth, which, according to the author, correlates with conservative thinking and conservative politics. Feeling sympathy for the frank bias of social cognition in the person of Pierre Bourdieu, the author of the article writes that this kind of science “breaks both with the liberal “pure science” and with the conservative elevation of *theoria*” [5, p. 29].

The opposition between the positivist ideal of “pure science” and the philosophical idea of the self-valuable theoretical truth, and more broadly the ideals of Truth, Goodness and Beauty, indicated by Matveyev, has many other aspects. In the article “Beyond “pure science” and philosophical contemplation”, the author reasonably points to “the Aristotelian rise of *bios theoretikos*, contemplative life, in the face of practical life” [5, p. 28]. But in the positivist model of science, everything happens the other way round, and already empiricism rises above theory, in particular, as the dominant criterion of scientific reliability. But the issue of the engagement of modern social and humanitarian knowledge becomes even more acute if we pay attention to the transformation of liberal values in the XX century, which gives the above conflict a more fundamental character. It is about the confrontation at the level of social and humanitarian knowledge between the models of science in the form of Science and *Wissenschaft*.

In the title of Hegel’s main work “Science of Logic” (*Wissenschaft der Logik*), “*Wissenschaft*” means precisely science in its classical humanistic understanding, coming from the Renaissance, which, in turn, recreated the ancient ideal of man. Thus, humanitarian knowledge is not any knowledge about a person, since the humanities are historically associated with classical humanitarian scholarship. Humanism as an ideological and cultural movement developed in the Renaissance time on the basis of the recognition of a person as a free person who has the right to creative development, equality and justice in relations with other people. Renaissance humanism found its continuation in the ideals of the Enlightenment. The same humanistic ideal became the basis for the training of educated people in European universities, first of all, in Germany. It was science in the image of *Wissenschaft* that became the official ideology of German universities in the 19th century on the basis of the unity of teaching and individual creative research, which, in turn, was inseparable from the moral development of the individual.

At the same time, in English universities, knowledge about society and man, not only methodologically, but also ideologically, approached natural science, where man is not so much an independent person but an individual, in relation to whom the same empirical methods that are used in positive science are applicable. Describing this gap in the article “On the cultural determination of science: knowledge as science and / or *Wissenschaft*” O.F. Ivashchuk notes that “German philosophy proclaimed the irreducibility of scientific creativity neither in character nor in the result to the reproductive image of science, the irreducibility of science-*Wissenschaft* to its truncated English version” [3, p. 16]. In its turn, social and humanitarian knowledge of the Anglo-American model acquired an increasingly formalized character, focused on its technological application.

First of all, this concerned sociology, but later positivism, which means knowledge as Science, began to dominate in most social sciences and humanities, including psychology and pedagogy.

Nowadays, a distinction is made between the intellectual and the cultured person. The Western intellectual is just associated with knowledge as Science, which has an applied and technological purpose. And in this context, “creativity” is inventiveness devoid of a moral principle. It is the generation of new ideas that have nothing to do with ideals. Another situation, when intelligence and education serves a moral deed, is associated with many of the Russian intelligentsia or cultured people of the XIX century. It is not for nothing that in Western dictionaries the term “intelligentsia” has an indication “(rus)”.

Nevertheless, by the XXI century, the transformation of liberal values has led to the fact that education is essentially losing its classical ideal content. Reason is replaced by common sense and freedom by arbitrary action. At the same time, social and humanitarian sciences of the late postmodern successfully work on the technology of manipulating a mass individual, who is skillfully inculcated by advertising and social networks the myth of his uniqueness as a creative person [4]. The transformation of social sciences and humanities into a subservient for working out algorithms for manipulating the mass, thus, turns out to be internally connected with the crisis of the ideals of classical liberalism.

However, all is not lost. In philosophy, psychology, pedagogy, the distance between the positivist and classical humanistic models of personality formation is still preserved, and, in methodological terms, this looks like a confrontation between a systematic approach like Science and dialectical methodology in the spirit of Hegel’s *Wissenschaft*.

In the acclaimed TV series “Psycho” (2020), the main character-psychologist (psychotherapist) frightens his patients by the fact that they want to “hang them on the hook of guilt”. And he, of course, offers modern psych techniques to combat what is usually called “conscience”. Here we have a vivid example of psychology in the service of life and morality, where the place of the spiritual qualities of a person is taken by “dangerous hooks”. Psychology here is engaged, as the main character admits, by a situation that gives birth to psychopaths and moral monsters. But if social and humanitarian knowledge is always and everywhere engaged, then the advantages are clearly on the side of the past, which was determined by the classical ideals of Truth, Goodness and Beauty.

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## **SPIRITUALITY AND HUMAN VALUES IN THE VIRTUAL SPACE<sup>1</sup>**

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Modern man is actively working in the network space. There are many purposes of work in this space: in connection with professional duties, in attempts to find the necessary information, for communication, entertainment, and you never know why - a man spends a lot of time on the network. Virtual space provides dynamism; life becomes more diverse and interesting. The network space, despite the general criticism of it (to which we are also inclined), is still useful: it has the necessary information, provides e-mail communication, there are many professional sites, many historical sketches, personalities, interactive exhibitions, museums and much, much more ... There are sites containing cultural, moral and spiritual content, but it must be admitted that these sites are not many. People and communities find new forms of communication on the Internet, those who want to join groups, do so, help each other, etc. There is no denying that the benefits exist. But all the time we have a feeling that there is a giant catch. And it is really so. It consists in goals, strategic objectives and general mechanisms of the worldwide network, controlled, as we think, by the world elite. For example, IT giants collect information about users; the immediate goals of collecting information are clear and known, but what about the deeper and hidden ones?

Or let us consider such a task as a comprehensive education reform. The world elite have long been looking for a suitable new form of education with the aim of forming a new type of people: those who do not have deep knowledge and culture, divorced from traditions and devoid of moral education. The replacement of full-scale education with the development of competencies makes young people absolutely dependent on the intentions and goals of the world elite: if they want and make these competencies unnecessary, everyone will have to master new competencies; or they can generally deprive access to new competencies - depending on personal reliability in its new understanding, etc. Lifelong learning, as the priority of this new education, seems to be democratic and humane, but it is notable for its instability and dependence on the circumstances. The virtual space provides enormous opportunities for such an education system, and in this space a man is absolutely controlled if he, like modern youth for the most part, is poorly educated, divorced from the "soil" and traditions, devoid of cultural and spiritual roots.

The virtual space changes human reality, and not for the better. The virtual space cuts off the high dimensions of the personality as soon as a man enters it and works in

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it. A person leaves behind many of his best qualities when entering the virtual space. These qualities are not necessary there. Interpersonal communication in the virtual space is distorted. Communication seems to be free, but it is shallow and false. In the virtual space, the understanding of freedom is distorted. Virtual reality visitors feel permissiveness and relative irresponsibility.

The virtual space has very little to do with spiritual dimensions. Virtual space does not need them, as well as deep culture. They are of no interest to the vast majority of web page visitors. They do not generate income for network owners and providers. The social space of the Internet is primitive, everything deep is cut off in it, and everything that is superficial and vulgar, is, on the contrary, encouraged. There is a society of its own in the network, but it is real only in the network; as soon as you leave it its virtuality is confirmed. The social reality of the virtual space is ephemeral. It has strict rules, imaginary freedom, false relationships, success in it is temporary. In one second the access to this reality can be turned off - and where is this reality then?

Everything in the virtual network space is ephemeral, artificial. Everything seems accessible, but it is only a seeming possibility. Values are shallow, artificially formed, and rapidly changing. Information is often questionable, often false. Communication is optional, there is no personal friendship, and everything is imitative. The language deteriorates, it becomes poor, slang and jargon become abundant, correctly constructed sentences disappear, clarity of presentation and logic are often absent. Internet addiction arises. Young people like communication in the network; they consider the network to be almost their home. Attempts to point out to young people the dangers of the Internet end in nothing; they do not accept advice in this regard.

It is possible that with the help of attracted specialists, the “owners of the Internet” (for all the conventionality of this concept) consciously and systematically “pump” it with a variety of content, so that it becomes interesting to many and captivates as many people as possible, taking them from real life to virtual reality. An increasingly large part of human life is being transferred to the virtual space, and if this trend continues, the day is not far off when virtual space will become the predominant form of living a human life.

We will not get away from our problems, they remain with us until we solve them, but people are just trying to get rid of problems by escaping into the virtual space. It seems, as if it were specially created for this. It seems to many that it helps to get rid of unresolved problems and makes life easy. Responsibility, conscience, virtues – do they exist in the virtual space? There is nothing of this in it. People immerse themselves into virtual space, so as not to be burdened with these unnecessary and burdensome qualities. A man seems to be free in the virtual space. But this is a fallacy; he is enslaved in this space more than anywhere else. But imaginary irresponsibility is captivating and misleading.

It is generally accepted that virtual space expands human capabilities. But it should be understood that a person enters a very dubious space, different from his, person's space. He does not have time to “settle down”, to humanize this space; it expands rapidly, and at the same time remaining alien to a man. Virtual space expands the capabilities of a person, while simultaneously making a person primitive. Why does a primitive man need ample opportunities? And the possibilities of what? As one of the modern Athonite elders remarked, not without irony: “The Internet itself is a good thing. But it brings benefits to a few, and harm to a huge number of people” [2]. How much it was necessary for humanity to degrade in the course of its development in order to find it

difficult at present to understand the essence of the new dimensions of reality, which he also created. Is Internet, virtual space, network community a progress or a regress of the humanity? This is a question that does not have a definitive answer (unless, of course, we take the point of view of the primitive deification of any new major technical discovery). Why can't a man answer this question? Because a man generates new dimensions of reality faster than he is able to master them, realize them, and integrate them into the human reality that he has already "lived in". This is a big problem that goes beyond the scope of this article - the topic of humanizing the reality created by a man is broader than the essence of the virtual space. But, as you can see, both themes are closely related: virtual space is also one of the forms of reality generated by man, but not mastered by him.

When a man starts using things, the essence of which he does not know, he places himself in the dubious space of his existence, which he is not able to humanly control. A man created the space of the network, but did not master it; this space is not normalized by a person, not inhabited and not spiritualized by him, which means that it is dangerous in worldview and spiritual respect, since a new reality that has not been mastered by a person, but already included in practical activity, can contain unexpected for a person, destroying him "delayed-action mines" - unexpected to an average, ordinary man, netizen, but perhaps deliberately laid down and planned by a group of advanced specialists working for the creators of the new world order.

That is, in fact, the main doubt, bewilderment and objection put forward in relation to the World Wide Web and virtual space. It is not clear what will happen to this reality next: will it bring prosperity to humanity or plunge it into chaos. It is already clear that the further existence of a man in the virtual space will require a significant transformation of human values.

Human values are not something frozen and finally established, they change historically, develop (or degrade), and therefore one cannot insist on their immutability and absoluteness. But in any case, values should remain values of a man, and not values of unknown creatures, generated by the "digital economy" and "transhumanistic" experiments with humans, to which we seem to be moving with increasing speed. Virtual space is one of the mechanisms for generating such a person. It is difficult even to name the main values that dominate the network. There is everything: from spiritual heights (which is not quite limited) to outright vulgarity and calls for terror. This is natural – in an attempt to reach the widest possible audience, all kinds of information is thrown into the virtual space.

Here are a few (of the many) predictive opinions regarding the future of the Internet, expressed by scientists, developers and managers working in the Internet space, summarized in a review by experts from the Pew Research Center. As stated in this review, "Jeanne Anderson and Lee Rainey prepared a talk on the topic "Digital Life 2025". This report is dedicated to the 25th anniversary of the creation of the World Wide Web by Sir Tim Burners-Lee - a British scientist, inventor of URI, URL, HTTP and HTML". "The expanse of "Ubernet" (the global Internet) will diminish the importance of territorial boundaries. As a result, new "nations" may arise, where people unite according to their interests and exist outside of the current national states". "The Internet will experience fragmentation. Global human interaction will persist, but through a series of separate channels governed by a series of protocols". "It will be more difficult to maintain their privacy and confidentiality, because users will make compromises, sometimes reluctantly, to gain access to any important information". "Most people do

not notice the global changes in modern communication networks, which will be destructive in the future. More and more people are losing their knack in real life. “The Internet offers more social connections than a person is able to maintain” [1].

Humanity pinned many hopes on the development of technology. It wanted to master the world with the help of technology, to free itself from natural and other forms of dependence. A man, according to Karl Marx, wanted to pass on all routine, non-creative activities to technology, for him, freed from the need to work mechanically, to be able to devote his life to creativity in the most diverse spheres of his being. However, it turned out that the man-made environment created by man not only did not free a man, but also enslaved him to an even greater extent. Technology began to dominate a man, and, judging by the plans for the “robotization” of the human world through the digitalization of the economy, a high-tech society in its further development tends to self-destruct [4]. In this context, the virtual space is negative in relation to a man. If, having developed technology, a man has become negatively dependent on it, then with the development of the Internet this dependence increases many times over.

But N. Berdyayev warned back in 1931: “A modern man believes in the power of technology, machines, and it sometimes seems that this is the only thing he still believes in ... The dizzying successes of technology in our era are a real miracle of the sinful natural world. A man is shocked and overwhelmed by the power of technology, which has overturned his whole life. A man himself created technology, it is the product of his genius, his reason, his ingenuity, it is the brainchild of the human spirit. A man managed to unleash the hidden forces of nature and use them for his own purposes, to introduce the teleological principle into the action of the forces of mechanical-physical-chemical character. But a man did not succeed in mastering the results of his work. Technology turned out to be stronger than man himself, it subdued a man. Technology is the only sphere of modern man’s optimistic faith, his greatest passion. But it also brings a lot of bitterness and disappointment to a man, it enslaves a man, weakens his spirituality, threatens him with death. The crisis of our time is largely a product of technology that humans cannot cope with. And this is a crisis, first of all, of a spiritual nature” [3].

Today, technology, unfortunately, works against a person, lowering his morality and spirituality; technology is deliberately involved in the implementation of the concepts of “producing the necessary human qualities” of A. Peccei, “new nomadism” of J. Attali, “digital economy”, “the fourth industrial revolution and the great reboot” of K. Schwab and, finally, “inclusive capitalism”, in which technology is opposed to a man in all these schemes of building a new world order. H. Wells in his book “The Open Conspiracy” (1929) - one of the first publications of the creators of the new world, spoke of the need to create a duplicating technique for replicating the ideas of supporters of building this world. There were no Xerox machines yet, but they appeared, in accordance with the plans. And the virtual space with its endless technical possibilities works for the same ideas.

Anything new is always accepted with difficulty. It must simultaneously prove its superiority in two directions: that it does not destroy the old order and that the new is better than the previous one. People resist new ideas, because they are afraid of losing the stability associated with the old way; and people are right in most cases. The new, although it promises to preserve the old order, objectively sweeps it away, simply because it is impossible to preserve the old and create the new on the same “territory”. Also, you cannot prove that the new is better than the old: the old will be swept away,

and it becomes impossible to figure it out whether it has become better or worse, now it's too late to lament.

It works in the same way with the virtual space - it already exists; and whether it is good or bad, is not worth discussing now. The thing is that we are losing permanence and stability, since uncertainty is associated with the virtual space: we work in it, but we do not know what its development will lead to. Hence the alertness which is natural.

A man has lost the criteria for assessing many things. For quite some time now he has been going at random, as if by necessity. Evaluating, stopping, not accepting - this is no longer given, everything is happening with increasing speed. And most importantly, little depends on a man, everything happens as if some puppeteer controls the process, and a man is only its passive participant. And therefore a man cannot fully understand and master the emerging reality. Although it is a man who does different things, he does it "under hypnosis" of necessity and external circumstances. Therefore, a man is not responsible for what he does; he does not correlate what has been done with his intention, a man is not free in this process, therefore he is not responsible for it. No freedom - no responsibility.

Any criteria are out of the question. However, we would suggest the following criterion for evaluating virtual space, although it is unlikely that many will accept it. Such a criterion must be made to a man, or rather his essence. Knowing the essence of a man, it is possible to evaluate various states and situations in which a man finds himself - these states and positions either allow him to develop, approach to his essence, or, on the contrary, move away from it.

There are two major approaches to understanding the essence of a man. According to the first, the essence of a man is based only on his natural understanding - he developed in the course of evolution from a proto-monkey, and a man is the only creator of his entire being in all its manifestations, for there is no other, besides a man, subject of creativity. Everything constructed and performed by a man expands the space of his being; everything that a man invents and realizes - everything enriches his life and is his progressive development. Then the virtual space is a continuous success and achievement of a man, he expanded the space of his being and took another step along the path of progress. Now it is necessary to properly use this new opportunity for his further development.

But if man, according to the second approach, was created by God, in his own likeness, free and rational, then the essence of a man should be understood in a completely different way. Then a person is obliged to develop, primarily spiritually, fulfilling God's commandments and carrying out God's providence - a person is obliged to restore the lost unity with God. As you can see, this is a completely different understanding of the essence of a man, and, therefore, in the context of this essence, there is a lot, almost everything in a man's life acquires a different meaning and a different understanding than at the first vision of the essence of a person. At the same time, the virtual space is becoming not just a human invention that expands his capabilities, but is a very dubious reality, which is not assessed unambiguously. The fact that the virtual space provides a man with new opportunities is good, but what are these possibilities and what for are they? To become closer to God or to get away from Him? Is virtual space good or bad?

We can say it is both good and bad; it all depends on how you use it. But to say both good and bad is to say nothing. This criterion can be applied to many things, to everything. This is not an answer, this is avoiding an answer - this is a too general prin-

principle. It may be said that value judgments are not applicable to everything, and not everything can be assessed as good or bad. And also, what is “good” in relation to such a phenomenon as virtual space? This is an outdated approach to assessing the new human reality. This reality must be assessed differently: from the point of view whether it is useful, whether it develops a man, whether he is progressing, etc. And asking whether this reality is good is ridiculous and erroneous. Or maybe it is not wrong. It is always appropriate to ask whether this or that is good for a man to fulfill his essential tasks of development towards God or is it bad. If God created a man, having providence about a man, then it is not only possible to ask this, but also necessary, otherwise one cannot understand what kind of new reality it is.

This is exactly what happens with the virtual space. If we evaluate it on the basis of its understanding by a man as created by God, then the virtual space will turn out not to be a neutral new invention, but a trap for a man. Falling into this trap, a man departs from God: a man cannot fulfill God’s commandments in virtual space, he cannot come to unity with God - therefore, virtual space is designed to separate a man from God, and, therefore, virtual space is a negative reality, i.e. it is bad in the above described sense.

So, based on consideration of two approaches to the essence of a man, we can make a conclusion about the virtual space, as to whether it promotes the disclosure of the essence of a man or leads away from it. If the essence of a man is natural, then the virtual space is neutral or even positive in relation to human development. If the essence of a man is connected with God and spirituality, then the virtual space is rather negative for a man (although it can be practically useful to him if it is used carefully and with reasoning). But in any case, it is necessary to evaluate something to the maximum, and the maximum in this respect is the higher layers of a person’s being, that is, his spiritual dimensions (even with a natural understanding of the essence of a person). And, consequently, the assessment of the virtual space should be from the standpoint of morality and even more precisely - spirituality, and then this assessment is cautious and generally negative.

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## INVESTIGATING THE FACTORS AFFECTING ORGANIZATIONAL COMMITMENT AND ITS INFLUENCE ON THE EFFECTIVENESS OF THE ORGANIZATION

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An identity of an employee's and an organization's values is a powerful tool in creating commitment. An organization which adopts employee values such as environmentalism, social responsibility and awareness and employee support will earn plenty in employee commitment. Organizational commitment is likely to be higher among employees who perceive they have input into decision making because it allows them to help shape the organization and shows that they are valued by the organization. People have satisfaction and commitment for things they help shape. Organizational commitment is one of the most important and in some cases, the most challenging cases that due to non-compliance with the standards and standards of its maintenance, its foundations are shattered and the organizational process is destroyed. It seems that organizational commitments are affected by various factors, each of those factors plays a key role in employee performance.

Job satisfaction is a case that results from adherence to organizational commitments and organizational performance is based on it. Therefore, there are several factors that together can create job satisfaction in employee of the organization. Perhaps the absence of one of these factors alone can reduce a person's satisfaction or even make him / her dissatisfied with his / her job.

Unfortunately, most of the governmental employees in Afghanistan are not having required commitment to their esteemed organization and that influences their effectiveness. In this study, attempts are made to examine the factors affecting organizational commitment and to determine as well as evaluate the role of employee in the performance of the National Statistics and Information Authority NSIA of Afghanistan.

National Statistics and Information Authority NSIA of Afghanistan is to establish a coordination mechanism for managing statistical information within all sectors in the country. After the establishment of interim administration in 2002, the organization resumed its usual activities which included implementing surveys and collecting different data. In 2018, based on requirement observed by the Islamic Government of Afghanistan, besides the Deputy Director General Office for Professional Affairs and Deputy Director General Office for Finance and Administration in the structure of NSIA, the Deputy Director General office for Geo Spatial Information Management and the Office of Deputy Director General for Management and Development of Information Systems were added into the NSIA structure. Recently, based on a decree by the President Islamic Republic of Afghanistan, the Afghanistan Central Civil Registration Authority merged with NSIA which now serves as a General Directorate for Civil Registration under the structure of NSIA.

Before discussing factors affecting organizational commitment let's start with defining some of the main concepts related to the factors affecting organizational commitment:

### **Organization:**

1. An organization is a social unit and a group of organizations that is consciously founded and restructured to achieve specific goals, such as a joint stock company. (Richard H. Hall, 2007, P50).

2. Organization refers to a collection of people who are involved in pursuing defined objectives it can be understood as a social system which comprises all formal human relationships, the organization encompasses division of work among employees and alignment of tasks towards the ultimate goal of the organization, ([www.businessjargons.com](http://www.businessjargons.com))

3. Organization is a group of people who work together to achieve certain goals; people are used in all organizations and all of them are purposeful and benefits from the division of workload (Rezaian, 2003, P10).

**Commitment:** Willingness to give your time and energy to a job, activity, or something that you believe in, ([www.dictionary.combridge.org](http://www.dictionary.combridge.org)).

**Organizational commitment:** organizational commitment is considered as an emotional attachment to the organization, a person which is highly committed he takes his identity from the organization, participates in the organization and enjoys from the membership of the organization (Saruqi, 1996, P65).

There are three types of organizational commitment which will be shown in Figure 1 and will be explained below:

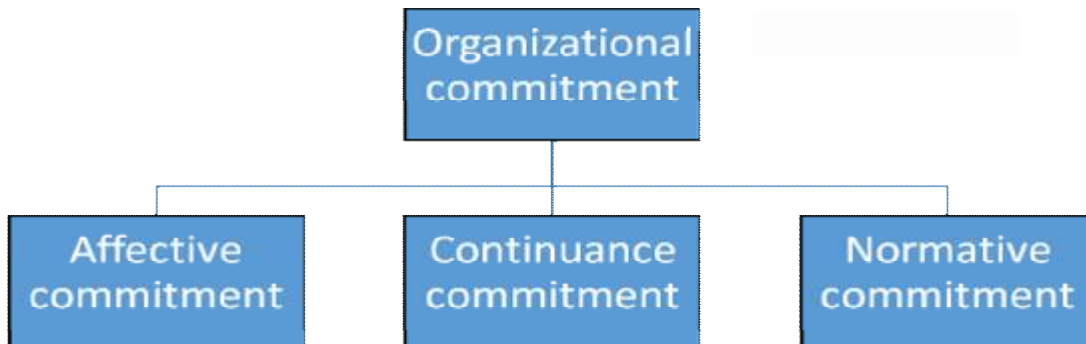


Fig. 1. Types of organizational commitment

**Affective commitment:** This is the emotional attachment an employee has towards the organization. This part of TCM says that an employee has a high level of active commitment, then the chances of an employee staying with the organization for long are high. Active commitment also means, an employee is not only happy but also engaged in the organizational activities like, participation in discussions and meetings, giving valuable inputs or suggestions that will help the organization, proactive work ethics, etc.

**Continuance commitment:** This is the level of commitment where an employee would think that leaving an organization would cost him more. When an employee has a continuance in commitment to the organization, they want to stay in the organization for a longer period of time because they feel they must stay because they have already invested enough energy and feel attached to the organization – attachment that is both mental and emotional. For example, a person over a period of time tends to develop an attachment to his/her workplace and this may be one of the reasons why an employee wouldn't want to quit because they are emotionally invested.

**Normative commitment:** This is the level of commitment where an employee feels obligated to stay in the organization, also where they feel, staying in the organization is the right thing to do. What are the factors that lead up to this type of commit-

ment? Is it a moral obligation where they want to stay because someone else believes in them? Or is it that they feel that they have been treated fairly here and that they do not wish to take the chance of leaving the organization and finding themselves in between the devil and the deep sea? This is a situation where they believe they ought to stay (<https://www.questionpro.com>)

**Job satisfaction:** job satisfaction is defined as the extent to which an employee feels self-motivated, content and satisfied with his or her job. Job satisfaction happens when an employee feels he or she is having job stability, growth and a comfortable work life balance ([www.mbaskool.com](http://www.mbaskool.com)).

Lack of organizational commitment among employees of the organization can create a series of problems for any organization, in NSIA fortunately we have committed employees and we provide the best services for Afghans.

In NSIA we have effective sharing of goals means, management shares the goals with its employees as well as employees and managers understand what is required to reach the shared goal effectively and efficiently, thus employees in NSIA have high morale, HR department of NSIA provides the required trainings for its employees, fairly divided workload all of this is possible by having committed employees.

There is a great teamwork in NSIA we develop teams and also we collaborate to achieve the common goals of NSIA.

Lack of organizational commitment which can cause an organization to have poor leadership, lack of communication, lack of accountability, lack of flexibility, lack of innovation, low performance, employees with less morale, lack of transparency and it will create a culture of fear among employees, all of these problems can lead any organization to fail also an organization cannot gain its objectives unless the members and employees of the organization have some commitment to it and they must strive to achieve its goals.

So creating organizational commitment is a systematic process that requires the evolution of various aspects of the organization, including the design of jobs, leadership style (leadership relationships with members of the organization and the structure of the organization).

In the current era the advantages that organizations have for surpassing each other is not only in using of new technology, but also in increasing self-confidence and organizational commitment.

The main points that I have mentioned in my study is to state that all public and private organizations, in order to develop, grow and sustain themselves in today's competitive environment, must strive to increase the commitment of their employees to the organization. In that framework they can improve the efficiency and effectiveness of their organization's programs, processes and human resources of the organization. Our society, like other countries that are developing and improving their economic and cultural issues, need such strategies. It is clear that organizations and their performance can strengthen and boost the growth and development of a country, on the other hand the relationship of organization with the people of community should be strengthened so for having strong relation with people and gaining their trust requires high efficiency and performance, thus the level of reliance and satisfaction of the people also increases. Organizational effectiveness and efficiency requires employees' commitment to the goals of the organization, by having employees' commitment to the work ethics, we will surely have a more efficient and successful society.

The process of organizational commitment or when employee becomes commit-



ted to the organization starts with accepting stage in this stage employee accepts the influence of others on him and the second stage is the stage of becoming similar in this stage employee achieves satisfying relationship by accepting the influence of others the third stage is internalization stage in this stage employee feels proud to belong to an organization and finds out that the values of the organization, internally, pleases and satisfies him as well as the organizational values are consistent with his values, when the organizational commitment reaches its final stage, the committed organizational member becomes one of the people who are trusted a lot and he will not hesitate to protect the organization and strives to achieve the goals of the organization (Figure 2).



Fig. 2 – Stages of forming organizational commitment

So for having committed employee in our organization we should recognize factors affecting the organizational commitment of employee, some of the main and important factors affecting organizational commitment are listed as below:

1 - Personal factors: Such as age, gender, education, work experience, sense of comfort, competence, job satisfaction, social status and so on.

2 - Job factors: Such as job dependency, job promotion, role ambiguity, role conflict, nature of work, job challenge, awareness of employee from their jobs, eliminating discrimination on the job and so on.

3 - Organizational factors: Including the socialization process, organizational culture, participation, leadership style, communication skills and so on.

After considering the above factors and analyzing the results, there is a positive relationship between organizational commitment and personal factors (age, gender, education, work experience, sense of comfort, competence, job satisfaction, social status) and as well as there is a positive relation between organizational commitment and job factors (as job dependency, job promotion, role ambiguity, role conflict, nature of work, job challenge, awareness of employee from their jobs, eliminating discrimination on the job) also there is also a positive relation between organizational commitment and organizational factors (socialization process, organizational culture, participation, leadership style, communication skills) so a successful organizational will focus on those factors and will use those factors to strengthen the organizational commitment of its employees.

The organizational commitment of employee will be strengthened with the help of HR department in NSIA the HR department is focusing on the HR functions such as: Recruitment and selection, training and development, transparency, employee benefits, employee incentives, compensation, compliance issues and terminations so it is the ob-

ligation of HR department in any organization in order to improve factors which can affect the commitment of employee toward organization and toward the goals of the organization HR department should use proper strategies and practices.

Having committed employee will have positive effects on any organization, committed employee can make an organization to have higher performance and gives the edge for organization in competition, by having of committed employee NSIA or any other organization can achieve its goals and objectives more efficiently and effectively as well as cost effectively, employee in NSIA they have high morale because they are committed to the organization and they strives to complete tasks which is given to them NSIA is a successful organization because it provides the best services by optimizing its operations and having of skilled, high potential and committed employee.

NSIA gets highest employee productivity, less absenteeism, excellent team players, strong teamwork culture, maintaining work ethics, open communication, highest performance and optimal usage of available resources to provide best services nationwide the bottom line is having committed employee is a must for any organization.

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### APPLICATION OF AUTOMATION TOOLS IN CAREER MANAGEMENT AT THE ENTERPRISE

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The main task of human resources management is to determine the quantitative and qualitative composition of employees necessary to meet the set goals within the established time frame. This task is solved daily by the company's management, and the personnel management service or HR Department should prepare recommendations and provide the necessary information for making timely and competent decisions. An important role in optimizing the management of employees of an enterprise belongs to automated personnel management systems, called HR systems (Human Resource Systems) in the West.

The tasks performed by the HR Department can be divided into two groups. The first group is associated with direct work with people, and the second – with information about them. The second group of tasks should be automated as much as possible so that direct work with people is more productive and the HR Department employees have more time for it.

First of all, it is required to automate the tasks of recruitment, as well as current personnel accounting. The task of recruiting includes analyzing candidates' CVs, interviewing and selecting applicants for vacant jobs. The tasks of the current HR Department include accounting for personnel, moving staff, training and retraining, promotion, labor discipline, drawing up job descriptions, and reporting.

In addition, work with the company's staffing table and plan, operational accounting of working hours and salary calculation require automation, although this falls within the competence of other divisions of the enterprise. But very often the task of time sheeting (accounting for time worked) is assigned to the HR Department [1].

A well-thought-out HR management system is a key component of the company's development strategy. Employee labor is an important economic resource that, like other resources, should be managed with maximum efficiency. This means that routine tasks, actions, and processes must be performed as clearly and quickly as possible. Automated HR operations systems, which have been implemented in practice, significantly simplify the life of the head of the enterprise and HR Department. However, modern times demand more.

A simple calculation of quantitative indicators is not enough today – it is necessary to keep records of the quality of staff work. For this purpose, HRM systems have been developed, the functionality of which has been significantly expanded. Their main goal is to identify, attract and retain valuable specialists for the company.

What are HRM systems for managing the organization's personnel? What they are and how to determine the need for a particular business in an automated system?

The concept of an automated personnel management system

HRM (Human Resource Management) is a comprehensive automated HR management system with advanced functionality. It handles a large volume of business processes, calculations and analytical operations that relate to all aspects of an employee's "life" in the company: from payroll to professional growth and career development. The term HRM has synonyms: HCM (Human Capital Management) and WFM (Work Force Management). In Russian they usually say "personnel management systems".

HRM systems are designed to solve two main tasks:

- streamline calculations and accounting of operations related to HR management;
- reduce staff movement losses.

In the first case, the effect is obvious. Automation of operations and the use of a single database ensures correct calculations, statistics and Analytics, and efficiency of actions. The result of the second task is not so easy to evaluate, but it is undoubtedly significant. Information systems of personnel management allow the manager to build a personnel strategy based on an accurate and comprehensive analysis of each employee's performance, make effective decisions, plan reshuffles, training, and form a motivation system. All this will allow not only to retain the best specialists, but also to create conditions for their further growth and even more effective performance of their work duties [2].

Automated HR management systems are a Western development that is gradually gaining ground in the Russian economic space. Employees in branches of foreign companies in Russia were the first to evaluate the advantages of HRM systems. Next, domestic giants with a large number of employees joined in. A significant increase occurred in 2011-2012, when, according to TAdviser analysts, the HRM market in Russia increased from \$ 350 million to \$ 500 million, that is, by almost a third in two years.

After that, the growth slowed down, and there are no more sharp upward jumps. Automated methods of labor resources management are in demand today by enterprises of various industries, but experts note the preponderance in the direction of simple and affordable solutions with an optimal price-quality ratio. "Weak" HRM developments are leaving the Russian market.

### Types of HRM systems

HRM systems are conventionally divided into three levels. They are determined by the degree of automation of processes:

1) First-level systems. Solutions developed for automatic payroll calculation. This is a typical product with limited functionality, further configuration of which is impossible, and the circle of potential users is extremely narrow.

2) Second-level systems. More advanced solutions that allow you to automate personnel accounting. They are provided with good functionality for conducting a competent personnel policy. Software products of this level can be supplemented.

3) Third-level systems. The most advanced solutions that, in addition to calculating salaries and accounting for personnel movement, allow you to develop individual training programs for specialists, create "portraits", plan promotion and conduct certification.

Third-level programs can be an independent product, but most often they are included in the integrated enterprise automation (ERP) system.

Another classification of HRM systems is based on the composition of functions. From this point of view, software products can be divided into five groups:

1) Estimated values. They provide payroll, travel expenses, bonuses and deductions, execution of work orders, etc.

2) Account settings. This includes drawing up a staffing table, personnel reporting, accounting for vacations, business trips, sick days, and maintaining personal files of employees.

3) Accounting and settlement services. Systems that combine the first two groups.

4) HRM systems with incomplete functionality. Software products of this group, in addition to accounting and settlement functions, include the HR contour: motivation management, analysis of personnel performance, certification and assessment of professional suitability of employees, planning personnel changes, ways to improve the personnel management system of the organization as a whole [3].

5) Fully functional HRM systems. These are HRM systems of the fourth group, to which the function of generating reports for control bodies or management of the holding, and maintaining statistics, has been added.

In practice, modern HRM systems contain six functional blocks distributed over three technological levels: operational, user, and strategic. The first two are well developed in most software products. The system of strategic personnel management is still undergoing active technological development, the leadership in which does not always belong to major players in the global market.

Using the HR management system software allows you to create a single information space in the company and significantly increase the efficiency of the HR Department. Statistics show that HR managers spend more than half of their working time preparing, filling out, and recording documents. The software product completely eliminates these routine operations.

In practice, it is believed that the greatest need for implementing HRM systems is experienced by enterprises with more than 1000 employees. This does not mean that

smaller companies do not need automation – it is just that the effect of using it will be noticeable later.

There is a generalized portrait of the HRM system user. This is a company that:

- engaged in production, trade, project or educational activities;
- it has a large number of employees;
- practices a complex salary formation system;
- it has geographically distributed offices and divisions;
- implements modern management styles;
- it has a need for broad involvement of highly qualified personnel;
- it unites employees with high-value professional knowledge.

If at least two of these points are relevant to your company, it means that the need to automate processes is already overdue.

The choice of an automated HR management system in an enterprise should be preceded by a deep market study, analysis of the functionality of various software products and their correlation with the company's needs. Therefore, even before getting acquainted with the proposals from HRM developers, the Manager must determine these needs. The answers to the following questions can help you do this:

- You should not chase the fashion for automation. The purchase of a software product must be economically justified. Otherwise, the expenses will be inappropriate.

- It is important to understand how much the program will improve the effectiveness of personnel management. This will at least allow you to determine exactly the functions of the HR management system that will be in demand.

- Goals should sound specific. For example, "Increasing the average employee's working time in the company to 5 years". This allows you to concretize the idea of the product's functionality.

- The program must be Russified, comply with current labor and tax legislation, and be suitable for the company in terms of size and organizational structure. It is also important to evaluate the developer's reputation and previous experience [4].

A preliminary list has been created. The next stage is selection in terms of compliance with the allocated budget. Those systems that fit within the allotted time frame, it makes sense to test personally, to assess the degree of convenience, reliability, and performance. And again remove the excess. The HRM system that will pass all the stages of the test is likely to be perfect.

There are other positions that should be evaluated when choosing a system.

Using HRM as part of ERP (Enterprise Resource Planning) allows to integrate it with other modules. This is convenient from the point of view of using a single management database for all divisions of the company, reduces the speed of operations, and eliminates data discrepancies. Management needs to be prepared for the considerable costs of integration and staff training. However, if the ERP system is already implemented, then the development of HRM as an additional module will be more appropriate than purchasing a separate product.

The use of an independent HRM solution is justified when a foreign system is installed as an ERP in the company. Combining HRM with it is not easy for a number of reasons. For example, due to the specifics of payroll accounting, constantly changing legislation, peculiar methods of material incentives, etc. This is the case when it is better to use two systems separately.

The process of implementing a human resources management system as an EPR module or as an independent product is identical. The only caveat: when using a spe-

cialized solution, you should think about integration with other working applications.

Most of the automated enterprise management systems created by Western developers are built on a modular principle and include a personnel management module that implements accounting and personnel management, as well as calculations with personnel [5].

Despite the fact that Western developers have invested huge amounts of money in creating HR management modules and have accumulated vast experience in implementing them in thousands of organizations in developed countries, they are still very rare in domestic enterprises. As a rule, they are implemented when the owners of the enterprise are Western investors, and the implemented system is adopted as a corporate standard.

Among the main "limiting" factors for the distribution of these modules in enterprises, the following should be noted:

- high price (In addition to the software cost of several tens of thousands of dollars, you need to add the cost of pre-project work, training and maintenance to these amounts. So, according to rough estimates, an initial investment in a Western HR management system, even with a payroll module, can amount to \$30-50 thousand);

- focus only on large enterprises (Due to the coverage of a large number of HR management functions and the high cost of software solutions, Western HR systems can only be used in large enterprises. As a matter of fact, these systems are positioned this way by the developers themselves);

- insufficient localization completeness (Sometimes this happens, which causes obvious irritation of domestic personnel officers);

- "foreign" models (Western modules are based on models of Western business culture and mentality, which are not very clear and perceived by domestic users);

- functional redundancy (Western modules include functions that are still unclaimed at domestic enterprises. This includes, for example, individual planning of an employee's career growth, displaying long-term trends in the employee's potential, taking into account the decline (or increase) of his qualifications, planning staff development activities, motivational components, etc.);

- insufficient speed of adaptation to the legislation (Due to the fact that there are not enough sales of Western HR systems in Kazakhstan, their developers do not spend money on the maintenance of programmers who could quickly make the necessary changes to the localized version of the software product).

Despite serious obstacles to the introduction of Western HR systems at domestic enterprises, we will briefly consider some of these systems [6].

The vast majority of enterprises use the 1C company program to maintain personnel records. Its flagship product in this area is configuration 1WITH: ZUP 8 CORP.

However, there are other programs for automating HR workflow. These are the most popular ones [7].

Table 1 Characteristics of automated control systems

System name	Functions	+	-
Sail "Human Resources"	-Staffing table and organization structure' -Hiring and appointment; -Accounting for employees personal data; -A log of vacation records;	-Job orientation for the civil service; -Can be used with the "Salary" module	-There is no full-fledged module for personnel management; -Outdated interface

	<ul style="list-style-type: none"> <li>-Accounting for personnel transfers and transfers</li> <li>-Accounting for qualification categories;</li> <li>-HR reporting of the enterprise</li> </ul>		
HR Boss	<ul style="list-style-type: none"> <li>-Calculation of salary;</li> <li>-Training, evaluation and certification of employees;</li> <li>-HR reporting;</li> <li>-Development of motivation;</li> <li>-Labor protection;</li> <li>-Planning, selection and accounting of personnel;</li> <li>-Personnel reserve</li> </ul>	<ul style="list-style-type: none"> <li>-Full-fledged HRM functionality for working with business processes of personnel management and payroll calculation;</li> <li>-Integration with Microsoft Office applications</li> </ul>	<ul style="list-style-type: none"> <li>-Limited payroll functionality;</li> <li>-Small amount of enterprise implementations and user experience</li> </ul>
Navision HR	<ul style="list-style-type: none"> <li>-Recruitment of personnel;</li> <li>-Accounting of personnel documents;</li> <li>-Registration of information about employees;</li> <li>-Accounting for employee absences.</li> <li>-Payroll calculation;</li> <li>-HR reports</li> </ul>	<ul style="list-style-type: none"> <li>-Full functionality of personnel accounting and payroll calculation;</li> <li>-State-of-the-art interface and synchronization with Microsoft services</li> </ul>	<ul style="list-style-type: none"> <li>-There is only staff selection;</li> <li>-Additional integration is required to work with providing data to state funds</li> <li>-Financial costs of implementing and using foreign software</li> </ul>
SAP HCM	<ul style="list-style-type: none"> <li>- Recruitment and development of personnel;</li> <li>- Staffing table and company structure;</li> <li>- Personnel accounting with a set of basic documents;</li> <li>- Planning of the motivation system and KPIs;</li> <li>- Ability to calculate wages;</li> <li>- HR Analytics and reporting</li> </ul>	<ul style="list-style-type: none"> <li>-Creation of a single automation system, if in addition to this system, everything in the enterprise is automated on the basis of SAP</li> </ul>	<ul style="list-style-type: none"> <li>-The focus is shifted from regulated personnel accounting to HR processes;</li> <li>-Problems with the efficiency and accuracy of responding to changes in legislation</li> </ul>

Program 1S: ZUP was created in accordance with the legislation and methodology of the work of domestic HR departments. As mentioned earlier, the flagship of the line is the version of Corp, which allows you to conduct, in addition to traditional personnel accounting and payroll, also personnel management. It should be noted if there is also 1 S for standard personnel accounting: ZUP 8.3 PROF, basic version, and some industry publications.

With proper maintenance and updating, the program clearly complies with legal norms, even the most recent ones, allowing you to work only with up-to-date forms of

documents for regulated personnel accounting.

Selecting a candidate for a vacant position, hiring and creating personnel documents throughout the employee's entire term, calculating wages—all these processes can be carried out in one program, preserving the history of actions, which allows you to avoid additional synchronization with other programs and loss of information.

Advantage of 1S: ZUP consists precisely in implementing all the features in one program

The implementation of personnel transfers in the system allows you to immediately change the conditions for calculating wages for an employee, include or exclude them from the personnel reserve, etc., which greatly facilitates the work of a personnel officer and does not allow you to forget about important adjustments.

You can create all types of vacations: basic, additional, student, unpaid, and others.

All actions related to vacations - calculation of vacation payments or compensation, if an employee wants to receive money for days of additional vacation, etc., can be done in one document.

The possibility of accounting with paper and electronic work disability sheets is provided.

Most of the information about positions in the organization is contained in the Staffing table, which allows to quickly and clearly assess the situation.

Maintaining a regulated and managerial structure of the enterprise allows you to quickly record personnel and personnel costs, which is especially important if the company uses accounting at the places where costs arise.

It is now possible to create and send reports online to government agencies without leaving 1S: ZUP, using a service that is already built into the program and supports the use of an electronic signature.

All data about employees, as well as personnel documents issued for them, are stored in the employee's card.

This allows to reduce time and errors when applying for a job, personnel transfer, timesheet, student contract, and other commonly used documents. 1S: ZUP has the ability to connect printed forms, for example, an employment contract or other local regulations of personnel records management in the organization. [8]

Implementation for the company's business model:

- personnel accounting, salary calculation, analysis and personnel management;
- automatization of personnel accounting;
- planning of personnel requirements, formation of FOT, staffing, accounting of personnel movement.

The system has a wide range of capabilities for creating HR Analytics and reporting.

Along with the broadest functionality, analytical capabilities and flexible settings, one of the most important advantages remains the mass implementation of the program and its "run-in" in the real work of hundreds of enterprises. Along with using other 1S programs, the 1S: ZUP interface is understandable not only for HR and payroll departments, but also for accountants, managers, and other specialists [9].

The economic benefits are most evident in the long-term perspective.

It also takes into account what kind of product is needed, perhaps enough SOFTWARE with limited functionality in order to improve productivity.

The HRM system requires a license agreement with the SOFTWARE vendor. The



state will not allow to work without a license agreement.

The software installation and purchase itself will cost from 200 000 tenge, in addition, permanent license renewals are required, as well as constant maintenance.

The main generalizing indicators of direct economic efficiency include:

- annual economic effect of automated system development and implementation;
- payback period for an automated system;
- estimated efficiency factor for capital expenditures.

The annual economic effect is defined as the difference between annual savings (or annual growth) and regulatory profit [10].

$$E = P - K * EN$$

E – annual economic effect (Tg.);

P – annual savings (or annual growth) (Tg.);

K – one-time costs (Tg.).

EN – standard coefficient of efficiency of capital investments (EN-represents the minimum rate of efficiency of capital investments, below which they are not appropriate. Value EN is assumed to be 0.2). Product  $To * EN$  should be considered as the regulatory profit that should be received from the implementation of the system.

When implementing an automated information system for personnel management, it will lead to a reduction in the number of managers per person, so the annual savings will be equal to the salary per year of one employee:

$$N = 60000 \text{ tenge} * 12 \text{ months.} = 720720,000 \text{ tenge.}$$

One-time costs will only be equal to the set of the programmer's salary for the duration of the project.

$$K = 120000 \text{ tenge} * 3 \text{ months.} = 360000 \text{ tenge.}$$

Therefore,

$$E = 720000 - 360000 * 0,2 = 648000 \text{ tenge.}$$

Capital cost efficiency ratio-represents the ratio of annual savings (annual profit growth) to capital expenditures for the development and implementation of an automated system.

$$EP = N / A$$

EP – efficiency coefficient of capital expenditures.

$$EP = 720000 / 360000 = 2$$

The payback period for the implementation of a modernized machine information processing project is the ratio of capital expenditures for the development and implementation of an automated system to annual savings (annual profit growth).

$$T = K / N$$

T – payback period for capital expenditures for the implementation of an automated system (months).

$$T = 33,60000 / 7,20000 = 0.5 \text{ years (6 months)} \text{ [11].}$$

The HRM system significantly reduces decision-making time at all management levels and ensures the effectiveness of these decisions. Human resources management costs are decreasing, and labor productivity is increasing. For medium and large enterprises that are interested in such a result, the implementation of appropriate software solutions is necessary [12].

Using HR management software, HR managers reduce routine operations to a minimum and significantly increase the share of intellectual labor in their work. They are moving to new technologies and methods of work that are impossible with "paper" office work. With the help of analytical reports, they can develop recommendations on staff relocation, training and retraining, on the personnel reserve, on hiring candidates, and so on.

The company's management can not only quickly receive the necessary information from the HR management service, but also have direct access to the database with its employees. This allows to prepare and conduct certain personnel decisions confidentially and get prompt access to employees personal files and other information. In addition, prompt receipt of analytical reports on personnel facilitates the adoption of correct management decisions [13].

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## EVALUATION CRITERIA AND CLASSIFICATION OF KPI INDICATORS

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Key performance indicators – enterprise performance indicators that help the organization achieve strategic and tactical goals. The use of key performance indicators gives the organization the opportunity to assess its condition and help in evaluating the implementation of the strategy.

KPI and employee motivation have become inseparable concepts, as with the help of these indicators, you can create a perfect and effective system for motivating and stimulating employees of the company.

Key performance indicators can be divided into:

- lagging (reflect the results of activities after the period has expired);
- leading (allow you to manage the situation within the reporting period in order to achieve the specified results at the end of it).

Lagging indicators include financial indicators. Financial indicators demonstrate a connection with the wishes of the owner and the company's ability to generate cash flows, but due to their lagging nature, they cannot describe the current performance of the divisions and the company as a whole.

Leading indicators tell about the current activities of the divisions and the company as a whole, simultaneously and indirectly answering questions about what cash flows may be in the future, as well as what is the quality of processes and products, the degree of customer satisfaction [1, p.106].

Key performance indicators are part of a system of balanced indicators, which establishes causal relationships between goals and indicators in order to see patterns and mutual factors of influence in business-the dependence of some indicators (performance results) on others.

KPI development is to be carried out in a number of stages:

1. Pre-project work:

Getting the approval and support of senior managers.

- Project initiation and planning.
- Create a project team.
- Conducting a pre-project study.

2. Development of the KPI system methodology:

- Optimization of the organizational structure.

- Development of a methodological model.
  - Development of the company management process based on KPI.
  - Development of a system of normative and methodological documentation.
3. Development of the KPI information system:
- Development of technical specifications for setting up (programming) an information system.
  - Setting up (programming) the information system.
  - User training.
  - Conducting pilot operation.
4. Completion of the project. Putting the KPI system (methodology and information system) into commercial operation.

Rules and principles for implementing KPI:

1. The "10/80/10" rule – Kaplan and Norton recommended using no more than 20 KPI. Hope and Fraser suggest using no more than 10. The best recommendation from the existing practice is the "10/80/10" rule. This means that the organization should have about 10 key performance indicators, up to 80 production indicators, and 10 key performance indicators.

2. The principle of controllability and controllability.

3. The principle of partnership.

4. The principle of transferring efforts to the main directions.

5. The principle of integrating the processes of performance evaluation, reporting and productivity improvement.

6. The principle of matching production indicators with the strategy [1, p. 81].

The task of developing a system of key performance indicators is to create a set of indicators that reflect the consideration of the results achieved and determine the key benchmarks and parameters that guide the company in implementing its strategy.

The company's key performance indicators reflect the parameters of the main business processes within the framework of the company's developed and adopted development strategy. Indicators of this level carry information containing the parameters of long-term planning and are used by the owners, founders, shareholders and senior management of the company [2, p. 274].

At the next level, these indicators should be specified so that employees can be guided by them. The parameters available for reading and understanding by senior management and owners should be updated in the parameters of the main business processes.

There are seven main business processes of the company:

1) management;

2) personnel management;

3) sales management, marketing;

4) supply and procurement management, economic support of activities;

5) new product development, scientific research;

6) ensuring security;

7) financial management [3, p. 118].

Each of the business processes is initiated and controlled by a certain center of responsibility, whose task is to ensure the smooth flow of business processes. Managers of departments and divisions of the company determine the main current parameters and form subsystems of key performance indicators at a lower level. At the same time, the coordination of indicators and the correlation of the selected indicators with the parame-

ters of higher levels is carried out and approved by the company's top management [4, p. 106].

Determination of all types of quantitative and qualitative key performance indicators, on the basis of which management will be able to build short-term and long-term forecasts, is carried out strictly individually for each operating company, depending on the industry specifics, the situation in the resource and sales markets, the company's development strategy and other important factors.

The structure of the KPI system is determined depending on the company's strategy. By selecting KPIs, which are, in fact, indicators of compliance of the level of current performance indicators with the company's strategic goals, and measures of the achievability of these goals, the company gets a well - balanced picture of short-and medium-term goals, financial and non-financial performance indicators.

Quantitative and qualitative key indicators that allow you to evaluate your activities, build medium-and long-term forecasts, for each company should be determined individually, taking into account the industry specifics, market position, strategic objectives and business tactics. There are no ready-made recipes here, except for some recommendations:

- limited quantity;
- unity for the whole company;
- measurability, the ability to give an indicator in digital terms;
- direct link to critical success factors;
- the ability to influence factors;
- motivating incentive for the employee.

The concept of performance management is based on the concepts of deferred and advanced KPIs.

Deferred KPIs are historical in nature and are adapted to assess events that have already occurred in the past. These include most financial indicators. Deferred KPIs are the result of the system as a whole and usually appear in management or accounting reports no more than once a month.

The leading indicators are those related to staff development, internal technological and business processes, PR and customer relations.

When developing KPI management methods, it is necessary to classify indicators into:

- KPI, which are of a strategic nature;
- KPIs that are of a regulatory nature.

Strategic indicators should reflect the company's competitive advantages.

Competitive advantage is a positive difference from a competitor.

High performance ratings on key performance indicators of the strategic type in the company entail the achievement of the strategic goal, and ensure the achievement of the marketing strategic goal. Each strategic indicator of the company's performance reflects some aspect of competitive advantage.

Key performance indicators of the regulatory type are temporary, that is, they are linked to a certain time period. We can say that if the key indicators of the strategic type are responsible for achieving the goal, then the key indicators of the normative type are responsible for solving the tasks necessary to achieve the goal.

This classification of key performance indicators is important, as it relates to the structure of the distribution of financial and other resources of the company to achieve the goal.

You can also identify several common ways to use indicators:

1. Instrumental. Key performance indicators are used to create a basis for the implementation of any special solutions in the company. Such a system is implemented to effectively solve any task assigned to the organization.

2. Conceptual. It is designed not so much to provide employees with resources to achieve the goal and break the goal into smaller tasks, but to form a vision of the overall goal of the company's employees, to influence the way of thinking of each individual team member, to change the behavior of employees in the right direction for the organization, to create a strong corporate culture.

3. Symbolic. This method takes place in those companies that first formed goals, made a decision, and use the system to ensure the implementation of the planned strategy [5].

Thus, the key performance indicators are not universal in their nature and application possibilities. Each specific case requires an individual approach to the development and implementation of a system of key performance indicators. In the process of developing such a system, a number of criteria are used to determine the degree of reliability, adequacy and compliance of each of the proposed indicators with both the company's goals and objectives and the results that its management strives for.

There are several rules or criteria for determining the key performance indicators of a company, one of which states that these indicators should be measured and be measurable using a single measurement method. In other words, key performance indicators should be measured in one way. Further, according to the rule, a single evaluation technology should be used in the process of measuring parameters. This implies the establishment of a certain agreement between the heads of different structural divisions of the company [6, p. 162].

Key performance indicators should be based on reliable data that is easy to process and analyze, and should be clear and easy to use. Work with key performance indicators should be brought to automatism. Any manager whose job responsibilities include working with indicators should easily navigate the goals and objectives of each of the parameters used as key performance indicators.

The system of key performance indicators should correspond to the corporate culture of the company. The parameters selected for monitoring and analysis must comply with the basic rules, values, norms of behavior and standards of the company's management. Otherwise, the operation of the system of key performance indicators may cause dissonance and discord between the current standards and the results of the application of the system in the real environment.

A system of key performance indicators adapted to the work of the company's staff can provide differentiation of employee remuneration by building a correlation between the result of work and the amount of accrued and paid remuneration. In this way, the contribution of each employee to achieving the goals set within the company's development strategy can be justified.

In the process of adapting the system of key performance indicators, it should be regularly tested for its effectiveness. In addition, management should be prepared to periodically review and revise key performance indicators. The reason for this is the fact that the use of a number of indicators and making adjustments to the company's activities based on their analysis, in itself, can lead to unforeseen results, on the basis of which certain indicators may lose their significance or relevance. In addition, the use of outdated indicators can negatively affect the motivation of the company's staff, as a re-

sult of which, in turn, a number of related key performance indicators will decrease, one of which may well be labor productivity. And this is guaranteed to reduce the financial indicators of strategic importance.

The global practice of implementing key performance indicators shows that managers of all departments and divisions of the company must necessarily participate in the development of a system of key performance indicators. Correction and approval of key indicators should be carried out by the company's top management [7, p.219].

Within the structural divisions, decisions of a narrow focus and specific nature can be made, while the lack of interaction with other parallel departments and structures of the company will make it impossible to establish a relationship between groups of key performance indicators and the system as a whole will be unsuitable for implementation. In addition, attempts to approve their options for priority parameters within separate operating units, departments and groups can lead to the creation of cumbersome and inefficient systems that include a large number of monitored and analyzed parameters, although many of them may not be appropriate for the effective use of the system.

Thus, there is a list of pros and cons of implementing a system of key performance indicators.

The main advantages of the system are:

- ability to influence the level of motivation of the staff;
- openness, fairness, and the ability to compare results;
- ability to make adjustments to the work of the staff;
- employee involvement in the process of achieving the company's goals;
- control over the performance of official duties under the terms of employment

contracts.

The main disadvantage of the system of key performance indicators is the lack of universality in its application [8, p. 179].

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## INNOVATIVE ORGANIZATIONAL PLANNING

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Today's organizations face numerous challenges arising from their internal and external environments. Likewise, an optimal decision in this situation is a huge concern of managers. Organizations are facing rapid changes in their environment, arising from factors such as globalization, intense competition, social and cultural responsibility, digitalization, and diversity of the work areas.

An organization or an enterprise is a social unit formed of two or more people working continuously to achieve one or more common goals. An organization can be formed for either a short period of time or for the purpose of long-term collaboration. Furthermore, an organization can encompass a group of experts or a group of volunteers with no specific field of specialty. Forming an organization can significantly increase efficiency, effectiveness of planning and productivity. It unites individuals with necessary resources, combining the talents and efforts of many people to achieve important goals (McNamara, n.d.).

An integral part of an organization is its internal planning system. In other words, all achievements in an organization originate from developing and integrating of a successful internal planning system. Effective and strategic internal planning can reflect the economy and development of an organization or enterprise. Furthermore, effective internal planning systems can play a guiding role and show the organization a clear path ahead (Ramanujam & Venkatraman, 1987). Many scientific and methodological approaches have been used in practical activities that have led organizations or enterprises to success.

This research will focus on the effective development of an innovative internal planning system for implementation in an organization. Thus, there are a number of factors that should be considered, including scientific innovation, theoretical and practical significance, and structural harmony.

Literature review. In the field of management studies, the creation of an innovative and effective internal plan in an organization has been a point of particular interest for authors and researchers who are seeking up-to-date knowledge of management theory and practice. For this reason, the theoretical significance of designing and implementing an effective internal plan will fill a gap in the literature and contribute to new understanding (Roshina, n.d.). Considering the above, Organizational Theory presents a reasonable theoretical framework. This theory encompasses several aspects that can test the discussions of this research. Its multifaced nature will also add to the academic scope of this investigation.

Organizational theory (OT) has been defined in different ways. According to Nicholson (Irefin, 2012), an organizational theory is a series of academic viewpoints that describe different aspects of an organization's structure and its operations. Based on this definition, the structure and activities of an organization are analyzed in respect to academic mechanisms. Zhu has similar ideas about organizational theory and believes that the organizational theory is like a knowledge system, which studies an organization's structure, its functions, and operations. He also includes the organizational and individual behaviors within this system of knowledge. Based on Zhu, any organization, regardless of its activities, societal and geographical surroundings, can be studied within this framework (Irefin, 2012).



Another important aspect of the OT that makes it an ideal framework for this discussion is its wider scope. In other words, the effects of social relationships and their actions on an organization, as a whole, can be studied under OT. Within this framework, the impacts of political, legal, and cultural environments on the organization can be studied. OT functions as an umbrella theory and encompasses several components:

- Classical Theory (Kates, 2018)
- Scientific Management Theory (Landsberg, 1989)
- Administrative Theory (Higher Study, 2020)
- Bureaucratic Theory (Meisenbach & Jensen, 2017)
- Neo-Classical Theory (Brems, 1977)
- Modern Theory (Ozgur Onday, 2016)

### ***Basic mechanisms and methods of deployment of IPS***

Following the theoretical framework, the article will discuss the organizational planning and the mechanisms of the Internal Planning System. This is an integral part of this topic and is a critical discussion for any organization. This section will give a general overview of organizational planning, its several forms and procedures.

### ***Organizational Planning***

In any organization or enterprise, planning plays a critical role. Planning sets the way forward and demonstrates the reason for the establishment or existence of an organization, regardless of its mission and vision. Planning also sets specific, achievable goals, which are intended to be reached with full organizational potential. Without planning, no specific goals could be introduced or identified. Another dimension of planning is concerning the tasks that are required to achieve these goals.

One can categorize classifications into the following four types: a) strategic, b) tactical, c) operational, and d) contingency planning. This classification shows phases that planning goes through in an organization or enterprise (Sharma, n.d.).

a) Strategic planning - is the first stage of organizational planning. It is the highest level of planning in an organization that shows the biggest picture of that institution. Strategic planning sets an organization's goals for a period of time, whether a one-year time frame or a multi-year period. The strategic planning should align with an organization's mission, vision, and values. In some big organizations, the board of trustees set the strategic planning (Kargar, 1996).

b) Tactical planning. The second phase of planning in an organization refers to tactical planning. Strategic plans are mere decisions, and they need procedures to be implemented. Tactical planning fills this gap and guides how to implement strategic planning. Tactical planning involves several short-term goals. These short-term goals can be implemented yearly, and a combination of these goals supports the strategic plan (Burns, 2020).

c) Operational planning. After tactical planning, operational planning then sets day-to-day activities. Operational plans encompass operations in an organization. It can include several operational aspects including policies, rules, regulation, work schedules for employees of an organization. It also includes specific tasks within the tactical strategy/planning (Burns, 2020).

d) Contingency planning. In addition to the aforementioned three steps, contingency planning is reserved for a crisis or unforeseen events. Contingency plans cover numerous scenarios and potential responses for the issues that vary in different stages.

These stages can negatively impact on the operations of an organization. The contingencies can involve plans for natural disaster, cyber-attacks, or sudden executive deficiencies (Burns 2020).

### *Steps for Organizational Planning*

Organizational planning requires a cyclical process that includes several phases. Below is an outline of these five phases:

1. Developing the Strategic Plan
2. Translating strategic plans into tactical plans
3. Planning for daily operations
4. Executing the plans
5. Monitoring progress and adjusting the plans (Burns, 2020).

### *Innovative approaches and best international practices in IPS*

To study innovative planning approaches, we first require a definition of innovation, its components, and implications to organizational planning.

Innovation is an indispensable factor in any social development, business, or country. Early research on innovation focused mainly on products and services that applied technological initiatives. This concept was then extended to innovations offered by non-technological firms. Innovations provided by any firms, regardless of whether they are technological or non-technological, are true innovations. Management specialists developed tools such as strategic planning, vision and mission standards, and any other initiatives to further the process of efficiency and meet the designed tools (Allahar, 2019).

Two types of innovation are considered in this article: technological and non-technological. Technological innovations refer to those initiatives that are linked to the use of technology. It means that technology makes the core part of these initiatives and without it, they have no real existence. Non-technological innovation concerns innovations that are related to organizations' administrative and official efforts. Technology may be used in some parts of these efforts, but they can be also proceeded without technology. In other words, they are not dependent on technology, rather open to its use.

#### 1. Non-technological innovations in planning

According to Tidd, Bessant, and Pavitt (2005), four types of innovation can be identified: product innovation (which refers to the actual products/offerings of a company), process innovation (which includes the ways that products are created), position innovation (referring to the context in which a product is introduced by a company), and paradigm innovation (including mental changes in an organization). Other recent works have also considered innovation in services, pricing plans, market access, business models, and management practices (Birkinshaw & Mol, 2006). For the effective implementation of innovation, scholars have found two managerial practices particularly attractive: the practice of innovation management and management innovation.

For a management innovation to succeed in volatile, uncertain, complex, and ambiguous situations (abbreviated as 'VUCA'), it is mandatory to develop their dynamic capacities in response to market changes. They also need to detect shifts in their behavior and gain a deeper understanding of the implication of government rules and regulations, technological improvements, sociopolitical and economic trends, learning to seize opportunities and implement new systems (Schoemaker et al., 2018).

Innovation in strategic planning encompasses a synthesis of multiple functions in

a company or organization. This process paves the way for departments to build strong relationships. It also enables them ensure that their strategic goals are aligned with their mission and that each department is responsible and accountable for its individual decisions. Innovative approaches in planning also help organizations accomplish their goals in a cost-effective manner.

There are several steps that contribute to the incorporation of innovations in strategic planning. Below is a brief description of these steps:

a) Investing in employees. The employees of an organization need constant professional training to develop their careers. This investment directly benefits organizations in the short and long run, fostering and expediting the process of achieving the company's goals and objectives. If an organization finds some shortcomings in the performance of their employees in a specific area, they can provide relevant training to remove those challenges. For instance, if financial management in an organization demonstrates a need for professional training and capacity-building, then providing training can improve employees' ability and help further their roles as efficient and effective members of the organization.

b) Fostering creativity. Another aspect of planning in an organization is to allow employees to take risks. An organization can ensure the efficiency of its work, reduction of errors, and elimination of waste by giving the employees enough time to review and analyze the organization's policies and procedures. For instance, employees who are trained in a specific area can use management techniques, for instance, to ensure their creativity in the workflow.

c) Creating a diverse workforce. To ensure the success of an organization, having highly qualified staff is a must. It is critical for organizations to recruit applicants with maximum performance ability. This way they can align the staff competence with their strategic goals and any other plans. Highly qualified staff can ensure the success of an organization in different domains. By choosing the best from a pool of skillful and competent applicants, organizations can use several comprehensive programs using innovative methods. They can, for example, use social media platforms to attract new talents and applicants who can consequently solve complex work problems.

d) Collaboration with stakeholders. The way people work is not permanent or unchanging. Globalization, use of technologies and social media, changes in the workplace and demographics can highly impact how people work. Innovation in planning helps organizations to consider a long-time workforce and careful planning. Engaging with beneficiaries and other stakeholders is important for the creation of strategic goals that effective leaders can recognize and can benefit everyone (Duggan, n.d.).

## 2. Technological innovations in planning

As mentioned earlier, technological initiatives concern the use of technology in an organization. Technology is commonly used by organizations for different purposes, especially in the planning process. There are several uses for applying technology for this purpose. First, it is used for data-based increase in the accuracy of plans and decision. Accuracy in decision making is critically important for any organization. Decisions set the way forward and require considerable amount of money, energy, and time. Right decisions will make valuable impacts on the progress and improvement of an organization, while poorly managed ones can have devastating consequences. To make right decisions, technology can help in different ways. Technological solutions can collect data from internal and external sources and store them in stores and networks for managers. These tools are fast and reliable, with minimum inaccuracy. Also, they are

easily transferred throughout the organization and company. Collaboration of tools among all these sources enables the managers to make joint decisions.

Organizations can apply technology in a variety of ways, including:

a) Data. Data is the main component of any organizational planning. Without data, companies and organizations fail to make right decisions. The more data available, the easier it would be to make more efficient decisions, especially in planning process. One of the most important contributions of technology is its capability to provide copious data for managers and directors to begin effective planning. Data can be about different areas of projects and their implementers and beneficiaries. Circulation of data in different forms can be easier with application of technological tools. Using data, managers have an easier job to review and set plans.

b) Integration. With data in place, organizations need several software programs to analyze the data and use them for their organizational integration. Data comes from different sources, and they need to be analyzed and integrated for the managers to use. For instance, the computer systems of an organization can be integrated through Enterprise Resource Planning (ERP), which can consequently contribute to the planning procedure. This system is used for tracking and fulfillment of projects in an organization, as it can replace many standalone computer systems. Integration of the data through different computer systems are easily performed by this system. Using this system, the senior management can have a clear picture of the progress in the projects and identifies the shortfalls in any area. As a result, the planning process becomes easier and more efficient.

c) Data Storage. An increasing challenge for the companies and organization, in the second step, would be the storage of their data. The process of collecting data is ongoing and the amount would subsequently increase hugely. It is especially challenging for organizations that need to use their data on a day-to-day basis for planning and implementing goals and decisions. However, this concern can be easily solved through cloud storage. Organizations and enterprises can use these types of storage to keep their data available any time they need. Furthermore, this way they can ensure the security and safety of their data. With these facilities, the organization will be able to have access to any data they need, and it will subsequently help them use these data for their planning process.

d) Accessibility of information. Another contribution of technology to planning is its ability to provide several tools to connect different departments together. It is easy for any organization or company to have a plenty of data any time needed. As mentioned earlier, the software programs that are available for companies to collect and store their data enable them to have access to their data very easily. The accessibility of data for all departments and staff, though with senior management approval, would make it easier for the whole organization to evaluate the situation and set plans.

e) People. Another important aspect of social networking and technology is the ability to enable managers to plan their human resources. As mentioned in the previous section, social media platforms can provide managers and recruiters with a pool of skilled applicants and professionals (Duggan, n.d.).

### *Expected research results*

The research expects to find out how the use of several technological mechanisms, some of which mentioned above, help get better results in the internal planning system. The expected results may include the fast speed of the decision-making process

in an organization. Also, it expects to show how accurate decisions can be while using technological methods.

Considering the author's work experiences with several national and international organizations in Afghanistan, the author pursues to study the benefits of using innovative approaches in the formation of an effective internal planning system at the enterprise level. Many organizations in Afghanistan are active, but they are unable to offer effective services due to the lack of an effective internal planning system.

The author aims to implement a concrete planning system that will increase the professional and standardized functionality of the organization. Additionally, it will serve as a guide for how to modify the internal planning system of other organizations that operate under the "umbrella" organization, helping other organizations to gain access to an internal planning system with international-level performance.

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## STRATEGIC MANAGEMENT IN THE EURASIAN BANK JSC AND THEIR PREFERRED STRATEGIES OPTION

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There is a strategy common to all companies, as there is no single universal stewardship. Each company is unique in its kind, and the process of developing a strategy for each company is unique, because it depends on the company's position in the market, the dynamics of its development, its potential behavior of competitors, the characteristics of its goods or its services, the economy, the cultural environment and much more.

At the same time there are a number of basic points that allow us to speak about some of the generalized principles of strategic management. Of course, you should always keep in mind that strategic management is the first product of the creativity of top management, but at the same time, we can talk about some of the theory of strategic management, knowledge of which allows you to more effectively manage the organization.

In this work it will be considered a financial company JSC «Eurasian Bank» (Kazakhstan). JSC «Eurasian Bank» is a Kazakh bank to offer its customers banking services in corporate banking, retail banking and SME. At the end of 2017 the Eurasian Bank ranked 9th largest bank in Kazakhstan by assets, was 3.8% of assets of the entire banking sector. The Bank is represented in all regions of Kazakhstan; the head office is located in Almaty. It has foreign subsidiaries in the Russian Federation (Moscow). The Bank's rating by the international rating agency «Standard & Poor's»: B + (since 2009) with the forecast «positive» (July 2017) [1].

Strategic assessment of the state of the organization.

When choosing the strategy of the company analyses the most significant characteristics of the company, internal and external conditions for its development, etc. Much attention in the market economy should be given to assessing the external environment. Scope - the set of all objects, change properties of which affects the system. To assess the status of the strategic organizations can apply the different methods:

Consider the environment:

PEST analysis

<b>Political</b>	<ol style="list-style-type: none"> <li>1. Overall, the political situation in the country is stable, which has a positive effect on the development of the country.</li> <li>2. The legal framework allows Kazakhstan to successfully attract foreign investments.</li> </ol>
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Break

	<ol style="list-style-type: none"> <li>3. The National bank as the regulator introduce inconsistent with bank regulations that adversely affect the interest of banks in financing SME &amp; mortgage.</li> <li>4. The uncertainty of the future political situation does not allow to invest in an industry with high added value.</li> <li>5. High levels of corruption, weak social institutions, and lack of professionalism government institutions negatively affects business development.</li> </ol>
<b>Economic</b>	<ol style="list-style-type: none"> <li>1. Stable macroeconomic indicators - relatively low inflation, unemployment, the average level of GDP growth.</li> <li>2. Undiversified economy - dependent on mineral resources.</li> <li>3. Increasing the share of domestic/national companies in the economy - an inefficient use of financial and other resources, weak management.</li> <li>4. Banking sector. The high level of problem loans, dependence on funding national companies.</li> <li>5. Weak stock market.</li> </ol>
<b>Social</b>	<ol style="list-style-type: none"> <li>1. The past decade has seen the growth of the population, which has a positive impact on the development of the country.</li> <li>2. Decreases and remains low unemployment rate.</li> <li>3. Negative aspect is the reduction of the level of education, the reduction or complete absence of primary vocational and technical education for the training of workers.</li> </ol>
<b>Technology</b>	<ol style="list-style-type: none"> <li>1. In order to diversify the economy, the government adopted a program of forced industrial-innovative development of the country. In case of successful implementation of the program, the state budget will not depend on the price of natural resources.</li> <li>2. The country is rapidly developing means of communication, the Internet. Develop a mobile communications technology. In December 2012 launched a 4G network.</li> <li>3. The lag in the implementation of the program of forced industrial-innovative development of Kazakhstan and the need for technological re-equipment misunderstanding negative impact in the development of technologies.</li> <li>4. The share of R &amp; D funding is relatively low compared with other developing countries, etc.</li> </ol>

Kazakhstan's economy in 2018 showed an increase, in which GDP is estimated to have increased by 6%, despite the fact that from the middle of the year KZT came under pressure due to the weakening of the national currency of Russia - a major trade partner of Kazakhstan. Inflation fell to 4.8% from 6.0% in 2017. Currently, per capita GDP in nominal terms makes about 15 000 US dollars. Despite the favorable economic conditions in Kazakhstan for the development of the banking sector, two questions continue to cause concern: strengthening the regulatory impact of measures on the international level, aimed at reducing the Bank's actions throughout the world, and the ongoing restructuring of the components of the banking sector in Kazakhstan.

Overall, the banking sector remains relatively weak. The share of non-performing loans as a part of the loan portfolios continue to grow, reaching 31.2% at the end of 2018, while the overall rate of the ten largest banks is 29.5%.

#### **Analysis of Porter's 5 Forces**

These five forces together constitute an industry's 'structure' which is typically fairly stable. For Porter, an attractive industry structure is one that offers good profit potential. His essential message is that where the five forces are high, industries are not attractive to compete in. There will be too much competition, and too much pressure, to allow reasonable profits (G. Johnson, 2010) [2].

#### ***The threat of entry***

Barriers to entry into the banking market of Kazakhstan is a significant amount for opening a new bank. The minimum amount of authorized capital should be 10 billion KZT (~ 55 million USD), which is a significant sum for the businessman who plans to open a new business direction.

#### ***The threat of substitutes***

The main competition to the banking sector in Kazakhstan are microcredit organizations and pawn shops offering small loans to individuals and small entrepreneurs to the conditions and speed of processing loans to successfully deliver their services and compete with banks.

#### ***The power of buyers***

Due to high competition in the banking market and providing generally the same type of product, the banks are forced to reduce interest rates, increase the attractiveness of the deposit products. Such actions, as well as individual work with each client must attract a certain bank. G. Johnson says: "If buyers are powerful, then they can demand cheap prices or product or service improvements liable to reduce profits" (G. Johnson, 2010) [2].

#### ***The power of suppliers***

In the banking sector in Kazakhstan, the main supplier of financial resources is:

- The population and entrepreneurs to place their free resources on deposits in banks. For these clients, the banks increase the attractiveness of the deposit products within the regulated maximum interest rate and a decrease in yield when you place this money in the form of loans.

- State entities placing financial resources for targeted programs, programs to support entrepreneurs and the social sphere.



***Competitive rivalry***

The level of competition in the banking market in Kazakhstan is in a relative state of equilibrium (balance). As described by G. Johnson: “Where competitors are of roughly equal size there is the danger of intensely rivalries behavior as one competitor attempts to gain dominance over others, through aggressive price cuts for example.” (G. Johnson, 2010) [2]. Other things being equal, banks compete by raising quality of service, improve service and offer new services (innovative services), the search for new sources of funding.

***Capabilities and competences***

Consider the resources and existing competences of the bank

Resources: what we have		Competences: what we do well
Buildings, computer systems, data bases	Physical	Occupancy buildings (offices) in convenient locations for customer service, effective use of available databases, them capacity.
Balance sheet, suppliers of funds	Financial	The effective management of cash assets (deposits and other borrowed funds), attracting new assets.
Employers, managers	Human	Maximum use of the experience, the development and enhancement of skills, motivation of employees.

Using the most effective available resources - material, financial and human, the Bank is required to transform them using existing and increasing competence in successful operation.

***Stakeholders***

Draw a small stakeholder analysis of the bank on the basis of the impact of the proposed matrix A. Mendelow (A. Mendelow, 1986) [9].

<b>Minimal effort</b>	<b>Keep informed</b>
Trade unions Non-governmental organizations State and tax authorities	Shareholders and investors Competitors Professional association
<b>Keep satisfied</b>	<b>Key players</b>
The company's staff Media	Customers and Clients Managers and senior management

Thus, analyzing and distributing stakeholders as their impact according to the following table, it is clear that the key players influencing the future strategy will be considered customers of banking services, the bank’s clients and senior executives, defining the main directions of the future strategy and decision-makers - the bank’s shareholders.

***Intentions***

The Bank’s strategy over the past three years suggests cleaning of loan portfolio and increasing the share of retail loans needed to develop as a balanced universal Kazakh banks in terms of lending and deposit base. To implement plans to ensure sustainable growth in revenues and profits, the bank has set itself the ambitious goal - to

achieve top performance in the market in risk management, operational efficiency, information technology systems, quality of service and innovation in products and services. The results obtained, both in absolute terms and in comparison with the results of the banking sector of Kazakhstan, demonstrate the correctness of the chosen direction. In this connection, the Bank plans to develop information technology systems, enhance customer service, improve the system of risk assessment and management and the introduction of innovations.

We carry out SWOT analysis:

	<b>Strengths (S)</b>	<b>Weaknesses (W)</b>
<b>Opportunities (O)</b>	<ul style="list-style-type: none"> <li>- Strong management team</li> <li>- Low levels of non-performing loans (NPL)</li> <li>- Lack of foreign loans that require immediate payment</li> <li>- The Bank's development as a universal offering many services in both corporate and retail areas</li> </ul>	<ul style="list-style-type: none"> <li>- Bringing innovative solutions in the field of IT to automate business processes.</li> <li>- The launch of new products and line extension proposals in both the retail and corporate banking Bank (credit cards, factoring, etc.)</li> <li>- Bringing up the maximum performance potential of cross - sales</li> </ul>
<b>Threats (T)</b>	<ul style="list-style-type: none"> <li>- Reduce costs by optimizing the structure, improve the efficiency of each employee of the Bank and the other (CIR)</li> <li>- Staff development and transparent remuneration system (reducing staff turnover)</li> <li>- Further reduction of NPL by reforming the structure of penalties.</li> </ul>	<ul style="list-style-type: none"> <li>- High volatility in the financial markets (regional and local)</li> <li>- Increased bureaucracy processes in the Bank</li> <li>- Low productivity of employees of the Bank.</li> <li>- High internal consumption compared with revenue</li> <li>- Low level of cross-selling</li> </ul>

During the SWOT- analysis shows that in general, the bank successfully developed as a universal bank, offering a large number of services in different directions. However, it is necessary to neutralize the existing threats and to reduce to the minimum values of the shortcomings of the bank, presented in the table

Using Strategy clock, you can specify that the company is in the hybrid zone, since a hybrid strategy, the bank has started to increase its market share, is actively entering the market of retail crediting.

***Ansoff matrix:***

***The strategy of market penetration***

For expansion and market penetration in 2018 was acquired by the company Prosto Credit, the retail subsidiary of Society General, which has allowed developing its retail activities of the Bank. The next step in increasing the market would be a selection of activities in the retail sector - specialization of employees of retail trends in lending to purchase cars, mortgage lending and consumer lending. Improving the efficiency of the provision of retail products, for example - to improve scoring programs to make quick decisions with the approval of retail products, which is primarily due to the introduction of new IT systems, the development of CRM systems, allows us to provide more services to the converted customers.

***Market development strategy***

At the current stage of development of the Bank's current method of geographic expansion will – extension activities / offices of the Bank in the border areas with Russia, the economic position of this will facilitate greater barter between the two countries, with the Bank's position - it will significantly increase its customer base, working with Kazakh companies.

***Product development strategy***

In this direction, the Bank needs to develop new directions, for example factoring operations. The Bank has a direct relevance to the group of companies ENRC, until the last moment listing on the LSE, in this connection, there is a resource for the use of contractors for proposals related companies factoring transactions. In the retail sector, the need to introduce new card products associated with the credit card, cashback, the connection to the new payment system (at present, the Bank uses only the payment system Visa) Master card, Union Pay.

***Diversification strategy***

The most interesting proposal of the Bank shall be consulting services - for example in the field of investment advice. For which the Bank has launched a new structure - Banking entrepreneur, an innovative service that allows entrepreneurs and investors to find each other with the most acceptable conditions. In this case, the Bank acts as an intermediary and is a platform where entrepreneurs may be able to find investors and lending institutions to finance their new projects.

In addition, the Bank has to offer wealth management services to its privileged clients, advising on investment opportunities in the stock market, the market of investment projects involving fiduciary deposits (deposits nonresident of Kazakhstan) in Kazakh banks.

Based on the above, the main focus in the strategy of the company in question might be

***Business strategy***

Competition in the banking market has long been no competition for resources and struggle strategies, whereby the Bank should be developed first and foremost the key areas of activity to ensure it competitive advantages. Success can be achieved only when the banking policy focused on certain values will inevitably lead to the achievement of its goals.

Among the operational factors that lead to success, you must select the orientation of commercial banks for the client. The customer is always right, is not a slogan, but a real philosophy of the behavior of the Bank, calculated on earnings expectations. In our situation, it's not so easy to do. Since the company has long been on the dictates of the Bank, and not vice versa. However, where the Bank manages to "overcome" himself, finally, take the only right way, there is inevitable success.

***Strategic direction***

- The most important factor in the success of the operational activities of the Bank strategy is cost savings on the line of work, reducing the cost of banking services. To survive in the fierce competition to get a large income can only be based on the economy, prudent use of resources, accelerate the turnover of funds.

- As the success factors of commercial banks, no doubt, are: the establishment of comprehensive information systems, cooperation with foreign banks, diversification of banking risks (by industry, type of ownership, type of service), in general, the transition to the new technology banking.

- Creation of new, innovative products that are in demand in the Kazakh market, satisfy the customer's needs and attracts with its novelty and completeness procedures.

### *Strategy methods*

In the future, the development of new products to attract new ideas and proven technologies, both in banking and in the field of IT technologies. If you need to create alliances with innovative companies and the need to acquire them with having known - how and patents. As it was previously with the company "simply credit" with the existing customer base and new technologies in retail sales, which allowed the bank to break into the Eurasian Bank leaders in automotive lending in Kazakhstan and take a 51% market share in this area [7].

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### APPROACHES TO PROBLEM SOLVING AND OPPORTUNITIES FOR MODERNIZING ERP SYSTEMS FOR ENTERPRISE BUSINESS PROCESS MANAGEMENT

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The task of constantly improving efficiency is always relevant, since the efficiency of each enterprise individually underpins the prosperity of the state as a whole, especially now - during the transition of the Republic of Kazakhstan to new frontiers of development [1].

New development frontiers necessitate the creation of new economic structures,

processes, and technologies. The method of optimizing business processes is one of these relatively recent methods of increasing the efficiency of businesses. Computer systems for optimizing business process management to boost production efficiency – ERP systems – are the most inventive, having gained general use a little more than a decade ago. It should be noted that for such a short period of time, ERP systems have become an integral part of any production that strives to increase profitability in every possible way.

ERP is an acronym for Enterprise Resource Planning in English. ERP was first proposed in the early 1990s of the twentieth century. Several fairly reliable ERP systems for large corporations had already come on the market by the mid-1990s. Soon after, a service sector for ERP system implementation arose. The most well-known of the systems available at the time are still in use today: Baan, Oracle, PeopleSoft, SAP, and JD Edwards. The latter two will be examined further below and in direct relation to our research topic [2]. A number of stages should be highlighted in the construction of computer technology data, with which today's idea of production optimization is closely tied.

The phenomena stems from a hunt for ways to dramatically improve manufacturing efficiency in the mid- and late-nineteenth century. These searches resulted in the development of manufacturing concepts based on so-called business processes.

The following definition by Thomas Davenport appears to be the most accurate, thorough, and logical: "A business process" is defined as "a logical, consistent, interrelated series of operations that consumes resources, creates value, and generates outcomes [3]." In terms of the essence of the process approach to the enterprise economy, we should emphasize one key point that distinguishes this approach from others: this approach entails viewing all of an enterprise's multifaceted activities as a single, interconnected system of business processes that pervades all elements of the enterprise's organizational structure without exception [4].

Vertical (management) and horizontal (producing) business processes are typically differentiated in classifications based on the patterns of interaction linkages. However, determining whether business operations belong to a specific level is frequently difficult. The point content is multicomponent and the borders are hazy [5,6]. In addition, it already shows a lot of potential in terms of ERP system upgrading. After the establishment of the process approach, a variety of effective strategies for optimizing business processes were created and tested in practice during the next few decades. Some function in a complicated manner, spanning the full spectrum of production, while others are focused on "honing" specific process factors such as product quality, market adaptability, productivity, and so on [7].

The idea that certain production chains – business processes – will represent fairly common activities that are suitable for specific models led to the realization that a standard set of ready-made templates would make many production and administrative sequences considerably easier to manage [8]. This enabled the production organization to be transferred to computers, which have advanced to a relatively high level of development in recent decades, resulting in the introduction of such novel devices as ERP systems [9]. ERP is a technique for integrating production with operations such as human resources management, financial management, and asset management. This method focuses on constant monitoring of the enterprise's economic balance and optimization of business processes via a specialized integrated application software package that mimics a common model of data and processes across all areas of business activity [2].

ERP systems are a relatively recent working tool for increasing the efficiency of businesses in a variety of industries, and like any other innovation, it has drawbacks in addition to its evident benefits. At the same time, all of the current flaws are present in all ERP systems that are in widespread use around the world.

Let's consider them sequentially. Of course, we might consider the high cost of fundamental things, which can reach eighth-order levels, a negative.

The high cost of software is explained by the influence of fairly objective factors such as:

- production size;
- diversity of the company's activities;
- the degree of required consolidation of the enterprise ordering the ERP system's branch network;
- expected effect of implementing software products;
- the degree of uniqueness of the required products, and so on.

However, if the amount was finite, this would not be such a problem. Unfortunately, the mixed results of all organizations that have deployed computer systems to boost production management efficiency reveal that exceeding the initial order amount is unavoidable. As a result, the excess of the initial project estimates is the second of the major disadvantages of current systems.

According to analyst statistical data, this surplus is substantial – around 10-15 percent. In any event, we're talking about big unplanned costs, because a million of dollars or euro is not a small amount for any organization, even a very large one.

The following negative factors may result in additional budget spending by customers:

- errors made in preliminary calculations by program creators;
- errors made in preliminary calculations directly by the customer;
- insufficient information about the forms of activity of the enterprise provided by the customer;
- insufficient information about the activities of the customer's branches;
- low degree of training of the customer's personnel;
- high exorbitant costs;
- rejection of the system implementation of the company's personnel, etc.

The next major disadvantage of ERP technologies at this time is the length of time it takes to fully implement them.

It is crucial to note that this disadvantage entails the presence of two negative elements at the same time:

- first, extended lead times delay the receipt of beneficial changes in production process optimization;
- second, this state of affairs results in unforeseen additional expenses.

In general, a number of starting characteristics define the dates for putting ERP projects into full operation ERP:

1. The size of the company that is putting the system in place.
2. The kind of system software that is being used.
3. The number of different sorts of programs that are implemented.

In the ERP market, all vendors offer a reasonably broad selection of products for diverse purposes: small-scale systems, systems targeted at achieving specific aims, and systems with a truly global scope are all included. It's also worth remembering that commissioning is a multi-step process:

1. A "rough" implementation is the initial step. Simply download the software and run the setup wizard. This is the most important stage, which takes around a year to complete.

2. The system will be fine-tuned and people will be extensively trained in the second stage. This period can last a long time.

Meanwhile, the length of time it takes to implement something typically has a negative side effect, the most serious of which is surpassing the implementation time. This excess is stable, according to statistical analysis. In other words, in the world of ERP programming, missing deadlines is still a sad reality. That is, in addition to the high cost, there are additional expenditures as you launch, as well as a loss of additional time and finances to compensate for this, and new software appears throughout the activation period, which can last several years. Given the rapid advancement of computer technology, it is probable that the new programs will be revolutionary superior than the old ones.

All of the above draw attention to the importance of looking for ways to reduce the negative effects of ERP systems' operational implementation, as well as their effective modernization.

The drawbacks are severe, but they can be solved or, at least to a sufficient degree, leveled with a planned and balanced approach to implementation [10]. Let's look at some potential solutions to these issues. First and foremost, careful attention must be paid to the most thorough organizational preparation for implementation. Competent training, the conditions of which become particularly well grasped with work experience, as well as confident management, allow even small businesses with limited budgets to minimize the negative aspects of implementing ERP systems. This will avoid all of the above-mentioned negative repercussions of financial overruns, as well as the ongoing step-by-step postponement of execution deadlines.

A serious preparation process should focus on:

- a thorough assessment of the scale of implementation;
- an objective assessment of potential unforeseen difficulties and risks;
- an accurate preparation of initial data for implementation or transition to a new system;
- an objective assessment of the state and availability of necessary resources;
- development of clear priorities, precise definition of project goals; - personnel training for the implementation of new systems.

Personnel training are one of the most significant aspects of training. When adopting such basic changes as ERP systems, the organizational aspect of resistance or support of employees becomes vital, according to the experience of large firms in the Republic of Kazakhstan.

If the production and management personnel is dominated by cadres who are accustomed to traditional "paper" technology, automated operations will inevitably and actively be opposed.

Experts say the explanations in this situation have more to do with psychology than with any professional expertise. These are, in the vast majority of cases, high-level professionals capable of getting the best results in their activities and sensing extremely complex functions. Their opposition stems from a reluctance to change the good for the better. The answer to the challenge at hand necessitates skilled enterprise management selections. The following point is particularly important: there is a huge reserve for reducing risk costs when introducing innovations – especially those that require new per-

spectives on production processes, such as ERP systems – in working with personnel to change their psychology, rather than replacing personnel or training them in superficial technological manifestations.

You must clearly comprehend the following factor: a financier working with an ERP system should not think like a programmer; instead, he should establish the most comfortable settings for convenient work within the scope of his expertise without having to execute programmer chores. The same can and should be said of metallurgists, builders, and any other type of business professional. To achieve this condition, it is necessary, on the one hand, to approach the very first, initial stage of implementation preparation correctly: when selecting a system for its introduction at the enterprise, it is necessary to begin not with a desire to save as much money as possible, but with a carefully balanced systematization of all possible factors covered by the implementation project.

On the other hand, it is vital to appropriately adjust the available software resources and ensure that they may be adjusted in the direction required for the most efficient actual work of the company's specialists (either independently or with the help of the installer maker).

Consider the following:

- the degree of configuration simplicity;
- the system's degree of operating simplicity;
- the system's level of reliability and stability in the face of breakdowns;
- the degree of enterprise consolidation efficiency;
- degree of integration.

Of course, first and foremost, the effectiveness of production management must be considered.

To achieve all of this, it seems appropriate to entrust the selection of the enterprise's future ERP system to more than only IT specialists, as had previously looked rational. Employees (and, preferably, specifically selected groups of employees) who understand all the nuances of real-world production, to which the new software will be applied, should make the decision.

Now we'll look at the options for upgrading ERP software independently. As previously said, new ways of utilizing present program resources are required, or it is quite inexpensive to modify them through their own services or with the cooperation of manufacturing businesses. We can safely declare, based on theoretical analysis and some real experience in the activities of significant Kazakhstani industrial businesses, that the prospects for upgrading ERP systems are quite promising.

As an example, we'll look at the requirements for a specific direction of modernization of the capital project management business process in a big industrial enterprise's SAP ERP system [11].

The SAP modules listed below are involved in the capital project management business process according to the scheme:

- PS-capital project management module.
- FI-financial module.
- IM-investment management module.
- MM – material flow management module.
- BPC-budgeting automation module.
- TR-Treasury automation module.

In addition, the TP is a tender platform as a sub-branch of the MM, PS and IM



modules.

The fundamental system coordinates the operation of various SAP modules in such a way that a series of sequential stages (management cycles) of capital project implementation are formed:

1. Planning.
2. Purchasing.
3. Arrival and installation.
4. Payment.
5. Commissioning.
6. Closing of the project.

In addition, the plan under consideration includes references to the people in charge of implementing a specific business process step.

Meanwhile, experts have pointed out that these and other comparable business process-functioning methods have a certain vagueness to them, blurring the start and end dates of implementation. That is, there is a lack of engagement in the HR management (HCM) and information flow management (WF) modules' business processes. This frequently results in multiple-day delays in the management and control stages. Thus, we have created the potential of modernization, which entails the creation of a calendar and network planning for the operation of the capital project management business process. HR and information flow management modules should create a calendar and network start-finish plan for each of the business process stages, with the mandatory ability (and need) to monitor compliance with this schedule, after assessing the overall economic situation at a given time and the required level of efficiency in implementing a capital project.

This is, in fact, the automation of the management system, and management in the broad dialectical sense of the term: as measures for the development of production and as measures for dealing with staff, as we described previously. Calendar and network planning should have the economic consequence of saving working time for each of the participants in each of the capital project's business operations (efficiency and timeliness of the start and end of each step of the business process). As a result, there should be some economic impact, estimated to be around 2.5 billion tenge per year for large industrial businesses.

Consequently, despite the complexities of negative factors in the implementation and operation of ERP systems, we can now confidently identify effective ways to minimize these factors for Republic of Kazakhstan enterprises and modernize software without significant costs that promise a significant economic effect.

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## **DIFFERENT APPROACHES TO STUDY HUMAN RESOURCE MANAGEMENT PRACTICES**

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There are many different approaches to human resource management. HRM may be discussed from the different approaches. These approaches define HRM from different perspectives.

- Strategic Approach; People are the strategic asset of an organization. People have core competencies, the basis of competitive advantage. Human resources are the combination of talent and skills; some are inborn and other skills they have acquired through learning and education. The strategic HRM approach focuses on people management programs and long-term solutions. It stresses organizational development interventions, achieving employee organizational fit, and other aspects that ensure employees add value.

- Management Approach; HRM is a part of general management. Management is nothing but managing people in the workplace. Managers at all levels are responsible for managing their employees or subordinates.

- Human Resource Approach; People are human beings with a lot of potentials and intellectual abilities. It is important to treat people with respect and dignity.

- Commodity Approach; People are a commodity. They are viewed as a cog of a machine. People can be hired and fired through money. It is money that matters most. There is a saying, "money is sweeter than honey." This approach views people as economic men.

- Proactive Approach; HR managers must anticipate the challenges or problems before they arise. Prevention is better than cure. The proactive approach will save companies considerable time and money in the short and long run. P.F. Drucker (1997) highlighted the importance of a proactive approach very rightly. He argues, "In a perfect world, every startup would take the proactive approach and build their company from the beginning by identifying not only the mission, vision, values, goals, objectives, etc., but will determine where they want to go in the short- and long-term and build a holistic, aligned organization beginning at the founder level where they can attract, hire, and retain the top talent to get them where they want to go."

- Reactive Approach; It occurs when decision-makers respond to problems. If ef-

forts are reactive only, problems may be compounded, opportunities may be missed, and organizations may suffer loss. Companies may lose time and money if they take a reactive approach.

System Approach; A system is a set of interrelated but separate elements or parts working together for a common goal. For example, HRM is a system that may have parts such as procurement, training, performance appraisal and reward, etc. One part affects and is affected by the other. HR has considerably evolved in the past decades and continues to do. Yet, core human resource best practices have persisted, serving as guidelines for HR professionals over the years. But what do they entail, and why are they so important? In this article, will be go over the 7 best practices for HR. These are crucial to effective human resource management. Below figure of Approaches of HRM for more clarification (figure 1).



Figure 1 –Approaches of Human Resource Management

Best practices are a set of Human Resources Management processes and actions that work universally. In HRM research, there are two schools of thought on how to manage people. The first one is the *best fit*, the second is *best practices*. The best fit school states that to add value, human resource policies should align with business strategy. This means that HR should focus on both the needs of the organization and the ones of its employees. The best practice school argues that there is a set of universal HR processes that lead to superior business performance. According to its proponents, there are certain bundles of HR activities that support companies in reaching a competitive advantage regardless of the organizational setting or industry (Redman & Wilkinson, 2009). Skip the extensive scientific debate on the merits and flaws of each approach. With these kinds of discussions, the truth often lies somewhere in the middle. This means that the HR strategy and subsequent HR activities should be aligned with the organization’s strategy for optimum efficiency (a.k.a. strive for best fit). In literature, this alignment has also been referred to as Strategic Human Resource Management. At the same time, there are a large number of best practices that have shown to lead to superior performance for the organization. If HR executes these practices correctly, they will add substantial value to the business and its goals (a.k.a. implement best practices). These best practices are applied to different HR functions such as performance management and learning and development. The 7 Human Resource best practices presented below have been proposed by Jeffrey Pfeffer. Pfeffer wrote two books on this topic: *Competitive Advantage through People* (1994), and *The Human Equation: Building Profits by Putting People First* (1998).

In these articles and books, he proposes a set of best practices that can increase a company's profit. When these HR principles are combined (or bundled), their impact is even more profound. These best practices are:

- Providing security to employees; The first Human Resource best practice is employment security. Life is unpredictable and work is a stable factor that is very important to most people. Having an employer who enables the employee to provide for themselves and their family is, in essence, the number one reason why people come to work. There is both a formal contract (labor for money) and an informal contract (you put in some extra effort, we take good care of you) between the employee and the employer. Employment security enables employees to go home after work and provide for themselves and their families. This concept of security is essential and underpins almost everything HR does. When this employment security is threatened, for example when there is a restructuring or a layoff, you see this immediately ripple through the organization. Employment security also benefits organizations because it helps them retain their people. When employees are laid off, for example, it's usually the organization that pays the price. They are the ones who have invested in the selection, training, and development of these employees. This is a costly process. If the organization doesn't work on retaining its people, they are more likely to leave and work for the competition. In 2020, a survey found that job security is the third most important factor for employees. 28% of 1,100 professionals surveyed in the UK listed job security as an important factor. Job security is important across global HRM practices.

- Selective hiring: Hiring the right people; the second HR best practice is selective hiring. This enables an organization to bring in employees who add value. You can't just hire anyone; you want people who are fit for the job. Companies do their utmost best to hire exceptional people because they add the most value to the business. There also needs to be a prioritization of building a structured and fair selection process. This reflects legal requirements, internal diversity goals, and that a more diverse workforce, better reflects society. This can be hugely beneficial for understanding wider consumer behavior and the needs of different customers. Research shows that the difference in performance between an average performer and a high performer can be as high as 400%! This holds for different industries and job types, including researchers, entertainers, and athletes. Bringing in the right people is, therefore, a key to building a competitive advantage. In today's digital world, there are a lot of different recruitment tools we can use to make the right selection. More and more companies vigorously keep track of their recruitment metrics to see how well they are doing in this regard. Commonly used selection instruments are structured and unstructured interviews, IQ tests, personality assessments, work tests, peer assessments, and reference checks. These (pre-employment) assessments are used to uncover three key candidate characteristics. **Ability**: Is the person able to do the job? Does the person have the right technical and soft skills? Is the person smart enough to do the job well? **Trainability**: Can we train this person to improve his/her skills? Has the person the aptitude to learn and keep developing? **Commitment**: Will the person commit to his/her work and to the organization? Will we be able to retain this person once he/she is up to speed and fully productive?

- Self-managed and effective teams; we all know that teamwork is crucial in achieving goals. High-performance teams are crucial for any company when it comes to achieving success. Teams provide value because they consist of people who are, and think differently but are working towards a common goal. This means that different ideas are generated to help achieve the goal. These ideas are then processed and com-

bined, resulting in the best ones being selected. The best teams are cognitively diverse and psychologically safe. This means that team members can generate ideas that are different while feeling comfortable bringing these up and discussing them. Creating and nurturing high-performance teams is one of HR's key responsibilities. Belbin's Team Role Inventory is a popular tool for team creation and cooperation. Effective HRM includes directly supporting teamwork by involvement in how teams are organized. This can be done in several ways. Measuring team performance, rewarding team excellence, and advising management on techniques and tools to facilitate teamwork are some methods. Individual personality assessments also help understand how other team members think and behave. Understanding these processes is one of the main responsibilities of a manager. This is the reason why a lot of management courses focus on it. Different tools facilitate teamwork. Examples include communication software, feedback tools, project management tools, and other task and goal setting software. These can facilitate communication and help teams be more efficient. Finally, HR needs to encourage different teams to work together in the organization. A team is usually part of a larger entity, like another team or a department. These larger entities also need to work together. Facilitating this helps to build an efficient and effective organization. One of the tools that can be used for this is Organizational Network Analysis.

- Fair and performance-based compensation; Contingent compensation is the fourth Human Resource best practice. It has everything to do with compensation and benefits. First of all, if you hire the right people, you want to compensate them above average. These are the people that will add the most value to your company so you want to retain them and pay them fairly. This is an example that shows how different best practices work together to provide more value than they would alone, in this case, selective hiring, contingent compensation, and employment security. Paying people above the norm also has some potential disadvantages. For instance, it discourages bad employees to leave. However, if you're consistently hiring world-class performers, an above-average compensation is a must. This sort of compensation package can take the form of financial (base) pay and employee benefits. You must follow market trends across your field, and adjacent fields (many of the best employees may come from other career areas). Then you will be able to understand the average rate of pay and where your company ranks in the compensation offer. Secondly, you want to couple individual rewards with the different types of contributions that employees make. These are performance-related rewards. Develop a skill-set that delivers strategic impact. Learn everything from consulting and data literacy skills to basic finance. By coupling organizational performance outcomes with individual rewards the individual is incentivized to maximize this outcome. It also creates a sense of ownership for the employee. Think of profit sharing, shared ownership, or stock options for instance. These are great ways to create employee commitment to the company's long-term vision and retain high potentials. Compensation is a key element for successful talent management. In line with the previous, this type of co-ownership is usually not meant for all employees. Lepak & Snell (2002) offer a good model to assess how important individual employees are.

As an organization, you want to specifically retain your "Critical" (Figure 2). They are people with unique skills (i.e. hard to replace) who are very valuable to the business. That's why senior managers, most of which fit this category, are often offered these benefits.



Figure 2 – Skills Value

Training in relevant skills; This HR best practice states that companies should invest heavily in training time and budget for its employees. After recruiting the best people, you need to ensure that they remain the frontrunners in the field. This has become even more relevant today as the rate at which technology is developing is growing exponentially. This is where learning and development come in. How do we create an organization in which the rate of learning matches the pace of change? Learning has become a way to stay innovative, grow faster, and sustain a competitive advantage. Employers increasingly invest in skills-specific forms of training. According to the Economist’s Lifelong Learning special report, the number of on-demand courses has grown exponentially. Thanks to the internet, everyone is connected and can learn anything, anytime, anywhere. In addition to formal learning, on-the-job learning also plays an important role. Increased focus on feedback, coaching, and peer learning plays into this. Learning is also becoming increasingly important for the latest generations, such as the Millennials and Generation Z. According to Gallup, younger employees rate learning and personal growth as much more important compared to older generations. The next generation of workers is actively looking for development opportunities and sees these as a way to grow in their profession. Not offering these opportunities is related to higher levels of employee turnover (Figure 3).



Figure 3 – Pace of Change and Learning Rate

Creating a flat and egalitarian organization; this best practice in HR principles is rooted in the egalitarian practices of Japanese management. Although we just saw that some employees are more critical than others for the organization's success, this shouldn't be communicated in such a way. Every employee is a valuable member of the organization and should be treated as such. In Japanese organizations, this is expressed with common canteens, company uniforms, and similar sickness and holiday entitlement. Such an egalitarian culture shows that everyone deserves equal respect and could help in promoting the sharing of ideas.

Making information easily accessible to those who need it; Information sharing is essential. This is an area where a lot of large companies struggle: How do you keep track of who knows what, so you know where to go with your questions? According to Pfeiffer, there are two reasons why information sharing is so important. Firstly, open communication about strategy, financials, and operations creates a culture in which people feel they are trusted. It truly involves employees in the business. As an additional effect, it discourages hear-say and negative informal chatter. Secondly, if you want your people to share their ideas, they need to have an informed understanding of what's going on in the business. Being informed about the business is also something that employees often mention as something they find important in attitude surveys, as well as having a chance to contribute to and influence decisions affecting their working life.

HR activities often contribute to communication across the workforce. This could be by creating sub-groups for people from diverse backgrounds, such as women and LGBT individuals. HR may assist in or lead on, the production of internal newsletters and updates. When these best practices are combined we call them 'bundles'. Bundles create synergies. This is how Human Resource Management can create a competitive advantage for the organization. An example. Guaranteeing employment security will only benefit you when you have high-performing employees. Otherwise, what's the use of retaining them? This means that the employment security best practice, combined with selective hiring leads to more value than individual practices. The same goes for selective hiring, extensive training, and contingent compensation. You want to select

employees with growth potential, invest in them with learning and development, and reward them appropriately when they show superior performance. A third example is the reduction of status differences and information sharing. By encouraging open communication and sharing relevant information, you create a culture of improvement in which employees feel free to give suggestions and collaboratively help to improve the business. By leveraging these bundles, effective HRM can add tremendous value to the business and help the organization succeed in reaching its goals. According to Kurt Lewin, there's nothing more practical than a good theory. However, each theory has its drawbacks. It turns out that some of these best practices contradict each other. Take employment security. This practice sounds nice in theory but in reality, companies are increasingly working with flexible contractors. These contractors lack the security that traditional employees have and provide the company with additional flexibility. According to Marchington and Grugulis (2000), "the reality is that employment security is only offered when and for as long as it is convenient to the employer". Another example is training. A lot of organizations have implemented the extensive training principle. However, simply delivering training doesn't add to the company's competitive position. The way formal training is provided in organizations often offers several concerns: Formal training programs may be directed to skills that are not in line with the employee's work. Employees are provided access to training simply because of the excess budget instead of business needs. There's often more emphasis on being trained than on the impact of training. In other words, extensive training only adds value as long as it helps individuals and teams contribute to the strategic goals of the organization. This is in line with the Kirkpatrick-Phillips model, which helps measure training effectiveness. This model helps assess whether training had a measurable impact on performance and whether the training investment provided a positive return on investment (ROI). A final example is selective hiring. This best practice holds that if a company can consistently hire top performers, they will outperform their competition. However, it is almost impossible to consistently hire top performers. The reality is simpler: if you consistently hire better candidates than your competition, you will create a competitive edge.

When implemented, these best practices form the basis of effective Human Resource Management. However, implementation alone isn't enough. These best practices also need to align with what the rest of the business is doing. Selective hiring is great but what kind of profiles do you hire? This depends on the characteristics of employees that fit what the organization is looking for. And what capabilities do you train your employees on? These should also align with the organizational strategy. Only if the best practices that we have in HR are aligned with what the organization is striving for can we create an HR function that adds value and that truly supports the business.

Being adaptable means working without boundaries. Adaptability often exhibits an openness to new ideas and new concepts, finding diverse and unexpected solutions to challenges. Flexibility is the degree or the willingness to adapt to a situation. Adaptability and flexibility, therefore, often come hand-in-hand and give rise to evolution for gradual improvement. Our businesses are operating in an era of great uncertainty. Globalization, new technologies, greater business transparency, and environmental issues all combine to upend the business world. This increase in uncertainty has been shown statistically. For example, the volatility of business operating margins has doubled since the 1980s. These margins were allegedly static in the 1950s. In addition, the gap between winning companies (ones with high operating margins) and "losing" companies (ones with lower operating margins), has widened in recent years. With uncertainty



comes change and challenge. Businesses that thrive manage change appropriately, with big-picture thinking and continual self-assessment and improvement. Most importantly though, businesses that thrive are quick to act on signals and have learned how to adapt to unlock their greatest resource, employees.

The concepts of 'best fit' and 'best practice' are two well-known approaches to HRM. The 'best fit' perspective claims that HR strategy become more and more efficient when it is linked to its environment of the business. It explores the close link between strategic management and HRM by assessing the extent to which there is a vertical integration between an organizations business strategy and its HRM policies and practices. 'Best practice' approach claims that certain 'best' human resource practices would result in enhanced organizational performance, manifested in improved employee attitude, lower level of absenteeism and turnover, higher level of skills for higher productivity, enhanced quality and efficiency. That is why the 'best practice' model is also referred as high commitment models. The best-fit model is considered as a variant from precedent models of Harvard, Michigan and York and is called "matching model" for HRM. It is based on developing HRM policies according to business strategy. Strategy involves planning future activities, performances objectives, and policies towards reaching the corporate aims. HRM strategy should be designed and applied to support the given corporate strategy. The "best-fit" approach questions the universality assumption of the best-practice perspective. It emphasizes contingency fit between HR activities and the organization's stage of development, an organization's internal structures and its external environment like clients, suppliers, competition and labor markets. HR policy should be minted by the appropriate context of individual employees and therefore support the overall competitive strategy. Aligning HRM practices to strategies can enable companies to create potential competitive advantages. The best fit approach is also subject to sever criticism. Firstly, in a changing business environment, companies and their strategies are subject to multiple alternating contingencies and that it is merely possible to adjust entire HR systems to new challenges frequently. Secondly, as companies move through their life-cycle HR practices have to be aligned which leads to an alternating treatment of employees which can have a demotivating effect and show inconsistency in corporate culture. The best practice approach claims that certain bundles of HR activities exist which universally support companies in reaching a competitive advantage regardless of the organizational setting or industry. Best practice models imply a close connection between HR practices and organizational performance and are often associated with high commitment management. Studies in the best-practice field shows similar groups of HR polices which are especially suitable for maximizing performance irrespective of market and product strategies. Best practice bundles of activities are characterized as mutually compatible HR activities which forge high levels of workforce competence, encourage motivation and introduce a work-design boosting employee commitment. Based on concepts from expectancy theory best practice HR will result in higher levels of quality, productivity and low rates of absenteeism and wastage.

The best practice approach suffers from a series of limitations. Firstly, when implementing best practice standards organizations run risk of introducing mutually prohibitive combinations like team working and compensation based on individual performance resulting in a deterioration of employee collaboration through over - exaggerated competition. Secondly, high commitment management systems are generally a complex undertaking requiring large inputs of planning and top level management commitment. Thirdly, best practice HR lacks direct linkages with organizational strate-

gies and is minted by the belief that outstanding high performing human resources will influence strategy. By making HR policy precede corporate strategy an organization risks prescribing standardized sets of “one size fits all” best practice approaches which will not support the particular needs of employees and be detrimental to overall strategic objectives. Having defined the two systems, let’s now look at the agreements points between ‘best fit’ and ‘best practice’. Both approaches aim to achieve high performance in organizations. These models could be classified as ‘matching models’ because of their common aim is to match the human resources strategy with that of the corporation. The ‘best fit’ school of SHRM focuses on the fact that close alignment between organizational strategy and other systems is respected. All organizational systems must start with business strategy because it specifies what the company wants to accomplish, how it wants to behave, and the kinds of performance and performance levels it must demonstrate to be effective. The ‘Best practice’ theory acknowledges also that importance of business strategy on performances. Both approaches believe that HR practices should be complimentary. Whether ‘best fit’ or ‘best practice’, organization needs of staff is acknowledged. Thus, both concepts need employees in order to achieve its goals. Therefore they both have staffing and hiring strategies and procedures. Recruiting, testing, selection and staffing are considered in the two systems. Advocates suggest there are mutually compatible ‘bundles’ of HR policies that promote high levels of employee motivation and commitment that positively impact on organizational performance. Although there is not unanimous agreement in identifying these practices, the list generally includes: selective hiring, extensive training, employment security, a structure that encourages employee participation and pay policies that lead in relation to industry competitors. And reward for example is another important issue within the application of each approach. In the most general sense, both approaches view HR as having an important role in supporting organizational strategy and objectives.

Both approaches agree that externally competitive reward packages are important to attracting and retaining qualified employees. Thus, ‘Best fit’ advocates emphasize the importance of external competitiveness for attracting and retaining employees. To be effective, a reward system must distribute rewards in a way that will lead the organization’s most valuable employees to feel satisfied when they compare their rewards with those received by individuals performing similar jobs in similar organizations. Good performers tend to seek organizations where performance is recognized and rewarded. The same idea is found in ‘best practice’ books. Although labor markets are far from perfectly efficient, it is nonetheless the case that some relationship exists between what a firm pays and the quality of the workforce it attracts. There is therefore a shared view that an externally competitive reward system has an important role in attracting appropriate candidates and retaining employees.

In a sense, by promoting good rewards systems, the two concepts reinforce and define structure as well as the organization culture. This because pay system is thought to have an influence in the way people behave in an organization. Therefore, a good reward system consolidates and contributes to corporate culture. The reward strategy provides an opportunity to reinforce the organization’s values and beliefs in such areas as performance, quality, teamwork and innovation. Pay system can help to change culture when the behaviors they evoke become the dominant patterns of behavior in the organization and lead to perceptions about what it stands for, believes in and values. Both Strategic HR theories see rewards as a way of reinforcing organizational structure. The concepts of ‘best fit’ and ‘best practice’ in strategic human resource management share

some common points. In the most general sense, both approaches view HR as having an important role in supporting organizational strategy and objectives. Both approaches agree that reward practices should be consistent with other HR practices. There is a shared view that an externally competitive reward system has an important role in attracting appropriate candidates and retaining employees. Both see rewards as a way of reinforcing organizational structure. Indeed, the systems in SHRM have different approaches and therefore we can highlight many important differences between those systems. At the most general level, best fit is a contingency approach while best practice is a universal approach. Best fit is based on the premise that picking the most effective HR policies and practices depends on matching them appropriately to the organization's environment. The contingent factors influencing HR strategy might include type of business strategy pursued, organization size, type of technology, geographic location and labor market, management skills and preferences, industry sector and economic conditions. Contingency approach refers to a method of decision making often applied in devising appropriate human resource (HR) strategies and termed the "best fit" approach in contrast to "best practice" approaches. Best practice is referred as a universal approach because it documents the benefits of HRM across all contexts. For best fit, organizational strategy comes first and all organization systems and practices follow. Whereas for best practice a prescriptive set of practices, precede strategy but provide the human resources needed to fulfill the organization's objectives, whatever they are. We can see that the two concepts differ in their method. Within the 'Best practice' model the HR manager starts by identifying best practice, then give HR a high profile, get top level commitment, sell it, do it, measure it, reward champions. However the process is different for the 'best fit' model, where the HR manager identifies first the external fit linked to the operation strategy, marketing strategy etc. and tries to 'fit' them with the HR strategy. At a more specific level, regarding reward for example, both approaches have different point of view regarding the influence of pay in people performance. Best fit system shows a high margin of confidence regarding pay as a motivator. It follows the expectancy theory that believe that people will perform more and more better if they believe their effort will be rewarded. So, the best fit method focuses on the financial aspect and uses it as a driver for corporate human resource. Best fit proponents see rewards as the stick and the carrot. Since pay varies with performance, poor performers 'vote with their feet'. Excellent performers are attracted to the large pay differentials that reward their performance. However, in relation to pay, best practice advocates usually use the term "... first. Do not harm." Thus, they do not really believe in the great influence of pay that best practice advocates want to show. They see pay more as a factor helping to prevent dissatisfaction and provide symbolic recognition that employees are valued. Rewards, for best practice advocates, can even destroy the relationship and trust that are the basis of organizational commitment. This leads them to promote a reward system that does not differentiate with compressed pay bands, equal pay for all team members and collective incentives. Due to all these difference, the question we ask ourselves is obviously: which one of the two systems is better? The CIPD (2010), talking about strategic human resource management, writes: "There is no single HRM strategy that will deliver success in all situations. Organizations need to define a strategy which is unique to their own situation in terms of context, goals, and the demands of organizational stakeholders." Therefore, It is useful for all organizations to management their people within a planned and coherent framework which reflect the business strategy.

There are several approaches to human resource evaluation. The most prominent of them are: audit approach, analytical approach, qualitative and quantitative approach, balanced scorecard perspective, and benchmarking.

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### **DEVELOPMENT OF EFFECTIVE MANAGEMENT STRATEGY FOR ELECTIONS IN AFGHANISTAN**

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#### **OVERVIEW**

Afghanistan is a landlocked country located in a geographical area that has been passing more than four decades of human made crisis, political instability and impact. The main purpose for this theoretical and analytical research is to identify gaps and existing challenges in the management of presidential elections in Afghanistan, including study of current scenarios and failures. The object of the research is electoral commis-sions, mainly the Independent Elections Commission (herein after IEC) and Elections Complaints Commission (here in after ECC), taking into consideration other stake-holders involved in elections.

Secondary and primary data analysis shows that both IEC and ECC commissions are not independent because the commissioners are introduced by the political parties confirmed by the ruling team while they should not maintain their own human resource management rules, nor they are not resilience against internal and external pressures, threats during announcement of results. The results of recent presidential elections failures confirm this claim.

Independent Election Commission (IEC) without being independent in managing entire elections and without having a comprehensive Management Strategy is a commission without transparency, goal, value, vision and trust as it is. IEC needs assistance to reach the optimum standards in bringing about transparency, credibility, and inclusiveness in the overall electoral process by updated strategies and professional commissioners and other administrative and technical staffs to restore people's confidence in upcoming elections and their interest towards increasing public participation. According to Transparent Election Foundation of Afghanistan (TEFA-2020) the claim of holding a successful presidential election is a mockery to the public consciousness. Furthermore the recent parliamentary and presidential elections have raised many questions about transparency and undermined public confidence in the management process.

### ***RESEARCH RELEVANCE***

The proposed election Management system lies in ensuring that it is transparent and impartial whose role must be on behalf of people, not on behalf of specific candidate or ruling team. While the electoral system may vary from country to country, it has to take into account the peculiarities of every society while at the same time incorporating remedies to problems prevailing in the system. Election is as one of the core principles of democracies and suitable power transformations within countries which is not only the exercise of democracy by citizens, but also shows the level of people's participation and interest within electoral processes and boost-up all entire performance efficiency.

Elections are a cornerstone of modern democracies, the building block that supports the fundamentals of stable and prosperous nations. A number of countries, especially since the mid-1970s, have gone through the process of democratization in practicing their civil and political rights.

The notions of democracy and elections are not new for post-2001 concepts in Afghanistan. The history of elections and the struggle for representative democracy goes back to the mid-1920s when the first constitution was adopted under King Amanullah Khan.

The achievement of the first presidential election dated 9, October, 2004 and the appointment of a new cabinet brought a new momentum to the Afghan peace process with the first democratic hand-over of power happening in 2014. Post-conflict elections have been widely debated by academics, with particular concern over the environment in which they are held and to which they contribute. It was really a vital fundamental process for Afghanistan peace and development as well as international community to take full advantage of this opportunity, to move the agenda based on the Bonn Agreement forward and hold the first National Assembly and local elections in Afghanistan (Smith, 2014).

### ***METHODOLOGY***

The main methods used in this research were secondary data collection and analysis from Afghan electoral portals and collected, reviewed primary data collection

through questionnaires, key informant interviews and participant observations. Different election stakeholders were interviewed for this research. It was ensured that interviewees came from different backgrounds with diverse viewpoints to ensure a balance of opinions in the study.

The key informant interviews included former and current commissioners of the IEC and Election Complaints Commission (ECC), former international members of the ECC, constitutional law experts, candidates during the 2019 elections, Members of Parliament (MPs), members of the judiciary, as well as other electoral officials and legal, political, and electoral experts.

It was also ensured that the views of those in favors or against the establishment of the Tribunal were both heard. The criteria for selecting participants for the interviews included: 1) direct involvement of the interviewee in the process as an official or candidate, 2) legal expertise, 3) political expertise, or 4) a strong knowledge of the electoral process or electoral adjudication. Although structured questionnaires were not utilized for some target to allow participants to express their views openly.

### ***LITERATURE REVIEW***

Great efforts have been taken into consideration from available existing scientific research to explore the methodology and practicality of development of strategy management for elections in Afghanistan. In this modern era of science and technology in-situ investigation and research is not available on the effective interpose study materials because Afghanistan, being a chronic war halted country for the last forty years, has no evidence of conducting such a study specifically in the field of election strategy development as the object of the research. The literature review included reports on the Afghan and international electoral institutions.

There is a large literature pool regarding post-conflict states elections and democracy including Lappin (2008), Collier, Hoeffler and Söderbom (2008) and Banks (2007) and their analysis agrees that post-conflict elections need to be seen to strengthen peace and need to be meaningful to the citizens. Likewise, there are plenty of literature on the use of force to create a democracy, including from Meernik (1996 and 2000), along with Mc Donagh (2008), Burnell (2000) and Walter and Snyder (1999), (Richard Lappin-2010).

By nature, electoral management is a practice in a continuous state of change. Today, electoral management bodies (EMBs) confront a wide range of challenges that were not present only a few years ago, while fulfilling their mandated functions as institutions of democratic governance (Spinelli 2011). However, management of elections have to meet international standards and be open to the world's scrutiny.

Operating in such a complex and rapidly changing environment, many EMBs found themselves with a dual-faceted challenge: (1) elections had to be delivered regularly, professionally, transparently and in full compliance with recognized standards; and (2) their outcome had to meet the full confidence of all national and international electoral stakeholders. Aside from administrative and logistical operations, organizing an election is a time-bound and strictly regulated process:

- a. Multiple operations are run simultaneously all over the country
- b. Legal deadlines cannot be missed.
- c. Limited financial resources for the electoral process must be allocated quickly, effectively and transparently.
- d. Key operational and procedural decisions must be made quickly, with transparent standards and in full compliance with the established legal framework.

e. Operations exposed to security sensitivities may generate potential for political deadlocks, legal controversies, election-related violence and even large-scale conflict.

Electoral Management is a complex and large-scale set of operations. It involves a multitude of activities and sub-activities, complicated scheduling, training, employment and deployment of large masses of workers, simultaneous use of resources, logistical means and organizational assets and intricate monitoring of multiple activities. Further complexities arise with time-bound activities that must strictly comply with existing electoral legislation, and are often subjected to rigorous external scrutiny. In addition to the above, electoral management also spans multiple and diverse fields of operation as follows: (1) human resources, (2) office administration, (3) nationwide logistical operations, (4) delivery of professional training to thousands of electoral officers, (5) financial control, (6) procuring enormous quantities of electoral materials and supplies, (7) writing regulations, enacting legal reform, (8) registering voters, (9) monitoring political campaigns, (10) developing voting and counting procedures, (11) designing and implementing civic and voter education campaigns, (12) liaising with stakeholders, (13) dealing with security, (14) adjudicating electoral disputes and much more (Spinelli- 2011).

Electoral support interventions by international actors have increased greatly since the 1990s. They comprise primarily of electoral observation and electoral assistance. Electoral observation should be of an impartial nature based on the principle of non-interference. Electoral assistance, in contrast, is of an advisory nature and refers to technical or material support to electoral processes. Electoral assistance may be provided during all phases of the electoral circle. It can be directed at a broad range of activities and at a wide range of electoral stakeholders (electoral authorities, political parties, civil society, domestic observers and media) (Binder, 2009).

### ***RESULTS & DISCUSSION***

The study resulted in significant findings with regards to the development of management strategy of holding elections in Afghanistan. These included reports of financial corruption, electoral fraud, moral corruption and mismanagement that prevented IEC and ECC from addressing their visions and management strategies.

Public perceptions, political and ethical issues were also discussed. Empirical research and literature review showed that the first presidential elections, which were held in 2004, were acceptable to some degree for the majority of the Afghanistan citizens. In the second presidential election Dr. Abdullah and Hamid Karzi were major candidates in 2009. None of them could obtain the fifty plus one %, as the result in first round of election. According to the election law, election shifts to the second round but the second round never happened for two reasons: according to electoral stakeholders, there were two hypotheses: first, that Marshal Fahim first deputy of Hamid Karzi threatened Abdullah to withdraw from the second round and accept the election result, and the second hypothesis was that Abdullah withdrew from the second round in a political deal.

Dr. Abdullah and Ashraf Ghani ran in the 2014 and 2019 presidential election. But due to the widespread fraud during electoral process, and as a result of a political deal mediated by the US foreign minister John Kerry, power was finally divided between President Dr. Ghani and Dr. Abdullah. In 2019, in another corrupt election, Dr. Ghani remained in power again. One of his closest and, of course, most trusted political allies were Zia-ul-Haq Amarkhail and Nooristani, who were largely accused of corruption and fraud in the 2014 presidential election. And Mrs. Hawa Alam Nooristani for the 2019 presidential election.

***ELECTORAL LEGAL FRAMEWORK***

Most of the interviewees say that despite the lack of consultation and assistance IEC staff implements the law themselves. However, as identified problems related to the complexity of the IEC selection process, lack of clarity on the Electoral Complaints Commission (ECC) and lack of clarity on the relationship, coordination and cooperation between the two commissions. IEC has appropriate procedures to consolidate legal foundation but problem remaining is complication in coordination and efficiency. Further lack of regular cooperation and coordination between three branches, (Executive, legislative and Judicial) it is a huge concern in Afghanistan.

According to the US Special Inspector General for Afghanistan Reconstruction (SIGAR) the election in Afghanistan is incomplete and they say that since 2001, \$ 1.2 billion has been spent on holding seven elections in Afghanistan for supporting the country's electoral system. However, Afghanistan's electoral commissions are still not trusted by the people. The passage of the election law has been controversial in the past term of the council in some parts, however all the electoral laws, regulations and installation process of the IEC and ECC commissioners and chairman's as the same as before approved by two houses including the Parliament and Senate to be legitimate. However the concern is electoral law has not been taken into consideration during holding elections in Afghanistan, because, mostly chairman and commissioners were under pressure or offered deals.

Since 2003, IEC and ECC commissioners, technical and administrative staff were recruited by UNDP and other electoral supporters through transparent "Human Resource Management Criteria". As a result, presidential elections of 2004-2009 were held comprehensively fairly but since the decision of IEC and ECC commissioners, recruitment process handed over to Afghans, election stakeholders never observed innovations and acceptable election management performance by them.

***ELECTORAL STRATEGY MANAGEMENT AND SUPPORT***

It is found that today Politics has become a theater as by the cooperation of the media during elections process and political critics everyone is informed. However based on the interviewees discussed, some are optimist for some specific commissioners of the IEC and ECC that they keep their impartiality during election process as it is appreciable.

Nearly 15 years from establishment of two commissions, according to SIGAR new published report, billings USD spent for holding elections and capacity building of IEC and ECC staff, many organizations such as Free and Fair Election forum of Afghanistan (FEFA), UNDP, Election Watch Organization of Afghanistan (EWA), National Democratic Institute (NDI), Transparent Election Foundation of Afghanistan (TEFA) and other existing electoral support organizations are in touch with IEC and ECC in case of their capacity building and sound financial support, however elections are held with violence, fraud and corruption and the result is not acceptable to any of the stakeholders except the ruling teams.

Afghanistan is the only country in the area as each election documentation statistics are not easily available, results are published with serious delay and the pre-result and post result take at least 6-8 months due to widespread corruption, fraud and mismanagement.

This is while in the last 20 years, only one election period in 2014 has been held according to the election law. The rest of the election was held by legislative decree. However findings showed, both IEC and ECC need to bring reform in strategies to



make them integrated and comprehensive. Self-assessment and evaluation of IEC and ECC commissioners are the main and vital management and leadership cycle process which need to determine how they march up to implement organizational needs addressing visions and strategies.

**PUBLIC PERCEPTIONS**

Free and fair elections is one of the principles of democracy and are considered the most appropriate way to transform political power provided be held fair and in a transparent manner. The people of Afghanistan are expecting the government to appoint the head of IEC and ECC those who do have previous fault records to represent the clean vote of the people and not to be tainted with corruption. Most of the IEC and ECC chairmen have done financial and moral abuses (Public Perception and Media confirm this claim) and they never were impartial during the announcement of the election results, means others have put pressure on them and they could not keep their neutrality.

Moreover, according to public perception, IEC and ECC new installed chairmen and most commissioners are not acceptable to Afghans. They do not keep their impartiality and they lack professionalism, commitment, leadership and management skills in holding transparent elections in Afghanistan. Most people have expressed doubts about the impartiality of IEC and ECC members.

Afghanistan's young democracy thrives when transparent and fair elections are held. There seems little way to avoid the dependence that Afghanistan will have upon international funds for the time being, but donor governments should work to minimize these impacts by focusing keenly on improving the elections holding processes by which aid is given. If the international community really wants to assist people in the wake of violent conflict in Afghanistan, the challenge will be to come up with systems and international standards which do not undermine citizen interests.

**RECOMMENDATIONS**

Main recommendations discussed below would address specific identified problems within the paper for holding a transparent and fair elections management and elections stakeholder’s satisfaction in Afghanistan.

Developing effective management strategy. The first task in the process of strategic management is to formulate the IEC vision and mission statement. These statements define the IEC purpose of a firm together with objectives; they form a hierarchy of an overall goal (Rai, 2008).



Figure 1. IEC Hierarchies of Goals

The five key elements of strategy include: (a) plan, (b) pattern, (c) position, (d) ploy, and (e) perspective; directly guiding actions to achieve set goals with a certain de-

gree of developing a comprehensive strategy.

Variables that impact on strategy implementation are:

- I. Leadership and Communication
- II. Role of leadership in strategy development and implementation
- III. Top management commitment to strategic values.
- IV. Allocation of sufficient resources.

Electoral commissions need to develop long-term strategy with a clear vision for the upcoming elections to strengthen the atmosphere of trust and attract the support of stakeholders, fill the existing gaps and gain people's trust within performance. This view defines the type of mission of the IEC for a transparent and acceptable election in Afghanistan. In this definition, all efforts are defined and implemented honestly and impartially. Clear messages and clear indicators for practical cooperation and opportunities should be provided by the IEC for transparent, cooperation-oriented and credible elections. It is also about the Electoral Complaints Commission (ECC), how it can bring victory to the administration in the matter of achieving electoral justice, and ultimately to the process of fair and equitable handling of electoral complaints and protests.

***Selection of commissioners based on their ability to do the job.*** The process for selecting future IEC commissioners needs to be reformed so that expertise and personal integrity are more highly valued than ethnicity, political loyalty, or other partisan and politicized concerns.

Finally, a number of practical measures should be undertaken to reduce the likelihood that a poorly conducted presidential election, whether it occurs in 2019 or later, results in a crisis that further undermines the legitimacy of the state and reduces Afghans' confidence in democracy as a means for determining who leads the country. This includes paying greater attention to the training of polling station workers, especially when new technologies are being implemented; implementing an effective public information campaign so that voters know what to expect at the polling station; creating a staff evaluation system and providing incentives to retain good staff (and remove ineffective or corrupt staff); establishing clear organizational boundaries with other institutions (for example, ACCRA, the interior and finance ministries, the Presidential Palace) that prevent undue influence while promoting effective cooperation between them; ensuring consistent, adequate, and transparent funding; and increasing the capacity of other stakeholders in the process, especially political parties. The IEC should have facilities to ensure that parties are fully informed of electoral procedures and are able to monitor the process according to the law. The IEC should hold regular, public consultations with political parties.

***Improving the capacity building for the employees and maintaining the electoral experts and professionals.*** Holding elections as a professional process, given its sensitivity and vulnerability, requires comprehensive planning and professional implementation, and professional implementation requires professional staff in the field of holding elections. In Afghanistan, there are no educational institutions that can teach various election-related topics as a discipline, and the electoral knowledge of the IEC staff relies more on their personal experiences and studies, or by participating in short-term election programs which they learned inside or outside of the country. Although the existing capacities of the Independent Election Commission (IEC) cannot be considered as good achievements and stakeholders satisfaction within the country in the field of held elections, but it should be noted that on the one hand these capacities are limited in Afghanistan and on the other hand maintaining these capacities within the organiza-

tional framework. The Commission has always been a challenge for the Commission, given the favorable working conditions. Limited work capacity has been one of the considerations that have forced the commission to bring in a number of international experts during the last election campaign.

Considering the importance of high and professional working capacities for each institution and the need to retain experienced employees, the Independent Election Commission (IEC) intends to launch the existing capacities by launching various capacity building programs and providing education for the employees of the Commission to be prevented the threat of losing experienced employees in both head and field offices.

The Electoral Complaints Commission has 5 commissioners. The new law states: in order to provide greater transparency in the handling of protests and complaints of electoral fraud, the government may, in agreement with the United Nations, appoint two international election experts to be members of the Central Complaints Center without the right to vote. Moreover ECC has the same need to develop a comprehensive strategy in the light of clear vision and mission. Further provision of corruption policy should prevent ECC from moral, technical, administrative and logistical corruption in ECC head and field offices.

***Reducing election expenditures.*** Growing professional capacity building facilities and better managing resources for holding elections in each country is directly related to the economic, political and social situation. No election can be held outside the prevailing environment in the country or expect anything different from what is happening in the country from an election. Elections require open space and, as a national political process, are exposed to external factors more than any other activity. One of the issue that every institution holding elections should consider in holding various electoral processes with the possibility of continuing the process, taking into account the costs and economic situation of the country. Because costly elections cannot be considered a sustainable process for a country with a weak economy.

It is recommended that the IEC should considers the fact that elections in Afghanistan cannot be funded permanently by the financial support of international community, and that the Government of Afghanistan is obliged to assume the responsibilities of funding elections in Afghanistan as soon as possible. Using various methods and setting long-term strategy and plans to provide the basis for reducing the general cost of elections and holding elections using all national resources and ensuring that elections are held in Afghanistan fairly into consideration of the capacities and resources available within the country.

***Monitoring the process of the strategic plan implementation.*** The implementation of each plan requires that progress be reviewed and evaluated at different points in time. Implementing of each activity is a new experience for the management that should learn from their strengths and weaknesses and use them in the future.

The IEC is recommended to establish a monitoring and evaluation mechanism to better monitor progress in various cases and to ensure that activities are carried out as well in accordance with the plans, and on the other hand to end each activity also made it possible to evaluate the type of activity being implemented. The Commission is also recommended to carry out its assessments on the progress of various activities by implementing a cross-section during the planned activities and, if necessary, to consider the necessary changes in the way the activities are carried out.

The existence of a monitoring and evaluation mechanism also provides the basis for evaluating of the activities of the departments and their employees, taking into ac-

count the bill of duties and responsibilities delegated to them, and enables the IEC to take incentive, corrective and even reprimand measures for better management which include: monitoring indicators, monitoring methods, checklist, evaluation and analysis, and propose amendments to the executive plans and strategic plan.

**Improving hiring practice.** In the first stage, it is recommended that the Independent Election Commission IEC and the Electoral Complaints Commission (ECC) identify and stabilize those senior officials and individuals who were in various organizational ranks and were involved in corruption and fraud during electoral process. This helps the accused to go through their trial and be punished for their crimes. At the same time, the Commissions should encourage the employees who have excelled well or have been able to perform worthwhile performances in the process in favor of the process. Ordering and influencing the hiring of employee for the commission by the leadership of the Secretariat is completely negated and strengthens the principle of meritocracy and employees who are not affiliated with political parties and factions. Electoral commissions must establish effective and appropriate procedures for the recruitment of permanent and temporary staff in line with policies into consideration of humanitarian principles; otherwise they are not independence wouldn't keep its impartiality.

This procedure contains clear lines of employment that include guidelines to prevent the employees from attracting their family members and relatives. Leadership, commissioners and secretaries could not employ people with political affiliations or non-professionals. This procedure will clarify the executive role and the departments should do the hiring without violation of the leadership of the commission and the supervisors. Procedures also specify hiring methods and practices that enhance hiring credibility and commitment and could recognize situations of pressure and influence in employment process. And could identify taking actions that the same are implemented in IEC and ECC field areas. The quota rule and increasing the participation of women in various positions should be taken place and observed in order to ensure the presence of women in various positions and important managerial positions based on ability.

**Professional assessments.** Professional and administrative evaluations or self-assessment methods of employees should be done regularly, these evaluations, while promoting professionalism in the heart of the administration, secretariat also prevent the presence of employee who are not qualified or capable for the election commissions. Those should be terminated and instead of them recruit professionals and experts. Meanwhile, make sure that this rule is applied in a transparent manner so as not to cause moral abuses against female employees or the taking of creative employee hostage by the principal, and also that this practice eliminates employees who give in to illegal or obedient demands.

**Reducing the risk of financial corruption.** The IEC, at all levels, is highly prone to financial corruption. This is particularly acute at the top echelon. Proactive measures must be taken to drastically reduce the risks of financial corruption. For instance, leaders should not only sign a detailed and relevant code of conduct that is actually enforced, but asset disclosure must also form an integral part of official protocol. Asset disclosure forms should be filed annually, not just at the beginning and end of an official's tenure. The process must be monitored by credible agencies, with international support if necessary.

The Electoral Commission should immediately prepare and approve financial, technical and administrative anti-corruption policies to avoid abuses and crimes in these fields. Also, there is a need to adopt clear rules to prevent corruption in the commission

itself and its work environment, which includes employees, candidates and other departments and Adaptive mechanism to be developed with tracking and judicial oversight capacity should be in place. Audit and recounting of the ballots, based on the complaints refer to ECC are fulfilled during each election and the results published by IEC, however the overall concern is that technical and administrative components of IEC and ECC head and provincial offices never externally audited. According to Pajhwok Afghan News (2021) documents show that the Electoral Complaints Commission (ECC) purchased 25 items of office equipment more than 3.6 million AFN higher than the market price, which, according to the law, caused damage to public property, it has proved logistical corruption due to mismanagement. It is recommended that IEC and ECC should be externally audited as their annual financial year and it sound great the result be shared with electoral stakeholders.

**Reducing electoral fraud.** Distribution of E-ID to prevent the possibility of multiple voting. Distributing E-ID also reduces the cost of launching a voting card campaign to zero. Because E-ID are fingerprinted among other features, a person can have only one ID at a time, which will significantly reduce the level of fraud. It will make the election process transparent and reliable among the people of the country and the candidates.

**Result announcement.** Announcing of the election results has been one of the biggest challenges that have damaged the trust of the people, the subsequent handling of complaints, have all made this part of the election process vulnerable to corruption which are:

- A. Revision of the announcement table of election results
- B. Using real-time technique and technology to announce partial results on Election Day
- C. The IEC can create an application that allows all observers to upload their observations in a specific section of the IEC website that can be addressed later on.
- D. The election commission can publish the preliminary, partial and the final results in provincial, district, polling centers levels, or generally by visualizing in a map via its website

### **CONCLUSION**

Primary and secondary data collection and analysis has shown that IEC still does not have a comprehensive strategy and their draft strategy is full of contradictions. The IEC work is lagging, priority is mostly given to relationships with those who make political deals. There is lack of principle of punishment and rewards within the commission, especially regarding chairmen and commissioners, which provides opportunities for new chairman, commissioners and other employees to cheat, exploit and commit financial corruption and moral abuses. Moreover, commissioners of the IEC and ECC do not keep impartiality during election process and there is no fear or sense of responsibility.

As part of the recommendations, technology and its utilization have been proposed in all past of Afghan elections and had its opponents and supporters. The use of technologies such as biometric devices, voter registration database systems, online reporting, sending ballot papers to the center, announcing preliminary, partial and final results with the help of technology are something that have been used in elections and have been useful in reducing electoral fraud. In the upcoming elections, one of the proposed cases is the continuation of the use of these technologies and the introduction of

new technology tools such as barcodes in the elections.

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#### THE MAIN APPROACHES TO FINANCIAL RISK MANAGEMENT

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Financial risk is a complex phenomenon, which has many contradictory consequences for the organizational entity. The results of financial risk are rarely positive, as a rule, the risk is accompanied by unfavorable consequences, which is associated with loss of income, decrease in profits, capital, which may eventually lead to termination of activity or bankruptcy in the end.

Consequences of the risk received from management decisions concerning financial activity depend on the established market conjuncture, changes in the surrounding internal and external environment, unexpected obstacles to the implementation of entrepreneurial activity. In the process of carrying out financial and economic activities the owner is confronted with a situation of unavoidable choice and overcoming financial uncertainty of quantitative and qualitative risk assessment.

Financial risks refer to a specific group of risks that accompany any entrepreneurial activity, thus generating financial instability and threats to the business entity, having specific characteristics, in particular:

1) objectivity of manifestation, which is explained by the presence of financial risk in any managerial decisions taken related to profit;

- 2) economic nature, connected with possible losses that can be incurred by an entrepreneur in the process of financial operations
- 3) the situation of riskiness and uncertainty in the conditions of choice of various alternatives
- 4) the alternativeness of the choice of actions, the consequence of which is the choice of accepting/not accepting financial risk
- 5) purposefulness of actions based on the results of financial activity, in order to gain planned profit
- 6) probability of achieving the planned objectives, which is the ultimate criterion of financial risks, due to their quantitative assessment
- 7) uncertainty of obtained financial consequences;
- 8) subjectivity of financial risk evaluation, which depends on the reliability and completeness of financial information and qualification of financial personnel
- 9) expected negative (positive) consequences in the form of economic damage or, on the contrary, profit increase
- 10) dynamism of the level of financial risk, which directly depends on the level of duration of financial operations[1, p. 27].

Management of financial risks in the enterprise is represented by a set of measures focused on their definition and identification, taking into account the choice of effective ways to minimize and manage them. Currently, financial risk control belongs to the category of financial risk management [2, p. 26].

It is necessary to note that financial risk management is carried out at all administrative levels, covering all directions of activity of the enterprise for the purpose of maintenance of its financial independence, effective distribution of financial means in the conditions of risk.

The organization of financial risk management includes 2 subsystems, presented below in figure 1.

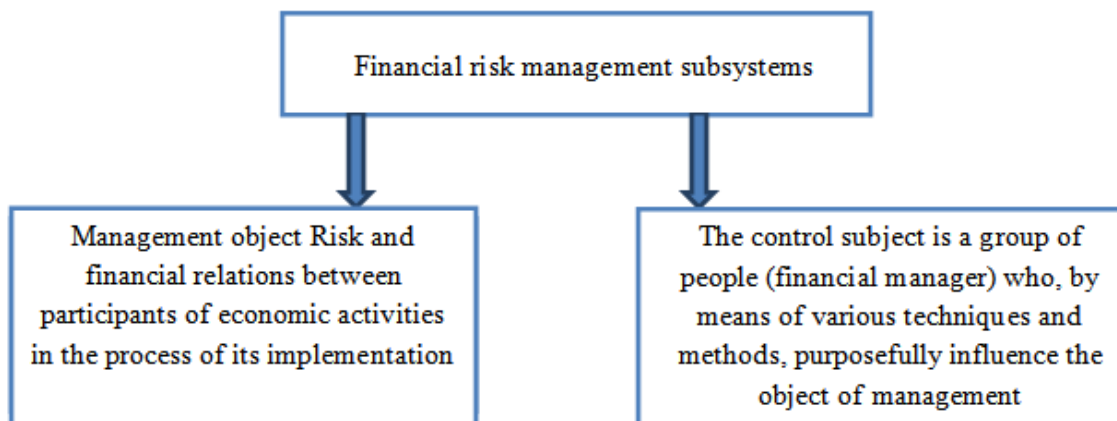


Figure 1. Financial risk management subsystems

The formation of the financial risk management system falls on the beginning of the 1990s, which is currently an independent area of practical and scientific activity, the main prerequisites for its development include

- increase in the growth of competition in the financial markets;
- the development of shadow economy;
- crisis phenomena in financial markets;

- development of high-risk instruments in the financial market;
- the growth of financial transactions;
- lack of managers' experience in financial risk management, etc. [3, c. 95].

The complexity of financial operations, the development of global financial markets requires the use of new methodologies and technologies of financial risk management from financial management in micro-macro conditions, which is associated with a change in the use of new approaches to financial risk management, which were previously episodic in nature.

The influence of objective factors of external and internal environment led to the fact that the financial risk management system became permanent, integrated, comprehensive.

Comparative characteristics of financial risk management approaches are presented in Table 1 above.

Table 1. Comparative characteristics of financial risk management approaches

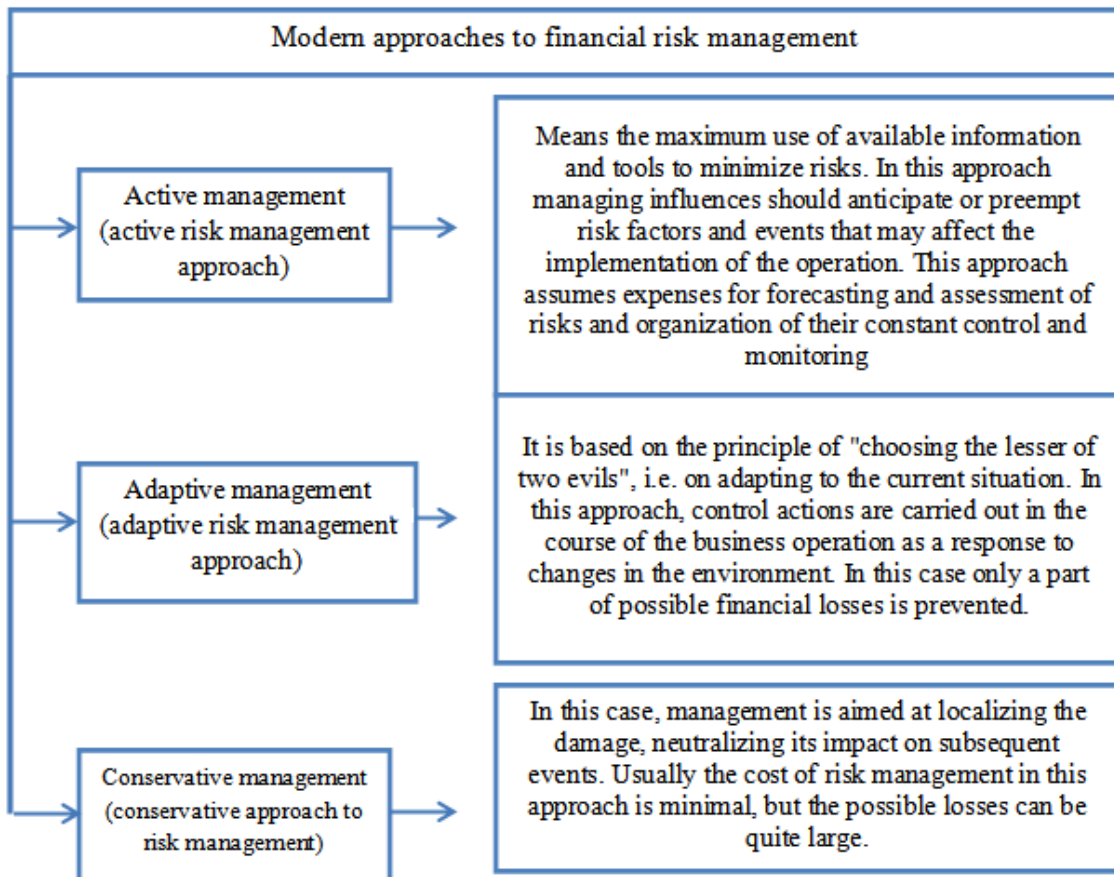
Old approach		Modern approach	
Fragmented financial risk management	Management is carried out from the bottom up at the level of individual specialists or units	Integrated financial risk management	Management is performed from top to bottom at the level of the entire enterprise and is coordinated by management
Episodic financial risk management	Financial risk management is not performed continuously, but on an as-needed basis	Continuous, dynamic financial risk management	Financial risk management is performed on a continuous basis, on an ongoing basis
Selective financial risk management	Financial risk management is performed selectively, limited to certain types of risks or segments	Complex financial risk management	Management covers all types of activities of an enterprise and all risks arising in the course of its activities
Note - composed by the author			

Initially, the basis for financial risk management was a fragmented, highly specialized approach, based on the "bottom-up" principle, due to which the assessment of only certain types of risks as unrelated elements was carried out. Currently, the opposite approach is used, which is based on the "top-down" principle, through which a comprehensive assessment of financial risks, based on the results of diversification and effective financial decisions [4, p. 95].

The main goal of financial risk management is to use comprehensive systematic approaches, taking into account the developed financial strategy in a risky environment.

In a competitive environment entrepreneur seeks to maximize the level of profit, with minimal costs, but the specifics of a particular type of business is inevitably accompanied by the risks of financial losses, which must and can be effectively managed.





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Table 2. Financial risk zones

Financial risk zone	Characteristics
Risk-free zone	In this zone, financial losses are not predictable, due to the risk-free nature of operations performed in this zone (hedging, investing funds, low inflation rates in the country);
Zone of an admissible risk	Zone, in which definition of an admissible level of financial risks is oriented to the size of the estimated sum of profit, and it is limited to a point of the minimum estimated profit;
Critical risk zone	In this zone for the financial transaction in question, losses

	in the amount of the estimated amount of profit are possible;
Catastrophic risk zone	In this zone on the considered financial operation possible losses in the size of all equity or its essential part. Such financial transactions can lead to bankruptcy of an enterprise;

The system of financial risk management covers all the management links in the enterprise: from the main management → line managers → to production personnel. The system of financial risk management, in accordance with the prevailing market conditions of economic management, can be supplemented and expanded, thus ensuring an increase in the market value of capital by more than 15% per year [6, p. 53].

Three main stages can be distinguished in the development of risk management activities (this division is rather arbitrary, and the development of these activities can occur differently in each case). At the first stage, risk management is usually performed on a decentralized basis for the main areas of the bank's business. Risk identification, assessment, minimization and monitoring rules are set forth in the bank's documents, regulating the corresponding areas of activity. Risk management is performed to a considerable degree on an intuitive level, as a sub-stage of other types of activity. Moreover, risk management can be fragmentary and episodic. Therefore, the term "risk" at this stage may not be used at all; instead, the conceptual apparatus of the corresponding types of activity is used.

This means that specific goals and objectives for risk management are not set, are not allocated stages of risk management with determination of the hierarchy of making relevant decisions, there is no monitoring of risk indicators on an ongoing basis. At the second stage of development, risk management is singled out as a separate type of the bank's activity.

As a rule, this function is centralized by creating a subdivision responsible for organizing work on risk management within the framework of specific areas of the bank's business. Moreover, there is a widespread opinion that creation of such a subdivision would solve all the problems of risk management, because there is a widespread opinion that the creation of such a subdivision solves all the problems of risk management because it involves (or should involve) specialists with the necessary Knowledge and experience who would be able to identify all the risks and to assess and they will identify all the risks and minimize them. However, in practice, such an approach is not a solution to the problems that arise.

This is connected with the fact that the specialist who knows the activity of a certain subdivision in the best way is an employee of this very subdivision the employee of a particular department (by virtue of his/her specialization, changing conditions of work, etc.). Therefore, if the specialists of the subdivisions that are in charge of the operations (i.e., directly face risks) do not participate in risk management, it will hardly be possible to ensure the proper quality of risk management. So, for example, suppose that an automobile plant's activities set the goal of improving the reliability of its products. Creation of a separate subdivision that would be responsible for improving the reliability of the automobile does not solve this problem by itself. Even if it defines all the factors that influence the reliability, gives them a quantitative and qualitative assessment, determines the measures that improve the reliability, it is not enough to solve the problem.

The reason is that the solution of the problem depends directly on the activity of a number of assembly sections, in particular on those who make the frame, assemble the engine, the braking system, etc.

Thus, the process of financial risk - is a regular, dynamic work, having a feedback loop, in the presence of which is carried out periodic reevaluation of established conclusions, taking into account possible changes in different economic and market conditions or the characteristics of the company.

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## DEVELOPMENT OF ELECTRONIC MONEY IN THE MODERN WORLD

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Money is not only an integral part of the financial system and economy of the country as a whole, but also a necessary resource for the life of each of its inhabitants. They are characterized by constant development. If you look at their history - how they originated and developed to the present day, you can see that over time they were constantly transformed both to facilitate trade and to obtain benefits. Nowadays, a similar trend is observed - if in the past coins made of heavy metal were replaced by light and easy-to-use paper money, then today they everywhere refuse to use cash. Thus, the topic of the work will be the study of the development of money in the modern world, and the problem will be the replacement of electronic money in circulation.

The relevance of the work lies in the fact that in view of the development of electronics and the World Wide Web, as well as the expansion of their influence and scope of use, a new direction of economic development has appeared, and therefore money too. If you look at the statistics of different countries of the world over the past few years, you can see that both sellers and buyers for the most part began to prefer a non-cash payment method. Moreover, even many banks have stopped carrying out transactions using cash. From this it is clear that money is now at a new stage in its development, and the changes associated with this cannot be ignored.

In this regard, the growth in the use of electronic money will be examined. This, in turn, will be achieved by considering:

- The reasons for the transition from cash to electronic;
- The pros and cons of using them;
- The impact of electronic money on society and the economy now and in the near future;
- Relevant scientific literature topic.

Based on the foregoing, the subject of research will be electronic money as the most modern type of money. The object will be their appearance, distribution and growth of necessity in the modern world, as well as the influence that they have on it.

By definition, electronic money is the corresponding monetary payments made between citizens and banks, trade and service enterprises through the use of payment systems and information and communication technologies [1]. For this, both information and communication technologies are used, which are involved in coding, processing and exchange of information. This allows you to remotely transfer payment documents, receive information about prices, and conclude transactions for the sale and purchase of goods and services. And the use of digital signatures or identification technologies (for example, using a camera to recognize a face or a fingerprint scanner) can greatly simplify this process.

By the standards of history, electronic money appeared relatively recently, approximately in the 50s of the twentieth century. This was due to the fact that records of bank accounts were already kept on electronic media. Several decades later, another innovation occurred - plastic cards with an embedded microchip, but the bank's participation in the transfer of funds was still necessary. Only in the 90s it was abolished [2], and in the territories of such developed countries as the USA and Japan, as well as in the European Union, Internet payment systems appeared. And with the development of

Internet technologies, the scope of applications of electronic money is becoming wider, gradually displacing cash even from everyday affairs.

If we talk about the classification of electronic money, then they are distinguished depending on the electronic medium or on the use of the unit of account. The first group includes:

- Based on bank cards. After completing the agreement with the bank, the client receives a card in his hands, which becomes his electronic wallet. When paying, the information from the chip built into the card is read and transferred to the seller's data carrier. And he, in turn, presents it in electronic form to the bank, which redeems electronic money with traditional ones;

- Electronic payment systems. After registering and concluding an agreement with the payment system, the Internet user becomes its client and receives an electronic wallet. When making a purchase, funds from this wallet are debited and transferred first to the virtual one, and then to the seller's bank account. The payment system itself receives a percentage from the seller, which is determined by the agreement. The most popular "QIWI", "WebMoney Transfer", "PayPal", "Yandex.Money";

Considering electronic money from the side of the used payment unit, there are:

- Fiat, ie denominated in one of the state currencies. Their issue, circulation and redemption takes place in accordance with the regulations of state regulators (international payment systems "PayPal", "M-Pesa"; cards "Visa Cash", "Octopus"; electronic money system "Chip-knip");

- Non-fiat, expressed in value units of non-state payment systems, which often correspond to a national or foreign payment unit ("WebMoney", "QIWI", "Yandex.Money"; cryptocurrency payment systems);

- Virtual, the so-called "electronic currency of network communities". They are used, for example, to purchase certain privileges, digital content and payments within a social network [3].

Regarding non-fiat money, we can mention the well-known cryptocurrency-electronic currency, whose emission and accounting is based on cryptographic methods, and the payment system operates in a distributed computer network.

The typical and most famous representative of the cryptocurrency is Bitcoin. It has its own course and is created by a process called mining. The essence of this process is to create new structures to provide cryptocurrency platforms.

Speaking about the characteristics of Bitcoin, the following are noted:

- Open source. The algorithm is identical to Internet banking. Information about the transaction is open, but personal remains with the owner;

- Lack of inflation. The growth of calculated units is equal to the rate of gold production on the planet. There is also a strict limitation on their maximum number;

- Peer-to-peer cryptocurrency network. Decentralized system. All wallets are part of the Bitcoin network;

- Unlimited transactions between participants. Anonymity of payers and the absence of restrictions on the part of state regulatory authorities.

Generally speaking about electronic money, one can note both the pros and cons of their use. The positive aspects include:

- Anonymity;
- Ease of use (due to low security requirements);
- Saving time;
- Reducing the costs of monetary circulation.

If we talk about negative, then noticeable:

- Insecurity from financial losses (forgery of cards, interception of messages in computer networks, bankruptcy / insolvency of the bank, etc.);
- Risk of impossibility of payment (it is impossible to pay in full, at a certain place / time);
- Risk of information disclosure [4].

Of course, Bitcoin is not the only cryptocurrency in the world. You can find a solid number of analogues on the market (as of August 2020, there were more than 6,000 items). Table 1 shows those cryptocurrencies that are in the greatest demand [5].

Table 1. Cryptocurrencies with the highest demand (as of 12/11/21)

Name	Market capitalization (mlrd. \$)	Price (\$)
Bitcoin (BTC)	1200	63 487,4
Ethereum (ETH)	543,56	4 600
Binance Coin (BNB)	102,17	614,31
Tether (USDT)	73,82	1
Solana (SOL)	68,34	226,83
Cardano (ADA)	66,98	2,01
XRP (XRP)	55,13	1,17
Polkadot (DOT)	44,71	45,6
USD Coin (USDC)	34,42	1
Dogecoin (DOGE)	33,57	0,25

Consider the use of electronic money on the example of Sweden, since this country aims at a complete transition to electronic money.

According to open sources, a complete transition to electronic money began to be allowed there back in 2016. At that time, the possibility of completely abandoning cash was considered, which contributed to Sweden to become the first country in the world with a complete transition to electronic money.

Let's turn to the facts. By 2018, the demand for cash in Sweden in the country had decreased by more than 50% over 10 years. This happened due to the fact that the population began to give preference either to debit cards or to the Swish application used in the country (an analogue of the Kazakh Kaspi). Thus, at that time, 70% of consumers were able to do without cash, and it was predicted that 50% of all trade enterprises by 2025 will stop accepting cash [6].

In addition, in the same 2018, Sweden became the country with the lowest share of paper money (about 1% of GDP), while for the USA and the eurozone countries this figure was 8% and 11%, respectively. Also, as of October 2020, less than 10% of all settlements were carried out using paper money (see Table 2).

Table 2. Percentage of non-cash payments in the countries of the world (for 2018)

The country	Share of non-cash payments (%)
Sweden	98
Norway	95
Denmark	94
USA	80
Germany	76
India	32

It is worth mentioning also the fact that the Central Bank of Sweden in 2020 decided to launch testing of an electronic currency, which was named "e-krona". Users will be able to store this currency in an electronic wallet and use it to pay for purchases, replenish an account and withdraw funds using a mobile application or "smart" wearable devices. The country's government plans to complete research and testing in this area by 2022, which may result in a digital crown [7].

At this stage of development of the economy of Kazakhstan, as conditions change, more and more new payment systems have been gradually introduced, the number of which at the moment is 19 (see Table 3). They include:

- Payment card systems;
- Systems of international money transfers;
- National payment systems.

Table 3. Payment systems of the Republic of Kazakhstan

Payment system name	Operator name
Interbank money transfer system RSU "National Bank of the Republic of Kazakhstan"	Interbank money transfer system RSU "National Bank of the Republic of Kazakhstan"
Interbank clearing system of the RSU "National Bank of the Republic of Kazakhstan"	Interbank clearing system of the RSU "National Bank of the Republic of Kazakhstan"
Zolotaya Korona LLC "RNKO" Payment Center "	Zolotaya Korona LLC "RNKO" Payment Center "
Mastercard Mastercard Europe SA	Mastercard Mastercard Europe SA
VISA Visa International Service Association	VISA Visa International Service Association
CONTACT QIWI Bank (JSC)	CONTACT QIWI Bank (JSC)
FASTER JSC "Halyk Bank of Kazakhstan"	FASTER JSC "Halyk Bank of Kazakhstan"
MONEYGRAM MoneyGram Payment Systems, Inc.	MONEYGRAM MoneyGram Payment Systems, Inc.
Western Union Limited Liability Company "Non-bank credit organization" Western Union DP Vostok ", No. 0004	Western Union Limited Liability Company "Non-bank credit organization" Western Union DP Vostok ", No. 0004
Payment system JSC "Halyk Bank of Kazakhstan" JSC "Halyk Bank of Kazakhstan"	Payment system JSC "Halyk Bank of Kazakhstan" JSC "Halyk Bank of Kazakhstan"
The system of mass electronic payments of the Republican State Enterprise "Kazakhstan Center for Interbank Settlements of the NBRK"	The system of mass electronic payments of the Republican State Enterprise "Kazakhstan Center for Interbank Settlements of the NBRK"
UNISTREAM JSC CB UNISTREAM	UNISTREAM JSC CB UNISTREAM
Diners Club International Diners Club International Ltd.	Diners Club International Diners Club International Ltd.
UnionPay International Co. Ltd. China UnionPay Co. Ltd.	UnionPay International Co. Ltd. China UnionPay Co. Ltd.

American Express American Express Limited	American Express American Express Limited
Payment system "Mir" JSC "National system of payment cards"	Payment system "Mir" JSC "National system of payment cards"
Kaspi.kz payment system Kaspi Pay LLP	Kaspi.kz payment system Kaspi Pay LLP
UPT UPT Ödeme Hizmetleri ve Elektronik Para A.Ş.	UPT UPT Ödeme Hizmetleri ve Elektronik Para A.Ş.
Ria Money Transfer Continental Exchange Solution dba Ria Financial Services	Ria Money Transfer Continental Exchange Solution dba Ria Financial Services

23 banks and 81 payment organizations participate in the Kazakhstani market of payment services. According to data for 2021 in the Republic of Kazakhstan:

- As of August 1, there were 55.3 million units. Payment cards in circulation;
- Compared to the previous year, the indicator of the volume of non-cash transactions using payment cards (in the period from January to July) increased by 2.3 times;
- The share of online transactions from the above transactions for the same period amounted to 83.1% [8].

In the Republic of Kazakhstan, electronic money is issued by a special issuer. The issue must be within the amount received from individuals or agents, in accordance with the concluded agreements. This activity is regulated by the Resolution of the Board of the NB RK dated August 31, 2016 No. 202.

The issuer is obliged to notify the National Bank of the Republic of Kazakhstan about the issue of electronic money within 10 calendar days from the beginning of this activity.

Electronic money is used by a member of the corresponding system in accordance with the internal rules and conditions of agreements concluded with the operator or issuer [9].

If we talk about the volume of transactions made through electronic money systems, then in March 2020 the number of transactions amounted to 174.9 million, and their amount was 580.2 billion tenge. This is 29.5% more than in the previous year. According to the National Bank of the Republic of Kazakhstan, more than half of them were produced via the Internet (see Fig. 1).

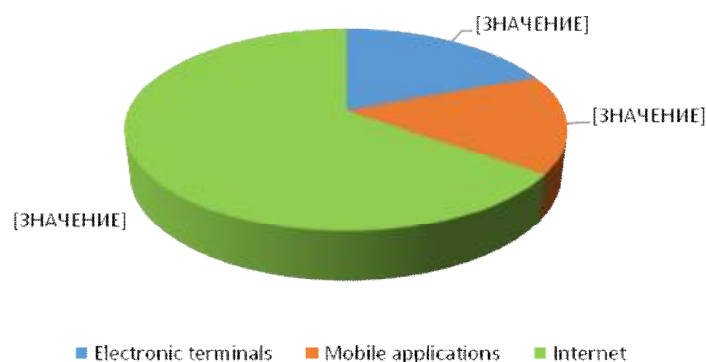


Fig. 1. Structure of transactions carried out through Kazakhstani electronic money systems (March 2020)



As of August 2021, 83% of non-cash payments were already made via the Internet [10].

In view of the development of both the financial system and the economy as a whole, as well as a new trend that is noticeable all over the world, Kazakhstan has set a new goal - the introduction of a national digital currency.

As of August 2021, 35 countries around the world were actively involved in the development, piloting and implementation of the national digital currency.

The main reasons for the study and implementation of such a currency were:

- Exit from cash circulation (due to both economic development and the coronavirus pandemic);
- The need for settlements markets for innovation (digital currencies have a high mobility of transfers and payments, and are also capable of creating new ways of doing business);
- Improving the efficiency of payments (using digital currencies, you can qualitatively improve the stability of the payment environment);
- Expanding access to financial services.

Thus, by introducing digital currency, the National Bank of the Republic of Kazakhstan seeks to increase the efficiency of payments, develop competition in the relevant market, ensure the availability of financial services and accelerate the development of innovative services that will be convenient for the population. And if the efforts made are crowned with success, then this will lead to significant changes not only in the payment environment and the market of Kazakhstan, but also in its economy as a whole [10].

Electronic money has an impact on the economy mainly through the monetary system. At this point in time, they are not used as a replacement, but rather as a new means of payment, complementing cash transactions.

However, as mentioned above, the development process does not stand still, and based on examples from different countries, we can conclude that electronic money will eventually replace cash everywhere and completely. Thus, a reduction in the used cash will lead to a change in the core units, in particular, the M1 unit will be the first to be hit, and through it all the others.

In this case, the impact on the monetary system will be expressed in a change in the amount of money in circulation. This can be achieved by a high volume of electronic money emission, as well as a decrease in the required reserve requirements. However, this will depend on:

- Probability of replacement;
- Amount of issue;
- Ability to account in the composition of money supply aggregates [11].

Also, the emission income of the Central Bank will not remain unaffected. Due to the reduction in the reserve ratio, the Central Bank's balance sheet will tend to decline. Also, the transition of economic entities to settlements with electronic money will lead to a decrease in the number of assets that generate income, and, consequently, to a decrease in the income of the Central Bank.

Of course, in order to avoid the possible negative consequences that electronic money can bring, you can either tighten the existing laws that apply to them, or introduce new restrictions on their use and maintenance. But this can negatively affect their demand, and in a certain sense, this can mean a step back in the development of the economy, and this is at least.

On the other hand, if you go towards change, then it is quite possible that the real changes will be very different from the anticipated.

But in any case, both will have their positive and negative sides, which we will sooner or later have to face.

Thus, electronic money is a new stage in the development of not only the financial system and economy, but also of all mankind as a whole. Due to the development of electronics and communication technologies, their creation was simply inevitable. By their appearance and expansion of application, they greatly simplified the life of a modern person. Now it is difficult to imagine that our device does not have an application with which we could pay for purchases and services, transfer funds and simply store them without using cash.

Of course, the results that have now been achieved are not final, and we will certainly expect much more significant changes in this regard. Countries are showing a trend towards cash outgoings altogether, and some have come close enough to achieving this goal. The globalization of the use of electronic money cannot but leave its mark on the economy of not only a particular country, but the entire world as a whole. And this influence will definitely be reflected in our daily life. However, those positive and negative aspects that are now indicated in open sources are only an assumption.

At this stage, the question remains, what are the consequences of a complete rejection of cash and how long electronic money will be in circulation and what will replace it, since throughout history it can be seen that none of the forms of money has remained unshakable.

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## MARKET TYPES AND THEIR INFLUENCE ON BUSINESS

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The primary reason for the success or failures of a business is determined by the success or failure of the marketing efforts. According to Dun and Bradstreet, 48 percent of all business failure can be attributed to a slowing down or ineffectiveness in the area of marketing and sales. In our dynamic world of competitive economy, marketing is considering the core function of every successful enterprise. Not matter what business you are in, you are in the marketing business.

Marketing is a skill set that can be learned by keeping certain ideas and concepts in mind continually.

In this powerful publication about the marketing, marketing behavior, marketing structure, and boosting marketing. The reader will learn about key ideas, structure of marketing, marketing management and how to create customers and consumers. Marketing is a key driver of business because its purpose is to create customers. Marketing is a new knowledge in the less developing countries, so we have developed and prepared this publication to support people in these developing countries and businesspeople to foster and rebuild their business and create customers that stay longer and healthier.

Marketing is key elements and primary reason for the success in each company. There're a few items that must be taken into considerations while dealing with marketing; the world awash in innovative products, services technologies, solutions, business models, etc. These new offerings must be brought to market and commercialized in order to generate revenue and profit.

In this article, we have deeply studied many books and articles and add their concept to own understanding and present a publication that cans benefits businesspeople and business students'. Among many books we've studies and select for this publication are: Marketing by Brian Tracy, fundamental concept and theory by Daniel Ballast professor of KAFU and Managerial economics for MBA students. These books are providing great primary instruction to marketing and marketing management.

Market structure. in order to understand marketing profoundly, first we need to know the marketing structure – the market is the study about the demand for a supply of a particular commodity and it consequent fixing of prices for instance the market may be a bullion market, stock market or even food grains market. The marked is broadly divided into two categories like perfect market and imperfect market. The perfect market is divided into monopoly market, monopolistic market, oligopoly market and duopoly market. They're operating based on the nature of competition and on the number of buyers and sellers in the market [1].

Market is a place where people can buy and sell commodities. It may be vegetables market, food market, and financial market. Market is classified into various type based on the characteristics features. They are classified on the bases of:

1. Area: family market, local, regional, national and international market;
2. Time: very short time, short period, long period, and very long period;
3. Nature of transaction: spot market, forward market, and future market;
4. Volume of business: whole sale market, retail market;
5. Importance: primary market, secondary market, territory market;
6. Regulation: regulated market and unregulated market;

7. Economics: perfect market and imperfect market.

As said, market is divided into parts. Perfect market and imperfect market. Perfect market is a market where there is rivalry competition among the individual firms. The perfect market output is small and not enough volume that impact the prices. There is no single producer or consumer have control over the prices of quantity of product. The perfect market characteristic feature is:

- Large number of buyers and sellers
- Perfect knowledge about the market
- Ruling prices and absence of transport cost
- Freedom in decision making and easy to entry and exit
- Firms produce identical products
- No control over the price quantity of product
- Companies are price takers and have no power to set prices.

The example of perfect market in Afghanistan is street seller, cloth sellers, foreign imported stuff sellers and food market. No of them are setting the price by them self and have zero control over the price quantity of product. The price is usually the same in each of these markets and the exact price is depend on the firms that produce these stuffs not the retail outlets.

Pricing under perfect competition:

- Demand and supply curve can be used to analyze the equilibrium market price and the optimum output
- If quantity demanded is equal to quantity supplied at a particular price then the market is in equilibrium
- If quantity demanded is more than the quantity supplied then market price may not be stable. For instance, it will rise.
- If quantity demand is less then quantity supplied then market price is fixed not in an equilibrium position.

Perfect markets are theoretical and cannot exist in the real world; all real-world markets are imperfect markets. Actually, in perfect competition it is like there is no competitions and a firm cannot affect the price of quantity other firms sells.

Thus, in this period of time, we will discuss further the imperfect market (Monopoly market, duopoly market, Oligopoly market and monopolistic market) which are playing and import role in the world and in Afghanistan markets. Imperfect markets are characterized by having competitions for market share, high barriers to entry and exit, different products and services, and a small number of buyers and sellers. To understand each one deeply let's kick off the individual's explanation.

Monopoly market: Mono means single and poly means sellers (one seller). a monopoly market is a market with only one seller and a large number of buyers. In this case monopoly lies at the opposite of perfect competition discussed above.

Characteristic feature of monopoly market:

- A single seller in the market that has no substitute
- There is restriction of entry and exit for the firms because of the legal
- Imperfect dissemination of information

This doesn't mean the monopoly firm are large in size – they're usually small. For instance, a doctor who has clinic in village has no other competitor in the village but in the town, there are many doctors and clinics. Therefore, the barrier to entry is due to economies of scale, economies of scope, cost complementarities, patents and other legal barriers.

The single seller who sets the prices on goods and services. Prices can change without notice to customers. To sell one more unit the monopolist must lower the price. For the very first unit sold, marginal revenue is equal to the price – the bulk selling can increase the marginal revenue. Monopolistic are price searcher and the firms have some control over the price they charge.

Differences between perfect and monopoly markets [2]:

- Perfect market is unrealistic in practical life, showing certain commodities are moving towards it. Monopoly market exists in real time.
- Under perfect market only homogenous products are sold but monopoly market deals with different kind of products
- Under perfect competitions, price is determined by demand and supply of the markets while in monopoly the seller determine the price of the good and services.
- Monopolist can control the market prices while the perfect competitions the seller can't determine and control the market prices.
- Monopolist sell their products higher than perfect competitions in case there is not governmental regulations.

Monopolistic competitions: The perfect competitions and monopoly are the two extreme forms. To bridge the gap the concept of monopolistic competitions was designed by Mr. Edward Chamberlin. The monopolistic design has both the elements like many small sellers and many small buyers. There are product differentiations and close substitutes exist. In the meantime, it is easy to enter and easy to exit from the market. Monopolistic competitions characterize an industry in which many firms offer products or services that are similar, but not perfect substitutes. Monopolistic competitions are closely related to the business strategy of brand differentiation. Unlike a monopoly, these firms have little power to set curtail supply or raise prices to increase profits. Heavy advertising and marketing are common among firms in monopolistic competition and some economists criticize this as wasteful.

Monopolistic competition is middle ground between monopoly and perfect competitions. All firms in monopolistic competitions have low degree of market power, they're all price taker. In the long run demand is highly elastic, meaning that is sensitive to price changes. In the short run, economic profit positive but it approaches zero in the long run. Monopolistic competition is form of competition that characterizes a number of industries that are familiar to consumers in their day-to-day lives. For instance, they're include restaurants, hair salon, clothing, electronic stuff shop and energy drink firms in Afghanistan.

Monopolistic competitions products all serve the same purpose. There're a few options for sellers to differentiate their offerings from other firms. There would be discount but their quality might be lower as well as it is difficult to predicate whether the higher priced options are having a better quality. The average consumers are not familiar with the price's differences between the products, or what the fair price for any of them is. The firms in monopolistic are price searcher.

Oligopoly is a market structure with a small number of firms exists in the region, country or in the world. None one can keep the other from having significant influence. A monopoly is one firm, a duopoly is two firms and oligopolies are two or more firms. There is not prices upper limit to the numbers of firms in an oligopoly, but the number must be low enough that the actions of one firm significantly influence the others. Government policy can discourage or encourage oligopolistic behavior, and firms in a mixed economy often seek government blessings for ways to limit competitions.

Oligopolies in history include telecom companies, steel manufactures, oil firms, car manufacturing, grocery store chains and ISP and wireless carriers. Economists believe that, in an oligopoly, a firm can block new entrants, slow innovation and increase the price of their products which can affect customers' demand. Oligopoly firms set their prices collectively, in a cartel or under the leadership of one firm rather than taking prices from the market.

The conditions that enable an oligopoly market to appear include high entry costs in capital expenditure, legal privilege (license to use or land) and platform that gains value with more customers such as social media. Oligopoly firms are stable because the firms need to see the benefits of collaboration, then agree to not compete and instead agree on the benefits of cooperation. These firms can set their prices rather than letting them to be determined by the free market. These firms can follow a price leader when the leader raises prices, the others will follow. Usually these firms are not following the price leader policy and start cheating by lowering their prices to gain more customers. On the other hand, oligopoly firms have the tough policy that avoids sharing their information with outsiders. They monitor each other strictly in order to offer the same quality and prices in the market. If one of them lowers their product prices and the others don't, then they will start losing their consumers. Price, quality, output, advertising policy may cause a reaction from its rivals [3].

**Models of oligopoly:** The kinked demand curve model: If one firm in the industry cuts their prices, the other firm will cut their prices as well – in this case the demand curve will be less elastic. If one firm raises its prices, other firms will not change their prices – in this case the demand curve will be more elastic.

**Collusion model:** to collude is to agree on a price and output level.

**Cartel model:** a group of firms that agree to coordinate their productions and pricing decisions. Often cartels will work together to stop new firms entering the market, so they can receive monopoly profit in the long run. Cartels are much more likely to form when the good supplied is homogeneous. The cartel's market demand curve and marginal revenue curve is just like monopoly. Outputs for the cartel as a whole must then be divided among firms – this is more difficult especially if firms have different costs.

**Price leadership model:** when the rest of the industry follows one firm's prices and prices change – an unspoken collusion. A single dominant firm (or a few firms) establishes the market prices, the other firms follow this price – hoping to increase profit by avoiding competition.

**Game theory model:** when an oligopolist chooses their prices as in a game with their rivals, as a series of strategies move and countermove.

**Cost-plus pricing:** determining the prices of a good by adding a percentage (called a markup) to the average variable cost. If other firms have similar costs, a general markup rule among firms leads to a kind of collusion. Firms will vary the markup inversely with the price elasticity of demands for the products.

Companies in an oligopoly benefit from price-fixing, they set prices collectively, or under the direction of one firm in the bunch, rather than relying on free-market forces to do so.

**Different types of oligopoly:**

**Pure and perfect oligopoly:** if the firm is producing homogeneous products then it is considered as a perfect oligopoly. If there is product differentiation then it is called an imperfect or differentiated oligopoly.

Open and close oligopoly: entry is not possible. When it is closed to the new entrants then it is closed oligopoly. Entry is accepted in open oligopoly.

Partial and full oligopoly: under partial oligopoly industry is dominated by one large firm who is price leader and others are following the prices. In full oligopoly there is no price leadership.

Syndicated and organized oligopoly: where the firms sell their products through a centralized syndicate. The firms themselves organize into central association for fixing prices, output and quotas.

Characteristic feature of an oligopoly market:

- Few sellers and no monopoly competition
- Lack of uniformity and equality in the product
- Firms struggle constantly
- There is interdependency available
- Price rigidity and price leadership
- Barriers to entry

The key point of successful marketing is, remember that customers are always right. They buy for their reason not yours. Customers are usually selfish, demanding, ruthless, anxiety, and disloyal. They need to be understood and guide all the times. Based on their own needs and desires they're always right. Customers will change their suppliers whenever they're not respect and think they will be better served elsewhere. Your ability to appeal their needs and desires and to satisfy their needs and desires will determine your business success. Peter Drucker explained that "the real purpose of business is to create and keep customers not simply to make profit". You need to have the aim to create and keep customers in some way. Profits are the result of creating and keeping customers in a cost-effective way over time.

The cost of creating customers is very high. The cost of keeping them is far lower than the cost of creating them in the first place. Each firm's strategies should aim at creating customers and then holding on to them.

On the other hand, the most profitable marketing strategy is developing your products to high level of quality. Quality is the most effective and powerful tool of marketing strategies. Bran Tracy explained that "Fully 90 percent of your business success will be determined by the quality of what you produce in the first place. People always buy from a quality supplier, pay higher prices and return over and over again" Quality is the degree to which your product does what you say it will do when you sell it, and continue to do it.

The second fundamental strategy for successful marketing is quality services. A study by Harvard University conducted over many years and says that, "the quality of a product is contained in two factories: the product itself, and the way the product is sold and serviced". It is not only the product itself, but the way you treat your customers, from first contact through their entire time with you using your product or services. People will always come back to a quality supplier of goods and services, no matter what the price would be [4].

There is another critical factor in marketing success, and it should be having to do with relationship. "Hug your customers". Customers need to be respected and kept hugged all the time – creating a stable and long run relationship with customers is the key concept of this model.

There're four ways that you can approach market with your products and services.

Creating utility: first need to create utility, usefulness and satisfying the needs of

your customers to achieve a specific result. That approach requires that you offer customers something they need and can use to accomplish their other goals. A perfect example of that is a mobile phone cover for it, each of which has utility value, but maybe not the end that the customer has in mind.

Look at your local market today. What will your potential customers want, need, and be able to pay for in a month and a year ahead? What are the trends in customer demands in your market? If you can answer these questions accurately, then you can often leapfrog over your competition and dominate a new market even before it emerges.

Pricing properly: a second valuable approach to marketing is by changing your pricing. By differentiating your price range – lowering your price, you can open up an entirely new market that does not exist today. Many firms in the world have been able to achieve market leadership by focusing on bringing their prices into the affordability range of more customers. The Japanese use this strategy brilliantly year after year. They price their products and services as low as possible to gain market share. As they gain market share, they begin to enjoy economies of scale. Then they pass the savings on to their customers with even lower prices and increase their market shares once more. Finally, they end up dominating many of the markets they have entered.

The third strategy in marketing is adopting to the customer's reality, both social and economic. Creating a money-back guarantee policy is a good idea I would recommend. If a customer bought something and that didn't work or didn't fit, so it should be adopted back which can lead to a revolution in merchandising and retail sales. Every product offers a key benefit and that is the primary reason customers buy that product, on the other hand, each product or service also triggers a key fear which is what holds the customer back from buying in the first place. For instance, customers are afraid of paying too much, getting the wrong product, losing their money, and getting stuck with something that is inappropriate for their purpose. The purchased product should be accepted upon return back by customers.

The fourth approach to marketing strategy for you is delivered what represents true value to the customer. True value can only be identified by working closely with your customers. Customers should provide work-class products, and should be protected with the best services support if the equipment broke down for any reason while delivering, it should be either repaired or give the new one to customers. This is called the true value.

Marketing research and market intelligence: there are many parallels between marketing strategy and military strategy. The objective of both strategies is to win. All successful military campaigns are based on excellent intelligence and knowledge of the enemy. All successful marketing campaigns are based on good research and good market intelligence. Knowing what your competitors are doing and what is happening in the market place.

Market research can be done in many effective and inexpensive ways. One of the researches can be customers' survey via internet. The other inexpensive and effective way is directly calling some of your customers "sweetheart customers", and ask them for their options and advices about the new products. Perhaps, you can gather them for a lunch, set around a table and ask their advices in regards to your new products. Their comments and ideas will be a valuable to your market research and support you to produce a better production.

Successful market research is based on careful analysis, monitoring and accurate answers to the right questions. These four questions will help you to know your customer.



ers and provide good services and commodity. Who are your customers? where is your customers? How does your customers buy? And, what is the product used or bought for? Giving an exact answer to these questions and providing the facilitation will determine your success – and your sales will go through the roof!

Successful marketing places customers at the center of all planning and decision making. Everybody in the firm is focused on the customers all the time. Employees communicate, interact, and stay close to their customers. Buck Rodgers once said, “every single person in the corporation must look upon himself as a customer service representative”. Your company will be successful when each person in it thinks about the customers all the time. This includes drivers, cleaners, or those who open the doors, the guards. All the employees should own the problem or who hear the problem own the problem - need to find a solution for it, no matter what is his/her position in the company [5].

**Achieving competitive advantage:** The perception of marketing is creating competitive advantages in the mind of your customers. To survive and grow, every product and offering must have a clear and distinct competitive advantage over its competitors in the marketplace. Competitive advantage is the key to sales success and high profitability. It is essential that you are excellent in some areas that customers value. Everyone in your firm should know exactly where, why and how your company and product or services is superior to every other competitor in the market. If you don't have a competitive advantage, you won't compete again.

**Uniqueness and differentiation:** Uniqueness and diversification define your competitive advantage in the market – the reason for buying your products and services. In return, your customers will enjoy from purchasing your products and they would not fully enjoy from purchasing the products or services of your competitors. This is something called your “unique selling propositions”.

In business, and in your personal life, there are four valuable steps that can bring and bring substantial alterations.

The first one is that you can “do more of something”. What should you be doing more? The answer to this question is to do more of those things from which you can get great results. Those things that can double your revenue, and the level of your sales and profitability. Some companies ignore this basic principle. They spend equal amounts of time and efforts promoting their entire products and services instead of promoting those potential products that are extremely successful and able to bring more profitability.

The second way to success is “doing less” of other things. What should you be doing less? You should be doing less of those things that bring less and fewer results than the other things.

Keep applying the 80/20 rule in your business. 80 percent of your products are contributing only 20 percent of your sales and profitability.

**Break out of your comfort zone:** The third one I want to explain here is that altering your sales and marketing results is the start of doing something completely new and different. This is considered one of the most difficult for all. Most people are stuck in a comfort zone. They then struggle and strive to remain in it, no matter what is going around them. This explains that “not invented here”. Like Nokia which developed much of the original technology for iPhone and iPad but they rejected those technologies because they were afraid it might cut into their existing business. This is one of the key major weaknesses in marketing and sales that companies fall in love with their available products and resist to change. This is what caused the downfall of BlackBerry and Nokia

companies. As Gray Hamel wrote that, “every company should be projecting forward five years into the future and planning for market dominance at that time”. You should do the same regularly and exercise in thinking.

You then need come back to the present time in your thinking and ask, what will I do to start doing today to lead my industry five years from now? What additional products do we need? What additional skills and competences do we need? What we need to do more less? What we need to start doing immediately to be ready for the market leader in five years from now?

Starting something new is one of the toughest things of all. Confucius wrote that, “a journey of a thousand leagues begins with a single step”. The first innovation and stepping forward is the most difficult one in your business. But the first step is the most necessary step that should be taken in the business. You need to always be the ice-breaker. “to achieve something, you have never achieved before, you will have to do something you’ve never done before”. You have to offer products and services to your customers you never offered before.

The fourth way to change your life and business is to stop doing certain things altogether. There are many activities that can consume your time but the result will be not positive. They will consume your time and money but no longer valuable and important. They’re considering as a comfort zone. Many people waste a lot of their time doing things that need not be done at all.

Be creative. Resist the comfort zone. Refuse to follow the path of less resistance, continuing to do what you have always done in the past. Look for newer, better, faster, cheaper, easier, more convenient and less expensive. Be open to the possibility that anything or everything you are doing today will soon be rendered obsolete by changing markets and aggressive competitions. Be open to change and when you get an idea, move quickly before someone else does. As Satchel Paige, the basket player one said, “don’t look back, someone might be gaining on you”.

Marketing is the most exciting of all business. It is the heartbeat of every successful business. It is continually changing in respond to the explosion of information, the expansion of technology, and the aggressiveness of competitions.

All business strategy is considered as marketing strategy. Your ability to think clearly and well about the very best marketing strategies, and to continually change and upgrade your activities is the key to future of your business [5].

Fortunately, like all business skills, marketing can be learned and practice, experimentation, and continually making mistakes. The key is to test, test, test and whatever marketing strategy is working for you today, no matter how successful it is, will soon be obsolete and will have to be replaced by any or different market strategy.

Your competitions determine your sales, market share, and profitability. Your competitions never determined and aggressive than it are today. Your job is to be better, faster, and more creative, than your competitors, continually leapfrogging them in the marketplace to attain market leadership. Fortunately, there is no limits o what you can accomplish, except for the limit that you place on yourself.

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### **PROBLEMS OF CREATING AUTOMATED BANKING SYSTEMS**

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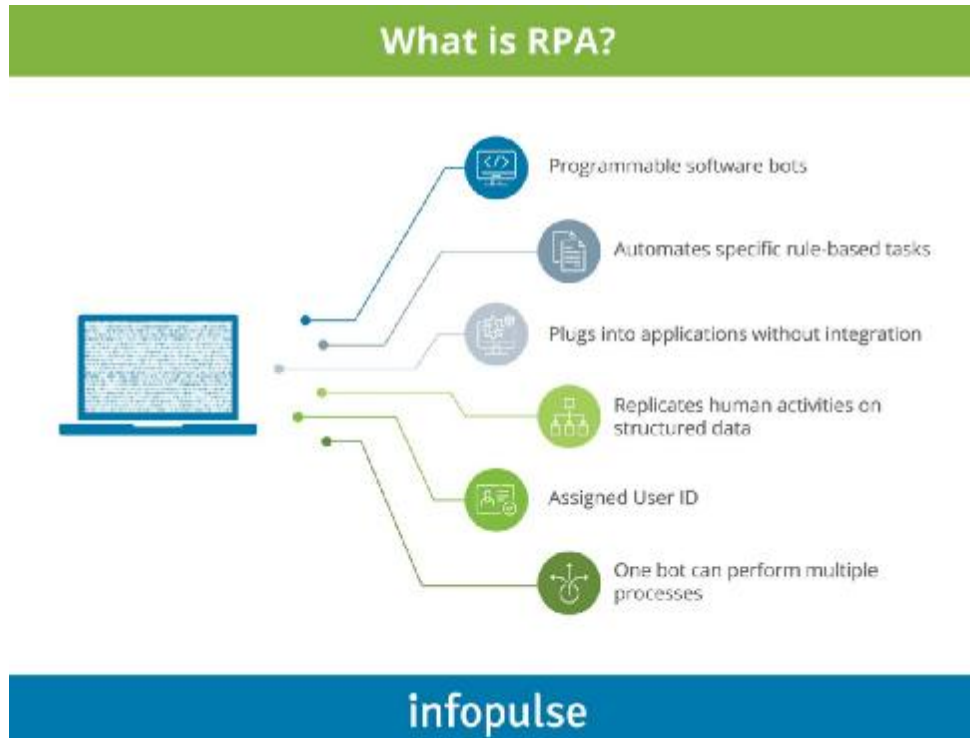
Banking activity is inextricably linked with the political and economic state of the country as a whole. The paradox of the recent years of the functioning of the Russian banking system is that the lower the general economic indicators of the country fell, the more rapidly the development of the banking sector went. The banking sector brought the highest incomes. Bank capital was created on relatively simple operations. The issuance of short-term loans in foreign currency with the active growth of the dollar provided a win-win result. The inability of the population to protect their funds from inflation gave an influx of savings of individuals. Currency exchange operations with the population were profitable. During this period, many banks appeared the number of branches and branches increased. The extensive development of the banking system was accompanied by the mass purchase of computers, network equipment, and the creation of automated information technologies.

The year 1995 was a turning point in the country's economy and in the banking sector. The decline in trading activity and overstocking led to a sharp decline in short-term bank loans. The stabilization of the ruble exchange rate has reduced the activity of the population in relation to currency exchange operations. The market of interbank loans began to collapse, the bank margin began to decrease due to a decrease in the yield of government securities. Private depositors for the most part reoriented to ruble deposits, as a result, easy ways of making a profit began to disappear from banks. However, the time of "heavy" investment ways to increase profits based on investing in production and other long-term projects has not yet come. It is during this period that banks become poorer, go bankrupt, and there are much fewer new ones. The savings regime is being tightened in banks, which is also reflected in the formation of automation systems for processing banking information.

The flow of money attracted to banks has significantly decreased. This circumstance forced banks to look for new forms of raising funds and the most effective solutions for asset placement. The approaches of banks in solving personnel problems are changing, there is a need for professional specialists with practical experience, organizational abilities, business qualities, having basic knowledge in the field of economics, financial and credit activities, marketing, management, economic and mathematical methods and modeling, capable of analytical thinking and a systematic approach, able to work in the environment of automation of banking services.

In the conditions of increasing competition in the banking sector and the gradual rejection of extensive methods of making a profit, the analysis of the market situation and the choice of alternative solutions are of particular importance for the activities of banks. In the banking sector, new types of services are increasingly being implemented, such as stock and card operations, accounting for deposits of the population, working

with jewelry, trust, mortgage, trading operations, investment activities, international payments, etc. Many banks provide their services via the Internet network, which is becoming part of banking technologies. However, new opportunities for banks also create new problems.



Picture 1. Major Challenges of RPA Adoption in Banking Industry

The banking sector is constantly undergoing changes and development on the part of government bodies, the Central Bank, and legislative structures. It is becoming increasingly difficult for Russian banks to monitor changes in the financial markets and respond to them in time. This is primarily due to the fact that the means of bank automation, as a rule, lag behind the latest requirements caused by the rapid expansion of the sphere of activity of banks.

The level and essence of banking technologies in Russia, the established traditions of banking do not yet correspond to the international level. There are practically no established technologies on the Russian banking market, which is one of the reasons for the lack of a main automation direction. The development of Western financial markets, a gradual rapprochement with international standards is characteristic of Russia's banking activity at the present time.

The transition to a new chart of accounts is the most significant step in the banking reform, which has been going on for several years. In 1991-1997, under the conditions of constant changes in the rules for conducting and accounting for banking operations, almost all existing automated banking systems (ABS) were created.

The transition to a new chart of accounts should be considered both in software and accounting aspects. Only part of the transition work is amenable to automation. Not all the difficulties of the transition are solved by the software, no matter how thoughtful it is. The bank's accounting department will have to work hard, painstaking work on the correct posting of funds in the absence of a one-to-one correspondence between the old

and new accounts, which makes it necessary to identify the origin of funds on the account in each individual case. In addition, there are difficulties in transferring foreign currency accounts, non-resident accounts, and much more.

The introduced accounting rules are based on the following principles: continuous operation, consistency of accounting rules, reflection of income and expenses using the cash method, separate reflection of assets and liabilities, reflection of transactions on the day of their execution, etc.

Banks and companies that develop banking systems face complex tasks of adapting working methods, technologies, and software to the new chart of accounts and accounting rules.

Automation of banking technologies in the new market conditions began to take shape in the early 1990s, when commercial banks appeared. A number of software development companies appear on the software market, the leading ones are: "Inversion", "Diasoft", "Asoft", "Programbank", "Ya-81u1e", etc. The development of the automation process has led to the offer of various banking systems, which is due not so much to the many development firms, but also to the difference in the functions performed by the banks themselves, the structure, size and technology of banking.

The creation and functioning of automated banking technologies is based on system-technical principles that reflect the most important provisions of the theoretical base, which includes a number of related scientific disciplines and directions. These include economic cybernetics, general systems theory, information theory, economic and mathematical modeling of banking situations and processes, analysis and decision-making.

Banking technologies as a tool for supporting and developing the banking business are created on the basis of a number of fundamental principles:

- a comprehensive approach to covering a wide range of banking functions with their full integration;
- modular construction principle that allows you to easily configure systems for a specific order with subsequent build-up;
- openness of technologies that can interact with various external systems (telecommunications systems, financial analysis, etc.), ensure the choice of a software and technical platform and its portability to other hardware;
- flexibility in setting up banking system modules and adapting them to the needs and conditions of a particular bank;
- scalability, which provides for the expansion and complication of the functional modules of the system as business processes develop (for example, support for the work of branches and branches of the bank, deepening analysis, etc.);
- multi-user access to real-time data and implementation of functions in a single information space;
- modeling of the bank and its business processes, the possibility of algorithmic settings of business processes;
- continuous development and improvement of the system based on its reengineering of business processes.

The creation or selection of automated banking systems (ABS) is associated with the planning of the entire system infrastructure of the bank's information technology.

The ABS infrastructure is understood as the totality, ratio and content of individual components of the automation process of banking technologies. In the infrastructure, in addition to conceptual approaches, there are supporting and functional subsystems.

The providing ones include: information support, technical equipment, communication and communication systems, software, security, protection and reliability systems, etc. Functional subsystems implement banking services, business processes and any sets of tasks that reflect the content or subject orientation of banking activities.

The creation of automated banking technologies, in addition to system-wide (system-technical) principles, requires taking into account the features of the structure, specifics and volumes of banking activity. This applies to the organizational interaction of all the bank's divisions, which makes it necessary to create multi-level and multi-link systems (the head bank, its departments, branches, exchange offices, external structures), with complex information links of direct and reverse direction.

Another characteristic feature of banking technologies is the variety and complexity of the types of automation of the bank's activities.

The upper level (front-office) is formed by modules that provide fast and convenient input of information, its primary processing and any external interaction of the bank with customers, other banks, the Central Bank, information and trade agencies, etc.

The middle level (back-office) is an application for various areas of intrabank activity and internal calculations (working with loans, deposits, securities, plastic cards, etc.).

The lower level (accounting) is the basic functions of accounting, or the accounting core. This is where the modules that provide accounting for all five chapters of the new chart of accounts are concentrated.

First of all, this is the orientation of the system to work with transactions. Now there is clearly a departure from the purely accounting construction of the ABS based on the operating day. High-tech ABS is an effective means of controlling the present and predicting the future development of the bank's financial and credit activities. In any Western bank, such a system is a vital component in every link of banking activity.

Two conceptual approaches to the implementation of banking functions have developed and are being implemented when creating ABS and AIT. The first one is built on a narrow, limited basis that embodies a particular idea. For example, the construction of ABS is based on the principle of meeting the requirements of users. The construction of ABS on the basis of document management leads to a decrease in the efficiency of banking technology in favor of this idea. Without a proper level of development and modeling of business processes, there is a mechanical increase in tasks, functions, and services. The opposite approach is based on the independent description and construction of banking business processes and document flow by users using AIT tools. This approach is characterized by considerable labor intensity, complicates the configuration of the system, and often leads to the emasculation of banking specifics. As a result, the system may lose its value for the end user.

The difficulties in choosing a conceptual framework lie in the fact that there are practically no established technologies on the Russian banking market. Automation always reflects the current technological level of banking. That is why systems based on the operating day and accounting appears at the output of any arbitrarily large-scale integrated ABS projects.

Turning to Western systems is fraught with even greater problems and difficulties: the adaptation of the ABS to Russian practice, the lack of readiness of banking personnel to Western working methods, etc. The introduction of foreign ABS is fraught with a full-scale internal bank modernization. The conclusion suggests the need for a reasonable combination of different conceptual approaches.

An example of this approach is the following. Automation should support the steady progressive development of the bank at all stages of its growth. For this purpose, a whole family of compatible ABS is proposed, each subsequent one of which expands and improves the functional capabilities of the previous one. The concept of step-by-step movement from junior systems to senior ones is called a technological highway. The process of implementing each subsequent system is based on the experience gained at the previous stage. In financial terms, the principle of preserving and developing investments is thus observed. The considered approach allows us to gradually rise to the level of world-class systems, to overcome the consequences of Russia's long-term isolation from the world banking practice.

To develop an ideology, it is necessary to create a multi-level functional model of the bank's work, combining a number of levels and links: organizational for external and internal needs (front-office, back-office, accounting), system (basic accounting core, functional and service subsystems), architectural (server, client applications), and so on.

In addition, the bank's model should take into account that the provision of banking services, their software, technical and technological support is carried out at the level of individuals and legal entities outside the bank, within the bank and at the inter-bank level.

The first level includes: automation of interaction of the "client - bank" type, branches with the bank, exchange offices; service using plastic cards and settlements in retail outlets; use of funds for working with cash (ATMs and other means). At the second level is the management of monetary and other operations that form the applied (consumer) properties of ABS implemented within banks. The third level includes the activities of cash settlement centers, automated settlement chambers, interbank settlement chambers, clearing centers, providing interbank settlements, etc.

For many Russian ABS in the process of their creation, the main emphasis is on attracting avant-garde computer technologies. The specifics of banking business processes are poorly taken into account. In an internal conflict between a programmer and a banking technologist, preference should be given to the latter. Whereas the Russian ABS is characterized by a programming approach in the conditions of a mechanical increase in user tasks, functions, and jobs. Instead of the local 10 Automated information technologies in the economy, a systematic approach is needed with task statements for the upper and middle management levels.

The development of a conceptual framework in the creation of ABS, its quality, the ability to reflect the subject area most fully is the first and most important stage in the creation of banking technologies.

To date, the automation of information technologies of most commercial banks is a set of various functional subsystems (modules) and workplaces. These components, which are heterogeneous in complexity and content load, interact with each other informatively. The organization and maintenance of information interaction of various local software and hardware components is a complex problem. This structure of many ABS is a consequence of the approach to their development that prevailed in the banking sector in the previous few years (1990-1997). The essence of this approach was that the bank, as the need arose, acquired or developed independently software and hardware complexes that automate various areas of banking activity. With this approach, many of the most important problems of banking technologies often had to be solved by non-system, local methods and means, for example, automation of stock transactions, set-

lements on plastic cards, analysis and decision-making, etc. Automation complexes that are incomplete from a system-technical point of view are very expensive, difficult to operate and develop. In addition, the level of such ABS is increasingly lagging behind the level of development of the banking sector.

The lack of a comprehensive approach to automation, insufficient integration of individual banking modules pushes to private, local solutions that have a highly specialized isolation. However, the need to move from private solutions in the field of automation to system solutions, implying the use of the entire range of modern methods and means of information technology, is overdue. This can be judged by the complexity of the approach to automating the activities of banks entering the global financial markets. The Russian banking system is merging into the global one, the fight against Western competitors is unthinkable without relying on modern high-level information technologies.

So, the optimal organization of banking services, products and business processes is possible in the conditions of an integrated approach to the automation of information technologies, taking into account the prospects for the development of banking, on the basis of fully integrated ABS. In such systems, the entire range of banking technologies is implemented in a single information space of intra-and off-bank interaction.

Today, banks do not have a very good idea of what they will need tomorrow, and if they do, they cannot clearly formulate and explain to development firms their requirements in the field of AIT. First of all, this applies to the insufficient development of banking and the lack of competent task statements. Replicated (typical) ABS differ significantly from custom-made (individual) in terms of manufacturing technology and implementation. If the custom development is adjusted immediately in accordance with the current needs of a particular bank, then the replicated one changes when new needs become widespread and many banks will have them. Thus, the ABS market meets the new needs of banks with a significant time shift, which will consist of the time of understanding and formalization of new problems of the bank, and then the creation of systems by ABS developers: time for designing, programming and complex debugging of the entire system as a whole.

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## CREATING A POSITIVE IMAGE OF TRAVEL AGENCY THROUGH PR ACTIVITIES

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The commercial success of any agency for a long time is determined by the sustainable receipt of profit through the sale of services to consumers and consists in the ability to ensure that customers in a competitive environment give preference to this particular company. To a large extent, the company's stable commercial success is facilitated by its positive image.

The image is formed in different ways for different groups of the public, since the desired behavior of these groups in relation to the agency may differ. In other words, one and the same agency can be perceived differently by consumers, investors, government agencies, local and international public. For example, the citizenship of an agency is preferable for the wider national community. Reliability and constructiveness are important for partners. In addition, there is an understanding of the staff about their company and its management. Thus, it can be noted that the company has several images: for each group of the public - its own. The synthesis of ideas about the agency, inherent in various groups of the public, creates a more general and capacious idea of the agency, called its corporate image.

The image of an agency among consumers is made up of people's perceptions of the unique characteristics that, in their opinion, the agency's products possess: quality, design, brand awareness; services provided by the company and a system of discounts; product price; consumer perceptions of the stated mission and strategies of the agency, as well as its corporate identity.

The business image of an agency consists of the partners' perceptions of the agency as a subject of certain activities. The main determinants of a business image are: business reputation, or conscientiousness (adherence to ethical business standards) in carrying out entrepreneurial activities, reliability, loyalty of an agency to partners, information transparency, as well as business activity of an agency, indicators of which are sales volume, relative market share, variety of goods, flexibility of pricing policy.

The social image of the agency is the perception of the general public about the social goals and the role of the agency in the economic, social and cultural life of society. The social image is formed by informing the public about the social aspects of the agency, such as sponsorship, patronage, support of social movements, participation in solving environmental problems, employment, health care, etc., assistance to specific individuals.

The corporate image acts as one of the tools for achieving the strategic goals of the agency, affecting the main aspects of its activities and focused on the future. The benefits of a positive image are clear. However, positive fame does not appear by itself and does not exist on its own. It requires purposeful systematic work related to the transformation of the company's real image into a positive one.

The only manufacturing factor that affects a business's reputation is product quality. No serious image investment will help if the product does not meet the customer's expectations. Advertising can attract a client, but if he is dissatisfied with the quality of services, the image will not last long. Therefore, the travel agency employees initially listen to the client, and then coordinate his desires with the possibilities.

The location of the company's office and its condition are extremely important. It

is advisable to improve the infrastructure around the company, to make cosmetic repairs to the building itself, to simplify the accessibility of clients to the travel agency (to be located on the ground floor, with windows to the main street, with showcases representing advertising materials).

In the field of external communications in tourism, exhibitions, seminars, presentations, press conferences, the organization of advertising tours, press tours, informational non-advertising campaigns in the press, on radio and television, lotteries, contests, charity events, sponsorship, organization cultural, sports, entertainment events and more.

Exhibition activities of the travel agency “A-Tour” should pursue the following number of goals:

- service demonstration;
- market research, competitors' proposals;
- advertising services;
- advertising of the company;
- conclusion of contracts with partners;
- direct sale of services.

Summing up the analysis of the image of the travel agency “A-Tour”, we can draw the following conclusions:

Positive aspects:

- the presence of a memorable logo, slogan;
- availability of developed and working Rules of Conduct for the personnel of the travel agency;
- availability of developed Rules for communication by phone with clients;
- good arrangement of the office;
- effective advertising policy;
- good quality of services sold;
- as a result of the policy pursued - a large percentage of those who come again - more than 20% and the arrival of 23% of clients in the travel agency, who came on the advice of clients, who have used the services of “A-Tour” earlier.

Negative aspects:

- lack of a single corporate identity in the design of the office, documents, clothing;
- ineffective work of the information advertising channel - the Internet site;
- lack of activity on social networks
- lack of PR activities;
- not participating in tourist exhibitions;
- lack of customer motivation for discounts and bonuses.

In order to determine the attitude of the employees and clients themselves to the image of the “A-Tour” travel agency, a marketing research was carried out in the form of a survey. The results are presented below.

Among the employees of the travel agency, it was supposed to find out their attitude to the corporate image, for this purpose, all employees were asked to fill out a questionnaire anonymously.

Do you think there is a team spirit in “A-Tour”? Employees’ responses are shown in figure 1:

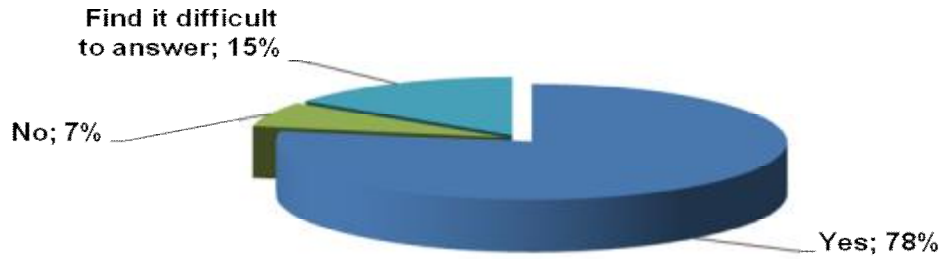


Figure 1. The structure of employees' responses about the presence of team spirit in "A-Tour"

From the answers of the employees, it follows that most employees feel like a team, which means that "A-Tour" has a well-developed corporate culture.

How would you describe your work (choose one or two answers from the proposed ones). Employees responses are shown in figure 2:

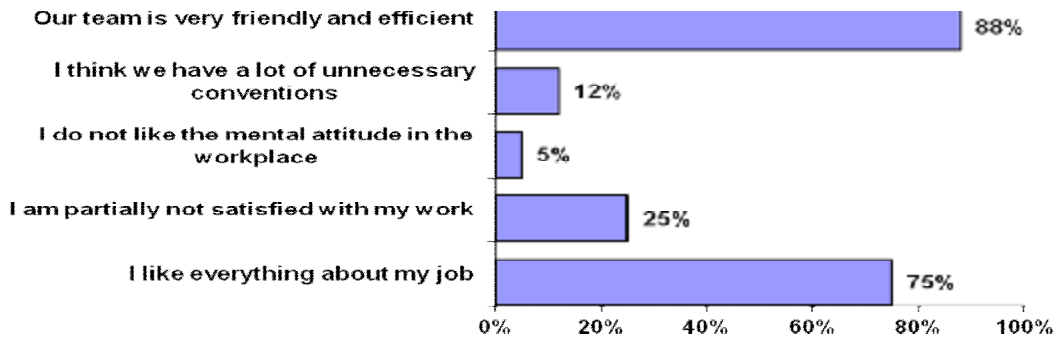


Figure 2. The attitude of the staff to their work and the team of the travel agency

From the results obtained, it follows that the majority of "A-Tour" employees have a very good attitude to their agency, they are satisfied with everything and they believe that they have a very good, friendly team.

In order to identify weaknesses in the image of the travel agency, clients were asked to express their opinion on improving the image. Responses are presented in Figure 3.

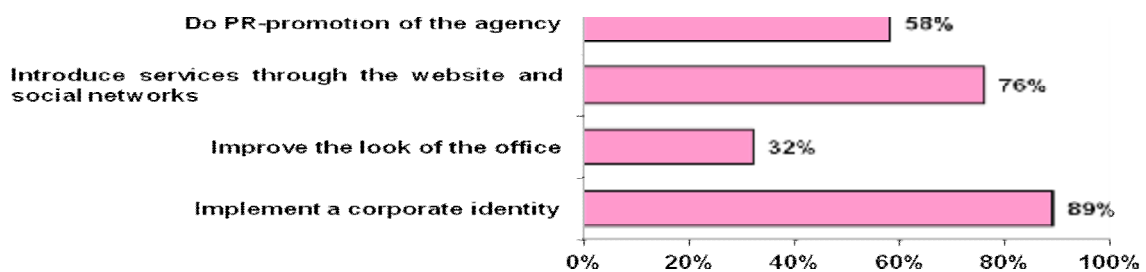


Figure 3. The structure of "A-Tour" clients' answers about the directions of the travel agency's image

From the customers' responses, the following conclusions can be drawn:

- many clients noted the lack of corporate identity. A corporate identity is necessary for a travel agency, since recognizable travel agencies are more visible on the market, and therefore more successful. The corporate identity will help potential clients remember “A-Tour”;

- there is a need for the active work of the Internet site and pages in social networks, informing regular customers about updates in travel programs and special offers. The website and social networks will also provide an opportunity to ask questions and get answers to them at a convenient time, without going directly to the travel agency. It will also be possible to reserve a tour and get acquainted with its program in a calm home atmosphere and discuss with your loved ones. Of course, the Internet site and social networks are a modern sales tool and they must be used by all means;

- PR-activity today is used by many companies to create their positive image in the eyes of potential clients. Participation in various kinds of promotions allows the company to remind about itself and to make unobtrusive advertising.

Various Internet sites, which include social networks, blogs, forums, provide tremendous opportunities. With their help, the company can establish feedback with an external audience, as well as directly contact consumers, identifying their needs. Moreover, increase the level of loyal consumers and increase brand value. It is important to focus on methods aimed at creating a positive image of the organization on social networks.

The method of monitoring social networks allows the collection and analysis of information about the organization, on the basis of which further communication channels with the target audience will be developed.

The method of promotion in social networks includes advertising activities, various events, the main purpose of which is to attract an audience to a community or group.

The creation of an online customer support center is a mandatory method, since it is the work with “problem” customers, and not only, the prompt reaction to negative feedback from the external audience, the solution of these problems form positive messages in the minds of consumers, since the company cares about them.

The most important method is social media reputation management. You need to respond to comments, work with user feedback, and establish a feedback process. However, the list is not limited and other methods are possible in practice. It is necessary that the image of the organization on social networks be consistent with the existing image. It should also be determined by the stage of the company's development, based on the mission and strategy. Working in social networks requires a special approach from the organization: posting interesting content, relevant, useful information for users, taking into account the scope of the company.

In order to promote your image, you need a correctly chosen Internet platform, i.e. the organization must monitor the activity of the target audience. With the help of monitoring, you can reduce the cost of finding effective sites and determine in advance the location of representatives of the company's target groups. At the same time, it is necessary to constantly keep in touch with users, otherwise consumers will quickly lose interest in the organization and leave the communication platform.

For example, organizations should register their accounts on social networks such as VKontakte and Facebook, since the overwhelming majority of young and middle-aged people use these resources. Your pages need to be filled with interesting and useful

content, involving users in discussions and discussions. Moreover, by posting news of the organization and innovations, users will be kept abreast of events thanks to the news feed.

For the successful implementation of its image in the social networks of the organization, it is necessary to determine the directions of work with consumers.

They can go through several main channels. Working with company news includes regular posting of news content on the company's official pages (VKontakte, Facebook) and on forums. The news feed should be updated at least several times a week; tracking related news - about new products in the industry, about changes in a competitive market - every day.

Working with complaints involves tracking negative statements and quickly responding to them, with unreasonable criticism, establishing a constructive dialogue with representatives of communities that regularly publish negative messages about the company.

Not a single negative statement should remain unanswered, for this it is important to maintain a positive image of the company and build a constructive dialogue with an unhappy user.

It is necessary to create original and interesting content for users. It is best if it is information of a general nature: information about new developments, discoveries in the energy sector, analysis of trends in the development of energy, comments on news, etc. To do this, you can also use popular video hosting sites (YouTube, TikTok, Yandex.Video). For example, an organization can post video reviews of new products on its page. At the same time, consumer questions should not be ignored and answered in a timely manner. By constantly providing high-quality and fresh material, you can form the user's habit of receiving this type of content from you and thus increase their loyalty.

But it should be understood: stability in the work of the community, regular updates of materials are the key factors of success.

Summarizing what has been written, it should be concluded that the continuation of the life of the organization's image today largely depends on Internet promotion.

How much does the executive's brand affect the company? Can the name of the leader contribute to its development or, conversely, decline?

People from the West began to ask such questions much earlier than ours. Therefore, the main research that can be relied on when studying the degree of influence of a manager's brand on a company is foreign.

According to research by the international consulting company Reputation Institute, specializing in research, audit and reputation management, 45% of an organization's reputation is the reputation of its leader; At the same time, 50% of the respondents believe that this indicator will only grow in the future.

The results of another study, conducted by the international PR agency Weber Shandwick, indicate that it is the reputation of a leader, according to 87% of respondents, that increases the interest of potential investors, 83% believe that it provides positive media attention and protection in cases of various kinds of crises, 77% - which allows attracting new employees, 70% - retaining employees within the company. Thus, in the words of the founder of Reputation Institute, "Reputation is the new oil". And it depends primarily on the strategic competence, authority and communication skills of the leader.

Thus, if the West has long since realized the dependence of a company's reputation on its head, this process is still underway in our country. Apparently, it is this lack

of understanding that can explain many high-profile cases when public actions or statements by heads or top managers of companies led to negative consequences, such as statements by the founder of Aviasales, who swore at the editor-in-chief of Wonderzine, careless statements by the former PR director of Megafon or a post with unverified information from the PR-director of Leroy Merlin.

In addition, one can recall an accident involving a top manager of an oil company or scandals with untimely or too expensive celebrations for various reasons. All of them led to unpleasant consequences not only for the top managers themselves, but also for the image of the companies they represented.

The main thing in the process of building your own brand is to remember that today "any of your actions and words can be used against you." Including in court. It will not work to create a "personal" information space and separate it from your "professional" one. You are a "person", and any of your actions and statements will be associated including with the company that you lead. Therefore, the responsibility increases significantly - because of you're at the wrong time said joke or thought, the well-being of the company and its employees may directly depend.

So use the right tools, always think what you write, and don't always write what you really think.

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## DEVELOPING A CURRICULUM FOR EXTERNAL ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

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Developing a curriculum for external assessment of student academic achievement is an important part of the learning process. This is a study guide to help students prepare for monitoring educational achievement after high school graduation. This is a document that is based on the requirements of the state general education standard and curriculum for the 9th grade. The study guide contains information about the goals and objectives of the course, structure, contains introductory test to test student knowledge, specific texts for listening and reading, as well as exercises of various types to prepare students for external assessment and a test at the end of student preparation. An effectively designed teaching tool can certainly make it easier for students to prepare for monitoring student learning achievement.

In this article, we will try to present a developed study guide for students who can successfully prepare for external assessment in the context of basic secondary education. Assessment of students' external performance in English should focus on assessing listening and reading literacy skills. The reason we want to focus on the development of this tutorial is because this area of the English language is fairly new at this point in preparation for external testing. We are sure that at present our teachers are looking for effective ways to solve this problem in this area, but students need to prepare for external testing now and this tutorial is already in the testing stage.

In this article, we will try to analyze the textbook in terms of its applicability and feasibility, analyze the philosophical and theoretical aspects of assessing academic achievement in foreign languages, in particular, in listening and reading literacy, defining the goals and needs of students and describing assessment tools [1]. Obviously, this tutorial is an initial document and may need to be revised and supplemented.

The study guide is designed for the 9th grade students studying English at school under the title "Training course for external assessment of secondary school students' academic achievements in reading and listening in the English language". The textbook is designed for one year, and should cover material that is studied during the 9th grade of basic secondary school.

It seems that in order to teach any student, you need to understand how to do it, which student is in front of you, what his goals are, what knowledge he has, and so on. A well-chosen educational philosophy will help us answer all these questions.

They believe that knowledge of the basics of philosophy is necessary to understand and build the learning process for students. The main philosophical areas of study are liberal arts education, progressivism, behaviorism, humanism, cognitivism and constructivism. Each of the philosophies is based on certain assumptions about human nature, the purpose of education, and the roles of teachers and students. The most acceptable philosophies to teach are behaviorism and liberal learning.

The behaviorist's central belief is that learners learn through reinforcement - constant feedback that tells them whether what they are doing is right or wrong. This is done in the form of test results, grades for completed assignments, etc. That is, the teacher should be the controller and the protagonist, and the students should be the objects of learning. This line of study is especially applicable when preparing for external testing. In this case, the goal is specific and obvious, and the main methods and tech-

niques are test tasks and tasks to check the accumulated knowledge.

Behaviorism has its positive and negative sides. Positive motivation always has a positive effect on the quality of learning. The negative point is that students are the objects of learning and follow the orders, instructions of the teacher. That is, they have a little freedom of action and self-expression [5].

Liberal philosophy, in our opinion, is the opposite of the philosophy of behaviorism [6]. When students have a specific knowledge base, they can apply this knowledge independently, consciously, without the support of a teacher. The main idea of liberal arts education is freedom of choice [6]. Here, the student is already so independent that he can choose the curriculum, teacher, study time and the opportunity to study independently or in the classroom, and much more. In our case, having developed a preparation program for external testing, students are invited to jointly discuss topics, assignments, and choose an acceptable way of working to prepare for testing. The program also provides an opportunity to independently prepare for testing using the developed tutorial. In this philosophy, the roles of student and teacher also change. The learner plays a central key role in liberal learning, and the teacher promotes knowledge development and supports the learner in their pursuit of learning.

Therefore, we can conclude that it is impossible to choose only one philosophy in teaching. Students differ in their level of training, in their psychological state, in their capabilities, and only a "mixture of philosophies" gives good results.

And so, in order to determine whether the developed course is of high quality, good, and more, you need to answer many questions and consider many factors. The most important thing and it is compliance with state standards and curricula. There are several important elements of the course that you should pay special attention to. This is the planning and development of the course, the content of the course, the delivery of the course and its outcome.

There are various approaches to developing a curriculum, many conditions and factors to consider when choosing one or another approach which may seem ideal for curriculum development. This is the time it takes to develop; access to learning materials and resources, known learning environment, learners, their goals and motivation.

We chose Tessmer and Wedman (1990) for the Layers of Necessity Model [2].

This model has a "reasonably good" quality level. Each level completes on its own and includes the main parts of the curriculum development process - analyzing the environment, identifying needs and goals, deciding on curriculum strategy (format and presentation), developing materials, and evaluating and revising. But each level is distinguished by the detail and thoroughness of the implementation of each of these parts of the curriculum. The curriculum designer must decide which level of curriculum will be chosen. This decision will depend on balancing the amount of time and resources available to do the curriculum design and the level of thoroughness needed.

If the time and resources available are very limited for example, the curriculum designer might choose the least detailed layer. As for our decision this layer would involve all the following steps:

First, we should do the Environment and needs Analysis [2]. There are some issues that you can run into when planning your external testing preparation course. This is, firstly, the discrepancy between the content of external testing and the school curriculum. Secondly, there is a lack of time to prepare specifically for students in grade 9. Therefore, we are considering developing a course for 2 years. Thirdly, it is the presence of different knowledge among students. And testing is the same for everyone.



Fourth, this is of course the motivation of students who are not motivated to learn English. The fifth problem is a huge amount of material, sources that you want to use.

Second, we have to set some goals, determine the content and sequencing of the course [2]. The training course on preparation for monitoring the assessment of student achievement will help to successfully pass this type of external assessment. The goal of the Monitoring Student Achievement course is to enable students to prepare appropriately for an external comprehensive listening and reading test. Namely:

1. Students will be able to apply the acquired knowledge successfully and consciously at the end of the preparatory course;
2. Understand and use vocabulary related to the topics of the curriculum in listening and reading;
3. Students will be able to understand the essence and details of the listening tests;
4. Students will be able to practice comprehension and detailed listening exercises;
5. Students will be able to read and understand texts corresponding to the level and subject matter;
6. Students will be able and find general and specific information when performing post-text exercises;
7. Students will be able to qualitatively prepare for the upcoming testing;
8. Students will be emotionally prepared for the upcoming test.

The course is designed for grade 9 students. Students are interested in taking it if they want to pass the test successfully. This test involves testing reading and listening skills using the language, therefore the course will be structured so that reading and listening tasks are used in this study guide. The consistency of the content corresponds to the curriculum for the 9th grade of basic secondary school. The manual contains methodological explanations, keys, transcripts for listening, which will allow some students to be absent from some classes.

This course is organized in a structure that is common to all training modules, namely:

1. Introductory part. In this part, the basic requirements that apply to a 9th grade student in the application of listening and reading skills in accordance with the state educational standard and curriculum will be considered. The main focus here will be on the conditions and rules for conducting external testing, as well as the assessment criteria. This will allow students to understand how they will perform the procedure and successfully complete it.
  2. The first part will be devoted to the introductory testing, where students try to take this type of testing for the first time. After the test is completed, work on errors is provided, which can be performed in the classroom, or independently.
  3. The main part. All texts for listening and reading and assignments for them will be concentrated here. This part will be divided into 9 subsections on a specific topic and will play the most important role in the educational process. It will focus on listening and reading skills and exercises.
  4. The final part. This part of the module focuses on exit testing and analysis, where students and the teacher work together to review completed assignments and work on errors.
  5. Application. This part contains the keys to the exercises, audio scripts, and a bibliography. With keys and scripts, students can use this tutorial on their own.
- Preparation classes begin in September and are held once a week until mid-April.

External monitoring will take place around this time. Therefore, the course is designed for 30 hours, of which 3 hours are allocated for entrance testing, exit testing and an analytical lesson.

This tutorial can be used on its own as it has all the appendices, including links to listening.

Third, we have to decide on a format and presentation of the course. [2] Consideration should be given to the layout of the content that should engage students. By the beginning of grade 9, students should have the skills to complete the assignments in this workbook. Grade 9 is a class where there is a repetition and deepening of lexical units, grammar, and language use. Students are able to read at a sufficient level, translate and understand foreign speech. Tasks take into account different levels of students. Therefore, the study guide can be used both for classroom work under the guidance of a teacher, and for independent work. In class, the teacher organizes different types, techniques and methods of active activity for passing the material [3].

The tutorial will be approximately 50-70 pages long, and will be easy to use and carry, and not too expensive. The amount of material in the lesson is designed for two main sections - this is working with the text and performing post-text exercises and listening tasks on the same topic with the same vocabulary and corresponds to the duration of the lesson [4].

The ability to hear and understand foreign speech, read and translate text are the main skills that are used when passing external testing

Fourth, we have to gather the material for the course. This stage is the most important and thorough. The material is selected from various sources of the Internet, already available teaching aids, textbooks. Tasks should be of different levels in complexity and in the form of assignments. In addition, tasks must be level B1.

At last, we should observe the monitoring, evaluation and assessment.[2] Any evaluation is a kind of research in which the following steps should be followed. If the assessment is about this course, then the following steps will be important to me:

1. First of all, we will conduct the assessment to improve the course.
2. It should be determined what information will be needed for the assessment - on the quality of resources used, curriculum, quality of teaching, satisfaction of teachers and students.
3. The presentation of information is also an important point [2]. Here it is necessary to decide to whom and for what purpose the information will be provided.
4. The most important thing is the result that the students received at the end of the course.
- 5 As well as the cost of time and money to create a course.

All these things can only be assessed if used. But it is already clear that this course is needed to prepare students for external testing. Changes to the course can be made during and after the course by doing some research.

Assessment of student achievement will be carried out in several stages:

1. Entrance testing to determine the level and difficulties of students;
2. Testing after each section (topic)
3. Preliminary testing at the end of the course;
4. Basic external testing.

Any type of testing is carried out according to certain criteria, which depends on the content of the tasks.

The design of the textbook is associated with the selection and adaptation of texts

for listening and reading, as well as assignments for them for a certain level of students. During use, you can add or modify an existing course.

Changes and additions to the training course can be made by the developer in his opinion, or with the help of students. Since, there cannot be a perfect study guide [2]. This approach is important, flexible and helps students to make a conscious acceptance of the textbook and to use it successfully for learning. The teacher and students can discuss together which texts to choose, assignments to them, authors, sites. In addition, choose the methods and techniques of teaching, types and forms of assessment and make the necessary changes. The more students are involved in the discussion of the manual, the more interested they will be in studying it. In this case, this approach is not acceptable for two reasons - the age of the students and the lack of time.

Of course, conclusions can be drawn only after applying the course in practice. At the moment, it can be assumed that this course is necessary and relevant for grade 9 students to pass external testing.

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#### LATIN GRAPHICS AND THEIR INTRODUCTION TO KAZAKH WRITING: PROBLEMS AND PROSPECTS

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When Kazakhstan gained independence, scientists declared the necessity of a writing reform and began to propose a transition to a Latinized alphabet.

At that time, the necessity of a new alphabet was keenly felt. After gaining independence, Kazakhstan had the opportunity to talk about language issues, which had existed for various reasons, since Soviet times. In the first years of the independence, scientists began to worry about the preservation of the Kazakh language. At that time the language was only written according to Russian orthography using Cyrillic, and as a result we were pressured to use the orthoepy of the Russian language while speaking. Linguists were not able to address this problem before independence. After gaining in-

dependence, they decided to touch upon this topic in our country, because other Turkic-speaking countries like Uzbekistan and Azerbaijan decided to transition to a new alphabet. Abduali Kaidar, a Kazakhstani linguist, wrote about this in his letter to N. Nazarbayev (who was the president of the country at that time), explaining that the Kazakh alphabet would later be adapted into a new alphabet.

After the collapse of the Soviet Union, Uzbekistan and Azerbaijan immediately proceeded to implement Latin alphabet. Focus on this issue in Kazakhstan was not possible at that time, because the language situation between Kazakhstan and Uzbekistan and Azerbaijan in the 90s was not comparable. At that time, for instance, in Uzbekistani people had a strong desire to attend to the ethnopolitics of their independent country, and to merge themselves with the spiritual foundations of the Uzbek nation. The same diligence was observed in Azerbaijan. Meanwhile, there was no such enthusiasm in Kazakhstan, as there were a lot of representatives of other nationalities in the country, and their political strength at that time was more important.

It is important to note that the organizations of the Cossacks in the northern regions held various linguistic events. Russia's influence on Kazakhstan at that time was very strong. At the same time, the changing of the alphabet would cause problems for both the authorities and the intelligentsia of that time. The impact of the economic crisis would have an effect. If that reform, which is necessary for Kazakh language had begun that time, it would have been implemented at the proper level. Therefore, the expectation of the alignment of the language, national policy in the country, was the right decision at that time.

Azerbaijanis and Uzbeks had faced different complications when they introduced their new alphabet. The same difficulties are in Kazakhstan now. Currently, the fourth version of the alphabet is the result of the same path. The first three versions were not developed by linguists, which is why they were not accepted by the nation. Thus, the digraphic version of the alphabet couldn't take root and an apostrophic version of the alphabet was proposed.

The disadvantage of the apostrophic alphabet was the inconvenience in its handwritten form.

The third option was the acute alphabet. This version was more adapted to the modern Kazakh language and society than the previous two versions, because one symbol means one sound. If an apostrophe was placed near a grapheme (letter) and took the place of one letter, then the acute was marked above the grapheme (letter) and was an auxiliary symbol. Thus, the acute did not have any separate semantics. On the contrary, it merged with the letter and was not perceived individually. Apostrophes had their own semantics. For example: in Turkish, an apostrophe at the end of a word, indicates that this word is derived from a foreign language. In European languages it is used as a suffix denoting nouns. For example: D'Artagnan.

The linguistic semantics of the acute was to show the vowel in the syllable in which the stress is placed. At the same time it has other phonetic meanings. However, the acute alphabet itself doesn't have such meaning, only in denoting above the basic grapheme does it gain its meaning. It was decided that digraphs would still remain in the acute alphabet: these are -sh and -ch.

While searching for digraphs, some mistakes made by linguists in Uzbekistan were found.

The principle of one sound – one symbol has been firmly established in the minds of the Turkic people. It is acknowledged that assigning one sound to two letters is in-

convenient, and it takes a lot of space and leads to no time saving. The usage of digraphs was convenient only for the language of technology. It was also mentioned that in the third version of the acute alphabet there were not enough letters to define all the sounds of the Kazakh language.

Thus, in October 2019, the President decided that linguists should improve the third version of the alphabet. Now here is fourth version, created by linguists.

The transition written Kazakh into a new form is a civilizational process. This is an important step for the future of Kazakh society. This is the formative mechanism for restarting the immunity of the language, which was disabled due to colonial policy. Launching the immunity of the Kazakh language is the duty of linguists for the future generations.

Therefore, the compilation of a new Romanized alphabet is a big responsibility. In general, scientists are people who comprehensively consider any thoughts (hypothesis). Those who created the first version of the new alphabet looked through this issue from only one point of view. They examined a version convenient for today's society and the language of technology. Scientists are examining this issue from different aspects. For example, one sees an issue from one side, and the others from the other side. And there are those who can see the issue from both sides (focuses). This can be called a manifestation of competence or, in other words, the skill of a scientist.

A person who is engaged in studying the general theory of writing should also have a good command of the field – grammatology. It is not only necessary to master this area, but also to study the aspects of writing that meet the needs of society, since today's society is not like ancient society as it was, but it rather seeks for comfort in all spheres. The most important thing is that it is necessary to preserve the natural rules of the Kazakh language to meet the needs of this society.

Let's imagine a scientist comes up with an idea. The scientist assumes that when implementing this idea, only one result will be obtained in the end. When in reality, when implementing an idea, the result is going to be completely different. The scientist who has admitted the result obtained has a humble personality capable of admitting the truth. And for some, the first thought will be the dearest, that they won't be able to let go of their first idea and admit the truth. With the first version of the alphabet we faced such a problem. Therefore, there is a huge burden laid on scientists, because it is not easy to check yourself, or check whether the product that you have created meets the expectations or not.

In the latter version, there was a lot of controversy over the designation of the sound "η (H)" in the modern alphabet.

According to the Anar Fazylzhanova, director of the Institute of Linguistics named after Akhmet Baitursynov, scientists are divided into two fronts while searching the issue of "η (H)". Some of them began to insist that when marking "η (H)" it was necessary to use diacritics (above letters) and mark the letter as "ñ" (put a "birdie" mark above the letter) or "ñ" (mark with a crest), and other suggestions were using "η" as in using the elephant trunk sign. This discussion lasted for three years. Finally, the "η" version was approved.

In making this decision, the following points were taken into account:

- the frequency of using the letter "η (H)",
- the status of the sound "η (H)" indicated in the language,
- knowledge of language users regarding the graphic image of "η (H)",
- convenience of sound designation in comparison with the early Cyrillic version

of the alphabet and the new version of the alphabet.

Currently researchers on the linguistic sphere have established that in the modern Kazakh community there are many young people and adults who cannot pronounce the sound "η (H)". For example, the word жаҒағы (zhaŋaǵı) is pronounced as жаНағы (zhanagi). Young people from the Kazakh-speaking environment pronounce it like «сеніH, меніH» (senin, menin"). Therefore, scientists decided that it is necessary to work hard on this sound in order to preserve it. If the need of using the sound "η (H)" in the language was not so important, then we wouldn't discuss the issue at all. Despite the fact that "η (H)" is not found at the beginning of a word, its status in the language is very essential. This sound not only distinguishes words (for instance: меη - a mole, мен - I or ZhaNa – to touch, zhaŋa - new), but also distinguishes the form of a word (for example: balasyN zhaqsy koredi - he loves his child or balasyη - you are still a child). By itself, this sound is created by the pre-laryngeal part of the language and does not occur at the beginning of a word, but it is one of the most important sounds for Kazakh communication.

In 2016, a frequency dictionary of Kazakh word forms was published. It showed the way words converted during the communication. Following words were given in the dictionary: bala, balaga, balamen, balanyη, balada, baladagy, baladagyday, balalarmen, balalary, balasymen, etc. There were a huge amount of such word forms. All these forms were collected, and their frequencies of use were deduced. Through this experiment linguists have established that the genitive case and the category of belonging are very common in the Kazakh language. It turned out that "η (H)" is actively used both in personal endings and in possessive endings of the second person.

If, when using calligraphic writing, we designate "η (H)" as «ñ» or «ñ» every time, it will be inconvenient for writing. In addition, there will be a lot of diacritics above the alphabetic characters. On the other hand there is an umlaut (¨) in the alphabet, which denotes soft vowels.

If we denote the word aŋ (predator) by writing the letter "n" as in the word nan (bread) with alphanumeric sign, it will be very confusing for the Kazakh speaker how to pronounce the sound correctly. Because the brain will firstly receive the signal about the letter "n" not "η (H)". The writer will understand it as "n" with alphanumeric sign. The fear of that the person who already does not know how to pronounce the sound "η (H)" may eventually fail to write alphanumeric signs like in "ñ" or "ñ", it will lead to the loss of sound completely. Eventually linguists made up their mind on the version of "η". Thus, the letter "η" while reading it in the text immediately catches the eye and seems as if it says "I am not" n "! I am "η"! "Suitable for IT symbols "ñ" or "ñ" have lost their positions before the sign "η". This is how "η" took its place in the fourth version of the new alphabet.

We hope that now the sound "η" will not disappear from our language.

There is a false opinion about that the Turkish had lost the letter "κ" in the transition to a new alphabet. Linguists then took into account all the details in order this situation wouldn't happen to Kazakh spoken and written language.

In fact, the loss of the "κ" sound in the Turkish alphabet is not connected with its transition to a new alphabet.

Turkish language is not comparable to Kazakh language. The reason of this is that the tribes in Turkey are consisting of various Turkic groups. For example, there are two language groups in Turkey: the Anatolian Turkish people are from Kipchak group, Turkish people in Istanbul are from Oghuz group. In general, if you look at the geneal-

ogy of the Turkic language, there are Oghuz, Karluk, Kypchak languages. The question is whether we can accept the Anatolian dialect as a literary norm or accept the Istanbul dialect as the literary norm of the Turkish language? In the language of the Turkish people speaking the Istanbul dialect, the letter "κ" was lost. And those who speak the Anatolian dialect still clearly pronounce "κ". In Turkish language, the Istanbul dialect is concerned as a norm of the Turkish literary language. The Azerbaijanis have the same problem. It would be dishonest to blame the alphabet for all these misunderstandings.

Now let's dwell on the dispute about the letter "y". The most common version of the dispute over the usage in the Kazakh language of the letter "y" as "w". The "w" itself is a symbol, created by doubling one symbol. It is "long" when pronounced.

Why do you need to denote the word su (water) with three letters syw if the pronunciation is the same? That is, using the principle of economy, it was decided not to introduce the symbol "w" into the new alphabet.

During the transition to romanized writing, we will receive great benefits from an economic point of view.

A research was held among the students at the Institute after A. Baitursynov. One of the texts given to students was written in the Cyrillic Kazakh alphabet consisting of 42 letters. Then, the second text to write was containing Latinized Kazakh alphabet, consisting of 31 characters, so that students wrote this text faster and saved 15% of their time.

No country in the world educates its children by forcing them to learn the rules for letters that are not necessary for their mother tongue.

For example, Kazakhs for more than 30 years have been memorizing the rules intended for Kazakh sounds, but also in parallel they are studying the rules intended for writing such sounds as «ж», «ш», «ц», «э», «ю», «я», «ё» or learning in which words "ъ", "ь" are written. If not memorize them, those who write or read in Kazakh won't be able to do this. Now let's imagine that Kazakh alphabet consist of 31 letters, not 42 letters. The spelling of these 31 letters is explained in the original rules of the Kazakh language. This is an energy saving. There is an understanding that if energy is saved, then time is saved, and where time is saved, money is also saved. Therefore, we can say with complete confidence that the alphabet of the latest version is an alphabet created for the convenience of the Kazakh language and its use. Now we are all looking forward to that joyful moment when the new romanized Kazakh alphabet will be introduced.

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## DESIGNING THE “YOUNG GUIDES” CLIL COURSE FOR TEACHING ENGLISH TO SECONDARY SCHOOL STUDENTS

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### **INTRODUCTION**

Course design is the process and methodology of creating a high-quality learning environment and experience for students. Through purposeful and structured familiarization with educational materials, learning activities and interaction, students can access information, acquire skills and practice a higher level of thinking. The main focus of the course development is on creating an optimal learning process for students in an environment that is favorable and conducive to learning and intellectual development. Regardless of whether you are a new teacher or you are well versed in the field of pedagogy, you should always use creative ideas and strategies that will be implemented in the courses. As of today, changes in higher education have affected teaching. The most important stakeholder is currently the student, and there is as much interest in the "how" as there is in the "what" in learning. The job of a teacher is to support learning. A successful and respected teacher is not only an expert in his/her subject, but also in teaching it. Thus, we can say that the definition of learning goals is the first step in the development of the course, on which not only everything else will follow, but everything else will depend? Good course design is a top priority for engaging in teaching and implementing active learning. Given the possibility of creating a large number of different courses with a variety of tools, teachers should pay special attention to what works best in a given situation. This will maintain high student engagement and mean saying goodbye to any frustrated yawn on the course. First of all, you need to understand that in order to develop a course, you will need to think strategically about the nature of student training that you are striving for, and the type of student that you want to prepare. There are several aspects to this: to what extent do you promote academic learning and to what extent is there an academic or professional element in your course? The teacher developing the courses should take into account the most relevant theories concerning student learning and teaching at universities - behaviorist, cognitive, constructivist, deep, superficial, strategic, etc. It is also generally accepted that students study in different ways, so you can read information about learning styles and the nature of learning. Such an understanding of these learning styles will fundamentally affect how the course will be developed.

### ***THE COURSE DESCRIPTION AND GOALS. CURRICULUM DESIGN MODEL***

The course we would like to develop, "Young Guides", is aimed at teaching English through CLIL technology, i.e. through visiting and conducting excursions. In this course children will learn how to conduct excursions for foreign tourists, study special vocabulary related to history, architecture, culture, repeat grammar rules, and also watch various master classes on conducting excursions in a foreign language on the Internet.

Typically, curriculum development begins either without available resources or with some existing resources. Curriculum developers and teachers can use a bank of existing materials from which they choose the most suitable material for the course. Such a bank may include copies of assignments prepared by themselves or other teachers for other courses or for previous courses. The curriculum developer or teacher selects the fragments and combines them to create a course. Obviously, the teacher assumes most



of the responsibility for the content, consistency and goals. Thus, the teacher is responsible for preparing exercises for reading texts and using them, as well as dictation in any way that suits the situation and the needs of students. In this case, the content of the program takes into account that teaching English takes place in a situation where there is no language environment, so preference is given to those materials that create a natural speech communication situation and carry a cognitive load. A special role in this situation is assigned to relevant sources of information for students (Internet, TV and tourist brochures, and illustrated printed publications).

The training course is organized on topics that cover four main areas of communication: personal life, socio-cultural, sports and social activities. The course contains 9 sections. Each section includes language and speech material presented through four main types of speech activity. As a consequence to achieve the set goals and solve learning tasks, a learning technology based on the use of communicative exercises (learning tasks) is used, which reflect various forms of organizing students' learning activities (pair, group) and are aimed at mastering specific language material. All training sessions are of a practical nature. Thus, having been familiarized with various approaches, we chose the "layers of necessity" model for my course (Tessmer and Wedman, 1990, 77). Since the course will be aimed at preparing children to conduct excursions for foreign tourists, so we think this model will work well. This is seen as a choice between different layers. Each level is complete in itself and includes the main parts of the curriculum development process - environmental analysis, identification of needs and goals, decision-making on the learning strategy (format and presentation), development of materials, evaluation and revision. Each layer will differ in the detail and thoroughness with which each of these parts of the curriculum development is carried out.

### ***ENVIRONMENTAL ANALYSIS***

One should note here that to make the course effective, we need to conduct an analysis of the environment and needs, because it is extremely important to know as much as possible about the audience and adapt the course to existing constraints. According to Tessmer (1990), environmental analysis involves the study of factors that will have a strong influence on decisions about the objectives of the course, what to include in the course, as well as how to teach and evaluate it. Environmental analysis is an important part of curriculum development because at the most basic level it ensures that the course will be usable. A good environmental analysis is based on both environmental analysis and the application of previous research and theory. In some in the curriculum development models, environmental analysis is included in the needs analysis. Besides, needs analysis is important from the point of view of involving students in each stage of the educational process. Development of an English language curriculum for specific goals are closely related to students' goals, learning strategies, language attitudes and expectations from the course and learning habits. Therefore, when developing a course, it is necessary to answer a number of questions, for example, *What problem will be solved when developing this course? What materials will we use to develop this course?* Moreover environmental analysis is a solution to a lot of problems. Problems in the classroom are one of the adequate problems that teachers face, and a good teacher has the courage to boldly overcome all these problems. On the whole, the course will include organizing excursions and learning English at the same time, which means that we face several problems.

Updating the subject in accordance with new requirements, adjusting materials, this means that before starting the course, we have a choice of textbooks that will be used on the course. They should correspond to the objectives of the program and be relevant for this course. The organization of excursions will become an important part of the course, for this purpose a trip plan will be drawn up, financial costs will be calculated and transport will be found. Updating the subject in accordance with new requirements, correcting materials, presenting content, organizing excursions, as well as introducing new creative approaches in accordance with modern educational trends - these are some of them.

One of the important problems may be the lack of sufficient funding. The successful development of many learning strategies and related materials during the school year requires adequate funding from management and parent funds. And if this does not happen, it will interfere with the process of promoting courses and spending your own financial resources. All these points are important when developing courses. After analyzing the course, we classified the information according to needs, shortcomings and desires. In this situation, the disadvantages will be that a teacher will need to adapt the information for students, that is, to their level. For the interest of students and their motivation, the course will include watching interesting videos and visiting interesting places in the Ulan district, East Kazakhstan Region. Thus, if you focus on the needs, goals, expectations and learning styles of students, then you can identify the basic needs of students as well as the environment, and then proceed to practical application.

### *NEEDS ANALYSIS*

An important step in the development of the course is the analysis of students' needs, including shortcomings, desires and needs. The needs analysis is mainly focused on the goals and content of the course. It examines what students already know and what they need to know. Needs analysis ensures that the course will contain relevant and useful things to study. A good needs analysis involves asking the right questions and finding answers in the most effective way (Hutchinson and Waters, 1987). The needs analysis is a kind of assessment and, therefore, can be evaluated taking into account its reliability, validity and practicality. The first thing you need to focus on is the curriculum. Since the curriculum should involve students in learning and since the course will be for middle-level students, they will not be able to reason and choose any methods. Based on this, a small questionnaire table will be prepared for them, in which there will be a type of participation, types of activities, materials used in activities, and learning outcomes, and children will only need to tick what kind of activity or material they would like to see on the course. Thus, they will form their own current curriculum on the content and choose the appropriate types activities and tasks implemented in the classroom. However, difficulties may be encountered when using the process curriculum: students may be reluctant to enter into negotiations or allow their classmates to negotiate because they believe that this should be the experience of the teacher guiding the course. Moreover, it may be difficult for students to agree on what they should do, a fully coordinated curriculum requires significant teacher skills and time to access and prepare resources. As well as students need training in negotiation. Lastly there are not many learning resources to rely on.

Despite the disadvantages of using this type of work, many advantages can be emphasized. One of them is that students feel that their opinions are taken into account and taken into account. The involvement of students in the development of the curricu-

lum has a strong impact on motivation, satisfaction and commitment to the course. It turns from a course for teachers into a course for students. The negotiation process itself has its advantages. If the negotiations are conducted in English, then this may be one of the most significant and meaning-oriented events in the program, but such negotiations can only be carried out if the children are adults and have any vocabulary for discussion. The talks also develop students' awareness of the goals of language learning activities and how these goals can be achieved. This understanding can then make them better students.

As a consequence an agreed curriculum involves the joint work of teachers and students over decision-making at many stages of the curriculum development process. This is a way to prioritize recognizing the needs of students with in the course and the need to constantly adjust courses during their conducting in accordance with changing needs and circumstances. First of all, the teacher himself/herself needs to decide with which students he/she will work, which types of work he/she will use in the lesson, on which types of activities work will be carried out. It is also necessary to choose a method of training, resources consisting of actions and tasks. In our course, in order to familiarize students with what they will do in the courses, we will prepare a small presentation about what our courses will be about, what types of activities students will perform. After they find out what will be waiting for them at the courses, they will be ready and interested in them, or they will be separated and will not continue their studies.

#### ***PRINCIPLES AND OBJECTIVES OF THE COURSE***

Each training requires a system of methods to be followed, and each system must follow certain principles. Our course is no exception and also adheres to the principles. Use of principles helps the teacher evaluate existing courses and lessons, include in their courses what they have learned from research, use self-reflection.

We have chosen the book "English for Travelers" (V.A. Beizerov, 2010) to use in the course. This practical guide to the English language is intended for Russian-speaking tourists, travelers. It can also be used by employees of travel companies and agencies, employees of the service sector, hotel and restaurant business, in the study of a number of topics in the course "Business English", "English for Tourism and Hotel Business", students of linguistic, economic, geographical specialties of universities and colleges, as well as in elective classes in schools, gymnasiums and lyceums. The manual can be used as a phrasebook. Working with this manual requires sufficient knowledge of English. The manual consists of 17 chapters and is supplemented by a thematic Russian-English phrasebook, a Russian-English dictionary of the most commonly used words, as well as applications that will help tourists navigate in a foreign country. The purpose of this textbook is to prepare for foreign trips of any complexity, the ability to carry out excursions for English-speaking tourists. This will not be the only textbook on the course; it will be used as one of the additional materials on the course. Out of 20 principles, we have chosen several in accordance with this tutorial.

Firstly, this is the principle of "Language system" (Krahnke, K.J. and Christison, M.A., 1983). As in any course, there must be a system, my course is no exception. In order to provide information, you need to develop a system and work on it. This textbook has a language system from simple to complex, and all words and phrases are sorted by topic, as it would be convenient to sort with students.

The second principle is "Keep moving forward (Krahnke, K.J. and Christison, M.A., 1983)." This principle is important because you need to not forget about devel-

opment and always improve your skills. The course will develop the skills of grammar, speaking, public speaking and listening, and this tutorial will help in this. Since the textbook contains ready-made phrases for dialogues, which are convenient to learn and remember the correct grammatical order of words in a sentence.

The third principle is the "Learning burden" (Krashen, S., 1981). The course is designed for children who already have minimal knowledge in the field of oral speech, writing, reading, so we will develop skills based on their needs and capabilities. At each lesson, new words will be used and dialogues will be played out, and this tutorial will help with this. Then comes the principle of "Motivation". The development of motivation will directly depend on the teacher's submission of materials and the organization of lessons. Classes should be organized in such a way that children are interested, and classes should be different from classes at school. Textbooks contain various topics that will not let children get bored. There are such topics as at the airport, in a cafe, at a travel agency and at the ticket office.

In conclusion, the principle of "Feedback" should be noted (Krashen, S., 1981). Feedback will be visible when children act as guides and demonstrate their skills acquired in the classroom. In other words, we will first act out the dialogues in the classroom, and then try to use them in real life while visiting various excursions. Thus, the "right way" to develop a high-quality course depends entirely on the use of principles. The use of the principles should ensure diversity and flexibility in their application in accordance with the broad the range of conditions in which the language is taught. Moreover, students should be treated as individuals, not as homogeneous groups, and they should be offered many more study options within each course. By creating a learning environment for each student, teachers are likely to achieve great success in learning.

### ***CONTENT, SEQUENCING, FORMAT AND PRESENTATION***

The development and implementation of language training programs can be approached in several different ways, each of which has different implications for the development of course curricula. Course objectives usually focus on one or more of the following: Language, Ideas, Skills, or Text. When planning the course content, it is necessary to consider all four areas and make a choice regarding the departments for planning and reviewing the course. For example, in the field of language, units can be based on vocabulary, forms verbs and verb templates, sentence templates or language functions. Making reasonable, well-informed decisions about content is one of the most important parts of curriculum development. If bad content is selected, then teaching will lead to low motivation in learning. The problem facing the curriculum developer is how to convey the reasons why each lesson is the way it is. Probably the most useful place is in the headings and instructions for each activity in the lesson. It is important that the language course provides a balanced range of learning opportunities. One way to try to test this balance of possibilities is to consider the course as consisting of four parts, each of which is given approximately an equal amount of time. The courses must cover all 4 skills. It is important that the course applies the principle of "time to complete the task". That is, if reading is the goal of the course, then there should be a lot of reading. For example, if a language course aims to develop writing skills, then there should be regular writing focused on meaning. Language-oriented learning involves focused attention to language features, such as pronunciation, spelling, parts of words, vocabulary, phrases, grammatical constructions and features of discourse. Language learning is an effective

way to quickly learn language features. The fourth direction of the course is the direction of the development of fluency of speech. Fluency in language implies the best use of what is already known. Thus, the direction of the development of fluency of the course does not involve the study of new language features, but involves mastering skills that students have already met before. The format of the lesson of this course consists of the following parts: listening to the input data usually with a semantic emphasis. A meaning-oriented result, mostly speaking, often involving pair and group work and play activities. In each of these sections, especially in the sections devoted to language learning and in the sections devoted to meaning, there is no established procedure for actions and strict restrictions on activities.

The lessons in the course can be developed in various ways. There are two main approaches for developing lessons: linear development and modular arrangement. The linear approach is the presence of simple frequent subjects that prepare for subsequent more complex subjects. This development has drawbacks, consisting in the fact that it is not easy to take into account absenteeism, students with different styles and learning speeds, as well as the need to reuse the material. The second main type of approach, the modular approach is an approach that splits the course into independent nonlinear blocks. These units can be parts of lessons, lessons, or groups of lessons. Each block or module is complete in it and usually does not involve knowledge of previous modules. Although the course, like any other courses, does repeat some materials throughout the period, such as grammatical models or speech models, we will not use a linear arrangement in my program. We chose modular training because students discuss certain topics and concepts during one or two classes and move on to the next one, which may be completely unrelated.

The format and presentation of the course play an important role and should be based on an analysis of the environment and needs, principles of teaching and learning (Nation & Macalister, 2010, 89). It is assumed that students and teachers usually do not have the same opinion about how information should be provided and how students study (Block, 1994). When considering the lesson format, it is recommended to follow certain principles: to keep students motivated, provide clear input, help students develop fluency, force students to produce valuable results, try to devote as much time as possible to the task and take into account the different learning styles of students (Nation & Macalister, 2010, 89-90). In this context, the teacher needs to apply a number of approaches to make the lesson interesting, not monotonous.

There are many different approaches and teaching methods that are currently interesting and popular and that we plan to use in the course. Some of them are more effective than others. We can say that we use different techniques, however, our favorite is Total Physical Response. It is a method of teaching language or vocabulary concepts using physical movement in response to verbal input. This process mimics how infants learn their native language, and this reduces the inhibition of students.

This method works very well when teaching action-related vocabulary and can be used when teaching many types of vocabulary. It is much easier for children to memorize words, because this strategy is similar to how we learn our native language when we are brought up in a family. This technique works especially well with younger students. With older students, we can also sometimes conduct various games using this method. Because everyone knows that everyone loves to play - both adults and children and in the game, words are remembered much easier.

There are several reasons why we want to include this technique in the course.

Firstly, it's a lot of fun, students like it, and it can be a real shake-up in the classroom. Secondly, it raises the pace and mood. Thirdly, it is a very memorable event, it really helps students to memorize phrases or words. Next, it is good for kinesthetic students who need to be active in the classroom. It can be used in large or small classrooms. It also works well with classes with mixed abilities. Physical actions effectively convey meaning so that all students can understand and use the target language. Finally, we can say that this does not require a lot of training or materials and it is effective for teenagers and young children.

Since time during this technique is spent on understanding by ear, the ultimate goal of the method is to develop fluency of speech. Therefore, this is a good way of understanding speech by ear and as a result of speaking. The general physical reaction is related to the "trace theory" of memory in psychology, which states that the more often or more intensively the connection with memory is traced, the stronger the association with memory will be and the more likely it will be caused.

We can use TPR to teach certain verbs, we can choose a fun song with a lot of movement verbs in it and use it as a warm-up in the course. Moreover, we can also teach children new nouns. These are words that can be easily combined with actions, can include (*no entry*) (*fog*) (*at the airport*) (*parking*) these nouns can be taught the same way you would teach verbs. The main thing is to turn on the imagination.

The goal of our course is to teach children to talk, namely to tell facts about nature and interesting places in our area. In order to speak, children will need a vocabulary, and it will be interesting for them to learn new words in an unusual visual form. This method will not be the main one; it will be used only at some stages of the lesson. The main methods will be audio-linguistic, communicative language teaching. The process of the audio linguistic method is characterized by the usual drilling of given phrases that are used in everyday communication, while the grammatical rules are not emphasized, the vocabulary taught is contextual, audio-visual means are used in the methodology. Teaching a communicative language focuses on how well a person (who is not a native speaker) can speak English.

After using this method, we will see how children will memorize words and soon use them in their speech, and they will also be interested in my classes, since they will not only sit and write, they will also move, simultaneously memorizing words and phrases.

### **MONITORING, ASSESSMENT AND EVALUATION OF THE COURSE**

Monitoring and evaluation is an important part of the educational process. Monitoring and evaluation can have both informational and affective goals. That is, monitoring and evaluation can provide the teacher and students with information about the current knowledge and progress of students, and it can also be a means of encouraging engagement and participation (Nation & Macalister, 2010, 107). The purpose of the monitoring and evaluation part of curriculum development is to make sure that students get the most out of the course. This includes careful monitoring of the students and the course, as well as offering changes in the course and the way it is conducted. Scientists distinguish six types of assessment: *placement assessment*, *observation of learning*, *short-term achievement*, *diagnostic*, *achievement*, and *proficiency assessment* (Nation & Macalister, 2010, 108-109). It is necessary to understand the difference between assessment and evaluation. Assessment focuses on learning, teaching, outcomes and provides information to improve learning and teaching, while evaluation focuses on grades

and may reflect class components other than course content and skill level (Angelo & Cross, 1993, 427).

Before developing a course assessment, we need to figure out what it is and why to do it. Assessment is a kind of study of the curriculum. The assessment takes into account all aspects of curriculum development. It is necessary that the assessment be well focused and well-motivated, and it is also important to know why the assessment is being carried out. Is this done to improve the course or to decide whether to continue the course or abandon it?

There are two types of assessment, each based on different goals. The *formative* assessment is aimed at shaping or shaping the course to improve it. The *summative* assessment is intended to make a summary or judgment about the quality or adequacy of the course. Therefore, it is important to properly conduct and conduct an assessment. As a result, it will help to become a stimulating and motivating activity for the course developer.

Meaningful student input is essential to improving courses. Therefore, one of the most common indirect methods of evaluating the course is a survey on the evaluation of the course. In addition to providing useful information to improve courses, course evaluations provide students with an opportunity to reflect and provide feedback on their own learning. Based on this, the question *what is an assessment?* arises. The broadest type of assessment examines all aspects of curriculum development to determine whether the course is the best possible. Evaluation requires considering both the results of the course and the planning and conduct of the course (Nation & Macalister, 2010, 126). Conducting an assessment is similar to conducting a study, and therefore it is extremely important that the evaluator has a clear idea of what question is being asked.

Since our course will be designed for students of Grades 4-8, it will be very important to take into account the opinions of students and conduct a survey at the beginning of the courses to find out the interests of students and their needs and, accordingly, if necessary, make changes to the course. It will also be necessary to conduct a test to evaluate students at the beginning the course, and understand at what level they are. The purpose of this testing is to make sure that the course will not be too easy or too difficult for the student. This type of testing will be called placement assessment. Therefore after the course, the final stage may be summative evaluation of the course, which will help the teachers develop professionally and feel that the course is really our own development and see the result of our work.

Summing up, we can say that assessment and evaluation is an integral part of a good curriculum development. This ensures that shortcomings in the development of training programs will be found and eliminated. This allows us to adapt the course to changing conditions and changing needs.

### **CONCLUSION**

It is easy to understand how important English is all over the world. Many international business circles hold meetings in English, universities teach courses in English, and all over the world tourists and travelers use English as a common language. However, it is very difficult now to raise students' motivation and come up with such courses so that they are in demand and interesting. Therefore, based on the fact that tourists travel everywhere and society needs good guides, we decided to create courses for middle-grade pupils that will focus not only on learning English but also on explaining who

the guides are. These courses will be relevant because in our city there are no such courses aimed at combining with other technologies.

In order to attract students to this course and not to disappoint them, English teachers must be smart in choosing the right method to be used in their teaching and learning. In the case of choosing any technique, method, model and strategy, this is such a top priority before coming to class. The erroneous choice of the method in teaching may contradict the goals of training. An important part is the desire to motivate students so that they never think that English is a burden and do not feel inferior. Therefore, it is always necessary to give students a great spirit. Moreover, to make the learning process interesting and exciting, using educational materials or anything related to it, so that students feel happy in their studies and active in their learning. Although the teacher should pay attention to the improvement of students and in turn be an active, creative and professional teacher. Thus, English will not be a difficult and boring subject for students.

Summing up, we can say that this course will help children improve their ability to understand and use English in the form in which it manifests itself in everyday life. To achieve the set goals and solve educational tasks, a learning technology is used based on the use of communicative exercises (learning tasks) that reflect various forms of organization of students' learning activities (pairs, groups) and are aimed at mastering specific language material. All training sessions are of a practical nature. Each level is complete and includes the main parts of the curriculum development process - environmental analysis, identification of needs and goals, decision-making on the learning strategy (format and presentation), development of materials, evaluation and revision. We hope that after completing this course, children's speaking skills will improve, they will increase their vocabulary and they will have motivation and desire to learn English.

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## HUMAN OR MACHINE TRANSLATION OF LANGUAGES

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Translation is an applied, auxiliary type of activity that involves the simultaneous knowledge of the original language and the target language by a translator and the availability of professional translation skills that allow the translator to act as a language intermediary and thereby make it possible to communicate bilaterally or multilaterally between people or groups of people who do not have a common language of communication.

Translation is the most complex, and fascinating form of human activity. Translations contributed to harmonious development, penetration of different cultures into one another. Translation is a coordinated fusion of many-sided thinking, different literary schools and epochs.

It was the translation that gave the world the birth and prosperity of huge empires, densely populated by multilingual peoples. Thanks to translation, the development and spread of social and religious worldviews took place [1].

Translation has its roots in distant, archaic times. It was long ago, that the proto-language of our ancestors began to break up into various language groups. There was an urgent need for people who could take on an important mediating mission when communicating with representatives of different communities. So, the translator is one of the oldest professions. As the population in the ancient world grew, people separated from each other, mastered new territories. As a result, each community began to form its own language, and the differences between these languages became more and more striking over time. People from different regions no longer understood each other. So the need for translation arose, and soon it became a vital necessity. Thanks to the profession of a translator, people got the opportunity to trade, maintain diplomatic and religious relations. Translators made a great contribution to the development of society, uniting the world through understanding and communication [1].

Herewith 100% adequate translation is usually not possible. Each translation is performed by a human translator in changing environment. Therefore, the final result of translation always depends both on the qualifications and capabilities of the translator, and on the environment restrictions.

The terms “adequate translation” and “equivalent translation”, which are used in the theory of translation, just serve to justify the impossibility to fully convey the content and form of the original language in the target one, as well as all the semantic associations and connotations immanently present in the text to be translated.

Translation is always a kind of compromise between quality, efficiency and the price that the customer is willing to pay for a certain translation. What can be considered a criterion for a good translation? The author is practicing translation and interpretation over 20 years and frequently encounters the translation practice difficulties. It is no secret that our translators actively use electronic and machine translators. But do they really help them? An attempt to study this issue inevitably stumbles upon the need to clarify the terms “adequate translation” and “equivalent translation”. There are quite few requirements for an equivalent translation: it must only correspond to one of the levels of equivalence, while an adequate translation is evaluated much more strictly, concentrating on all the qualities of a perfect translation. Therefore, the concept of “adequacy” in this context becomes to some extent a synonym for the word “fullness”

[2].

All human languages, unlike machine languages, have one distinguishing feature - polysemy of words. The same word, depending on its context, can mean completely different things. The reason for this phenomenon is the fact that people, to a much greater extent than computers, use a system of so-called defaults. The default system assumes that the human receiving the message has some basic information to cut down on unnecessary details. However, a computer can have only one default, while a human can have many.

A human thinks associatively and can choose one exactly appropriate option out of several available. It is the selection of the correct option that is the main difficulty in the work of a translator. All languages have many words having multiple meanings, and Russian is no exception. Let us take the following examples: *гранат* (pomegranate or garnet or andradite, etc.), *среда* (environment, Wednesday, place, media, etc.), *сушка* (drying, dryer, dry bread ring, fat burning, etc.), *кисть* (paint-brush, gripper, racemation, hand, etc.). These Russian words are examples of homonyms - words that are spelled and pronounced identically, but have several completely different meanings.

But there are also polysemantic words that have slight meaning differences, although very close, but still different. For example, the word “*рукав*”. This word can have several meanings: (1) Cantilever or radial arm of a lather. (2) Fire hose-pipe or spout (3). Arm of a sea or river. The meanings are close to each other, but still they mean completely different things. And there are a huge number of such words in any language. The best way to overcome difficulties connected with translation of such words is to develop a sense of semantic inconsistencies in translation. The translator should try to “feel” the text. And, probably, in this context, one can say how good the translator is. There are people who easily and naturally feel the most adequate semantic nuances, and there are those who find it difficult. If something causes discomfort in translation, a feeling of some semantic inconsistency, then it is a high chance a wrong meaning of the word has been chosen. There is a known example when the translator chose the wrong Russian equivalent when translating the Coors slogan “Turn it Loose!”, thereby changing the semantic emphasis to the opposite “Suffer diarrhea!”. Another example is the translation of the Pepsi slogan “Come Alive With the Pepsi Generation” into Chinese. The Chinese were shocked! The slogan acquired an unexpected sound: “Pepsi. We will bring your ancestors back from their graves” [3].

Thus, it is necessary to study the text more carefully, trying on all translation options for this context. To cope with this issue it is recommended to use a large unabridged dictionary, in which extensive articles are devoted to most words, listing not only all their meanings, but also giving numerous examples of their use in various ways. Another difficult moment of translation is such a phenomenon as the use of ordinary words in a highly specialized sense. This is exactly the case that the machine translator does not cope with well, and which “entertains” students and teachers during classes and makes them skeptical at best and hostile at worst, when such mistakes are omitted at high-level political negotiations.

For example, a phrase from an Oil and Gas text “There should be pigs used to clean pipelines employed in the petroleum industry” was translated by a translator as: “There should be hogs used to clean pipelines employed in the petroleum industry” - and the translation would sound logical if it were a feuilleton with a social connotation, and not an article about various types of scrapers and inspection shells, which in English are called “pigs”. But the word “pig” can be translated into Russian as “boar, swine, or

hog”. Petroleum industry is indeed replete with false cognates: well abandonment (*well preservation for a long time*), big bear (*50 continuous calendar days of work at a drilling rig*), bean choke (*insert choke at a X-mas tree*), casing (*fixing pipe*), annulus (*area between pipes*), drill string (*several drill pipes connected together*). Below are the examples of possible translations when translators are familiar and not familiar with Petroleum Industry false cognates:

<b>PETROLEUM TERM</b>	<b>PROPER MEANING</b>	<b>IMPROPER MEANING</b>
DOPE	a thick liquid or pasty preparation – “Apply a small amount of pipe dope or Teflon tape to the threads of the adapter...”	a stupid person – “... people are promised windfall profits from can't-miss investments—to be paid, when they are paid at all, only out of money collected from subsequent dopes and dupes.”
CHRISTMAS TREE	an oil-well control device consisting of an assembly of fittings placed at the top of the well – “Christmas trees are used on both surface and subsea wells”	a usually evergreen tree decorated at Christmas – “We hung the lights on the Christmas tree”
BIT	a replaceable part of a compound tool that actually performs the function (such as drilling or boring) for which the whole tool is designed – “used a 1/4 inch bit to make the hole”	something bitten or held with the teeth – “the usually steel part of a bridle named bit is inserted in the mouth of a horse”
CASING	metal pipe used to case a well – “2 ½ inch casing pipes were used to case the oil well ”	an enclosing frame especially around a door or window opening – “a door casing looked marvelous”
DRY HOLE	a well (as for gas or oil) that proves unproductive – “gravity survey proved 100% dry holes at the field”	a hole in ground that is dry – “there was no water left to drink in the hole we used to employ”
LNG	liquefied natural gas – “the LNG located 12 km away from the gas manifold”	logical node group – “the logical node group used by our programmers...”
QUAD	a quadrillion of BTU's – “is used in connection with energy consumption. A barrel of crude oil contains 5.8 million BTU's.”	a ski lift that holds four people – “we used a quad to go on the mountain top”

The only effective way to solve this problem, which is especially common in technical, scientific and other specialized translations, is to have a special dictionary for each topic. At the slightest feeling that the “the pieces of the puzzle do not fall into their places”, a translator must immediately turn to the dictionary to identify the special meanings of the specialized term commonly used.

A source of major concern for a translator is the translation of phraseological units. The grand masters in Linguistics declare that a translator only fully masters the

language when he/she masters most of its phraseological units [4]. Language faculty classes for full-time students should pay special attention to translation of phraseological units, but students can master it at additional education classes. The way to solve the problem of phraseological units' translation is to study it in detail and pay careful attention to the text, especially when the text is humorous. If the text words do not fit well with each other, do not depict the meaning of the given context that should be a sign of phraseology. Translation of such texts should be dealt with special attention. A translator needs to check if the text mentions that a phrase said by someone caused general laughter, but there seems to be nothing funny in the translation of this phrase. Jokes based on a play upon words may generally remain beyond the understanding of the translator if he/she does not know the language at a sufficient level. For example, the phrase "I'm reading a book about anti-gravity. I just can't put it down" can be understood by both Russian and English speakers. It's harder to translate jokes like: "Pick your brain", "Best thing since sliced bread" or "A bone to pick with (someone)". The fact is that in most cases it is not possible to translate a phraseological pun at all: you can only find a more or less adequate equivalent to it in the target language.

There is another serious issue involved here: the question of changes in thinking, in cultural and linguistic terms [5]. By the way, the Russian phraseological unit "English humor", denoting a flat witticism, came precisely from the fact that the British have always been great lovers of using puns in their jokes, and only real masters of the translation profession can adequately convey it in translation

It is important to emphasize again that a translator must learn to feel a text, to feel those semantic inconsistencies, roughness that cause the wrong selection of word meanings or ignorance of the phraseological meaning of the phrase in question. It is the ability to feel that is the key to a high-quality and adequate translation, a skill that no machine can ever boast of.

Banartseva A.V., while investigating the contribution of machine translation in translating a text from English into Russian, conducted the following experiment. The group of students was divided into two sub-groups, one (A) of them was recommended to translate the text using a machine translator, and the other (B) was allowed to use only an electronic dictionary (Multitran). The capabilities of students along with capabilities of technical programs were studied for the purity of the experiment, the time was limited to 45 minutes. The experiment involved 20 (10 and 10) students. The results of the experiment showed that in sub-group A, 6 students coped with the translation (of which 2 received excellent marks), 2 students received satisfactory marks and 2 did not cope with the translation. Those who did not cope with the translation did not understand the text and could not convey its content in Russian. In sub-group B, 7 students adequately translated the text (of which 4 received an excellent mark), 1 showed a satisfactory result and 2 did not meet the deadline. The reason for the insufficiently good translation of the majority of students of sub-group A (it should be noted that both in the first and second groups there were students who coped with the task brilliantly) was that they were afraid to break the English sentence structure ("theme-rheme" in Russian and English sentences, the passive voice predominance in the English text, etc.), did not always understand the meanings of the words proposed by the electronic translator, and in some cases there was a problem with understanding the subject of a paragraph and / or the entire text (The text was scientific and journalistic about landing "Spirit" module on Mars). Sub-group B demonstrated a more adequate and equivalent translation, but some students did not meet the deadline (whereas some of the students

of sub-group A completed the translation before the deadline). Thus, the results of the study showed that the sub-group of students using only the electronic dictionary did a better job of translating than the sub-group that had to edit the machine translation [6].

The scope of machine translation application is quite extensive - the use of automatic translation often facilitates the work of a specialist, and sometimes replaces it. First of all, a person who wants to simply understand what the text is talking about can use the machine translation program. If a serious immersion in the meaning of the text is not required, then there is no need to use the services of a professional translator, especially since contacting a translation agency is often quite expensive. Secondly, even a professional translator can use machine translation to get the so-called interlinear for work. It really saves the employee time. In addition, machine translation programs are often equipped with an extensive database, which can help compose a competent technical translation with the appropriate terminology.

Machine translation systems fall into three categories: rules-based systems (Rule-Based Machine Translation, RBMT), statistical systems (Statistical Machine Translation, SMT) and the most promising hybrid systems that combine the advantages of both. RBMT systems parse text and build its translation based on built-in dictionaries and a set of rules for a given language pair. SMT systems apply the principle of statistical analysis: large (in millions of words) volumes of texts in the source language and their translations made by a person are loaded into the program. The program analyzes the statistics of interlanguage correspondences, word usage, syntactic constructions, etc., and later relies on it when choosing translation options - this process is called self-learning. The system can also be trained by a person, correcting the issued translations. This is how the well-known Google Translate service works. Due to the ability of statistical and hybrid machine translation systems to learn by accumulating language data, the quality of their translation increases with each translated text [7].

The main advantage of machine translation is that it allows to quickly dealing with very large volumes of text and therefore sometimes turns out to be more cost-effective than human translation. At the same time, it should be remembered that the quality of machine translation will always be inferior to human. Therefore, it is advisable to use it only in certain cases.

Firstly, materials for internal use can be translated by machine, for example, when it is required to understand the content of a site, articles or letters in a foreign language in general terms, or to find messages on a particular topic in the press in several languages of the world. Secondly, technical and highly specialized texts, which will then be edited by specialists in this subject - in this case, machine translation is used as an interlinear text, on the basis of which the technical specialist will create the final text, based on their knowledge in the subject area.

Many types of materials are in principle not intended for machine translation. For example, you can't trust the machine with texts where the inaccuracy of the translation can endanger human health, the performance of a complex device or a large contract - the time saved here does not justify the risk. Any documents that imply legal liability (contracts, warranties) require human control. Machine translation is unsuitable for marketing materials, where the text is actually reinterpreted in a new cultural context and re-created.

In general, acceptable quality can be expected when translating strictly formalized technical texts, while literary and advertising texts are not amenable to machine translation [7].

Nowadays machine translation is one of the most promising and progressive areas of development in applied linguistics. But automatic translation requires the significant development of the modern linguistics. To create a program that would eliminate the need to contact a translation agency, it is necessary to solve the following issues: development of automatic text processing methods for at all language levels; clarification of lexical and morphological ambiguities in the text; formalization of the text semantic content; introduction of the learning principle into the machine translation program, etc.

A computer program that translates text follows clearly defined rules and algorithms, and cannot deviate from them, since modern online and offline translators are still far from the artificial intelligence system.

There are three rules, the implementation of which most significantly improves the quality of machine translation from English.

- Use of active verbs instead of gerunds;
- Using the active voice instead of the passive;
- Refusal to use compound sentences and homogeneous members ideally, each sentence should contain one complete thought. It is this rule, equally applicable to all languages, that is the most effective of the three [7].

It is this feature that raises the question of the suitability of the modern machine translation programs for obtaining a high-quality and complete translated product, for example, a technical translation of an article, various instructions, technical descriptions, and manuals. The lack of a full-fledged semantic analyzer as part of such programs makes it impossible to convey the fullness and brightness of the text written in any of the natural languages [8].

It is evident from the above that simple, straight-forward, on-line editable machine translation programs can serve as an efficient tool for translating large scale technical, general, engineering, etc. manuals, instructions and recommendations. Or just for getting general idea of the whole text. But all the text involving emotions, special background knowledge, humor, and other features should be translated by professional translators. Of course even professional translators can use machine translation to get the so-called interlinear for work to save time. We practice both types of translations. And as the programs develop – machine translations develop as well, quality of machine translations becomes more meaningful and adequate. Maybe, one-day machine translators will be at the standing to replace human translators 100%. But nobody knows when exactly... So the time-honored profession of translators is still of demand at the labour market. As Bijay Kumar Das says: “A translator is a reader, an interpreter and a creator all in one” [9]. The author recommends practicing translators to advance their skills and knowledge all their professional life, master new translation programs, be flexible and adapt to the rapidly changing environment.

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## **THE NATURE OF THE STUDY AND DEVELOPMENT OF THE THEME OF SPIRITUAL HARMONY BETWEEN THE HERITAGE OF M. AUEZOV AND A. KUNANBAYULY**

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Abai studies and Mukhtart studies are one of the most studied branches of the history of literature and Kazakh literary studies. A significant phenomenon has become the work of A. Kunanbayuly, M. Auezov's research on the creative art and poetic system of Kazakh poetry, poetic language, aesthetic views, and contribution to the development of musical heritage [1].

The literary heritage of A. Kunanbayuly, which has a great influence on the population, has become one of the fundamental branches of Kazakh literary studies. One of the areas of A. Kunanbayuly's heritage was mentioned indirectly in the study, the second group of scientists specifically focused on it, the third group of researchers considered it on the basis of the general formation of the field of Abai studies, the next group of researchers spoke about the history of the publication of A. Kunanbayuly's heritage. The collection and study of the heritage of A. Kunanbayuly began with M. Auezov. He was born in the environment in which the poet lived and grew up familiar with the works of the poet from an early age. M. Auezov learned the secrets of many events that occurred in the life of the great poet and tried to convey them to future generations in the most complete way. The directions and links of continuity between the heritage of A. Kunanbayuly and the work of M. Auezov are unique. In particular, the environment in which they lived and the events that took place at that time are similar.

One of the most important topics in literature continued in the direction of the

world of creative changes, which is highly appreciated by writers and scientists of the present and future generations and the whole world. The first publication of the works of the poet and writer in the press, as well as the publication of the first thoughts of scientific significance, includes a wide range of research works. In the Soviet Union period, the works of the first researchers of the field of Abai studies had a great influence. In the Kazakh literary studies, the branches of Abai studies and Mukhtart studies have acquired a new field, historically developed, and the direction of research work over the years of Independence has become clear. Thus, studying such cases, the scientific novelty of the article is reflected.

The directions and links of continuity between the poet's heritage and the work of the writer are close. In particular, the environment in which they lived and the events that took place at that time are similar. As a great poet and spiritual teacher of the Kazakh people, A. Kunanbayuly, along with his creative heritage, raised the novel-epic of M. Auezov, which became the golden treasure of humanity, to a high level through fiction. Therefore, we are talking about the spiritual harmony between the work of M. Auezov and the heritage of A. Kunanbayuly.

Academician Z. Akhmetov on the importance of spiritual continuity for world literature: These days, the spiritual continuity and closeness of the great poet and M. Auezov should attract the attention of all of us. It is a unique phenomenon in world literature. As much as A. Kunanbayuly's heritage, wisdom and artistic traditions are necessary, the creative world and scientific personality of M. Auezov are very important for the poet to be known to the world, - he emphasizes [2].

The creative thinking, aesthetic and artistic attitude and artistic personality of M. Auezov was inspired by the creative talent of the great poet, who felt the power of poems. This problem, the tradition formed by A. Kunanbayuly, continues in the work of the writer and researcher, leads to new knowledge and spiritual harmony.

It was obvious that M. Auezov became a writer with his talent wherever he was born in Kazakhstan, but his birth in Tobykty, among Chingistau, his childhood upbringing, his presence in one place with the great poet are the main factors in the entire scientific and creative life, - the scientist R. Nurgali analyzes and clearly emphasizes the harmony of the heritage of the two personalities [3].

Although the harmony between the works of A. Kunanbayuly and M. Auezov is not widely discussed in Kazakh literary studies as a subject and object of special research, sometimes scientific research is considered in different aspects in articles. In 1967, on the eve of the 70th anniversary of M. Auezov, academician R. Nurgali published in the Kazakh literary newspaper in the article "Takyryppen tabysu", in 1968 in the monograph "Tragedia tabıgaty", in the research works "Soz onerinin estetikasy", and "M. Auezov jane Alash" reveals the influence of the poet's heritage on M. Auezov.

A. Nurkatov, a well-known scientist who studied the poet's poetry and creative traditions, in 1980 in his work "Zhalgaskan dastur" in the section "El omirinin ainasy", examines the moment and poetic secrets of the poet's works in the epic novel "The Path of Abai" by M. Auezov.

In the article "Abai's spiritual brother" by the Russian writer L. Sobolev, he said: There is a common similarity between M. Auezov and A. Kunanbayuly, because both people dream of a bright future for their people, they are both literary and talented people [4].

In 1988, in the research essay "Arna" and in 1995, in the article "Auezov jane Abai, academician Z. Kabdолоv commented on their harmony: M. Auezov raised Ka-



zakh literature to the level of world classics and continued the path of Abai's art" [5]. In addition, the importance of this research topic is noted by professor T. Zhurtbay, professor Zh.Dadebayev and doctor of philosophy A. Taizhanov in their research work, which was the spiritual mentor of A. Kunanbayuly for the worldview work of M. Auezov. On the way to the history of the formation of Abai studies, the research works of M. Auezov and the problems of Abai studies, published in 1992, and A. Kunanbayuly and M. Auezov, compiled by professor M. Myrzakhmetuly, who scientifically studied the long-standing heritage of M. Auezov, are also considered in 1997.

When studying the literary and historical foundations of A. Kunanbayuly and M. Auezov, their distinctive features, novelty of traditions, historicity and style of individuality, we realized that the meaning and significance of the period of Independence is special. Thanks to numerous research works and monographs of the scientist-researcher A. Kartayeva, who contributed to the comprehensive popularization and development of this science in a scientific way, she made a significant contribution to the study of the educational essence of this science. The great similarity and harmony between the scientists of the two eras is precisely determined by the researcher of Abai studies from the East, doctor of philology, professor - Kartayeva Aizhan Maratbekovna.

A. Kartayeva's writing, scientific, and artistic talent demonstrated the spiritual harmony between the works of two great scientists, the common language means of improvement, and the great importance of the current literary process in the development of modern literature through concrete evidence, scientific nodules, new knowledge, and topical issues in the field of Abai studies and Mukhtart studies. This is evidenced by the fact that in 2002, on the basis of the novel-epic of the path of Abai in the candidate's dissertation "Abai's heritage in the works of Auezov", in the doctoral dissertation on "Spiritual continuity in the world of A. Kunanbayuly and M. Auezov" she seeks to study the theoretical aspects of the ways of changing and updating the use of decorative means in the language of A. Kunanbayuly in the epic of M. Auezov.

Many literary critics and scientists have written scientific research works on the world of A. Kunanbayuly and M. Auezov before this period, but for the first time systematically considered the history of the study of Abai studies and Mukhtart studies in the literary scientific work of A. Kartayeva from the point of view of spiritual harmony. Today, to her work "Abai and Mukhtar Auezov: spiritual continuity and artistic integrity", the researcher convincingly presents to the reader the ways of creating characters in A. Kunanbayuly's poems, portraying portraits, transmitting landscape views with M. Auezov's prose, through tables, and other scientific works. In this work, A. Kartayeva in the plot construction of the epic, the poem of the great poet A. Kunanbayuly " Kalyn elim, kazagym, kairan jurty", the writer M. Auezov expresses the image of a citizen who cares about his native land, cares about his country and always expresses loyalty to his country, and patriotic qualities [6]. The main idea of a similar poem is that the writer used it throughout the epic, the meaning of which is comprehensively explained by the scientist.

A. Kartayeva-reflects the historical data of the epic of M. Auezov as a monologue of A. Kunanbayuly through the content and connection of the poet's poems. In the "Book of Words" by A. Kunanbayuly, such ideas and ideological thoughts as morality, education, and religion are reflected in the articles and words of the writer. M. Auezov's articles - "Human basic - wife", "Eskeru kerek", "Kaisysyn koldanamyz?", "Okudagy kurbylaryma", "Language of science" promote art, education, study, science and culture, and teach the thoughts of his spiritual teacher, which the scientist explains through these

works [7].

In M. Auezov's article "Human basic - wife", the birth and existence of a person, the upbringing of parents to a child, the problems of women's equality and social issues are considered with humanistic and pedagogical ideas. In the 7th word of A. Kunanbayuly, M. Auezov explains the nature of two different characteristics of a person at birth – the passion of the body and soul, for humanity and existence. Also in the article, A. Kunanbayuly wrote in the 38th word that the difference between a human and an animal is in the presence of consciousness and feelings. In this context, the work of A. Kartayeva shows that philosophical and spiritual thoughts in the poet's knowledge find harmony in the work of M. Auezov [8].

A. Kunanbayuly has been teaching to people all his life that the way to life, to humanity is science. The poet says more and more in his book of words that it is necessary to earn money by doing honest work, to learn knowledge and science without hesitation. For example, in the thirty-second word: If you have another purpose in mind, seek knowledge only with the aim of getting rich, your attitude to learning will be the same as that of a woman to her stepson. If your soul and your mind are well intentioned towards learning, it will be benevolent in turn - it will surrender to you readily... In the article of M. Auezov "Okudagy kurbylaryma", which is associated with this wise word, is said: Our goal is not to get a degree or earn money, that is, to use our strength and knowledge to eliminate the ignorance of people and follow the path of humanity. Thus, through the work of the researcher "Abai and Mukhtar Auezov: spiritual continuity and artistic integrity", we can see the similarity and harmony of the expressions of both scientists. The heritage of A. Kunanbayuly, the main idea in his poems and words are connected in the words of M. Auezov in style, genre and ideological terms.

The structure of M. Auezov's novel-epic "The Path of Abai" includes the poetic traditions of A. Kunanbayuly and the realities of the Kazakh people of the second half of the XIX century, the political situation, and significant life phenomena. M. Auezov skillfully used historical reality to create an artistic image of his contemporaries and rural people, which the poet depicted in his poetry [9].

A. Nurkatov, a scientist-critic, expressed the opinion that other satirical works of A. Kunanbayuly, which reveal the main and additional characters and show contradictions, accurately describe the psychological images of people depicted in the epic novel of M. Auezov, correspond to the realisation of Abai [10].

One of the most prominent branches of literary studies is Abai studies and Mukhtar studies, which are developing and expanding day by day. In general, there is a tendency to write research on the topic of great personalities and great scientists who have made an invaluable contribution to Kazakh literature.

In the framework of the thematic study of Abai studies, which was determined by M. Auezov, other scientists continued their scientific works dedicated to the two scientists. Among them, researchers Z. Akhmetov, Zh. Ismagulov, M. Myrzakhmetuly, M. Karatayev, R. Berdibayev, B. Baigaliyev, S. Orazaliyev, K. Salgarin, M. Alipkhan, G. Yessimov, M. Bekbosynov, L. Auezova and others defended their doctoral dissertations, conducted and published monographic works and various scientific research.

The process of writing research about great personalities and great scientists who have made an invaluable contribution to Kazakh literature is also becoming widespread. Thus, when studying the literary and historical foundations of A. Kunanbayuly and M. Auezov, their distinctive features, the novelty of traditions, historicity and style of personality, the importance and significance of the period of independence is special. Sci-

entific thought and research dedicated to the great similarity and harmony between scientists of two epochs that do not repeat each other were considered.

A. Kunanbayuly is a great person who stands at the origins of the spirituality of the nation. Through numerous research works and monographs of researchers, which have contributed to the comprehensive popularization and development of this science in a scientific way, we have studied the educational significance of this science in many ways. Our main goal is to study the heritage of the poet and writer in a new way, its viability. Scientific work provides an opportunity for teachers and students of the school, students and young scientists to develop abstract thinking, creative abilities, and research skills. The use of such new approaches will certainly help us to analyze the heritage of A. Kunanbayuly and M. Auezov in depth. As a result, what good deeds should young people of the XXI century do? - it is obvious that our aesthetic taste will increase, and we will master many types of research.

In conclusion, studying such cases, the scientific novelty of the article is reflected. The heritage of A. Kunanbayuly and M. Auezov is a centuries - old study that does not destroy the importance of our people in the way of world culture, and these days the names of two great scientists are important for all future generations.

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**DEVELOPMENT OF LEXICAL SKILLS BY MEANS OF DIGITAL  
MEDIA FOR UNIVERSITY STUDENTS OF NON-LINGUISTIC  
MAJORS**

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In our modern world, the importance of learning a foreign language through the Internet resources and mobile apps is gaining momentum, which is shown not only by the analysis of the use of new technical means, but by the study of the positive and negative aspects of the introduction of innovative forms and methods of teaching. Innovative forms and methods of teaching are linked by technological renewal of the educational process. The high level of achievement of technology and digital media provide teachers, methodologists of a foreign language with great opportunities for further improvement of educational activities. It also gives a great advantage to students for expanding the boundaries of opportunities for self-education and self-development, creates the basis for the growth of intellectual initiative and critical and creative thinking. The implementation of a personality-oriented approach to the student and the learning process is the main, modernized direction of education in our time.

The vocabulary in the system of language means is the most important component of speech activity: listening and speaking, reading and writing. This determines its important place in every foreign language lesson and the formation of lexical skills are constantly in the field of view of the teacher of students. In the modern world, the main thing in the learning process is not to know the dictionary, but to acquire the skills to use lexical units in written and oral speech, as well as in reading and writing. The modern method of teaching vocabulary is based on an understanding of the complex mechanisms of the use of words of speech, as well as the use of such concepts as antonyms, synonyms and homonyms. It is necessary to develop the ability to express your speech, formulate your thoughts depending on the context by adding synonyms, adjectives and phrasal verbs and idiomatic expressions. All this will serve the competent perception and formation of a foreign language text of a student of a non-linguistic major. The use of digital media in teaching vocabulary and foreign language in general, gives the productivity of mastering basic knowledge. It is also relevant for its convenience. Information technology provides a time- and financial-efficient method of learning a foreign language that meets the needs of students in the information society. Develop students' vocabulary with the help of digital media contributes to being modernly prepared for written and oral communication in the professional field. Be a competitive specialist in accordance with global trends. Internet resources also allow for cross-cultural communication, as practice with a native speaker gives a great opportunity for the development of vocabulary [1].

Teaching English for non-linguistic majors has its own number of specifics for the teacher. Such as: a large flow of students in the classroom at one time and a small number of hours provided for lessons. Different levels of knowledge of the English language and the degree of their preparation. The resulting base in the school curriculum and their interest in student time also plays a big role. But an important indicator of the teacher is the knowledge acquired at the end of the year, this is the correct use of grammar and vocabulary. Of course, not all students have sufficient skill of self-educational activity and do not know how to properly organize it. Since English is not a special discipline in a non-linguistic major, the number of hours allocated for independent work is greater

than the number of classroom hours. If in other disciplines students study the material in their native language and can perceive it faster, then in the case of a foreign language there are problems, since due to the above circumstances, students consider it a difficult discipline and cannot control their activities. Since the main problem is considered to be not enough vocabulary. For this reason, it is very important for the teacher to introduce digital media in the teaching of the vocabulary. Since it increases the cognitive activity and motivation of students, providing a high quality of the learning process of the vocabulary and independent activity of the student. Since they spend a large amount of time in the virtual world and are more willing to assimilate the information distributed in social networks and mobile applications.

Learning the vocabulary of students of non-linguistic majors through digital media will be an excellent assistant for the teacher in the speed and efficiency of perception of oral speech, to put the correct pronunciation, to master and understand the text with the help of fluent reading and authentic texts. Create a situation for a promise with which you can remove the psychological barrier and increase interest in the language [2].

The well-known American scientist David Krystal in his publication "Language and the Internet" defines the positive reasons for the appropriateness of using the Internet in teaching foreign languages. He argues that one reason is that the linguistic nature of online communication is necessary for the improvement of language learning. Another reason for the effectiveness of the use of the Internet in teaching foreign languages, according to the scientist, is that web resources create beneficial conditions for learning vocabulary through writing. Since network resources provide an audience for pi-shift communication [3].

The Internet provides a sufficient number of opportunities for learning the vocabulary, as it can be used to ensure a live singing, provides access to all kinds of materials and educational resources in text, audio and video formats. Online resources provide students and teachers with a number of programs teaching foreign language vocabulary, political and cultural news. Creative tasks also give students the opportunity to be involved in a foreign environment, not only within the walls of the university, but also at home doing homework. This is all the teacher can adapt to the lessons and topics of vocabulary. It is through the Internet that the teacher has the opportunity to find all the necessary and various materials for teaching students, as well as to discover all the modern methods of teaching a foreign language around the world.

The teacher can easily check the knowledge and level of a large flow of students using online resources. For example, the website of the British Embassy offers the user material on all types of speech activity in accordance with the European Scale of Foreign Language proficiency levels. Students can take a language proficiency test at the same time, thus the teacher will facilitate their work and easily make a diagnosis. This will help the teacher to consider the level of students of a non-linguistic major and prepare a curriculum that will increase their knowledge of the language and the vocabulary, including.

Among the general positive aspects, we can highlight that digital media allows you to:

- Provide motivation to learn a vocabulary foreign language;
- Increase the reach of students in a short time;
- Increase the amount of work performed, increase the amount of knowledge, skills acquired in the classroom;

- Increase the effectiveness of the lesson thanks to a rationally planned educational process;
- Provide communication with native speakers;
- Engage students in learning the vocabulary of grace in a modern way;
- Provide students with access to various Internet resources and teach them how to use them correctly.

In the modern methodology of teaching foreign languages, the most common resources have long been allocated, which have proven their effectiveness in the practice of teaching English. These digital media contain a variety of language materials, including text, audio and visual on a variety of topics in the language being studied. They allow you to get acquainted with the works of fiction by authors from the country of the studied language, to join the foreign language culture, to develop your horizons and to gain vocabulary in your active vocabulary [4].

The main course of English in non-linguistic majors is aimed at teaching not only common vocabulary but also special vocabulary. For the study of special vocabulary, which is a priority for non-linguistic majors, there are 3 stages:

1. Working with vocabulary at the level of words and phrases;
2. Automation of students' actions at the level of working with special text;
3. Automating the independent use of terms during a conversation at the text level.

At the first stage, such exercises are performed as substituting terms in a sentence, filling in gaps in a sentence or ending a sentence with one of the new terms, grouping new words according to certain characteristics, forming single-root words, comparing a term with its definition, etc. At other stages, you can create mini-groups where students will work on texts and perform creative tasks, thereby adding to their vocabulary.

For example [www.coursera.org](http://www.coursera.org) it is an ideal educational platform for different majors. This site is a large warehouse of courses, lectures prepared by various world universities (mainly American-University of Michigan, Stanford University). The teacher can collect a collection of texts and interesting articles for each major. By highlighting certain terms, students can add to their vocabulary regarding their profession. This will help you improve your level in the workplace in the future. This language platform offers its own special courses. These courses are designed for students who are interested in the language and the high development of their professional skills. After all, at the end of the training, a certificate is issued that has a good recommendation in the employee's resume.

[www.learnenglishfeelgood.com](http://www.learnenglishfeelgood.com) Whether you want to practice your knowledge of English grammar, learn new vocabulary, idioms or phrasal verbs, or download worksheets/handouts for classes, this website will provide you with the resources you need. Here are more than 150 topics, which have specific exercises for the vocabulary. For example, after studying the topic, students go to the link that the teacher indicated, with the choice of the correct vocabulary for the meaning of the sentence. Students insert their answers and get the correct answers at the end. In this way, they can evaluate not only themselves but also their colleagues in the audience. This will give a great opportunity to interact with each other and work on the error.

First of all, it is important to teach students to work with such monolingual explanatory dictionaries as “*Cambridge Dictionary*”, “*Merriam Webster Dictionary*” and “*Dictionary.com*”, which, in addition to the actual description of the lexical meaning, contain examples of the use of lexical units and, thus, allow you to get information

about words, combinations and idiomatic expressions within the context. In addition to transcription, these dictionaries also contain audio recordings of the pronunciation of words. In the category of monolingual dictionaries, the dictionary “*The Free Dictionary by Farlex, Inc*”, “*Oxford Learner's Dictionary*”, which presents the etymology of words and expressions, as well as exercises for the development of writing skills, grammatical skills and skills, deserve attention .

To control the formation of lexical skills, you can use an interesting educational platform such as *playinfluently.com/languages/*. The teacher can use it to attract the students' attention. It can also be displayed on an interactive whiteboard and call the student to it. This can be done by breaking students into groups to support the competitive spirit. This game is perfect for first-year students of non-linguistic majors. Influence is an interactive game designed to practice everyday vocabulary. Its essence is that the student walks around a huge apartment consisting of 4 rooms, and clicks on all sorts of objects, and he, in turn, will be given the translation of the word into a foreign language, transcription, as well as classical pronunciation. Next, he is invited to go through a training session - a familiar word pops up on the screen, and the student will have to find it in the apartment. There are different types of training: first for 10 learned words, then for all of them, but in the same order as we learned, then randomly.

Subject sampler is a large Internet resource with text and multimedia materials. subject sampler is aimed at discussing acute social and debatable topics. Students need not only to get acquainted with the material, but also to express and argue their opinion on the studied discussion issue. In this Internet resource, all speech skills are used, which is important in learning new lexical units. With the increasing complexity of the resource, a skill is also added, with the help of which students will apply new lexical units during the discussion of acute social and debatable topics. Consequently, students become familiar not only with the words, but also with the use in certain situations. When working as a group, you will need to break one topic into several aspects. After discussing their aspect in the group, students can present the results about the Project sample, which allows students to develop the following skills:

- search for information;
- highlight key words;
- identify a topic or issue;
- separate the main information from the secondary information;
- record the necessary information from the read material;
- describe in detail or briefly the content of the material read;
- summarize the information contained in the text;
- describe in detail or briefly the content of the material you listened to or saw;
- capture the necessary information from the material you listened to or saw;
- highlight facts, examples and arguments in accordance with the question or problem posed;
- draw conclusions;
- express and argue your point of view;
- determine the temporal and causal relationship between events;
- evaluate the actions and give characterization of the characters, facts, and events of judgment to the entire class.

The *MyWordBook app*, available on the British Council website, is designed as an interactive notebook for English language learners. The vocabulary in the application is presented in the form of sets of interactive flash cards, organized both in any order, and

in the form of thematic groups, distributed over three levels of complexity. Each flashcard is provided with a definition and an example of usage from the Cambridge University Press dictionary, a translation, fields for notes, an audio sample, and an image. The “Practice” category contains five types of tasks, after which the user can move a word to the list of studied vocabulary. The app is developed as part of the British Council training programs based on Cambridge University Press sources, which is a reliable recommendation for its use.

Thanks to the mobile application, the teacher can control the formation of the student’s vocabulary. Since non-linguistic majors have a foreign language once or twice a week, the teacher can give the task in offline applications. The student will study every day, giving 10-15 minutes of time. Thus, it will help not to forget the completed vocabulary and fix it.

For example, “*Words*”. It is no accident that this app has become the best in the “Education” category of the App Store. The database of the program contains more than 8 thousand words, and it is available in offline mode. The main advantage: the application adapts to a specific user and in tasks and tests offers exactly the words with which the student previously had difficulties. I made a mistake when determining the meaning - a few more times will be asked exactly this word, until the student remembers it.

The “*Easy ten*” app is designed to enrich your vocabulary at any level of English proficiency. The principle of operation is based on an individualized approach to the needs of the user, in particular, this application allows you to personally select words for memorization, excluding the vocabulary already familiar to the user. The words marked for learning are available in a special player that reproduces the pronunciation in English and Russian. In accordance with the established training schedule, the app offers the user 10 to 20 new words each day, as well as four types of tests for each word, based on different types of information perception. Interestingly, examples of the use of words are taken from Twitter. The developers also offer daily cycles of exercises to repeat the material learned in previous classes. To evaluate their progress in learning a foreign language, the user can compare their results with the results of other subscribers using the rating calculated by the application.

The “*Anki*” app a popular app that has double-sided cards. It can be done – ask the “source lightness” of the cards, which will affect the time interval between the impressions of one card (more complicated, more often) and which subsequently is adjusted automatically depending on how you rate your knowledge of the word at presentation (from “know” to “not remember”);

- set limit cards for the day;
- set actions for "new", “forgotten” and “annoying” cards (those that you can't remember despite multiple presentations).

Thus, you can learn anything by placing any questions or terms on one side of the cards, and on the other - answers, definitions, images, examples of usage. Cards can be used not only according to the “question-answer” scheme, but also vice versa.

Very popular among users is the “*Memrise*” app - a free multifunctional application for storing various information. There are hundreds of courses on the official website, most of which are free. As a mnemonic technique, meme cards are offered, which are designed to facilitate the memorization of new words. The main type of work with this sentence is switching between numerous voiced vocabularies cards, which alternates with simple multiple-choice tasks. This application also allows you to develop pronunciation skills, writing skills, listening skills. The program uses definitions, im-



ages, and audio to familiarize and train words. If you create your own lists, you can also add audio, choose from the program's suggestions, or record it yourself. Learning is organized according to an adaptive algorithm. In each session, a portion of words is offered for familiarization and memorization, in the profile settings, you can choose in advance how many words you need to learn. When you get acquainted, you see a word, a translation (or a definition), you can listen to the pronunciation (in courses from the creators - guaranteed), in some courses, a picture is offered to create an association. For learning, they offer variations of the multiple choice task (choosing a translation from four options, choosing audio or choosing a word for audio in the task), as well as translation - type a translation for a word / expression in the task. It is impossible to move on to the next portion of words without a high-quality assimilation of the current set, this is both a limitation and an advantage. The interval repetition algorithm ensures that the completed words are repeated in subsequent sessions as well. On the icons in the upper right corner, you can see how the knowledge of each word grows, from the newly planted seed to the flower. The first screenshot shows the word at the beginning of the study, and the last one shows the word from the completed course, which can be repeated in classic or accelerated mode.

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#### THE PROBLEM OF ASSESSMENT IN AN EFL CLASSROOM

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*Introduction.* Assessment of student's knowledge is of vital importance in the process of teaching and learning a foreign language. It provides important feedback to both teachers and learners - how successful they meet the objectives at the course. Student assessment is one of the main problems in the educational process. This problem worries scientists and practical teachers, as new social conditions, the process of updating educational structures dictate their own rules. The organization of any activity, especially educational and cognitive, is impossible without assessment. New social conditions, the process of updating educational structures, their transition to the mode of developing education draw the attention of scientists and practitioners to this problem.

*Theoretical Basis.* There is a variety of assessment definitions among scholars. Assessment is the quality control of education that allows determining the development, progress in teaching [1, p. 35]. Assessment is a way of correcting the activity of trainees, with the help of which the teacher determines the level of readiness of the student [2, p. 34]. Martha L.A. Stassen and others give the following definition of assessment: it is 'the systematic collection and analysis of information to improve student learning' [3]. Mary J. Allen agrees that assessment leads to improvement of student learning involving 'the use of empirical data on student learning' [4]. Thus, *assessment* is the systematic gathering and analyzing information of students' progress from various sources as a result of their learning experiences for future improvement of the educational process. It covers support from the teacher's side to assess and monitor progress as well as recognition of students' achievements through different qualifications. The purpose, objectives, subject, object, principles, methods, forms and assessment tools should be clear to all participants in the educational process. The basis for assessing the student's progress is the result of the control while taking into accounts both qualitative and quantitative indicators of a certain student's work [5].

Assessment, as a process, has the following functions which are important when evaluating students [5]:

1) *Educational function* consists of the fact that verification, control, accounting of knowledge remain organic elements of learning. Their task is not only to identify, fix the state of affairs, the level of training, but also to promote learning, correct mistakes, instruct, help in further advancement.

2) *Stimulating function* is designed to ensure that the control does not disorganize the student's activities, but inspires him, instills confidence in the achievability of new goals, a higher level of learning and development.

3) *Analytical-corrective function* is associated with the teacher's pedagogical reflection, his/her introspection, improvement of planning and organization of training. This function also applies to the student, ways of overcoming difficulties, correction and self-correction of educational and cognitive activities.

4) *Educating and developing functions* are associated with the formation of adequate self-esteem, responsibility, aspiration, volitional self-regulation and other socially valuable abilities and character traits.

5) *Controlling function* provides a record of the level of achievements, its compliance with norms and standards, as well as progress to higher levels of knowledge acquisition and development.

The main purpose of assessing the educational achievements of students is to determine the degree of compliance of the obtained educational results with the previously planned ones.

Teachers in their activities should be guided by the following *principles* of assessment:

- *Significance.* Focus on evaluating the most significant learning outcomes and student activities.

- *Adequacy.* Tracking the compliance of the assessment of knowledge, skills, values, competencies with the goals and results of training.

- *Objectivity and fairness.* Implementation of thorough development of specific evaluation criteria. The criteria prevent the danger of using grades and marks as a tool of pressure on the student.

- *Integration.* The implementation of assessment as a planned and carefully

thought-out part of the learning process.

- *Openness*. Informing students of assessment criteria and methods in advance, before doing the work. Students can participate in the development of evaluation criteria.

- *Availability*. Striving for simplicity and clarity of forms, methods, goals and the evaluation process itself for all participants in the educational process.

- *Regularity*. Consistent and systematic implementation of assessment procedures.

- *Benevolence*. Creating conditions for a partnership between a teacher and a student, stimulating the growth of achievements. Focus on the development and support of learners [6].

When assessing, the teacher must adhere to the certain rules:

1. Knowledge control should cover all important elements of knowledge, skills and abilities of students.

2. The teacher must explain why he/she evaluates the student's knowledge in this way.

3. The teacher must use a variety of control methods.

4. In addition to teacher control, student self-control and self-assessment should be present.

5. It is necessary to give students the opportunity to correct the grade several times [7].

As for the 5th point mentioned above, we can find it quite controversial because the teacher should not give students several chances to correct their grade, but it is the program that should be changed and additional tasks that should be given to improve students' knowledge.

However, the modern assessment system has its negative features [7].

1. For many students, assessment becomes the ultimate goal of their learning activities, which overshadows the true motives of learning and cognitive activity. So, students study only for getting a good grade, and not for the sake of gaining new knowledge.

2. At the lesson, only a part of the students is subjected to knowledge control and assessment, so it can be difficult for the teacher to establish how the students have actually learned the material.

3. At school, teacher's assessment becomes the main thing, and less attention is paid to self-control and self-esteem.

4. Often a student's assessment becomes an assessment of the teacher's work. If the student gets a high score for their answer, then the teacher is so good that he is able to explain the material well, and vice versa. This approach prevents many teachers from objectively assessing student responses.

We agree that the verbal assessment of the teacher plays an important role, especially if it concerns the formation of students' self-esteem. The teacher should not compare students' progress, as this can damage interpersonal relationships in the classroom. Therefore, it is better to compare the level of knowledge of the student with his past merits.

Assessment can be divided into three types – *diagnostic*, *formative* and *summative* (final) assessment [8].

*Diagnostic assessment* is the determination of the initial level of formation of knowledge, skills, abilities and competencies of the student. Diagnostic assessment is usually carried out at the beginning of the academic year or at the first lesson of study-

ing a topic, educational section, or a chapter.

*Formative assessment* is a purposeful continuous process of observing the student's learning. Formative assessment is an "informal" (most often non-marking) assessment. It is based on evaluation in accordance with criteria and assumes feedback [9]. There are several groups of methods and techniques of formative assessment. According to the purpose of the assessment, all methods and techniques can be divided into two groups: evaluating the result and evaluating the meta-recognition process. They can be regularly used during the educational process (lesson) or used after passing a certain block (topics, rules, etc.), also universal (evaluating subject and meta-subject results) or subject (evaluating only subject results).

*Summative (final) assessment* is designed to determine the level of formation of knowledge, skills, competencies at the end of the study of a topic, a section by a certain period of time. Summative assessment is carried out based on the results of various types of control work (test, control, laboratory, research, essay, project, oral presentation, etc.). Marks given for control work are the basis for determining the final grade.

Marks for all types of student activities are set according to criteria. When using the criteria assessment system, teachers need to master new concepts: "criteria", "descriptors", "rubricators". The rubricators show why the child is learning, the criteria show what he should learn, and the descriptors show how he can do it. The use of criteria assessment technology supposes the use of different types of tasks and forms of their presentation, different types of assistance to students, which allows all students to achieve a given level of mandatory criteria, without mastering which it is impossible to further full-fledged education and personal development in accordance with the requirements of modern society [10].

All types of assessment involve the use of carefully developed criteria for organizing the assessment of students' work. Assessment based on criteria makes the process transparent and understandable for all participants of the educational process. Criteria contribute to the objectivity of assessment.

Discussion. Currently, much attention is paid to the quality of education both in the global educational space and in the education system of Kazakhstan [11]. In this regard, the topic of assessing the success of students is becoming increasingly relevant, since assessment is the main means of measuring achievements and diagnosing learning problems, which allows determining the quality of education, its compliance with the world standard, making cardinal decisions on learning strategies and tactics in case of its inconsistency with modern educational challenges, improving both the content of education and forms of evaluation of the expected results of education.

During the lesson, the teacher and the student are always in dialogue. Over the past five years more attention has been paid to formative assessment in domestic practice. One of the reasons is the estrangement between a teacher and a student, focus on test tasks, getting an "empty" grade, rating in the class, between classes and schools. The function of the traditional assessment for the student is reduced to the fact that a child learns the topic for the lesson, answers at the lesson, receives an assessment and forgets everything he has learned. As a result, the child has a mark, but the knowledge and skills are shallow and fragile. The function of formative assessment is not to evaluate specific knowledge, but to evaluate the learning process of a particular student, in order to improve this process.

The most common type of assessment of student performance is the teacher's as-

assessment of students' knowledge every day based on their answers to questions, giving grades for each type of work. Such a daily internal assessment (at the class or school level) consists of "normative" and "criterion" components: the achievements of each student are assessed in respect of a certain norm, for which the average achievements of a group or class are taken, and in respect of the average social criterion, which is reflected by regulatory documents at the regional or state level (national standard) [12].

Many techniques of formative assessment have been described in the methodological literature, but knowledge of these techniques is an insufficient condition for their successful application. For a long time, the question of how to conduct formative assessment in the classroom and combine it with traditional assessment was open to teachers. The problem began to be solved with the introduction of the updated content of education and criteria assessment.

One of the most common mistakes of teachers when conducting formative assessment is comparing the assessment results with the average, standard ones, while for the effective conducting of formative assessment, the results of a particular student should be compared with the previous results of the same student and state his personal progress or regression.

The absence of clear, predetermined, preferably equal criteria for the same types of work (for example, essays on different subjects, project activities, retellings, etc.) also leads to a decrease in the effectiveness of the interim assessment. Each educational institution should develop a single clear criteria basis for assessing various students' work. This will make it possible to systematically monitor the progress in the development of subject and meta-subject results of students.

Another mistake is the tendency to evaluate only the result of an educational activity, while in order to achieve meta-subject and personal results, not only the result itself is important, but also the way of achieving it, the process of reflection led to such a result. This approach will make it possible to eliminate a randomly guessed or borrowed path to achieving a result, as well as to find errors in the logic of the student's thinking in order to quickly and effectively correct them [13].

Each school has the opportunity to use the proposed samples or develop tasks independently. The development of summative assessment tasks for a term is carried out on the basis of uniform requirements for all classes of the same parallel according to the specification. Tasks can be of various types: dictation, presentation, essay, tests, laboratory work, control work, projects, etc.

As part of the summative assessment for a term, a moderation process is carried out, which is intended for teachers to discuss the results of students' work in order to standardize the assessment. Moderation takes place with the participation of teachers working in the same parallel. They discuss the preliminary assessment of papers on a particular subject in order to ensure a unified understanding of the scoring scheme by teachers. It should be taken into account that following the results of moderation, the result of summative assessment for a term can be changed both in the direction of increase and decrease.

The results of formative and summative assessment are used by teachers to plan the educational process, reflect and improve their own teaching practice.

Conclusion. The relevance of using the criterion assessment system in the learning process is determined by the modern strategic objectives of education, the need to increase the level of education, taking into account the international standards and modern requirements for the quality of education, the need to develop uniform requirements for

the evaluation of educational achievements of students in order to ensure the objectivity of the results of education and competitiveness of graduates of schools of Kazakhstan in the world educational space.

The crucial thing is that students and the teaching staff need to reorient themselves to such a system, change their usual traditional views when conducting classes, when assessing students' knowledge, when preparing new test tasks for students. In a word, it is necessary to radically change the traditional systems and rebuild the system of the educational process for the technology of criterion assessment, which is naturally time-consuming work.

Thus, there is the need to improve approaches to assessing learning outcomes.

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## ASSESSMENT AND CONTROL OF LANGUAGE KNOWLEDGE IN PRIMARY SCHOOL STUDENTS

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While learning a foreign language, all four skills are considered – listening, reading, writing and speaking. Including the lexical skill, it develops when performing a speech action. Lexical skills are interrelated with speech activity.

There are several principles aimed at creating lexical skills: correct pronunciation, learning with the help of visual and audio backup. Taking into account age characteristics, the appropriate volume of studying vocabulary words of primary school age, consistency, accessibility of the studied material, etc. is calculated. If the teacher uses clear pronunciation, visual and audio accompaniment, and makes a selection of the studied material taking into account age characteristics, then these principles can lead to a strong memorization of lexical units in the child's memory. If the teacher has worked with the issued material and made it available to students, then working with this material will be easy and simple. But if the students do not understand the material, then the student will have uncertainty and anxiety. If the material given to students is provided with video or audio material, then students will better memorize and perceive information in English.

Control and assessment makes it possible to see the quality of knowledge, skills and abilities given by a certain teacher and the school as a whole. According to the results, it is initially possible to determine the quality of the assimilation of the program material, what is the strength of the consolidation of the studied material and the systematic control of students' knowledge. With the help of monitoring, you can get information about the levels of learning of a younger student and the definition of mental potential, thereby we can recommend certain methods and forms of work with students [1].

A differentiated approach can be used, thereby taking into account age characteristics and participation in educational activities. To a greater extent, a simple differentiation of students is used: excellent students, good students, students with poor progress and low-achievers. This approach is often used by the teacher in school practice. Differential learning has its disadvantages and advantages. As mentioned above, there is a negative side of the differential approach, since this division of students does not explain the reasons for students' difficulties in studying educational material, as well as the differentiated approach does not give students a purposeful opportunity to overcome difficulties and deepen the study of educational material. If we compare education in the Soviet era, then attention was not paid to the use of a differentiated approach in teaching younger schoolchildren. Now, to a greater extent, we can see the elements of differentiation at different stages of teaching a foreign language to younger schoolchildren. Currently, the promotion of a differential approach to education has a special focus. Let us consider the advantages of the differential approach. Differentiated training can be used in combination with any of the methods and forms of training:

- when using a teacher of differential learning in the classroom, it helps to achieve positive results, since the process of mastering the educational material becomes more interesting and informative, but, taking into account, if the teacher initially correctly distributed the levels and opportunities of students in the English lesson;

- with the help of differentiation, the teacher can pay more attention to low-

performing students;

- low-performing students are given the opportunity not just to sit through the entire lesson and not be involved, but even on the contrary to show themselves, to take part in the educational process. Thus, most children will get rid of complexes and lack of confidence in their own abilities.

- then there are opportunities for gifted children to express themselves creatively, when performing complex tasks, to show creative thinking;

Of course, most people can say that the principle of differential student learning may seem inhumane and be interpreted as a violation of children. We do not agree with such an expression, we believe that differential learning can motivate students to gain more knowledge on the subject. We all know that in the modern world, there are a large number of opportunities for learning a foreign language – there are many different language and children's development centers. Students of the first grades, having come to school, are already divided into groups, since some students already have a small knowledge of English, but there are also children who do not know the language. If this approach is not used in the lesson, strong students of the class will become bored and the lesson will not be interesting, but if they use it, students will have motivation and interest in the subject [1].

In elementary school, control has several functions. For a teacher, it is associated with checking, diagnosing, studying, editing and predicting the learning process. The first of the functions is to analyze what is a social function? The social function is explained in the requirements shown by the society to the indicators of readiness of primary school age students. It consisted of age characteristics, abilities, his cognitive, emotional and volitional formation, upbringing. During the control process, the compliance of the knowledge and skills achieved by the students with the skills established by the state standard is revealed, and the mark reflects its quality of compliance (excellent (well done), good, satisfactory (try), bad). Based on the grades, the teacher indicates (to students, parents) the advantages or disadvantages in teaching. It follows from this that the teacher can predict further work, with the necessary adjustments to the educational process of a younger student, in order to provide the necessary assistance to low-performing students [2].

The educational function shows the essence of the educational process and its result. The teacher confirms the quality of knowledge of the assimilation of knowledge by students of the material passed, through a full understanding of the educational material, when students can apply knowledge in life, or in non-standard situations, they can also diagnose their academic performance, thereby analyzing, synthesizing, comparing and summarizing their activities. In the same way, students can see the results of their educational activities, what they have understood or not learned enough, analyze their pros and cons.

The educational function is formed in the motivation for learning and shows personal indicators, the student's upbringing. Accordingly, organized control and assessment removes stress from students before independent and control work, thereby students are more prepared to perform independent work [2].

The emotional function speaks for itself, this function is responsible for the emotional background of the student and is responsible for the emotional reaction of the child. Assessment can motivate students to make a positive assessment, to overcome learning difficulties, or to help their friend in the educational process, but there is also a downside of assessment, when students worsen their self-esteem due to grades, ignore



conversations with parents and peers, or when these students are classified as "poorly performing or lagging behind" [2].

The main purpose of the emotional function in the diagnosis of the result of training is that the teacher's reaction should correspond to the student's reaction. We think that the teacher should not motivate and interest students to learn a foreign language depending on the assessment, but if the student's assessment is bad, then the teacher should give confidence that the grades received can be changed to positive marks. The teacher, pointing out the mistakes made by the student and analyzing the mistakes together with him, then the student calmly accepts the assessment. If we recall what has been said earlier, with the right emotional background, students correctly perceive the teacher's assessment and students have confidence that they can correct for a positive assessment.

The information function is the analyzed and expected results. The uniqueness of this function is the probability of diagnosing the occurrence of errors and finding certain ways to solve gaps in the educational process. If you view this function from the student's side, then an important point will be that students will develop the ability to analyze their mistakes, evaluate their work and adequately perceive the teacher's assessment [3].

Learning is impossible without the control of students' knowledge. In the lesson, the type of control depends on the stage of the lesson. As a result, they are divided into: preliminary, current, thematic, final control. At the beginning of studying a new topic or section, the teacher should determine what knowledge the students have. Preliminary control is especially important to determine the level of students' learning. Also, the purpose of this control is what you will need to pay attention to most of all. Success in training will be finding gaps and eliminating them. Let us now analyze each type of control:

1. Preliminary control. This control is necessary for the research and identification of students' knowledge, skills and abilities by the beginning of the school year. This control is also used at the beginning of the school year and when studying new material. This control is very significant, since the work of students is based on this result. It is the preliminary control that sets the initial level of students, and makes it possible to see the dynamics and effectiveness of the educational process in the future, so that as a result it will be possible to draw a conclusion about the student's training. Thus, in the future, the teacher can adapt the educational material for students with low grades.

2. Current control. This control is used during the teaching of the subject in the classroom or daily in educational activities. With the help of the current control, the teacher can view errors and can provide timely assistance in studying the educational material. Also, this control makes it possible to understand how much the material was clear and how firmly it was fixed [3].

If we consider the current control on the part of the student and the teacher, you may notice that for the teacher this type of control is informational, since with the help of this control the teacher monitors the quality of the learned material and individual stages of the lesson. If you look at it from the student's side, then this control will be motivational for students, since in those moments where the studied material was missed, students with the help of the teacher can understand what will follow from this, that students will see an incentive for daily tasks [4].

It can be noticed that in the lesson the teacher always asks the students of the class about the material under study, students' understanding of the material, difficulties stu-

dents face this exercise, thereby the teacher can make sure that there were difficulties when performing certain tasks and whether there are gaps in the students' knowledge. Based on the results of the students' answers, the teacher is working on correcting the educational process.

When using the current control, you can see that students should be constantly ready to answer questions, or be ready to complete tasks. The current control gives some students the opportunity to correct their assessment to a more positive one, and for some students it is like ringing a bell that you need to complete tasks and learn the material given by the teacher, but for excellent students it is an opportunity to assert themselves. It can be noted that the current control is like feedback from students.

3. Thematic control. As a rule, thematic control is carried out after studying the educational section. This control summarizes the results of the work for a certain period of time. In the vastness of the Internet, you can see the second name of thematic control – this is periodic control. The function of thematic control is to organize and summarize all the studied material, through repetition and performance of various exercises and tasks [5].

Currently, school students have switched to the updated content of education, and therefore changes in training are being implemented. One of the implementations was the use of summative evaluation of sections, thereby checking the knowledge of the studied material, a certain section of the material passed. No one is exempt from this summative assessment of the section, all students of the class pass this test. Always before the start of this control, consultative work is carried out with students, where the completed topics of classes are repeated with the students of the class.

4. Final control. The name "final control" speaks for itself. The final control can be carried out at different stages of the academic year, such as the academic quarter, half-year or year. It is the final result of training, to organize and summarize the results of the academic year, as well as final exams can be held at the end. As mentioned above, now the training has switched to the updated content of education and thus there have been changes, midterm and final exams have been introduced. Summative assessment for a quarter is one of the types of control, this assessment is carried out for the entire academic quarter [6].

At the end of the academic year, a mandatory final control is carried out. Based on the results, you can determine the level of assimilation of educational material for a certain time, for example, for a year or several years. When summing up the final results, the results of the current and thematic control are taken into account.

*Methods and techniques of control.* There are several methods of controlling students' knowledge, skills and abilities with the help of which can be divided into several types of work: oral response, written, survey, practical work, tests, etc. Methods include a variety of control techniques. You can also see that the same technique can be used in different control methods in the lessons. Let us analyze each method individually.

The oral method is widely used in the curriculum, is used in the form of a survey, interview, interview, etc. With the help of the oral method, you can check and perform homework, study new material, when reasoning a story, or when fixing the studied material. The teacher thinks through the questions for testing knowledge, having initially determined the topic of the test, if the student finds it difficult to answer the survey, then the teacher looks through the questions in advance in case the answer is difficult. These questions can be used as a hint or as a leading question, so that the student can remember the previously studied topic of the lesson. There can also be explanations on the

studied material, or it can be in the form of a consultation or performing various exercises to fully consolidate the material. At the end of any type of control, the teacher should give feedback, tell about his shortcomings and mistakes. The teacher can carry out additional work to consolidate or repeat the studied material, so that the level of knowledge of students meets the requirements of the curriculum in a foreign language.

Also, the most common method is the written method, it is used at various stages of the lesson. This category of written works may include dictation, test, essay, test papers, etc. The written method makes it possible to test the knowledge of students, and the teacher can diagnose the quality of students' knowledge on a certain studied topic. There are also advantages of this method, the fact that the accumulation of students increases, students can also see for themselves where they made mistakes and repeat the topic where mistakes were made, or they can ask the teacher to explain the topic that was missed again. We can consider another positive side of written works, as we pointed out above, the teacher can diagnose students. For example: when performing tasks, whether strong students pass their positions or weak students cannot complete tasks, thereby the teacher can check the level and quality of students' knowledge and ability to work independently. After each written work is completed, the teacher works on the mistakes in the classroom. A well-known disadvantage of these works is that it takes a long time to complete and check tasks. The teacher thoroughly checks the tasks, and diagnoses the checked tasks and summarizes the results of the work [7].

The teacher can use various types and forms of control in practice. According to the method of explaining the educational material, students use an oral or written type of control (material or a survey). The oral survey will include a retelling of the material passed. This survey can be arranged as a student's story, a conversation, explanations of the studied material, or it can be in the form of a dialogue between a student and a teacher, two students, or with the whole class. Or an oral survey may be accompanied by a demonstration of a drawing, etc.

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## CATEGORY OF «A PURE MIND» IN SHAKARIM KUDAIBERDYULY'S POETRY

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Man is a being with a highly developed earthly consciousness. Humanity has no unconquered peaks. Thanks to the power of mind given to us by the Creator, we made the impossible things possible. And we all know that a person has not reached a superior intelligence in one day.

We divide the human intelligence into two types: mental and spiritual intelligence. People with mental intelligence quickly master science, as their thinking and logic work well. People with developed spiritual intelligence, have such soul values as justice, conscience, faith at a high level. A person who has these two qualities is a real person.

Money, peace, and career are important to us. Why? Because we think that if they are in our lives, then we will live with pleasure. Of course, this idea is wrong. To enjoy life, humanity needs harmony, balance, peace of mind. Unfortunately, some people understand these invisible values only in old age. However, they are happier than those who even do not realize the basics of life. That's why Mikhail Yuryevich Rozanov says: "A person is a profession" ("A person is a profession") [Rozanov M., 2020, p. 5]. For example, a teacher is obliged to teach students, to teach the younger generation. A doctor treating a patient cannot stop working and leave. Because this is a person who, after graduating from school, consciously chose his profession, according to which he graduated from university, took the oath and voluntarily got a job. Since the profession requires care and great responsibility, doctors cannot take their affairs with neglect.

Similarly, being human is not easy either. This is the main responsibility. A person should not forget about humanity, even if he forgets something else. The root of a good deed, illuminating the world, sharing someone else's joy, sadness, desire (sympathy) to help those who are in need comes from a person.

Jacques-Yves Cousteau came to the conclusion that the disappearance of sharks, which appeared 450 million years ago and which survived the period of dinosaurs, all global cataclysms in general, is simply impossible. Because they adapt perfectly to drastic changes. However, modern statistics suggest the opposite. It turns out that every year a person hunts 100 million sharks around the world, that is, 3 sharks per second [[www.discoverychannel.ru](http://www.discoverychannel.ru)]. Such situations are infinite. It's like people become animals. And in this case, we are convinced that the human mind is not "pure".

In philosophical science, the term "a pure mind" was used by the philosopher Immanuel Kant. The main key to his work "Criticism of a Pure Mind", published in Riga in 1781, is a study highlighting intelligent knowledge obtained empirically. In the course of his research, the philosopher stops at space and time, proving the possibilities of believing in the existence of God through mind. The time and space that we perceive through experience are subjective, they do not exist by themselves that means, and they are just concepts of humanity. We perceive this representation as an object. Therefore, we also obey this law and understand ourselves not as a substance, but only as a phenomenon.

The content of the work "Criticism of a Pure Mind" is epistemology. In the course of the study, the author divided judgments into several types: synthetic, analytical, a priori, a posteriori. Since the work is written in a very difficult language, the reader cannot understand what I. Kant is talking about. Comprehensive work about mind, in which

specific conclusions and rules are presented, is a treatise by Rene Descartes called "The rules of the Direction of the Mind".

There are very few people who are engaged in research in science, philosophy and have published their works. This depends on the complexity of the topic. Most scientists, although they studied mind, were unable to draw conclusions when it came to the question of a pure mind.

Then what is the difference between a simple mind and a pure mind? Sh. Kudaiberdyuly answered to this question, in the language of poetry, understandable to the general public, revealing the specifics of human behavior.

The mind is the light. The light that the soul spends on the flesh. Because the soul is embedded in the flesh, and the mind is embedded in the soul. In addition to everyday worries, such as clothes, food, etc., the soul does not rest neither day nor night, thinking about the worries of the flesh. The soul can do anything to preserve the flesh, survive its warmth-cold, hunger. That is why man uses the meat, milk and strength of the beast, the bee, its honey, the water and fish of the sea, the blooming fruits of the earth, the body of a bird, wool, eggs as if they were created only for himself. The main goal is to satisfy their own needs. At this moment, the person succumbs to violence. So, in order to preserve the flesh, the mind cannot provide the right help, and people will even be ready to eat each other. A pure mind dies from the lack of honest work, nobility, kindness. Therefore, when a person becomes an enemy of the world, he "does not leave anyone healthy" [Kudaiberdyuly Sh., 2000, p. 23].

If the Earth had known about this act of humanity, it would have shed a stone over it, said Shakarim. This means that a person is consciously ready to commit irreparable violence, and this is a great sin before the Creator. If everything was different and everything danced only with the mind, there would be no violence in the world. If a person used only pure labor in his destiny, he would deserve to be called a man.

In childhood, we show extreme interest in everything. Just a growing child is interested in every stone on earth. This is a well-known natural phenomenon. Probably, everyone had childish pranks when they went into the store, saw millions of toys and cried, saying, "Take it." After we got this toy, we could only play for one day or two and quit. Being small, we didn't understand a lot of things at that time. However, over time, thanks to the stories of loved ones, life lessons, we have become stronger. Hence the conclusion: a pure mind begins to form in a person from an early age. And the fact that he will develop further and reach the top-it already depends on education.

To become a real "person", you need to be kind, conscientious, engage in honest work. But there are too few such people, "honey is outside, urine is inside" [Kudaiberdyuly Sh., 2000, p. 10]. According to Shakarim, a dog is more responsive than a person, it does not forget about friendship. Once, after eating food from person's hands, the puppy will not leave the doorstep until he dies. The proof of this is the faithful dog Hachiko, who waited nine years for the owner at the post, who had a heart attack at the workplace and did not return home.

Even if you hit from time to time, the faithful dog will not leave you. And providing constant help to a person, when one day you need his help, the person you once helped becomes invisible, "forgets about all the good things that used to be." There is not even a human smell here. The author calls for understanding the difference between a real friend and an enemy by including someone else's life and deeds in his poems. In the work, a man who is very upset with a friend, instead of punishing an enemy who was going to kill himself, announces the arrival of the enemy and beats the dog who

wants to wake up the owner. Therefore, many of those whom you call a friend are enemies, and a true friend is a friend who does not forget about the good," Shakarim said [Kudaiberdiyuly Sh., 2000, p. 12]. And it is also not easy to distinguish between good and bad, white and black, and for this a person must have a mind. Because the mind plays an immeasurable role in the life of mankind.

But even those who have a pure mind suffer from betrayal. People who do harm to someone - they themselves get the same from life sooner or later. God is on the bright side. You won't die until you get punished for what you've done. Therefore, before going to any business, you need to think carefully and weigh. And then, who guarantees that tomorrow you will not repent because of this?

"Life is movement." Any living being on earth, a certain phenomenon, lives through movement. Even when a person cannot walk when he was born, he pulls his arms and legs out of the diaper again and again and tries to take the first steps with time. A man standing on his feet is impossible to stop. Therefore, Shakarim said "that which does not move does not grow" [Kudaiberdiyuly Sh., 2000, p. 114].

If there is a driving force in life for every event, phenomenon, action, then the soul is the great force driving the flesh. Because it makes sense. A person should be like a plant, so that when he needs, he receives food from the sun, "if the sun is cold, then he runs away into the abyss," and when light pours from the sky, then he becomes bright.

Wine-vodka can give a person a state of intoxication and temporarily forget about his grief. In this poem, "pure vodka" means a pure mind. It is clear why the poet used this word. Then, according to Shakarim, a person who uses his mind for such bad purposes as cunning, bragging, gossip, lies has an impure mind. And the "pure mind" will scout out the white. Purity of soul and thought are two tools that begin with a pure mind.

It is quite possible to say that the famous speaker, businessman Nick Vujicic is a man with a pure mind. From birth without arms and legs, he endured all adversities, did not attribute his failures to misfortunes, and found his way in life. Nick graduated from two higher educational institutions, today he is an independent person, able to carry out all daily tasks alone without any problems. Nick Vujicic types 43 words per minute on a computer, surfs, plays golf, enjoys fishing, swims and dives from a springboard into the water. It sounds like magic or a fictional fairy tale. But Nick's achievement of such success lies in his perseverance and fortitude. He is a person who, without thinking about the fact that he is disabled, understands the Creator's plan with a pure mind and strives for a bright future.

"You can dream about something. You can count on it. But in order to realize these dreams-desires, you need to move first. "You can achieve your dream only by overtaking yourself" [Vujicic N., 2019, p. 43]. From this argument it can be seen that the thoughts of Nick Vujicic and Shakarim converge. However, the theories leading to the correct life of N. Vujicic were put forward in the XIX century by Kazakh Shakarim.

Why did we rank Nick Vujicic among people with a pure mind? Because there was a dream in him, there was movement, with the strength of spirit he could be content with what he has. With the help of his pure mind, he realized the test of the Creator and accepted it. Thanks to the movement, without standing still, he developed every day. The hero of today, who is engaged in charity, inspires hope in those who no longer believe in their bright future, fills with a pure mind the consciousness of those who have very little left to extinguish.

In one of the poems, Shakarim says that at present he has not found a pure mind in

anyone. Is there no pity, no help, and no love left in humanity today? Or did our ancestors just deceive us?

People were "hitting" each other, and it was very unpleasant. Everyone is enemies with each other, they want to defeat each other, destroy each other together with the root. But they do not understand the obvious: "all humanity is related to each other." The most frequently observed phenomenon in everyday life is denigration, denigration of the nation, completely unaware of its mentality. There is no respect for each other in humanity. Although we have a different religion, language, mentality, traditions and customs, we are all mammals called "man", created from meat and bones. Even if a person is bad, there is no evil of the whole nation. This has not been realized by mankind for centuries.

According to the poet, even the most educated European people cannot get rid of cruelty.

Shakarim Kudaiberdyuly was afraid of those who use the mind for evil purposes. [Kudaiberdyuly Sh., 2000, p. 85]. Especially because of political quarrels, disputes on the throne, on Earth, the authorities are ready to kill relatives, friends and relatives.

When a country is ruled by a military force, nobody can just say "my heart is pure". Where the rifle rules, there is no justice. And the demonstration of force and manipulation is "the worst not only of humanity, but also of predation" [Kudaiberdievich Sh., 2000, p. 86]. In life, evil can never be overcome by righteousness. Only conscience can win it. A striking example of this is the philosopher, statesman Johan Wilhelm Snellman.

Snelman, a wise man who led Finland into a bright future, which was a country without education, where there were adultery, drunkenness, many communicable diseases, and besides, which did not get out of control of Russians and Swedes. He did not agitate for justice, but, above all, for conscience. At various meetings and conferences, trembling from the bottom of his heart, he gave hope to the people who were desperate from power.

To people who said "It won't work anyway, it won't be possible to get rid of this power, corruption, ignorance," Snelman said: "If both you and I do not believe in the future of our people, then who will believe?" «The governess are like their society» - the leader of the nation said. Snelman first taught a lesson for teachers educating an entire generation, awakening the teacher's conscience and reviving faith. And now Finland is an advanced country in the field of high technology. The country's economy has grown to incredible heights. There is only one reason for all these changes, and it is that the mind comes to a pure state.

Thus, the excessive abuse by a person of his powers in satisfying his needs, according to Shakarim, is a phenomenon caused by the absence of a pure mind. And a pure mind has more differences than an ordinary one. When the mind is spent for any purpose, a pure mind is only a harbinger. We all know about the equality of people and animals. Only a pure mind distinguishes a person from them. This is the beginning of such qualities as justice, honest work. A pure mind is directly related to honor. These are human values that complement each other.

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## TEACHING ENGLISH TO VISUALLY IMPAIRED LEARNERS

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Special Educational Needs (SEN) refer to learners with learning, physical, and developmental disabilities; behavioral, emotional, and communication disorders; and learning deficiencies [1].

Learners have special educational needs if they have significantly greater difficulty in learning than the majority of learners of the same age and special educational provision needs to be made [1].

Another definition of a learner with SEN is the following:

A child has special educational needs if they have a learning problem or disability that makes it more difficult for them to learn than most children their age. They may have problems with school work, communication or behavior [2].

Let us consider the types of difficulties that are meant when we talk about children with special educational needs. First of all, these children find it difficult to study, to read and write, and spell. In most cases such children have low self-esteem and suffer from lack of confidence. It may be a great challenge for them to behave properly at school, to follow the rules. These children have a great difficulty in expressing themselves and understanding what others are trying to tell them. Making friends is also a challenge for them. In most cases such children are not communicable and sociable. And lastly, these children have a medical condition that is influencing their learning. They may have visual or hearing impairment or other problems with health [3].

Visual impairment is a range of functional disabilities related to sight (from low vision to total blindness) that cannot be corrected with optical lenses. People with low vision may be referred to as visually impaired, while those with no vision are often referred to as blind (or legally blind) [4].

Visual impairment refers to the inability or limited ability to see. Some people are born blind, whereas others develop loss of vision because of a disease or some injuries, or even the natural aging process. Visually impaired learners have difficulty or an inability to read everything from gestures to pictures. Some people may be unable to read anything at all, while others may have difficulty reading close up or far away. (Someone who is *near sighted* has difficulty focusing on objects in the distance, while those who are *far sighted* have difficulty focusing on things that are close up.) Many daily functions are challenging for those who suffer visual impairment.

Some visually impaired learners are educated in specialized schools with other blind learners or with other learners who have different difficulties or disabilities. Some visually impaired learners are integrated into classrooms with sighted learners. Teachers may or may not be specially trained to teach visually impaired learners. Many teachers do their own research and gather their own tools and supplies in order to help visually impaired learners [4].

It is always a challenge for a teacher to have a learner with special educational needs. Unfortunately, only few teachers have knowledge on how to work with such



learners. Knowing what to expect is really helpful. The challenges teachers face are the following:

- learners with low self-esteem;
- learners with low motivation;
- learners for whom literacy seems impossible;
- neither a teacher nor a learner knows about methods of teaching and learning;
- unsociable learners, etc. [4].

It is considered that teaching English to visually impaired learners is easier than any other subjects. If avoiding such activities as matching words with pictures, watching videos, unscrambling the words, etc. and using spoken English instead, a teacher might be very successful in teaching English to such learners.

There are a number of things a teacher should always bear in mind if there is such a learner in the class. First of all, the teacher should understand the degree of blindness of a learner. There is no need in understanding the medical application of the learner's problem. But the teacher should be aware of how much the learner can see or cannot see at all, whether he/she is totally blind or not. It is important because eighty percent of learning goes through sight. If a learner has partial vision it is advisable to encourage him to read bigger prints. If a learner is totally blind he/she should be offered to use Braille print.

The teacher should know the background of his learner. It is important to know whether the learner was born blind or became blind at some age. If the learner became blind at the age of seven or eight he might have visual memory, which is a learner might remember how things look like and is able to describe them.

Also, nowadays there is computer software that is able to download material and transcribe it into Braille dots. The machine for brailing out the dots is quite expensive though. Not knowing Braille is the least problem of teachers who are not specially trained to teach the blind. Technology can overcome that problem. Blind learners can be trained to use the computer. There is sound synthesis software such as text to speech and voice recognition that can be installed on the computer. This software varies in price, but there are a number of programs which can be downloaded for free [5]. A teacher may use this software to arrange some activities in the classroom. It will help make it easier for a VI learner to perform at the lesson. This kind of software or programs may be useful when performing creative tasks, writing a composition or an essay, making up sentences, describing some events, writing words (quizzes), etc. The only problem a teacher may face in this case is noise made by a VI learner who will have to pronounce what he/she is going to type. It might disturb the rest of the learners from their work. To solve this problem a VI learner may be offered a voice headset and may be asked to move to the back row.

In the classes with impaired learners for teaching English, textbooks printed in large print with revised illustrations, in which the main features of the depicted objects are highlighted, notebooks with special rulers; visual aids of an enlarged scale with the highlighting of the main thing, optical and technical means should be provided [6].

Gaps in the sensory experience of the child greatly complicate the formation of mental operations. The memory of visually impaired learners is characterized by lower productivity in comparison with the norm. Reproductive explanatory and illustrative methods are also good for the development of learners' cognitive processes; for this, a lot of clarity is selected when working with lesson material, additional literature, tests, and creative tasks [6].

Visually impaired learners suffer from lack of abstract and logical thinking, visual-spatial orientation. It can be a reason for difficulties in understanding some aspects of the language studied. That is why for the lesson, a selection of diverse, accessible and interesting material should be made in order to motivate learners and help to increase interest in the subject.

Visually impaired learners, as well as other learners, need to be treated equally in the classroom. When working with the class where both types of learners are a teacher should think beforehand about the activities that are going to be used during the class time. It is always advisable to avoid those tasks that are impossible to perform for visually impaired learners not to make them feel abused. Here are some examples of tasks a teacher should avoid in this case:

- description of someone's appearance or a picture;
- matching two halves of sentences, words with their meanings or definitions, pictures with words, etc.;
- fill-in exercises;
- describing a chart or a diagram;
- comparing two objects;
- unscrambling the words;
- tasks with cards and pictures;
- opening the brackets, etc.

Instead of the activities mentioned above it is recommended to use the following:

A teacher may use talking books and taped dialogues (it may be useful for reading comprehension classes where all the learners will follow the audio recording in their textbooks and visually impaired learners will listen to the recordings).

As well as talking books and recordings real objects at the lesson are a good way to help visually impaired learners understand what is being studied (they may touch the objects and talk about their characteristics).

Teaching visually impaired learners by action is of utmost importance (e.g. pouring some water into a glass to make them understand the meaning of these words).

Using special tools and devices that may be available for visually impaired learners, should also be taken into consideration when planning a lesson where a teacher has a visually impaired learner. These tools and devices may include:

- screen readers;
- touch screens with voice;
- Braille devices;
- MP3 players;
- large print books;
- magnified screens;
- large wall charts;
- podcasts;
- video galleries;
- magnifying glasses;
- table lamps [4].

It should be noted that motivation is a key factor in learning a language. Consequently, a lot of communicative activities are to be used when teaching visually impaired learners. The leading role should be given to games at the lesson. Developing pronunciation and listening skills includes creative tasks and forms, learning rhymes, poems, songs, etc.

Despite the fact that there are a lot of activities that can be done when working with the class where VI learners are, such learners may face quite many difficulties when learning the English language. All present English courses are mostly based on visual learning. When learning new vocabulary students first get to know the spelling of the words, then their pronunciation, and only then use of them in context. Visually impaired learners get acquainted only with the pronunciation of new words. In this case homophones become a challenge for such learners. It is difficult to recognize the words which have similar pronunciation but different meaning. E.g. 'read' vs 'rid', 'bed' vs 'bad'.

It is written above when learning English it is recommended to use Braille print, but teaching perception of English by ear and teaching communication in English should be taken into consideration first.

In the Latin alphabet in Braille, some of the letters correspond to their sound counterparts in Cyrillic, but this only interferes with learning a foreign language. That is why this is one more challenge that VI learners face when learning the English language with the help of Braille print. It is easy for a seeing student to recognize what language the word is written in, but it can be quite difficult for a visually impaired learner to understand it. In addition, Braille reading skills in English are of little daily use. For example, when using a computer, a blind learner may feel much more comfortable with a speech synthesizer, that reads a text from the screen of a computer, than Braille displays, that translate the text into Braille and display it on a special tactile screen.

One more challenge that both learners and teachers face is lack of teaching methods of English for visually impaired learners. It is one of the least studied aspects in methodology, so it is difficult to organize research and provide a successful course plan. Most teachers refer to their previous experience but not famous and certified methods of teaching. There are some teaching materials that may be used with visually impaired learners, but their effectiveness hasn't been studied yet.

Most teachers have no technical instruments to be used when working with visually impaired learners. There are special schools for such learners, but due to the lack of teaching methodology, not all learners achieve at least any significant results. Even in cosmopolitan cities there can be only one such school, and in smaller cities there may not be such schools at all. Therefore, most of those who would like to learn English simply do not have the physical ability to get to an educational institution.

There are some modern technologies that can be useful for visually impaired learners. First of all, these are audio lessons and audio exercises. Of course, these technologies are only a part of the English language learning process that is very complex in reality. But there are some audio courses that are fully organized in audio format. With the help of such courses it is possible to acquire language up to the intermediate level. There is one big advantage of such English courses, it is their availability. Learners may acquire a language even without teacher's help with audio courses. Still there should be mentioned that it is quite easy to learn certain phrases but not have full picture of and language proficiency.

Visually impaired learners may use screen readers to help them acquire language skills. These are special programs that read everything that is on the screen. It helps the blind understand what information is on the computer screen and how they can operate it. There are two popular screen readers: NVDA and JAWS. NVDA is free in use; it helps use all the main functions of the computer with the help of a voice synthesizer. JAWS is not free, it has a wider range of options including MS Word use, PDF-readers,

Google Docs, etc. It is also possible to adapt Internet pages for VI learners.

There are some drawbacks of using such readers. One of them is the problem of adapting online sites and programs for learning English for VI students. There are no such adapted online programs for learning English yet. Another challenge that VI learners may face when using such readers is word pronunciation. Voice synthesizers are often mispronouncing words, it makes understanding more difficult [7].

The following teaching strategies may be used by a teacher to make the learning process easier:

- Explanation of any visuals. When teaching visually impaired learners or blind learners it is important to explain all visual materials. For example, if a teacher shows a picture of a red ball, he/she should describe it like "I am showing a picture of a red round ball with white stripes, the ball is quite good for playing some games with it", etc. Moreover, any teacher working in a class where VI learners are sitting should have a habit of dictating what he/she is writing on the board. It will keep VI learners engaged in the learning process and listening to what the teacher is trying to teach and in some cases even making notes.

- Oral instructions should always be given. If a teacher gives his/her learners handouts with assignment instructions written, it is recommended to provide oral description of what is to be done. Otherwise, visually impaired or blind learners will not be able to perform the tasks given because they have difficulty to read or cannot read at all.

- When you have a visually impaired or blind learner in the class it is recommended to ask all the learners to clap their hands when they want to ask a question. If a learner traditionally raises his/her hand to be noticed by the teacher and to ask a question a VI or blind learner may not see it. That is why it is very important to replace visual cues with audio cues. E.g. learners may be asked to clap once if they want to ask a question, or clap twice if they want to answer a question.

- Tactile learning. In a class with traditional learning it is possible to show pictures of what is being taught, but if there are VI learners a teacher should strive for making it easier for such learners to understand the theme of the lesson. For example, if the topic is computers and the Internet, a teacher should bring parts of a computer to show and be touched by learners. It can also be done when food is taught.

- VI learners should be provided with extra time to perform the assignment. It takes them longer time to complete their tests or tasks because those aids that they are using require additional time.

- An appropriate learning environment should be provided. There should be enough space between desks and chairs; lighting should be considered; visually impaired learners should seat close to the front; learners should be said where all classroom supplies are [8].

Blind learners may be visually impaired but their other senses are intact, so teachers of the blind should utilize the other senses. Learning a language is very much tied up with culture, exposure and experiences. Blind learners may not be able to acquire exposure and experiences the same way as sighted learners. So teachers of the blind may have to do more than other teachers. Bring experiences and exposure to the blind learners [5].

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## THE CONCEPT OF QUALITY AND MECHANISMS OF QUALITY MANAGEMENT AND ASSESSMENT APPLIED TO EDUCATION

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From a general understanding of ‘quality’ as defined by Merriam-Webster as: “a peculiar and essential character, an inherent feature, a degree of excellence”, society has made a major shift to viewing quality as a tangible, measurable concept in unique ways. The very concept of quality as directly representing excellence began to be quantified and applied in the mid 1900’s, globally, in the specific spheres of business and manufacturing. In modern sensibilities, an understanding of quality has morphed to include the definition put forward by the American National Standards Institute referring to quality as: “The totality of features and characteristics of a product or service that bears on its ability to satisfy given needs”. Quality then represents how closely a product or service matches a need. The more precisely, consistently, and reliably the product or service matches the expressed need, the more satisfied the consumer (individual or company) will be. Quality as a concept has completely revolutionized not only most aspects of business based on quantifiable manufacturing specifications but has evolved conceptually to be applied to the service industry. Analyzing the discrepancy between the advertised service and the customer experience allowed for competitive improvement in customer satisfaction.

Quality management has its historical beginnings from a United States Ph.D. Physicist named Walter Shewhart. Shewhart worked for Western Electric Company in Cicero, Illinois. Western Electric was responsible for producing the hardware for the Bell Telephone company. Mr. Shewhart was hired in 1918 specifically to add expertise and bring improvement to the manufacturing of telephone hardware. In 1924, he designed the first known control chart that revolutionized process controls and quality control. In addition to Shewhart, Joseph Juran and W Edwards Deming worked at the Hawthorne plant in Cicero. Both of these men were influenced by Shewhart’s methods and further developed the field of quality management and mechanisms. These three men are credited with the creation of the field of Quality. Specifically, they spearheaded control charts. They invented the “Plan-Do-Study-Act (PDSA)” cycle still used today.

This cycle was revolutionary and the fact that it is still in use today shows the brilliance of this simple system. According to Shewhart: “Plan: identify what can be improved and what change is needed, Do: implement the design change, Study: measure and analyze the process or outcome, Act: if the results are not as hoped for” (3). The truly unique shift in management implementation is that this cycle is ongoing, never ends, and results in higher levels of quality in any area where applied. Their creation of these cycles launched the field of quality management, which has gone far beyond the manufacturing realm where it was originally applied. Quality as an ongoing system of analysis and adjustment became a new way of thinking for management that grew and eventually has been applied to many diverse types of businesses.

Joseph Juran further developed these ideas and principles throughout his career. In 1951, Juran’s book, *Quality Control Handbook*, was published and became the go to text on quality. His main idea in this publication is that within quality there are avoidable and unavoidable costs. The avoidable costs to a company were found in defective products and the labor hours associated with redoing or repairing work. The unavoidable costs were found in preventative measures. These proactive methods of inspection,

sorting, and organizing became the means of saving considerable amounts of money and improving the profits across industry. Juran's Quality Trilogy is rooted in the idea that Quality Management will include three areas: Quality planning, Quality control and Quality Improvement

The next major historical milestone in quality management took place in 1956. A man by the name of Armand Feigenbaum built on the principles Juran had laid out in his handbook and developed the theory of TQC (Total Quality Control). His premise for this was that the quality focus could not stay limited to the manufacturing component of a company. That there had to be cross over in every department of a corporation: research and development, marketing, engineering, supplies, purchasing, and production. His TQC idea was that cross disciplinary teams would oversee every step from design to production to sales and customer satisfaction. They would then check for ongoing customer satisfaction. This was a significant development in Quality management that now took the concept beyond technical manufacturing systems into a much broader scope of thinking.

According to Graham Freeman, 'Quality' in the context of Quality management refers to much more than simply producing something that is, "good," rather Freeman defines the 'Quality' in Quality management as: "Satisfying a set of explicitly or implicitly defined inherent characteristics." He lists 3 key characteristics. The first is the concept of providing a product that there is consumer demand for. The second is designing products or services that are without error or fundamental defects. It is supremely important that the product or service work is done at such a level that it protects the brand identity of the company. His last characteristic of Quality is a continuous improvement process to ensure that the product or service stays at a high level and continues to meet customer satisfaction. His basic outline is a solid foundation to build an understanding of the concept of Quality Management.

Experts in the field of Quality have coined the term, Total Quality Management (TQM), as a description of saturating essential elements of Quality throughout an organization. This, by extension, becomes the Culture of Quality for that organization. It starts with product or service development, continues through production or implementation, and is constantly analyzed for improvement and adaptation.

David Garvin, in the Harvard Business Review, in 1987, published a landmark article called, "Competing on the Eight Dimensions of Quality". His ideas became an industry standard as a framework for strategic analysis. The eight categories for quality analysis of an organization are: performance, features, reliability, conformance, durability, serviceability, aesthetics and perceived quality. One of Garvin's most significant findings was that companies were typically focusing on a few elements of quality: often conformance and reliability while completely missing or disregarding other elements (of his 8) that were of high value to the consumer. In this way their failure to do accurate market research resulted in major financial disasters. The major mistake that is typically made is not doing ongoing quality analysis with the ability to make ongoing adjustments to the product or service to keep up with and meet customer expectations, desires and demands. Reliance on old, outdated, limited or incorrect data will lead to failure to be successful in the production or service industry. David Garvin's eight dimensions of quality are a useful tool for strategic analysis. Although TQM has its origins in the world of business, it was quickly applied to the sphere of education with remarkable benefits. The fact that education itself is a product that must be designed, created, implemented, marketed, and delivered makes it a natural sphere for the application

of quality management. One of the first implementers of TQM in higher education in 1990 was Oregon State University in the USA. They used it as the management philosophy for the university's general operational management. They saw immediate cost benefits in areas such as remodeling/construction costs and overhead. However, their initial implementation did not delve into the educational delivery and learning sphere. However, a more educational delivery focused application of TQM took place at the Air Force Academy, in Colorado Springs, Colorado, where the US military trains its top recruits. While the AFA began using TQM in 1988, it was in 1990 where they took this analytical/managerial method and applied it directly to a required course to see if positive benefits could be realized. They were astounded by the quality improvement benefits.

This very interesting test application was used for a university level course that was required for almost all cadets. The class was an Energy Systems course in the basics of Thermodynamics. While almost all the student body had this as a required class for graduation, outside of the engineering and science majors, the class was seen as difficult and was highly unpopular with the students. After TQM was applied, the students reported high levels of satisfaction with the course, much higher levels of content understanding and retention, higher ratings for the instructors. It was a noteworthy success.. The AFA did several things that were essential to this trial application of TQM. First, they recognized that Total Quality Management is a participatory style of management. Looking uniquely at the educational institution, they made sure of two fundamental principles. They made sure that all supervisors and top-level management had buy-in to see TQM implemented and were willing to make the necessary changes revealed by the process to bring quality changes and improvements to their educational delivery model. Secondly, they recognized that the students themselves had to have ownership and buy-in because ultimately, they are the satisfied or unsatisfied educational customer. Instead of viewing the students as the product, they viewed them as the customer.

TQM's application in the realm of education was first implemented in the late 1990's in the US, UK and Canada. In all three of these countries the educational system was facing incredible pressure to show high results through increased testing, mandated curriculum, and rigorous accountability for meeting government-imposed benchmark expectations. An emphasis on quality in education had become mainstream. The challenge knew how to achieve these lofty goals. It is important to note when looking at the field of TQM influencers that Crosby, in his book, *Quality is Free: The Art of Making Quality Certain*, focused on the stated goal as "zero-defect". However, Deming was of the opinion that the goal was a continuously improving process by which the product was useful and satisfying to the consumer. The Crosby interpretation of TQM looks for the absence of something negative. Deming's perspective was that the goal of TQM was creating a continuously positive cycle.

Looking at the Crosby TQM model when it has been applied to education has placed the focus on eliminating defeats from the educational system. In a general sense this meant focusing on systems that do not produce failing students. However, as noted by Shutler and Crawford in their article, *Total quality management in education: problems and issues for the classroom teacher*, this results in students that are able to pass a specific exam, but are passive, inflexible and are not creative or critical thinkers. They have a skill set for an exam, but often lack knowledge and are not necessarily broadly educated or equipped as learners in other contexts. When probed or evaluated in other



methods on their supposed mastered subject material, it reveals shallow understanding and knowledge. This listen, repeat, regurgitate method was common worldwide in many educational systems up until the 1990's and in some places has a continued popularity today even under the TQM umbrella because it can result in higher percentages of students passing assessment tests and exit qualifications.

It is essential in any attempt to implement or analyze TQM in the educational sphere, to recognize that the advent of the internet forever shifted the access points of knowledge to the masses. The goal of the educational system, and therefore the goal for the TQM product of education, is not a specific set of memorized knowledge. While 50 years ago educators were unique vessels to transmit important knowledge, today information access through the internet has negated that specific role. The goal of assessing quality in education has shifted from simply assessing if students have enough knowledge, to looking at whether their knowledge is infused with critical and creative thinking skills to find out and apply what they need to know. This was a quantum leap away from what was viewed as quality in education in previous generations. Deming viewed the goal of TQM as producing a management structure which led to a system of continuous assessment and adjustment in an upward cycle of quality. It seems that this approach is a better fit for education in the 21st century. Deming's model would approach students' needs quite differently in order to achieve quality. Removing the fear of failure for students. Shifting the focus motivation based on fear of failure to a focus on student growth. Making forward movement in educational understanding as the goal for the student. Removing the anxiety around failure frees the student to put the energy towards grasping the information. They are freer to ask questions, find clarity when they are confused if there is a collaborative support for their understanding.

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### **INFORMATION TECHNOLOGIES IN THE SPHERE OF PHYSICAL CULTURE AND SPORT**

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The Internet has become an integral part of modern society. Information technologies, constantly being updated, are actively involved in the field of education: electronic educational resources are being developed, including in the field of additional education, new interactive forms of education are emerging (distance learning, etc.). Thus, education becomes more accessible.

The purpose of this work is to study the use of information technologies in the field of physical culture and sports.

The main objective of the study is to determine the basic concepts related to information technologies, including those used in the field of physical culture and sports, as well as the features of their practical application.

Consider a number of concepts such as information, technology, information content, information technology:

- information is any information and data reflecting the properties of objects in natural, social and technical systems and transmitted by sound, graphic or other means without the use or with the use of technical means;

- information is a message informing about the state of affairs or about activity, information about something;

- information is information perceived by a person and (or) special devices as a reflection of the facts of the material or spiritual world in the process of communication.

These definitions are united by the fact that the concept of "information" means any information or data that explains something or testifies to something. Next, consider the definition of the concept of "information content":

- informativeness - it is rich in information, well informing;

- informativeness is the degree of saturation of the source with information, usually defined as the average number of bits that it generates over a certain period of time;

- informativeness is the richness of content, the density of information; the amount of information and knowledge transmitted per unit of time.

The key meaning of the concept of "information content" is the richness, completeness of information, its availability for high-quality information.

The next concept is "technology":

- technology is an area of human activity associated with the adaptation of natural

processes and phenomena to human needs;

- technology is a special set of forms, methods, methods, techniques of teaching and educational means, systematically used in the educational process on the basis of the declared psychological and pedagogical attitudes, which always leads to the achievement of a predicted educational result with an acceptable deviation rate;

- technology is the processes, methods of searching, collecting, storing, processing, providing, disseminating information and ways of implementing such processes and methods.

In various aspects, the concept of "technology" has a general key meaning - it is the methods and processes necessary for application in any field of human activity.

Consider the concept of "information technology":

- information technology is the use of technology to store, exchange, transfer or process information. Technologies typically include computers, telecommunications, applications, and other software;

- information technology is a set of methods and means for collecting, storing, processing, transmitting and presenting information, expanding the knowledge of people and developing their ability to manage technical and social processes;

- information technology is a set of methods, production and software and technological means, united in a technological chain that provides collection, storage, processing, output and dissemination of information.

Thus, the concept of "information technology" implies a set of different methods, means, technologies that ensure the processing of information, as well as its transfer.

Currently, information technologies are widely used in the field of physical culture and sports, including:

- this is an in-depth study of the processes of accumulation, transmission, transformation and presentation of information in the field of physical culture and sports;

- it is hardware and software of computer technology;

- This is the formulation of applied and professional tasks and the algorithmization of their solution;

- these are the principles of programming, modeling and forecasting the level of physical fitness of athletes, building the training process and competitive activity;

- This is the optimization of physical culture and sports activities using technical means and equipment;

Are modern interactive databases for the extraction and use of scientific information in the field of physical culture and sports.

Informatization in the field of physical culture and sports involves the use of modern technologies in various directions.

1. Office work of a teacher, trainer-teacher, researcher, student: creating a database of various documents for the educational and training process.

2. Technical and organizational maintenance of the competition: computer timing, use of software, electronic markings, etc.

3. Scientific and methodological support for the training of athletes, including:

- automated diagnostic systems for assessing and monitoring the physical condition of athletes;

- computerized training and diagnostic stands to provide comprehensive control of the special fitness of athletes;

- computerized complexes for collecting and analyzing information about the physical and technical fitness of athletes;

- expert systems for planning the training process;
  - systems of "virtual reality" for the formation of athletes' motor skills and abilities;
  - automated systems for monitoring and managing the training process;
  - computer programs for solving problems of modeling and forecasting in sports.
4. Scientific and methodological support of physical education of children, adolescents, students:
- automated methods for assessing the physical health and physical fitness of students;
  - implementation of a differentiated approach based on the use of modern information technologies.
5. The educational process in the system of higher physical education:
- electronic teaching aids, information retrieval and reference systems;
  - automated training programs;
  - modeling of the subject environment;
  - computerized training courses;
  - computerized knowledge control systems;
  - expert systems for educational purposes with elements of artificial intelligence.
6. Research, organizational and management activities:
- automation of sociological research;
  - creation of databases on topical problems of physical education, sports training, health-improving and adaptive physical culture;
  - creation of databases of normative legal documents in the "Physical culture and sport" industry.

Information plays an essential role in physical culture and sports. For example, the use of information technology in orienteering is a special software and equipment that includes electronic punching stations and electronic participant cards - chips needed to maintain general timing and cut off time at various intervals.

In athletics, the results of a race are recorded using a photo finish - in this case, the outcome of the competition depends on the accuracy of the results. Training has changed dramatically: the state of the athlete is recorded by sensors, according to their results, the state of the athlete is determined and the complex of training means is determined.

It is with the help of information and communication technologies that it becomes possible to form a unified state policy in the field of physical culture and sports.

The tasks of the National Scientific and Practical Center for the Development of Physical Culture (NSPTsFK) of the Ministry of Education and Science of the Republic of Kazakhstan, which is headed by Doctor of Pedagogical Sciences, Professor, ZTR, Koshaev Merkezhan Nagashbekovich, include information support of Kazakhstani residents in the field of development of physical culture and sports. Technologies that use the latest advances in informatics help to most effectively coordinate the activities of local authorities and subordinate organizations in the field of physical culture and sports. These innovative, breakthrough technologies ultimately contribute to the creation of the necessary organizational, educational, methodological, regulatory, legal, economic and other conditions to meet the needs of residents of the republic in physical culture and sports, including by means of club sports, sports in educational and other institutions and enterprises, as well as other forms of work with the population at the place of residence [3, 4].

Without the use of information and communication technologies, it is unthinkable to establish and coordinate relations between organizations and educational institutions of the Republic of Kazakhstan, as well as introduce into practice a scientifically grounded system of physical education of the population and modern management methods in the field of physical culture and sports.

Information technologies are necessary for the implementation of personnel policy in the field of physical culture and sports; for the organization of training, advanced training, certification of coaching and teaching staff and executives [5].

For information and analytical support of the sphere of physical culture and sports, an effective information environment (infrastructure) is needed, which ensures the management of processes and information flows. Traditional and some other forms of information support turned out to be completely insufficient for the modern stage, since to achieve practical results, it is necessary to integrate organizational, scientific, technical and economic efforts and means to solve problems in a short time. We need completely new principles for the development and organization of the functioning of information systems and processes, the use of information technologies and systems in decision-making at various levels of management.

The significance of the changes taking place today is well understood by many countries of the world. As Anatoly Kozhekenovich Kulnazarov, DPN, professor, ZTR, 59th full member of the Petrovskaya Academy of Sciences and Arts said in his interview to the *Vremya* newspaper, "The future of world sports is in the latest technologies".

They make strategic investments in improving the management processes of regions, cities, in the development of science, education, culture, sports, information and communication technologies, in building up information resources, and in the formation of an information society. For many years, the "information society" has been the subject of software developments at the national, international and regional levels, aimed at making full use of the opportunities that open up. In developed countries, documents have been adopted that summarize the intermediate results of the development of the information society and set new goals.

In Kazakhstan, as in many countries of the post-Soviet space, explosive growth continues in the field of information and communication services. The number of Internet users in Kazakhstan was 3.2 million.

In parallel with the growth in the number of users, the number of domain name registrations in the Kazakhstani Internet zone is also increasing.

To maintain and develop the competitiveness of the Kazakhstani IT sector, mechanisms have been created to stimulate the growth of the information technology industry in Kazakhstan.

Monitoring the state of computer technology, needs in all institutions of physical culture and sports remains an urgent task. In the future, the system of information and communication technologies of physical culture and sports in Kazakhstan should ensure the automation of the following macrofunctions inherent in sports activities and the processes of management of the industry as a whole: administrative and economic, financial and economic, lawmaking, personnel and control activities of management bodies; educational and training processes in the system of special training of athletes and specialists; holding national and international competitions and other sports events with the participation of Kazakhstani athletes [4].

In addition to these macrofunctions within the framework of information and

communication technologies of physical culture and sports, the following processes should be automated: organization and maintenance of Internet representations of sports organizations and institutions of all levels and various legal forms; support of competition protocols, provision of refereeing, formation of current information about the course of sports events; conducting audio and video reports from sports events, holding conferences and briefings with TV and radio correspondents, media reporters in classrooms and at sports facilities; presentation of competitions in the global computer network Internet, creation of WEB-sites for competitions; radio and television reports on sporting events; organization of accreditation and admission to facilities for officials, journalists, participants and spectators of sporting events; access to information according to the authority, counteraction to unauthorized receipt of various resources of documentary, including archival audio and video information; control of the medical parameters of the body and the choice of optimal loads when training single athletes and groups; provision of personal audio-video communication and data exchange system for users of the system in accordance with their competence; support of signaling functions of security systems and fire safety of sports facilities.

Thus, information technologies play an important role in the modern world, especially in the field of physical culture and sports, where not only the result, but also the health of the athlete depends on the quality of the information used.

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#### **USING CLIL PRINCIPLES IN TEACHING ENGLISH VOCABULARY TO NON-NATIVE SPEAKERS IN HIGHER EDUCATION**

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CLIL is a term coined in 1994 and first used in Europe in 1996 to describe “a two-level educational approach in which a second language is used to learn and teach both content and language (emphasis added)” [1]. According to Coyle, Hood, and Marsh

(2010), the additional language for students is usually a foreign language, but it may also be another language, such as their second language. In fact, English was the most commonly used language in CLIL, indicating its global importance [2]. There may be a greater focus on content or language in CLIL classes at times, but teaching and learning in CLIL classes should still include both content and language. CLIL is distinguished from other approaches by its “innovative synthesis of the two approaches” [3].

CLIL is a term that was coined to describe a method of teaching foreign languages that incorporates many established methodologies. The concept was coined in order to “further improve best practices” by identifying and collecting educational achievements that have arisen in various contexts [3]. As a result, the individual methods and principles that underpin CLIL are not a new way of teaching languages or disciplines. CLIL is also focused on communication methodologies [4] and is referred to as “the most recent stage in the development of a communicative approach to language learning (CLT)” [5].

There have been many driving forces that have led to the widespread adoption of CLIL in Europe since its inception in the mid-1990s. The support of European Union (EU) politicians is the first strong factor. Recognizing the importance of CLIL for the EU, it has been included in key policy documents on a consistent basis [5], and a 2005 European Council Recommendation recommended “implementing CLIL in the European Union”. Increased family support is another factor. Parental support for their children learning at least one foreign language has increased. It can be seen that both governments and families are currently involved in increasing the socio-economic benefits of individuals and/or countries by implementing CLIL to broaden children's language capacity. The third element is the CLIL approach's potential growth. Teachers and experts, who are particularly unhappy with the current state of language teaching, see CLIL as another way to enhance language teaching.

While the concept of learning in a different language existed prior to CLIL, the introduction of CLIL gave people a better understanding of what is possible when many current methods are combined. Its use has spread and now reaches beyond Europe, thanks to numerous driving forces in Europe.

The four categories that make up the CLIL are content, communication, cognition, and community, and each of them will be explained (4 Cs).

In CLIL, content refers to a subject or topic, and teachers want students to have access to and learn from “information, skills, and understanding”. One of the hallmarks of CLIL is the use of authentic materials rather than materials made specifically for learning a foreign language. It is not necessary for the material to be a separate subject, such as mathematics or history; it can also be organized for a thorough review. This subject can be taught in class for several hours or it can be covered in only one lesson. CLIL instructors “imply that teachers are usually not native speakers of the target language, but are content experts, as content subjects are taught in subject areas and particular occupations” so content must be taught. “CLIL is typically introduced after students learn literacy skills in their first language (L1), which is more common in secondary school than in primary school,” says the author [6].

The function of language is considered in the Communication category as “language learning and its use for learning”. As a result, in CLIL, “students use the language when they learn it, rather than spending years learning to use it in a potential language class”. Students will invariably gain more insight about the language they are studying by using the CLIL method. Furthermore, “using language for learning” implies that the emphasis is on both communicating with others and using language as a tool for

learning a variety of topics. In short, in CLIL, both material and language learning are valued and are thus incorporated into lessons.

In CLIL, cognition encompasses more than just the processing of intelligence. Students must instead “build new knowledge and acquire new skills by reflection and involvement in higher- and lower-order thought,” according to the CLIL. As a result, CLIL is gaining popularity “offers opportunities to engage in more active learning” through activities, “such as making a map of your school (geography) or performing an experiment (science), and using a task-oriented language, not even the language”. CLIL stands for “education by building, not learning” [7]. As a result, CLIL lessons often involve group or pair work.

The word “community” is used in CLIL documents in the latter category, reflecting the fact that Europe is multinational, multicultural, and multilingual. However, to better describe contexts outside of Europe, such as Japan, “culture” has been replaced with “community” [8]. CLIL helps students to express their experiences and views in a small group in a larger sense where they see themselves as global citizens and address issues like global warming by having various levels of community, such as class, university, nation, area, and world. CLIL “offers a rich potential for forming attitudes about multicultural citizenship and global awareness” in students through the concept of “community” or “culture”.

CLIL is also thought to help students learn some of the skills that are needed in today's globalized world, such as:

- In the modern world, a multicultural approach should become more common, and living in the same country with speakers of other languages from various cultures will soon become a reality. This method encourages cross-cultural contact.

- Students are presented with real-life scenarios in which they would use English as a means of communication, forcing them to increase their knowledge of both the language and cross-cultural awareness. With a focus on fluency, students improve their immediate language skills.

- Students are prepared to communicate with people from various cultural, linguistic, and social backgrounds using a range of approaches and resources, and to see differences as part of a different community that enriches them. This helps people find their place in the team and strengthens teamwork. Using a variety of materials helps students gain versatility.

- Excellent materials make the most up-to-date educational tools accessible to teachers as well as students in a number of ways. These resources assist students in using the Internet and printing information. Students may learn about various idioms, sayings, and set phrases that are used in various contexts by using written and oral materials.

- The use of ICT in the classroom, as well as so-called Brain function, is supported by Neurodidactics. These classes enable students to discover their preferred learning style (for example, visual, kinesthetic, or auditory) and gradually improve their abilities.

You should also pay attention to teachers who are not native English speakers and do not teach English as a second language, but who must also teach material in English. Not all is dependent on the student's cognitive ability. The influence of teachers is also a factor.

Teachers must understand the core elements of CLIL-content, language, integration, and learning-that are integrated with the 4C suite in order to achieve a high-quality



CLIL. Furthermore, it is important for teachers to participate in alternative ways to organize meaningful learning in order to be efficient in the practice of CLIL. CLIL lessons should also include a variety of exercises aimed at broadening students' comprehension and improving their communication skills so that they can use English vocabulary [9]. Since CLIL has so many advantages, teachers who want to excel in CLIL classes must adhere to the following basic principles [10]:

1. Authenticity: Using genuine materials, case studies, and real-world content such as local newspapers, brochures, and participation in airline business courses/topics.

2. Multiple focus: Using a variety of assignments allows students to learn multiple skills at once. Training is carried out automatically. Students are engaged in constructive learning during both the preparation and presentation stages. At all levels of learning, the instructor should inspire students to participate. Active learning can be aided by participation.

3. A familiar classroom atmosphere and peer participation help students feel safe and learn new things without fear.

4. Scaffolding: During the class discussion, the instructor acts as a facilitator and counselor. The instructor should be able to assist students on a regular basis and inspire them to be successful peers by assisting one another in learning.

In addition, all four language skills must be combined in the CLIL class. Skills are seen in this way:

- Listening is a common data entry method that is important for language learning.
- The primary source of knowledge is reading content.
- Fluency is the most important aspect of oral speech. The level of precision is considered poor.

- Grammar is processed by a sequence of lexical acts in writing.

CLIL classes have the following characteristics for teachers:

- Language and ability integration, as well as understanding and efficiency skills;
- Reading or listening to texts/passages is often used in lessons.
- The emphasis of the vocabulary in the lesson does not take structural gradation into account.

- The language is practical and is influenced by the subject's meaning.

- The language is examined on a lexical level rather than grammatically.

- Task forms take into account student personalities.

- CLIL is a method of teaching both material and language.

Now let's look at the most fascinating aspect of the lesson: the CLIL method's structure.

CLIL lessons usually follow a four-step structure and treat material and language equally.

#### *Editor of text*

The best texts are illustrated, so students can see what they're reading. Students need structural markers in texts while working in a foreign language to help them navigate the material. These markers may be linguistic and/or schematic (headings, sub-headings). After the "simple information" has been established, the text's organization can be examined.

#### *Identifying and categorizing information*

The texts are often presented in a schematic format. These models, also known as

“ideological structures” or “concept diagrams,” are used to assist students in categorizing ideas and knowledge in a text. Tree diagrams for classification, classes, hierarchies, flowcharts, and time frames for sequential thought, such as directions and historical facts, tabular diagrams representing individuals and locations, and variations of these chart types are all examples of chart types. The text's structure is used to aid learning and build classes that focus on both language acquisition and content awareness.

### *Language recognition*

It is anticipated that students will be able to rewrite the text in their own words to capture the meaning of the text. There is no linguistic classification since students would have to use both a basic and a more complicated language, but it is helpful for the instructor to highlight a useful language in the text and define it by purpose. Students can require compare and contrast language, as well as a definition of a place or procedure, as well as discourse markers such as adverbs and prepositional phrases. Phrases, semi-fixed phrases, and ready-made phrases, as well as topic and academic vocabulary, may be the focus of emphasis.

Furthermore, you must be able to correctly assign homework to students in order to develop both the material and the language. A wide range of activities should be considered, taking into consideration the students' learning goals, styles, and interests. Reading, listening, and acting are receptive skills. The options for the listening action menu are as follows:

Listen to the chart/picture/map/chart/graph and make a note of it.

- Pay attention and fill in the blanks on the table.
- Pay attention to details and take notes (dates, numbers, times)
- Rearranging facts after listening to it
- Locate the speaker/place by listening.
- Pay attention to and write down procedure steps, orders, and text sequences.
- Pay attention to the text and fill in the blanks.

Development tasks should be subject-specific in order to rework both the material and the language. Additional language support could be needed because the content must be focused on it.

The following are examples of typical speech actions:

- Question and answer loops, words and meanings, and half-offers.
- Using the help questionnaire, take steps to remove knowledge gaps.
- Pay attention to the information, such as “what you know” and “what you want to know.”
- Guessing games with words.
- Questionnaires for cool surveys.
- Provide language support for the question board with 20 questions.
- Students use a handout for language reinforcement when they present knowledge from visual materials.

It should be noted that symbiosis is achieved through progression in material awareness, abilities, and comprehension, involvement in the associative cognitive process, engagement in a communicative sense, growth of specific language knowledge and skills, and depth acquisition. The location of you and others, in turn, causes cross-cultural sensitivity.

It's also worth noting the benefits and drawbacks of the CLIL approach for students and teachers who aren't native speakers.

The following are some of the positive aspects:

- teaching fosters critical thought in students;
- the learning process is grounded in real-world scenarios;
- team-based assistance (in some countries, project-based assistance);
- increase students' and teachers' cross-cultural understanding;
- increase job opportunities;
- overcoming biases and apprehensions about leaving the country;
- organizational skills and norms acquisition [11].

One of the key benefits of this approach is that it increases students' desire to learn a foreign language. When a language is used to address a particular communication issue, it becomes more oriented. Students who do not have the ability to communicate in a foreign language are unable to demonstrate expertise in specific fields such as architecture, pedagogy, medicine, history, art, and so on. As a result, they are unable to communicate in a professional setting. As a result, being able to communicate in a foreign language in a professional setting becomes a must. Students also have the opportunity to learn and understand the culture of the language they are studying, which contributes to the development of socio-cultural competencies. The student goes through a significant amount of language content, resulting in a complete immersion in the language's natural environment. Working on various topics will also encourage you to learn specific words and language constructions, which will help you fill your vocabulary with specific terminology and prepare you for further study and application of your newly acquired knowledge and skills.

Negative aspects to consider are the following:

- A significant amount of time was spent preparing the material;
- An inappropriate degree of foreign language knowledge by students and teachers;
- A lack of knowledge about the CLIL method;
- A lack of desire to use CLIL;
- A reluctance to use the method;
- Training sessions being held not on a daily basis (Comenius and Grundtvig organize CLIL courses during the holidays) [12].

Despite the method's many benefits, there could be a variety of issues when it is implemented in the educational process. One of the major issues is foreign language teachers' lack of knowledge of a specific topic, as well as subject teachers' inadequate knowledge of a foreign language. As a result, highly qualified teachers who can teach and conduct practical, seminar, and laboratory classes in at least two languages are needed for the implementation of such programs in universities. Studying a foreign language with teachers and consulting them in the preparation of lectures and educational materials by teachers of foreign language faculties is one of the solutions that has been successfully implemented in several universities in Kazakhstan. Teachers are also sent on internships in the countries where the learned language is spoken to develop their foreign language skills. Many universities already collaborate closely with major international corporations.

Another issue is students' poor proficiency in a foreign language, which contributes to a rise in their academic load as well as a variety of psychological issues associated with the assimilation of content in a foreign language. Without a question, the issue of designing instructional programs and planning didactic content that meets the needs of students must be addressed. It's also important to keep in mind that learning a foreign

language will make the process of mastering the subject more difficult.

Thus, students can learn languages effectively if they obtain a good education and have opportunities to practice in real-life circumstances, allowing them to master the language in a more natural way. Since CLIL focuses on meaning rather than form and fluidity rather than precision, it can provide a more natural environment for language development while still creating forms of learning material. The use of natural language also helps to motivate students to learn. As a result, naturalness is extremely important in CLIL, as it helps students succeed in both language and subject learning. CLIL courses succeed not only because of engaged students, but also because of enthusiastic teachers who assist their students in building scaffolding. The CLIL approach helps foster lifelong learners who learn about the real world, are inspired to learn about it, and are assured that they will be good communicators and partners in the real world when the app is well designed and prepared.

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## **PACKAGE OF ANTI-STRESS MEASURES AS A MECHANISM FOR REDUCING STRESS AMONG EMPLOYEES OF AN ORGANIZATION**

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### *Analysis*

There are many sources of stress at work that cannot be completely avoided. However, stress can be managed successfully by understanding its causes and choosing the right ways to deal with it. In the matters of improving stress management system in the management of an organization, we are guided by the following circumstances:

a) People who have success at work and a well-established personal life have the skills of self-control in a stressful situation. They do not look for the guilty, do not take the position of the victim, but, first of all, they seek to pull themselves together, take control of their behavior, when the first signs of stress appear in a tense situation. Such people of the “conscious” type try to transfer stress energy into other forms of activity and use safe methods of “dumping” it, not on others and not on themselves [1].

Consequently, in personnel management, in a commercial enterprise (organization), it is necessary to strive to create opportunities to achieve the threshold of employee success, improve working conditions and create an environment conducive to obtaining satisfaction from their work.

b) In modern psychology, the integrative model of stress is the most popular and most developed. The central place in it is occupied by a problem that requires a person to make a decision. According to this concept, “a problem is defined as the impact on a person of conditions or stimuli that require him/her to limit the usual level of activity. The emergence of a problem and the emergence of difficulties with its resolution is accompanied by the stress of the functions of the body”. When the problem is not resolved, the tension persists or builds up, respectively, stress develops. A person's ability to solve problems that arise before him/her depends on the following factors:

- the presence of personal (energy) potential necessary to solve the problem;
- the resources of the person himself (i.e. opportunities, skills and abilities to overcome problems);
- the specifics of the origin of the problem, the degree of surprise of its occurrence;
- the type of response which is characteristic to a person (aggressive or defensive reaction) [2].

c) If the response to stress is difficult to correct, then it is possible and necessary to correct post-stress behavior by influencing a possible source of stress - the stressor.

d) It is necessary to engage in anti-stress programs regularly, systematically and steadily, otherwise, these programs will have a directly proportional result.

Taking into account the first three factors aimed at the individual characteristics of the employee is necessary for choosing a strategy of behavior in order to prevent stress. The development of stress is influenced by the way the individual reflects the external situation, as well as the perceptual and cognitive processes of the subject [3].

Based on this, we believe that one of the most important stress factors are value orientations, which are one of the most significant psychological characteristics that a person possesses. Consequently, it is necessary to pay attention in the management system of a commercial enterprise (organization) to the development of corporate values and promote their implementation in work teams.

Carrying out stress reduction activities and analyzing the effectiveness of the results requires a systematic approach, which should be divided into several stages (Figure 1).

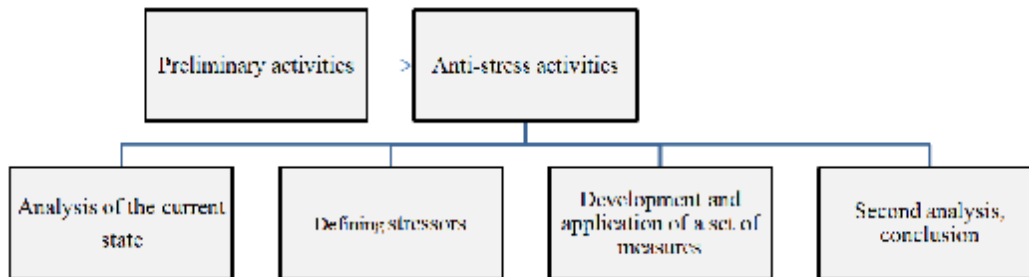


Figure 1. Scheme of anti-stress measures

The first phase is preliminary activities. At this stage, information is collected on the readiness of personnel services for the planned activities, according to various indicators: analysis of documents and local regulations governing the procedures; interviews with managers, the result of focus groups with "experts" and employees (questionnaires, polls); the results of the conducted polls [4].

When analyzing these indicators, the following questions should be answered:

- is the importance of stress management understood by line managers?
- who is responsible for the stress management process in the departments where the audit is carried out?
- what are the roles of HR and line manager in stress management?
- what is included in the complex of measures for stress management?
- what stress management tools have been developed and how often are they updated?
- how is the effectiveness of stress management measures assessed?

The second phase is a direct multistage stress reduction activity:

- identification and analysis of signs of trouble, i.e. determination of the current state;
- determination of the causes of stress (stressors) in certain categories of employees;
- regular stress prevention activities;
- emergency overcoming, resolution of a stressful situation [5].

To diagnose the current level of stress, we propose to conduct questionnaires and surveys among employees aimed at identifying the level of stress. For example, a test to determine the level of stress (according to V.Yu. Shcherbatykh), a test to identify signs of stress tension (according to Schaeffer), the Holmes and Rague scale to determine the degree of resistance to stress, or developed questionnaires for self-diagnosis of the stress state of the body, and others. The results of such studies will help determine the current level of stress, identify critical points, analyze and think about the work on reducing and getting rid of stress factors.

After determining the level of stress and the main stressors, we recommend developing and applying a set of personal (individual) and organizational (at the enterprise level) measures for regular prevention and emergency situational stress management.

a) As a part of individual help, when expressing emotions of an aggressive or anxious series, we recommend using the "Anti-stress suitcase", that is, a set of ways to

overcome stress:

- body exercises (physical education, anti-stress diet, etc.);
- exercises of the psycho-hygienic cycle (change of impressions, psychotechnics, meditation, visualization, etc.);
- breathing practices, which help not only to restore breathing and normalize the body during an outbreak of stress, but also help to fall asleep faster and more calmly if done before bedtime, which is also important to switch from a difficult and eventful day and recover efficiently.

So, methods of stress prevention using autoregulation include: relaxation, anti-stress organization of the day (to be able to switch from emotions and impressions and not bring "stress" home from work), first aid for acute stress and autoanalysis of personal stress (with the help of conscious control of the situation and one's attitude towards it, find an effective way of self-help, and apply it in a critical situation). In addition, we recommend keeping a stress diary, in which one should track the factors that lead to stress in his/her particular individual case, the reactions to them, and the resulting emotions. It is necessary to write down in the diary all situations that cause stress, and attitudes towards them, in particular:

- What caused the stress?
- How did you feel and how did you behave in response to a stressful situation (stress symptoms)?
- What did you do to cope with stress?

b) The use of time management techniques (for example, "Pareto principle", accelerated analysis according to the Eisenhower principle, the principle of reservation of time, direct principle, the principle of six things per day).

c) For collective use at the level of an organization and management, we suggest observing the following principles:

- creating a strong organizational culture (social support, organization of recreation);
- management features (feedback, mentoring, coaching) [6].

In addition, at the organizational level, it is advisable to apply the following stress management measures:

- regular monitoring and formation of an acceptable social and psychological climate;
- optimization of the organizational structure (distribution of duties, powers and responsibilities), carried out taking into account the abilities and capabilities of specific employees;
- exclusion (if possible) of situations of role conflict;
- informing the employee as much as possible about what is encouraged in the company and what is not, about his/her prospects, about upcoming changes in the organization and how they will affect him/her specifically;
- enrichment of the content of the duties of employees;
- compliance with sanitary and hygienic standards;
- providing employees with the opportunity to feel that they can influence the situation (give them the right to participate in making certain decisions, provide more authority in organizing their own workplace, planning their working time, etc.);
- providing employees with regular feedback on the results of their work;
- training top and middle managers in conflict management, partnership skills;
- providing employees with advisory support [7].

Thus, we believe that the above measures are equivalent and should be applied in combination. For example, using self-regulation techniques, while remaining under the influence of external stressogens, it is possible to partially reduce the negative impact of stress on the body, but it will only be possible to completely get rid of it if you find competent management and approach to all three blocks of the anti-stress complex (Figure 2).



Figure 2. Anti-stress package blocks

The above measures, in our opinion, are paramount to ensure that the level of stress experienced by employees does not exceed the acceptable level. However, they are not enough, if you do not make changes in the usual way of everyday life: the beginning of a working day, diet, physical activity, quality of rest and sleep, relationships with others, reaction to stress, and much more. Its change and regulation is the personal responsibility of each individual. If we can positively influence our basic principles of life, making relaxation and concentration become an integral part of our lifestyle, this will help us become more balanced and more relaxed in responding to stressors.

The above techniques and exercises were applied by us in practice on a control group of employees of a commercial enterprise. At the first stage, it was revealed that more than 60% of employees experienced increased, high or critical levels of stress. Our research has identified the following causes of stress:

- a large amount of work;
- tight deadlines for the execution of work assignments;
- aggressive management style / poor communication practice;
- workspace;
- personal life.

The research results are shown in Figure 3.

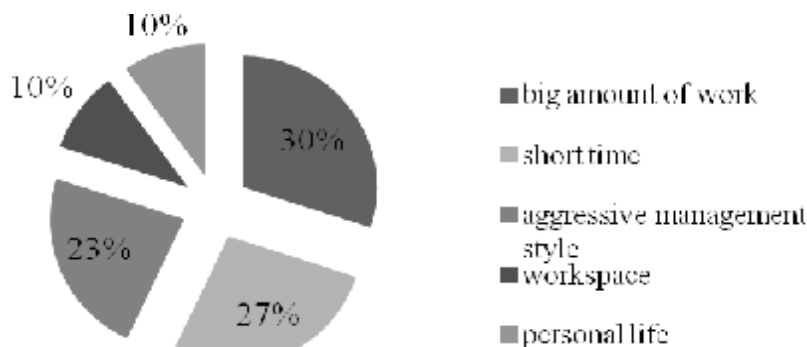


Figure 3. Stress factors



The respondents experiencing stress while performing work (42%) noted a decrease in their job satisfaction. Thus, it is confirmed that work, organizational moments are more the cause of stress than personal or family - household factors.

### *Conclusions*

Further, after we carried out a set of measures aimed at situational and complex relief from stress described above, and after conducting a control survey, we saw how effective the application of the methods we proposed turned out to be, and how it had a positive effect on the performance of work functions. Thus, we observe an improvement in the general condition, well-being and health of employees: a decrease in headaches and ailments in the body, a stabilization of appetite. In addition, we see positive dynamics in improved concentration, the ability to focus on work, fewer mistakes made by employees, better time management and the ability to finish work efficiently and on time. Also, the majority of respondents noted an increase in mood, a more positive outlook on their work activities, more vitality and strength. Besides, they noted that the feeling of fatigue occurs less often and less.

The participants reported that the self-regulation and stress management techniques they had mastered were easy to use and quickly incorporated into their daily routine. The majority of respondents note that their sleep became deeper, it became easier for them to understand and control their emotions, and their reaction to stressors became calmer. The proposed stress management measures were found to be highly effective and enjoyable to use, according to participants. All participants noted an improvement in the quality of life, a more competent distribution of time during the day and the freeing up of time for favorite activities, meeting friends and leisure with family.

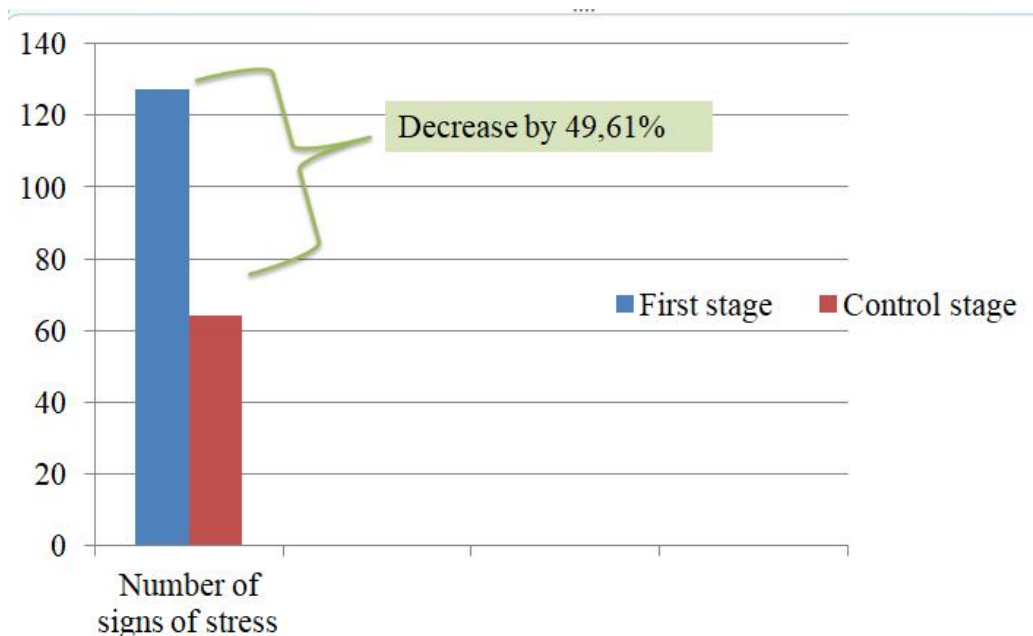


Figure 4. Comparative analysis of the number of signs of stress

Thus, as a result of our work, it was revealed that the number of signs of stress among the experiment participants decreased by almost 50% (Figure 4), the level of stress among employees who underwent our anti-stress program significantly decreased, indicators of a significant, high and dangerous level were reduced to medium and opti-

mal. We believe that by continuing to carry out these events in a complex, it is possible to achieve even better results, minimize the impact of stress factors on employees and increase the efficiency of their activities.

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**THE ISSUE OF INCLUSIVE EDUCATION IN THE REPUBLIC OF KAZAKHSTAN**

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Every year the number of children with disabilities and special needs is growing. The society, education system and the parents of such children face the problem of getting them high quality education.

The opportunity to receive education is the every person's right established in the law of all countries of the world. The education of a child is the main and mandatory prerequisite for their socialization, their full participation in the life of the community.

The general education system needs to be more flexible and capable of ensuring equal rights and educational opportunities for all children, without discrimination and neglect. So what is inclusive education and teaching?

Inclusive education is an organization of the teaching process in which all children, regardless of their physical, mental, intellectual, cultural, ethnic, linguistic and other characteristics, are included in the general education system and study at the place of residence together with their peers without disabilities in general education schools, where their special educational needs are taken into account and where they are provided with the special support they need.

Inclusive education is teaching different children in the same class, and not in a specially allocated group (class) at a general education school.

Ensuring the possibility of admitting all children, without exception, to general education schools at the place of residence does not imply closing special (correctional) schools. It is about creating conditions for real, and not declarative, provision of the parents' right to choose from general education, special, home-based education or another educational institution in accordance with the individual needs of the child.

N.N. Malofeyev defines inclusive education as a process of joint education and training of persons with disabilities and normally developing peers, during which they

can achieve the fullest progress in social development. A special feature of the social function of inclusive education is the expansion of the life and educational space of children with various disabilities, as well as a change in discriminatory stereotypes in society, plus formation of a positive opinion about people with disabilities.

The society and the modern state need teachers of a new formation who can deal with students with physical and mental disabilities. These are completely different teaching technologies, and lesson plans, and a completely different psychology.

L.S. Vygotskiy pointed to the need for such a concept of teaching, in which a disabled child would not be excluded from the society of children with regular development. He showed that, with absolutely all of its advantages, any correctional educational institution has one main disadvantage - it locks its student in a limited circle of a specific school group, forms a closed society in which everything is adapted to the shortcomings of children, everything ensures their confidence in their own shortcomings, and does not introduce them into real life. Thus, L.S. Vygotskiy was one of the first to state the idea of the need for inclusive education.

Inclusive education shapes a methodology that focuses on child development and recognizes that all children are individuals with different learning needs. Inclusive education seeks to develop an aspect to teaching and learning that is most flexible in order to meet different learning needs.

The concept of "inclusive education" in our country is mainly seen as teaching children with disabilities in regular schools. But gifted children also belong to a heterogeneous group with special educational needs. Recently, active work has been carried out on the development and implementation of authorship programs for working with gifted youth at all levels of the educational system. The main emphasis in such programs is placed on finding and identifying talented students, organizing the participation of young students in contests, competitions, olympiads at various levels, but practically no measures have been developed to socialize children in a team, create a positive psychological environment. Scientists and educators note that gifted children often have problems in relationships with peers. Another challenge for the inclusive education of gifted students is the setting of rigid frameworks in general education schools. Performing tasks of the same type, gifted children often lose interest in learning, violate classroom discipline. Educators noticed that students who performed well in primary school did not become excellent students in high school. Therefore, in a modern school, it is important not to lose a gifted child, while remaining to maintain their interest in learning and achievements, to involve them in project activities, and so on.

The state needs competent educators and managers in the field of education, capable of solving complex problems of interaction with heterogeneous groups in an inclusive educational environment.

In this context, teachers are generally advised not to single out a gifted child for individual success, but to encourage joint activities with other children, not to pay much attention to learning with elements of competition, since a gifted child will become a winner more often than others, which may cause hostility to them from other students. The presence of gifted children in the class should not limit the educational process, provided that a friendly psychological atmosphere is created in the team, such students can become class leaders and teacher assistants in organizing extra-curricular events.

So, we have come to understanding that the formation of a new pedagogical vision of the essence and organization of inclusive education is significant for the development of the education sector. Unlike traditional views that limit inclusive education

only to the integration of children with disabilities into the cultural and educational environment of the school, it is also necessary to focus on ensuring optimal learning conditions for gifted children. For educational institutions, the organizational and managerial aspect of designing an inclusive educational environment is very relevant.

The experience of the most economically developed countries demonstrates that the introduction of inclusive education in schools, lyceums, gymnasiums, colleges, universities and other organizations requires a huge amount of work. In addition to the educational aspect, this issue also touches on public issues. Support should be provided for people with disabilities to be able to become part of the world. But the idea of "disabilities" itself is questionable. Intentionally or not, applying this term, we endow the student with the status of a "defective" person, and, over time, they will refer to themselves in this way.

In the Republic of Kazakhstan, this issue is related to the fact that the number of children with additional educational needs in the state is increasing. The concept of education is obliged, as possible, to ensure the possibility of education for absolutely all children in any educational institution.

The principles of inclusive teaching suggest that educational institutions and educators have a responsibility to adapt to the needs of all and every student, including accessibility of education for learners with additional learning needs.

Faced with such problems and demands of society, the Republic of Kazakhstan continues to explore the tasks of inclusive education. We are talking about such problems, such as the opening of inclusion rooms, the introduction of a tutor in the staffing table, but they have not yet been approved by law. This is now being done by local officials and various public institutions.

According to the amendments made to the Law "On Education" in 2010, children with special educational needs are obliged to receive secondary education. However, in the process, due to the lack of funding and specialists in this area, this does not happen in full. According to official data, 3% of underage children in the state, which is approximately 150,000 people, have a need for inclusive education. Conditions for receiving inclusive education have been created for only 40,000 people.

Kazakhstan is concerned that members of society with disabilities acquire an appropriate education, which in the future will undoubtedly help them to adapt to the society and realize their own capabilities. In the main, this applies to children with disabilities. In 2008, the Republic of Kazakhstan became a party to the international Convention for the Protection of the Rights of Persons with Disabilities. Inclusive education is an integral part of this document.

In 2016, Kazakhstan ratified the Convention against Discrimination in Education. Since 2020, Kazakhstan schools have become inclusive.

Until recently, children who had serious health difficulties found themselves in a group of impaired. These are boys and girls with infantile cerebral paralysis, deaf-mute or blind, with mild forms of mental retardation, including those with autism. As a rule, such children were sent by their parents to special schools of the correctional format - to boarding schools. This was the case in Kazakhstan as well.

Inclusive education in Kazakhstan is a new phenomenon. There are 7 centers in Kazakhstan that provide methodological and psychological and pedagogical support to educational institutions, teaching staff and guardians that participate in this process. Correctional assistance to such children is provided in 13 rehabilitation centers, 149 rooms of the correction course, 58 psychological and medical consultations.

As of 2019, 495 kindergartens in Kazakhstan began to operate as inclusive. More than 6 thousand children acquired proper education and upbringing in such places. More than 3 thousand Kazakhstani secondary educational institutions have created conditions for the introduction of inclusive education. In total, 40 thousand teenagers with special needs took part in this project.

One of the country's first Centers for Social Inclusive Programs has been operating in Almaty since 2016. It teaches children with special needs. Among them there are students with delays in physical and mental development, including diagnoses of autism and infantile cerebral paralysis.

What difficulties do Kazakhstani society face introducing inclusive education?

1. The public is absolutely not ready to implement this kind of teaching strategy. Many parents of students without distinctive developmental features are afraid that due to such training, their children will not be successful in the program. Parents of disabled children are afraid of emotional discomfort, social ostracism (bullying, mockery) that their children may experience. In addition, such teenagers require a special approach, often - correction, which the general education system does not provide in full. Thus, parents of both categories of teenagers require additional services of community psychology specialists who will provide support and form an appropriate attitude towards the joint study of children. In this case, there is a need to motivate parents to implement a similar humanistic strategy for the formation of society.

2. Training of the teaching staff. There are few expert speech pathologists in Kazakhstan who could teach children with special needs, carry out correction work with them. If in 2011 the training of speech pathologists was only carried out at the Abai Kazakh National Pedagogical University and at a separate department at the Aktobe State University named after K. Zhubanov, then in 2017 17 universities of the state trained specialists in this profile. Since 2014, 2.7 thousand teachers have been retrained according to this course.

3. Modification of teaching types and methods, re-equipment of the technical base. Unfortunately, the technology of teaching children with special needs in Kazakhstan does not always correspond to the modern stage of development of society. Therefore, research is being actively carried out on the concept of teaching such pupils using computers and other modern technical means (audio, video materials). In addition, strict state educational standards do not take into account the compliance of the assessment of the success of children with disabilities. Those standards need to be changed into more flexible system which would take into account the personal characteristics of the children.

It should be noted that schools built in the Soviet period, as well as those that are being built today, often do not have the infrastructure to ensure the availability of education for children with special needs. Most schools do not have elevators for children with musculoskeletal disabilities, there are practically no facilities for blind children, there is no Braille, sign language interpretation for deaf children.

As for the children on the autistic spectrum or with autism, educators are not always aware of the problem. So, if a child that seems completely healthy suddenly begins to cry, or to show anger, teachers do not have information on how to behave. They just don't have any special knowledge.

In modern education, teachers master their qualifications during the period of 3-month courses. However, the courses do not provide special in-depth knowledge, they just talk about the fact that there are inclusive children who need to be treated and

taught in a special way.

Teacher education has not been keeping up with changes in education. Another important issue is the adaptation of children with disabilities. Children with disabilities are mostly not ready for adulthood. A general education institution is their only opportunity to study in the system of inclusion, to communicate with other children and enter society. Inclusion is that children with disabilities study together with ordinary children according to the state program, acquiring the same knowledge as other children. The only thing is that the schools must create auxiliary conditions that take into account the health status of these students.

The most essential task of inclusive education now is training teachers with modern pedagogical technologies, since most students with disabilities need modern teaching technologies. A lot of questions come up because of it. Those are related to personnel training, skill transfer and knowledge transfer, and this is far from being easy. It is necessary to understand how a simple teacher of a general education school who did not receive knowledge of special psychology and correctional pedagogy, who had never in their life imagined a child with a disability at their desk and who does not understand how to organize the perception of a blind or deaf child - how to teach this child in the classroom where there are 25 other students? When they begin to realize these contradictions, they begin to resort to the idea that the emergence of inclusion in the general education system is not a short-term problem and material problems are not the main ones. It is necessary that the leaders of educational organizations realize the seriousness of approaches to inclusion issues and have a bold attitude and willingness to make the institution more inclusive.

Students with disabilities included into the socialized education process in an educational institution must be full-fledged, competent members of the community. The lack of readiness of teachers and parents to constructively interact with children, to accept them as they are is one of the reasons for the stagnation of development in this direction.

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## REALIZATION OF PRINCIPLES OF INCLUSIVE EDUCATION IN THE REPUBLIC OF KAZAKHSTAN

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Article 4 of the No. 345-II Law of the Republic of Kazakhstan as of August 8, 2002 “On the Rights of the Child in the Republic of Kazakhstan” states: “All children have equal rights regardless of their origin, race and nationality, social and property status, gender, language, education, attitude to religion, place of residence, state of health and other circumstances relating to the child and his/her parents or other legal representatives” [1]. No matter if a child is different from other children in his/her social, physical or mental condition, any discrimination of the child is prohibited. This law provision is also relevant for the system of education as well.

One of the main current objectives of reforming the system of education in the Republic of Kazakhstan is not only to improve the quality of education at all levels of the educational system, but also to create conditions for safe and comfortable learning environment at schools.

In accordance with the State Program for the Development of Education a new model of education - inclusive education - has been gradually introduced in the Republic of Kazakhstan since 2011. Clause 1.1 of the Republic of Kazakhstan Strategic Development Plan up to 2025, “Ensuring the accessibility and inclusiveness of education”, suggests the following as the target goals for the modernization of the system of education in the country:

- providing psychological and pedagogical support for inclusive education, creation of special classrooms, curricula for secondary, technical and vocational, post-secondary education in demanded work qualifications, as well as advanced training for the teaching staff;

- ensuring access to all levels of education for learners with special educational needs within the framework of per capita funding through increased funding standards and the number of state order for their education [2].

But nowadays an insufficiently developed system of timely response to violations of children’s rights, including those being in difficult life situations, the absence of real conditions for inclusive education and basic amenities in a significant part of educational organizations create threats to the safe and comfortable life of children.

According to a 2017 UNICEF study, only 20% of kindergartens, 60% of schools, 30% of colleges in Kazakhstan have created conditions for inclusive education. Only 28.2% of preschool children and 46.5% of schoolchildren with special educational needs are covered with high-quality inclusive education. The shortage of specialists for the psychological and pedagogical support of children with special educational needs equals to 64% [3].

Thus, it is extremely important to meet the need for a comprehensive and high-quality implementation of the principles and methods of inclusive education in the educational process of the Republic of Kazakhstan.

*Inclusive education* is a continuous process of development of general education, aimed at providing quality education for all, taking into account the diversity, different needs and abilities, characteristics and expectations in the learning of students and communities, the elimination of all forms of discrimination of the nation” [2].

I. Yelisseyeva and A. Yersarina state that “a new cultural norm has emerged in

modern international community, i.e. respect for the differences between people and the right of a person to individuality and recognition and consideration by society of his/her certain features, in education as well". Therefore, in their opinion, the inclusiveness of education "begins with the recognition of the diversity of features, opportunities and different needs of students in the educational process." Such understanding of the problem served as a basis for the socio-pedagogical model of needs assessment and organization of assistance in teaching children with special educational needs in most countries of the world [4].

There are a number of classifications of special educational needs (SEN) which are based on different criteria. The overview of scientific schools and governmental and non-governmental organizations specialized in the problems of inclusive education and devoted to teaching schoolchildren with special educational needs helps to agree with the experts of Cambridge Assessment International Education saying that 'Different countries have different definitions of, and terms for, special educational needs' [5]. As for the Cambridge Assessment International Education, they refer the term 'special educational needs' to 'learners who experience learning difficulties that make it harder for them to learn than most children and young people of the same age' [5].

According to Cambridge Assessment International Education, all difficulties that learners with special educational needs face with could be divided into the following groups:

- Behavioral and Social Skill Difficulties;
- Communication or Language Disabilities;
- Concentration Difficulties;
- Executive Functions;
- Impairments;
- Literacy and Language Difficulties;
- Numeracy Difficulties;
- Mental Health Issues;
- Physical or Neurological Impairments;
- Visual Impairments.

The group of *Behavioral and Social Skill Difficulties* includes difficulties with self-regulation, getting along with others, etc.

*Communication or Language Disabilities* may be either receptive or expressive, e.g. autism spectrum.

*Concentration Difficulties* fall into either *attention deficit hyperactivity disorder* (ADHD) or *attention deficit disorder* (ADD).

The group of *Executive Functions* includes difficulties in understanding, planning and organizing.

*Hearing Impairments* includes both hearing loss and deafness, either congenital or acquired due to illness/injury.

The group of *Literacy and Language Difficulties* affect the learning process in one or more areas such as reading, spelling and writing (for example, dyslexia and dysgraphia).

The group of *Numeracy Difficulties* refers to learners who might struggle with tasks related to numeracy and mathematics competency (for example, dyscalculia).

The group of *Mental Health Issues* includes depression, anxiety, etc. and can range from mild to severe. It is important to note that learners can have more than one mental health problem.



*Physical or Neurological Impairments* can be congenital or acquired (for example, muscular dystrophy or traumatic brain injury) and can range in severity. Neurological impairment may not be visible.

*Visual Impairments* used to describe the consequence of an eye condition or disorder. The degree of impairment ranges from mild to severe [5].

There is another important document giving recommendations to supporting and working with students who have special educational needs or disabilities. The SEND Code of Practice as of 2015, “Special Educational Needs and Disability Code of Practice: 0 to 25 Years”, is a Statutory guidance for the organizations of the United Kingdom of Great Britain and Northern Ireland which work with and support children and young people who have special educational needs or disabilities. The Code contains clear criteria for defining a child or young person as having special educational needs.

According to the SEND Code of Practice (2015) the following may be considered as a learning difficulty or disability of a learner:

- a significantly greater difficulty in learning than the majority of other learners of the same age, or
- a disability which prevents or hinders a learner from making use of facilities of a kind generally provided for other learners of the same age in mainstream schools or mainstream post-16 institutions [6].

The SEND Code of Practice (2015) also defines the following four broad areas of special educational need:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional, and Mental Health Difficulties;
- Sensory and/or Physical Needs.

The first area of need - Communication and Interaction – includes Speech, Language and Communication Needs (SLCN). It is an umbrella term for a wide range of issues and is the most prevalent need among pupils with SEN.

SLCN may include:

- problems producing sounds correctly;
- problems understanding language;
- problems using language;
- problems using and understanding non-verbal communication.

Conditions or diagnoses that may include SLCN include:

- Developmental Language Disorder (DLD).
- Autism Spectrum Disorder (ASD).
- Auditory Processing Disorder (APD).
- Pervasive Developmental Disorder (PDD), sometimes referred to as Pervasive Developmental Disorder – Not Otherwise Specified (PDD-NOS).

According to the Code, learners with difficulties in the area of Cognition and Learning might have:

- Specific Learning Difficulty (SpLD);
- Moderate Learning Difficulty (MLD);
- Severe Learning Difficulty (SLD);
- Autism Spectrum Disorder (ASD) – although not all autistic learners will have a cognition and learning need.

Specific Learning Difficulty (SpLD) in its turn fall into:

- Dyslexia - specific difficulties in literacy.

- Dyscalculia - specific difficulties in numeracy.
- Dyspraxia - specific difficulties in motor skills.
- Dysgraphia - specific difficulties in the acquisition, and recollection, of the ability to write letters and numbers.

The category of Social, Emotional, and Mental Health Difficulties can include learners with a diagnosis of any of the following:

- Emotional Behavioural Difficulties (EBD).
- Attention Deficit Disorder (ADD).
- Attention Deficit Hyperactive Disorder (ADHD).
- Obsessive Compulsive Disorder (OCD).
- Oppositional Defiant Disorder (ODD).
- Attachment disorder.
- Anxiety disorders.
- Autism Spectrum Disorder (ASD), including those with a Pathological Demand Avoidance (PDA) profile.

The area of difficulties of Sensory and/or Physical Needs type can include learners with:

- Hearing Impairment (HI).
- Visual Impairment (VI).
- Multi-Sensory Impairment (MSI) – a combination of both hearing and visual impairments.
- Irlen Syndrome.
- Physical Disability (PD).
- Motor skills difficulties.
- Autistic Spectrum Disorder (ASD).
- Sensory Processing Disorder (SPD).
- Tourette's Syndrome.

Besides, the SEND Code of Practice (2015) also says that 'A child may be diagnosed with developmental delay in any of these areas. General Developmental Delay would usually involve difficulties in all the areas' [7].

So, we can see that all educational needs are different, so is their impact on the process of learning, the progress and the eventual results of learners. While learning the latter can face with both academic and social barriers due to their special educational need, thus being unable to reach their personal potential. In this case those barriers could manifest in anxiety, disengagement, and frustration, sometimes resulting in challenging behaviours within school, without proper support or accommodations in place.

The results of the mentioned above difficulties could include:

- withdrawn behaviours, including expressing anxiety, school phobia, truancy, and social isolation;
- disruptive behaviours, such as calling out in class, angry outbursts, swearing, screaming, or refusing to follow instructions;
- violent and/or unsafe behaviours such as physically harming themselves or others, running away, and damaging property [7].

The values of inclusive education declare that all participants in the educational processes will:

- consider the diversity of opportunities as resources, not barriers or problems, for fostering a tolerant culture of behavior in society, for improving teaching skills and ensuring the high quality of teaching and learning processes. The efforts towards over-

coming the difficulties of one learner, as a rule, benefit other children;

- build the educational process with a focus on all learners in the class, not only on those who have high educational achievements;

- provide support for learners with special educational needs from all participants in the educational process and, above all, the class teacher, and not just specialists (speech therapist, special education teacher, psychologist, individual assistant);

- use a team approach to solving issues of helping learners in the educational process;

- refuse to hang “labels” when organizing and providing learners’ support. Learners are seen as full members of the learning community, not just “inclusive”, “special”, “crisis” or “subject to inclusion” children. Labeling is considered as discrimination [4].

According to the legislation of the Republic of Kazakhstan all schools are obliged to provide learners with special educational needs with all the necessary conditions and services for successful learning depending on their individual needs.

The conditions for ensuring high-quality education for everyone are considered as following:

- teachers and instructors who accept the diversity of opportunities for learners;

- adaptation of educational content, taking into account special learners’ needs;

- use of different forms of organization of the educational process, variable methods and teaching techniques, focused on different opportunities of the learners;

- use of different methods for assessing learners’ achievements;

- specialists and experts support;

- support with educational and methodological materials, technical means and conditions for conducting individual classes;

- managing the process of meeting special educational needs at all levels (central, regional, school) [4].

The standardized rules for the Kazakhstani secondary education organizations suggest different options for including learners with special educational needs in the educational process:

- regular class;

- special class (by types of developmental disorders).

Learners are taught in a regular class according to either compulsory or individual curriculum. They also have individual and/or group classes with special teachers (teacher of mentally handicapped children, deaf teacher, visual impairment specialist, speech therapist).

Education in a special class (for children with disabilities of psychophysical development) is carried out according to special curricula and programs of the appropriate type, which are duly approved by the Minister of Education and Science of the Republic of Kazakhstan [4].

Assessment of learning outcomes within the framework of the updated content is carried out using a criteria-based approach. It is assumed to change the assessment criteria with a focus on the content of a shortened or individual program, i.e., taking into account learners’ capabilities. When evaluating learners with special educational needs, the teacher is obliged to use differentiated and/or individual tasks. The issue of the need for final certification of learners with special educational needs and learners with individual curricula is considered by the pedagogical council in accordance with the individual characteristics of learners [4].

Methods of assessment should also be modified according to the specific educa-

tional needs of the learner. Formative (current) assessment provides feedback and involves a quick response of the teacher to individual difficulties in mastering educational material. It may be necessary to change the content of educational material and use variable teaching methods [4].

Upon completion of the whole course of secondary education, schoolchildren with special educational needs receive a State Certificate.

Thus, we can see that the Republic of Kazakhstan understands the importance of inclusive education and does a lot to meet the special educational needs of its young citizens.

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### STRESS AS AN INTEGRAL PART OF SIMULTANEOUS INTERPRETER PROFESSIONAL ACTIVITY AND TRAINING

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Our life today is very different from that in all previous millennia. We are not only witnessing the rapid technological progress, but we deal with overwhelming amounts of freely available information almost every day. And we have to process and analyze this information. T.V. Chernigovskaya notes that today information, especially on the Internet, is so voluminous and unstructured that it becomes almost impossible to find what we need [1]. The paradox is that having these overwhelming amounts of in-

formation, we do not know what to do with it and how to search and navigate through it. Information processing challenges lead to endless stress in everyday life, and in particular in professional activities.

For the first time the concept of “stress” was introduced by the Canadian physiologist Hans Selye in 1936. Today this term is a part of our everyday life. Doctors interpret stress as the state of mental condition that develops in a person during activities in difficult conditions (both in everyday life and in specific circumstances, for example, during space flight or simultaneous interpretation).

The stress level in our everyday life is rather high, various types of stress response training sessions and handbooks are available for general public. This is because stress has become significantly detrimental to both personal and professional life. However, some scientists start mentioning positive role of stress in human life. One of such scholars is Kelly McGonigal, Ph.D., psychologist and professor at Stanford University. She has been researching stress positive aspects. Her book “Good Stress as a Way to Become Stronger and Better” [2] tells that by changing our attitude to stress for the better, we can significantly improve our health, happiness and life success. It is our personal attitude to stress that determines particular actions to be taken in a stressful situation. The book identifies two concepts of behavior related to stress attitude. Those who perceive stress as a negative and harmful factor usually spend their energy on distracting themselves from a stressful situation, instead of trying to overcome it. Therefore, focusing on stress and self-convincing of its harm makes us concentrate on overcoming a stressful situation, and distracts us from our activity. In other words, our main goal becomes to overcome stress, applying most of our energy and effort. Then almost nothing is left for fulfilling our personal and professional tasks. Those who believe that stress carries a certain benefit, on the contrary, perceive a stressful situation as an interesting task or a challenge. Such people try to get as much out of stress as possible, and see it as an opportunity for learning and further development.

Interpreters face many stressful situations in their professional activity. An interpreter is a person who must have fairly extensive knowledge in many areas of life, have perfect language proficiency (both native and target languages); and due to the overwhelming amounts of information, this becomes an extremely challenging task. An interpreter has only a fraction of a second to make the right decision. For example, out of the broad spectrum of synonyms he/she should choose the best term suiting a particular situation. Of course, it is critical not to succumb to panic and stress and not let it degrade the quality of the interpretation.

Any interpreter, especially a beginning one, faces situations of consciousness and thinking blocking during interpretation, when it becomes impossible to recall the simplest word from his/her memory. This phenomenon is due to the increased stress levels. T.V. Chernigovskaya, when commenting on the simultaneous interpreter brain activity study results [3], noted that while doing simultaneous interpretation, an interpreter engages almost all brain areas. While observers may assume that his/her activity is mainly associated only with speech and speech related brain areas. In fact, the right brain responsible for emotions, for non-verbal information, perception and understanding of metaphors, imagination, and parallel processing of information, works most actively during simultaneous interpretation. Therefore, we can conclude that the interpretation process background is the speech-thinking activity fades into the background, while emotions are the main activity. On the face of it, stress appears to be so detrimental, that it complicates the work of an interpreter and deteriorates its quality.

However, stress happens to cause a reverse effect. Kelly McGonigal [2] describes in her book an experiment conducted by Jeremy Jameson, Professor of Psychology at Northeastern University in Boston. He proceeded from the facts that fear and nervousness of people before an important event (exam or job interview) is based on a negative attitude towards stress. Moreover, often such an attitude has no good reason and is based on the information that stress is very harmful and must be dealt with. Jameson, in turn, adhered to the theory that stress is extremely favorable. He claims that it is better to experience stress than to be relaxed prior to an important event. He tested his theory on students, who were going to take an exam to be admitted to Master's Degree studies. Jameson collected saliva samples of all the students to measure each student's stress response. Then he divided students of the same academic performance into two groups. The first group was instructed that contrary to the public opinion about stress, the recent studies proved that stress helped to achieve better results. He asked the first group students to perceive the anxiety before exams as granted, and to keep in mind that stress would help them achieve better results. After the exam, Jameson re-collected saliva samples of all the student. It turned out that the stress level of the first group of students increased, and this group showed better results. The stress level of the second group of students did not change, and their results turned out to be lower. Thus, Jameson revealed a direct relationship between stress and students' performance at the examinations, and also proved that personal attitude to stress is of great importance. Moreover, it should be noted that Jameson conducted several more experiments with these same students, but without any instructions given beforehand. It turned out that the favorable effect of the instruction he had given before the first exam, was a long-term effect; and the first group continued to perform better. In our turn, we can assume that stress can produce the similar effect on the results of simultaneous translation as it did on the results of the job interview or the examination.

Also, according to the American organization - The Jed Foundation, which protects the mental and emotional health of Americans, moderate amounts of stress are necessary for a human [4.5]. In addition to favorable effects on health (immune system strengthening, cardiovascular disease prevention), stress also mobilizes strength, improves reaction, concentration, contributes to the effective completion of tasks and, which is most important, significantly contributes to memory development. Memory is the critical work tool for an interpreter. Stress becomes harmful when it exceeds the critical threshold level, when we lose control over it. That being the case, excitement and anxiety deprives us of the ability to concentrate on a task and complete it properly. S.G. Yunussova, A.N. Rosenthal and T.V. Baltina, authors of the article "Stress. Biological and Psychological Aspects", named this process as hyper-mobilization [6]. It is detrimental to self-regulation mechanisms, and significantly reduces the quality of the work. Therefore, it is important to be able to take control of a stressful situation. But how it can be accomplished?

R.K. Minyar-Beloruhev believes that an interpreter needs to create semantic systems of words in all his/her working languages [7] in order, if necessary, to easily recall these words from long-term memory and use them properly depending on the situation. In her turn, T.V. Chernigovskaya notes that one cannot neglect such exercises as memory development through mnemonics techniques, doing several things at the same time (multi-tasking), cognitive flexibility developing, switching from one task to another both quickly and effectively, and, most especially, searching for unconventional and tailored problem solutions [3]. The latter training type develops lateral thinking. We are

accustomed to look for logical solutions, however, when interpreting we face various challenges of pragmatic or cultural adaptations, which often defy logic and explanation. The process of interpretation requires prompt and quick reaction and sometimes results in illogical solutions. Moreover, T.V. Chernigovskaya mentions an experiment [3], when the brain activity of a native English speaker was studied during simultaneous interpretation into English (native language), and into Spanish. This experiment showed that the activity of both brains when interpreting into non-native language (Spanish) is quite high, while when interpreting into the native language (English) the activity of both brains is much lower. Therefore, the better we know the language, the less stress we experience when interpreting. And this conclusion supports the theory of R.K. Minyar-Beloruhev [7] that the effective interpretation requires semantic systems or paradigms striving to the native language knowledge level. Proficiency in language, good active vocabulary and automation of language skills are favorable factors ensuring high quality interpretation, because an interpreter can concentrate on selecting the proper word or phrase instead of overcoming stress or making efforts to control oneself. Should that be the case, moderate stress becomes a factor not interfering into the interpretation process, but helping a translator to mobilize all his/her knowledge and skills for the most efficient problem solving/interpretation.

The number of current studies considering stress as a negative factor, and targeting its full control, exceeds the number of studies considering stress as a favorable factor for a person's professional activity. But knowing that stress is not always detrimental to the performance of an interpreter, we face a challenge that needs to be addressed – it's the challenge of determining the boundary beyond which stress becomes uncontrollable and disadvantageous, as well as designing exercises, especially for beginning interpreters to develop stress resistance, thereby improving the quality of their work.

Most people face various stressful situations almost every day and intuitively try to control it using available methods. Some people practice yoga and meditation, some people consume alcohol, some people prefer medication. Stress management specialists propose a variety of rather effective non-medical stress control mechanisms that can be very helpful for interpreters.

- Sports. The sports secret is an easy one: physical activity generates “happiness hormones” - endorphins. By relieving stress in a gym, one throws out negative emotions, gets a beautiful body and good mood. Unlike alcohol, sports builds both long-term and short-term ability to resist stress:.

- Travelling. A scenery change is one of the pleasant ways to relax and escape from everyday stress and routine. Even a short trip to the country brings new positive emotions.

- Pets. Animals know how to support their owners during days of stress, soothe and cheer them up. It is no coincidence that they are popular with single and elderly people. Scientists have also shown that therapy with cats, dogs and other animals can help even combatants recover from PTSD (posttraumatic stress disorder).

- Relaxation and meditation. Yoga and meditation are in demand more than ever. It is not difficult to master the relaxation techniques, and the results will appear soon enough. Mindfulness is another plus of meditation as constant meditations practices help to abstract in a stressful situation and not get nervous [8].

Simultaneous interpretation, most commonly seen in Kazakhstan, at conferences, in the courts, and in emergency medical situations, is the mode of interpretation that we find quite challenging to master. The slight delay is to allow for information gathering

so there is context to interpret into. Unlike consecutive interpretation where note taking is necessary, there is no time for that during a simultaneous interpretation session. Instead of using notes and short-term memory, interpreters would use their immediate short-term memory in this instance. In addition to the inability to take notes, another challenge in simultaneous interpretation is the necessary ability to multi-task (mentioned above). All these skills are to be mastered in higher educational establishments. The simultaneous interpretation training course developed for Kazakhstan American Free University in 2022 is aimed to develop a training course for teaching efficient simultaneous interpretation. It is intended for those who already have a good command of English, who know the basics of translator's profession, but lack specific acquirements of the trade. Among other subjects, the course will cover: linguistic aspects of simultaneous interpreting, psychophysiology of simultaneous interpreting, phonetics in simultaneous interpreting, simultaneous interpreting technique and devices, simultaneous interpreting "success story", simultaneous interpreting difficulties and barriers, typical mistakes of simultaneous interpreters, specifics of English-Russian language pair, specific features of simultaneous interpreting at technical, scientific, and political conferences and seminars, round table talks, presentations, press-conferences, etc.

Specific skills and abilities for simultaneous interpretation include the ability to hear, analyze and reproduce speaker's words in the source language in real time, a high degree of cultural awareness so that the interpreted words can be presented correctly, the ability to evenly and smoothly "lag behind" the speaker so as not to interfere with the speaker's speech and ensure maximum effective perception of information by listeners; the ability to distribute attention rationally and effectively. It is recommended to organize training in simultaneous interpretation skills at the basic level with maximum consideration of the psychological difficulties of professional simultaneous interpretation, the leveling of which is realistic as a result of performing a set of exercises and observing certain principles of their organization: the principle of gradual increase in complexity, the principle of gradual implementation of exercises, the principle of "mobility" in the organization and selection of exercises and the principle of repeatability of translation units in exercises.

The aim of simultaneous translation training is to train an interpreter having basic translation competence. Translation competence consists of linguistic, speech, discursive, social, cultural and technical competencies. Its formation requires certain personal qualities, linguistic and speech abilities, knowledge, skills and abilities that will make it possible to overcome the difficult environment typical for this interpretation activity.

The interpreter's active language is under great pressure in the simultaneous mode of interpretation, since he/she speaks simultaneously with a speaker, analyzes and reproduces his/her speech. So it requires advanced knowledge of native and foreign languages. The possibility of passive (audible) language "interference" in an active (spoken) language is also higher with simultaneous interpretation, so interpreters have to pay even more attention while interpreting. This can mean moving away from the original syntax, breaking long sentences into short ones, and avoiding "false friends".

Many years of simultaneous interpretation practices helped me to develop several tips and tricks, which may be helpful for beginning interpreters, because the rate and immediacy of simultaneous interpreting create definite challenges.

- Because the message is still in progress as an interpreter is relaying the interpretation, it helps to be able to anticipate what is upcoming. Familiarity with the topic at hand is a must; familiarity with a speaker's speech pattern is also beneficial, but that



comes with time. To practice, it is necessary to pay attention to how people around speak. One will find that often times, it is possible to logically predict the next idea from the key words that are already given.

- A decalage is the length of time between the start of the speech and the beginning of interpretation. A longer decalage allows for higher accuracy because an interpreter gets more context before interpreting. While training, it is essential to challenge student to increase their decalage.

- Practice, practice, more practice [9]. A good way to start practicing is to shadow 20-minute-long, structured speeches, such as TEDTalks. It is necessary to avoid news-casts or radio shows as they tend to lack continuity between segments. Shadowing means to repeat whatever was said in the same language it was said, i.e., English>English. This trains the brain to listen and speak while continuing to listen at the same time. As one practice, he/she can slowly lengthen a decalage to help with his/ her memory skills.

- One of the downsides to simultaneous interpreting is that sometimes, due to the speed in which the message needs to be conveyed, an interpreter isn't able to catch everything, leading to some omission of the message or nuances. It is important for an interpreter to self-monitor all the time to make sure he/she is following the speech topic properly.

- Not always interpreters have a luxury of high-quality equipment and booth for their work. Sometimes interpreters need to speak very loudly in front of a group of several hundred angry workers (strike mitigation). So vocal cords are to be trained together with bodies. There are many helpful exercises in internet and I do recommend to practice it regularly. One may skip this tip, but several hours of very loud speaking in a stressful environment may be extremely detrimental to vocal cords and result in several days of inability to speak.

- When feeling too nervous or stressed (one determines the boundary himself/herself) before interpreting, an interpreter should have a good night sleep, eat a balanced breakfast, and consume no drugs/alcohol 24 hours before the interpretation day (because drugs/alcohol can do tricky things with brain, concentration, and physical well-being). Short-term stress reduction several minutes before interpretation is effected through a dozens of active squats, push-ups or jacks. Then it is very good to breathe deeply following this pattern: 1-2-3-4 inhales 1-2-3-4-5-6 exhales, then increase it to 1-2-3-4 inhales 1-2-3-4-5-6-7-8 exhales and repeat up to eight times.

- Articulatory exercises several minutes before interpretation will make an interpreter's speech clear, beautiful, meaningful and not stressed. I recommend exercises developed by M. Korelskaya [10]. It will improve mobility of a lower jaw, lips and tongue. Because stress immobilizes interpreter's vocal cords.

- And the last but not the least important tip for doing good and efficient interpretation is consumption of no coffee, tea, sweets, chocolate, fizzy drinks on the day of interpretation. Otherwise continuous saliva gulping will not make an interpreter sound good.

To make this publication more useful, we have included several links to resources and practice exercises for simultaneous interpreters useful for simultaneous interpreter competence development and stress reduction:

- <http://www.speechpool.net/ru/> - website of an interpreter including training speech database

- <http://interpreters.free.fr/simultaneous.htm> - simultaneous interpreting advices

and exercises

- <https://www.americanrhetoric.com/speechbank.htm> - American politicians's speeches database
- <http://www.un.org/en/ga/meetings/> - the UN meetings audios and videos
- [https://orcit.eu/resources-shelf-en/story\\_html5.html](https://orcit.eu/resources-shelf-en/story_html5.html) - bank of simultaneous interpretation resources
- <http://interpreting.info/questions/507/recorded-conferences-or-presentations-for-practising-simultaneous-interpretation> - records of conference meetings and its translation for practices
- <https://www.gov.uk/> - Great Britain website including official speech scripts
- <https://www.youtube.com/channel/UCoqcijvyfh5rnIPM-shAJQ> - useful exercises for simultaneous interpreters
- <https://www.vsotd.com/> - bank of speeches for practicing simultaneous interpreting
- <https://www.youtube.com/watch?v=1Z-AmvDMDN8> – shorthand writing improvement lectures

We recommend all the beginning interpreters to practice as much as they can to reduce all the possible stress factors, learn stress management techniques and perceive any stressful situation as a positive factor, watch videos of good simultaneous interpretations, exercise every day, keep a healthy lifestyle, travel a lot, care of other people, and relax when possible, learn and practice, practice and learn. Feedback from other people should be taken when possible to outline and correct interpretation mistakes. We wish the beginning interpreters many effective and successful simultaneous interpretations. We consider this profession to be the most challenging, but also the most satisfying! We hope those feeling calling to simultaneous interpretation, will success to master it properly and enjoy it!

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## INTERNATIONAL ENVIRONMENTAL AGREEMENTS AND FUNDAMENTAL INITIATIVES OF COOPERATION

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At the end of the twentieth and beginning of the twenty-first centuries, there was a reevaluation of major threats that can cause irreversible damage to international security. A framework of comprehensive collective security was being developed, designed to completely and adequately represent the new challenges and threats that emerge in the context of globalization, among which environmental factors play a significantly growing role, offering a real opportunity to influence the life of mankind in modern conditions.

An international environmental agreement ((IEAs) or an environmental protocol) is a type of treaty that is legally binding in international law and allows them to achieve an environmental objective. In other terms, it is "a legally enforceable intergovernmental contract having the primary stated objective of preventing or regulating human impacts on natural resources" [1].

A bilateral environmental agreement is a treaty that exists between two countries. A multilateral environmental pact is one that is reached between three or more countries. Such accords, mostly produced by the United Nations, address topics such as air and water regulations, hazardous waste and substance policies, the marine environment, nature conservation, noise pollution, and nuclear safety.

Current content count of international environmental agreements includes over 1,300 multilateral agreements, over 2,200 bilateral and 250 other environmental agreements, and over 90,000 individual country legislatures [2]. Among them there are 21 notably significant international (non-binding, soft power) environmental conventions/

Table 1. International Environmental Agreements

№	Name	Date of Establishment
1	Ramsar Convention	1971
2	CITES	1973
3	Bonn Convention	1979
4	Vienna Convention	1985
5	Montreal Protocol	1987
6	Basel Convention	1989
7	Convention on Biological Diversity	1992
8	United Nations Framework Convention on Climate Change (UNFCCC)	1992
9	Rio Summit	1992
10	UNCCD	1994
11	Kyoto Protocol	1997
12	Rotterdam Convention	1998
13	Cartagena Protocol on Biosafety	2000
14	Stockholm Convention	2001
15	UN-REDD	2008
16	Nagoya Protocol	2010

17	Minamata Convention	2013
18	COP21	2016
19	Kigali Amendment	2016
20	COP24	2018
21	COP25	2019

The willingness of governments to negotiate and join IEAs is determined by a number of factors, including the magnitude, possibility, and distribution of the consequences of an environmental issue; the environmental, economic, social, and political implications of accepting or not intervening on the challenge; how those consequences are distributed across countries; and how different sectors within those countries are affected.

Environmental threats are interconnected, transboundary, and must be resolved with full cooperation of all actors. There are global issues, such as the threat of the proliferation of weapons of mass destruction, which pose a threat to the environment, international (including environmental) terrorism, anthropogenic pollution of environmental objects, global climate change, a scarcity of world natural resources, including energy resources, due to depletion, and acute food insecurity.

In the 1960s and 1970s, researchers began discussing on a global scale for the first time about ecological issues, and one of the most prominent manifestations of these problems - global warming. This new stage in the evolution of natural research is mainly connected with the work of the Club of Rome, a community of scientists and journalists established in 1968 by Aurelio Peccei - an Italian industrialist and scholar.

Consequently, in 1970, the UN Secretary General was concerned enough about the pressing issue of climate change to start discussing its risks that he described as "catastrophes, caused by global warming" in his environmental report. In 1972, the United Nations Environment Program (UNEP) was established at the First World Conference on Environment and Development in Stockholm, Sweden. Furthermore, the principles for dealing with the first generation's environmental problems - water pollution, air pollution, and soil depletion - were established here. Since then, the United Nations Environment Program has grown to be the largest and most prominent form of international cooperation on environmental issues.

The most in-depth analyses of Earth's climatic changes have been conducted within the context of UNEP. The Intergovernmental Panel on Climate Change (IPCC) was established in 1988 under the auspices of UNEP and WMO for the abovementioned purpose.

Initially, the leaders in this phase were mostly developed countries, however all governments were encouraged to participate. Subsequently, representatives of almost all countries attended the IPCC. The IPCC reports served as the scientific foundation for the international negotiations that resulted in the adoption of the United Nations Framework Convention on Climate Change (FCCC).

The first IPCC report was published in 1990. The study was unequivocal in its assertion that the potentially severe effects of climate change provided compelling reasons to begin implementing response strategies that could be justified immediately – even in the face of considerable uncertainties.

The First Assessment Report concluded that sustainable development should be the foundation for long-term economic growth in both developed and developing countries, and that the most effective response strategies were those that were beneficial for

reasons other than climate change; cost effective and compatible with long-term economic growth; and served multiple socioeconomic and environmental purposes.

The main conclusion that was made by the First Working Group responsible for the scientific aspect of the problem: “the increase in the concentration of carbon dioxide and other greenhouse gases in the atmosphere is caused by human activity and can lead to an increase in temperature on a global scale with corresponding climate changes”. The report also provided strategies for mitigating climate change, such as efficiency measures, the phase-out of chlorofluorocarbons (CFCs), sustainable forestry, and renewable energy. It noted that “setting targets for CO<sub>2</sub> and other greenhouse gases is one choice that governments may wish to consider” [3].

This increase is likely to lead to an overall warming of temperature at the earth's surface, albeit with significant differences across regions. The second working group, which studied the consequences of climate change, could not find a consensus of scientists on this issue. Warming is expected to lead primarily to higher sea levels (primarily due to warming oceans) and increased precipitation. The impacts on agriculture can be significant: waterlogging, deserts, changes in forest areas and coastlines. But one cannot make any conclusions with certainty: there are too many ambiguities, especially with regard to climate change in certain regions.

The third working group analyzed possible measures to mitigate the effects of climate change. Here there were disagreements on fundamental political issues. As a result, the report of this group was developed in the course of long and highly politicized negotiations. The result was a report that contained only one specific recommendation: to start negotiations on an international agreement on climate change.

After much debate, the IPCC's assessments and recommendations were sent to the Second World Climate Conference, which took place in the summer of 1992. The ministers, who held a separate meeting within the framework of this conference, adopted the report and called on the UN to open negotiations on the development of a document that later became known as the UN Framework Convention on Climate Change. By 1994, the IPCC had prepared several specialized reports and, in parallel, the Second Analytical Report, which was approved at the end of 1995 and published in June 1996.

The second analytical report showed that the international community has made fundamental shifts in the fight against climate change. It was this second report that, more than any other document, determined the outcome of the Kyoto negotiations.

The main conclusions of the report were [4]:

- concentrations of greenhouse gases continue to increase as a result of human activity;

- the totality of available evidence shows that human activity has a significant enough effect on the planet's environment to be noticed;

- by the end of the twenty-first century, the average temperature of Earth's surface is likely to rise by about 2°C, and taking into account the uncertainty factor, this increase may be from 1 to 3.5°C. Even if the concentration of greenhouse gases in the atmosphere has stabilized by this time, the temperature will rise for several decades;

- the sea level is expected to rise by 50 cm on average by 2010 (estimates vary from 15 to 95 cm), and this trend is expected to continue;

- in most countries, it is possible to take economically painless actions to limit greenhouse gas emissions, so that their amount in the future would be below the level inevitable if the existing trends persist. These actions will not incur additional costs.

In summarizing the IPCC's operations, the following can be highlighted:

1. The fundamental disagreement was, first and foremost, whether there is a connection between climate change and human activity. Because of the accounting of aerosols, enhanced modeling (which started to take into account natural climate variations), and the accumulation of more reliable data on the distribution of temperature increases in individual areas, the correspondence of scientific predictions to actual data has significantly improved. Based on such research, which were conducted as closely to real-world conditions as practicable, it was concluded that "the entirety of the evidence indicates that human activity has an overwhelming impact on the planet's environment".

2. The second working group researched the options available to minimize emissions and increase sinks of greenhouse gases, and concluded that a substantial reduction in net greenhouse gas emissions is both technically and economically feasible. Carbon dioxide emissions can be minimized by using renewable energy sources, switching from coal and oil to gas, and switching from fossil fuels to nuclear energy.

3. The third working group came to a completely different conclusion. Most countries can significantly reduce greenhouse gas emissions at no additional cost through so-called «painless» measures. These measures include easing market constraints and economic imbalances (for example, through regulatory changes and reductions in subsidies related to fossil fuels), reducing the harmful effects on the atmosphere that lead to the emission of carbon dioxide and other pollutants outside the industrial sphere - suffice it to mention the possibility of increasing the purity of exhaust gases. The report noted that an important principle of combating climate change is the observance of justice, both as an independent value and as a means of achieving international agreements. Experts agreed that developing countries need special support to participate equitably and effectively in the formulation and implementation of climate change policies, and that, in the absence of transparency, costs in this area are likely to be distributed unfairly.

As a result, an analytical foundation was developed from which legislators from different countries embarked on international negotiations, which have evolved into one of the most significant and dynamic phenomena of our time. An attempt was made to reach an agreement on the establishment of such a system of international mutual assistance, which would allow for collaborative efforts to monitor mankind's impact on the environment and climate of the entire world.

In February 1991, under the auspices of the UN, negotiations on the adoption of the Framework Convention on Climate Change (UNFCCC) launched. The Second World Conference was held in the summer of 1992. As a result of the meeting, the Rio Declaration on Environment and Development was adopted in 1993, outlining the most relevant concepts of environmental conservation and regulation. Environmental issues were recognized as worldwide, and the quest of searching for solutions will be one of the key tasks of mankind.

One of the most important forms of manifestation of environmental problems was recognized as global warming. And in June 1992, at the summit in Rio de Janeiro, the UNFCCC, which proposed real steps to resolve this problem was adopted at the conference, which declared that "in order to achieve sustainable development, environmental protection shall constitute an integral part of the development process and cannot be considered in isolation from it" [5]. The main goal of the UNFCCC is to contain changes in the atmosphere and stabilize them at a safe level. It was entered into force on March 21, 1994. The Declaration contains 27 principles outlining countries' rights and obligations in fostering growth and human well-being. The Rio de Janeiro conference also adopted «Agenda 21», which is a program on how to make development socially,

economically and environmentally sustainable. An important theme of «Agenda 21» is the need to eradicate poverty by providing the poor with greater access to the resources they need for a stable life.

The United Nations Conference on Environment and Development became the most significant environmental forum in the twentieth century. The most important achievements of Rio Conference were the recognition of the following facts [6]:

- in order to achieve sustainable development, environmental protection shall constitute an integral part of the development process and cannot be considered in isolation from it (Principle 4);
- states shall cooperate in a spirit of global partnership to conserve, protect and restore the health and integrity of the Earth's ecosystem (Principle 7);
- peace, development and environmental protection are interdependent and indivisible (Principle 25).

The principle of a responsible approach to the environment, enshrined in the Declaration, states that in order to protect the environment, states, depending on their capabilities, widely apply the principle of responsibility for the consequences of human activities. States have adopted a preemptive, precautionary approach to the conservation, management and use of straddling fish stocks and highly migratory fish in order to protect marine resources and preserve marine environment. It must be maintained in such a way that present and future generations' development and environmental protection needs are adequately satisfied. In accordance with the principle of damage prevention, all states must identify and examine substances, technologies, production, and activity categories that have a major impact on or may have an impact on the environment. They must study, regulate, or manage them in a methodical manner in order to prevent or significantly decrease environmental impact. The World Charter for Nature, enacted by the United Nations General Assembly on October 28, 1982, reveals the content of this principle.

The World Charter for Nature established priority directions for the international community's environmental actions, which primarily controlled the establishment of national environmental policies. In the opinion of many experts, the World Nature Charter, in comparison with the 1972 Stockholm Conference (United Nations Conference on the Human Environment), has advanced further towards generalization of international legal principles for environmental protection and rational use of natural resources. The Charter proclaimed the following basic principles [7]:

1. Humanity realizes that it is an integral part of nature. Therefore, nature should be treated with respect and not violate its basic principles;
2. The genetic basis of life on earth must not be endangered. The population of every life form, wild or domesticated, must be conserved, and the necessary habitat must be conserved;
3. All regions of the Earth, both on land and seas, should be subject to protection in accordance with these requirements, special protection should be provided to unique areas - typical representatives of all types of ecosystems and habitats of rare or endangered species;
4. Natural resources should not be squandered, but used in moderation, as required by the principles set out in this Charter: biological resources are used only to the extent of their natural resilience; reusable resources, including water, - reused or recycled.

According to the Charter, the degradation of natural systems as a result of exces-



sive and irrational utilization of natural resources, as well as the incapacity of governments and people to construct a durable ecological and economic order, undermines the foundations of civilization. The principle of harm prevention is enshrined in Paragraph C of Article 7 and in Article 8 of the Convention on Biological Diversity (1992), in Article 7 of the UNEP's Principles and Rules for the Protection of the Environment (1978). Each state must take, individually or collectively, all measures necessary to prevent, reduce and control pollution of any component of the environment. This principle is enshrined in many international treaties and international conventions, for example, in the UN Convention on the Law of the Sea (1982), the International Convention for the Prevention of Pollution from Ships (1973), and the Convention for the Protection of the Marine Environment of the Baltic Sea Region (1974), The Convention on the Prevention of Pollution of the Mediterranean Sea (1976), the Convention on the Prevention of Pollution of the Rhine by Chemical Substances (1976), etc.

According to the principle of state responsibility, every state bears political or material responsibility within the framework of its obligations under treaty or other norms of international law in the field of environmental protection. This principle is enshrined in Principle 13 of the Rio Declaration. States should adopt national laws regarding responsibility for negative consequences of environmental harm and compensation for such damage, in accordance with Principle 13 of the Rio Declaration. Any immunity from legal action under national or international law does not apply to obligations arising from the provisions of a number of international environmental conventions. The leading role in international environmental cooperation belongs to the United Nations and its specialized agencies.

Since the early 1990s, we have seen the development of an assemblage of information on worldwide environmental change arrangements. Environmental change by its very nature is a worldwide issue where responsibilities are hard to credit, especially if one activity was committed in one state, it influences other states and distant areas. Mitigation of global climate change can be accomplished effectively through global joint effort only. Hence, scholars of international relations have dedicated a significant amount of attention to this issue. Their different conceptual, hypothetical, and methodological ways to deal with the issues in global cooperation, raised by climate change, contribute to a better understanding of the accomplishments achieved to date, but also it allows predicting and preventing challenges ahead. This book combines the information gave by researchers in the field of worldwide examinations in open arrangement, especially for global relations understudies and furthermore for public policymakers and individuals from the intrigued overall population.

The Convention's ultimate goal is to keep greenhouse gas emissions at a degree that would avoid harmful anthropogenic interference with the climate system. It notes that "such a level should be achieved within a time frame sufficient to allow ecosystems to naturally adapt to climate change, to ensure that food security is not jeopardized, and to allow economic growth to proceed in a sustainable manner" [8]. But how do we know what is «dangerous anthropogenic interference»?

For answers, we should look at The Intergovernmental Panel on Climate Change (IPCC) reports, which provide regular assessments of the scientific basis of climate change, its impacts and future risks, and options for adaptation and mitigation.

The World Meteorological Organization and the United Nations Environment Program established IPCC in 1988 which became the United Nations body, with 195 member countries, in charge of evaluating climate change research. The IPCC's goal is

to provide scientific information to governments at all levels so that they can develop and implement climate policies. The IPCC's work is supported by thousands of people from all over the world. IPCC scientists devote their time to review the thousands of scientific papers published each year in order to provide a detailed overview of what is known about the causes of climate change, its consequences, and potential risks, as well as how adaptation and mitigation can reduce those risks. An open and transparent evaluation by experts and governments from around the world is a critical component of the IPCC process, which ensures an impartial and thorough assessment reflecting a wide range of perspectives and expertise. The Intergovernmental Panel on Climate Change analyzes the intensity of scientific consensus in various areas and indicates where additional study is needed, although IPCC does not perform its own analysis.

Thus, the UNFCCC formed a certain space in the field of international law, established the principles with which, for the most part, all signatories were ready to agree. It states that the problem of climate change is quite serious, and the countries of the Third World are given assurances that the responsibility for solving this problem at this time lies primarily with the industrialized states. The Convention unequivocally formulates a principled approach to solving the problem: a gradual, based on constant clarification of information, strenuously emphasizing the need to disseminate information and re-evaluate the obligations of the parties.

The United States was among the first to ratify the Convention, and several others quickly followed. The UNFCCC had been ratified by a total of 50 countries by December 1990, allowing it to enter into force. According to the statute, this occurred three months later. This time can be defined as relatively brief for an international agreement of this magnitude. Following the Convention's entry into force, several other nations ratified it one after the other, until there were 167 of them, excluding the EU, at the time of the Kyoto negotiations.

The next step was to be the planned convening of the first annual Conference of the Parties to the Convention. This conference was intended to assess the path passed since the summit and to determine the direction of further development. They decided to hold it in Berlin. At the First Session of the Conference of the Parties to the UNFCCC in 1995, decision 1/CP.1 was adopted. Dubbed the «Berlin Mandate» [9], in accordance with which an international negotiation process was launched to develop a new legally binding document complementing the UNFCCC in terms of specific obligations of the Parties to reduce or limit emissions. The discussion of organizational issues in Berlin was rather calm, apart from the failure of attempts to agree on formal procedural norms. The longest-running debate was about emissions trading. A promising compromise was reached on this issue, providing for tentative attempts in this direction, but without clearly formulated commitments to offset emissions to donor countries. In Berlin, the parties agreed that previous commitments were insufficient for a long-term action beyond year 2000. It was decided to start working out measures to tighten the commitments undertaken by the industrialized countries. Its results could be approved at the third session of the Conference of Parties. This was just the beginning of intensive new negotiations, which eventually culminated in a meeting in Kyoto, Japan.

At this crucial juncture in the evolution of international relations, the role of aggressive and concerted counteraction to global challenges, including those affecting environmental degradation, has emerged to its maximum extent. In light of this, all components of the United Nations Framework Convention on Climate Change, as well as the efforts of all governments, regional organizations, civil society, and the private sec-

tor, must be mobilized for regular joint work to pursue and find effective responses to these challenges [10].

The primary role of the United Nations in maintaining international environmental protection stems from the following factors:

1. Created to maintain international peace and security, it is the United Nations, above all the UN Security Council, that has an effective (although not always efficient) mechanism for achieving safe living conditions for peoples in the event of new threats, for establishing a full-fledged inter-civilizational dialogue.

2. The United Nations, as the most representative international organization today, is entrusted with the task of coordinating the interests of the world community, including in the field of environmental protection, which is necessary for the safe existence of all mankind.

3. Within the framework of the United Nations system, most of its specialized agencies are engaged in environmental issues to one degree or another, and ensuring environmental safety is one of the main goals of the world community, which can be enshrined in the form of a set of certain international legal norms. The result of achieving this goal is a level of the environment that corresponds to the necessary quality of life to preserve the health and well-being of people, as well as to maintain sustainable development.

In its decision 21/27 of 9 February 2001, the Governing Council of the United Nations Environment Program, referring to the Nairobi Declaration on the Role and Mandate of the United Nations Environment Program and the Malmö Ministerial Declaration, requested the Director executor "in support of ongoing efforts to improve compliance regimes under international agreements, and in consultation with Governments and relevant international organizations, continue to work on the preparation of draft guidelines on multilateral environmental agreement compliance and capacity-building, and effective national enforcement".

Referring to the Nairobi Declaration on the Position and Mandate of the United Nations Environment Program and the Malmö Ministerial Declaration from resolution 21/27, dated February 9 of 2001, the Governing Council of the United Nations Environment Program requested the Director Executor to support ongoing efforts to improve compliance regimes under international agreements, and to consult with the United Nations Environment Program.

In addition to universal organizations, many regional organizations of general and special competence are closely involved in environmental protection problems. For example, the South Pacific Commission, formed in 1947, promotes economic, social and cultural conditions and environmental protection through mutual consultation.

As a result, it should be concluded that the establishment of UN special committees for environmental protection reflects a global interest in the development and provision of environmental safety. A positive development is that cooperation between states under international treaties on nature protection has increased in recent years. This collaboration includes a number of international governmental and non-governmental organizations.

To conclude it should be noted that treaties, conventions, and other legal agreements between states will continue to play an essential role in global environmental governance in the foreseeable future. Legislators will aspire to establish IEAs to address new environmental concerns in the future, as well as reform existing IEAs that are underperforming today. Researchers have begun to address these policy issues; they have

provided insights on the elements that stimulate and hinder intergovernmental negotiation and lead to some IEAs performing well and others performing poorly once finalized. However, larger efforts to address existing issues and raise new ones are becoming relevant, using a larger range of approaches, and incorporating information from existing MEAs and BEAs would enable researchers to work and advise legislators to be more confident, broad and efficient in the future.

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#### **THE ROLE AND IMPORTANCE OF INTERNATIONAL REGIONAL AND BILATERAL COOPERATION OF THE REPUBLIC OF KAZAKHSTAN IN PROTECTION, REPRODUCTION AND USE OF WILDLIFE**

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Nowadays there is a very extensive array of norms in the field of international legal protection of wildlife that have a great impact on the formation of the main environmental law institutions in the Republic of Kazakhstan. Moreover, the implementation of domestic law in the field of environmental protection depends on the decisions

of international organizations. Foreign legal scientists Dubovik O.L., Kremer L., and Lubbe-Wolff G. noted that “often some events are financed with the help of the world community, and most importantly, many problems cannot be solved without the interaction of different countries and coordination of their efforts” [1, p. 420].

Environmental protection is one of the most urgent problems of sovereign Kazakhstan. The future prosperity of the republic is impossible without its solution. Therefore, Kazakhstan's accession to the global environmental policy of the world community is not only a legal, but also the most important practical obligation of the state [2, p. 92].

Currently, Kazakhstan is a participant in many large-scale processes: Rio-92, the process within the framework of the UN Conference on Environment and Development, “Environment for Europe” and “Agenda-21”. The active participation of the Republic of Kazakhstan in international environmental cooperation in recent years is an integral element of its new environmental protection policy, as well as the result of structural changes in the management of this industry.

One of the most important principles of legal regulation of international relations related to human impact on the natural environment is the principle of sustainable development. To implement this principle, the Republic of Kazakhstan adopted the Concept of Transition of the Republic of Kazakhstan to Sustainable Development for 2007-2024, approved by the Decree of the President of the Republic of Kazakhstan as of November 14, 2006. According to the Concept, the Republic of Kazakhstan, being a full member of the world community, has committed itself to fulfilling the tasks set out in the Agenda for the XXI century (Rio de Janeiro, 1992) and the declarations of the Millennium Summit (New York, 2000) and the World Summit on Sustainable Development (Johannesburg, 2002). These important international treaties have defined the main ways and conditions for achieving sustainable development at the national level of the Republic of Kazakhstan.

Kazakhstan gained independence in 1991 and therefore received the opportunity to conduct its own international policy. For the country then it was extremely important to evaluate existing international agreements in order to determine the feasibility of joining them and their subsequent ratification. It is possible to solve such a problem only by evaluating and comparing international treaties in the field of the environment, since it is the assessment that helps to evaluate the degree of usefulness of an international treaty.

Currently, there is a need to restore and multiply valuable species of fauna, bring the number of their individuals to an optimal level, as well as enrich natural biogeocenoses with new species of animals [3, p. 90]. The main forms of cooperation in the field of wildlife protection are bilateral and multilateral activities based on concluded treaties and agreements. It should be noted that today, according to Safonova O.N., the structure of the norms of international environmental law includes not only norms on environmental protection, but also international agreements on the procedure for interaction of states in the conditions of environmental crisis, man-made accidents and emergencies. If earlier the norms in this area had the character of soft law and all agreements were more limited to declarations, decisions of international organizations and conferences, today there is an understanding of the need for concrete actions in the field of environmental protection and rehabilitation of what has already been lost. Such norms aimed at preventing environmental damage and contributing to the reduction of harm to nature are most often created at the regional level [4, p. 93].

Regional norms have now acquired a new side in connection with the develop-

ment of integration processes. There is an increasingly close relationship between states in various spheres of public life, which, in turn, creates a need for more developed regulatory regulation, which general international treaty law cannot provide. Therefore, it is within the framework of integration associations that complexes of norms arise that create additional effective mechanisms for the implementation of these norms into domestic legislation.

“The development of regionalism is explained not only by social and political, but also by legal factors. It is easier to create new norms on a regional scale. On the same scale, it is possible to achieve a higher level of implementation of universal norms,” says the authoritative international lawyer I.I. Lukashuk [5, p. 259]. In this regard, it is necessary to consider the experience of the Republic of Kazakhstan’s participation in regional ecological and contractual cooperation. The most active type of interaction of Kazakhstan can be traced by the example of its membership in the CIS. According to the CIS Charter (Article 4), environmental protection belongs to the spheres of joint activity of the member-states. As M.M. Brinchuk rightly notes, “taking into account the severity of environmental problems in the territory of the former USSR, the low level of development of environmental legislation, the task of developing environmental cooperation in the Commonwealth of Independent States is urgent” [6, p. 111].

There are a significant number of regions with a tense ecological situation on the territory of the Commonwealth. These include: the Aral Sea and the Aral Sea region, the territories affected by the Chernobyl accident, the Caspian Sea region and many others.

The legal environmental protection base of the CIS countries currently includes more than 1,250 legislative acts covering the main areas of environmental protection activities. There are issues of respect for nature, rational use, conservation and restoration of natural resources; environmental safety; social protection of the population in case of environmental accidents and incidents.

The most important regulatory act in the field of environmental protection at the CIS level was the CIS Agreement “On Cooperation in the Field of Ecology and Environmental Protection”, signed on February 8, 1992 by Azerbaijan, Armenia, Belarus, Kazakhstan, Kyrgyzstan, Moldova, the Russian Federation, Tajikistan, Turkmenistan, Uzbekistan, and Ukraine. Its purpose is to ensure the development and coordination of a unified environmental policy of the CIS member states, as well as the adoption of agreed regulatory legal acts in the field of environmental protection, agreed environmental standards and regulations aimed at ensuring environmental safety. The Agreement enshrines the right of every person to a favorable environment, recognizes the right of each state to establish its own environmental management procedure [7].

On May 31, 2013, a new Agreement “On Cooperation in the Field of Environmental Protection of the Member States of the Commonwealth of Independent States” was adopted in Minsk in order to intensify cooperation on environmental protection at the CIS level. According to the new agreement the Interstate Environmental Council was reformed and a new procedure to regulate its activities was adopted. The adoption of this document is aimed at intensifying cooperation between the CIS states in the field of environmental protection: in the field of protection of forests, waters, subsoil, atmospheric air, flora and fauna, the ozone layer and climate, at developing cooperation in the field of environmental protection, at strengthening interaction between states in this area.

The purpose of the adoption of the CIS Agreement on Cooperation in the Field of Environmental Protection is to develop common approaches and implement coordinated

measures for the restoration of rare and endangered plants and animals, the introduction of innovative projects in the field of environmental protection.

This Agreement establishes the following areas of international cooperation in the field of environmental protection:

- 1) development and adoption of regulatory legal acts, environmental norms and standards in the field of environmental protection and nature management;
- 2) maintaining the cadastre of natural resources and environmental monitoring;
- 3) improvement of the system of state control (supervision) over the environment;
- 4) taking measures for the reproduction of living resources, conservation and restoration of biological diversity;
- 5) comprehensive assessment of the environmental consequences of economic and other activities;
- 6) implementation of actions aimed at the development and improvement of environmental expertise, including plans and programs, as well as environmental impact assessment of planned activities in a transboundary context;
- 7) taking measures for the development of environmental education of the population, ensuring transparency in environmental issues;
- 8) development of common approaches and implementation of coordinated measures for the restoration of rare and endangered species of animals and plants that have common areas for the states parties to the Agreement;
- 9) implementation of innovative projects, energy-efficient and resource-saving technologies, low-waste, waste-free and environmentally friendly technological processes;
- 10) implementation of the formation of a system of economic mechanisms for nature management and environmental protection, stimulating the development of the market of environmental services, products, technologies and equipment.

The protocol of the meeting of the CIS heads of Independent States on December 30, 1991 laid the foundation for the beginning of cooperation between the CIS heads in the field of wildlife protection. This act is special. In fact, it is a declaration of intent to conclude a special agreement on the conservation of fish resources of the Caspian Sea between the Governments of the Republic of Azerbaijan, the Republic of Kazakhstan, the Russian Federation, and Turkmenistan.

By the decision of the meeting of the CIS Government Heads Council “On the Conservation of Fish Stocks of the Caspian Sea” (adopted in Tashkent on May 15, 1992) in order to preserve the fish resources of the Caspian Sea, a working group was created from representatives of the Republic of Azerbaijan, the Republic of Kazakhstan, the Russian Federation and Turkmenistan in order to prepare a draft Agreement on the conservation and use of biological resources of the Caspian Sea basin.

Cooperation in the field of protection and use of wildlife at the CIS level is insufficiently developed. The legal regulation of relations for the protection of wildlife at the CIS level is fragmentary. Evidence of this is a small number of regulations adopted at the CIS level regarding the regulation of these relations. For more effective protection of wildlife, especially migratory species, it is necessary to adopt interstate agreements.

The legal regulation of relations concerning the protection and use of wildlife at the CIS level is carried out by adopting separate interstate agreements concluded between specific states in relation to fish resources, first of all. There is no single agreement of a comprehensive nature which is a disadvantage of legal regulation.

Another example of regional cooperation of the Republic of Kazakhstan in the

field of wildlife protection is the Framework Convention for the Protection of the Marine Environment of the Caspian Sea. This Convention was signed on November 4, 2003 in Tehran (Iran) by representatives of five Caspian littoral countries: the Republic of Azerbaijan, the Islamic Republic of Iran, the Republic of Kazakhstan, the Russian Federation, and Turkmenistan. The Convention entered into force on August 12, 2006.

The purpose of the Convention, which is often referred to as the Tehran Convention, is to protect the marine environment of the Caspian Sea from pollution, including the protection, conservation, restoration, sustainable and rational use of its biological resources.

In accordance with the Convention, the parties pay special attention to the protection, conservation, restoration, and rational use of the biological resources of the Caspian Sea, and take all necessary measures based on the best available scientific data to:

1) develop and enhance the potential of biological resources in order to preserve and restore ecological balance while meeting people's nutritional needs and achieving social and economic goals;

2) maintain or restore populations of marine species at levels that allow for the most sustainable volume of their production, determined by relevant environmental and economic factors, and taking into account the ratio between species;

3) ensure such conditions under which biological species will not be in danger of extinction due to overexploitation;

4) promote the development and application of selective fishing methods and methods that minimize losses in the catch of commercial species and by-catch of non-commercial species;

5) protect, conserve and restore endemic, rare and endangered biological species;

6) conserve biodiversity and habitat of rare and endangered species, as well as vulnerable ecosystems [8].

In addition to the participation of the Republic of Kazakhstan in contractual cooperation within the framework of integration entities, the state also signs bilateral agreements on environmental protection, as well as on the protection of wildlife with various states.

On March 27, 1995, in Washington Kazakhstan and the United States signed an intergovernmental Agreement on cooperation in the field of environmental protection and natural resources. The countries have committed themselves to cooperate on the development of a mutually agreed policy in the field of environmental protection and natural resources on a bilateral, regional and global basis. In accordance with the Agreement, cooperation can be carried out in various fields of ecology of mutual interest such as areas affecting the protection of wildlife and global environmental problems - climate change, depletion of the ozone layer, conservation and restoration of the biological diversity of local, regional and global ecological systems, including forest ecosystems; the impact of environmental factors on human health and activity and on the state of flora and fauna. The Agreement provides for the following forms of cooperation: joint scientific and technical projects; exchange of scientific and technical information, documentation and research results; exchange of experience in the field of natural and human resources management; bilateral meetings, symposiums and seminars, as well as publication of reports, articles, monographs; exchange of delegations, scientists, experts; participation of specialists of the Parties in international conferences on environmental and environmental issues held in the two countries [9].

On December 15, 1995, Kazakhstan and Turkey concluded an Agreement on



Animal Health Protection, and on March 4, 1997 - an Agreement on Cooperation in the Field of Environmental Protection, one of the main directions of which is the conservation of biological diversity, the protection of endangered species of flora and fauna, as well as vulnerable ecological systems, such as wetlands, deserts and highlands.

The principle of ecological interstate regulation of the environment and nature management is the basis of the Agreement between the Government of the Republic of Kazakhstan and the Government of the Republic of Azerbaijan on cooperation in the field of environmental protection as of June 10, 1997. As common objectives the States identified the development and implementation of scientific, technical and integrated environmental protection and rational use of natural resources affecting the interests of both States; coordination of work on the creation of regulatory and technical support systems for environmental protection and environmental safety, including technical, environmental, sanitary and hygienic and other standards, regulations and rules; application of general principles of environmental interstate regulation of the environment and nature management, including general principles of compensation for losses caused as a result of direct and indirect negative transboundary impacts on the environment; coordination of measures for the protection of migratory species of animals living in the territories of both states [10].

Our state, based on the understanding of the integrity and indivisibility of the environment, the unity of the interests of the Parties in its protection and sustainable development, signed an Agreement on Cooperation in the Field of Environmental Protection and Rational Use of Natural Resources with the Government of the Republic of Uzbekistan (Almaty, June 2, 1997).

The Agreement between the Government of the Republic of Kazakhstan and the Government of the Kyrgyz Republic on Cooperation in the Field of Environmental Protection as of April 8, 1997 is of great importance for the Republic of Kazakhstan. Article 2 of the Agreement clearly specifies the cross-border scope of cooperation between states on the management, protection, reproduction and rational use of natural objects shared by two neighboring states: land and biological resources of mountain systems of adjacent territories; water resources of the Chu, Talas, Karkary rivers and small rivers flowing from the Ala-Too-Kyrgyz, Kyungey and Terkey ridges; populations of migrating animals; waterfowl, hunting and other migratory birds with different periods of the life cycle taking place on the territories of both states. The same article provides that if a migratory species is specially protected in one of the states, and their extraction is not prohibited in the other, the Parties make an agreed decision on this species and develop recommendations for its protection and rational use [10].

On March 12, 1998, the Agreement between the Government of the Republic of Kazakhstan and the Government of Mongolia on cooperation in the field of environmental protection entered into force. According to this document, the Parties cooperate not only in the field of protection and rational use of the entire environment, but also of individual transboundary natural objects. Thus, Article 2 of the Agreement imposes obligations on the participants for the protection and study of flora and fauna, including measures for the restoration of rare and endangered species of plants and animals and for the conservation of migratory birds [11].

The international mechanism for the implementation of standards for the protection of natural objects was created by a bilateral Agreement between the Republic of Kazakhstan and the Russian Federation on cooperation in the field of environmental protection as of December 22, 2004. To coordinate activities in this area, the Parties

founded the Kazakh-Russian Commission on Environmental Issues. The Commission develops and approves cooperation programs designed for a certain period of time for the protection of atmospheric air from pollution; for the transboundary movement and placement of hazardous production and consumption waste in border areas; for joint monitoring of the environment in the border territories [12].

On June 13, 2011, in Astana the Republic of Kazakhstan and the People's Republic of China signed an Agreement on Cooperation in the Field of Environmental Protection (Bulletin of International Treaties of the Republic of Kazakhstan, 2012, No. 6, Article 79 - entered into force on June 18, 2012). One of the areas of cooperation in accordance with the Agreement is the conservation of biological diversity.

As for the universal international agreements aimed at the protection and rational use of wildlife, Kazakhstan is actively working to join the most important of them.

The Convention on Biodiversity, adopted on June 5, 1992 in Rio de Janeiro, is of paramount importance for the conservation and protection of the planet's ecosystems. Kazakhstan signed the Convention on June 9, 1992 and ratified it on August 19, 1994. In accordance with this Convention, the Republic of Kazakhstan has undertaken to take the necessary measures for the conservation of biological diversity and the sustainable use of its components. Among the measures provided for by the Convention and to be implemented by States, the main ones are: rational use of biological resources that are important for the conservation of biological diversity; promotion of the protection of ecosystems, natural habitats and the preservation of viable populations of species in natural conditions; prevention of the introduction of alien species that threaten ecosystems and habitats, etc. [13].

Based on the provisions of the Convention, the Republic of Kazakhstan develops the main directions of its environmental policy and carries out the international cooperation in the field of environmental protection not only at the global level, but also within the regions of the CIS and Central Asia. These provisions are also applied when concluding bilateral agreements [14, p. 28].

On April 6, 1999, Kazakhstan joined the 1973 Washington Convention on International Trade in Endangered Species of Wild Fauna and Flora, which was adopted and opened for signature on March 3, 1973 in Washington, and entered into force on July 1, 1975. In accordance with this Convention, trade in samples of species included in the three Annexes to the Convention must be carried out in a strictly defined manner. Thus, the export, re-export, import and introduction of samples of such species from the sea require obtaining a preliminary permit, which is issued under a number of conditions [15].

The Republic of Kazakhstan, as a Party to the 1973 Convention, has undertaken to take certain measures, including punishing trade in or possession of specimens of fauna and flora under threat of destruction, as well as confiscation or return of such samples to the exporting State. In addition, the Parties to the Convention may provide for any method of material compensation for the costs associated with confiscation and provide simplification of the formalities required for the legitimate trade in rare animals and plants. States Parties should also ensure that all living specimens are properly cared for during transit, storage or transport. The parties to the Convention should keep logs of trade in specimens of rare species and prepare periodic reports on the implementation of this Convention for transmission to the Secretariat. Perhaps this is the most successful of all international treaties on the protection of wildlife.

On October 21, 2000, the Republic of Kazakhstan joined the Convention on Envi-

ronmental Impact Assessment in a Transboundary Context, adopted by the UNECE in 1991 in Espoo (Finland). The main international obligation of the Parties to this Convention is to take all appropriate and effective measures to prevent significant harmful transboundary impacts as a result of certain activities, as well as to reduce and control them. In particular, States should provide procedures for preliminary environmental impact assessment, notify affected parties of planned activities, conduct appropriate consultations with them, and allow the public of affected areas to participate in assessment procedures. The final decision on the planned activity should be made taking into account the results of the preliminary environmental impact assessment and comments on this documentation received from the affected States [16].

According to Gennady Sukhorukov, Head of the Department of State Environmental Expertise of the Karaganda Regional Territorial Department of Environmental Protection in 2006, “Kazakhstan’s accession to this Convention, on the one hand, increases the responsibility of the state for the consequences of activities carried out on the territory of our country, and on the other hand, protects state interests at the earliest stages – at the design stage, allowing for all possible complications in the process of project implementation. The Convention reflects the general obligations of States to notify and consult with each other in relation to all major projects under consideration that may cause significant harmful effects on the environment” [17].

The participation of the Republic of Kazakhstan in the Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters, adopted on June 25, 1998 in the Danish city of Aarhus, is of great importance. The process of preparing for the ratification of the Convention has been going on for several years, and in 2001 the Convention was ratified. In accordance with this Convention, each State should ensure that its officials and State bodies assist the public in gaining access to information, facilitating its participation in decision-making and gaining access to justice in environmental matters [18].

“Kazakhstan had objective prerequisites for the ratification and implementation of the provisions of the Aarhus Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters. The provisions of the Convention meet the main goals and principles of the United Nations, the Universal Declaration of Human Rights, the Constitution and Laws of the Republic of Kazakhstan, the Priorities of the Long-Term Strategy of the Republic of Kazakhstan up to 2030 “Ecology and Natural Resources” and the Strategic Development Plan of the Republic of Kazakhstan on Environmental Education and activation of public participation in environmental protection and reproduction of natural resources”, G. Sukhorukov explains [17].

The analysis of the contractual practice of the Republic of Kazakhstan in the field of wildlife protection allows us to conclude that the foreign policy of our state is based on the recognition of generally recognized principles of international environmental law. Kazakhstan strives to deepen international cooperation on a bilateral, regional and global basis in order to solve environmental problems. Kazakhstan has ratified many conventions related to the protection, reproduction and use of wildlife.

“The priority direction of the implementation of environmental policy in the field of international cooperation is the accession of our country to international conventions and agreements, followed by the adoption of practical measures to implement their provisions. The development of international cooperation in the field of environmental protection can bring not only significant political and economic benefits for the country,

but also contribute to the creation of favorable international relations between states to solve cross-border problems”, G. Sukhorukov comments [17].

M.A. Alyonov reasonably considers that the domestic regulatory framework sees “the priorities of the principles of international law and the orientation of the domestic legislator to the rule-making and law-enforcement experience of other countries with established legal traditions in law in general, and in the implementation of many legal procedures in particular” [18, p. 72].

However, at present, the implementation of international environmental obligations within the country under the conventions to which the Republic of Kazakhstan is a party and to which it plans to join is impossible in full. The transition to a market economy and genuine democracy, along with a positive impact on the formation of ecopolicy, imposes certain restrictions on solving environmental problems in the republic and on the effectiveness of its participation in international cooperation. In this regard, our state faces several problems:

1) improving the effectiveness of participation in international environmental cooperation and the degree of fulfillment of accepted (or expected to be accepted) international obligations;

2) involvement of real environmental interests in the development of international environmental cooperation;

3) reducing and bridging the gap between the adoption of necessary programs and their actual implementation, and much more.

Environmental conventions as a whole do not provide for penalties for non-compliance by the signatories. This, on the one hand, facilitates the assumption of certain obligations, but, on the other hand, jeopardizes their implementation and compliance.

The mechanism for the implementation of some conventions provides for financial support to countries experiencing economic difficulties, in particular, the financial support mechanism may include grants from the Global Environment Facility.

International environmental agreements act as an essential element of international environmental cooperation. The participation of the Republic of Kazakhstan in international environmental cooperation is an integral element of its policy in the field of environmental protection. The broad scope of the conventions covers the full range of environmental protection and rational resource management issues and beyond.

Kazakhstan’s participation in the work on international environmental conventions contributes, on the one hand, to the country’s inclusion in the global process of environmental activities, and on the other hand, Kazakhstan becomes an equal member of the world community and has the right to receive technical and financial assistance from developed countries, gets the opportunity to introduce new modern technologies into production, develop non-traditional types of energy production. Financial support includes grants from convention secretariats, financing of certain environmental projects of Conventions and international organizations, bilateral and scientific assistance.

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## BASIC WAYS TO IMPROVE THE EFFICIENCY OF LOCAL GOVERNMENT IN KAZAKHSTAN

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The twenty-first century is a century of information. During the development of information technologies, important events anywhere in the world become available in a matter of few minutes to everyone who needs it. Thanks to the achievements in this industry, the population of Kazakhstan very quickly entered the global information system. People of all professions have the opportunity to communicate with friends and colleagues in any country in the world. In parallel with this, we can observe another process. At the level of interpersonal communication - when, living in the same micro district, on the same street, in the same building, on the same site - we practically do not know our neighbors and, accordingly, we do not communicate. We lock ourselves in our houses and apartments, our usual route: apartment - work - apartment. Our children, in their free time from school, wander through the empty and dirty streets and courtyards, in search of at least some interesting entertainment. Thus, a paradoxical process is observed: on the one hand, windows to the whole world have opened in front of us, and we have the opportunity to communicate with everyone, on the other hand, we are losing the former, rather close ties of communication between people. Is it possible to radically change the situation in a short time?

In this article, we propose a mechanism, the implementation of which can solve several key social and managerial problems of the economy of Kazakhstan at once: increase budget revenues, reduce unemployment and improve the efficiency of local government. The proposed mechanism is not something special or exceptional. This mechanism is in line with the reforms that the President of Kazakhstan has announced repeatedly. The introduction of the mechanism will accelerate the transformations that are taking place in the economy and politics of Kazakhstan. Before proceeding to the disclosure of this mechanism, it is necessary to dwell on some aspects related to local self-government.

The economy of Kazakhstan is going through serious difficulties. These difficulties are associated, on the one side, with the objective reasons for the transitional economy, and on the other side, with the policy and strategy that the government is implementing. The economy of Kazakhstan has entered, as it were, the second stage of development. At the first stage, the main focus was on the privatization of state property and macroeconomic stabilization. In particular, the government paid great attention to attracting foreign investments into the economy of Kazakhstan, which was quite successfully implemented. It was planned to rely on attracting foreign investment in the future as well. However, the Asian and then the world crisis nullified these forecasts. The government was forced to seriously adjust its policy. At present, one of the directions of the government's efforts has become the domestic industry, many sectors of which are in a severe crisis. It cannot be argued that this direction is erroneous, however, the process of increasing the competitiveness of the products of domestic enterprises is quite long and difficult. The time factor is one of the main criteria for assessing certain instruments for increasing budget revenues, therefore, one should not expect a quick return from improving the activities of domestic enterprises.

The results of the previous year clearly show that expenses exceed revenues. In these circumstances, usually the first decision that the government resorts to is a signifi-

cant reduction in spending on all possible items in order to balance the budget. Careful cost analysis and reduction of those items that are unnecessarily inflated are an effective mechanism for the recovery of Kazakhstan's economy. However, spending cuts cannot by themselves increase revenues, so other measures are needed, and quite effective ones. The latest steps of the government indicate that one of the main sources of budget replenishment can be investments in the economy of personal savings of the population of Kazakhstan. According to experts, the population has between 1 and 2 billion dollars. To attract these funds, the opportunities of leading Kazakhstan banks of the second tier are used by creating a Fund for Guaranteeing Bank Deposits of Individuals. The main obstacle to the implementation of this mechanism is the population's distrust of domestic banks. Mistrust is a difficult obstacle, and it is very, very difficult to overcome it in a short time.

Currently, Kazakhstan is on the verge of transferring some of its powers from the center to the regions and to the local level. Article 89 of the Constitution of the Republic of Kazakhstan indicates that local self-government:

- recognized within the framework of local government;
- is competent to resolve issues of local importance;
- can be carried out by the compactly residing population directly through elections, as well as through elected bodies;
- activity is carried out within the powers established by law.

The peculiarity of the section of the Constitution of the Republic of Kazakhstan "On local government and self-government" is that there is no clear distinction between the concepts of "public administration" and "local government". In practice, this has led to the fact that the potential of local self-government is not fully used. In the interpretation of the European Charter of October 15, 1985, local self-government is understood as the right and real ability of local self-government bodies to regulate a significant part of public affairs and manage it within the framework of the law under their responsibility and in the interests of the local population.

Local government in Great Britain, home of classical municipal forms, shows that one of the criteria for differentiating them from other state bodies is their local character as opposed to central government. The second criterion emphasizing the special position of the municipal level in the state mechanism is certain formal guarantees of the organizational and functional independence of local government bodies. These include the status of the municipality as a corporation. Unlike commercial, private and public corporations, municipal corporations are designed with regard to their public-commercial function. The formal guarantees of municipalities are also confirmed by the well-known budgetary independence and the right of local rule-making within the limits established by law. The third criterion, which shows the organizational isolation of municipal institutions from other parts of the state apparatus, is that at the head of each municipal unit there should be a body elected by the population (1). Thus, "a municipality is understood as a populated area within which local self-government is exercised, there is municipal property, a local budget and elected bodies of local self-government" (2). This article will focus on the process of creating elected bodies in local government, in relation to the conditions of Kazakhstan. Currently, for Kazakhstan, the issue of creating an electoral procedure is relevant, which would fully take into account the conditions of a transitional economy and be at the same time effective.

Local self-government is, in essence, the possibility of overcoming the alienation of the population from local authorities and maximum satisfaction of their social and

other needs by providing a range of services.

The choice of this or that model of local self-government depends, predominantly, on the system of the state territorial organization. In a unitary state, territories are managed directly from the center, while the central government has the right, at its discretion, to change the boundaries of its territories. Under a federal system of government, the boundaries of territorial units cannot be arbitrarily changed or abolished by the central authority. Essentially, unitary and federal systems are two opposites. What these two systems have in common is that they are evolutionarily moving towards each other. In other words, the unitary system gradually grants more and more autonomy to its territorial units. While the federal systems are gradually strengthening the central authority by increasing indirect impacts on territorial units. However, the tendency for the two systems of territorial organization of states to converge will not lead to their merging into one, since they are based on different prerequisites and principles of organization. Figuratively speaking, these two systems are, as it were, two banks of the same river, which cannot join. Based on the foregoing, it is impossible to unambiguously compare the systems of local self-government in federal and unitary states, for example, in the Russian Federation and in the Republic of Kazakhstan. For Kazakhstan, the closest in essence are the systems of local government of such developed unitary countries as France and Japan.

Almost all states have at least three levels of government: national, regional and local. In relation to Kazakhstan, these are republican, regional and local levels. In unitary states, the process of development and formation of statehood occurs first at the national level, and then a strong and stable central government delegates part of its powers to the regional and local levels. This article will mainly focus on the local level, although the proposed mechanism is quite feasible at other levels.

The choice of this or that structure of local self-government bodies ultimately determines the strategy of the state's development. The long-term experience of developed countries shows that most countries "have abandoned the solution of municipal affairs by a community gathering, which is practically impossible in our time" (2). However, in Kazakhstan, at the level of KSK (cooperative of apartment owners), this ineffective mechanism is used; in particular, many strategic issues have been transferred to the general descent of apartment owners for their solution.

Modern bodies of local self-government, as a rule, are built according to the following stepwise form: an electoral corps, a party machine, a representative council, an official at the head of the executive body.

In different countries, there is a different combination of these stable elements of the local government system. With regard to an official in some countries, he is elected or appointed by the Councils, in others - directly elected by the population of the municipality. In a federal system, an official elected by the Council or by the people, such as a mayor, cannot be removed from office by a higher authority, such as the government. Under a unitary system, such an opportunity is provided, for example, such as mayor, under certain conditions, can be removed from office by a government decision.

Making a decision on the appointment or election of an official and on his removal from office, in particular at the local level, is very important not only for Kazakhstan. Back at the beginning of the twentieth century, one of the most famous scientists in sociology, Max Weber (4), noted that the world is unjust, class consciousness and cast dominate in it. Unfortunately for Weber, it is human nature to seek to appoint relatives and maintain the welfare of the wealthy, even if this impedes the development



of society. Weber saw the solution to the problem in freeing the individual, as much as possible, from making decisions about the selection and tenure of an official. It is very important for Kazakhstan what electoral mechanism will be the basis for the selection of akims (an akim is the head of a local government in Kazakhstan). The further development of the region's and republic economy as a whole largely depends on this. The selection and tenure of a leader, in particular of a municipality, is one of the most important problems of modern management as a science, therefore, we will consider it in more detail.

Management as a scientific discipline can be developed and divided into three components:

- management as an art;
- management as a process;
- management like a mechanism.

Art in management is understood as the ability of a manager as a leader - to lead people, to gather a team of like-minded people around him, to move purposefully and persistently towards a set goal and not to be afraid to take responsibility. Leadership - the ability of a manager to influence individuals and groups of people, directing their efforts to achieve the goals of the organization. There is no doubt that at the head of any organization, including municipalities, there should be leaders who are fully proficient in this art. The main question is what mechanism can be used to select such leaders.

Management is the process of planning, organizing, motivating and controlling necessarily in order to formulate and achieve the goals of an organization. To increase the efficiency of the organization, including municipalities, it is necessary to improve and expand these basic processes in every possible way. Those organizations headed not just by managers, but by leaders who have a clear system of planning, motivation, control and are well organized, will have a significant competitive advantage over others. However, in addition to these two components in management, there is a third - a mechanism that is less noticeable, but has tremendous potential if it is designed and used correctly.

There has been a long-standing dispute in management over how the choice of a particular decision is made in the face of uncertainty. Herbert Simon (4) called decision making "the essence of management activity." Research by scientists has shown "the impossibility for managers to act absolutely logically" (4). According to Herbert Simon, "the state of objective rationality can be achieved by an economic subject, as he appears in classical economic theory, but not by an administrative employee who acts in the real world where decisions are made. Such a worker has rather limited knowledge or limited rationality and perfect knowledge is not available to him... Due to the fact that a decision-maker cannot have perfect knowledge, irrationality is inevitable" (4).

So, management can be divided into three components, each of which can make a significant contribution for improving the effectiveness of management at the local level. Decision making is an important activity for any person. However, these decisions, in particular on selection and tenure, cannot be made objectively. Moreover, even subjective rationality is impossible and unattainable. According to Weber, the decision-maker should, if possible, be removed from decision-making, for example, during the selection and tenure of the head of the municipality. Based on the foregoing, it can be stated that in order to increase the efficiency of local government, it is necessary to build a machine (mechanism) that will make decisions without human participation. Before considering the possibilities of creating and using the machine in relation with local

government, let us dwell on some key points of the School of "Scientific Management".

According to Taylor, "maximum welfare can be realized only as a result of maximum productivity" (5). Almost a century ago, he proposed specific tools to maximize worker productivity in industrial plants. Let's consider one of its examples in more detail, since, based on it, we will come up with tools that can be successfully used in modern organizations, including municipalities.

For example: carrying cast iron in blanks. "The production of this work does not require any tools other than bare hands. A worker bends down, picks up a cast iron bar weighing about 92 pounds (ca. 42 kg), walks a few feet or yards and then places it on the ground or a pile... for years. This artel (artel was any of various cooperative associations that existed in the Soviet Union) at the moment in question consisted of 75 people. They were good porters of cast iron, under the command of a wonderful overseer, who himself used to be a carrier of cast iron. The railway line was laid in the field directly along the edge of the stacks of cast iron located there. "Calculations revealed that this artel loaded wagons with an average capacity of about 12.5 tons per worker per day. Taylor and his assistants, using scientific methods, determined that 47 tons is the daily rate that a first-class cast iron porter can carry out. The challenge was" to have these 80,000 tons of iron loaded onto wagons at a rate of 47 tons per person per day instead of the 12.5 tons at which work was actually being done at that time." The first step in achieving this goal was the production of scientific selection among the workers.

"On average, only one out of every eight porters in this artel of 75 porters was physically capable of carrying 47 tons of pig iron per day. With the best of intentions, the other seven of those eight were physically unable to work at this pace. "Now let us ask ourselves the question, what would happen if "the workers themselves made a proper selection from their midst of people suitable for carrying cast iron? What are the chances that the company's administration will fire seven out of every eight people in the artel, leaving only one out of every eight porters? According to F. Taylor, almost none, moreover, "it is impossible to invent any way that could induce these people to produce the correct selection from their own environment."

The company's administration was given three options: continue to be the regulators as before, transfer the regulation function to the brigade's workers, or build a machine that, once built, would act as a regulator, i.e. will carry out the selection of the fittest workers indefinitely without further human intervention.

Summing up before F. Taylor came to the steel company, there was a serious problem in matters of increasing labor productivity. There was no trust between the management of the company and the workers, due to the fact that both sides could not carry out an objective selection of personnel. Taylor not only scientifically validated and determined the production rate, but he also developed a recruitment regulator that makes decisions automatically, without the involvement of company administration or artel employees. At the same time, this regulator for the selection of personnel worked for a long time without further interference from both Taylor and the administration and workers. In other words, Taylor created the first simple machine in worker selection management. The machine has a daily production rate of 47 tons.

Is it possible to create a similar machine for the selection of managers, in particular the heads of municipalities? According to the author of the article, this is possible. One of the main objectives of this article is to argue for this answer.

Now we will consider the issues of personnel selection in relation to local government bodies of Kazakhstan. What do we have? On the one hand, this is the local ex-

ecutive body, headed by the akim. On the other hand, there are voters living in the given territory and the party machine that is absent in the localities. The scheme below presents the selection options and tenure of akims.

According to the first option, akims of administrative-territorial units are appointed by higher akims in relation to them. In other words, the higher administration from among the voters selects the most suitable candidates for akims. Secondly, Maslikhat also has the ability to influence the selection of a candidate for akim. According to article 86 of the Constitution of the Republic of Kazakhstan, the maslikhat has the right to express no confidence in the akim by two-thirds of the total number of deputies and raise the issue of his dismissal before a higher authority. Thirdly, some experts and politicians propose that akims be elected by the territory's population through universal, equal, and direct elections. But then the question arises: what are the chances that the voters will choose from among themselves the people best suited for the position of akims and immediately release those who are incapable of doing so? The answer is the same: none.

What about the developed countries, where direct elections of heads of municipalities by the population are a long-term practice and are quite effective? The fact is that the political structure of society is developed in Western countries, that is, there is a stable party machine. "The traditional and, certainly, the most significant instrument of political regulation of the activities of municipal institutions are in the United States and Great Britain: parties, their local organizations" (1). From the standpoint of management, the party can be viewed as an effective mechanism for the formation and selection of leaders-leaders. The society of Kazakhstan consists of a poorly developed political structure, especially at the local level. The recent elections to the Majilis give hope that the party system in Kazakhstan will develop from year to year, but this process can take a rather long period of time and is quiet thorny.

Hence, the leadership of the republic has three options for action. The first option is to leave everything as it is, i.e. the regulation function remains with the higher akim and maslikhat. The second option is to transfer the regulation function to the electoral corps, in which the party structure is not developed. The third option is to build a machine (mechanism) and then transfer to it the function of regulation for the selection and tenure of local akims. Let's consider the third option in more detail.

The proposed model of local self-government bodies does not completely reject the state management system currently existing in Kazakhstan, but supplements it. The proposed model uses the type of organization of local self-government in the form of "maslikhat - akim-manager". This form of management is inherent in private corporations with their boards of directors and executive managers.

In this form, instead of the absent local party machine, it is proposed to use an artificially created machine for the selection and tenure of akim-managers. In the proposed model, the akim-manager of an administrative-territorial unit is appointed by a representative body-a local maslikhat-rather than by a higher akim (option 2). Simultaneously, the superior akim retains the right to dismiss the akim-manager (option 1). A prerequisite for the successful implementation of the proposed model of local self-government in Kazakhstan is compliance with a number of principles that are inherent in the municipalities of leading Western countries. These are certain guarantees of the organizational and functional independence of local government bodies, the presence of a representative body, the status of the municipality as a corporation, budgetary and financial independence, the right to extract tax revenues and receive loans, the right to

local rule-making within the limits established by law.

Thus, according to the proposed model, one of the main responsibilities of the maslikhat of an administrative-territorial unit is to find and select a professional manager for the position of akim of the local executive body. Under certain conditions, a higher akim has the authority to dismiss a professional, a manager, appointed by the maslikhat. The artificially created machine as a regulator becomes operational only after the maslikhat appoints an akim-manager to the position (option 3). A new machine must first be built, and then it can be used to replace the party machine that is absent in Kazakhstan at the local level. In terms of functionality, it corresponds to the party machine. The machine for the selection of akim-managers to local bodies will, of course, differ significantly in design from the simple machine for the selection of workers, developed by F. Taylor. The difference is that the performance of a manager is much more difficult to assess than a porter of cast iron. The activities of the akim of the municipality, as a corporation, can be divided into three blocks. The first block is the implementation of state functions on behalf of higher authorities. The second block are activities for increasing the efficiency of the municipality as a commercial organization and the third block is the activity of providing a range of services to the population living in the territory of the municipality.

Currently, in Kazakhstan, the second and third blocks of akim's activities are practically not evaluated, since the above principles inherent in the municipalities of developed countries are not fully involved at the local level. As a result, akims are primarily the implementers of state policy on the ground. The first block of akims' activity is evaluated by higher authorities and maslikhat.

In the new model, it is proposed to divide the process of assessing the activities of akim managers of municipalities between three bodies. Instruct a superior akim to evaluate the performance of akim-managers in the field in terms of implementing state policy. The municipality's activities as a commercial corporation, as well as the quality of services provided to the population, should be used to evaluate the maslikhat.

The design of a machine is usually determined based on the conditions in which it will work. Therefore, in different self-governing territories, recruitment machines will have constructive differences.

Consider the process of designing a recruiting machine in relation to a city, for example, Almaty. Currently, about 1.2 million inhabitants live in Almaty and the city is divided into six districts. The practice of developed countries shows that the most optimal number of residents for one municipality is from 15 to 20 thousand people. If we take these figures as a basis, it turns out that in Almaty it is necessary to create from 80 to 120 self-governing territorial units, from 13 to 20 in each district. In each such unit, elections of deputies to local bodies - maslikhats should be held. The main function of the local maslikhat is to select a professional manager for the position of akim and determine the parameters of the machine. In this case, the higher akim of the district, should participate in the formation of the parameters of the machine.

The parameters of the machine are the key indicators by which the activities of the akim-manager will be assessed. The indicators are divided into two groups. Some indicators assess the akim-manager as the head of a commercial corporation, these are mainly financial results. Another set of indicators is the population's perception of the akim in the given self-governing territory. The opinion of the population reflects the quantity and quality of the services provided by the executive body to the residents of a given territory. The final assessment of the activities of the akim-manager, for example,

for the year, consists of two groups of indicators, i.e. from the place that the municipality occupies in the ranking. The first group of indicators, by which the activity of akim-manager is assessed, is quite well developed and is widely used in commercial organizations. The second group of indicators has not yet been applied in this context, so we will consider it in more detail.

The rating system for assessing the results of human activity is very common, in particular, in sports. For example, most of the world's population is informed about which tennis player is the first racket in the world, that is, tops the rating. However, the rating system is used not only to assess the performance of an individual, but also an organization as a whole. Let's consider the mechanism of using the rating system in relation to US business schools. Business Week magazine ranks America's leading business schools every two years. For example, in 1996, the magazine sent out detailed questionnaires to 7,235 former students from 51 of the leading US business schools, and sent 326 companies from among the most eagerly hiring MBAs. Replies were received from 4,830 alumni and 227 companies.

The newly minted masters were asked to express their opinion on the organization of the case directly in the school they graduated from, and, in particular, on the content of the training courses, the quality of teaching, as well as on the work received after graduation. In the questionnaire for employers, respondents were asked to assess the level of professional training of business school graduates, and, on its basis, make their own rating of these educational institutions, taking into account the professional suitability of their graduates and the prospects for their career advancement. Based on the results of these two surveys, the Business Week list was compiled, which included 25 of the leading US business schools.

According to this list, the University of Michigan Business School at Ann Arbor moved up 4 steps at once and took the 2nd position. This list does not oblige the top management of business schools to respond to it, in particular, to remove the rector from the post for lowering the position in the rating. However, they cannot completely ignore the rating system either. For example, the rector of the Harvard University Business School, Kim Clark, carried out a radical reorganization, spending about 11 million dollars on this. This did not go unnoticed by the graduates, who appreciated the initiative of the rector in all areas of the educational process, respectively, the business school climbed a step higher in the rating, finishing 4th.

As can be seen from this example, the mechanism for compiling a rating of organizations, in particular business schools, is quite simple and relies on scientific methods. With regard to local authorities, the rating of the best self-governing territorial units, for example, one of the districts of Almaty, can be made as follows. Detailed questionnaires are sent once a year to the residents of the self-governing territory. Based on the results of the survey, the opinion of residents about the work of local bodies administration of all self-governing territories of a given district is determined. The final rating includes the results of both financial activities and the opinion of residents about the quality and quantity of services provided by the administration. Based on the numerical results of the two final indicators, the location in the rating of all self-governing territories of the district is determined. The akim-manager of the self-governing territory, who took the last line in the rating, automatically leaves his position, regardless of the opinion and attitude towards him of both the district akim and the local maslikhat. This is the main principle of the artificially created machine in management. It should be noted that the value of this mechanism is not in removing one or another akim-

manager, but in, firstly, for motivating all leaders of local authorities to take active action. Secondly, to stimulate the population to directly participate in local governance, and not to be a passive observer. In addition, information on the ratings of self-governing territories is a powerful unifying factor for residents. They are included in the competitive process together with the administration of local authorities. The significance of this mechanism also lies in the fact that the population increases confidence in local authorities and in the state as a whole.

As the practice of developed countries shows, municipalities are one of the largest employers. For example, in the United States, 55.8% of the total number of public sector employees are in the municipal service, while the federal authorities account for 25% and the states - 19.2% of these people (1). If from 80 to 120 self-governing territories are formed in Almaty, then a large number of municipal employees will be required, respectively, in the country as a whole, a huge number of new jobs will be created. In addition, local authorities will be interested in the development of small and medium-sized businesses on their territory, since a certain part of tax revenues goes to the local budget.

In developed countries, the practice of obtaining loans from municipal authorities has become widespread. In the United States, lending to municipalities is carried out under conditions similar to those for private corporations (1). Local authorities issue bonds to obtain loans. As mentioned above, the population of Kazakhstan is obtaining from 1 to 2 billion dollars. If we assume that the proposed mechanism will increase the degree of public confidence in local authorities and the fact that municipal bonds are not taxed, then one can conceive what great opportunities the introduction of a new model of local self-government promises for Kazakhstan. After all, loans represent the most important source of funds for capital construction for local authorities.

Consequently, the introduction of a system of local self-government for Kazakhstan is a very urgent task. When introducing this system, it is necessary to use the experience of the most developed countries. At the same time, it is impossible to unambiguously transfer Western systems of local self-government. The fact is that some of the mechanisms of this system in Kazakhstan are not developed or are completely absent. In management, as in technology, in the absence of any mechanism, the system as a whole cannot work. It is necessary to find the missing mechanism, or use another that can perform these functions. In Kazakhstan, the party organization at the local level is completely undeveloped. Therefore, it is impossible to ignore this fact when introducing a system of local self-government. In a short period of time, the development of a party organization is impossible. This is a lengthy process. Then there is only one way left: to create a mechanism that would perform the functions of a party organization. The cybernetic machine proposed in this article not only replaces the party organization as a leader selection machine, but is also more advanced in its applicability. The introduction of the cybernetic machine into the system of local self-government in Kazakhstan will make it possible to use the enormous potential of municipalities, the theory and practice of which has a long history.

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### **TERRORISM AS THE MAIN NATIONAL SECURITY THREAT**

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Ensuring national security has always been the most important course of action of any state, including within the framework of flexible and appropriate consideration of the development trends of this institution, manifested in the domestic and foreign spheres.

The implementation of the progressive and sustainable development of a state occurs only in the conditions of the security of its nation and the preservation of statehood. Therefore, national security was included by the first President of the country N. Nazarbayev in the Message to the people of Kazakhstan "Kazakhstan - 2030" as the main priority goal (out of seven long-term priorities) [1].

National security is a scientific and practical problem characterized by the state of political institutions that ensure effective activities to maintain optimal conditions for the existence and development of individuals and society. National security, as a category of political science, reflects the connection of security with the nation, including social relations and public consciousness, institutions of society and their activities that ensure the implementation of national interests in a specific historical situation. There are three levels of security in national security: individual, society and state. Their place and role are determined by the nature of social relations, the political system, and the presence of internal and external threats. In terms of content, in the concept of national security, it is customary to single out political, economic, military, environmental, information security and the security of the cultural development of the nation [2].

In accordance with paragraph 3 of Article 1 of the Law of the Republic of Kazakhstan "On the National Security of the Republic of Kazakhstan", the national security of the Republic of Kazakhstan is the state of protection of the national interests of the Republic of Kazakhstan from real and potential threats, ensuring the dynamic development of a person and a citizen, society and the state [3].

The need for security is one of the basic motivational sources of human life, and social organization is a way to ensure normal living conditions, a means of jointly countering natural and social threats. The cooperation of the efforts of the participants in social relations subordinated to the common public will makes it possible to counteract such threats that cannot be countered individually. Global changes taking place in the modern world, along with positive phenomena, entail the emergence of new threats and intensify the effect of previously existing threats, the nature and degree of danger of man-made threats are changing. Under these conditions, the state becomes the main subject of security, a special role is assigned to state means of countering threats of various natures and degrees of danger.

In accordance with paragraph 7 of Article 1 of the Law of the Republic of Kazakhstan "On the National Security of the Republic of Kazakhstan", threats to national security are a combination of external and internal factors (processes and phenomena) that impede or may impede the realization of the national interests of the Republic of

Kazakhstan [3].

Threats to the security of the state - a set of objects, conditions and factors that create dangers to state interests, the individual, society, the state.

From the above definitions of state security it follows that its management is based on the classification of types of threats, their analysis, assessment of the possible consequences of the implementation of threats and the development of measures to prevent them.

A security threat is a set of intentions and capabilities of a social subject that can damage the vital interests of an individual, society, and the state. The protection of national interests, which is what the concept of national security policy implies, is understood as a set of measures to prevent or neutralize encroachments on the vital interests of the individual, society, state, real and potential threats and dangers to these interests. Thus, the goal of the state system for ensuring national security is to create a mechanism that allows the implementation of the policy and strategy of the state to protect the national interests of the state [4].

In accordance with Part 1 of Article 6 of the "On the National Security of the Republic of Kazakhstan" Law of the Republic of Kazakhstan as of January 6, 2012, the main threats to national security are:

1) a decrease in the level of law and order, including the growth of crime, including its organized forms; the merging of state bodies with criminal structures, terrorist or extremist organizations; the patronage of officials to illicit capital circulation; corruption; illicit trafficking in weapons and narcotic drugs, contributing to a decrease in the degree protection of national interests;

2) Deterioration of the demographic situation and public health, including a sharp decline in the birth rate, an increase in mortality;

3) Uncontrolled migration processes;

4) Decrease in the level and quality of healthcare, education and intellectual potential of the country;

5) Loss of cultural and spiritual heritage of the people of the Republic of Kazakhstan;

6) Aggravation of the social and political situation, expressed in interethnic and interfaith conflicts, riots;

7) Activities aimed at forcibly changing the constitutional order, including actions that encroach on the unitarity of the Republic of Kazakhstan, the integrity, inviolability, inalienability of its territory, the safety of protected persons;

8) Terrorism, extremism and separatism in any of their forms and manifestations;

9) Reconnaissance and subversive activities of special services of foreign states, other foreign organizations and individuals, aimed at causing damage to national security;

10) Disorganization of the activities of state bodies, disruption of their uninterrupted functioning, decrease in the degree of controllability in the country;

11) damage to the economic security of the state, including the use of strategic resources contrary to the interests of the country, obstruction of innovative development and growth of investment activity, uncontrolled export of capital and goods outside the country, growth of the shadow economy;

12) decrease in the stability of the financial system;

13) reduction in production, reduction in quality, competitiveness, export, transit potential and availability of products and goods, reduction in supplies from other states



of products and goods not produced in the Republic of Kazakhstan;

14) a decrease in the level of the country's defense capability, a threat to the inviolability of the State Border of the Republic of Kazakhstan and the use of force against the Republic of Kazakhstan, aggression against it;

15) Creation of paramilitary formations not provided by the legislation of the Republic of Kazakhstan;

16) Reducing the security level of the information space of the country, as well as national information resources from unauthorized access;

17) Information impact on public and individual consciousness associated with deliberate distortion and dissemination of false information to the detriment of national security;

18) a sharp deterioration in the environmental situation, including the quality of drinking water, natural disasters and other natural and man-made emergencies, epidemics and epizootic;

19) Damage to national interests at the international level, damage to political image and economic rating of Kazakhstan;

20) the use of money and (or) other property received from foreign states, international and foreign organizations, foreigners, stateless persons, for organizing and holding meetings, rallies, processions, pickets and demonstrations, as well as calls for participation in them, if their purpose is to incite racial, national, social, religious intolerance, class exclusivity, violent overthrow of the constitutional order, encroachment on the territorial integrity of the republic, as well as violation of other provisions of the Constitution, laws and other regulatory legal acts of the Republic of Kazakhstan, or their implementation threatens public order and security of citizens [3].

In this article we want to consider one of the types of these threats - terrorism.

The etymology of the term "terrorism" indicates that the roots of this word come from the Latin "terror" - fear, horror ("terrorist" - a person, an object that instills horror) [5]. Thereafter, terror - already as an action, an act, began to be used as a mean to intimidate people and states in order to achieve certain political goals.

In accordance with the norms of international law, international terrorism is a set of acts that are socially dangerous on an international scale, entailing senseless death of people, disrupting the normal diplomatic activities of the state and their representatives, and hindering the implementation of international contacts and meetings, as well as transport links between states.

In accordance with paragraph 5 of article 1 of the Law of the Republic of Kazakhstan dated July 13, 1999 "On countering terrorism", terrorism is the ideology of violence and the practice of influencing decision-making by state bodies, local governments or international organizations by committing or threatening to commit violent and (or) other criminal acts related to the intimidation of the population and aimed at causing damage to the individual, society and the state [6].

Modern terrorism is characterized by cruelty, senseless killing of innocent civilians, violation of human rights, taking of hostages, seizure of vehicles, extortion, and the use of attempts for political purposes.

The main goal of terrorism that violates human rights is violence. Its victims are peaceful people whose rights are violated.

Every state, every nation has the right to fight terrorists with all available means. At the same time, it is unacceptable to broadly interpret the concept of terrorism by classifying entire nations, nationalities or civilians as terrorists. A broad interpretation

can lead to unjustified violation of the rights of the civilian population. Terrorists are a certain part of the population, a group of people with a certain system of views and beliefs. It is necessary to fight terrorists, their centers, their ideology, but in no way can they be identified with the people, the population of a city, a settlement. For example, Chechen terrorists, militants are not identical with the Chechen people.

The broad interpretation of terrorism and inadequate forms and methods of struggle identified in the course of war can lead to unjustified violations of human rights. The fight against modern terrorism is a complex, difficult task, the effective form of which has yet to be found. Of course, it is easy to destroy a settlement, a city with the help of modern means. But in this case, civilians who have nothing to do with terrorists may turn out to be victims of such a strike. Such an inadequate struggle will be an act of terrorism against innocent people, it will be state terrorism.

In conflict situations, human rights are often violated not only by terrorists, but also by those who inadequately fight against terrorists. When in the course of the fight the concept of measure, the principle of the adequacy of the fight against terrorism, is violated, then this fight can turn into a form of terrorism.

In our opinion, the political and economic roots of terrorism, extremism, separatism lie in the existing contradictions and conflicts of the modern world.

Moreover, terrorism today is a form of manifestation of a challenge to the existing problems of mankind: poverty, unemployment, need, hopelessness of the situation. The contradictions and conflicts of the modern world give rise to the emergence of international terrorism. Therefore, it is necessary to fight this phenomenon together with the entire world community and by all available means. However, it should be noted that it is impossible to solve the problems of terrorism by punitive and repressive measures. The forceful solution of the problem is important, but other methods must also be used, primarily legal, economic, financial, and ideological.

It is necessary to idealize the activities of human rights organizations. Powerful ideological work is needed, a set of measures aimed at instilling social immunity to such manifestations. The tragedy lies in the fact that peaceful people are catastrophically unprepared for terror, which is inevitable in a crisis society. Human rights organizations and special services must guarantee and protect the rights of civilians in conflict situations.

Terror causes terror. There is a confrontation and counteraction; state bodies toughen the fight against terrorists. Terrorists become even more sophisticated in inventing more and newer methods of struggle.

Israel is always mentioned as an example of the brutal fight against terrorism. Next example is the USA. So, in Israel, the principle of the inevitability of punishing terrorists is strictly followed, and in the United States such regulation act is called very symbolically - Antiterrorism and Effective Death Penalty Act (1996). What does this fight show? Terrorism has not disappeared. Lots of money is spent to fight it. But a civilian does not feel protected. The whole world is fighting the consequences of terrorism, which are not only increasing every hour, but also become more and more horrific.

Kazakh scientist D. Satpaev proposes the structure of an effective anti-terror system:

1. Prevention of terrorism (predictive functions).

Tasks of analytical structures:

- A) the study of historical, ideological, political and socio-economic conditions that contribute to the manifestation of one form or another of terrorist activity;

- B) analysis of trends in development of political extremism and terrorism;
- C) practical recommendations for neutralizing conditions that foster extremism and terrorism;
- D) assessment of the consequences of specific anti-terrorist measures on the part of law enforcement agencies in short and long term perspectives.

- 2. Prevention of terrorism (neutralization).
- 3. Power approach [7].

By committing an act of terrorism, a terrorist tries to undermine the authority of the country's government, seeks to show its powerlessness against the act he is committing, and at the same time a terrorist shows his own "abilities", seeking to instill horror and fear in society. The weapons of terror are repressions; the weapons of terrorism are acts of terrorism [8].

The key to success in fight against one or another dangerous phenomenon depends on understanding its essence and causes. The complexity of such historical phenomenon as terrorism leads to scientific discussions about the definition of its types. Various criteria are used as grounds for distinguishing certain types of terrorism in the scientific literature and political practice.

The existing typologies have different cognitive, scientific values, although in general they allow to see the multifaceted nature of terrorism as a phenomenon, contribute to disclosure of its socially dangerous nature, to the formation of conceptual apparatus of "terrology" - a scientific discipline about terrorism, and also contribute to the criminal law qualification of the acts of accomplices to terrorist attacks; creation of an effective system of measures to counter terrorism in general.

Terrorism as an extreme form of extremism and radicalism is diverse and many-sided, has different natures, different sources, goals, different levels and scales, directions and natures of execution. The fundamental commonality of all types of terrorism is in the forcible imposition of a worldview, ideology, moral values, politics, and their way of life; in killing civilians, threatening them or other forms of violence as the main means of achieving goals.

There are several options of terrorism classification. However, in our opinion, the following classification, according to the logic of its construction, most fully reflects the nature of the terrorism types:

1. Political terrorism - is associated with the fight for power and is aimed at intimidating the political opponent and his supporters. At the same time, the most active figures of the opposite side are killed, intimidating the rest. This is what the German Nazis and Italian fascists did when they rushed to power and tried to strengthen it.

2. State terrorism (or terror) is determined by the need to intimidate own population, to completely suppress and enslave people, and to destruct those who fight against the tyrannical state.

3. Religious terrorism is committed in order to establish, to force recognition of one's church and at the same time to weaken another confession, to damage it. Religious terrorism is possible not only between representatives of different religions, but also between adherents of different branches of the same religion. Sectarian terrorism can also be distinguished within religious terrorism.

4. Self-serving terrorism aimed at those who impede the receipt of coveted material values, commercial rivals who are obliged to pay "tribute", or at those who are expected to accept obviously unfavorable conditions.

5. Criminal terrorism, the content of which is destruction of rivals and the intimi-

dation of their supporters in conflicts between organized groups of criminals. Such terrorist acts are committed quite often and their victims are numerous.

6. Military terrorism takes place during war and is aimed not only at weakening the enemy economically and militarily, destroying his industrial and military power, but also at bringing him to a stupor, terrifying the population, changing the psychological situation in the country - weakening the morale.

7. Nationalist terrorism pursues the goal of ousting another nation by intimidation, getting rid of its power, sometimes - to seize its property and land, in some cases - to defend own national dignity and national wealth. Sometimes nationalism takes the form of separatism when the goal is to separate the given nation and form an independent state. However, such organizations often defend their own interests and views, and not the wishes of the majority of their people for whose independence they allegedly fight.

8. "Idealistic" terrorism, when criminal acts are committed for the sake of rebuilding the world, the victory of "justice", etc., but terrorists try to achieve this with the help of intimidation. Such terrorists are no less terrible than any others, all the more so because among them there are many fanatical people whose mind does not accept any reasonable arguments and who are indestructibly confident in the correctness of their cause and reasons.

9. Partisan terrorism, which is not included in military terror because such attacks continue to happen after a war is over. It is "guerrilla" terrorism against the invaders. The actions of partisans are very often of a terrorist nature, and even our history has left numerous evidences of this.

Currently, terrorism energizes all over the world, an increase in its scale, forms and spheres of manifestation is clearly seen. According to experts, in the near future terrorism can rapidly develop, change, and globalize. Therefore, nowadays it is very important to unite all forces and resources to prevent and counter terrorist threats. The main goal of the state strategy for countering terrorism is to ensure reliable protection of citizens, society and the state from terrorist threats by preventing terrorist acts and suppressing them as efficiently as possible.

In order to prevent terrorist activities, Article 10, Part 1 of the Law of the Republic of Kazakhstan "On Countering Terrorism" says that:

1. On the territory of the Republic of Kazakhstan shall be prohibited:

- 1) The propaganda of the terrorism;
- 2) Creation, registration and functioning of terrorist organizations, as well as illegal paramilitary formations.

An anti-terrorist operation is carried out in order to suppress an act of terrorism, neutralize terrorists, explosive devices, ensure the safety of individuals and organizations, as well as minimize and (or) eliminate its consequences,

Negotiations with terrorists are allowable in order to preserve the life and health of people, material values and objects, as well as to study the possibility of suppressing an act of terrorism without the use of force. Negotiations are entrusted to persons specially authorized for this by the head of the crisis center.

If in the course of negotiations with a terrorist(s) the goal of the negotiations cannot be achieved due to their disagreement to stop the act of terrorism, and a real threat to the life and health of people remains, the head of the anti-terrorist operation has the right to decide on the liquidation of the terrorist(s).

If a clear threat to a guarded person or object is detected and it is impossible to eliminate it by other legal means, the terrorist(s) may be eliminated by order of the head

of the anti-terrorist operation without negotiations or warning.

Subdivisions of state bodies participating in the anti-terrorist operation use physical force, K-9 dogs, military and other equipment, weapons and special means in accordance with the laws of the Republic of Kazakhstan [6].

From the point of view of political psychology, terrorism is a fight of illegitimate power against legitimate power using unlimited means and methods of pressure on the mental state of the enemy to replace the meaning, goals and values of the enemy with their own meaning, goals and values.

The fight against terrorism is a fight for human consciousness in the context of global changes in the world. The goal of terrorism is the psychological and political destabilization of society, leading to financial collapses, changes of governments, reductions in production, traffic stops - everything that materially embodies the world of other people that is rejected by terrorism. Terrorism is the infection of others with psychological and political instability, which the terrorist himself suffers from. Therefore, the diagnostics of terrorism, its "treatment", the forecast is not so much in identifying and destroying its paramilitary structures, but in the exact knowledge and optimization of the reasons for its existence: causes of its psychological and political instability.

Terrorism in the psychological and political sense is a forceful solution to the problems of political incompatibility between people by destabilizing the psychological state of the opponent using violence that is not limited by civilized morality and international law. Terrorism is extremely exacerbated by globalization that has made the whole humanity to face problems that have not been encountered before. Modern terrorism is a freak-out reaction to global changes in the world. Adapting to such changes is a very difficult intellectual and psychological problem that needs to be addressed in the fight against terrorism.

Terrorism is a phenomenon both political and psychological. Terrorists are capable of changing the social atmosphere in the most serious way by sowing fear, uncertainty, and distrust in the institutions of power. They can and should be neutralized and punished. But terrorism as a phenomenon can only be defeated when an atmosphere is created in society where everyone, including the terrorists themselves, understands that even for those who share their political and religious views; they are, at best, dangerous lunatics. The state must fight terrorists, but only society can defeat them.

It is extremely important for Kazakhstan to take into account potential external and internal threats:

- The configuration of the geopolitical field of Kazakhstan is a heterogeneous space that combines an unbalanced system of internal structure with a heterogeneous structure of the foreign policy environment;

- in view of the fact that the size of the state is of strategic importance in terms of organizing defense measures, the size of Kazakhstan territory makes it difficult to keep political neutrality;

- the small population of Kazakhstan creates the problem of low land population, which negatively affects the country's defense potential;

- the combat readiness of the Armed Forces of Kazakhstan still does not meet the proper level of the country's defense capability, the national Army does not have the necessary material, technical, financial, economic and personnel potential to maintain the country's defensive capability at a sufficient level in the event of real or possible external threats [9]. An important aspect of the military-political interests of our country is the creation of the basis for the military-strategic self-sufficiency of Kazakhstan. In this

regard, the main task is to build the Armed Forces that are capable of ensuring the security of the country from any threats on a regional scale, and at the same time meet the economic and demographic capabilities of the state, and this means the creation of compact, mobile and combat-ready units and formations.

An insufficiently strong economics makes the military and political security of the country vulnerable. The Armed Forces are not fully provided with the material and financial resources that are required to maintain combat readiness, and economic underdevelopment does not allow the state to more actively defend its national interests, using financial and economic levers of foreign policy influence for this. It is also obvious that the Armed Forces of the Republic of Kazakhstan are weak and their power is clearly insufficient to protect such a large state. The number of Kazakhstani male residents aged 15 to 49 is only 4 million 400 thousand people, of which 3.5 million are fit for military service. In the event of a surprise attack, it is theoretically possible to call 1 million 800 thousand people to arms.

At the same time, Kazakhstan should focus not only on the quantity of the Armed Forces, but also on their quality content, which should raise the prestige of the army. Probably, it is necessary to reconsider the approach to financing the army, taking into account real and potential military threats, to develop anti-aircraft defense (taking into account the presence of ground-based tactical missiles in most states of the region), and the strengthening of the air forces. The main body ensuring the security of the Republic of Kazakhstan is the Security Council of the Republic of Kazakhstan - a consultative and advisory body formed by the President of the Republic of Kazakhstan to develop decisions and facilitate the exercise by the head of state of the powers to ensure defense capability and national security. The permanent members of the Security Councils are: The Prime Minister, Head of the Administration of the President of the Republic of Kazakhstan, Secretary of the Security Council, Chairman of the National Security Committee, Heads of key ministries and departments [10].

The National Security Committee of the Republic of Kazakhstan directly ensures the security of an individual and the society, protects the constitutional order, state sovereignty, territorial integrity, economic, scientific, technical and defense potential of the country. In matters of organizing the defense of our country, doctrinal guidelines on the problems of ensuring the military security of the CIS states, primarily the CSTO members, are taken into account. In developing a military strategy, the Kazakh government focuses on pursuing a policy of integration and stable ties with the CIS countries, China, the United States and other states of the world community.

According to the general opinion of the righteous, terrorism in any of its forms is the most socially dangerous of all the crimes described by criminal law. Terrorism is an indicator of crisis processes. This is an "emergency" feedback channel between society and the authorities, between a separate part of society and society as a whole. It testifies to acute trouble in a certain zone of social space, therefore, here terrorism does not have a purely forceful solution. Localization and suppression of terrorists is only part of the fight against it. The other part involves political, social and cultural transformations that remove the grounds for the radicalization of society and the recourse to terrorism.

Thus, in recent years, Kazakhstan has developed certain ideas about its own security, closely related to the problem of maintaining the sovereignty of the state. These ideas and views are based on the principles that have been developed in the course of implementing foreign and domestic policies. These principles are as follows: in domestic policy - the preservation of ethnic and social stability, the implementation of eco-

conomic reforms, the strengthening of state power and the regime of the presidency; in foreign policy - balancing between global powers, collective defense within the Commonwealth, strengthening Asian security, integration of Central Asia and the Eurasian idea.

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#### FEATURES OF THE LEGAL PROTECTION OF URBAN VEGETATION

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Currently, the problems of ensuring and maintaining the human-friendly quality of the natural environment come out in the first place in Kazakhstan. The elements of such an environment are all natural components - earth, air, water, plants and animals.

Most of the world's population lives in cities and urban settlements. A high concentration of production and a large number of inhabitants on a fairly small area lead to the formation of the so-called "anthropogenic environment". It is characterized by the modification of all natural elements and their acquisition of qualities that are not always useful for the human body. Green spaces in cities have probably remained the only natural element of the urban environment that has not undergone significant changes. However, the area occupied by green spaces in and around cities is constantly being reduced due to uncontrolled logging, fires, and constant exposure to harmful chemicals. The species and age composition of urban plantings is changing as a result of anthropogenic climate change.

All these factors cannot but affect the change for the worse of the state of other natural components – the earth (primarily soil), atmospheric air and water – as a result, the quality of the natural environment deteriorates. The growth of many diseases in recent years has been caused by just such deterioration. The reason for this, in addition to air pollution from industrial and automobile emissions, is the inability of the remaining plantings in cities to absorb and process harmful substances as they should do. The importance of urban green spaces as natural barriers that effectively trap noise, dust, elec-

tromagnetic vibrations and other types of negative impacts is also decreasing. Despite the importance of the described problem, the existing legislation of the Republic of Kazakhstan in the field of protection of green spaces is poorly applied. It mainly follows the path of regulating the legal protection of green spaces as an element of forest vegetation. It seems necessary to make certain efforts to adopt an act on the plant world or another act that would help settle all controversial issues.

The main issues of flora protection are currently regulated by forest legislation (in particular, the Forest Code of the Republic of Kazakhstan), but a unified approach to the legal regulation of these issues has not yet been formed. These problems are also reflected in the scientific literature. A number of works by R.K. Gussev, L.A. Zaslavskaya, A.B. Iskoyan, G.N. Polyanskaya are devoted to the plant world. The issues of protection and use of vegetation were also considered by such environmental scientists as S.A. Bogolyubov, M.M. Brinchuk, B.V. Erofejev, Yu.G. Zharikov, O.S. Kolbassov, I.F. Pankratov, and others.

The composition of urban green spaces usually includes several elements. O.L. Dubovik, for example, calls the following categories [1, p. 187]:

1. Trees are perennial plants with a well-defined trunk bearing lateral branches, with an apical scion forming a crown.

2. Shrubs are perennial woody plants branching at the surface of the soil that do not have a main trunk in the adult state.

3. Forest crops are plantings created by sowing or planting of tree and shrub species on a breeding and genetic basis, by collecting, processing seeds, growing planting material, preparing forested areas, tillage, sowing and planting forests, care.

3. A forest plantlet is a young woody or shrubby plant grown from seed in the open or closed ground of the nursery's sowing department and used as planting material.

4. A forest seedling is a young woody or shrubby plant grown in a nursery by transplanting a forest plantlet or planting a cutting or otherwise, which is used as a planting material.

4. Young growth of natural origin is a set of trees of the first age period forming a more or less homogeneous forest area, starting from the formation of undergrowth to the perch (in coniferous and hard-leaved seed stands, the period of young growth ends by 20-30 years, in soft-leaved and hard-leaved shoots - by 10 years).

5. Self-seedings are woody plants of natural origin that have grown from seeds that have flown from seed trees and grow under the canopy of plantings, in felling, burning, etc. usually of young age (3-5 years), from which undergrowth is formed.

Urban green spaces are also a very important factor in ensuring a favorable and safe environment for the health of the population. The right to a favorable environment is one of the basic environmental rights of citizens. In addition, citizens have the right to reliable information about its condition and compensation for damage caused to health or property by an environmental offense.

This right means the opportunity to live in favorable conditions that do not harm life and health and require the relevant officials of specially authorized bodies to maintain a favorable environment in proper condition. One of the most important activities of these bodies is the protection of urban vegetation.

Currently, Kazakhstan has developed Standard Rules for the Maintenance and Protection of Green Spaces, approved by the Order of the Minister of National Economy of the Republic of Kazakhstan as of March 20, 2015 No. 235 "On Approval of



Standard Rules for the Maintenance and Protection of Green Spaces, Rules for the Improvement of Territories of Cities and Settlements and Rules for the Provision of Public Service “Issuance of Permits for Felling Trees” (with amendments and additions as of December 30, 2020). However, the Standard Rules do not contain the legal norms regulating the standards of landscaping. In large cities, separate Rules regulating the maintenance and protection of green spaces are adopted at the level of maslikhats. For example, in Almaty there are Rules for the Maintenance and Protection of Green Spaces in Almaty, approved by a Decision at the Session of the Maslikhat of Almaty of the VI Convocation in February 2020. In the city of Nur-Sultan there are Sanitary Norms and Regulations (SNiP RK) 3.01-02AS-2016 “Norms and Rules for the Design of Complex Landscaping in the Territory of Astana”.

However, there are no uniform standards of landscaping in the ratio of square meters per person in the Republic of Kazakhstan.

In the book “Environmental Law” (S.A. Bogolyubov) published in 1998 much attention was paid to such a specific problem as environmental protection in cities. The author devoted Chapter XIV to the peculiarities of environmental management in cities, the powers of city nature protection bodies, and contractual forms of environmental activity. He also pointed out that one of the most important environmental problems in cities is the problem of creating and protecting urban green vegetation and green areas around them [2, p. 375].

As mentioned above, green spaces perform an important environmental protection function, providing oxygen necessary for human life, animals and plants, as well as absorbing carbon dioxide. In addition, they are a natural accumulator of many harmful chemical and biological substances, and prevent their entering the soil, water and atmospheric air.

Green spaces in cities can be divided into two large groups: urban forests and non-forest vegetation. The legal regime of urban forests is regulated by forest legislation as forests that are not included in the forest fund. These natural objects are not the subject of this study.

In addition to this division, various scientists propose to divide green spaces into categories depending on the functions they perform, for example, V.V. Petrov [3, p. 456]. He calls the vegetation that forms in the sanitary protection zones of industrial enterprises, as well as in water protection zones, around residential buildings and cultural institutions, the *protective* one. In addition, he identifies *landscaping plants* that perform “ecological functions, protecting the air from dust, dirt, harmful gases, enriching it with oxygen, providing a favorable landscape background for the human environment” According to V.V. Petrov, there is also *decorative vegetation* that performs an aesthetic function, and *fruit vegetation* that performs economic, decorative and aesthetic functions.

Unfortunately, such a classification of green spaces cannot be considered acceptable. In this work, it has been repeatedly noted that all plantings, regardless of origin and composition, perform an ecological environmental protection function. To establish a legal regime for their protection, in our opinion, it does not matter what other functions these plantings perform (decorative, aesthetic, economic).

Of course, in cities, a stricter regime for the protection of individual groups of plantings can be established. It will depend on the plant value. Such a regime, for example, can be established for cultural and historical plantings, plantings around industrial facilities that absorb most of the harmful substances produced by the latter. A spe-

cial protection regime can also be established for plantings on the territory of cemeteries and former cemeteries.

It should be noted that plantings in such territories perform an important sanitary and hygienic function - they prevent the spread of infections and the development of epidemics and epizootics.

R.K. Gushev also speaks about the important function of green spaces. He notes that green spaces together with urban forests (regardless of their origin) are an important means of neutralizing industrial and other harmful emissions into the atmosphere, and also perform vital sanitary and hygienic functions [4, p. 40].

The special regime of protection of urban vegetation, according to R.K. Gushev, is caused only by the fact that the territories occupied by urban green spaces and forests are the most visited. Therefore, it is required to take additional measures such as the installation of fire-fighting reservoirs, an increase in the number of observation posts, systematic sanitary and health preventive measures, enhanced forest pathology supervision, priority work on the reconstruction of low-value plantings, drainage works.

In addition, special landscaping measures are required in the territories occupied by urban green spaces, such as the installation of benches, sofas, gazebos, shelters from the rain, the equipage of places for smoking, bonfires, the enrichment of grass cover, and constant cleaning of visited places.

All of the above confirms that all green spaces of cities, regardless of their origin and breed composition, are subject to protection. That is why the division of urban vegetation proposed by V.V. Petrov, in our opinion, has no functional significance.

G.I. Tkach speaks about the following functions of green spaces – oxygen-enriching, filtering, gas-deficiency, phytoncidal, and aesthetic [5, p. 2]. However, this division raises certain doubts. In our opinion, it is more biological than legal. Therefore, in the legislation it is necessary to apply the division according to functional characteristics.

As noted above, a special protection regime can be established for green spaces in protective zones. In particular, S.A. Bogolyubov speaks about the establishment of standards for the maximum permissible load on such zones due to their important functions and the limited mode of their use [2, p. 375].

B.V. Erofeev points out that the features of the protection of green spaces in cities may depend on the status of the territory on which they are located. In particular, he identifies industrial, residential, communal and warehouse, external transport and suburban areas. According to this author, the common problem of all these zones is their insufficient and ever-decreasing landscaping [6, p. 380].

From the point of view of the territory improvement elements, R.D. Bogolepov considers green spaces. He calls them landscaping plantings and equates the regimes of protection of urban vegetation, plantings of protective zones of railways and highways, and green areas around cities [7, p. 166].

In general, it should be noted that none of the above-mentioned and other authors divides the green spaces of cities into types and, accordingly, does not allocate special regimes for their protection.

The legislation of the Republic of Kazakhstan also does not contain such a division. Therefore, it can be concluded that the specifics of the legal protection of urban vegetation will depend on two factors.

Firstly, these plantings should not belong to urban forests. In this case, the regime of their protection is determined by the norms of the forest legislation of the Republic of

Kazakhstan and cannot be established by other normative acts.

Secondly, a special protection regime can be established for green spaces of protective zones of industrial facilities and transport facilities, as well as plants that are particularly valuable in cultural, historical or biological terms.

Which of these factors should be taken into account when determining the legal regime for the protection of plantings in cities?

It seems that, first of all, it is necessary to establish general criteria for the protection of all urban vegetation.

Firstly, all plants, regardless of their origin and breed composition, are subject to protection. This is especially important to establish for urban vegetation, because a fairly large part of urban green spaces are the so-called grassy groups and territories such as lawns, flower beds, wastelands, courtyards, etc. Despite the seemingly small importance of this type of plantings, they form an important part of the natural complex of cities. They strengthen the soil cover, retain moisture necessary for the growth of tree and shrub vegetation, and also serve the purposes of landscaping and recreation of the population.

Secondly, green spaces in cities are exposed to such a specific type of exposure as chemical exposure to street cleaning compounds, in other words, "salt". In winter, the streets of cities are generously sprinkled with "salt", the latter being washed away together with the melted snow into the city sewer. Then it gets into the soil, water, lawns and trees. "Thanks to" constant, from year to year, such an impact, many square meters of lawns and flower beds are destroyed, trees and shrubs are drying up. Protecting urban plantings from this scourge is one of the tasks of the municipal environmental legislation being formed.

Thirdly, the legal regime for the use of urban vegetation is not actually established now. This leads to the fact that citizens who once planted trees and shrubs under the windows consider them their own and cut them down when they please. In this situation, not only the interests of the environment, but also the interests of the nearest neighbors are usually not taken into account.

Many green spaces are also cut down in order to provide parking places under the windows. Of course, one cannot condemn them for taking care of their property; however, it should also be taken into account that these are citizens who deprive themselves of the necessary oxygen and better protection from both the scorching sun and road dust.

All these features must be taken into account when forming legislation on the protection of green spaces in cities.

S.A. Bogolyubov also notes in his book that in many cases the territories occupied by green spaces turn into spontaneous landfills of household and industrial waste, the disposal of which is another unresolved problem of modern cities. For example, in the city of Moscow along the Moskva River, you can see unauthorized landfills of rusty cars and other scrap metal. Such situations are not new for Kazakhstan either. Perhaps such a situation would not have happened if the problem of too high prices for the disposal of this type of waste had been solved.

Thus, we can conclude that to solve all these problems it is necessary to form legislation on the protection of green spaces. It is necessary to define not only the measures to protect urban vegetation, but also the competence of those bodies that will carry out such activities. Moreover, it is necessary to develop special standards for the ratio of square meters of landscaping plantings per person, providing for their sizes from spe-

cific regions.

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#### CONCEPT AND TYPES OF LAND OWNERSHIP IN THE REPUBLIC OF KAZAKHSTAN

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As is known, for the countries of the post-Soviet space, “the beginning of the 21st century was marked by the creation of the foundations of a new land system, characterized by an extensive legislative framework, a variety of forms of land ownership, multi-structural and paid land use, the creation of a cadastre system, provision of the country's population with land plots and registration of land rights” [1]. The most debatable institution among the above novelties of land relations is the institution of land ownership, which causes a lot of ambiguous opinions both among legal scholars, economists, political scientists, and among law enforcement officers.

Property relations are relations between people about a particular property (material wealth). The essence of these relations lies in the fact that any property is appropriated by a specific person who uses it in his own interests, and all other persons should not prevent him from doing so. Property relations also include the attitude of a person to the appropriated property (material wealth, including assets, as his own (because an ordinary person treats his property differently than the third party's).

In civil law, the right of ownership is considered as the most complete right in rem (title), which provides its owner with the opportunity, at his own discretion, to decide on the use of his property, exercising the powers of possession, use and disposal.

The powers of the owner of a land plot (and other natural objects) are as follows. The right to own - the right to actually own a land plot, based on legal grounds. The content of the right to use a land plot consists in the possibility of extracting useful properties, making a profit from the land owned by the owner. The essence of the power of disposal lies in the ability to determine the legal fate of property - a land plot by making various transactions or actual actions with it within the limits and taking into account the restrictions established by land legislation.

The right of ownership of land and other natural resources can be defined as a title that gives the person who owns it the right to own, use and dispose of the part of the

natural object (land plot) belonging to him at his own discretion, but within the limits established by law.

The classical triad of powers provided by civil law, which the owner of property has, does not differ in any way from the powers of the owner of land or other natural objects. However, the content of the owner's powers to land and other natural objects, expressed in their rights and obligations enshrined in land legislation and legislation on natural resources, has obvious specifics.

This specificity is due, firstly, to the public nature of the regulation of land relations and relations regarding other natural resources, and, secondly, to the natural and economic characteristics of natural resources. For example, some natural resources are classified as non-consumable (land), others - as renewable (forest, wildlife), and others - as non-renewable (minerals).

Ownership of land is traditionally considered in an objective and subjective sense. The right of ownership in an objective sense is an intersectoral, complex institution of constitutional, civil and land law, including a set of legal norms regulating the ownership of land and land plots, determining the methods and limits of exercising the right of ownership of land, the grounds for its occurrence, change and termination.

In the subjective sense, the right to own land is understood as a set of rights and obligations of the owner of a land plot to exercise the powers vested in him by law in relation to his land plot - ownership, use and disposal [2].

Ownership of a land plot arises through:

- 1) granting the right of ownership;
- 2) transfer of ownership;
- 3) transfer of ownership in the order of universal succession (inheritance, reorganization of a legal entity).

Provision, transfer and transfer of ownership should be carried out taking into account the intended purpose of the land.

3. The right of ownership to a land plot arises on the basis of:

- 1) acts of state bodies;
- 2) civil law transactions;
- 3) other grounds provided for by the legislation of the Republic of Kazakhstan.

Private ownership of land is divided into several types depending on the right holder: individual property of citizens and legal entities; common property, subdivided into common joint property, i.e. without determining the shares belonging to each participant in common joint ownership, and common shared ownership, when the share of each co-owner is known in advance.

Legal entities, as well as citizens, may, at will, unite the land plots in their ownership and use them on the basis of the right of common joint and common shared ownership.

In the process of land reform, citizens and their associations can acquire land plots for a fee or free of charge from state-owned lands (privatization) into private ownership. In addition, they can do this by making other transactions with land provided for by land legislation.

The property of citizens and legal entities (private property) is land acquired by them on the grounds established by civil law.

Citizens and legal entities have the right to equal access to land privatization. State-owned land plots may be provided for private ownership of citizens and legal entities, with the exception of land plots that, in accordance with the Land Code, cannot be

privately owned.

According to paragraph 3 of Art. 6 of the Constitution of the Republic of Kazakhstan “the land and its subsoil, water, flora and fauna, and other natural resources are state property. Land may also be in private ownership on the grounds, conditions and within the limits established by law” [3].

According to Article 23 of the Land Code of the Republic of Kazakhstan, private property of citizens of the Republic of Kazakhstan may include land plots for running a peasant or farm enterprise, personal subsidiary plots, a forestation, gardening, individual housing and summer cottage construction, as well as land plots provided for development or built up by production and non-production, including residential, buildings (structures) and their complexes, including land intended for servicing buildings (structures) in accordance with their purpose.

The owner of a land plot shall exercise the rights of possession, use and disposal of a land plot at his own discretion without obtaining any permits from state bodies, unless otherwise provided by this Code and other legislative acts of the Republic of Kazakhstan.

The owner has the right to make any transactions in relation to his land plot without changing its designated purpose, which are not prohibited by the legislative acts of the Republic of Kazakhstan.

Owners of agricultural land plots shall exercise these rights subject to the provisions of this Code.

Ownership of a land plot is transferred to another person with all encumbrances existing at the time of the transaction.

The owner of a land plot has the right to lease a land plot without changing its purpose for temporary use on the basis of an agreement on the temporary use of a land plot. An agreement on the temporary use of a land plot is concluded in the form of a lease agreement (with a tenant) or an agreement on gratuitous use (with a gratuitous user).

From 2016 until December 31, 2026, in accordance with the Law of the Republic of Kazakhstan dated June 30, 2016 No. 5-VI, state-owned agricultural land plots can be provided to citizens and legal entities of the Republic of Kazakhstan without foreign participation on the right of land use [4]. In other words, in the private property of citizens of the Republic of Kazakhstan, agricultural land plots are not currently provided, since a moratorium has been introduced since 2016, and in 2021 “at the 5th meeting of the National Council of Public Trust on February 25, President of the Republic of Kazakhstan Kassym-Jomart Tokayev announced a political decision to completely ban the transfer of agricultural land to foreigners and foreign companies, stateless persons, scientific centers with international participation” [5]. Thus, at present, land plots are not provided to foreign individuals and legal entities either for ownership or for the right to use.

When entering into a marriage (matrimony) between citizens of the Republic of Kazakhstan with foreigners or stateless persons, the right of private ownership or land use to agricultural land plots is subject to alienation (Article 24 of the LC RK).

Many Kazakh scientists, in particular, the most authoritative academician M. Suleimenov, assess the norm regarding the liquidation of property rights to agricultural land as follows: “... there is no special need to preserve the right of private ownership of agricultural land ...” [6].

State property also includes land plots provided to state authorities, state organiza-

tions and institutions used for defense needs, occupied by specially protected natural areas of recreational and historical and cultural purposes, forest and water funds, general use on the lands of settlements, reserves, in including a special land fund, pasture and hayfields near settlements and rural settlements, as well as remote pastures and other lands not transferred to private ownership.

The following land plots are not alleged to be privately owned:

for the needs of defense and state security, the defense industry, which is state-owned; engineering and technical structures, communications erected for the protection and protection of the State Border of the Republic of Kazakhstan; customs needs;

specially protected natural areas;

forest fund, except for the land plots listed in paragraph 4 of Article 128 of the Land Code;

water fund, except for the land plots listed in paragraph 2 of Article 133 of the Land Code;

main railway networks and public roads;

territories of common use in settlements, with the exception of land plots occupied by buildings and structures that are privately owned and necessary for their maintenance.

The land plots occupied by citizens and non-state legal entities cannot be granted separate ownership:

pasture and hayfields used and intended for the needs of the population;

public roads, including roads of inter-farm and inter-settlement significance, as well as those intended for access to public land plots;

irrigation facilities for joint use (irrigation canals, discharges, wells, watering points) of two or more owners of land plots or land users.

Land plots reserved in accordance with the established procedure for the development of specially protected natural areas, main railways, public roads and main pipelines, energy, as well as intended in accordance with the approved architectural and urban planning and (or) construction documentation for the construction of administrative and social facilities values (airports, aerodromes, railway stations, stations, public roads, administrative buildings of state bodies, hospitals, schools, public housing stock, parks, boulevards, squares and other public facilities) can be provided to land users for other purposes on the right of temporary land use up to their design development.

Thus, in the Republic of Kazakhstan, the right of private ownership of land is provided only for certain categories of land with a specific purpose. Moreover, the state, regulating issues related to private ownership of land, is guided by political will, or the political situation in the country.

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## **PUBLIC ADMINISTRATION AND CONSTITUTIONAL CONTROL FOR ENSURING WORKING AND LEGAL RIGHTS OF EMPLOYEES**

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The independence of the Republic of Qazaqstan necessitated adopting its own Supreme Law, therefore, on August 30, 1995, at a national referendum the Constitution of the Republic of Qazaqstan was adopted. The Constitution declares life, rights and freedoms of citizens to be the highest value. In addition to general rights and freedoms, Article 24 of the Constitution also proclaims that everyone has the right to freedom of work, free choice of occupation and profession, and also every worker has the right to working conditions that meet the requirements of safety and hygiene, to remuneration for work without any discrimination, as well as social protection against unemployment. Therefore, in accordance with the Supreme Law of the country, every citizen has the right to safe working conditions, to receive wages for their work without discrimination on racial, gender, national, religious grounds, and everyone has the right to rest. With the adoption of the Constitution, it was necessary to approve of the new legal acts regulating the sphere of labor relations. In this regard, on December 10, 1999, the Law "On Labor" was adopted to replace the Code of Labor Laws of the Kazakh SSR. While the Code of Labor Laws of the Kazakh SSR regulated labor relations and the rights of working citizens of the Soviet Union and emphasized the special role of the proletariat as the ruling class, the Labor Law of 1999 was adopted to regulate labor relations arising in the process of citizens exercising the constitutional right to freedom labor in the Republic of Kazakhstan. Despite the fact that the preamble of the Law on Labor refers to the citizens of the country, nevertheless, Paragraph 4 of Article 12 of the Constitution of the Republic of Qazaqstan emphasizes that foreigners and stateless persons enjoy the rights and freedoms in the Republic, and also bear the duties established for citizens. Accordingly, they have the same labor rights and obligations, as well as equal opportunities established by labor legislation.

It was the first time the Law on Labor gave definitions to such concepts as 'labor', 'labor relations', 'individual labor contract' were given, and the minimum wage was fixed - the minimum of cash payments guaranteed by Article 28 of the Constitution of the Republic of Qazaqstan to employees in organizations regardless of the form of ownership. This normative act was adopted on the basis of modern realities and conditions for the development of the Qazaqstani economy. The core of the economic system in the socialist system was planned economy, where material resources were state-owned and distributed centrally, which obliged individuals and enterprises to act in accordance



with the centralized economic plan, whereas in modern Qazaqstan the market economy dominates. Consequently, in accordance with the realities of a market economy relevant regulatory legal acts in the field of labor relations were adopted.

On May 15, 2007, instead of the Labor Law, the Labor Code of the Republic of Qazaqstan was adopted, the purpose of which was the legal regulation of labor relations and other relations directly related to labor, aimed at protecting the rights and interests of the parties to labor relations, establishing minimum guarantees of rights and freedoms in the labor sphere. It was the first time when the Labor Code of the Republic of Qazaqstan declared the principles of labor legislation, its goals and objectives, established labor standards for civil servants and minimum social standards in the field of labor, which were designed to ensure the implementation of social guarantees and social rights to wages, working hours and rest time. In 2015, the Law of the Republic of Qazaqstan "On Minimum Social Standards and their Guarantees" was adopted, establishing specific social rights and social guarantees for working citizens.

In accordance with "The Concept of Social Development of the Republic of Kazakhstan 2030" and the "Social Modernization of Kazakhstan: 20 Steps to the Society of Universal Labor", as of July 10, 2012 and the "Plan of the Nation - 100 exact steps" as of May 20, 2015, the current Labor Code of the Republic of Qazaqstan went into effect. Thanks to the new code, labor relations between employer and employee have undergone major changes. The employer's duties include providing information to the authorized body on employment issues in accordance with the requirements of the legislation of the Republic of Qazaqstan on employment of the population (P.11, P.2, Art. 23 of the Labor Code of the Republic of Qazaqstan regarding the upcoming reduction in staff, the number of employees or bankruptcy employer. This was done in order to protect the rights of workers from unreasonable staff reductions.

Article 18 of the Constitution of the Republic of Kazakhstan states it that "*Everyone has the right to privacy, personal and family secrets*", therefore, in the Labor Code a norm appeared obliging the employer to collect, process and protect the employee's personal data in accordance with the law of the Republic of Qazaqstan on personal data and their protection [1].

In accordance with Article 27 of the Constitution of the Republic of Qazaqstan, marriage and family, motherhood, fatherhood and childhood are under the protection of the state, therefore, norms were added to the Labor Code (subparagraph 2, Paragraph 1, Article 26) establishing a ban on the conclusion of employment contracts with the underaged for work, which may cause harm to their health and moral development (e.g. work in night entertainment establishments, production and trade of alcohol and tobacco products).

Paragraph 1 of Article 23 of the Constitution states it that citizens of the Republic of Qazaqstan have the right to freedom of association, the activities of which are regulated by law. Therefore, on May 31, 1996, the Law "On Public Associations" was adopted. It states the right of citizens to freedom of association, one of the most important constitutional rights of a person and a citizen, the implementation of which is in the interests of the society and is protected by the state. Article 2 of the Law states: "*In the Republic of Qazaqstan, political parties, trade unions and other associations of citizens, created on a voluntary basis in order to achieve their common goals, that do not contradict the law are recognized as public associations*". It is trade unions that are called upon to protect the labor rights and legitimate interests of citizens, to assist in resolving labor disputes, and to exercise public control in the field of labor legislation. On June

27, 2014, the Law "On Trade Unions" was adopted, regulating activities, competence and the legal status of trade unions. Thanks to the active work of trade unions and their exercise of public control, the rights and legitimate interests of working citizens, specified in the Constitution of the Republic of Qazaqstan, are realized and equally protected.

Article 28 of the Constitution of the Republic of Qazaqstan guarantees social security for old age and disabilities. This right of citizens is exercised when they lose their ability to work, including their receiving a work-related injury or occupational disease. In order to implement these constitutional rights, the laws "On Pension Provision", "On Employment of the Population", "On Social Protection of the Disabled in the Republic of Qazaqstan", "On State Social Benefits for Disability and Loss of a Supporter", "On State Targeted Social Assistance" were adopted.

Paragraph 2 of Article 13 of the Constitution grants everybody the right to protect their rights and freedoms by all means not prohibited by law, which means that the right to judicial protection in resolving labor disputes is guaranteed. The procedure for resolving labor disputes is regulated by the norms of the Labor Code and the Civil Procedure Code of the Republic of Qazaqstan.

The adoption of the Main Law of the state at the national referendum made it possible to carry out political, economic and social reforms. Thanks to the wise and successful policy of the First President of the Republic of Qazaqstan - Elbasy N.A. Nazarbayev and his historical role in the development and establishment of the Constitution of the country, Qazaqstan has gone the way of an economically developed, politically stable, democratic and legal state. Therefore, the role of the Constitution in the life of citizens is multifaceted and unique, which determines the fundamental principles of building a democratic society and state.

The Constitution of the Republic of Qazaqstan has secured not only the rights and freedoms of citizens, but also determined the guarantees for their implementation. Such a guarantee is the right of citizens to freedom of association. The Law "On Public Associations" emphasizes this right and characterizes it as the most important and fundamental constitutional right of all citizens which is under the protection of the state. Article 4 of this law guarantees the role of the state in ensuring and observing the rights and legitimate interests of all public associations, and also prohibits any discrimination in relation to the labor rights and freedoms of citizens and their membership in trade unions.

In accordance with labor legislation, state management and control in the field of labor relations is carried out by the state represented by the authorized body - the Ministry of Labor and Social Protection of the Population of the Republic of Qazaqstan. Officials of the Ministry of Labor exercising state control are state labor inspectors.

Article 191 of the Labor Code of the Republic of Qazaqstan states it that state inspectors are:

- 1) chief state labor inspector of the Republic of Kazakhstan - an official of the authorized state body for labor;
- 2) chief state labor inspectors - officials of the authorized state body for labor;
- 3) the chief state labor inspector of a region, a city of national significance, the capital - the head of the local body for labor inspection of a region, a city of national significance, and the capital;
- 4) state labor inspectors - officials of the local body for labor inspection of the region, city of national significance, and the capital [2].

In accordance with the labor legislation of our state, the work of state labor inspectors should be based on the principles of legality, objectivity, independence, trans-

parency, respect, observance and protection of the rights and freedoms of workers. In addition to labor legislation, state labor inspectors are subject to the Laws “On the Civil Service of the Republic of Qazaqstan” and “On Anticorruption”.

The law also defines the goals and objectives of the state labor inspectorate, such as:

- 1) ensuring state control over compliance with the labor legislation of the Republic of Qazaqstan;
- 2) ensuring observance and protection of the rights and freedoms of employees, including the right to safe working conditions;
- 3) consideration of appeals, applications and complaints of employees and employers on issues of the labor legislation of the Republic of Qazaqstan [2].

These tasks are set to protect the rights and legitimate interests of the subjects of labor relations. In addition to the goals and objectives, labor legislation establishes specific rights and obligations of inspectors to protect the rights of workers and employers.

State control and public administration in the field of labor relations cannot be underestimated, as it is the state labor inspectorate that does certain work to protect the rights and legitimate interests of working citizens. Thus, it is very important for the state labor inspectorate to interact with other organizations, such as trade unions and workers' representatives, public associations and other organizations. The activities of such organizations are regulated by laws and other regulatory legal acts. As already mentioned, the activities of trade union organizations are regulated by the laws on public associations, non-profit organizations and trade unions of the Republic of Qazaqstan, therefore, the legal status of such organizations is regulated by these legislative acts.

At present, trade unions are an independent institution of society, protecting the legitimate interests and rights of citizens, strengthening the social foundations of the state and developing economic democracy; therefore, the continuous improvement of labor legislation and determining ways of making employers implement it can minimize social tensions and contribute to the resolution of labor conflicts in a civilized way.

Article 21 of the Constitution of the Republic of Qazaqstan states it that citizens of the Republic of Qazaqstan have the right to freedom of association [1]. The activities of public associations are regulated by the Law of the Republic of Qazaqstan “On Public Associations”. Thus, in accordance with Article 2 of this Law, political parties, trade unions and other associations of citizens are recognized as public associations in the Republic of Qazaqstan [3]. Filyushchenko argues that trade unions, as subjects of labor relations, protect the labor rights and interests of citizens, deal with social and domestic issues, and implement partnership agreements with state bodies [3, p. 40].

As a public association, a trade union is based on membership. Any citizen who has reached the age of 14 and is engaged in labor (professional) activity can join a trade union. This right is set forth not only in the Constitution of the Republic of Qazaqstan, but also in international law. The International Covenant on Civil and Political Rights of 1966 proclaims that everyone has the right to freedom of association with others, including the right to form and join trade unions to protect their interests [4].

In any country, trade unions are one of the main components of the political system of the society in any country, with their own tasks and certain functions established in their Charter. The reason for the establishment of trade unions is the vital need to unite citizens with common professional interests, who wish to represent and protect their social and labor rights and interests. In our country, of greatest significance is such a public legal institution as an independent public association, voluntarily created by

citizens on the basis of their common labor, professional and other interests. Actually, such a definition is specified in the Law of the Republic of Qazaqstan “On Trade Unions”, as of June 27, 2014, No. 211-V ZRK [6].

According to the Kazakh author A. Akhmetov, “*Trade unions are a part of the political system of the society, based on membership, created on the basis of joint activities to protect common interests and achieve statutory goals*” [7, p. 64]. The goal of trade unions in the Republic of Qazaqstan is to provide and protect labor, as well as other socio-economic rights and interests of their members, to protect and improve their conditions. Protection of the rights of working citizens from any encroachment, gives trade union activities a great socio-political significance. The main goal of trade unions is to protect the rights and legitimate interests of workers and to develop social partnership.

Trade unions can be defined as independent public associations with a fixed number of its members (trade union members), uniting them on the basis of common industrial, labor, professional interests in order to represent and protect their rights and legitimate interests. The role and influence of trade unions is difficult to overestimate. Historical experience demonstrates how strong and how influential trade unions have been in different countries and in different eras. Modern experience tells us that current trade unions have a great impact on the state of the labor market, its differentiation and development in the new economic conditions in which the Qazaqstan work force is developing. World globalization and the growing civic activity of the Qazaqstan society and its institutions have made domestic trade unions significant actors in the life of the society, performing the functions of arbitration in the settlement of labor disputes and conflicts, applying a policy of checks and balances, as well as peaceful resolution of conflict situations in working communities.

Today, the range of tasks and the objects trade unions protect, the scope of their interests have been seriously expanded. This is due to the current economic realities of the labor market and the opportunities domestic trade union organizations have. After all, trade unions protect the interests of not only working force, but also serve the interests of the entire Qazaqstan society. Therefore, trade unions have to consider not only the interests of its members, workers in various spheres of the economy, but also by the growing needs of the entire population, active youth and other strata of the society. As a result, the role of trade unions in the life of the state and the society and the sphere of their activity have also changed.

Tsvykh V.F., the Chairman of the trade union committee of the Kiev University named after T. Shevchenko, argues that modern trade unions should be founded on the three main bases:

- freedom from the state as a whole;
- freedom from employers;
- freedom from the opinions of certain strata of society, political parties and other public associations [8].

It is these principles that are set forth in the Law of the Republic of Qazaqstan “On Trade Unions” (Art. 4, 5, 7). At the same time, Article 6 of the Law also secures the right of trade unions to carry out international cooperation with trade union organizations of other states. This further emphasizes the special role trade union communities play both in Qazaqstan and globally.

In the modern world, the main vocation of trade unions is the creation and development of a just and active civil society. It is impossible to create such a society without

trade unions as there will be no competition in the labor market, pluralism of opinions of all social segments of society, and therefore there will be no progressive development of the Qazaqstan economy. Today, there are three priority areas for the participation of trade unions in the revitalization of modern civil society. First, there is a need for institutional reforms in the field of legal policy, namely the expansion of human and civil rights and freedoms, which are the natural basis for the formation and development of the society. Second, it is vital to ensure participation of trade unions in determining the policy and main directions for the development and modernization of the social partnership system, to expand the powers of trade unions in resolving labor disputes in pre-trial and out-of-court procedures, adding the functions of mediation and arbitration, to provide the subjects of labor relations with the opportunity to resolve disputes in line with a constructive dialogue. Third, direct participation of trade unions in state administration and local self-government can serve as a good incentive for the development of the civil society. The role of trade unions can be developed through the mandatory inclusion of trade union workers in the composition of regional, city, district public councils and territorial councils of local self-government.

According to Tsykh V.F., modern trade unions, when resolving labor disputes, prefer peaceful settlement of labor disputes through negotiations, drafting collective agreements and contracts through which not all the points provided for in labor legislation can be regulated, which leads to these very disputes and have their own characteristics on each specific enterprise, institution, and organization [8], e.g. the civil procedural legislation of the Republic of Qazaqstan (Art. 24, 152, 279 of the Code of Civil Procedure of the Republic of Qazaqstan) and the Labor Code of the Republic of Qazaqstan (Art. 159, 165, 166, 167, 170) oblige both parties to a labor conflict to resolve issues in a pre-trial order, and also provides an opportunity of resolving the dispute in the order of participatory procedure or mediation at any stage of the judicial process. Therefore, the role of trade union associations in the Republic of Qazaqstan should not be limited to those legal instruments they have in resolving disputes and conflict situations in the team of workers, but should be expanded with additional opportunities and competencies that can strengthen the legal awareness of working people with the help of legal tools.

Like any other organization, the trade union carries out its activities on the basis and principles set forth in the regulatory legal acts of the Republic of Qazaqstan. Article 4 of the Law "On Public Associations" establishes the principle of non-interference of state bodies in the activities of public associations and the associations themselves in the affairs of the state. At the same time, Article 5 of the law prohibits the establishment and functioning of trade unions of foreign states on the territory of the Republic of Qazaqstan. Article 6 of this law declares the following principles for the establishment and operation of a public association. The first principle is the principle of legality and legal activity of public associations, including trade union organizations. All public associations operate in accordance with the current Constitution, as well as the laws of the Republic of Qazaqstan. Another principle is the principle of equality and equal rights of all public associations, also set forth in Article 6, while any discrimination and restriction of the rights and freedoms of a citizen in the event of his/ her / their participation or non-participation in the activities of a public association is prohibited. Citizens also have the right to indicate or not indicate their affiliation to any public organization. This norm gives the employee the right to join or not to join a trade union, and also not to indicate his/ her/ their affiliation to a trade union organization, the employer does not

have the right to infringe on his/her/ their labor rights and interests in case of refusal to join or not to join a trade union.

Of significance is the principle of publicity. Any public association carries out its activities based on the principles of transparency and accountability. Trade union organizations are required to report to its members on all expenses, membership fees, voluntary donations, etc. Accounting statements and financial activities of a trade union are not commercial secrets.

The next principle of public association's activities is the principle of equality of its members. All members of a public association have equal rights and obligations; trade unions carry out their activities taking into account the opinions of all their members and cannot be ignored.

These principles are mandatory for all public associations, including trade unions. In addition, the current law on trade unions, Articles 4-7, proclaims the following principles for the functioning of the trade unions in the Republic of Qazaqstan:

1) the principle of freedom to form trade unions. It indicates the possibility of establishing a trade union on the basis of equality of all its members. At the same time, the number of trade unions, even within one industry or region, is not limited;

2) the principle of non-interference in the activities of trade unions, implying that no one has the right to interfere with its activities, as well as in any way prevent its establishment;

3) the principle of independence of trade unions. Trade unions independently develop their constituent and other documents;

4) the principle of the independence of trade unions. The activities of these organizations do not depend on political parties, state bodies and other public associations.

5) the principle of cooperation. Trade unions have the right to join international associations of trade unions, to conclude partnership agreements;

6) the principle of non-discrimination. No one has the right to restrict employees in their labor rights and freedoms on the occasion of their belonging to a trade union organization. Any threat of dismissal or demotion from the employer to the employee is prohibited.

It was the first time when, in addition to the function of protecting the rights and legitimate interests of members of trade union organizations, trade unions got the opportunity to organize and implement social partnerships between state authorities, employees and their employers at three levels - the national, regional, and economic sector levels.

Article 147 of the Labor Code of the Republic of Qazaqstan emphasizes the necessity to include representatives of workers, i.e. trade unions, into the tripartite commission on social partnership. And Article 11 of the Law on Trade Unions entrusts the national associations of trade unions with the following functions:

1) protecting the rights and interests of their member organizations;

2) specifying and developing the main directions and the strategy of activities of its member organizations;

3) enhancing the development of the social partnership system at all levels of social partnership;

4) acting as a party to social partnership when concluding a general agreement with the national associations of employers and the Government of the Republic of Qazaqstan, participating in negotiations on the preparation of a draft agreement and its

conclusion;

5) participating in the work of the national tripartite commission on social partnership and regulation of social and labor relations;

6) cooperation and assistance of member organizations in establishing contacts with foreign, international trade union associations and other organizations working in the field of protecting the rights and freedoms of workers;

7) carrying out other functions aimed at the implementation of the statutory goals [6].

The mechanism of social partnership is most important not only for the settlement and resolution of labor conflicts, but also for their prevention. Thanks to the mechanism, many issues related to payment of 'environmental' compensation, health benefits, vacation pay and allowances to employees were resolved. After all, the reason for most labor disputes and conflicts at enterprises and organizations is the non-payment of additional payments due to the employee, various payments, etc.

It should be noted that trade union organizations are vested with the right to control the implementation of these agreements (Art. 154 of the Labor Code), as well as the right of public control over compliance with the labor legislation of the Republic of Qazaqstan (Art. 155 of the Labor Code), which was not in the Labor Code of the Republic of Kazakhstan as of May 15, 2007. Moreover, Article 19 of the Law "On Trade Unions" secures the trade unions' right to monitor the implementation of their decisions and agreements.

In general, the functions of trade union organizations are the goals and main directions of their activities. The functions of all Qazaqstan trade unions may be divided into the following types. The first function is human rights protection. Article 1 of the Law of the Republic of Qazaqstan "On Trade Unions" states it that trade unions were created *"to represent and protect the labor and socio-economic rights and interests of their members"* [6]. The function to protect the rights and interests of employees are specified in Articles 11, 12, 13 of the Law of the Republic of Qazaqstan "On Trade Unions". Article 5 of the Law of the Republic of Qazaqstan "On Public Associations" emphasizes the basis of the activity of any public association in the Republic of Qazaqstan being the protection of political, economic, social rights and freedoms of its citizens. It is precisely the protection of the labor rights of workers that is related to socio-economic rights and freedoms.

The second function is representative. Articles 1, 11, 12, 13 of the above law state it that trade union organizations of all levels represent the interests of workers in court and other authorities. Article 11 also states that the national association of trade unions has the authority to represent the interests of workers and trade unions in social partnership at the national level. Accordingly, Article 12 specifies it that local associations of trade unions represent the interests of workers at the regional level. Similar functions are specified in Article 13 for economic sector trade unions. The division according to territorial and sector characteristics corresponds to the principles of cooperation between public associations and state bodies, specified in Article 4 of the Law of the Republic of Qazaqstan "On Public Associations". It gives trade unions the right to conclude social partnership agreements to improve working conditions at all levels. It is also indicated in Article 148 of the Labor Code on social partnership.

The third function is socio-cultural (educational). All public associations are created to provide advisory and legal assistance. Trade unions, as a public organization created to protect the rights and legitimate interests of workers, use all legal methods

and techniques for this purpose. One of these methods is the provision of legal assistance to citizens on issues of labor legislation, the conduct of general legal education for members of trade unions, the implementation of various trips, meetings, seminars and conferences to improve labor legislation.

The fourth function is monitoring. Article 155 of the Labor Code of the Republic of Qazaqstan secures the right of national and economic sector trade unions to exercise public control over compliance with labor legislation. Subparagraph 7, Paragraph 1, Article 16 of the Law of the Republic of Qazaqstan "On Trade Unions" also gives such a right, only unlike Article 155 of the Labor Code, Article 16 of the above law gives the right to exercise public control to trade unions of all levels (national, regional, economic sector, local, primary).

It should also be understood that trade unions have the right to exercise only public control, not oversight. According to Articles 131, 132 of the Entrepreneurial Code of the Republic of Qazaqstan, control and oversight functions are vested exclusively in state bodies with appropriate powers. Such a body in the field of oversight and control over compliance with Labor legislation is the state labor inspectorate. Thus, the legislation defines the main functions and activities of trade unions in the Republic of Qazaqstan, where their main goal is to protect the labor rights of workers, represent their legitimate interests in judicial, state bodies and other organizations.

The main functions of trade unions are human rights, representative, socio-cultural (educational), control and political ones. The legal capacity of a trade union, like that of any public association, begins with the state registration of its Charter. The registering authority, in accordance with the Law of the Republic of Qazaqstan as of April 17, 1995 "On State Registration of Legal Entities and Record Registration of Branches and Representative Offices", is the Ministry of Justice and its regional bodies.

Article 1 of the above law states it that the state registration of legal entities includes checking the compliance of documents submitted for state registration with the legislation of the Republic of Qazaqstan [9], meaning that the content of the charter of a trade union organization is to comply with the Laws "On Public Associations", "On Trade Unions", and "On Non-profit Organizations".

The Law "On Trade Unions" (2014) made amendments and additions to some legislative acts on the activities of trade unions and the regulation of labor relations. Thus, in the new Civil Procedure Code of the Republic of Qazaqstan as of October 31, 2015, an abbreviated procedure for civil proceedings on declaring strikes illegal was established, the procedure for claim proceedings was reduced to 10 days (P. 2, Art. 183 of the Code of Civil Procedure of the Republic of Qazaqstan).

The new Labor Code as of November 23, 2015 made the conciliation commission considering individual labor disputes a permanent body. Also, it was the first time Article 20 of the Labor Code specified the powers of employee representatives, which had not been done in the previous code. Article 146 of the Labor Code regulates the labor relations of employees - members of the trade union bodies of a trade union, in accordance with the Law on Trade Unions. This norm will determine labor guarantees for elected trade union workers. Chapter 13 of the Labor Code, dedicated to social partnership in the sphere of work has also undergone some changes. The levels of social partnership were systematized, their parties were clearly defined, the principles of interaction between national, economic sector, regional commissions, as well as their rights and obligations were revised, and some requirements for the content of economic sector agreements were excluded.



The Labor Code (Par. 3, Art. 124) introduced a rule that employees, called up for military training, retain their place of work (position). In the previous Labor Code, these guarantees were only for those called up for urgent military service. Moreover, Paragraph 6 of Article 43 of the Law, as of February 16, 2012, “On military service and the status of a serviceman” states it that the government pays an average wage to those liable for military service for the period of military training, and the minimum wage to the unemployed [10].

The vigorous activity of industry trade unions and trade union associations of workers in the field of science and education resulted in adoption of the Law “On the Status of Teacher” (December 27, 2019) which entered into force this year. Thanks to this law, for the first time in the history of modern Qazaqstan, a special legal status of a teacher was legislatively established, the rights, social benefits and guarantees of teachers were defined, involving teachers in work not related to his professional duties and demanding any reporting or information not provided for by law were banned. Another fundamental norm that protected the rights of teachers was the prohibition “*on imposing obligations on the acquisition and purchase of any goods and services*” [11].

Teachers and employees of educational organizations often turned to trade unions, authorized bodies for civil service and anti-corruption and mass media with complaints about being forced to buy stationery, annual subscription of newspapers and magazines, do renovation in classrooms, and fundraising for various class and school funds, etc. Article 6 of the Law “On the Status of Teacher” puts an end to the infringement of the rights and legitimate interests of teachers and educators, therefore potentially preventing labor disputes and conflict situations in educational organizations related to the mentioned-above issues.

In addition, the next innovation, according to the labor legislation of the Republic of Qazaqstan, is making the conciliation commissions considering individual labor disputes a permanent body. The procedure for inspections by state labor inspectors was for the first time regulated in the Entrepreneurial Code of the Republic of Qazaqstan, as of October 29, 2015, instead of the Law of the Republic of Qazaqstan “On State Control and Supervision in the Republic of Qazaqstan”, which had become invalid. In order to eliminate legal conflicts in the legal personality of such organizations and the procedure for carrying out their activities, laws regulating the activities of state labor inspectorates and other control and supervisory bodies, as well as public associations and trade unions were harmonized.

Thus, the existing mechanisms and methods for protecting the rights and legitimate interests of employees and the employer, set forth in law, have demonstrated their effectiveness and viability in public administration and public control in the field of labor relations.

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