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LINGUISTICS AND CROSS-CULTURE COMMUNICATION ISSUES

TEACHER PROFESSIONAL COMPETENCY: PRESENT-DAY EVALUATION WITHIN THE FRAMEWORK OF NEW SOCIAL CHALLENGES

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Recently, due to public demand, the system of education both in Kazakhstan and Russia has been undergoing significant changes. But whatever the reforms we see in education, finally, they are aimed at the school teacher, their actual performer.

It is the school teacher, who is a key figure in practical realization of any innovations. It is but natural that a teacher has to possess adequate level of competency and professionalism in order to succeed in implementation of various innovations in the epoch of social transformations.

Education science and practice treat teacher professional competency as a specific ability to effectively and in a good manner perform complicated activities in various environments. Teacher competency is defined by means of the notion of "pedagogical excellence" which can be considered firstly, as an ideal of educational work inspiring teachers to self-improvement, and secondly, as a benchmark containing assessment of the teachers' performance. One of the key criteria for pedagogical excellence in modern education is the teacher's performance, making itself evident in excellent (100%) academic achievement of the learners and their sincere interest in the subject. It means that a teacher is a master of his trade when he manages to teach all his students. In its turn, competency is considered to be a qualitative characteristic of the person's implementation of the knowledge gained through education, generalized work methods, cognitive and practical skills. It reflects a person's ability to apply acquired knowledge in an active and creative way for tackling personally and socially significant educational and practical tasks, his success in attainment of vital goals.

Evaluation of competence in teaching requires consideration of the problems of educational process composition. Nowadays, it is what we call conventional and innovative models of education. It is evident that the character of teacher competence assessment will differ in these two models. In the context of the conventional model of education, the teacher brings his subject to schoolchildren. He does not go to his subject together with learners, but takes his subject to them. It means that his major task is to find most efficient ways of presenting new material and related visual aids. In this case, the teacher pays much attention to translation of the ready textbook knowledge. Then, evaluation of his teaching competence should be closely related to his skills of bringing the studied material home to learners. Accordingly, setting educational goals is related to acquiring definite personal skills by the students.

The goals are usually set in the terms describing these skills: students have to acquire some ideas, information, rules; develop certain habits, skills, etc. Most typical are the following assignments: "insert", "italicize", "remember", "reproduce", "make a sum following the model", etc. Such educational process has mostly a reproductive character and results in formation of the reproductive type of the cognitive activity. That is why it is often called "memory school".

Within the framework of this model, a teacher goes to his class with the primary target to provide new information. The

teacher's expertise will be aimed at narration, explanation, covering the topic, and, finally, at providing necessary knowledge. Yet, it is well known that the teacher's content knowledge does not necessarily mean the students' knowledge. In order to transform information into knowledge, the teacher has to make the student do extensive work individually, both in class and at home, to control and rate it. Here, teacher professional competence reveals itself in the methods effectively promoting the abovementioned process.

In this educational context, we see numerous problems. Major problems are as follows: weak communication skills, failure to get a detailed answer from the student, with his own opinion on the issue. The educator goes to students with his ready knowledge and tries to engage them into his activity, to include them in his pattern. This system demonstrates discrepancy between the teacher's and student's attitudes. The teacher is oriented at the social mandate; he must cover the total amount of the syllabus.

It has been recently stated that the bulk of children and teenagers tend to read very little, they make numerous mistakes, and while work at the material, have troubles in explanation of the meaning of words and idioms. Some researchers observe that schoolchildren sometimes misunderstand the idea of the studied text; inability to retell the text also presents most serious difficulty. It is common knowledge that these problems underlie low level of progress of many students. The pressure results in lack of initiative on the part of a learners, in their passivity, avoidance any kind of work, general apathy, and finally, in total fading-out of scholastic skills.

We are discussing the conventional education model. It is surprisingly survivable. Many teachers, if not most part of them prefer this model. Why is it still so popular with educators? It is largely due to some of its strong points, namely:

• Organizational definiteness of the educational process;
• Systematic character of education;
• Ideological and emotional impact of the teacher;
• Variety and richness of information, free use of visual aids and educational technologies.

Our conventional system of education resorts to the usual terms like "provide knowledge", "ensure education", "to teach tackling a problem", etc. The fact is that we understand education as a system of rendering some content, a communicator for translating the teacher's knowledge to his students. Within this process, the teacher effects developing impact on his students.

This model of education implies transfer of a huge amount of knowledge as its foremost objective. The teacher translates information comprehended and differentiated by him, and defines the skills he intends to work out with his students. The responsibility of the learner is to reproduce this ready knowledge in most perfect and accurate way.

What are the requirements to a modern teacher within the framework of his professional competence? The teacher must be well aware of the true portrait of a present-day learner. The position characterizing the student of the middle school represents an "updated version" of the set of features of the elementary school leaver, but in a successive advanced and developed variant.

An example: a child who has finished primary school possesses knowledge of how to learn, is capable of self-organization, whereas a student after completing middle school course, is a learner recognizing the importance of education and self-education for life and activity, capable of implementing his knowledge in practice.

Besides, while at junior school, a child should learn to act on his own accord

and be responsible for his behavior before the family and community; at middle school, he should demonstrate social involvement and respect for the law, measure his life against moral values, recognize his responsibilities before the family, community and his homeland.

It goes without saying that some directions and components are added to the portrait of the middle school leaver according to its basic objectives and the learner's age category. For example: recognizing the value of labor, science and creativity; ability to feel confident in the world of trades, understanding the role of professional activity in life.

Currently, one of the basic components of the teacher competence is his understanding of specifics of continuity and development, realized in requirements to the results of mastering core subjects of the curriculum. This component is considered to be of the utmost importance, a core one.

Why is it so? The answer is as follows: new educational standards have a clearly cut idea of transfer from the principle of acquiring the minimum of educational contents by students to the principle of individual best achievements. Being developed as a response to social need, educational objectives transform into requirements to final results. And finally, upon their specification and operationalization, they are transformed into the planned results.

According to some researchers, implementation of the core message of modern school education is related to profound changes in the teacher's and learner's role in the educational process.

The first principle is changing the direction of educational objectives to self-actualization of the student's personality;

The second principle is altering the educational contents by means of introducing into curriculum practice-oriented tasks, implying examination of informa-tion from diverse sources, as well as by means of introducing additional programs;

The third principle is transformation of the teacher-learner interrelations, focusing on organization by the teacher the learners' individual work; developing the teacher's readiness to educational process changes;

The fourth principle is transition to new teaching technologies, aimed at applying of information technologies combined with critical thinking technology, project and research technologies presupposing mastering some new professional roles by the teacher, namely, the roles of an organizer, coordinator, advisor or consultant. These roles imply team work of teachers.

The fifth principle is assessment of the learners' achievements considering both qualitative (academic progress) and quantitative aspects of the educational results (portfolio, skills profile, achievement log).

Methodological foundation of the contemporary educational process is a comprehensive assignment approach. It is this approach which stipulates the position of the teacher in terms of requirements to learning content and teaching effect. A specific characteristic of this process is availability of basic milestones, learning contents, requirements as to the outcome of education in its contents, and no definite assignments and forms of activities for every subject. Teachers themselves should elaborate these tasks based on the guidelines stated in new educational standards. It presupposes that a teacher must do an in-depth analysis of the contents of the comprehensive assignment approach and apply it while developing educational programs.

Let us analyze the core of this approach. From a perspective of modern educational psychology and didactics, the terminal learning objective is not only accumulation of knowledge, but forming ac-

tivity techniques realized through skills. It can only be realized in the process of teaching. In this case, it is worth referring to the assignment approach.

Comprehensive assignment approach is based on psychological concepts of activity structure and deals with the process of active knowledge assimilation and forming skills through motivated and purposeful solving of training tasks. This method means such an organization of activity oriented at the students' needs by the teacher, that it could trigger their positive emotions of satisfaction and joy. If these feelings have a long-lasting character, students begin to long for this activity bringing pleasant positive emotions. Thus, a new continuous reason for participation in a specified kind of activity appears, complementing general motivation of schoolchildren. With that, handling a specific problem by a student represents a search for a necessary action to transform the problem's conditions, so that the decision becomes possible. The determining and organizing factor in the comprehensive assignment approach is activity and its forms.

Pursuing the objective of new educational effects, the teacher should bear in mind that it is possible only due to application of innovative contents and types of learning activities. Accordingly, the teacher competency is realized through his ability to select a proper method of instruction, as well as through elaboration of the teacher's and students' activity program in compliance with the set goals.

Modern requirements to the quality of education, reflected in regulations, orient the teacher at creating learning situations implying the learners' inner resources, inclinations, interests, capabilities, etc. This is the learner-centered approach in education. Yet, an in-depth insight into cognitive processes of the learners' is necessary here.

According to psychology and pedagogy, one of the well-known and significant development mechanisms of a child is the process of interiorization, which means transformation of external actions into internal, cognitive actions, such as thinking, memorizing, and perception. Contemporary psychology distinguishes the following stages of interiorization:

1) An adult affects a child inducing him to do something;

2) A child adopts the method of communication and verbally affects an adult;

3) A child verbally addresses himself.

The ontological aspect of modern education is presented by goal setting and implementation of strategic educational goals. They are as follows: to teach learning, to teach thinking, to teach goal setting and moving in the selected direction, to teach comprehending the effect of learning. In this context, attaining knowledge transforms from the end in itself into the means towards this end.

In this regard, the teacher should be well aware of the process of mastering knowledge by students. While learning, a schoolchild performs certain actions within the context of material studied. Within the process of interiorization, these actions turn into his own interior functions. In other words, learning activity is an exterior condition for development of cognitive processes with students.

Consequently, any acquisition of knowledge is inseparably united with assimilation of new modes of action. In the process of educational process organization, the teacher's task is to single out relevant actions and to teach them. Then, on the one hand, studying basics of scientific knowledge goes simultaneously with formation of the corresponding intellectual skills, and on the other hand, formation of intellectual skills is impossible without acquisition of specific knowledge.

Learning content has numerous con-

sumers like parents, learners, teachers, higher educational institutions, public, employers, executive and legislative powers, etc. Every consumer wants to see most meaningful for him effect of education and demands that it should be phrased in an available form and language.

Certainly, it is a difficult task to combine needs of so diverse consumers in one document. Indeed, parents of a schoolchild are concerned about the success and prospects provided by education to their child. They do not care if it will be in result of the Ohm's law study or of some other material.

But when we speak about the teacher, things are different and details of teaching contents, as well as levels of its understanding matter. It is the social concern that the rising generation was provided with adequate education level in order to ensure personal traits relevant to their values. But what specific historical material or literary work will be used for that purpose is the concern of professional methodologists.

In other words, the level of education effect representation should be diverse, judging from the needs and preparation level of various consumers of school education.

Requirements to teaching results are represented in our standards by description of thematic, meta-thematic and personal results and are specified in model basic curricular as planned results in school subjects, results of acquiring basic interdisciplinary programs (the program for development universal learning operations, the program for work with a text, etc.).

Nowadays, educational effect is understood as an "increment" to the personal resources of learners which can be used for tackling vital personal problems.

What is the teacher's concern in the process of planning his educational activity?, The first point is as follows: personal achievements are the factor of learners'

motivational resources development; the second point is as follows: meta-thematic achievements are the results characterizing mostly instrumental resources; the third point is as follows: results in school subjects reflect mostly cognitive components of educational activity.

It seems that within the framework of the popular in the global educational practice competency building approach, the complex of these results can be treated as key competences.

Accordingly, teaching excellence as a component of professional competency can be assessed in terms of the teacher's ability to consider and accurately appraise personal, meta-thematic and thematic results. It should be remembered that:

1) Personal results are presented by the developed motives, interests, needs, value system, including attitudes to himself, other people, participants of the educational process, and to the results of education;

2) Meta-thematic results are presented by interdisciplinary knowledge, acquired from several thematic areas and, most important, by universal ways of activity (personal, cognitive, regulatory, and communicative) applicable both in education and in real life environment;

3) Thematic results are expressed in accumulation of concrete elements of the social and professional experience, studied within the framework of particular school subjects;

It is evident, that quality changes in educational content are possible only when the teacher sees clearly the subject-matter and core components of the modern outcome of education. They should be used as a methodological foundation, a conceptual landmark of upgrading and improvement of educational activity of a teacher.

Creation of an innovative educational process orients teachers at expanding and activating independent cognitive

activity of students and at developing ability to make a reasonable and responsible choice outside the limits of classroom activity. Accordingly, evaluation of teacher competence is based on the teacher's ability to develop the educational process, including:

• Module organization of the educative process, which promotes the situations of the choice by the learner of his own set of subjects from the general background courses, majors courses and electives;

• Organization of the project activities for schoolchildren, as well as creative classes and sports events in order to involve them into inventions, acquisition of new information; enabling children to be open and able of expressing their own opinion, to take decisions, to provide a helping hand to others, to define their areas of interest and realize own capabilities, to strive to self-development and self-improvement;

• Elaboration of individual curricular for learners, with consideration of their cognitive interests; providing systematic support for gifted school-children;

• Providing conditions for full participation in educational environment for physically-challenged children; ensuring their socialization;

That is to say, these days, teacher professional competence is examined within the framework of new requirements, current social challenges, innovative school guidelines and regulations, recent achievements of pedagogy, psychology and practice. In an evaluation scheme, highly valued is the teacher's ability to compose an educational process as an independent travel of a schoolchild in the educational space, where he chooses the route himself and the destination of the route is closely connected with his self-actualization in its uppermost form.

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INVESTIGATING THE FACTORS AFFECTING THE ADOPTION OF ONLINE TERTIARY EDUCATION IN KAZAKHSTAN

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1. Introduction

Rapid proliferation of the Internet and demand for knowledge in newly emerging economies has created opportunities for higher institutions to access potential students who otherwise have no opportunity for tertiary education because of their geographic distance from physical campuses or their full-time work commitments. Potentially, this would be advan-

tages for Kazakhstan (16 million people in a large land mass) to achieve its goal of being world's top 30 most developed states by 2050 via economic diversification, industry innovation, modernize production and skilled workforce etc (Kazakhstan 2050 strategy). Kazakhstan's Internet penetration rate is 34.3% with 5,300,000 users (Internet World Stats, 2010). However, Internet-based education is still at its infancy in Kazakhstan and there is a lack of study in this area. This study investigates the following:

i) What factors affect the adoption of online tertiary education in Kazakhstan?

ii) Which factors are the most influential in the adoption of online tertiary education in Kazakhstan?

Online tertiary education is defined here as university's undergraduate and post-graduate education via the Internet/Web. Adoptions may refer to actual or intended enrolment in online tertiary education.

2. Literature review

According to the Diffusion of Innovation [DoI] theory (Rogers, 1980), technological innovation is communicated through particular channels, among members of a social system over time, working through the following stages:

- Knowledge (awareness): Exposure to the existence and understanding of the functions of the innovation.

- Persuasion (the forming of a favourable attitude to the innovation): Here the individual is interested in the innovation and actively seeks information/detail about the innovation.

- Decision: In this stage the individual weighs the advantages/disadvantages of using the innovation and then decides whether to adopt or reject the innovation. Decisions may be collective (among members of a system), or authority-based (where a decision is imposed by another person/organisation which possesses req-

uisite power, status or technical expertise).

- Implementation: During this stage, the individual determines the usefulness of the innovation and may search for further information about it.

- Confirmation: In this stage the individual finalizes their decision to continue using the innovation and may use the innovation to its fullest potential.

This study focuses on the "decision stage" of the DoI theory (Rogers 1980), investigating factors influencing the adoption of online tertiary education in Kazakhstan. The following are variables that potentially influence the adoption of online education.

2.1 Pull factors

This concept originates from Mazzarol and Soutar's (2002) 'push-pull' theory of factors influencing international student destination choice. Pull factors in this study refers to the characteristics of online tertiary education that provide utility or are relatively attractive to potential students to meet their personal motives. Identified factors under this category include: convenience-based delivery for learning and teaching; suitability for certain learning styles of students (Di Bartola, Miller & Turley, 2001); interactive and peer collaboration (Kearsley, 2000); and less stringent course entry requirement for adults (Philips 2007). Dunning and Vijayaraman (2001) highlight the advantages of Internet-based education: no spatial constraints (24 hours access) for study/learning/teaching, appealing to potential students who otherwise have work or family commitments, permitting flexible class schedule and reduced commuting time for students and faculties. Di Bartola *et al.* (2001) reports that who exhibits divergent learning style (strong imaginative ability and holistic outlook) performed well in an online environment.

2.2 Individual competency factors

This refers to the skills or inadequate knowledge that impedes an individual from studying online or adopting online tertiary education. It includes ones' self-motivation for independent learning, writing and computing skills. Learners who procrastinate and have low self-motivation for independent learning may not be suitable for online education (Berge & Huang, 2004). Ragan and White (2001) articulate that the unusual demand for written communication in term of speed, volume and clarity in a Web environment, presents a great potential for miscommunication and could make students unnecessarily frustrated, leading to low student retention in the Web-Based environment. Further, Alexander (1999) asserts that computing skills affect students' satisfaction with online learning, impeding its popularity.

2.3 Courseware design factors

This refers to the design of the Web-based program that facilitates student-learning outcomes (i.e. acquiring new knowledge, skills, & experience). Among these are good structure and clarity of design, availability of good technical support/helpdesk (and self-checking activities. Easy and immediate access by learners to up-to-date information could motivate people to learn and apply their knowledge and skills to improve their learning (Levesque & Kelly, 2002). Thus, a user-friendly (structured) format that facilitates easy navigation through the content; book marking that allows the student to return to the last page studied are ideal. The availability of technical helpdesk facilitates student satisfaction amongst online learners while self-checking activity encourages self-directed learning (Leiblein, 2000).

2.4 Institutional competency factors

There is a need for government recognition of online degrees to ensure credibility and quality of online degrees (Al-habshi, 2002). Accreditation of online course or degrees by the relevant home government of the course provider or professional bodies can reduce the problem of the 'certificate mill' (Philips, 2007). A certificate mill refers to the provision of worthless education degrees for a fee without active study participation. The lack of industry collaboration in most online program impedes its uptake as an alternative medium to the traditional classroom (Ryan, 2001).

2.5 Trust factor

The concept 'trust' has aroused intense interest across difference disciplines, resulting in various definitions in the literature. Despite this, there is a common practice of defining trust in terms of 'having confidence', or 'willingness to rely on the other party' or 'willingness to take risk' in existing literature (Gefen *et al.,* 2003). Trust is important in facilitating "relationship enhancement" in buyer-seller interactions and for reducing perceived risk of using services. Since online learners have no direct contact (virtual buyer-seller relationship) with the education providers, trust plays an important role in online tertiary education settings. From a student's perspective, "perceived risk" of adopting online tertiary education could be time risk- Time spent studying for a degree will be wasted if industry or government does not recognize the online degree for employment. Offering customer-centric program that are relevant to industry's needs and career advancement helps to reduce "perceived risk" in adopting online tertiary education (Wong *et al.,* 2003). Assessment of online faculty's qualifications are another way to assure confidence in online education (Philips, 2007). Further, good security system provides confidentiality and integrity by confirming the identity of the people who are attempting to access the computer or net-

work, and protects against inappropriate access by others. Thus, identity verification to prevent exam fraud or information theft are another basis for trust building in Web-based learning environment.

3. Methodology

Given the lack of information about the adoption of online tertiary education in Kazakhstan, a two-stage research design was utilised. Stage 1 involved exploratory research using semi-structured in-depth interviews with the aim of confirming variables identified in the literature review were valid in the Kazakhstan context and to identify any other variables specific to the Kazakhstan environment not identified in the literature. Opinions of online education professionals, members of the teaching profession and past users of online programs were sought in this stage. Stratified snowball sampling was used. The results from stage 1 found agreement that most of the factors identified in literatures were valid as influence factors on the adoption of online education in Kazakhstan. Only pre-assessment of student for suitability for online learning was deemed irrelevant in the Kazakhstani context.

Extra findings from the in-depth interviews were:

- Internet speed in Kazakhstan is the main concerns among the interviewees;

- A university's reputation had an over-riding importance over cost of education as decision-making factor in the enrolment in online degree;

- Government's recognition of online degrees influences the adoption of online degree in Kazakhstan;

- Ease of finance (loans for online tertiary education) can increase the adoption of online tertiary education in Kazakhstan;

- Authentication and security issues affect public trust of online education.

Findings from stage 1 led to a hypothetical model (Figure 1) and the following:

Hypothesis 1: Pull factors have a positive influence on the adoption of online tertiary education in Kazakhstan.

Hypothesis 2: Courseware design competency factors have a positive influence on the adoption of online tertiary education in Kazakhstan.

Hypothesis 3: Individual competency factors have a positive influence on the adoption of online tertiary education in Kazakhstan.

Hypothesis 4: Institutions competency factors have a positive influence on the adoption of online tertiary education in Kazakhstan.

Hypothesis 5: Trust factors have a positive influence on the adoption of online tertiary education in Kazakhstan.

The second stage of this study involved designing questionnaire (survey) and data sampling to test the hypothetical model/hypotheses. The questionnaire utilised a seven-point numerical rating scales (from not at all importance to very important). A pre-test of the questionnaire wording found no discrepancy. The final questionnaire comprised the following:

• Section one: demographic profile (education, age, computing skills).

• Section two asked respondents to rate the importance of attributes that may affect the adoption of online tertiary education in Kazakhstan.
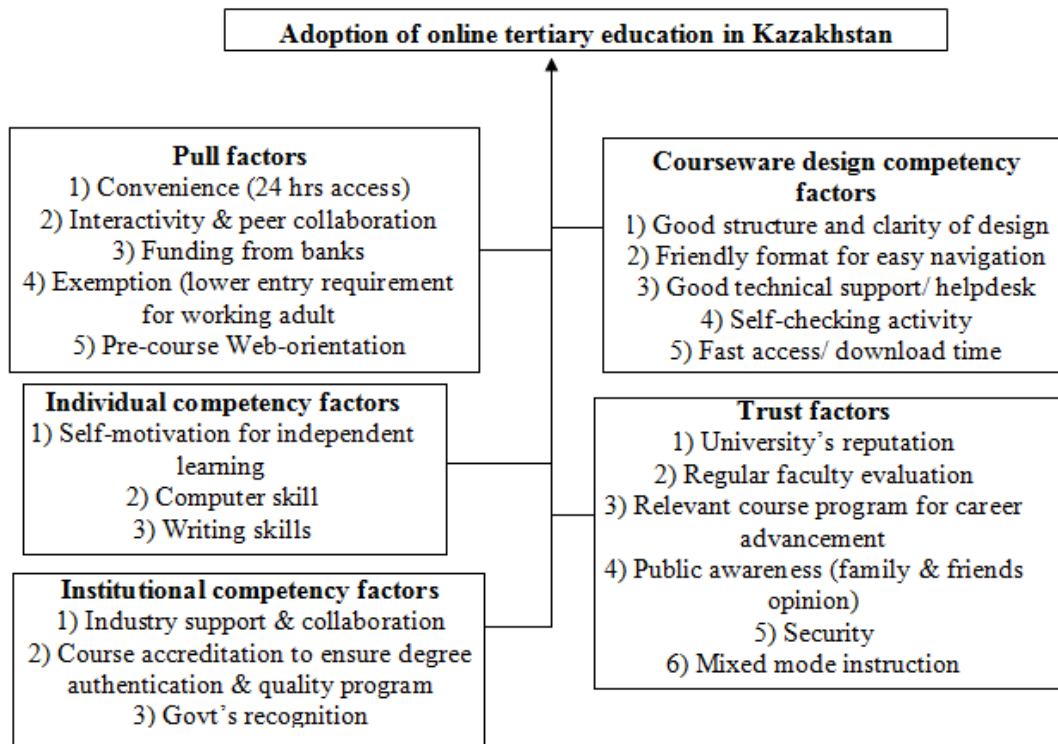
Figure 1. Hypothetical model of factors influencing the adoption of online tertiary education in Kazakhstan

Samplings

The pre-tested questionnaires were randomly distributed in two universities (English as medium of instruction) in Almaty and Astana. Overall, 645 questionnaires were returned (response rate = 71.6%). Two hundreds and eight returned questionnaires were rejected for further analysis because respondents expressed non-interest in university studies. The resulting 437 survey comprised 53% males and 47% females; 28% high schools students, 29% undergraduate students and 43% working adult. Most of the respondents rated themselves as frequent users of the Internet (85%). The survey data was normally distributed.

Statistical tests

To validate the hypothetical model, a series of exploratory factor analyses and confirmatory factor analyses was conducted to test the reliability, and convergent validities of the measures (Anderson & Gerbing, 1988). All measurement variables were subjected to principal component analysis (varimax rotation) using SPSS v.14. This procedure extracted five factors with factor loadings (Table I) ranging from 0.58 to 0.785 (pull factor); 0.757 to 0.843 (courseware design competency factor), 0.774 to 0.863 (individual competency factor); 0.641 to 0.792 (trust factor); 0.883 to 0.909 (institutional competency factor). The KMO value for sampling adequacy was 0.859, and the Bartlett's Test of Sphericity was significant (Sig= 0.0), indicating their appropriateness for factor analysis. The loaded components in the five extracted factors tallied with those of the proposed hypothetical model (Figure 1). All extracted factors have Composite Reliability (CR) higher than 0.70, the benchmark for internal consistency and Average Variance Extracted (AVE) >0.5 for satisfactory convergent validity (Hair et al., 2010). Thus, all the measurement scales used in the five-factor model were statistically valid.

Table 1. PCA component scores of the five extracted factors

| Factor	CR	AVE	Items	Loading
Pull	.819	.50	24 hrs access (convenience-based delivery)	.783
			Course exemption (lower requirements) for adult	.756
			Educational funding from banks (loan)	.684
			Interactivity & peer collaboration	.633
			Suit different learning styles	.507
Courseware design	.890	.56	Good structure and clarity of design	.811
			Friendly format for easy navigation	.798
			Good technical support/ helpdesk (prompt reply)	.745
			Self-checking activity	.699
			Fast access/ download time (Internet speed)	.673
Individual comp.	.870	.59	Self-motivation for independent learning	.782
			Computer skill	.777
			Writing skill	.634
Trust	.890	.64	Reputation of university	.833
			Regular faculty evaluation	.820
			Relevant course program for career advancement	.790
			Public awareness (family and friends opinion)	.644
			Security (prevent exam fraud & protect exam records)	.639
			Mixed mode instruction	.585
Institutional comp.	.873	.67	Industry support & collaboration	.767
			Course accreditation to ensure degree authentication & quality program	.722
			Government's recognition of online degree	.610
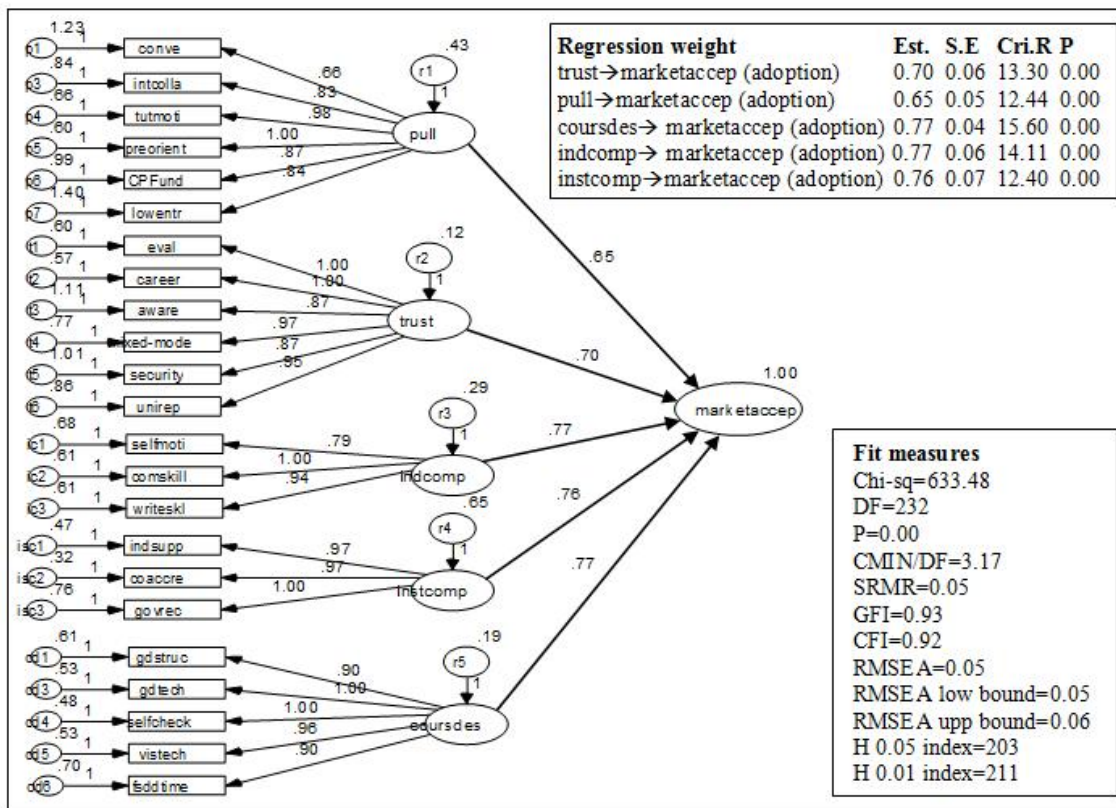
Figure 2. SEM statistics of the proposed hypothetical model

Next, Anderson and Gerbing's (1988) two-step Structural Equation Modeling (SEM) procedures using AMOS 7.0 was used as a further validity test of the measurement model and structural model test for hypothesis testing. All Confirmatory Factor Analysis (CFA) estimation processes for individual measurement model showed sufficient evidence of goodness-of-fit between the measuring model and the sample data [Comparative-Fit-Index (CFI)>.95 and Goodness-of-fit Index (GFI)>.95]. The structural test revealed sufficient goodness-of- fit statistics for hypotheses testing. The structural model test statistics are: CMIN/DF=2.67, RMSEA= 0.05 and CFI=0.92 (Figure 2).

4. Findings and Managerial implications

As shown in Figure 2, there was sufficient evidence to support all five hypotheses in this study. That is, the following have significant impact on the adoption of online tertiary education in Kazakhstan: trust factors (regression wt= 0.70), individual competency factors (regression wt= 0.77) and institutional competency factors (regression wt= 0.76). Courseware design competency factors had the most significant influence (highest regression wt of 0.77) while pull factors had the least significant influence (least regression wt of 0.65) on the adoption of online tertiary education in Kazakhstan.

Online tertiary providers are advised to collectively lobby the Kazakhstan Government to recognize online degree given that its recognition can influence its adoption or draw more interest among the working adults. While governmental support and industry collaboration were indicated as important factors for the propagation of the online education in literature (Tan & Lambe, 2002), the issue of course accreditation was not seriously examined. This study found it a highly rated factor for choice of online tertiary education among its survey respondent. Online tertiary providers should seriously consider accredit ting their program with foreign regulatory bodies or accreditation bodies. Online tertiary providers should also focus on customer centric solutions (skills needed by specific industries) by collaborating with employers to enhance their graduate's career prospects. A list of their online graduates in prominent institutions (for marketing promotion) and strong alumni network would greatly enhance the teaching institution's reputation.

Prior studies (Berge *et al.*, 2004; Chung, 2012) had indicated the importance of good courseware design for student retention among online learners. Consistent with this observation, noted complaints about web-based education during the exploratory study (stage 1) are the concerns about intrusion of pop-up advertisements or slow screen loading of multimedia contents, the lack of student support online indicating the needs for provision of technical support/helpdesk; self-checking activities; and consideration for fast access when implementing visualisation technologies (Web or courseware design issue). Thus, online instructional designers should not introduce intrusive banners or large clip media (pictures, audio/videos clips) in the courseware that can slow down user's screen loading. This study also showed that individual competency factors (user's writing and computing skills, and self-motivation for independent learning) could help students to adapt the virtual environment for learning. Online tertiary providers are advised to hire motivated online tutors who are well-versed in computer-based learning and who are sympathetic of online learners issues (eg. time-pressed, difficulties with internet technology) to help alleviate the problem of student's drop-out.

The preference for mixed-mode instruction was emphasised quite strongly in this study (mean score of 6.1 out of max 7). A regular classroom session in the

form of block teaching to complement online teaching is suggested. The venue could be on-campus, hotels or community halls that are central to groups of students. Investing in appropriate security measures by online tertiary providers to prevent exam fraud and the tempering of exam records is another issue worth considering. Online tertiary providers are also advised to avoid being perceived as a certificate mills (education degrees for a fee). Better control of their course entry requirements, stricter rules on online attendance and coursework completion would ally this fear. Overall, the trust factor affects the reputation of the online tertiary providers and the public opinion on the quality of the degree on offered. Thus, marketing efforts must be centred on these trust factors. Empirical evidence showed that there was a desire for financial institutions to extend credits or relax loan requirements for online tertiary studies.

5. Conclusions

This study adopted a customer focus with respect to the adoption of online education in Kazakhstan, using the decision-making stage of Rogers' DOI (1980). The factors influencing the adoption of online tertiary education in Kazakhstan are trust factors, courseware design competency factors, individual competency factors, institutional competency factors and pull factors. However, the courseware design competency factors (measured by variables such as good structure and charity of design, good technical support or help-desk, provision of self-checking activities) are most influential among the surveyed respondents. This study also showed respondents showing a strong preference for mixed-mode instructions. Overall, this study contributes to our understanding of student's decision-making regarding online tertiary education in Kazakhstan.

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BEHAVIOURAL INTENT TO ADOPT MOBILE COMMERCE IN KAZAKHSTAN: GENERATION Y PERSPECTIVE

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Introduction

Mobile commerce (M-commerce) is any transaction, involving the transfer of ownership or rights to use goods and services, which is initiated and/or completed by using mobile access to computer-mediated networks with the help of an electronic device, such as a mobile phone, a PDA or a smart phone (Tiwari & Buse 2007). The Generation Y refers to a specific cohort of individuals born, roughly, between 1980-1994 who are now entering colleges and universities (McCrindle Research 2008). It is argued that there are generally higher usage and familiarity with communications, media, and digital technologies in the Generation Y than the previous Generation X (Junco & Mastrodicasa 2007). Kazakhstan, a central Asian nation with 16 millions people, has an Internet penetration rate of 34.3%, a mobile phone penetration rate of 100% (International Telecommunication Union 2009) and a population median age of 29.5 (CIA- The World Factbook 2013), representing an ideal environment to study M-commerce adoption among the Generation Y. Due to its inherent characteristics such as ubiquity, personalization and flexibility, M - commerce promises businesses

unprecedented market potential (Siau & Shen 2003). However, there is only marginal use of mobile devices for transaction purposes in Kazakhstan (Halyk Bank Press Service 2009).

This study investigates:

i) The determinants of behavioural intent to adopt M-commerce among the Generation Y in Kazakhstan.

ii) Whether gender has an impact on the determinants of behavioural intent to adopt M-commerce in Kazakhstan?

Conceptual model

According to the Diffusion of Innovation (DOI) theory (Rogers 1983), technological innovation is communicated through particular channels, among members of a social system over time, working through five stages: Knowledge, persuasion, decision, implementation and confirmation. There are five perceived characteristics of innovation that can be used to form a favourable/unfavourable attitude toward the innovation at the persuasion stage:

i) Compatibility: The degree to which an innovation is perceived as consistent with the existing values, past experiences, and the needs of potential adopters. Incompatibility with the values and norms of a social system leads to poor or slower adoption.

ii) Complexity: New ideas that are simpler to understand are adopted more rapidly than innovations that require the adopter to develop new skills and understandings.

iii) Observability: The degree to which the use and benefits of the innovation are visible to others, and therefore act as a further stimulus to uptake by others.

iv) Trialability: An innovation that is trialable represents less uncertainty to the individual who is considering it for adoption, who can learn by doing.

v) Relative advantage: The greater the perceived relative advantage of an innovation over the one it supersedes, the more rapid its rate of adoption will be.

Rogers' DOI (1983) has been adopted and widely studied in mobile setting. For instance, Wu and Wang (2005) indicate that perceived relative advantage and compatibility influence favourable attitude towards M-commerce. Similarly, empirical study by Tanakinjal, Deans and Gray (2010) suggest that compatibility, complexity, trialability and relative advantage affect behavioral intention towards mobile marketing in Malaysia (observability was excluded). Recent case study by Borg and Persson (2010) supported the relevancy of all five perceived characteristics of innovation in Rogers' DOI in forming favourable attitude towards mobile transaction in South Africa.

Correspondingly, the following hypotheses are proposed:

H₁: Compatibility determines the behavioural intent to adopt M-commerce among the Generation Y in Kazakhstan

H₂: Complexity determines the behavioural intent to adopt M-commerce among the Generation Y in Kazakhstan

H₃: Observability determines the behavioural intent to adopt M-commerce among the Generation Y in Kazakhstan

H₄: Trialability determines the behavioural intent to adopt M-commerce among the Generation Y in Kazakhstan

H₅: Relative advantage determines the behavioural intent to adopt M-commerce among the Generation Y in Kazakhstan

One limitation of the Rogers' DOI (1983) is that it does not identify social factors such as trust, that may influence users' attitude towards new innovation. According to Siau and Chen (2003), trust is one of the major factors influencing peoples' decisions to provide their personal data via an electronic medium. Studies by Joubert and Van Belle (2009) and Tanakinjal *et al.* (2010) indicate that trust influences intention to adopt M - com-

merce. In addition, perceived risk is a necessary antecedent for trust to be operative and an outcome of trust building is a reduction in the perceived risk of the transaction or relationship (Mitchell 1999). Perceived risk is an uncertainty regarding the possible negative consequences of using a product or service and is a combination of uncertainty with the possibility of serious of outcome (Bauer 1967). Wu and Wang (2005) and Tanakinjal *et al.* (2010) view perceived risk as influential determinant of behavioural intent to adopt M-commerce. Taking the perspective that trust is a willing dependency on another's action and that the outcome of trust is an evaluation of the congruence between expectations of the trusted party and actions (Hupcey *et al.* 2001), this study proposed:

H6: Trustworthiness determines the behavioural intent to adopt M-commerce among the Generation Y in Kazakhstan

H7: Perceived risk determines the behavioural intent to adopt M-commerce among the Generation Y in Kazakhstan

Research methodology
Questionnaire and samplings

The pre-tested questionnaire using 7-point Likert scale comprised of measurement variables related to demographic, trustworthiness, perceived risk and Rogers' (1983) five perceived characteristics of innovation. The measurement variables related to trustworthiness and perceived risks were adapted from Hupcey *et al.* (2001) and Bauer *et al.* (2005) respectively. A total of 670 questionnaires were randomly distributed in three private institutions of higher learning in two of the most populated cities in Kazakhstan. Out of the 345 questionnaires returned, 233 were from Almaty and 112 from Astana. The respondents were equally distributed across gender.

Statistical analysis

Analysis of the surveys consisted of four phases. In Phase 1, histograms of data distribution showed reasonable normal distributions (bell-shaped curve) for all measurement variables. Its descriptive statistics are shown in Table 1. In Phase 2, the multivariate analysis of variance showed no significant different in all measurement variables in term of gender ($p>.05$, two-tail test). Similarly, no major differences between Almaty and Astana were found with all measurement variables. In Phase 3, exploratory factor analysis (principal component analysis, varimax rotation) using Statistical Package for Social Science v. 14 extracted seven factors, representing 73.18% of the total variance explained. Variables in five extracted factors correspond to Rogers' (1983) five perceived innovation characteristics. Its Kaiser-Meyer-Olkin (KMO) index value for sampling adequacy was 0.859, and the Bartlett's Test of Sphericity was significant (Sig= 0.0), supporting the factorability of the dataset. The factor component scores for all seven factors are shown in Table 2. The Average Variance Extracted (AVE) for all seven factors was above the recommended threshold of 0.5 (Hair *et al.* 2010) for satisfactory convergent validity. All factors showed internal consistency with Composite Reliability (CR) >.7 as recommended by Hair et al. 2010).

In phase 4, Structural Equation Modeling (SEM) using AMOS 7.0 revealed sufficient evidence of goodness-of-fit between the measuring models and the sample data (factor validity test). Subsequent structural test produced good fit statistics (χ^2/df =1.800, RMSEA=0.048, CFI=0.954, GFI=0.903), providing the basis for further hypothesis testing. The factor analysis component scores, reliability and SEM statistics are presented in Figure 1.

Table 1: Descriptive statistics of measurement variables

Measurement variables (code)	Mean	S.D
I think it is safe to do a transaction/purchase via the mobile phone (Risk4)	5.12	.82
I feel the current regulations on mobile communication in Kazakhstan minimise my privacy risks (Risk2)	5.19	.90
There is no more privacy risk involved in receiving marketing messages via mobile phone than there is when getting marketing messages via email or TV advertisement (Risk3)	5.25	.78
I think mobile commerce will not put my privacy at risk (Risk1)	5.33	.97
Mobile commerce is a trustworthy source of information (T2)	4.84	.91
I consider mobile commerce as a reliable way to receive relevant information (T1)	4.92	.92
Mobile commerce is reliable because mobile marketing messages are up-to-date (T4)	5.12	.84
Provided that my permission is given, I consider mobile commerce as a trustworthy source of personalised marketing messages (T3)	5.68	.93
People using mobile commerce are better informed than those using the TV, newspaper and magazines about the product/service they intended to purchase (OB4)	3.34	.97
Many people have started using mobile commerce (OB2)	3.41	.80
People using mobile marketing services performed better communicating to their customers than those doing business the traditional ways (OB3)	3.51	.99
There are many mobile services that I can use (OB1)	3.91	.75
If I were to adopt mobile commerce, the quality of my information would improve (RA2)	4.91	1.38
If I were to adopt mobile commerce, it would enhance my effectiveness on information gathering (RA3)	4.96	1.29
If I were to adopt mobile commerce, it would enable me to get product/service information more quickly (RA1)	5.56	1.39
If I were to adopt mobile commerce, it would fit well with the way I like to seek relevant product and services information (COM3)	5.29	1.26
If I were to adopt mobile commerce, it would be compatible with my Internet searching methods (COM1)	5.37	1.10
If I were to adopt mobile commerce, it would fit my product and services information gathering style (COM2)	5.56	1.07
If I were to adopt mobile commerce, it would be easy for me to adapt (CPLX2)	5.26	1.38
Learning to use mobile commerce would be easy for me (CPLX1)	5.41	1.49
If I were to adopt mobile commerce, it would be easy due to my previous experience with mobile phone usage (CPLX3)	5.43	1.44
Before deciding on whether or not to adopt mobile commerce, I would be able to use it on a trial basis (TRY1)	5.13	1.52
I would be permitted to use mobile commerce on a trial basis long enough to see what it can do (TRY3)	5.19	1.58
Before deciding on whether or not to adopt mobile commerce, I would be able to test the suitability of the services (TRY2)	5.20	1.45

Table 2: Factor analysis component scores of measurement variables

Factor scale	AVE	CR	Item (code)	Loading
Perceived risk	.61	.86	I think mobile commerce will not put my privacy at risk (Risk1)	.848
			I think it is safe to do a transaction/purchase via the mobile phone (Risk4)	.828
			I feel the current regulations on mobile communication in Kazakhstan minimise my privacy risks (Risk2)	.801
			There is no more privacy risk involved in receiving marketing messages via mobile phone than there is when getting marketing messages via email or TV advertisement (Risk3)	.729
Trustworthiness	.60	.85	Provided that my permission is given, I consider mobile commerce as a trustworthy source of personalised marketing messages (T3)	.843
			Mobile commerce is a trustworthy source of information (T2)	.826
			Mobile commerce is reliable because mobile marketing messages are up-to-date (T4)	.774
			I consider mobile commerce as a reliable way to receive relevant infor. (T1)	.631
Observability	.50	.72	People using mobile marketing services performed better communicating to their customers than those doing business the traditional ways (OB3)	.784
			There are many mobile services that I can use (OB1)	.758
			Many people have started using mobile commerce (OB2)	.752
			People using mobile commerce are better informed than those using the TV, newspaper and magazines about the product/service they intended to purchase (OB4)	.651
Rel. Advantage	.57	.79	If I were to adopt mobile commerce, the quality of my information would improve (RA2)	.849
			If I were to adopt mobile commerce, it would enhance my effectiveness on information gathering (RA3)	.805
			If I were to adopt mobile commerce, it would enable me to get product/service information more quickly (RA1)	.781
Compatibility	.72	.88	If I were to adopt mobile commerce, it would fit my product and services information gathering style (COM2)	.846
			If I were to adopt mobile commerce, it would fit well with the way I like to seek relevant product and services information (COM3)	.793

|			If I were to adopt mobile commerce, it would be compatible with my Internet searching methods (COM1)	.783
Complexity	.76	.90	Learning to use mobile commerce would be easy for me (CPLX1)	.867
			If I were to adopt mobile commerce, it would be easy for me to adapt (CPLX2)	.854
			If I were to adopt mobile commerce, it would be easy due to my previous experience with mobile phone usage (CPLX3)	.784
Trialability	.70	.87	Before deciding on whether or not to adopt mobile commerce, I would be able to use it on a trial basis (TRY1)	.836
			Before deciding on whether or not to adopt mobile commerce, I would be able to test the suitability of the services (TRY2)	.830
			I would be permitted to use mobile commerce on a trial basis long enough to see what it can do (TRY3)	.829
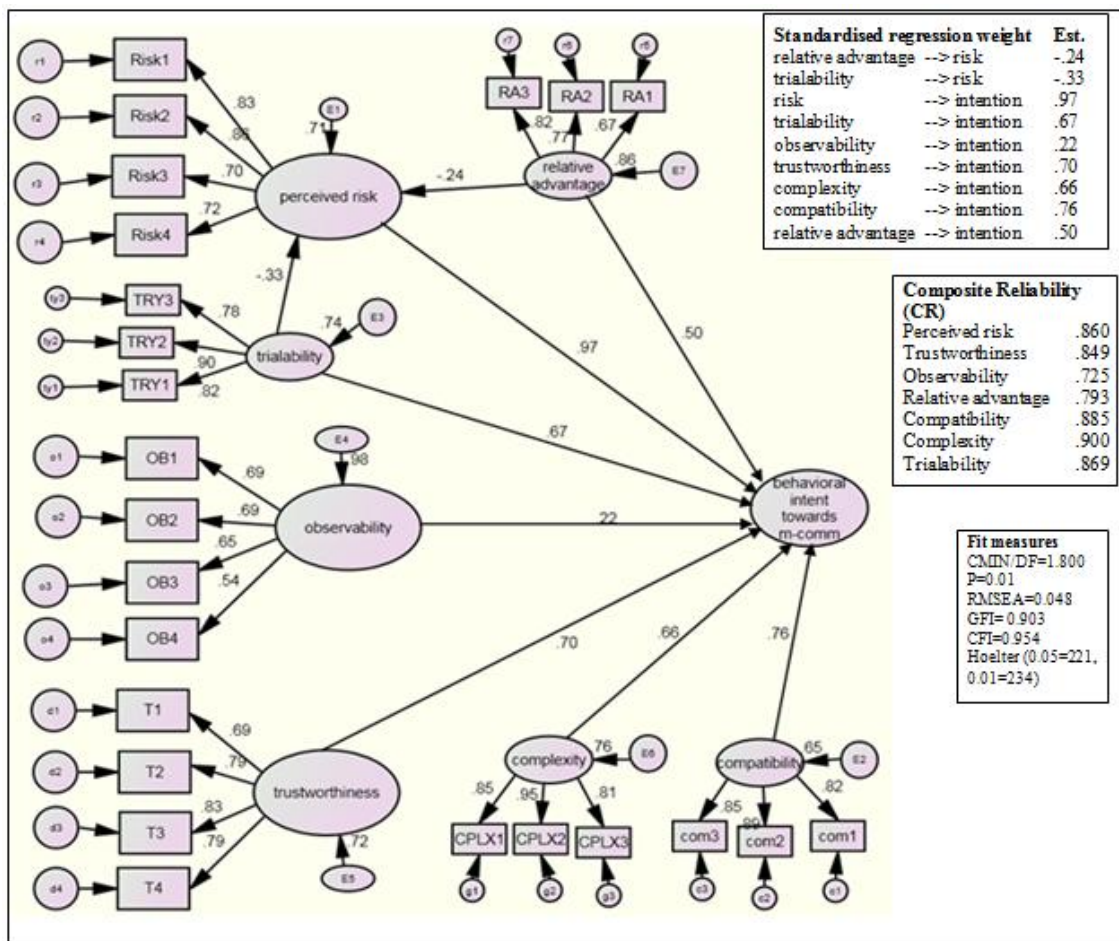
Figure 1. SEM statistics of the research conceptual model

Findings and discussion

Hypothesis 1: Compatibility determines the behavioural intent to adopt M-commerce among the Generation Y in Kazakhstan generated the second highest regression weight of 0.76 amongst the various determinants. This result replicated Wu and Wang (2005) and Borg and Persson (2010) that compatibility affects behavioural intention to adopt M- commerce. *Hypothesis 2: Complexity determines the behavioural intent to adopt M-commerce among the Generation Y in Kazakhstan* generated a significant regression weight of 0.66. Respondents indicated that it would be easy for them to learn (mean=5.41) and adapt to M-commerce (mean=5.26) because of their previous experience with mobile phone usage (mean=5.43). These findings reflected the techno savvy characteristics of the Generation Y. There was moderate support for *Hypothesis H3: Observability determines the behavioural intent to adopt M-commerce among the Generation Y in Kazakhstan (*regression weight=.22), possibly because M-commerce is currently in its infancy in Kazakhstan.

The hypothesis *H4: Trialability determines the behavioural intent to adopt M-commerce among the Generation Y in Kazakhstan was also supported (*regression weight=.67) suggesting that behavioural intent to adopt M-commerce among this cohort in Kazakhstan is dependent on their pre-adoption ability to use it on a trial basis (mean=5.13), to test the suitability of mobile services (mean=5.20) and the possibility to use M-commerce on a trial basis long enough to see what it can do (mean=5.19). There was significant support for Hypothesis *H5: Relative advantage determines the behavioural intent to adopt M-commerce among the Generation Y in Kazakhstan* (regression weight=.50), a finding consistent with that of Wu and Wang (2005).

Hypothesis *H6: Trustworthiness determines the behavioural intent to adopt M-commerce among the Generation Y in Kazakhstan*, generated the third highest regression weight of .70. In particular, the variable 'Provided that my permission is given, I consider mobile commerce as a trustworthy source of personalised marketing messages' is the highest mean score in this study. Finally, *H7: Perceived risk determines the behavioural intent to adopt M-commerce among the Generation Y in Kazakhstan* generated the highest regression weight of .97 among the various determinants. There was evidence to suggest that perceived risk is inversely related to trialability (regression wt=-33) and relative advantage (regression wt=-24). However, gender has no significant affect on adoption intention. Possible explanations for this finding could be that gender equality, in terms of education exists in Kazakhstan (99.5% literacy rate, CIA FactBooks 2009) and that women play a central role in daily economic life of Kazakhs (Barfield 1993).

Marketing implications

The high penetration rate of mobile telecommunication and the strong empirical evidence in support of all hypotheses in this study suggested the viability of M-commerce in Kazakhstan. While this study showed moderate support for observability as determinant of behavioural intent towards M-commerce adoption, marketers need to recognise that adoption decisions are frequently influence by peers and existing fads or fashion amongst member of a social network (Abrahamson 1996). In this regard, mobile service providers need to enlist more retailers to support the use of mobile devices for customer transaction, so as to increase the observability and trialability of M-commerce.

As perceived risk was found to be the main determinant of behavioural intent to adopt M-commerce, a physical flagship store or distribution centre in Kazakhstan

may allay customer fears of transacting virtually and to project observability. A short trial using mobile device for customer transaction may positively affect user's attitude towards the practicality, convenience and perception of risk in M-commerce. Trustworthiness was also found to be significant determinant of behavioural intent to adopt M-commerce. This is especially so with regards to permission for personalised marketing messages, which was the highest scored variable in this study. One solution to address this concern is to employ permission based mobile marketing so that M-commerce users are in control of the types and volume of marketing messages they receive through their mobile phones. Getting consumers permission before sending them personalised marketing messages can reduce concerns about privacy violation, thus developing trust in the mobile service providers. Personalised marketing messages can be seen as a strategy to reduce clutter and improving targeting precision for marketers (Krishnamurthy 2001).

Conclusion and research limitations

This study showed that perceived risk and trustworthiness, in conjunction with Rogers' (1983) five perceived characteristics of innovations are important determinants of behavioural intent to adopt M-commerce among the Generation Y in Kazakhstan. Gender has no significant affect on adoption intention. Implications for marketers and mobile service providers are discussed. In particular, the issue of risks, privacy violation and permission-based marketing in M-commerce are important factors to consider. The limitations of this study are that it has not yet explore other potential factors (technology enabler, network aggregator, content provider and wireless operators) that may determine behavioural intention towards the adoption of M-commerce. Overall, this study contributes to our understanding of mobile commerce adoption among the Generation Y in Kazakhstan.

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MODELING OF DEVELOPMENT OF A TOURIST CLUSTER ON THE BASIS OF LEONTIEF'S MATRIX

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Problem statement. In a lot of countries tourism as one of the high-yielding interbranch complexes plays a significant role in the formation of gross domestic product, the creation of additional jobs, the activation of the external trade balance. At the same time, countries with transitive economy do not use its tourist potential to the full extent. Tourism development in these countries should be carried out in a comprehensive, systematic manner, based on the multidisciplinary nature of the tourism industry which includes not only the activities of tour operators and travel agents, but also the scope of supply, trade, accommodation and hospitality, transportation system, services and communications and other related activities. This fact suggests that increasing of the efficiency and competitiveness of business entities engaged in tourism is possible on a cluster basis. At the same time, for the formation of the tourism cluster business model it is advisable to use both traditional and innovative methods.

Analysis of recent research and publications. Economics and tourism management issues are discussed in numerous works of russian and foreign scientists and economists such as Darowski L., Strilchuk J., Provost C. (2006), Diamantis D.(1999), Donohoe, H.M., Needham, R.D. (2006), Hutchinson-Jafar L.(2012), Mantel R. (2013), Minnaert L., Maitlandb R., Millera G. (2011), Nigg S. (2011), Shvets Y.V. (2005) and others.

Unresolved earlier parts of the overall problem. Despite significant theoretical and methodological framework the problem of systematic development of tourism on a cluster basis is poorly studied, and therefore provides to scientists ample opportunities for innovations, theoretical understanding and methodological basing of the ways to increase the efficiency and competitiveness of the tourism industry.

Goal of the study. The goal of this article is justification of the conceptual approach to the development of tourism cluster business model based on Leontyev's model.

Study highlights. Countries with transitive economy such as Kazakhstan, Russia and Ukraine have the necessary resources for the development of domestic and incoming tourism which include favorable climatic conditions, availability of water and balneological resources, rich landscape and recreational potential and distinctive historical and cultural heritage, unique museum complex of international importance. However, existing tourism potential of these countries is not used in full, causing them to lag behind the world leaders in of the tourism field (table 1).

Table 1 – Travel and Tourism Competitiveness Report

Country	Generalize index	Normative base of travel and tourism	Business climate and infrastructure	Human, cultural and natural resources
1 Switzerland	5,66	5,94	5,42	5,63
3 Germany	5,39	5,57	5,29	5,31
3 Austria	5,39	4,80	5,11	5,24
4 Spain	5,38	5,48	5,30	5,36
5 Great Britain	5,38	5,44	5,13	5,57
6 USA	5,32	4,95	5,36	5,65
7 France	5,31	5,56	5,18	5,20
8 Canada	5,28	5,27	5,17	5,39
9 Sweden	5,24	5,54	4,89	5,30
10 Singapore	5,23	5,74	5,31	4,64
…	…	…	…	…
63 Russia	4,16	4,24	4,22	4,02
…	…	…	…	…
76 Ukraine	3,98	4,73	3,62	3,59
…	…	…	…	…
88 Kazakhstan	3,82	4,66	3,48	3,30
…	…	…	…	…
140 Haiti	2,59	2,93	2,39	2,44
Note – composed by the authors according to the information of the World Economic Forum (2013). Travel and Tourism Competitiveness Report.				

Implementation of the potential of countries with transitive economy is only possible upon the condition of using systematic approach to solving **problems** hindering the development of tourism, which are the following:

- administrative barriers (protracted procedures for obtaining permits in the border areas, lengthy registration procedures of foreign tourists);

- inefficient promotion of tourist product on the world market;

- insufficient funding;

- lack of tourism infrastructure according to international standards, including the poor condition of roads, lack of communication;

- lack of coordination of intra-industry and inter-agency activities on the development of tourism infrastructure;

- lack of qualified specialists, including guides who speak foreign languages.

According to WTO and the World Travel & Tourism Council, for every job created in the tourism industry accounts for five to nine jobs that appear in other industries. Tourism directly or indirectly affects the development of 32 industries and promotes the development of the country's infrastructure. This indicates the desirability and feasibility of the development of tourism cluster.

Cluster is a sustainable territorial and sectoral partnership united by innovation program of advanced manufacturing, engineering and management technologies to increase the competitiveness of its participants.

Clusters affect competitiveness as they:

- increase productivity of firms and industries;

- create opportunities for innovation and productivity growth;

- stimulate and facilitate the formation of a new business that supports innovation and expansion of a cluster [9].

The national policy on creation and development of tourist clusters should be based on the following principles:

- anticipatory goal setting taking into account the dynamics of changes in the external environment;

- multilevel government regulation;

- creation of clusters according to competitive advantages;

- attraction of direct investments;

- development of specialized factors;

- development of progressive fac-

tors;

- interaction of conjugate countries;

- prevention of crime, economic, financial, information expansion of certain social and economic groups [10, p. 78-81].

For diversified (horizontal) cluster "input-output" model is suitable and for vertical cluster – Wassily Leontief's problem [5].

Vertical cluster can be represented as "cascade waterfalls", on each of its sites (kind of activity) cash flow is added. This value chain (VC) is shown schematically in Figure 1.
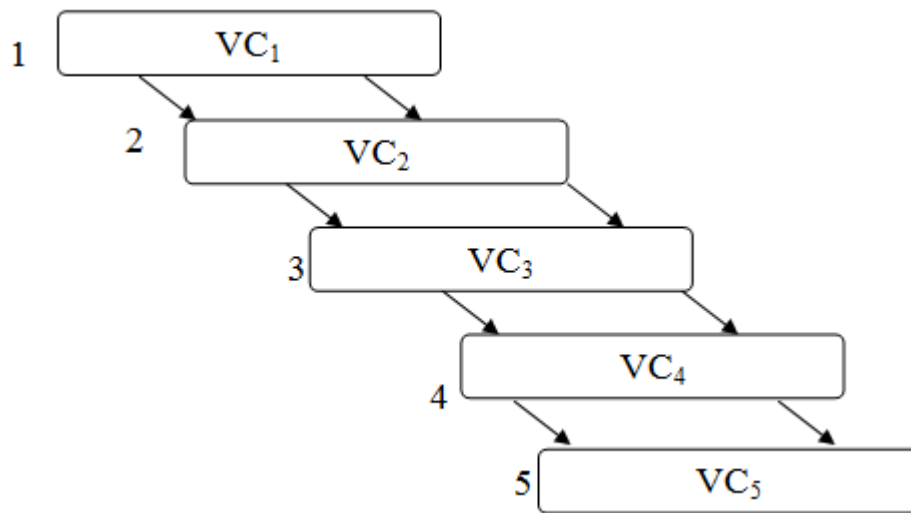
Note – composed by the authors.

Figure 1 – Scheme of the vertical cluster as a "cascade waterfalls"

Initially, we have 5 activities of this cluster: travel agencies, transportation, hotels, catering facilities and leisure sphere.

Based on expert judgment define the structure of the gross product of the cluster, profitability and wage share in the

self-cost of each unit (Table 2).

According to the experts catering facilities and hotel complexes have the largest share in the gross output of the tourism cluster (about 60%).

Table 2 – Structure of the tourism cluster and its characteristics

Firms / Indexes	Travel agencies	Transportation	Hotels	Catering facilities	Leisure sphere	Total amount
Gross product (GP)	10 %	15 %	27 %	30 %	18 %	100 %
Profitability (R)	15 %	25 %	20 %	20 %	30 %	-
Wage share in the self-cost (α)	60 %	17 %	30 %	25 %	20 %	-
Note – composed by the authors.						

Tentative example of vertical cluster is shown in Table 3. Here every activity (redistribution) fully carries the cost for the next stage of development as in the Leontyev's model.

As the initial data accept the fact when a 1000 tourists have been sold tours at the price of 1000 conventional units (c.u.) which costs include all five types of service. The total gross product of the tourism cluster will make up 1000 thousand c.u., and revenues for the first revision of its functioning will be 100 thousand c.u.. In Table 2, the structure of the gross output of this conglomerate is presented.

Table 3 – The traditional Leontyev's model of a "cascade waterfalls"

ths c.u.

Items	c (material costs)	v (wage)	m (profit)		GP (gross product)	VC
1	2	3	4	5	6	7
Travel agencies	34,8	52,2	13		100	65,2
Transportation	100	20	30		150	50
Hotels	150	64,3	42,9		257,2	107,2
Catering	257,2	85,7	68,6		411,5	154,3
Leisure	411,5	102,9	154,3		668,7	257,2
Total amount	918,7	325,1	308,8		1552,6	633,9
Note – composed by the authors.						

Determine cost of each repartition of a cluster by the following formula:

$$3_i = \frac{GP_i}{(1 + \frac{R_i}{100})} \quad (1)$$

where
3_i – cost of repartition;
R_i – profitability of repartition;
i – repartition of a cluster (i=1,2,3,4,5);
GP_i – gross product of repartition.

On the basis of table 2 data define material inputs (past labour) and wage share (living labour) on the each stage of cluster functioning:

$$V_i = 3_i {}^x \alpha_i$$
$$C_i = 3_i - V_i, \quad (2)$$

where
V_i – wage of i repartition;
C_i – material costs of i repartition;
α_i – wage share of i stage of repartition.

Make calculation of the 1st repartition of a cluster:

$$3_1 = \frac{GP_i}{(1 + \frac{R_1}{100})} = \frac{100 \, ths \, c.u.}{(1 + \frac{15}{100})} = 87,0 \, ths \, c.u.$$

$$V_1 = 87,0 \, ths \, c.u. * 0,6 = 52,2 \, ths \, c.u.$$
$$C_1 = 87,0 - 52,2 = 34,8 \, ths \, c.u.$$

Further, summarize all the calculations in Table 3, finding rates for the traditional problem by the accepted pattern:

$$3_2 = \frac{GP_2}{(1+\frac{R_2}{100})} = \frac{150\ ths..c.u.}{1.25} = 120\ ths\ c.\ u.$$

$$V_2 = 17\%$$
$$C_2 = 83\% = 100\ ths.\ c.u$$

$$V_{2=} \frac{100\ ths\ c.u. * 17}{83} = 20 ths\ c.u.$$

According to traditional model the sum of gross revenue will make 633,9 ths c.u.:

$$GP_{clus} = C1 + V\sum + m\sum = 34,8 + 325,1 + 308,8 = 668,3\ ths\ c.u.$$

or

$$GP_{clus} = C1 + VC1 = 34,8 + 633,9 = 668,7\ ths\ c.u.$$

However, the tourism cluster operates on a different scheme, where tourist traffic plays the role of a continuous stream which also operates on a "cascade waterfalls" approach, but value flows of each of the cluster do not intersect.

Table 4 presents a modified model applicable for the tourism cluster.

As can be seen from Table 4, the gross product of the tourism cluster is 1000 thousand c.u. unlike traditional cluster where this value is 633.9 thousand c.u. If calculate gross product of the traditional model by the new scheme, the value of gross domestic product is 1552,6 thousand c.u. The difference in this model is due to the presence of double counting (918.7 – 34.8 = 883.9 thousand c.u.).

Table 4 – A modified model of the tourism cluster

ths. c.u.

Items	C (material costs)	v (wage)	m (profit)		C (gross product)	VC
1	2	3	4	5	6	7
Travel agencies	34,8	52,2	13		100	65,2
Transportation	99,6	20,4	30		150	50,4
Hotels	157,5	67,5	45		270	112,5
Catering	187,5	62,5	50		300	112,5
Leisure	102	36	42		180	78
Total amount	581,4	238,6	180		1000	418,6
Note – composed by the authors.						

Conclusion. The study concluded the need of cluster development of tourism in the countries with transitive economy, provided justification for a conceptual approach to the development of tourism cluster business model based on the Leontief's model.

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ANALYSIS OF COMMERCIAL BANK ASSET-LIABILITY MANAGEMENT EFFICIENCY IN THE REPUBLIC OF KAZAKHSTAN

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As of January 1, 2013, there were 38 second-tier banks and 362 bank branches in Kazakhstan. Second-tier bank assets made up 13,870.3 billion tenge, which was 1,052.4 billion tenge, or 8.2%, more than compared to January 1, 2012.

The reason for this is the increase in the following articles:

- "Bank Loans" and "The Reverse Repurchase Agreement Activities" - 1,167.6 billion tenge, or 11.2%;

- "Cash, Affined Precious Metals, and Correspondent Accounts" – 82.8 billion tenge, or 5.9%;

- "Other Assets" – 185.2 billion tenge, or 9.1%.

The loan portfolio of the Kazakhstani banking sector made up 11,656.6 billion tenge as of January 1, 2013, which was 1,183.8 billion tenge, or 11.3%, more than it was at the beginning of the year.

In this case:

- Loans for legal persons made up 7,049.7 billion tenge, thus having increased by 344.5 billion tenge, or 5.1%, in the accounting period;

- Loans for natural persons made up 2,530.4 billion tenge, thus having increased by 511.9 billion tenge, or 25.4%, in the accounting period;

- Loans for small and medium businesses made up 1,870.7 billion tenge.

In the system of the loan portfolio of second-tier banks, the majority of loans are constituted by those:

- For legal persons – 60.5%;

- For individual persons – 21.7%;

- For small and medium businesses –

16.0%;

- The Reverse Repurchase Agreement activities – 0.5%.

As of January 1, 2013, customers' deposits accounted for 8,532.8 billion tenge (71.9% of second-tier bank joint liabilities), thus having increased by 735.3 billion tenge, or 9.4%, since the beginning of the year.

Legal persons' deposits made up 5,117.7 billion tenge, which is 84.3 billion tenge, or 1.7%, more than that as of January 1, 2012.

Individual persons' deposits increased by 651.0 billion tenge, or 23.6%, thus having accounting for 3,415.1 billion tenge at the balance sheet date.

Customers' deposits in foreign currency made up 2,671.8 billion tenge, thus having increased by 119.3 billion tenge, or 4.7%, in the accounting period.

The banking sector of Kazakhstan is characterized by a high concentration of assets possessed by a small group of banks. The banks, which have assets that are no more than 1 trillion tenge, constitute no more than 46% of total assets belonging to the country's banking sector. As of January 1, 2013, their amount made up 34, or 89% of the total number of banks. Consequently, the majority of assets are concentrated in five major banks (Table 1).

Table 1 – Dynamics of the number of banks in terms of their assets value

Range of assets value	01.01.08	01.01.09	01.01.10	01.01.11	01.01.12	01.01.13
More than 2,000 bln tenge	2	2	1	2	2	2
From 1,000 to 2,000 bln tenge	2	2	4	2	2	2
From 500 to 1,000 bln tenge	2	2	1	1	2	5
From 100 to 500 bln tenge	6	6	9	11	11	9
From 50 to 100 bln tenge	4	6	5	5	5	8
From 10 to 50 bln tenge	5	5	7	8	12	10
Up to 10 bln tenge	14	14	11	10	4	2
Banks in total	35	37	38	39	38	38
Note – based on the data from the Analytical Department of the Almaty Regional Financial Center Rating Agency						

The strengthening of banks that have assets more than 1 trillion tenge has been evidenced since 2006 when there share made up about 26%. In spite of their financial problems, major Kazakhstani banks still dominate on the market. The reason for this is the financial support provided by main shareholders, on behalf of either the state or financial industrial groups.

Some smaller banks can strengthen their market position in the short term. However, this will not cause any profound changes in the banking sector system during 2013 [1].

Long-term credit ratings of major Kazakhstani banks are made by such international rating agencies as Standard & Poor's (S&P), Moody's, and Fitch Ratings.

There are following top five banks in the country in terms of their assets value:

– "Kazkommertsbank" JSC;
– "Halyk Bank of Kazakhstan" JSC;
– "BTA Bank" JSC;
– "Bank CenterCredit" JSC;
– "ATF Bank" JSC.

According to the statutory records data, as of January 1, 2013, the total assets of the banking sector accounted for 13.87 trillion tenge. Given these data, 54% of assets fall within the following top four banks:

– "Kazkommertsbank" JSC;

– "Halyk Bank of Kazakhstan" JSC;

– "BTA Bank" JSC;

– "Bank CenterCredit" JSC

Furthermore, the leaders in terms of their owned capital are the following banks:

– "Kazkommertsbank" JSC (461.6 billion tenge);

– "Halyk Bank of Kazakhstan" JSC (302.8 billion tenge).

As a result of its reorganization, the BTA Bank JSC reconstructed its owned capital that accounted for 209.9 billion tenge as of January 1, 2013. The complete recovery of capital adequacy (more than 21.6%) is expected to be achieved within next four years.

The owned capital of the Sberbank JSC bank subsidiary is increasing at a rapid pace, thus having raised its position from the 8th to the 5th place within 2012.

The KASPI BANK JSC also experienced an intensive increase in its owned capital (41.2%).

Such two top ten banks as the Bank CenterCredit JSC and the TEMIRBANK JSC had a decrease in their owned capital by 0.3% and 0.2% respectively.

During the 2010 – 2013 period, two banks (the Kredit Altyn Bank JSC and the Masterbank JSC) broke the banking legislation of the National Bank of the Republic of Kazakhstan as well as they did not comply with its instructions to remedy those violations. Thus, these banks' licenses were terminated.

34 out of 38 operating banks complied with the standards. Besides, the rating made by the Kursiv.kz Analytical Group provides the data received from 33 second-tier banks for the first quarter of 2013.

However, this rating does not provide any information on the following banks:

– "KAZAKHSTAN ZIRAAT INTERNATIONAL BANK" JSC bank subsidiary;

– "ALFA-BANK" JSC bank subsidiary;

– "RBS (Kazakhstan)" JSC bank subsidiary;

– "TAIB KAZAKH BANK" JSC bank subsidiary;

– "Industrial and Commercial Bank of China in Almaty" JSC [2].

According to the Kursiv.kz Analytical Group rating, medium-sized banks had an advantage over large banks in terms of their credit portfolio quality. Given the largest share of their conventional loans as of early January 2013, the top three banks were the Tsesnabank JSC, the Sberbank JSC bank subsidiary, and the Eurasian Bank JSC.

Thus, the Tsesnabank JSC had the largest share of conventional loans that constituted 76.7% (364.4 billion tenge) of the total share, the Sberbank JSC bank subsidiary had the one of 72.9%, or 386.0 billion tenge, and the Eurasian Bank JSC had this figure fixed at 48.7%, or 179.2 billion tenge.

Within this year, the number of bad loans increased by more than one third. For example, compared to the beginning of 2012, the number of non-performing loans increased by 44.8% and accounted for 3.292 trillion tenge. Thus, the top ten banks' share of bad loans exceeded 93.2% of the total share of bad loans (as of January 1, 2012, it made up 91%). [3]

In 2012, seven banks had an increase in their assets. Out of ten leading banks, the Sberbank JSC bank subsidiary had the best growth rate (49.2%).

Three banks in the top 10 group had a decrease in their assets. The ATF Bank JSC had the largest decrease in its assets (13.4%). The BTA Bank JSC had this index fixed at 6.1%, and the Bank CenterCredit JSC had it fixed at 0.1%.

As of year-end 2012, the BTA Bank JSC had a negative financial result.

In spite of the sufficient state financial aid delivered to the banking sector, as

of year-end 2012, 8 out of 38 Kazakhstani banks had negative profit, among them there were such top ten banks as the BTA Bank JSC, the ATF Bank JSC, and the Nurbank JSC.

The Halyk Bank of Kazakhstan JSC is the leader among the largest credit organizations by profit margin. The reason for that can be the fact that the Samruk-Kazyna National Wealth Fund provides state support for this bank. The second and third place are taken by the KASPI BANK JSC (18,770.4 million tenge) and the Sberbank JSC bank subsidiary (13,529.8 million tenge) respectively.

Interestingly enough, the smaller the bank, the more net profit it has. Experts believe that the main reason for such a trend is a conservative approach such banks apply to loan services provided to citizens and construction field. On the other hand, such an approach is applied by the banks in terms of their own corporate customer focus. The aforementioned reason can also be explained by a small amount or the absence of foreign loans [1].

Analysis of assets management activities. As of January 1, 2013, second-tier bank assets made up 13,880.0 billion tenge, thus having increased by 1,062.1 billion tenge, or 8.3%, compared to January 1, 2012. This was possible because of the increase in such articles as "Bank Loans" and "The Reverse Repurchase Agreement Activities" by 1,168.8 billion tenge, or 11.2%; "Cash, Affined Precious Metals, and Correspondent Accounts" – by 82.8 billion tenge, or 5.9%; as well as other assets – by 106.8 billion tenge, or 5.2% (see Table 2).

Table 2 – Structure of total assets of the banking sector in Kazakhstan

Item	01.01.2011		01.01.12		01.01.13		Percentage change vs. previous year
	bln tenge	% of the total	bln tenge	% of the total	bln tenge	% of the total	
1	2	3	4	5	6	7	8
Cash, affined precious metals and correspondent accounts	845.6	5.6	1,396.5	8.3	1,479.3	8.2	5.9
Deposits in other banks	1,002.6	6.6	603.91	3.6	520.2	2.9	-13.9
Securities	2,221.7	14.6	1,859.0	11.1	1,891.2	10.5	1.7
Bank loans and the Reverse Repurchase Agreement Activities	9,065.9	59.5	10,455.4	62.5	11,624.2	64.6	11.2
Capital investment	376.1	2.5	381.0	2.3	325.3	1.9	-14.6
Other assets	1,722.5	11.3	2,035.1	12.2	2,141.9	11.9	5.2
Total assets	15,234.4	100	16,730.9	100	17,982.1	100	7.5
Reserves			-3,913		-4,102.1		4.8
Assets in total			12,817.9		13,880		8.3

In terms of assets structure, financially stable banks have the largest share of cash on hand and account balance in the National Bank of the Republic of Kazakhstan (46%), as well as loans and other invested assets (30%).

Financially stable banks have producing direct receipts assets that constitute 34%, whereas an appropriate level is considered to make up more than 50%.

Table 3 – Structure of the loan portfolio of the banking sector in Kazakhstan

Item / Date	01.01.2011		01.01.12		01.01.13	
	Amount of the principal debt, bln tenge	% of the total	Amount of the principal debt, bln tenge	% of the total	Amount of the principal debt, bln tenge	% of the total
Loan portfolio in total	9,258.9	100	10,472.8	100	11,657.9	100
Loans for banks and parabanking organizations	120.4	1.3	162.9	1.6	148.2	1.3
Loans for legal persons	5,961.7	64	6,705.2	64	7,050.9	60.5
Loans for natural persons	1,807.8	19.5	2,018.5	19.3	2,530.5	21.7
Loans for small and medium-sized enterprises	1,248.7	13.5	1,554.6	14.8	1,870.7	16.0
Other loans	120.3	1.7	31.6	0.3	57.7	0.5

Over the last few years, there has been a trend in Kazakhstan to increase the amount of consumer loans. Providing consumer loans (such as emergency loans, loans to buy property, and property construction loans) is becoming an attractive investment field for commercial banks.

The efficiency of bank activities depends on the deliberateness of their loan policy and the quality of their loan portfolio.

The share of loans in the assets portfolio accounts for 60 – 65%, which is considered to be appropriate for a bank. Generally, Kazakhstani banks comply with this standard.

However, as is seen from Table 3, which demonstrates assets allocation as loans, the majority of loans were given to legal persons. On the other hand, the amount of loans given to legal persons tends to decrease (from 64% in 2010 to 60.5% in 2012), while the amount of loans given to natural persons tends to increase (from 19.5% to 21.7%). It demonstrates that it is more profitable for banks to deal with small loans rather than give loans to large industrial enterprises.

The loan portfolio of the banking sector in Kazakhstan as of January 1, 2013 made up 11,657.9 billion tenge. Compared to January 1, 2012, it increased by 1,185.1 billion tenge, or 11.3%.

Loans for legal persons increased during the specified period by 345.7 billion tenge, or 5.2%, and accounted for 7,050.9 billion tenge. Loans for natural persons increased by 512.0 billion tenge, or 25.4%, and constituted 2,530.5 billion tenge. Loans for small and medium-sized enterprises made up 1,870.7 billion tenge.

The share of non-performing loans was 36.7%, and the share of overdue payment (more than 90 days) was 29.8%. Besides that, at the beginning of 2013 the share of non-performing loans accounted for 36.7%, and that of overdue payment (more than 90 days) was 30.8%.

Table 4 – Quality of the loan portfolio of the banking sector in Kazakhstan

Item / Date	01.01.2011		01.01.2012		01.01.13	
	Amount of the principal debt, bln tenge	% of the total	Amount of the principal debt, bln tenge	% of the total	Amount of the principal debt, bln tenge	% of the total
Loan portfolio in total	9,065.9	100	10,472.8	100	11,657.9	100
Standard	2,389.4	26.4	2,686.7	25.7	3,302	28.3
Problem	4,858.2	53.5	5,479.3	52.3	5,069.9	43.5
Bad	1,818.3	20.1	236.8	22.0	3,286.0	28.2

In general, Kazakhstani banks have short-term liabilities, while long-term assets remain unsecured. It encourages them to give loans for a term of three months and does not enable them to finance long-term projects, which also slows down loan growth.

For the purpose of the acceleration of the bank balance clearing process, the National Bank of the Republic of Kazakhstan has introduced the threshold amount for the share of non-performing loans in the loan portfolio since 2013.

Non-performing loans are those loans, which have more than 90 days in arrears.

As of January 1, 2013, the largest amount of non-performing loans that had more than 90 days in arrears could be observed in the following banks: the *BTA Bank* JSC – 78.2%; the *Alliance Bank* JSC – 46.2%, and the *ATF Bank* JSC – 42.6%. Among the banks where the share of such loans accounted for more than 15% there turned out to be the *Kazkommertsbank* JSC (a quarter of the loan portfolio) and the *Halyk Bank of Kazakhstan* JSC – 16.9%.

It is well known that the quality of loan portfolio is determined according to the relative share of overdue payment in relation to the total amount of granted loans.

The optimal value of this indicator is no more than 4%. However, it should be noted that 7 problem banks as well as one financially stable bank had the share of overdue loans that constituted 15 or over 15 percent.

According to the standards of the National Bank of the Republic of Kazakhstan, in 2013 non-performing loans that have more than 90 days in arrears are to make up less than 20% of the loan portfolio, and by the beginning of 2014 this number is supposed to constitute less than 15% [3].

Otherwise, banks will have to develop and submit a plan on assets quality enhancement to the National Bank of the Republic of Kazakhstan. Such a plan is supposed to use the following techniques developed in 2012 in order to clear the loan portfolio:

- The Fund of Problem Loans;
- Bank subsidiaries to manage distressed assets;
- Temporary tax exemption to write off bad assets.

If the National Bank of Kazakhstan considers the measures taken by a bank to be ineffective, it has the right to impose sanctions on this particular bank and its shareholders.

Analysis of liability management. Liability-related transactions provide for the funding base of commercial banks as well as extensive opportunities for assets-related transactions and their structure.

As for January 1, 2013, the joint liabilities of second-tier banks made up 11,874.6 billion tenge, thus having in-

creased by 360.0 billion tenge, or 3.1%, compared to January 1, 2012.

The increase in customers' deposits within the year constituted 735.4 billion tenge, or 9.4%. Issued bonds decreased by 501.6 billion tenge, or 33.5%.

In the system of second-tier banks joint liabilities, the major share was constituted by customers' deposits (71.9%) and issued bonds (8.4%).

Kazakhstani second-tier bank liabilities to the non-residents of the Republic of Kazakhstan made up 1,637.2 billion tenge, or 13.8% of second-tier bank joint liabilities.

The relative share of bank stock in the system of liabilities accounts for 14.4%.

As is seen from Table 5, as of January 1, 2013, customers' deposits made up 8,532.9 billion tenge (71.9% of second-tier bank joint liabilities) that has resulted in the increase of 735.4 billion tenge, or 9.4%, since the beginning of the year. Legal persons' deposits made up 5,117.8 billion tenge, thus having increased by 84.4 billion tenge, or 1.7%, compared to January 1, 2012. Natural persons' deposits increased by 651.0 billion tenge, or 23.6%, which was 3,415.1 billion tenge in total as of the date mentioned above. Customers' deposits in foreign currency made up 2,671.9 billion tenge that resulted in the increase of 119.4 billion tenge, or 4.7%, for the period under review.

Table 5 – Structure of the banking sector state funding in Kazakhstan

| Item / Date | 01.01.2012 | | 01.01.13 | |
	Bln tenge	% of the total	Bln tenge	% of the total
Interbank deposits	106.5	0.8	161.9	1.2
Loans obtained	618.4	4.8	614.8	4.4
Customers' deposits	7,797.5	60.8	8,532.9	61.5
Issued bonds	1,498.1	11.7	996.5	7.2
Authorized capital stock	2,564.3	20.0	2,788.2	20.1
Reserve capital	400.9	3.1	443.7	3.2
Undistributed net profits (unrecovered loss) for the current year	34.3	0.3	-199.3	-1.4
Other liabilities	-202.1	- 1.5	541.2	3.8
Total	12,817.9	100	13,880	100

As of January 1, 2013, in the system of second-tier bank state funding, customers' deposits constitute 61.5 %, authorized capital stock – 20.1 %, and issued bonds – 7.2 %. It demonstrates the ability of second-tier banks to credit large-scale projects.

On the other hand, there are some inconsistencies in the ratio of granted loans to raised funds. The average rate in terms of all 38 Kazakhstani banks makes up 83.9 %.

Given this, it can be concluded that the credit policy conducted by problem banks is risky. This is also expressed in the insufficient diversification of credit risk.

The management teams of the aforementioned banks understated the credit risk in terms of loans either unprofessionally or deliberately. When the term expired, loans were not always transferred to the financial accounts of overdue payment.

As a result, this has led to the increase of bad debt and bad loans, the majority of which was given to natural persons without adequate security.

Conclusion. Based on the analysis of commercial bank operating efficiency in terms of assets and liability management, the following conclusion can be made:

1) Almost all the Kazakhstani second-tier banks do not have a clear development and operation strategy focusing their activities on the needs of a current period.

2) Commercial banks have a low relative share of performing assets that indicates insufficient effectiveness of bank management.

3) There is a tendency to increase the amount of consumer needs loans given to natural persons.

4) Second-tier banks are not so active in attracting citizens' money as well as legal persons' deposits.

5) Interbank lending in Kazakhstan has just started to develop. Its level is mainly determined by interpersonal relationships between commercial bank executives and founders.

6) In the process of assets and liabilities management, bank managers should take into account the external and internal conditions and factors of second-tier bank activities:

The external conditions and factors are as follows:

- Confidence of citizens and businesses;

- Competitive environment, including that at the regional level;

- Economic environment, including that at the regional level.

The internal conditions and factors are as follows:

- Bank maintenance support and human resourcing;

- Bank administration and its management.

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INTERNATIONAL FINANCIAL REPORTING STANDARDS AS A MAIN TOOL OF ACCOUNTING SYSTEM REFORMING IN KAZAKHSTAN

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Application of the principles and techniques of international accounting standards (IAS) in the national accounting system indicates that the IAS - it is not only the methods and approaches for accounting and reporting, but also, to a certain extent, it is a sign of democratic civilized society.

The need for a common business "language", as traditionally called accounting, was due to the development of international trade, transnational corporations, the globalization of financial markets. The financial statements of companies in different countries have differences which depend on social, economic and political factors. Differences in approaches to the content of the financial statements significantly complicated the analysis of information and decision-making. Therefore, Committee on International Accounting Standards Board (IASB) was created by the agreement of professional accountancy bodies in Australia, the UK, Ireland, Canada, the Netherlands, Germany, Mexico, USA, France, and Japan to ensure the harmonization of financial reporting in June 29, 1973. Initially, the aims of IASB

were formulating, publication and improvement accounting standards for the public interest, as well as facilitate their acceptance and compliance in all countries. International Financial Reporting Standards do not require legislative consolidation and voluntarily applied worldwide. All companies in our country are required to keep their accounts in accordance with IFRS. At the same time a number of laws were adopted, which related to the preparation of consolidated financial statements in accordance with IFRS. IFRS allows domestic enterprises to improve their investment attractiveness and transparency, provides access to the global capital markets. There are some positive aspects. But why the transition to IFRS has become a headache for the Kazakh companies?

Let's try to sort out this issue. The organization of accounting in some countries is affected by the following factors:

• major users of accounting information (government, banks, and individuals);

• enterprises which involved in the investment process;

• the degree of the market and securities exchanges development;

• the degree of investors participation in international business.

Accounting is not only the business language, but also it is a tool of international communication. Most of the major corporations today – it is multinationals which owned by national capital, but international in its activities carried out abroad.

There were several alternative accounting systems of financial reporting, claiming the role of global standards on the historical stage of development:

• U.S. generally accepted accounting principles (U.S. GAAP);

• EU directives;

• International Financial Reporting Standards (IFRS).

Methods of evaluating of the ac-counting objectsand the amount of disclosed information in the financial statements depend on the requirements of users of financial statements.

The main external users of information, which provided on the basis of the financial statements, are current and potential investors. Financial statements must be based on principles which common to all economic subjects to make effective decisions for external users. Creating of such principles and monitoring their performance - is the main task of regulatory accounting. Conducted comparative analysis of financial reporting principles allowed to identify the main differences in the models of financial reporting of American and Kazakh companies.

The main specific features of finan-cial accounting regulation in the U.S. are:

• independent of organizations that govern the financial and tax accounting. It establishes a complete separation of financial and tax accounting;

• clear orientation of regulatory organizations to the information needs of users - present and future investors and creditors.

Both influence to stable development of stock market.

Securities and Exchange Commission is a main key in the regulatory system of financial accounting and reporting in the United States.The Commission was established in 1934 after the global economic crisis. It is a public service, whose main objective is to monitor compliance with the laws, which governing the issuance and trading of securities, to protect investors.

Inclusion of the issuer's securities in any U.S. exchange quotation sheets only possible with the approval of the financial statements of the company (in the form of a registration report when of the securities emission and quarterly reports) by the Securities and Exchange Commission. Commission checks compliance with the

requirements in terms of financial information to be disclosed and publishes financial statements of companies. Despite the status of public service, the Commission is an agency independent of the executive branch. Importantly, almost since its inception, the Commission has transferred its authority to develop and adopt standards of financial accounting to professional organizations. It is principally engaged in the development of formal financial reporting requirements, overseeing their implementation, and only in exceptional cases it is included in the regulatory process of accounting of certain assets and liabilities, income and expenses.

Audit is a mechanism of validation of financial statements, its effectiveness is ensured by professionalism, independence and property liability of the auditor.In this regard, the Association of Professional Accountants of the United States plays an important role in the regulation of financial accounting in the United States. Certificate of the Public Accountant, which is issued by the Association on the basis of the results of its examination, gives the exclusive right to sign an audit opinion on the financial statements of compliance with U.S. GAAP.

Association of Professional Accountants of the United States develops auditing standards, defines the requirements for auditors and audit organizations, carries out training sets and qualifications of auditors.Although Association has lacks of authority to develop and adopt standards of financial accounting, it forms professional staffs, which is involved in the preparation of standards and monitor their compliance [6].

The Council of Financial Accounting Standards Organization is an organization, which develops and adopts standards of financial accounting. It is independent non-governmental organization, funded through publications and sponsors.The standard is adopted with the consent of five of the seven voting members, which to ensure their independence must not conduct any other professional and commercial activities. The process of formulation and adoption of standards is clearly formalized, ensures their quality and the views of all stakeholders. It includes steps such as the formation of a group of experts in the given accounting issue, the publication of the draft standard and open discussion. The Committee of development problems of financial accounting is at the Council of Standards. The main task of this Committee is timely detection of problems in the financial accounting and the development of options for possible solutions [7].

Analysis of the regulatory system of financial accounting in the United States shows how the public and government bodies highly evaluate the significance of financial accounting for the country's economy. Also they evaluate availability of system which combined public and professional regulation of financial accounting, in which independent professional organizations are developing standards that governed financial accounting and audit of financial statements, and The Securities Commission - development of formal reporting requirements and their enforcement, and monitoring of compliance legislation.Thus, the regulatory system of financial accounting in the United States is able to provide professional and objective approach to the development of standards and two-level control system. Perhaps the US do not confront with the IFRS, as in Kazakhstan.

The main objective of the U.S. financial reporting is providing information for investors to monitor the effectiveness of investment. It is reached by the complex action of the three areas of financial accounting regulation:

• Developing conceptual accounting principles, which characterize the main methods of processing and presentation of

financial information;

• Development of targets,which are complex qualitative and formal requirements to the result of financial services - financial statements;

• Developing requirements for accounting technique of individual objects.

The criteriawere developedbased on the conceptual accounting principles in the United States according to which the assets, liabilities, income and expenses are recognized in the financial statements of the company. American accountant solves a number of key issuesduring the reporting.For example, when considering the nature of the consumables operation, accountant determines whether this amount is attributed to the expense of the reporting period or activated as deferred expenses.The operation, which results in an increase in assets,either directly relates to income for the period, or relates to deferred income.Since accounting data intended for external users, the purpose of administration of the company is to provide information of a positive nature. It helps to attract investment using the accounting options that capture the most revenue in the financial statements and the maximum amount of costs to activate that is transferred to future periods.

IFRS, on the contrary, seek to avoid the company's ability to manipulate financial situation of company. Therefore it excludes income in profit and loss statement, which is not related to this period, but the total reflection of all costs incurred.

In accordance with these restrictions costs may be reflected on the balance sheet as an asset, if the likelihood of the economic effect of its use in the following periods is greater than 50%,transaction or event that is the cause of the right to economic benefits in the future, have already taken place, the cost or value of the asset can be measured reliably. If the probability criterion is not made, the expense is recognized in the profit and loss state-ment.the expense is recognized in the profit and loss statement, if:

• economic effect of the transaction (cash or other consideration) has been received, or with a high degree of probability will be received in the reporting period;

• revenue can be reliably measured;

• transaction or event giving rise to the income, have already taken place.

If the income criterion is not satisfied, the amount relates either to accounts payable or accounts for deferred income.If other criteriaare not satisfied, then the operation is not reflected in the reporting forms and balances, but if it can affect the assessment of the financial situation of the company (significant), it must be described in the notes to financial statements. Amounts are carried on the accounts of financial accounting after determining the nature of the operation.

There are no standard charts of accounts in the U.S. Each company develops its own chart of accounts to meet the needs of financial, tax and management accounting.Such a plan can have several thousand accounts, therefore group of accounts are linked to specific rows of financial reporting forms. Standard reporting forms are not developed in the United States. The forms of financial statements are created by the company based on the requirements of the standards, the Securities and Exchange Commission, financial needs analysis, taking into account the need for disclosure in the financial statements of all significant items [7].

In Kazakhstan more attention, compared to orderof the subsequent evaluation of financial investments, is given the rules of formation of their original cost, which are regulated in detail for professional participants and other economic objects.U.S. GAAP requires the assessment of the initial cost of investments in accordance with the general rules of asset's original cost estimates that allow referring to the original cost of all costs directly attributable to

the acquisition.Regulation of the procedure of forming the initial cost in the United States and Kazakhstan has a different target orientation.U.S. GAAP has a goal to avoid unnecessary costs referring to the original cost of the asset, and our domestic regulations - on the contrary, to avoid unnecessary costs referring to the cost.Hence such differences are. There are actually very muchdifferences. In addition, there are several problems still to be resolved:

• lack of consistency of IAS with other legislation;

• significant time lag of publicationof international standardschanges;

• shortage of qualified personnel;

• weakfunctioned national system of professional certification.

Internal audit system have been introduced mandatory only for joint stock companies, LLP can optionally enter a unit staff.

Another issue that has not been resolved to this day is the current tax legislation which is not always permit to shift the accounting data for their application for tax purposes. The new Tax Code of the Republic of Kazakhstan is intended to settle this problem.Examples of "problematic" moments are revaluation and impairment of assets, their classification as an asset, in the functional currency accounting and useful life.Analysis of the provisions of the Tax Code in relation to IFRS brings conflicts which inevitably occur during tax audits.

First of all, such situations are based on the following circumstances:

• in some cases, IFRS requires different or alternative approaches to accounting objects and requires professional judgment;

• when registration the asset IFRS does not take into account the right of ownership of the asset, and is based on the transfer of a substantial portion of the risks and rewards associated with the asset;

• IFRS are subject of frequent changes made by IASB that can neutralize all attempts to bring the tax laws in accordance with IFRS as of a certain date.

Thus, the differences in accounting for certain assets and liabilities in the U.S. and Kazakh financial reporting systems caused fundamentally different approaches to financial accounting in the United States and Kazakhstan.Despite the recognition of all financial reporting principles accepted in the United States, the Kazakh financial accounting and reporting have tax character, which characterized the priority of formal requirements on the presence and nature of the primary documentation before the economic substance of transactions, which in practice usually leads to an overstatement of financial results.In addition, the landmark of tax accounting does not allow the devaluation of assets, while their real value, which is one of the main means of monitoring the effectiveness of placements owners.I.e. Kazakh accounting methods do not allow a shareholder to assess how effectively the leadership of money deposited, and a comparison with other companies.Simple declaration of advanced financial accounting and reporting principles, based on the unity of fixation and analysis of economic information in accounting, is not enough for their implementation in domestic practice.

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MANAGING THE FUNCTIONS OF CONTROL AS AN INTEGRAL PART OF SUCCESSFUL BUSINESS

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Any system cannot exist without consistency and control. Control helps to monitor the process of actions fulfillment and set the system of interaction, subordination and hierarchy. Every manager, regardless his title or status must hold the control as an integral part of his professional responsibilities, even if he is not obliged to do it. Control is a fundamental element of management process. Neither planning, nor the creation of organizational structures, nor motivation can be viewed separately from control. In fact, all the mentioned items are essential parts of control system in an organization, which manufactures a product or produces a service.

Human resources are also the part of control and other stages of management. Hence, while developing a detailed procedure of control a manager has to take daily behavior of employees into account. Behavior of a group or a separate worker shows the level of preparation and right perception of the company's goal and plans to be realized. It must be mentioned that control has a powerful and direct impact on employees' behavior. Besides, control must not cause any astonishment. Most managers run the process of control openly and purposely to produce more influence on the workers who, in their turn, will make a lot of efforts to achieve the goals of organization. It works to obtain better qualitative results and to discipline the employees in meeting the deadlines [1].

Strategy in the sphere of control system formation is an important component of company's business strategy. Due to control we provide integrity of property, detection and mobilization of existing resources in the industry and finances. We create conditions which can raise efficiency of company management. Systems of control, in this or that way, exist in every institution. Control is a process which can guarantee goal achievement of the company. It is necessary for revealing and detection of problems before they become too crucial. Control promotes successful functioning. Managers start running the function of control with the moment when the goals, objectives and the company itself is already created. Control is significant for organization's successful functioning. The functions of control are such managerial features that help to reveal the problems and change the work until these problems become critical. One of the main reasons for control action is that every organization must be able to detect its failures in time and correct them before they could interfere in aim achievement. The positive characteristic of control is all-round support of all the successful things in the company's work. In other words, one of the most important aspects of control is definition of effective work spheres of the company. While defining the ups and downs of the company and their reasons we obtain an opportunity to adjust an organization to dynamic requirements of the environment. Control is a crucial and complicated function of management [2].

Control function is an essential part of manager's work. The information obtained in the process of control becomes the basis for making managerial decisions. All the managerial decisions are made due to the data received after monitoring and scanning which can let us use the well-known information or new one. The given information is designed for certain goals or decisions. Information validity and

completeness are the main criteria and requirements that a manager relies on in the process of decision-making.

In scientific literature authors attach importance to the very important managerial function.

Considering control as a type of manager's work T.I. Shamova points out that "control helps to collect the data about pedagogical processes, take down an ongoing deviation from the tasks planned, and prove the fact of teacher's advanced experience. That is to say, control is the main information source to make a managerial decision". Control implies detecting deviation between results and well-known goals [3].

M.M. Potashnik and V.S. Lazarev say that with control management obtains a vital advantage, which makes further functioning possible and which is feedback. Control makes management capable of "seeing", sensitive to changes.

P.I. Tretyakov defines the term of control as "technological professional service in its various forms and methods (ways, means and interaction) provides feedback and is considered to be the most important source of information required for successful functioning of the system".

M.M. Potashnik in his book «Modern School Management» warns about the harm of control abuse (e.g. the tendency of administrative command system) and its underestimation. In the case of control function underestimation, simply speaking absence of control, there is a decline in company's work efficiency.

Control function, as well as planning function, serves as the most important means of management centralization from chief executives' side. Meanwhile, it creates the balance between authority de- and centralization in organizational management. Control quality and efficiency depend on either right goal-setting or content selection or an effective and optimal method, means, procedures, forms chosen by the manager.

Hence, two questions are important here – "What is the subject of control?" and "How will it be realized?" As the number of checking ways is abundant, every system and every process has its own style of running this function. Depending on the goal of checking process certain methods of control are chosen. All the processes and the whole activity can be monitored or processes, departments and concrete employees can be checked selectively. Manager must be able to develop a logical structure and clear action sequence. He must think over its repetition, recurrence and reproducibility. Approaches and goals of control implementation should guide the process. Even a well-planned and well-thought mechanism of control arrangement can be successful to various extents in the end. Failures in work, forging of reports interfere in the process and increase the percent of penalty because of unqualified workers of senior, middle and lower levels.

By means of control a manager receives the data about current events and financial situation of the company. Still, the information obtained as the result of purposeful observation and well-thought control system must be real and objective.

System is a unit consisting of interdependent components and featuring unique qualities (that none of these components have).

In terms of the definition we can view the control system with its separate elements such as: goals, objectives, content of control and its implementation.

While running the control a manager is required to have ability: to set a goal of data collection, its processing, systematization, analysis and assessment. These skills help to make right, reasonable and optimal decisions.

Control often implies a powerful influence on the system behavior. Poorly-designed systems of control may make

employees' behavior self-oriented, that means people will be determined to meet the control requirements but not goal achievement. The form of authority being used is called violent. The biggest disadvantage of this authority form is forging of reports. Also there is certain dependence on the way of control and manager's indifference. During work realization this form of authority is ineffective and if it is not, so it is not long-lasting [4].

You can avoid the problems connected with influence of system control if you set well-thought usable and accessible standards of control and bilateral connection, evade excessive control and appreciate the achievement. Human behavior is, naturally, not the only factor that determines control efficiency. To realize its' essential goal (i.e. to guarantee organizational goal achievement) control must feature several important characteristics: strategic direction, certain results orientation, timeliness of implementation, mobility, simplicity and economy to reduce the expenditures on control conduct.

To be effective control is to be integrated with other management functions because this function is realized together with others. Finally control can be called effective as soon as the company achieves the desired aim and is able to formulate new aims that can provide its' future functioning.

In order to be effective control must correspond to the very controlled kind of activity. It must run objective measurement and assessment of the most important issues. Improper mechanism of control may disguise but not collect mission-critical data.

Control efficiency is proved by its' timeliness and transparency. Timeliness of control does not mean a high speed or frequency of control conduct. It means a time period between the moment of measurement and assessment which is relevant for the case study. The meaning of the most important time period of such kind is defined within the limits of the main plan, volatility and expenses on measurement and data distribution. Control transparency influences the quality of work. If a worker is sure in control procedure, so he will do his job properly. Control transparency and timeliness prevent the company from serious problems and crisis. In large corporations where there is a big volume of production systematic monitoring and daily checkups are an integral part of control. Inspectors share the field of operations and follow the succession and details of every procedure. Hence, it decreases the percent of flaws and improves the quality of product and work. The whole groups of inspectors with special qualifications are entitled to check considerable volume of production.

Moreover, the most important goal of control is elimination of errors before they may cause any danger. The system of effective control is a system which provides people with necessary information before the crisis starts. The processes of control and monitoring always occur in all big corporations. Monitoring is held to prevent heavy losses and suspension of production. Every worker deals with control conduct which serves as infraction detector.

Production quality (including novelty, technical level, procedural perfection and reliability of use)is one of the main means of competition, achievement and maintenance of status in the market. That is why firms pay too much attention to high quality of production while holding control at every production level. They start with controlling the material quality and complete with defining correspondence of product to technical characteristics and parameters not only during the experiment but also during the operation. For complicated types of equipment certain guarantee period is given after the installation at customer's plant. Production

inspection has become a part of manufacturing and is designed for both error or infraction detection and quality system audits.

Company's quality control refers to the central office of quality monitoring. The office is responsible for qualitative data about all the types of products, methods of checking the quality and test routine, claim analysis (e.g. complaints, resentment) and the order of their resolution, identification of reasons for infractions and errors and conditions for their elimination. One of the main functions of central office is work planning and management in quality aspect sphere, developing the connection between the quality audit agencies in the industrial units of the organization. Management is an essential part of control system because empowerment (giving the tasks and responsibilities to lower-level workers), duties (limited right to use the resources of the company), responsibility (obligation to do different types of work) impact the way of work. Malfunctioning employees may cause infractions and lack of special skills and qualifications prolong the aim achievement the result of which would decrease the product quality and increase economic losses.

Hence, control should provide the audit of managerial decisions fulfillment on all levels of authority and compliance of laws and terms of economical activity.

Control is a process providing the achievement of organizational goals, first of all. As it has been mentioned before, it is required for detection and resolution of the problems aroused before they become too critical. It can promote further successful functioning. Stimulus may be taken into account during the audit as a push-up to work perfection and development, expression of potential skills and abilities of employees.

The process of control consists of standard setting, factual results alteration and editing in the case if the results achieved differ from the set standards. Managers start realizing the function of control with the moment of aim and tasks development and company introduction. Without any manager's control the whole system will become chaotic and random. Bankruptcy and cancellation of a firm are the main results of control system absence.

Increasing role of control function in organization management is closely connected with the use of automated information systems and computers which provide direct and accurate information delivery, its' processing and analysis, infraction detection and decision-making in changeable market conditions. The use of information technologies and computers causes centralization strengthening and control efficiency in management, control shift on a higher level of authority that runs a corporation. Head manager can check all the information that is received and delivered in internal media and archives of the company. These media are created for convenient use, archiving and systematization of secret and important information of the networks.

The system of centralized control makes it possible to maintain the balance between de- and centralization in management because it implies the shift of control over lower level authority to managers of relevant departments.

At this stage they apply the control of correspondence of economic output and data planned in the current budget. They compare factual and planned sells. Any change in company's market share is analyzed on the whole and according to its' separate products and market segments. Stock of orders is taken into account. Such kind of control is usually called operational rather than managerial. Operational control systematically checks the realization of production program that is why it is usually connected with planning as a single function of operational management.

At the same time managerial control requires centralization, meanwhile operational control does decentralization. Decentralized control implies operational activities and prevention of negative consequences. Centralized control is binding on organization way of development and course of events connected with strategic changes.

Control is very important for successful functioning of the company. Control function is such a characteristic of management that helps to reveal the problems and change an organizational activity before they become critical. One of the most important reasons of control implementation is that any organization must be able to define its' failures in time and correct them before they could influence company's aim achievement.

Equally important is a positive side of control that is all-round support of all the successful things for company's work. In other words, one of the main control aspects is to define what spheres of work are the most effective. While detecting ups and downs of the company and their reasons they can easily and quickly adapt a company to dynamic requirements of the environment. Dynamics of environmental changes is constantly observed during the whole process of company's functioning according to the environmental factors which can have a powerful influence on organizational development. The majority of factors' variety is always in motion and ambiguity.

Control helps to resolve the problems and react to them to achieve planned goals. It also helps management to choose the time for changes in work of the company [5].

Hence, control function as an element of organizational management takes part in all the processes of work and prevents infractions. Properly-chosen type of control helps to complete this function without economic losses and timeliness of control foresees any infractions in the future. Success of any business is a result of well-developed management system which contains all management functions including control. That is why, control function serves as an instrument for company's aims achievement and profitable business.

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STAFF MANAGEMENT IN TOURIST COMPANIES

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Modern tourism industry is one of the most profitable industries in the world economy. The income derived from tourism is a big part in the budgets of states and up to 10 percent of gross domestic product. Performance indicators of tourism revenue growth significantly outpace the growth dynamics of profitability of

other sectors of the economy.

According to the World Tourism Organization, over the past 10 years, the income from tourism grew by 7.9 percent annually, with an annual average increase in the number of tourist arrivals by 4.5 percent. In developing countries, the growth of tourism yield up to 1,000 percent.

The emergence of tour operators business resulted from the formation of long distance mass tourism and complexity of the tourism product. This led to the process of specialization of tourist companies: one of those concentrated their efforts on the production of service packages, developed new regions or new types of tourism, forming the direction of tour-operating; others paid more attention to marketing and developing as travel agencies [1].

A tour operator - is a tourist company (organization) engaged in a tour developing on a contract basis with service providers to meet the needs of tourists. A tour operator - is a producer of the tour package. He develops tourist routes and tour packages; ensures their functioning, organizes advertising, calculates prices for tours on these routes, sells tours to tourists directly or through tourist agencies.

A tour operator provides tourists a variety of choices of tourist services and simultaneously simplifies ordering service in other cities and areas.

Marketing environment of the company is composed of micro and macro environment. Microenvironment is directly related to the firm itself and its ability to serve customers, i.e. the suppliers, marketing intermediaries, customers, competitors and the contact audiences. Macroenvironment is of broader social character, and has the influence on microenvironment (demographic, economic, natural, technological, political and cultural factors) [2].

Market penetration almost always assumes the beginning of competition, which meaning lies in the conquest of individual customers using the services of competitors, rather than in the actions against the companies - competitors. But to win the competition, you need to have a definite advantage in the market, to be able to create the factors of superiority over competitors in the field of services and facilities marketed.

Therefore, the study of competition and competitors within the market research seems to be quite important and urgent. Thus one of the most important areas of study of competition is a quantitative estimate of the company's competitiveness in comparison with the level of competitiveness of competitors.

Subject of research – is management of tourist enterprises.

The object of research activities is the tourist company LLC "Rakhmanovskie Klyuchi"'s activities.

The purpose of the research is to develop proposals to improve the management of tourist firms (on the example of LLC "Rakhmanovskie Klyuchi").

In accordance with the purpose of the research, the following tasks are put up:

- theoretical aspects of the problem are studied;
- the analysis of the tour operator activity on the market is made;
- a complex of measures to improve the activity of LLC "Rakhmanovskie Klyuchi" is being developed;
- the cost-effectiveness of the proposed activities is assessed.

General scientific methods of research, the method of synthesis, simulation method, and the method of expert estimations are used.

The research possesses some practical significance; it is the ability to put into practice the proposed set of measures to improve enterprise management system [3].

The article is devoted to analyzing

the activities of the Tourist Company LLC "Rakhmanovskie Klyuchi" in the market and identifying the problems in its work. The ways to improve the management of the company are suggested and the calculation of the efficiency of the proposed measures is provided. We used economic and statistical data of the firm LLC "Rakhmanovskie Klyuchi", as well as the data from regional media.

The effectiveness of tourist activity in today's highly competitive market of tourist services crucially depends on management system and professionalism of the staff of a tourist company, due to the complexity of the structure and mechanism of interaction of a manager and a client.

The tourist company LLC "Rakhmanovskie Klyuchi" offers a wide range of hiking trails, great accommodation and meals at moderate and high prices. Effectively using the methods of cooperation with the tour agency, leading museums, it provides services to tourists at a high level.

The organizational structure of the company is constantly improving adequately to its development. All employees have proper vocational education, training and work experience. The firm exhibits considerable interest to tourist public life, participates in all major tourist activities of the region. The management of the company is executed by the sole executive body - the General Director. The main activity of the enterprise is tourism services for the citizens of Kazakhstan. This travel agency's main activity is selling tours to various directions, which can last up to 3 weeks, depending on the destination of the trip.

The income received by the firm in the course of business, is determined by the size of the commission specified in the contract between the tour operator and travel agency, and makes 10 - 12% of the cost of the trip.

The main objective of any business is profit. The analysis of the financial statements shows that profits for the last year increased by 16%. This figure shows that the management is done efficiently. This is also confirmed by profitability growth by 1%.

Analysis of the dynamics of the volume of sales shows that due to the influence of seasonality factor in the implementation of the annual cycle on tourist destinations, there are periods of significant losses, which are completely covered during the peak season.

After analyzing the product strategy of the firm, the conclusions can be drawn that the geographical coverage offered by LLC "Rakhmanovskie Klyuchi" range for today is not wide enough. From a depth standpoint, the company provides a sufficient choice to the customer to modify tours in the selected direction.

The analysis of the competitiveness of the company shows that the company LLC "Rakhmanovskie Klyuchi" takes a conditionally stable position among firms that can make it tough competition. For some items, the company is the leader, but for some it is inferior to competitors. At the same time the strong points of the company include the ever expanding geography tours, accurate execution of obligations and compliance with the terms of contracts, active promotional activities and the availability of automation process. The proof of the correct strategy choice is the number of clients who re-apply to the firm [4].

Analysis of the effectiveness of marketing activities has revealed that it is not too active, because the most important and modern information channel - the Internet is weakly involved. Also there is no corporate identity and image component of marketing activities. These lines should be promoted to enhance the effectiveness of the LLC "Rakhmanovskie Klyuchi".

Governing personnel occupies the main place in managerial system of an enterprise. Particularly this is important for such branches as tourism. The Development of tourism renders the stimulating influence on such sectors of the economy, as transport, trade, construction, agriculture, production of goods, public consumption, and forms one of the most perspective directions of the structured economy.

Great importance is paid to the regulation of personnel work with customers: the standards of communication in the office and on the phone are developed, the codes of conduct and standards of appearance of employees are approved, but it is not enough for effective communication. To better evaluate the effectiveness of the staff, the method of customer interviews, which was conducted over the telephone, was used. The survey showed the following results:

Many buyers believe, that information about the upcoming tour was not enough (64%), and 49 % of the buyers were unable to get answers to all their questions. From this we can conclude a lack of information support of the tour and low professional level of employees [3].

Strategic planning and management of the travel company requires highly skilled managers. Development strategy for any industry, and for service and tourism in particular, when the economic competition, technological situation and state policy are changing constantly, it is of vital importance to adapt to emerging circumstances. Company management has to skillfully perform tactical control, not allowing active processes to go beyond the specific scope of economic development strategy. Therefore it becomes important to have the system of training highly qualified managers of a tourist sector, who are capable to build a competitive economic development strategy in modern conditions. A qualified manager can suc-cessfully apply new approaches to the staff management of the organization, without blindly copying foreign experience, but take into account national conditions and develop their own effective methods of personnel management.

When managing the staff of the travel company LLC "Rakhmanovskie Klyuchi" we must take into account the degree of satisfaction of its employees with their work. To solve the problem of employees' satisfaction with their work it is necessary to improve the administrative, economic and socio-psychological methods of personnel management. The firm's management must constantly mark the value of an individual worker, his achievements for the collective. Establishing a team spirit, nepotism and corporatism in LLC "Rakhmanovskie Klyuchi" will lead to improving the performance and capacity of sincere friendship, respect and loyalty to the company.

Thus, the management of the travel company LLC "Rakhmanovskie Klyuchi" should pay attention to the improvement of personnel management.

Much when buying a round depends on how managers will be able to describe a tour, and how well they can tell about it to attract and persuade to buy any tour. Therefore, to evaluate the performance of managers, buyers were asked about it. Only 14% of cases, when evaluating the manager's job spoke about low quality, for 77% the manager was sufficiently prepared to work with the client, while in 29% (almost every third buyer) the tour company could lose its customers.

Thus, the analysis of managers' work with buyers showed that despite the developed rules and requirements, their work cannot be considered effective. There is a lack of professional knowledge that can be clearly seen [5].

On the basis of the results of analysis the following measures are to be done, to improve the efficiency of the LLC

"Rakhmanovskie Klyuchi".

The concept of the company's presence on the Internet should be developed. The company needs a personal website under current conditions. It allows potential customers to get acquainted with the proposals of the company, not coming to the office, ask questions online and determine for themselves the parameters of a future trip. Saturation of the site can not only attract potential buyers to tours, but also make them real buyers. For recognition of the company it was offered to develop and implement corporate identity elements and to create a positive image of the enterprise.

Due to the lack of personnel service in the firm structure, the work on staff development is not carried out, and meanwhile, the survey showed that it is necessary. Therefore it is suggested to develop and begin implementation of staff development programs, initially with managers working directly with customers. The preliminary step in the program will be personnel certification.

The evaluation of the effectiveness of the proposed activities is being held.

The entire complex of measures consists of 3 components. Implementation of each of the proposals requires certain costs, but each of them has to give an effect in the form of increased sales. To determine in advance what economic effect will this or that action have, is not possible, but according to experts of tourism, the effect is bound to be [2].

According to the forecasts, the tour company will receive additional net profit for 2014, which is more than in 2013. Of these funds, it is necessary to subtract funds to be spent on the implementation of activities.

Even with the cost of implementation of the proposed measures, the amount of net profit at the disposal of the LLC "Rakhmanovskie Klyuchi" will be less, compared with 2013.

It should be borne in mind that the effect of the implementation of the proposed activities will be long, and the continuing expansion of the proposed activities in subsequent years will give even greater economic impact, since the effectiveness of the implemented measures will increase, and so will grow profit-making of the enterprise. The increase in profit is the main objective of business. Thus, all proposed activities for implementation in LLC "Rakhmanovskie Klyuchi" are effective measures.

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BANKS AS THE MAIN SOURCE OF FINANCIAL CAPITAL FORMATION IN THE CONTEXT OF ECONOMIC MODERNIZATION OF ECONOMY OF KAZAKHSTAN

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In the context of ongoing transformation of economy of Kazakhstan and establishment of competitive economic system, far-reaching reforms of the country's mixed economy are in process. However, a significant importance is given to social transformations, i.e. improvement of demographic situation, steady growth of quality and standards of living, narrowing of the income gap between rich and poor social groups, development of contemporary and effective public health service and education system, support of multinational culture.

The key importance in competitiveness growth of national economic systems wins technologic reforms, i.e. overcoming of technologic degradation, implementation and successful use of modern equipment of modern technological mode V and promising mode VI. In Russia there has been set the task of transition to innovative type of economy development while in Kazakhstan – transition to industrial and innovative type that includes strategy of support for high-quality productions, innovative sector and entrepreneurship.

Economy modernization implies use of best practices of Western countries in the field of application of advanced technologies and techniques, know-how inclusive of national scientific capabilities and accumulated experience of the country's enterprises. The Government of the Republic of Kazakhstan does pay much attention to high technologies development, and due to this fact the necessity of further development of scientific and technological research is obvious.

From the point of view of modernization theory, Kazakhstan has drastic modernization and firm industrial diversification ahead of it; there will be need in establishment of hi tech centers, technological clusters, a center for information processing technologies, biotechnologies, and nuclear engineering. The State's support in information dissemination and concessional loans arrangement is essential under these conditions. According to Program for Industrial and Innovative Development of the country until 2015 it is planned to increase GDP 3.5 times [3], patent system is improved, different scientific and technical programs are under development and implementation, their financial package being increased. Besides, innovation infrastructure objects are being commissioned, and finance system of innovations is being improved.

Without downgrading the significance of the state's support and without excluding its reasonable necessity, it is thought that the framework of capital formation can be made of financial capital of private owners in the form of large banks' stocks. This financial capital is to be used for new economic fields formation and for introduction of innovative technologies.

It is banks that currently own and maintain growing money capital flows, which were accumulated in the pension system. The banks have rather experienced personnel trained in the field of estimation and maintaining financial system of capital investment projects.

Therefore, the companies of Kazakhstan will be able to develop dynamically provided financial support of banks or transnational companies, which can result in takeover of domestic companies by foreign corporations. In such a case, all profits gained either go away from national economic system or are reinvested

in securities of these corporations and this does not support modernization of industries. Thus, close integration of domestic industrial enterprises and domestic financial institutions seems to be the most appropriate model for the industry.

Taking into consideration all abovementioned, there appear necessity to protect national infrastructure from its takeover by foreign companies and for this reason, the laws should be added with appropriate limitations.

Kazakhstan is a founder of the Eurasian Bank for Development; its share in charter capital of the Bank is 500 million US dollars, i.e. one thirds of the total charter capital. Currently, 42% of the projects under consideration relate to the projects of our country.

It is a generally admitted that Kazakhstan is one of the leading countries in accordance with its macroeconomic parameters of growth not only among CIS states but also among the countries which are under process of systematic reformation of economic systems. In fact, during the recent years there is industrial recovery in the republic, the economy is on its way to steady and sustained growth. After Asian and Russian financial crises of 1997-1998, which in some definite manner influenced the economic development of Kazakhstan, the republic renewed macroeconomic stabilization. It is well known that this factor is a necessary prerequisite for economic growth.

Structural transformations within economic systems of Kazakhstan and Russia consist in overruling of hypertrophy of energy raw materials sector directed to export, priority development of processing economic sectors (first of all it concerns high technology sectors), increase of a balance and proportion in economies development, based on this insurance of their sustained growth provided modernization of industrial sector, and regarding Kazakhstan – accelerated modernization.

In the long view, external economic transformations are in the following directions: increase of finished products share in the structure of export and services, and decrease of mineral raw materials and fuels share; intensification of integration processes within CIS and EurAsEC; integrating efforts and potentials of the countries for technological breakthrough, increase of economic competitiveness level and joint presentation in the world markets. For this, it is necessary to expand joint projects by increasing feasibility of their results.

Integration into the world economic system is an evaluation of a state's competitiveness level, so following this path raises necessity for efficient economic growth, determination of strategic priorities reflecting the state's peculiarities and special features of the economy.

Transformation of economic development, promotion of industrial modernization incompliance with global development tendencies is the correct direction. In this sphere, Kazakhstan achieved good results and this raised the country's power. According to the Statement of the President of the Republic of Kazakhstan, many large objects which will be constructed will help to develop national economy of Kazakhstan further as well. It should be emphasized that active construction of infrastructural and industrial objects in the Republic of Kazakhstan promote not only expansion of internal demand but also serve as a powerful instrument against world economic crisis.

As the President of the country said, 'I am an advocate of the following principle: powerful business is a powerful state' [1]. And powerful business cannot be formed without sufficient financing. For this, it is necessary to get the support of banks which are accumulators of monetary funds. If the banks function consistently, the economy will be provided without failure with money, which are necessary

as oxygen.

According to the President, 'We are making the whole Kazakhstan a giant building area and forming dozens thousand work places' [1].

Construction industry, metallurgy, processing industry will develop around housing construction and large enterprises construction. There appear numerous possibilities for rise of new, young businesspersons who should not miss the chance. Consequently, any business activity is based in financial capital. Where a young businessperson can obtain the capital? The answer is obvious – in a bank. What a modern Kazakhstani bank can offer its customers? What resources do modern banks possess? Are they ready to grant their money for financing of possibly risky projects? The answer to these questions is in the core of organization of the bank functioning, in its effective management system which is the base of the research.

The status of the banking sector of a modern state is one of the principal factors determining its capability to follow its own economic policy, protect its interests and guarantee respect for rights of the citizens in different fields of their lives. At the same time, banks' performance of their functions is largely dependent on development of their organizational structure. Therefore, the problem of improvement of the latter seems to be one of the relevant objectives of Kazakhstani state institutions. The whole range of objective and subjective factors characterizes the development process of domestic banks' organizational structure.

Currently serious structural changes of developed counties' credit system are becoming obvious, i.e. the role of banks is decreasing and influence of other financial institutions (insurance companies, pension funds, investment companies, etc.) is increasing. This trend is as a rule expressed by both growth of total number of new credit and finance institutions and increase

of their proportion in total assets of all financial institutions.

As for now, credit system of the Republic of Kazakhstan is at brand new stage of its development and most reforms aimed at formation of a base for its successful functioning in future have been already realized. Increase of Kazakhstani credit rating up to the global one proves the fact that financial sector of Kazakhstan is developing efficiently, and the measures taken for efficient development of the Republic's credit system make it a leader among other CIS countries.

However, the topic becomes even more relevant within transition economy in the course of market relations formation. In a view of today's problems concerning overruling of crisis developments and inflation processes, intensification of investment and credit activities, improvement of payment organization in national economy and stabilization of national currency, an urgent task is to apply functioning bank system capable of ensuring mobilization of financial resources and their concentration in the prioritized directions of economic structural transformation.

During recent years the issues regarding formation and development of credit system of Republic of Kazakhstan gain more relevance as implementation of new mechanisms for optimization of credit system promotes increase of efficiency of credit process and formation of legal and information bases for economic activities of market agents of Kazakhstan which meet contemporary world standards.

Nevertheless, the Government and the National Bank of the Republic of Kazakhstan believe it is correct not to be satisfied with what has already been achieved and start to solve the problems of the following stage, i.e. it is necessary to determine a mid-term and long-term development directions inclusive of macroeconomic tendencies of the next years and estimated correspondent changes in the

currency and financial legislation.

The Government and the National Bank foresee further development of the financial sector in bringing all its segments to correspondence with international standards under conditions of forthcoming liberalization of currency relations and possible introduction of unified monetary area with some countries.

Nevertheless, banks form an integral part of contemporary monetary economy; their activities are closely connected with demands of reproduction. Being in the center of economic life and serving the interests of the manufacturers, banks maintain connections between industry and trade, agriculture and population. Banks are feature not of a separate economic region or a country, their field has neither geographical, nor national boundaries, and it is a global phenomenon possessing giant financial power and large money capital.

Under these conditions owners of large money capital could become strategic investors in the new fields formation and new technologies implementation by purchase of stable banks stocks or through the agency of those banks. The advantages of joint stock capital are that corporate capital stock issues allow companies to employ disparate savings and progress and increase their competitiveness by investing them in industry. A significant advantage of resources involved by corporate capital stocks is that dividend rates are set by shareholders of that very company and, besides, stocks rate of return is often much lower than price of credit resources.

In the context of economic upturn, a joint-stock company can completely reinvest profits in production process without dividend payout by resolution of shareholders' general meeting. In such cases, a board of the joint-stock company can have a higher future profit as a reason. High profitability of the company and correspondingly high dividends ensure increase

of market rate of its stocks, which makes it possible for the company to re-issue stocks and constantly attract resources.

Kazakhstani economy is largely dependent on supply of energy products to Europe through the Black and the Caspian Seas and energy channels of these seas. It is the reason why in broad sense the country is included into Black Sea region which is closely related to economy of EU countries [2].

In a zeal for diversification of national economy, in 2003 Kazakhstan developed and approved Strategy for Industrial and Innovation Development until 2015. Its base covers formation of national clusters in oil, gas, food and textile industries, engineering, transport and logistics services, metallurgy, construction materials and tourism. The issues on acceleration of some clusters development are widely discussed in public. They became a topic of regular consideration at nearly every government meeting (often with the participation of the President) [3].

Efforts of Kazakhstan to transform its economy in accordance with contemporary needs are worth attention and investigation. Kazakhstan joining 50 most developed countries of the world in the next years became one of the principal priorities of the country. Kazakhstan is gradually getting closer to achievement of the purpose by formation of cluster unions, consolidating industrial potential of scientific and educational centers, entrepreneur structures and other business structures in them. The key for ambitions of Kazakhstan is its oil and gas resources. This became a reason for formation and development of national petrochemical cluster aimed at collaboration with companies of Russia, the USA, China, Indonesia, and Azerbaijan. Away from oil and gas export, the cluster covers production plastic materials, polypropylene and other materials. The growth process of the cluster involves formation and development of free eco-

nomic zones and international consortiums. Along with establishment of new production systems in oil and gas sector, the country started development of transport and logistics cluster called Zemlya-More-Nebo (Earth-Sea-Sky in literal translation), with expansion of Morport Aktau which is planned to become the central object. By 2015, it is planned to establish several subareas within it and invest approximately 70 billion US dollars. The first subarea is an industrial and production area aimed at formation of high-tech cluster called Aktau Industries. The second subarea is combined transport and logistics cluster – Aktau Free Trade – that will unite trade and exhibition objects with terminals, customs, and banks. Near these objects, Kenderly resort zone is being created; this resort is planned to become a basis of tourists cluster in the Caspian Sea. As Kazakh people believe the new complex will definitely become a large sector of world tourist market in a few years and its estimated turnover will reach several billion dollars per year.

In June 2007, the country's President Nursultan Nazarbayev suggested construction of ship channel called Eurasia routing from the Caspian Sea to the Black Sea which Kazakhstan and other Central Asia countries will use for transportation of their energy products and other production, thus creating waterway through the Black Sea to the World Ocean. According to the opinion of Kazakh party, this channel will be nearly 1 thousand kilometers shorter than the existing waterway through the Volga and the Danube channel. The channel construction will cost 6 billion US dollars [4].

Significant scope of cluster associations development projects are added by program of coastline restoration of the half dried Aral Sea by means of controlling flows of the Syr Darya river and consequently formation of fish cluster in this region. In this course, it is planned to construct three fish-processing plants in complete accordance with international requirements and modern standards.

The main financial source for financing innovation programs of industrial policy is profits of raw material export. Correspondingly, achievement of structural reconstruction strategic aims requires; firstly, preventing money from going away from the sector and, secondly, formation of effective mechanisms of their transformation into industrial investments. Capitalization of profits gained from traditional raw material export is one of the fundamental problems of industrial policy. Support of competitive economic field should be realized in parallel with a set of innovation development factors. The main instruments of such a policy are as follows: tax reform aimed at increase of budget income primarily by means of expansion of taxation base and emphasis on taxation of natural resource royalty; improvement of credit granting technology in order to prevent it use in speculation activities; differentiation of obligatory bank reserve level depending on banks assets structure and setting increased interests for short-term loans under financing of agencies and decreased interests – for long-term investment loans.

Establishment of competitive bank system sets responsibility of both state governing bodies on macro level and separate banks on macro level due to their financial capability. Possibility of new structures formation (within some bank operations) increases feasibility of unpredicted changes and makes banks design flexible policy for management of their activities. This immediately tightens requirements to bank personnel, its qualification, training and involvement of the employees.

In the meanwhile, as it was stated above, dynamism of social and economic environment sets so strict requirements to any Kazakhstani bank that it has only two

options as follows: constant intensive development or decline. It is obvious that most domestic banks are principally being developed due to professional culture of their top managers, their ambitions and assertiveness. This is a good but not sufficient for further improvement of the banks. It is time to 'switch on' abilities of every employee at full capacity.

Taking into consideration low interest of banks in implementing credit relations and directing their activities to speculative services, it is necessary to improve regulatory system which form 'channels' designated to make banks perform credit activities. Such measures of state influence include as follows:

- motivating long-term bank lending by means of concessional taxation and improvement of pledge laws;

- forming legislative environment aimed at use of asset-backed securitization system and consortium loans by commercial banks; this system is successfully applied in some countries with transforming economies;

- during liberalization of currency regulation, intensification of banks' credit activity aimed at deeper introduction of banks' financial capital into real economy sector.

Influence of state regulations is necessary during formation of objects of information and communication lines in the regions which require much capital and have long return period as well. The state should give international grants and long-term loans to regional infrastructure development which, in its turn, will motivate banks to create wide-spread affiliate network, expand electronic payment systems, attract public savings to economic turnover, and intensify lending for enterprises [5].

Strengthening of banks' role in the course of transformation of the economy is highly dependent on solving the problem of availability of credit resources for real sector of economy.

According to the opinion of the article writer, expansion of bank financing capabilities is feasible due to implementation of the measures as follows:

- establishment of 'Independent Agency for Banking Services Customers' aimed at liquidation of financial incompetency of population, public information about banks' financial status, execution of different agency operations including attraction of people's savings;

- improvement of banks' credit policy aimed at decreasing credit risks and operating costs in order to make bank lending more available.

As the President stated, "We must unite all efforts for the benefit of our Motherland!" [1]. All efforts consist not only in the country's citizens and large enterprises but also, correspondingly, in banking system. Banks should exert every effort to achieve the best results in transformation of economic system of Kazakhstan, timely providing economy and, primarily, business development and functioning of above said enterprises with money.

The crisis influenced the economy of the whole country greatly. Many of the principal industry sectors count losses. In order to finish stagnation of the enterprises it is necessary to provide several conditions, and availability of financial resources should become one of the main conditions.

Of special note is the significance of securities in guaranteeing free capital flow to sunrise industries. Capital directed to the industries with increased profit and dividend rate results in competition increase and profit decrease, thus, influencing stock pricing of these sectors negatively.

As a result of this migration of free capital, effective and sustainable economic structure is formed which is essential for market equilibrium. Despite of said advan-

tages of joint-stock capital, in Kazakhstan corporate stock market functions insufficiently and stays in the background of national economy.

Owing to the growing demand in concentrated, flexible and mobile financial capital, which can circulate as corporate stocks, significance of management and control of its movement, and its proper use is increasing.

In the world practice, it becomes more obvious that methods which are used to manage shareholders' capital movement and corporation activities, which are also known as system of corporate governance, will predetermine future of national capital. This facts becomes even more obvious in the context of globalization with foreign corporations possessing stocks of strategically important objects of national economy.

Formation of financial capital, which caused sharing of functions of property and control in joint-stock companies, resulted in appearance of new type of relationship between owners of capital, shareholders (investors), and managers who govern the company. In joint-stock companies, top managers and board members are often not owners of the company and, consequently, can make decisions without regard to risk of property and profit loss, tolerate concealment of assets and loss in income under operations with affiliated persons, etc.

Under these conditions, there appear necessity to introduce corporate governance, the basic principles of which are as follows: accountability, responsibility, publicity, and justice. Development of corporate relations based on transparency of information, harmony of interests of the board, shareholders, and partners can form integrating characteristics of capital.

Unfortunately, in some countries many companies and banks treat corporate governance principles as secondary and insignificant rules of economic behavior.

As practice shows, in Kazakhstani market there are many companies, which ignore such corporate governance principles as protection of shareholders' rights, corporate ethics, information disclosure and transparency.

Introduction of corporate governance, which includes actual participation of owners of capital in the shareholders' board of banks and invested enterprises, will make it possible to perform internal control for designated and effective application of cash investments, and motivate to re-invest the profits gained not only in their own stocks but also in tangible assets and human resources of the enterprise, and in modernization of economic relations.

Financial capital is a substantial economic base for development of corporate strategy. Flexibility and mobility of financial capital instruments allow an integrated association to manage a securities portfolio and direct capital to new fields of economy.

The aim of the corporate strategy is to ensure mutual benefit for every subdivision integrated, i.e. financial, industrial, and infrastructure as well, and, thereby, raise stock exchange price of the corporate stocks.

Therefore, formation of higher-level financial capital can become a promising model of Kazakhstani economy development, the main elements of which are unity of interests of organizations of banking sector and enterprises of real sector of economy.

Nevertheless, banks respond to any change in market conditions immediately and correct their credit policy rapidly. First, it is expressed by rather conservative approach to bank lending, particularly, they perform more thorough financial analysis of customers and estimation of pledge for credit. Credit interest rates for business community are constantly growing herewith.

Based on this theoretic concept it

seems to be expedient to assist in strengthening factors, which determine financial capital development. In addition, special attention should be paid to management of second-tier banks for achieving the most effective results both for the bank and for the economy of the whole country.

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CONCEPTS OF COMPANY MARKETING MANAGEMENT

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Marketing is one of the speediest developing sphere of Economics. The choice of effective means of marketing management made by any company depends on manager's skill to consider a tendency particular to development of one or another market. The main means are to increase quality, price, customers' complacency and develop firm relations with them, make business management effective, integrate management functions and learn how to think globally, increase hi-tech technologies role in international business, etc.

Therefore marketing as concepts of company management is a base of inter-company management aimed at achieving high economic activity efficiency in conditions of present market.

Mr. Philip Kotler defines marketing as analysis, planning, implementation of and control for execution of measures aimed at establishing, strengthening and maintaining profitable trades with target customers to achieve certain company tasks such as gaining benefit, increasing sales, enlarging market share, etc. [1].

Therefore, the principle of marketing management is to find an optimal number of customers sufficient for selling the entire products amount produced by a company. This includes establishment and widening of a demand as well as its change and shortening. In this matter mar-

keting management task is to affect a level, time and a pattern of demand to help a company to achieve aims as established. Marketing management is a demand management. Marketing management covers the issues of (1) study related to preferable level of demand for certain company goods; (2) analysis of a situation when a real demand overrides an expected one. Marketing management includes sales, sales stimulation, advertizing campaign and marketing research, goods management and price formation.

As an example, please, refer to definition by Mr. Vitaly Kutsenko: Marketing management is a process that includes analysis, planning, plans implementation and measures execution control to establish, strengthen and maintain mutually profitable trades and purpose-oriented markets so that company aims (to gain profit, increase sales volumes, enlarge market share, tec.) are achieved [2].

Therefore according to the definition above and general concept of management Mr. Vitaly Kutsenko denotes the following functions of Marketing Management in any industrial company:

– analysis of a market (identification of its potential, capacity, condition, demand, behavior of customers, competitors assessment, etc.) and market possibilities of a company with regard to its resources;

– planning, i.e. development of production and sales marketing programs on a basis of market forecasts, etc.;

– structuring of a marketing team in a company; implementation of plans as established (certain tasks development, authority and responsibilities assignment to implement marketing measures, etc.);

– motivation and development of financial and moral incentives for company employees in order to increase labor efficiency;

– control and analysis of marketing plans (measures) implementation [2].

Concepts of company's marketing activity management as a part of market concepts shall be defined by a combination of economic relations between sellers and buyers, goods, services and ideas demand and supply.

In accordance with a Marketing Management Theory by Mr. Philip Kotler there are five alternative concepts used as a basis by trading and nonprofit companies to be operable [1]:

1. Concept of production process improvement: Customers prefer cheaper goods, therefore a company shall decrease production costs.

2. Concept of goods improvement: Customers prefer goods of a high quality. Sales stimulation is not supposed to be required. A company shall be oriented on goods quality increase. Some producers believe that achievement of this goal can make sales better. However goods quality is equally important as a service system including marketing.

3. Concept of selling effort intensification: Significant efforts in selling stimulation are required for successful selling.

4. Concept of marketing: Investigations shall be conducted to help a company to indentify and satisfy the demand of a target market.

5. Concept of a socially ethical marketing: A company shall make marketing decisions with regard to customer's demand, own requirements and overall society requests [2].

Each company is interested in efficient management of its international marketing. Market opportunities analysis, target international markets selection, marketing complex development, marketing measures implementation shall be considered for efficient international marketing management. International marketing management process is a combination of items as stated above.

The main principles of marketing management in a company shall be an issue for consideration. It is well-known that

a base of efficient company management is a marketing strategy as developed in details and implemented in business. According to Ukrainian scientist, Mrs. Nataliya Kudenko, marketing strategy covers marketing planning when developing marketing mission and goals [3]. Achievement of company strategic goals is impossible without exactly developed business trends and identification of company uniqueness. On opinion of Mr. Georgy Bagilyev the main goals of a company doing an international business are the following: poten-tial demand increase, competitive advantage enrichment, commercial risk decrease, production and distribution costs reduction, products life-cycle extension [4].

Therefore, a marketing strategy is an initial point of a business planning and overall business management. Company marketing management system is developed for strategic plans implementation as proposed by Mr. Sergey Mkhitaryan (see Picture 1) [5].
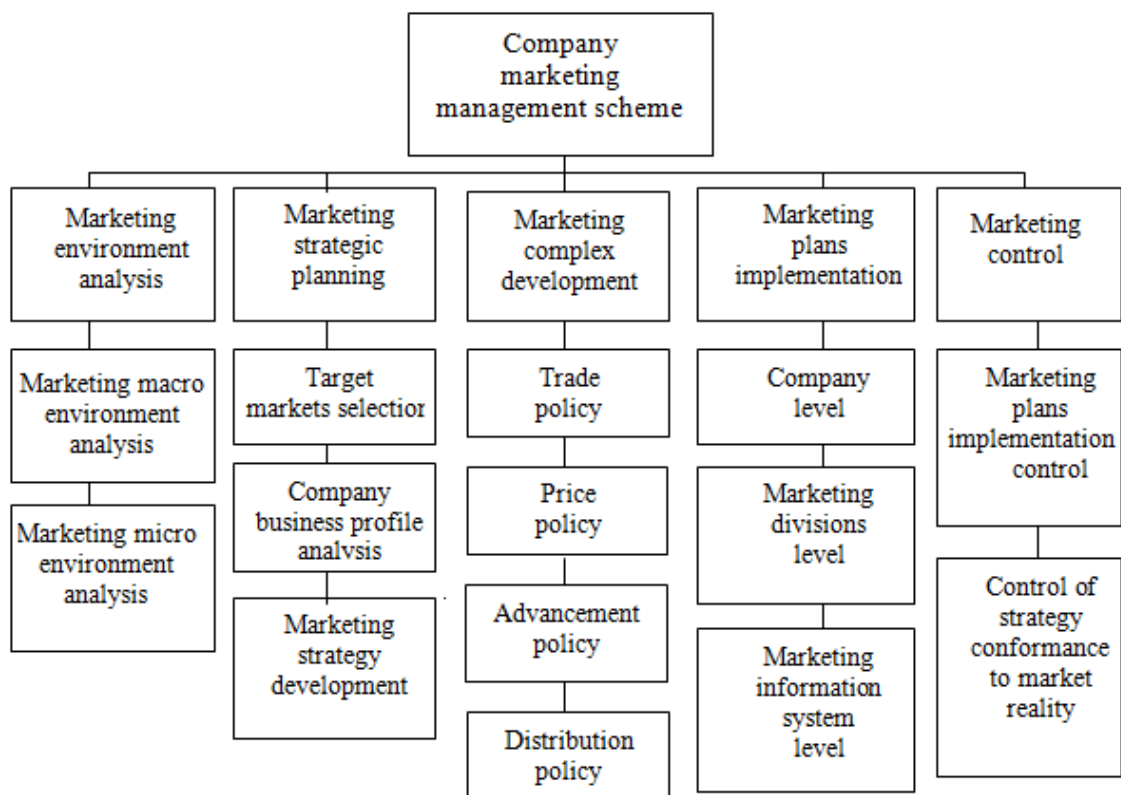
Picture 1. Functioning scheme of company marketing management

Company marketing management is described on a Picture 1. Company marketing management starts with marketing environment analysis when company external environment is analyzed with regard to internal resources in order to determine a possibility to achieve a goal as established (SWOT-analysis).

Marketing strategic planning is done on a basis of marketing environment analysis. As a result a business strategic orientation is defined and strategy is developed for each direction as chosen. Selection of target markets includes market segmentation, target segments selection and goods positioning. Segmentation allows dividing all the customers according to demand and reaction to marketing impact. Target segments selection is based on their attractiveness analysis as well as

company goals and resources. This stage is devoted to differentiated product proposal for each segment. Goods positioning includes measures for company proposal and image development aimed at gaining a separate advantageous position in minds of a group of customers.

According to Mr. Sergey Mkhitaryan each strategic direction is a combination of a certain market segment and a product proposal for this segment. A company business-case that includes all the strategic directions shall be balanced with financial flows. There shall be directions gaining profit at the present moment and investment directions to be profitable in future [5].

Further marketing complex shall be developed for each direction on a basis of selected strategies. According to Mr. Vitaly Kutsenko marketing complex is a combination of marketing tools and measures to be used in the most advantageous (optimal) way [2]. Company goods and communications development shall be related to marketing complex.

The next stage is marketing plans implementation on all company division levels. The main job in this regard is done by marketing division: sales division, market investigation division, advertising division, etc.

Degenerative feedback allows a company to take into consideration a reaction of marketing environment to company impact when doing business, says Mr. Sergey Mkhitaryan. Marketing strategy is just a hypothesis to be verified and modified if necessary [5].

Marketing control is the final point on a management scheme shown on Picture 1. Control task is to determine differ-ence between actual and scheduled/standard values and corrective actions development. Please, note plans implementation as well as strategy conformance to market reality shall be under control. Marketing strategy shall be modified as far as it is a kind of supposition and hypothesis at the initial stage.

Marketing management circuit allows company to adapt to market conditions change and advance to strategic goals as established. According to Mr. Anatoly Romanov company goals achievement depends on three main factors such as (1) strategy as selected, (2) organizational structure and (3) structure way of functioning [6].

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CREATIVE ACCENT OF A TERM "CHAOS" AND ITS MANAGEMENT

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Physics came into a need first to study chaos when Brownian motion (1827) - random motion of tiny particles suspended in a liquid or gas molecules under the influence of environmental impacts- was discovered. It was chaos equilibrium that classical physics studied, based on deterministic laws. Physics gave the description of the molecular (thermodynamic) chaos without breaching the idea of deterministic one-to-one characteristics of laws of nature. In this physics got help from probability theory is the theory of random, non-predictable events. It was found that the average values of the interdependence of system performance with the chaotic state of equilibrium, still obey deterministic laws. The theory of equilibrium does not predict (ranked and ordered) any evolutionary transformation and it is confirmed by numerous experiments.

In natural and social sciences since the XIX century, there were attempts to study the processes occurring under the conditions of non-equilibrium, open systems, under conditions of intensive interaction with their environment, in which there is a constant exchange of energy, matter, information between the system and the environment. Experimentally, it was found that most of these processes can occur in two qualitatively different modes: regular (right) and random (catastrophic).For example, in hydrodynamics it is a laminar and turbulent flow of liquid and gas; in biology - ecological balance and environmental crisis, the stable coexistence of species and flash excessive reproduction (locusts, rodents, etc.) epidemic; in nuclear physics - controlled nuclear reaction and nuclear explosion, in the economy - a stable, functioning economy and the economic crisis; in space - a stable movement of the planets and the collapse of the planetary system, etc. [1].

In leap from orderly to chaotic motion of the system, researchers saw some resemblance of physical phenomena of phase transitions, such as the transformation of a crystalline solid with a strict order of atom arrangement to the melt, in which there is no strict configuration of atom arrangement.

This analogy did not bring a great success, but it helped to make two conclusions: first, that one can try to study the transitions "order-disorder" by the theory of phase transitions. As a result conversion modes at the bifurcation points of evolutionary diagrams of Synergetics were called no equilibrium phase transitions [2, p. 146].Second, existence of critical values of the external and internal parameters (one or more), at which the transition occurs, was thought through. Determination of quantitative parameters and their number systems of different nature - is in every case the research task. Parameters defining the transitions are called controls [3; 2].

The transition from laminar to turbulent flow was most persistently investigated [4, 5, 6]. Most flows in liquids and gases are turbulent as in nature (air movement in the Earth's atmosphere, water in rivers and seas, the gas in the solar atmosphere, etc.), and in technical devices (pipes, channels, streams, etc.). Therefore, the central problem in hydro- and aerodynamics, meteorology, chemical technology is the problem of turbulence. The term "turbulence" is perceived almost synonymous with the term "chaotic." It is possible to confidently say that the turbulent motion is difficult to describe deterministically; its hydrodynamic fields are treated as random functions of coordinates and time. Naturally, in the framework of statistical theories attempts were made to de-

scribe the transition from laminar to turbulent flow.

Conclusion of the theory of turbulence based on the establishment of statistical regularities of the need of a large number of degrees of freedom to describe the chaos is consistent with the conclusion that was made earlier in molecular physics: that the chaotic behavior of particles (molecules of an ideal gas), in principle, can be described by deterministic laws, rather than probabilistic, if they get a computer with enormous computing power to account for each particle change its motion parameters with time.

From the point of classical physics view, the above examples of chaos in natural and technological systems provide a basis to conclude the destructive role of chaos in the process of creation. Chaos destroys the ordering of any nature, it carries a negative impact on the structures, including functional ones. Chaos serves as a negative factor in the evolution of the world. This view of the chaos in Western culture has not changed fundamentally since the first paradigms. Only Synergetics forced researchers to take a fresh look at the chaos.

In recent decades, the synergy is actively studied a new kind of chaos that is different from the molecular - the so-called deterministic chaos. The name is composed of unusual combinations: determinism associated with certainty, order, stability, and chaos - it was an accident, confusion, instability. Nevertheless, the existence of such chaos found not only in the theoretical models, but also in the behavior of experimental and natural objects. Chaos was found where it seemed fundamentally impossible to be found - in deterministic systems with a small number of degrees of freedom.

It is possible to give brief acquainted with the concept of deterministic chaos on biological example of population growth dynamics [7]. A mathematical model of population growth can be represented as follows. If x_0 - the initial population size, and x_n - population in n number of years and growth rate of the number of individuals for 1 year R = $\dfrac{(x_{n+1} - x_n)}{x_n}$ is a constant r, then the law of the growth dynamics expressed by the equation x_{n+1} = f (x_n) = $(1 + r)$ x_n . In this version, the law of growth is linear, while the population size grows exponentially. At long observation times the number of individuals will increase to infinity. But for population growth there are always limitations. Population size, filling a certain ecological niche, can not be more than a certain maximum value of x. Therefore, P.Ph. Pherhulst in 1845 formulated the law which contains a restriction on a population growth. He suggested that growth rate, which is dependent on the size of population, is proportional to the (1-x_n) , ie R= r(1-x_n), and then the law that governs the dynamics of the Pherhulst process will now look like this:

$$x_{n+1} = f(x_n) = (1 + r) x_n - r x_n^2 , \qquad (1)$$

where r - growth parameter .

In this case, the process becomes nonlinear (increase in the number of individuals x_n +1 at time n +1 depends nonlinearly on the number of individuals x_n at previous point of time n) and radically changed its dynamic behavior. Growth parameter rink this example of one-dimensional nonlinear dynamic process plays a role of a control parameter. Its change in particular will determine the evolution of the system. In a detailed mathematical analysis of the dynamics of the nonlinear iterative process the nature of its stability regimes is investigated [7]. Figure 1 shows the evolutionary changes of the system dynamics (population) for certain values of r. The vertical axis represents the value of x (t) - population size at certain times.
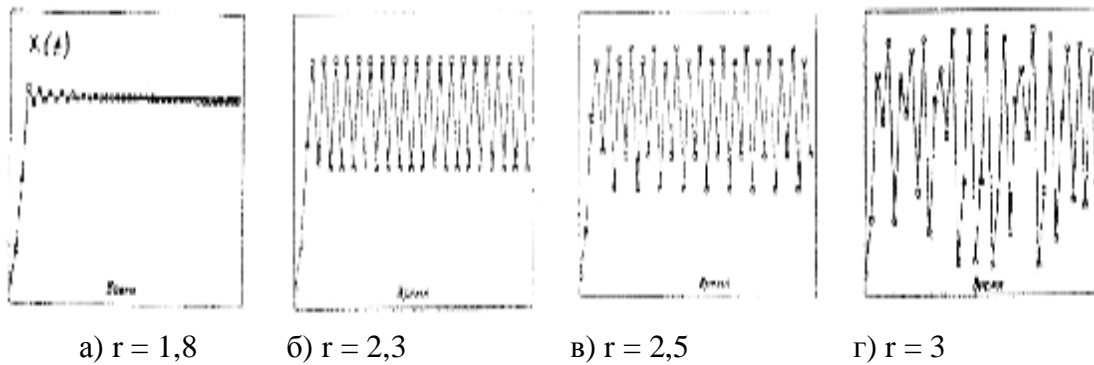
| а) r = 1,8 | б) r = 2,3 | в) r = 2,5 | г) r = 3 |

Figure 1 - The effect of the control parameter r of formula(1) on the nature of population x (t)change over time [7, p.40]

With the r=1.8 population size though increasing at first, reaches a maximum value of X, which conventionally is taken as one. As can be seen from the graph (Fig. 1a) , the value of X is stable - the population retains its strength, but with increasing r, caused by the influence of the environment (change in the quantity and quality of feed, the number of enemies, appearance or disappearance of epidemics , etc.), the state with a constant value x (t) becomes unstable and at r = 2,3 the system enters anew state: there are periodic oscillations in it between the two values of x (t) (Fig. 1b). At the value of r = 2.5 process comes to a new stable oscillations of the values of x (t) with a period of 4, which means that period has doubled in the system –with which came another mode of behavior of the system (Fig. 1c). Further increase in r leads to an unexpected result: the r ⪈ 2,57 process ceases to be periodic - system becomes chaotic(Fig. 1d) . Relatively simple deterministic model spawned behavior that does not have any obvious regularity - spawned chaos, which is called deterministic.

From this example follows not less methodologically significant conclusion of a scenario in which the order turns into chaos. In the literature it is called period-doubling scenario.

In a more complex dynamic models, representing a system of 2-3 nonlinear differential equations,above mentioned scenario is also observed. Currently several scenarios of transition "order-disorder" in mathematical and experimental models are described [2, 3].

In addition to the aforementioned features of deterministic systems (the appearance of chaos in which the transition from order to disorder complies a particular scenario) in some of them chaos found to have a peculiar order. For these systems, chaos order can be visually identified by the abstract phase space system. Search for matching coordinates of the phase space is often a difficult mathematical problem. Its coordinates may be either a single characteristic of the system, or several, with a certain mathematical connection. Theorist-meteorologist Lorenz first discovered the dynamic mode with the orderly chaos in 1961, when he tried to describe the hydrodynamic flows in the Earth's atmosphere using a non-linear system of three differential equations, which in the literature on the synergy became known as a Lorenz model. The system had the peculiarity that in the phase space it had an unusual type of attractor. Attractor - a geometric object in the phase space, which attracts the phase trajectories. It can be a point of a closed curve, torus for different states of the system. But in the Lorenz system it was located in a limited volume of the phase space, in which all the phase trajectories were concentrated. This attractor is called strange attractor.

To date several types of strange attractors were discovered (Lorenz attractor, O. Ressler, M. Henon, R. Show and others).

In order for the strange attractor to exist, the system must possess the phase space with not less than three dimensions. Presented in Figure 2 are the attractors of chaotic systems in three-dimensional phase space.
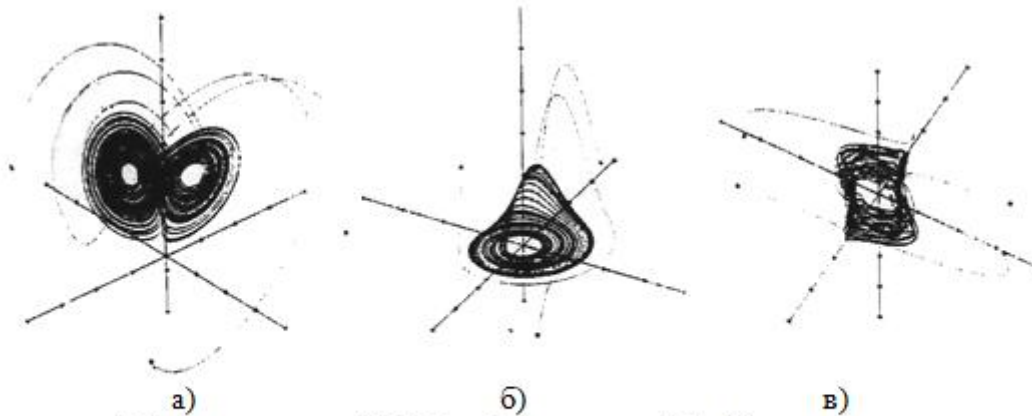
a) Lorenz attractor b) O. Rossler attractor c) R. Show attractor
Figure 2 - Geometric images of strange attractors in dynamic systems with chaos [8, p.20]

Chaos, which is described a strange attractor, is not the result of accidental exposure to unpredictable environmental factors or for quantum mechanical systems - the result of the Heisenberg uncertainty relations. Its origin is related to an intrinsic property of a dynamical system. In nonlinear systems (they in particular exhibit strange attractors) two closely spaced in phase space figurative points (two almost similar system state) in a short period of time move almost parallel, but over time their paths diverge exponentially. As strange attractors occupy a limited region of phase space, the evolutionarily divergent trajectories cannot last indefinitely, moving away from each other. Attractor should form folds inside, while trajectories will fold according to certain rules. As a result compact coil of randomly mixed trajectories is formed. Details of this process are described analytically and geometrically [3]. Geometry of strange attractors has a fractal (self-similar) characteristics.

The chaotic character of a strange attractor is observed with the pictorial point (state system) randomly jumping from one region of phase space to another. Within the scope of the attractor pictorial points motion is chaotic. Orderliness of chaos manifested itself in the fact that the phase trajectories are not distributed over the entire phase space, but are grouped in the borderline of its domain.

Fourier analysis of strange attractor chaos allows for each attractor to define its fairly wide frequency band width, not infinite, as with white noise - a truly random process without any ordering. Using Fourier spectra it is possible to distinguish the chaos of the strange attractor from a white noise, as well as to determine in a complex stochastic process stochastic process corresponding to a strange attractor.

Processes corresponding to the strange attractors are found in the convective fluid flows, in fluctuations in the concentration of substances in chemical reactions, in the reduction of heart cells of a chicken, in oscillatory processes in electrical, radio, mechanical installations [3, 8]. In dynamic systems of a strange attractor,

there exists a "strange relationship" between chaos and order: they are closely intertwined with each other, they cannot be separated from one another, cannot oppose each other. They are inherently simultaneously present in one and the same object, in the same mode. Chaos mode with a strange attractor is not similar to the thermodynamic (molecular) chaos. Here he has a new image, new features.

Parallel branch in the description of chaos theory is the theory of disordered spatial distributions fields (electron density distribution in crystals, the density of matter in galaxies, etc.) [9]. This theory uses the same basic concepts as in the theory of dynamical chaos , such as a dynamic system , the phase space , the phase trajectories and others with relevant content, which should help in describing the spatial arrangement of the elements of irregular or complex object structures . In this theory, a new concept of a finite spatial disorder appears, which is defined by the authors of the work [9] qualitatively and quantitatively. From the perspective of this concept molecular chaos seems to be an infinite spatial disorder.

Those can be called a disorder in the arrangement of some of the structural elements of a rigid body in equilibrium: the distribution of defects in the crystal structures, magnetic domains in ferromagnets, liquid crystals - the orientation of the molecular axes. To the description of spatial disorder authors came from nonlinear dynamics point of view, not from the standpoint of statistical concepts, as it always has been. In this theory model nonlinear differential equations (Swift-Hohenberg , Ginzburg -Landau theory) are used with a small number of degrees of freedom with which in particular cases it is possible not only set the spatial distribution of elements in a given time, but also to trace the evolution of the distribution in the unstable states system.

These examples emphasize, first, the universality of chaos, its inevitable presence in all material systems, and secondly, it reveals a hierarchical structure, tracing how it manifests itself at different levels - from the micro to the macro level, and thirdly makes note of the fact that chaos may be a manifestation of temporal and spatial.

As a result, a close analogy between the temporal (dynamic) and spatial disorder can speak of a finite disorder (provisional) in dynamical systems and synergy.

"Why is the system, developing on certain laws, behaves chaotically? Influence of extraneous noise sources, as well as quantum probability in this case is not relevant. Chaos is generated by its own dynamics of a nonlinear system: its property to exponentially develop arbitrarily close trajectories. The result strongly depends on the shape of the trajectories on the initial conditions "[10, p. 46] - the emphasis here is immanent chaos for nonlinear systems.

"The strange attractor is a very stable structure, - writes the same author - despite the extreme sensitivity of the individual trajectories. Dynamic chaos can be regarded as a model of disorder, but at the same time and as of a stability, orderliness on different levels, in different scales" [10, p. 49-50] - just like stability and instability, chaos and order flexibly combined in one and the same process. As a generalization and demonstration of the presence of chaos in the form of material and ideal systems can serve proposed a scheme that reflects the universality of chaos , its multi-level character (reflecting the hierarchy of levels) and the nature of chaos at different levels (time and space , of course - and infinite). This diagram shows the new natural- scientific ideas about the forms of presence of chaos in natural systems, which are partly mentioned in research works [12-11].

Since synergy brought in new scientific ideas about chaos, a new status of a

chaos in natural systems is expected. In the fundamental work of the founders of Synergetics I. Prigojine and Haken, attention was drawn to a natural phenomenon, in which from chaos ordered structure is born[13, 14, 15]. In other words chaos acts as a necessary condition for the birth of an order, as up building order of the beginning. They and their colleagues proposed a series of mathematical models to describe the ordering processes. Possibility of generation of order out of chaos can be seen from an example of Benar cells, known since 1901. They can be observed experimentally under simple conditions in relatively thin layers (from a few millimeters to a few centimeters) for liquids with sufficiently high viscosity (in whale fat, in oils - engine, automotive, silicone, vegetable, etc.).

Scientific concepts used in the construction of theories, models, methods, many highly specialized disciplines (natural, human, social). Currently chaos as a scientific concept took place scientific concept. The proof is its extensive use in modern fundamental scientific constructs (physics, mathematics, biology, etc.) and applications (in medicine, electrical and radio engineering, physiology, etc.) scientific concepts can acquire the status of a philosophical category, when it will be used in the theories of the highest level of generalization, ie in worldview.

Currently, the concept of "chaos" is developing towards the acquisition of the status of philosophical categories. Comprehension goes properties matching concept main features of philosophical categories and their relationship with the properties of the elements of the conceptual apparatus of the dialectic.

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PRINCIPLES OF TAXING FOR ENVIRONMENTAL EMISSION AND USE OF NATURAL RESOURCES

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Principles, i.e. fundamentals for legal regulation of relations between nature and society, are intended to find out main tendencies of environmental taxes levying.

Let's make an attempt to distinguish key points of our vision of principles concerning tax-levying for environmental emission and use of natural resources based on state standards and theoretical views of scholars studying legal problems of environment protection and rational nature management.

Proceeding from the fact that environmental payments in their legal nature are not to be taxes, the lawmaker needs to follow the principle of fiscal neutrality. According to the Tax Code of the Republic of Kazakhstan tax is a compulsory contribution to state revenue levied by the government.

The main purpose of tax levying is financial support of state activity. In some respects environmental payments are taxes but the main purpose of their levying is nature protection stimulation. It is known that emissions in excess of the permissible limits are paid at the increased rate, thus inducing natural resources users to conform with the regulations. Thus, material interest of natural resources users in rational nature management leads to favorable environment. T. Petrova stated the payment base of environmental pollution payments is "either emissions to atmosphere and water or waste products. Hence, the less the payment base (and consequently the volume of payment), the more it meets the requirements of environment protection, society, and state. From this point of view, environmental payments differ from other statutory payments and taxes" [1, p. 65].

In Kazakhstani law there is no a definition for the institution of tax for environmental emission and use of natural resources. On the one hand, such payments are stipulated in the articles of Environmental Code which is one of the gears of economic regulation for environment protection and use. On the other hand, the procedure of environmental payments levying is regulated by the norms of Tax Law. From our point of view, the system of environmental payments is to be developed in the terms of its eco-legal nature, not fiscal.

Professor T. Petrova gives convincing theoretical ground in favor of non-tax nature of environmental payments based on the following: compensatory nature of environmental payments and the correlation (though partial) of the payment with the volume of different types of emission. The given function of environmental payments is insured by the special-purpose and compensated nature of their levying thus being different from fiscal and gratuitous relations. The entity pays for use of natural resources and consequently for emission of a certain quantity of harmful substances. That is why environmental payments are considered to be a kind of process costs similar to land and water use fees. The given concept corresponds to the economic approach to the meaning of environmental payments as a form of compensation for the damage and as an element of environmental, not fiscal relations. In our opinion, it is an original legal concept of the environmental legislation having no parallels in tax or civil legislation. Its further development is thought to occur within the context of environmental not tax legislation as their objectives are quite different [2, p. 115].

The efficiency of environmental

payments depends on the way of their expenditure. Therefore, environmental payments regulation is to be based on the principle of special-purpose use of environmental payments. These funds are to be used only for lessening the negative impact on the environment. The most telling example is the case of the void Environmental Law of the Republic of Kazakhstan stipulating the norms of special-purpose use of environmental payments to the State Fund of Environment Protection. According to Article 34 of the given Law the funds must not substitute other sources of finance and be used only for:

1) scientific and technological research, assistance to application of resource-saving and environmentally friendly technologies;

2) participation in financing of construction and reconstruction of environmental facilities carried out by legal entities – natural resource users;

3) accomplishment of measures on restoration of polluted natural resources;

4) payment of compensation in the procedure prescribed by the Law;

5) participation in development and realization of programs, projects, regulatory and procedural documents aimed at the improvement of the environment;

6) development of environmental education;

7) creation and development of natural areas of preferential protection;

8) upgrading of facilities of executive authorities in the field of environment protection;

9) other environmental purposes.

It is recommended to emphasize the significance of such organizations as the State Fund of Environment Protection. Their autonomy, from our point of view, is the guarantee of special-purpose use of the money. It is appropriate to cite M. Tleubergen, "The main purpose of such Funds is the formation of centralized financing source independent of the state budget necessary as a supporting state structure supplementing state expenditures for environmental purposes" [3, p. 17].

Nowadays environmental payments to state revenue are not always used purposefully. Local executive authorities appropriate the funds for environmental measures on leftovers thus turning the system of environmental payments into the source of state revenue. The volume of environmental payments to state revenue increase year on year. For instance, over a period of 2002-2004 the volume of environmental payments increased more than twice and accounted for 15841 million KZT. Besides, in 2004 financing of environmental measures all over the country made up 3347 million KZT or 21% of all payments (in 2003 – 27%) thus illustrating disinterest of local executive authorities in solving environmental problems. Environmental measures are more financed in Almaty city - 76.5%, Kostanay region – 73%, Almaty region – 72%, Southern-Kazakhstan region – 58%, Kyzylorda region – 52.1%. Akmolinsk region, Eastern-Kazakhstan region, Zhambyl region, Western-Kazakhstan region, Karaganda region, Mangistau region, and Astana city did not fulfill their plans of environmental measures financing. Atyrau region and Pavlodar region did not draw the minimum of appropriated funds.

The history of eco-legal regulation of special-purpose use of environmental payments confirms the fact that the Environmental Code currently in force requires its supplementing with the norms stipulating special-purpose use of environmental funds.

The principle of environmental payments declaring is also to become very important. According to it, all payers must submit declarations to authorized government bodies enclosing all necessary documents to check the accuracy of the amount of charge calculations. The lawmaker is to assign the objects of declaring,

the rights, duties, and responsibilities of declarants, the procedure and the terms of environmental payments declaring, etc. The given principle is similar to the taxation principle stipulated by Article 5 of the Tax Code of the Republic of Kazakhstan – the principle of determinacy. It describes all grounds and order of origin and discharge of tax duties, the responsibilities of tax agents to calculate, withhold, and remit taxes. So, the suggested environmental payments declaring principle has analogy with the institution of declaration taken from the Tariff Legislation and with the principle of taxation determinacy of the Tax Code of the Republic of Kazakhstan.

The above-mentioned fundamental principle is also interrelated with the principle of timely and compulsory environmental payments. It is necessary to take into account the fact that authorized authorities must check the accuracy and timeliness of environmental payments to state revenue levied by the environmental agencies. The agencies of the Ministry of Environment and Water Resources of the Republic of Kazakhstan must assign the subjects for environmental payments and the payment base; maintain records of pollution sources and environmental payers; fix differentiated emission and pollution quotas; develop procedural guidelines for environmental taxes levying. It should be noted that in the Republic of Kazakhstan all these functions are conferred on environmental and (partially) fiscal agencies. In our opinion, financial control over environmental payments is to be carried out by state environmental bodies for better recording the environmental pollutants.

Kazakhstani researcher A. Assylbekov considers ecological monitoring as a special-purpose activity of state governing bodies aiming at control of compliance with environmental requirements, identification of reasons and terms of origin of environmental liability, and prevention of legislation violation [4, p.47]. We share

his opinion and suggest to consider control over environmental taxes as a part of ecological monitoring exercised by the Environmental Ministry bodies and to stipulate it in Article 114 of the Environmental Code of the Republic of Kazakhstan. Article 114 does not describe specific objectives for monitoring in the sphere of environmental taxes. To fill this gap it is recommended to work out Regulations for State Monitoring of Environmental Payments. The given document is to be approved by the Minister of Environment and Water Resources and define: the title of tax-levying organizations and their competence; the procedure of control over environmental payments; requirements to reporting forms; the procedure of taking measures after monitoring, etc.

It should be emphasized that the system of environmental taxes monitoring depends on the efficiency of the state environmental control over pollutants. Such taxes may be levied only in cases of pollution in the excess of the established limits. To record such cases the state is to implement instruments of control over pollutant emissions at enterprises and to daily maintain records of emission volume and compliance.

The significance of the given principle becomes evident in case of difference between officially declared and real environment exposure levels exposed during environmental auditing.

The term "auditing" is taken from financial vocabulary. World Bank gives the following definition: "Environmental Auditing is a systematic study of ecological information about an organization or a facility for compliance with auditing criteria". The criteria are defined by the reasons and objectives for auditing. The Head of the State Environmental Impact Assessment Department of the Territorial Environmental Administration (Karaganda region) G. Sukhorukov considers one of the objectives of environmental auditing

"troubleshooting of accounting, reporting, operating, and financial records" [5, p. 13]. In our opinion, Article 80 of the Environmental Code of the Republic of Kazakhstan stipulating general provisions for environmental auditing is to be supplemented with the defining of the objective to make the process of environmental auditing more comprehensive.

Even more, in the end of 1990 commercial banks of industrially advanced countries used environmental auditing to minimize risks of nonpayment on loans caused by drawbacks of environmental management of organizations - recipients of loans. Over the last years international banks resorted to environmental auditing as an instrument of environmental management using past and current data of environmental impact assessment at the financed organizations and companies, e.g. environmental auditing of the metallurgical complex in Temirtau (Karaganda region).

In some countries, including USA, the objective of environmental auditing is not only the compliance with the environmental legislation but the ground for development of pollution abatement policy.

According to P. Vaganov, "Nowadays the USA Federal Government expends annually more than 30 billion USD for habitat restoration and protection projects. As it is not enough, problems of optimal allocation of funds and environmental programs supervision become more and more urgent. Some experts see the solution of the problems in development and stipulation in environmental legislation the concept of eco-risk allowing to use credible qualitative criteria for decision-making process. Qualitative rating potential is conditioned by the analysis of eco-risk being based on the so-called two-dimensional risk detection (the product of environmental damage severity estimate and environmental damage probability ratio). So, if we estimate a certain ecocatastrophe aftermath of 100 million USD and the its probability of 1 % (0,01), the corresponding risk makes up one million USD. If we estimate the cost of some environmental measures taken of 300.000 USD and the probability of the catastrophe 10-fold reduced, the residual risk makes up 100.000 USD. The derived benefit is estimated as a difference between the initial and residual risks at the sum of 900.000 USD (three times the cost of measures) [6, p.84].

At the same time due to the established access of economic entities to natural capital in the environmental legislation of the Republic of Kazakhstan there are no amendments to economically justify eco-risk. Moreover, the concept "eco-risk as a probability of unfavorable environmental changes as a result of certain factors" stipulated in general provisions of the Environmental Code of the Republic of Kazakhstan neither includes in the theory of risk nor reflects the economic constituent of eco-risk thus impossible to be regulated by economic methods. As well as Professor G. Motkin we consider eco-risk a situational qualitative index of environmental threat taking into account its aftermath as a form of economic damage caused by a recipient at certain probability [7, p. 5].

As can be seen from the above, environmental auditing is closely related to different eco-legal and economic mechanisms and turns from "conventional law enforcement instrument into economic and legal instrument of environmental activity incentive. The environmental activity conformance inspection allows to find out the causes of environmental offences and to take appropriate measures to exclude fine sanction imposing, e.g. in case of an environmental offence the procedure of auditing may lessen the fine rate" [5, p. 12].

Late payment of environmental taxes is related to the principle of unavoidability of responsibility for violation of legislation in the sphere of environ-

mental taxes applying both to tax-payers and state tax levying authorities. Inappropriate diversion of state revenue funds is the grounds of liability for violation of legislation in the sphere of environmental taxes.

Within the given context it is necessary to emphasize the following: the payment for environmental emission and use of natural resources shall not exempt the entity from environmental damage repair.

Another important principle in the sphere of environmental payments is the one of environment impact licensing. The license allows to use natural resources on certain conditions and stipulates the terms of payment. There are different types of licenses in meaning and in form. For instance, the grounds for forest use are either a felling license or a forestry card. The felling license gives the right to harvest wood, soft resin, tree sap, etc. The forestry card gives the right to use woodlands for hunting, research, tourism, and recreation. The forms of felling licenses and forestry cards and the procedures of their accounting, storage, completion, and distribution are established by state authorities.

According to the Decree of the Government of the Republic of Kazakhstan "On Adoption of Regulations for Licensing Wildlife Use", licenses for hunting and fishing may be in the form of stamps with the picture and description of animals. The list of animal species for hunting and fishing is also established by state authorities.

Licensing of environmental emission is regulated by the Environmental Code of the Republic of Kazakhstan (hereinafter referred to as EC RK). According to Paragraph 2 of Article 101 of EC RK environmental payments for emissions within the permissible limits are levied under the List of Pollutants approved by the Government of the Republic of Kazakhstan. Article 70 of EC RK stipulates the list of documents for environmental emission licensing:

1) information about the user of natural resources and the type of activity;

2) license validity;

3) the terms of nature resources use including emission limits;

4) the program of environmental measures for the period of license;

5) the program of environmental control.

We must emphasize that according to the given article environmental emission licensing does not concern norms of taxing for environmental emissions. Therefore it is recommended to draw lawmakers' attention to stipulating the proposition about obligatory presentation of documents of environmental payments to Article 70 of EC RK.

To summarize, it can be noted that despite gradual introduction of contractual basis to environmental relations the administrative regulation is still of great importance.

The list of principles of environmental taxes levying can be continued as they reflect not only current relations but progressive tendencies of social development. Their importance is obvious as most of them include models of rights and responsibilities of legal relations of the norms stipulated in the EC RK and in other environmental documents.

In spite of the fact that principles of environmental taxes levying are a well-defined system based on their complexity, they may become more specific falling into autonomous groups depending on specific relations they regulate, for instance, principles of taxes for environmental emission, principles of taxes for use of certain class of natural resources.

At the same time principles of environmental taxes levying require regulatory support to make them one of the effective instruments of environmental regulation of the economy. The concept is to become a program document defining principles and strategies for further improvement of environmental taxes system.

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RELEVANT ISSUES OF JUDICIAL SANCTIONING OF ARREST AND EXPANSION OF JUDICIAL CONTROL IN THE REPUBLIC OF KAZAKHSTAN

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In modern times of the development of the Republic of Kazakhstan as a law-governed, social and democratic state there have been conducted rather thorough legal reforms which dealt with functions of judicial authority as well. The issue of judicial sanctioning of arrest as a measure of restraint in criminal proceedings is widely discussed in legal literature. According to the international experience the institute of judicial control and arrest sanctioning in particular is being developed dynamically in many countries. This fact shows at the first sight the transformation of purely professional argument into socially important problem, the problem correct solution of which is directly connected with the development level of democracy and civil society.

Under the conditions of rather high crime rate which is currently observed in Kazakhstan the problem of judicial protection of freedom and immunity of suspected and accused persons will remain relevant and vexed not only from legal but also from social and humanitarian points of view. Therefore the analysis of the problem including historical aspects of it shows the direction of legal policy in our country [1, p. 22].

The problem becomes even more relevant due to the nessecity of expanding sphere of application of measures of restraint which can serve as an alternative to arrest. This was stated in "Conception of Legal Policy of the Republic of Kazakhstan during 2010-2020" which determined efficient criminal policy of the state is impossible without appropriate model of criminal proceedings which would correspond with generally recognized international standards of justice. Meanwhile, analysis of law-enforcement experience demonstrated that mechanism of sanctioning measures of restraint requires further improvement as there apppear many errors

which were not regular even when choosing arrests sanctioned by a prosecutor. The resons for these errors are as follows:

- absence of specialization of judges in accordance with sanctioning issues;

- absence of clean-cut separation of jurisdictions of court and public prosecution;

- imperfection of some prescribed criminal procedures for sanctioning measures of restraint.

Previously the necessity of increasing distance to judges responsible for arrest sanctioning was stated by legal scholars who suggested referring these very functions of sanctioning arrest to competency of administrative or special investigating magistrate.

We also agree with the above opinion especially taking into account decrease of staff size of the judiciary. We believe the released personnel can compensate for deficit of judges who are unconserned by the outcome of the case and can be able to decide the issue of sanctioning measures of restraint and further prolongation of their terms.

Legislative solution of the above stated problems will make it possible to increase the effectiveness of the existing procedures of restraint measures application [2, p. 17].

The process of arrest sanctioning for the period of independence of Kazakhstan have overcome substantial changes. Thus, up to 2008 arrest sanctioning had been done by a prosecutor in compliance with the norms of criminal proceedings of that time. However, the imperatives of our era and development of the idea of law-governed state made the Republic of Kazakhstan (RK further) move forward. The international experience demonstrated efficiency of judicial mechanism of arrest sanctioning which meets the requirements of democratic society.

In the Republic of Kazakhstan judicial sanctioning started its development after the Law of the Republic of Kazakhstan No.254-III "On making amendments and additions to the Constitution of RK" dated May 21, 2007 came into force and put and end to the discussion of interpretation of Paragraph 2 of Article 16 of the Constitution of RK which concerns possibility of transfer of arrest sanctioning and imprisonment right to court. The new version of the noticed Article unambiguously stated the following: "Arrest and imprisonment are permitted only in cases provided for by statute or law only together with sanction of court and right of defense of the accused. Without the court sanction a person may be apprehended during the period equal of less than seventy two hours". This constitutional provision defined the court to be the only entity responsible for sanctioning within all stages of legal proceedings and consequently excluding a prosecutor as an entity having this right in prejudicial stages of legal proceedings. Due to introduction of this constitutional provision the national legislation was brought in compliance with Article 9 of International Treaty on Civil and Political Rights ratified in 2005 in Kazakhstan.

The right of sanctioning given to courts resulted not only in making amendments and additions to Criminal Procedures Code of the Republic of Kazakhstan (CPC further) but also in taking organizational measures which include solution of the problem about defining the court, jurisdiction of which would cover an arrest sanctioning. After further discussions of the issue a general jurisdiction district court for criminal trails became responsible for sanctioning an arrest, a house arrest, and prolongation of the terms [3, p. 12].

Nevertheless, the discussions on this issue still exist. Further development of the idea of judicial sanctioning was marked with enactment of the Law of RK "On making amendments and addition to

some legislative acts dealing with measures of restraint in the form of an arrest, a house arrest" dated August 30, 2008. The ground for this solution of the problem of sanctioning is related to ratification of a number of international legal documents. One of these documents is International Treaty on Civil and Political Rights according to which every person arrested or apprehended against criminal accusation must be brought without a delay to a judge or another person possessing judicial power according to the law. The trial must be held within reasonable period, released.

However Temiraliyev correctly declares that provisions of other international legal documents dealing with the issue demonstrate there is neither uniform theory of an arrest sanctioning, nor uniform international standards [4, p. 61].

There is no need in deep theoretical research of these discussions we should draw our attention to the application of this measure of restraint. When the institution of judicial sanctioning of an arrest was introduced the practical mechanism of application of this measure of restraint was changed but the participation of a prosecutor was not ultimately excluded. This seems to be reasonable in our opinion. At the same time transfer of this function to courts makes it possible for them to select measures of restraint for an accused (suspected) person in the form of arrest within open procedural order with participation of both defense and prosecution. This allows guaranteeing respect to constitutional rights of citizens even on the sage of prejudicial inquiry. Put it another way, in this case the most important principles of legal proceedings – openness, transparency, and contentiousness - are involved. An arrest sanctioning is held within the framework of court session which means the sanctioning process is open to public. These amendments fully correspond to international standards.

Thus, the court's sanction declares an arrest to be used only for the defendant suspected in conduction of deliberate crimes which according to the legislation involve custodial sentence for a period of over two years and suspected in conduction of negligent crimes which involve custodial sentence for a period of over three years. As an exception the measure of restraint can be applied to the defendant suspected in crimes which according to the legislation involve custodial sentence for a period of less than 2 years if: 1) he/she has no permanent place for living within the territory of the Republic of Kazakhstan; 2) his/her identity is not proved; 3) he/she infringed the measure of restraint which was imposed earlier; 4) he/ she endeavored to escape from a prosecuting body or a court [5, p. 29].

Within the above stated it seems appropriate to mention that legal proceedings concerning criminal cases are aimed at solving the problems required by criminal procedure law (Article 8 of CPC). They are quick and complete crime detection, accusation and criminal prosecution of the persons who committed a crime, justified lawsuit, correct application of criminal legislation, defense against unsubstantiated accusations and denouncements, vindication, consolidation of legality and rule of law, prevention of crimes and formation of respect for the law.

We believe that initial sanctioning of an arrest for a short term of detention and further court investigation of motions concerning the term prolongation after termination of the previous one in a short period of time as well would make it possible to identify real activities done during the investigation, monitor efficiency of investigating authorities in order to avoid red-tape and as a result prevent long-term prejudicial arrest of a defendant the reason for which is inefficient work of investigating authorities.

In our opinion the point of view of R. Yurchenko is rather interesting. She has

suggestions on improvement of crime procedures legislation and in order to reduce the term of detention of a person who has not been accused yet until trial. It seems to be significant to state in Part 1 of Article 152 of CPC that a court may sanction 10 days and nights arrest and the term may be prolonged by motion of the body conducting the crimrinal procedure up to 20, 30, and 40 days and nights but no more than 2 months all together. Further prolongation of the term is performed in accordance with corresponding parts of Article 153 of CPC. It is necessary to add provisions on causes for prolongation of an arrest term (and not in view of in finished investigation) to the Article. There should also be stated that motions aimed at arrest extension should contain reasons provided for by law for expansions of arrest.

In order not to make prejudicial detention of a person in accordance with assumption of innocence long, Article 153 of CPC should state that court sanctions arrest during the period which is defined by it in compliance with the presented data. The period may be 10, 20, 30, 40 days and nights and not 2 months right off [6].

The legislation should state that all data dealing with judicial sanctioning of a measure of restraint including motions, decrees of a prosecutor, court records, court decisions, data on identity of the accused, etc. The documents should be attached to the dossier of the case as they can be important not only for choosing and changing of a measure of restraint on the stage of adjudication of a case but also for ruling judgment of conviction.

According to the international experience currently judicial sanctioning of an arrest is being practiced in over 100 countries around the world, in such places as Europe, Asia, Africa, and South America. The main provisions concerning a person's rights in arrest and the rights which define processual status of the accused are among constitutional principles in the USA. An arrest warrant in the USA is issued exceptionally by judge, if there is no an arrest warrant the suspected person may be under arrest for no more than 36 hours while in RK a person suspected in commitment of a crime may be under arrest without a warrant for 72 hours.

The experience of Germany demonstrates an arrest warrant is a serious intrusion into personal liberties of the accused who is considered to be innocent during investigations and who as any other citizen has the principal right of personal liberty (Article 2, Paragraph 2, Subparagraph 2 of Constitution). This particular right can be interfered according to the court decision only. For many years (except the period of 1933-1945 of Nazi dictatorship and conditions of German Democratic Republic) it has been firm principle of Germany. Based on the severe experience of Nazi dictatorship this right was described in details and then added to the Constitution of Federal Republic of Germany. Thus, according to Article 104 Paragraph 2 only judge may make a decision on justifiableness and duration of deprivation of liberty. In case of any other deprivation of liberty a person should immediately endevour to obtain the court judgement. Police have no right to keep a person apprehended longer than till the end of the day. In accordance with Paragraph 3 any person temporally apprehended on suspicion of punishable offence must be broght to a judge during the day of apprehension and the judge must inform the person about the reasons for his/her apprehension, examine him/her and allow him/ her to defense himself/herself. The judge must immediately issue a written direction to arrest with specified causes for that or to release the person.

So called exclusive jurisdiction of a judge which covers other invasions of main rights during investigation (search, inventory of property, control of telephone

conversations, etc.) in the same way institutionally excepts possibility of a prosecutor's issuing of direction to arrest. The sphere of competency of a prosecutor is limited with short-term detention in the form of primary apprehension.

Direction for incarceration may be issued only after all the stipulations (§112 of Criminal Proceedings Code) are fulfilled as follows:

• sound suspicion of crime commitment, i.e. there must be high probability that the accused committed an offence which he/she is accused with;

• sound reason for arrest;

Furthermore, an arrest warrant issuing is not legal if it has nothing to do with the meaning of the case and the expected punishment. The reasons for arrest are sound if: the accused is on the run and not catches; there exist possibility that he/she can elude criminal proceedings (possibility of break-out); based on behavior of the accused there exist concern that he/she can destroy, change or hide evidences or he/she can influence witnesses or co-accused, or being free can flee from prosecution and court or can interfere establishment of truth.

In case of high crimes (e.g. murder, participation in terroristic groups, etc.) an arrest warrant is legal without cause of arrest (§112, section 2). This provision according to Federal constitutional court is risky from constitutional point of view and because of that in order to limit it there is the following interpretation: an arrest warrant in these cases is possible (only) if there is a possibility of break-out and the accused can flee from prosecution and court or can interfere establishment of truth.

Application for an arrest warrant is to be handed by a prosecutor to a judge of the local area court (investigating magistrate; §125 of Criminal Proceedings Code). German Criminal Proceedings Code unlike Kazakhstani Criminal Pro-

ceedings Code does not require 3 stages of legal proceedings (police – prosecution - court) with strictly stated terms (quantity of hours is stated in the document) and so it takes less time.

According to §128 of Criminal Proceedings Code of Germany the accused should be brought to a judge immediately not later than at the end of the day following the day of apprehension. For investigation (especially interrogation) which is necessary to substantiate application for an arrest warrant prosecution and police have time which starts from the moment of pre-apprehension and lasts up to 48 hours minus 1 minute. That is why in severe or hard cases police or prosecution will perform pre-apprehension of the accused in/ after midnight in order to have all the necessary time for investigation.

To avoid unnecessary delays every district judge should have judicial alert office; it ensures availability of a judge (in order to bring an accused to him/her) anytime, even at night. Supreme Constitutional Court of Germany strictly monitors this obligation (requirement to accelerate cases involving arrest) [7, p. 52].

Introduction of judicial sanctioning of arrest is a great achievement of legal reform in Kazakhstan and is evidence that the national legislation becomes closer to international standards of fair criminal proceedings. Application of this practice establishes conditions for further development of judicial control of preliminary investigation and improves mechanisms of human rights protection within legal proceedings.

Thus, according to international laws every apprehended person has right to stand his/ her own trial for assessment of his/her arrest validity. The main function of court is this particular one and also choosing the form of criminal proceedings aimed at good behavior.

It also should be taken into consideration that the international legislation

unlike the tradition taken from Soviet times uses the term 'arrest' as it was stated above to define apprehension in case of suspicions in commitment of an offence no matter criminal or administrative. Therefore, Habeas Corpus guarantee should be applied to all the situations of deprivation of liberty unexceptionally.

Nevertheless, comparison of above mentioned standards of Habeas Corpus application and proceedings of judicial arrest sanctioning stipulated by CRC of RK demonstrates inconsistency of Kazakhstani proceedings and generally accepted international legislation interpretation of the term. According to Article 132 of CPC investigating body has a right to keep a suspected person apprehended up to 72 hours. Control of apprehension validity remains within sphere of responsibility of prosecution as court is not authorized to analyze validity of such an apprehension itself. The court during the process of review of a prosecutor's decree on supporting examining official's motion to arrest may only sanction or refuse detention (Article 150 CPC of RK). Thus, the court serves as an entity which merely agrees or disagrees with prosecution motions on arrest of a suspected or accused person. When the investigating agencies decide not deprive a suspected person's liberty and put him/her under restraint having nothing to do with detention the court may be excluded from the process of detention validity analysis [8].

According to protection of human rights Kazakhstani judicial arrest sanctioning is imperfect because it does not ensure main purpose of Habeas Corpus, i.e. validity assessment for deprivation of liberty by state authority.

Thereby there is a necessity in establishing a separate specialized judiciary dealing with proceedings of choosing a measure of restraint in the form of an arrest and sanctioning other investigative actions affecting principal constitutional

rights of a person (investigating magistrates). This surely will allow to avoid any prejudgment during proceedings and remove additional burden from the judges. It is recommended to transfer right of sactioning such investigative actions as private premises search, audio interception and record of conversations and others which affect constitutional rights from prosecution to the court.

It is recommended to amend Articles 290-2 and 290-3 of CPC in order to make it possible to grant a right of sanctions of measures of restraint concerning a defendant to specialized inter-district juvenile courts, military criminal courts and militarygorrizon courts. It is essential to note that order on application for a measure of restraint sanctioning in the forms of an arrest or a house arrest should be accompanied by the data proving the causes stated in the order to put under restraint (absence of data on identity of the accused, absence of permanent place of residence of the accused within the area of RK, and available data on possible escape of the accused, further criminal activities, or barring impartial investigation). Also there should be proved that lesser sentence will not prevent ensuing of consequences stated in Article 139 of CPC. The courts should fairly judge submissions of the motion on an arrest warrants with a view to find out real facts legitimating application of a measure of restraint in the form of an arrest.

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LEGAL MECHANISMS FOR IMPLEMENTATION OF ACADEMIC MOBILITY IN KAZAKHSTAN

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Academic mobility of students, teachers and administrative staff of universities within the framework of the Bologna process is of great importance. The Bologna documentation always includes postulates concerning the importance of academic mobility. "Magna Charta Universitatum" states: "As in the earliest years of their history, universities encourage mobility among teachers and students…" [1]. This principle was developed in the Joint Declaration signed by the four Education Ministers (Sorbonne, 1998): "An open European area for higher learning carries a wealth of positive perspectives, of course respecting our diversities, but requires, on the other hand, continuous efforts to remove barriers and to develop a framework for teaching and learning, which would enhance mobility and an ever closer cooperation" [2]. It also emphasizes that "At both undergraduate and graduate level, students should be encouraged to spend at least one semester in universities outside their own country. At the same time, more teaching and research staff has to work in European countries, other than their own" [2].

The Bologna Declaration puts the following tasks: "Promotion of mobility by overcoming obstacles to the effective exercise of free movement with particular attention to:

- for students - access to study and

training opportunities and to related services;

- for teachers, researchers and administrative staff - recognition and valorization of periods spent in European countries, for research, teaching and training purposes, without prejudicing their statutory rights" [3].

The Berlin Communiqué (2003) stresses that "… mobility of students and academic and administrative staff is the basis for establishing a European Higher Education Area" [4]. The main objective of mobility is to give an opportunity to a student to get all-round "European" education as per chosen direction, provide him with an access to recognized knowledge centers, where leading scientific schools were founded, broaden students' knowledge in all fields of European culture and lick into shape, feel the spirit of a European citizen. The Prague Communiqué of Education Ministers (2001) points out that mobility will allow its participants "to use the wealth of a European space of higher education including democratic values, variety of languages and cultures, wide range of systems of higher education" [5].

The Concept of academic mobility of students of higher educational institutions of the Republic of Kazakhstan was discussed and approved at a meeting of the rectors of the expanded Board of the Ministry of Education and Science of the Republic of Kazakhstan on January 19, 2011. As stated in this document, "Academic mobility means moving of students or teachers and researchers on a specific academic period (including traineeship or apprenticeship), usually a semester or academic year, to another higher education institution (up country or abroad) for teaching or pursuance of researches, with mandatory transfer of credits in accordance with educational programs, developed in their university" [6].

Nowadays, academic mobility of students is mainly provided by means of exchange programs such as Erasmus Mundus, Erasmus Mundus Partnership and others.

The program of student and faculty mobility Erasmus was founded in 1987. Since that time, 1.9 million people took part in it. Today, representatives of more than 30 countries of the world participate in it. 90% of European universities, more than 3.100 universities from 31 countries, are involved in it. Kazakhstan was awarded with 20 scholarships (undergraduate studies – 9, masters course - 5, doctorate - 3, post-doctorate – 1, teaching - 2) within the framework of the second scholarship of the Erasmus Mundus Program for 2009-2010 [7].

At the same time, over 80 memorandums of cooperation on implementation of joint educational programs with foreign universities (Great Britain, Spain, Germany, Czech Republic, USA, Canada, Russia, etc.) are realized by universities.

A significant contribution to the development of human capital and academic mobility was the implementation of the international scholarship of the President of the Republic of Kazakhstan "Bolashak" aimed at giving the gifted young Kazakhs an opportunity to study in the best universities of the world. The number of students, who want to get a quality higher education, is constantly increasing. More than 20 thousand of Kazakhstan students are being trained overseas. Nearly 3,000 holders of international scholarships of the President of the Republic of Kazakhstan "Bolashak" are taught in 27 countries of the world. That promotes academic and cultural internationalization of Kazakhstan higher and postgraduate education, helps improve the quality of educational programs and research studies [8].

Academic mobility is important for personal development and employment opportunities. It promotes respect for diversity and offers an opportunity to deal with other cultures. It promotes linguistic

pluralism and increases the competitiveness of higher education institutions.

To date, experience study analysis on the development of academic mobility of the leading Kazakhstan universities shows that nearly 20 students move to foreign universities for one academic period. However, not all the universities transfer credits acquired by students in foreign universities.

In this regard, credit transfer issues require the development of appropriate regulatory legal act. In fact, due to the weak integration into the international educational space, academic mobility has not gained a sufficient development, which the principles of the Bologna process involve [8].

The Kazakh Credit Transfer System of ECTS type - European Credit Transfer System – was developed to enable students to master individual discipline programs in the leading universities of the world, giving objective criteria for measuring and comparing learning achievements.

There is a minimum number of credits that the students has to gain to obtain the degree in Kazakhstan credit technology:

1) Bachelor - not less than 138 credits, 129 of which - theoretical training credits;

2) Qualification of specialists with higher professional education - not less than 170 credits, 161 of which - theoretical training credits;

3) Master in:

Scientific and pedagogical field - not less than 47 credits, 34 of which - theoretical training credits;

Profession-oriented field:

1.5 years of training - not less than 36 credits, 28 of which - theoretical training credits;

1 year of training - not less than 24 credits, 18 of which - theoretical training credits;

4) Doctor of Philosophy (PhD) or Doctor by profile - not less than 60 credits, 30 of which - theoretical training credits [9].

Workload of one Kazakh theoretical training credit, including in-class learning and independent work of student mastering bachelor degree course comprises 45 work hours, profession-oriented master course - 60 hours, educational research master course - 75 hours, doctorate - 105 hours [9].

It is necessary to re-calculate Kazakhstan credits in ECTS credits in order to promote academic mobility of students and recognition of educational programs (of all levels and forms of higher and postgraduate education) in the European educational space.

Academic credit under ECTS is a measurement unit of discipline study workload during in-class learning and independent work. One ECTS credit equals to 25-30 academic hours.

Overall workload, besides in-class learning load, includes the following kinds of student self-instruction: essays, reports, term papers (projects), laboratory work, preparation for various types of in-process, intermediate and final checks, material collection and diploma paper (project) writing.

ECTS estimates the total workload of training activity of one academic year at 60 credits (during one semester student gains 30 credits, and during trimester - 20 credits). Duration of the academic year comprises 30 weeks and exams (final check) - 6 weeks.

The duration of training for the Bachelor degree in European countries comprises from three to four years and requires 180-240 credits respectively [10].

One shall distinguish between external (international) and internal (national) academic mobility.

External academic mobility is defined as student training in foreign univer-

sities, as well as the work of teachers and researchers in foreign educational or scientific institutions. Internal academic mobility is defined as student training, as well as work of teachers and researchers in the leading Kazakh universities [6].

Academic mobility is different from traditional training abroad because, first of all, students go to study abroad, though on a limited, but long period - from one semester to the whole academic year, and secondly, because during such training they receive full-fledged knowledge, meaning they not only learn language and study individual disciplines, but attend a full semester or a year-long course, which is counted on their return to basic university. "Basic university" is a higher educational institution that the student entered and whose diploma he originally wanted to obtain.

The Bologna Process differentiates between two types of academic mobility: "vertical" and "horizontal". Vertical mobility means full training of a student in foreign university, and horizontal - training in foreign university for a limited period of time (semester, academic year).

According to the Concept of academic mobility of students of higher educational institutions of the Republic of Kazakhstan, 20% of students, training for one academic period, will complete training in foreign universities by 2020. By 2020, mandatory and non-regulatory parameters for the development of academic mobility will be implemented within the framework of the Bologna process. Teaching staff of universities and research institutions will be enhanced [6].

Academic mobility will contribute to:

1) integration of Kazakhstan education into the international educational space;

2) improvement of knowledge quality and human capital level;

3) comparability and recognition of Kazakhstan's educational programs by foreign universities;

4) strengthening of internationalization of higher and postgraduate education.

Mechanism for the implementation of students' academic mobility:

1. Students will independently choose a university (up country or abroad), determine the list of disciplines they want to learn and send an application to program coordinator. Coordination of academic mobility programs in the university will be effected by the international cooperation department and/ or registrar office.

2. Based on students' applications, program coordinator will organize the conclusion of a cooperation agreement with another university following consultations with the Ministry of Education and Science of the Republic of Kazakhstan (hereinafter - the Ministry). In this event, partner university and its educational programs must be accredited in its country and listed in the Register of accredited educational institutions and accredited educational programs. Consortium of national universities, whose purpose will be to implement joint educational programs and research studies on the basis of agreement, will be created for the promotion of internal academic mobility and optimizing the use of educational, material and technical, information and intellectual resources. Internal academic mobility will be provided between the universities that have signed the Taraz Declaration.

3. Then, based on the official invitation of the partner university, students will make up an individual study plan and coordinate it with the chair and/ or dean's office of the faculty.

4. After that, students will send their program coordinator an application indicating the purpose of departure, destination, date, course and language they plan to study, occupation, and involved sources of funding. The application shall be ac-

companied by a written recommendation letter of the profile department, a written admission confirmation of the partner university, an individual study plan and a copy of student's record book.

5. Then, program coordinator will arrange the work of the Commission, whose purpose will be to hold competition among students. The main criteria for the competitive selection: completion of one academic period in basic university, level of student's grades, not below than A, A-, B +, B, B-, fluency in foreign language (preferably a certificate in foreign language).

6. Program coordinator, together with students that have passed the competition, will conclude a trilateral agreement between the student, sending and host university. In case, if a student is being sent to study at the expense of national companies or social partners, a quadripartite agreement will be concluded. This agreement shall include personal information of the student (name, sending university, country), training details (host university, country), individual study plan: list of disciplines selected for studying at the host university together with the discipline code, number of host institution credits (in case of a national system of credits), number of ECTS credits, duration of practical or on-the-job training and a semester.

7. Academic mobility can be funded by means of:
- republican budget funds;
- extra budgetary funds of the university;
- grants of national companies, social partners, international funds;
- at student's own expense.

8. Students studying in the host university will pass administrative admission procedures in accordance with the university rules.

9. After completion of a course at the host university, students will provide their basic universities with transcript and expense report (in case of training at the expense of republican budget funds or the university). In accordance with Kazakh Credit Transfer System of ECTS type, credits of a student will be mandatory transferred on the basis of this transcript.

10. By the end of the academic year the university will provide the Ministry with the information on the number of students that trained under academic mobility programs and information on the partner university together with data on university accreditation, educational programs and their duration [6].

The main mobility problems in Kazakhstan can be limited to the following points:

1) Lack of internationalization in the context of study plans. They are not focused on enhancing the language development, attraction of foreign professors and subsequent employment at the international labour market;

2) Potential weakness and low skilled employees of the international departments of universities in Kazakhstan;

3) Weak language skills of both students and teachers, especially in the knowledge of the second and third foreign language.

All documents of the Bologna process emphasize the need for autonomy and academic freedom of universities and educational responsibility before the society. The Bologna Charter states: "Universities should have a moral and scientific independence from political and economic power in their research and teaching activities in order to meet all the demands of the modern world" and, as it is emphasized in the Bologna Declaration, "It is highly important because independence and autonomy of universities give assurance that the system of higher education and research studies will continuously adapt to changing needs, society's demands and the need for scientific knowledge development" [7].

Thus, academic mobility is an important tool of the Bologna process, which enables students to study outside of their educational institution. This helps gain experience, broaden horizons and develop intercultural communication. Further improvement of the legal mechanisms for implementation of academic mobility in the Republic of Kazakhstan is needed. It is necessary to thoroughly regulate financing issues, as well as to analyze the existing academic mobility experience of Kazakhstan and foreign students studying in our country to determine the future prospects of academic mobility.

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LEGAL REGULATION IN THE SPHERE OF PRODUCTION AND CONSUMPTION WASTE IN THE REPUBLIC OF KAZAKHSTAN

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People faced with a withdrawal from the earliest times, with the advent of man. Efforts to combat the accumulation of waste occurred in antiquity. So, in Crete by 3000 BC Municipal solid waste is placed in pits and hiding layers underground. In the Code of Justinian I of the Romans (VI cent.) were first recorded actions, protecting citizens from congestion wastes. But in general, the Romans have been limited by landfills around the towns and villages.

The first "incinerator facility" was built near London Paddington in 1874;

first steps in recycling have been made in New York in 1885-1898 initiated by J. Warring – the Commissioner of the street cleaning department. He established different in shape and color the trash cans for waste constituents. This allowed most of the use of waste - was built a special factory replacement. But the first plant for solid waste (with a deep sort) was enacted only in 1932 in the Netherlands. Now in the world there are more than 1,000 plants and combustion in a fraction of the processing. While today the problem of solid waste to be fully resolved in any other country of the world, their utilization remains on the agenda of the twenty-first century [1, p. 3].

The problem of waste production and consumption is one of the hottest in the country. This is due to many factors. Among such problems, you can specify, for example, the following:

- The concentration of population in urban areas;
- Increase in the consumption of food and consumer goods;
- A small percentage of waste collected and processed for inclusion in production;
- Lack of adequate funding in this area;
- Poor governance to the field of management of waste;
- An acute shortage of waste disposal sites (landfills) that meet the requirements [1, p. 3].

Today due to the massive level of industrial development of Kazakhstan and increase of production form the huge quantities of waste, especially in the mining and energy industry. According to the January 2012 at the enterprises of the country has accumulated some 25 billion tons, including nearly 15 billion tons of valuable man-caused mineral formations, more than 1 million tons of radioactive waste, 10 billion tons of industrial wastes. However, the percentage of recycling is not more than 20 percent of the annual volume formed. This is the position we need to correct, using the latest technology, including the use of foreign investments and private capital. Among these problems, a special place recycling and disposal of municipal solid waste (MSW). Lack of waste treatment plants in most parts of the country leading to a constant increase in their volumes, accumulating in landfills and dumps. To the date, the country has about 100 million tons of solid waste. Disposal and recycling of the number formed by about 5 percent, and the rest of the amount placed on the sites, that is, elementary warehouses, polluting the environment [2].

According to statistical data of the Agency of the Republic of Kazakhstan under the statistics there are figures of the emissions of pollutants and their utilization for the last 8 years by region and of the whole country [3].

Emissions of pollutants							
							Thousand tons
	2004	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
Republic of Kazakhstan	**752,9**	**713,7**	**721,4**	**717,6**	**688,7**	**639,1**	**639,3**	**631,1**
Akmola region	23,2	25,1	30,0	43,1	39,5	39,7	35,3	36,0
Aktobe region	10,1	10,1	12,6	16,2	14,9	13,2	16,1	16,5
Almaty region	25,7	23,6	23,2	21,9	22,5	23,2	23,2	20,1
Atyrau region	2,7	1,9	1,9	1,9	1,6	2,1	2,2	2,0
West-Kazakhstan region	2,6	2,9	2,5	2,6	2,3	2,7	2,9	2,6
Zhambyl region	9,4	9,2	8,5	9,5	10,0	6,3	9,0	11,7
Karaganda region	247,7	223,4	212,2	210,0	189,8	176,5	183,4	185,0
Kostanai region	79,1	51,2	61,9	53,7	48,7	49,4	55,2	51,0
Kyzylorda region	4,0	5,2	5,3	5,5	5,7	4,3	3,4	6,4
Mangistau region	1,1	1,6	2,5	2,9	3,1	5,3	5,0	5,3
South-Kazakhstan region	4,5	7,1	6,6	6,3	8,3	8,9	9,2	10,9
Pavlodar region	236,7	244,1	251,3	239,6	245,8	219,6	205,5	196,6
North-Kazakhstan region	38,1	38,9	38,7	39,6	39,8	36,9	35,8	33,0
East-Kazakhstan region	44,1	46,5	43,1	45,0	40,9	38,2	39,5	38,6
Astana city	21,3	19,0	17,3	16,3	13,1	11,3	12,3	14,1
Almaty city	2,6	4,0	3,7	3,0	2,7	1,5	1,3	1,3

Utilized pollutants							
							Thousand tons
	2004	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
Republic of Kazakhstan	**4 423,0**	**5 223,4**	**4 947,3**	**5 316,2**	**6 161,5**	**3 302,0**	**6 432,4**	**6 922,5**
Akmola region	4,1	78,8	5,8	10,1	5,1	348,5	396,4	317,0
Aktobe region	62,5	53,5	48,2	48,7	71,6	42,3	58,7	33,9
Almaty region	10,7	13,4	19,4	26,6	25,5	26,1	28,8	16,1
Atyrau region	0,0	0,0	0,8	0,6	0,4	3,5	0,2	0,2
West-Kazakhstan region	2,8	5,8	6,2	12,2	0,5	0,4	0,4	0,2
Zhambyl region	11,1	9,0	30,7	9,3	7,1	76,6	126,7	704,9
Karaganda region	402,5	584,4	607,3	606,1	1 578,5	1 125,1	1 154,4	1 149,3
Kostanai region	349,0	327,5	330,9	520,6	295,7	237,9	248,1	109,8
Kyzylorda region	0,3	0,2	0,5	0,4	0,5	0,3	0,3	0,4
Mangistau region	0,1	0,1	0,3	0,1	0,1	0,5	0,7	0,5
South-Kazakhstan region	127,5	166,3	155,0	138,8	59,5	32,5	53,3	80,8
Pavlodar region	2 621,2	2 739,6	2 724,5	2 829,3	3 083,4	376,4	3 226,4	3 381,9
North-Kazakhstan region	7,1	3,5	3,5	3,1	3,9	2,4	2,9	3,7
East-Kazakhstan	814,9	1 230,1	999,0	1 090,3	1 007,4	931,1	1 000,5	992,2
Astana city	4,7	4,1	5,5	7,4	5,4	87,3	128,4	125,6
Almaty city	4,5	7,1	9,7	11,3	16,9	11,1	6,2	6,0

In June 2012, at the Conference on Sustainable Development "Rio +20" all countries supported the initiatives of Kazakhstan - a partnership program "Green Bridge" and "Global energy and environmental strategy," the proposed joint and practical arrangements for the transition to a green economy [2].

Legal regulation in the field of waste management is to prevent the harmful effects of industrial and domestic wastes on human health and the environment, as well as the involvement of these wastes into the economy as additional sources of raw materials. It is carried out, in accordance with the Environmental Code of the Republic of Kazakhstan accepted in 9th of January 2007 [4].

Subject To the Legal regulation is not the waste, and activities related to their education, collection, disposal or waste management. The concept of waste management includes the following activities: activity in which the waste is generated, as well as the collection, use, processing, transportation and disposal (storage and disposal) of waste [5, p.139].

Currently, the management of industrial and municipal waste is regulated by the Environmental Code of the Republic of Kazakhstan, the regulations in implementation. Sanitary rules adopted in accordance with the Code of the Republic of Kazakhstan "On the people's health and the health care system," also set the sanitary and epidemiological requirements for the collection, use, application, processing, transportation, storage and disposal of production and consumption [6].

Requirements of the Environmental Code of Kazakhstan met by waste management can be divided into three parts:

1. "Up to waste" - environmental requirements for individuals and legal entities in the process of activity that generate waste, to be undertaken to waste;

2. "After the formation of waste" - environmental requirements for natural and legal persons in activities that generate waste to be carried out after the formation of waste and include requirements for the accumulation of waste and the collection, processing, recycling, disposal, transportation and storage of waste;

3. "Waste disposal" - environmental requirements for natural and legal persons in activities that generate waste to be carried out at the burial of waste and include requirements for landfill disposal, including landfill disposal of hazardous waste, and points to radioactive waste disposal [7].

However, the rules of the Environmental Code and other legal acts regulating this area are not fully exploited. Environmental Code establishes only a general provision of waste management as one of the types of issues. However, international experience shows that different types of waste require different rules and standards of treatment. For example, wastes that are to use the products, are regulated such a norm as "extended producer responsibility", which cannot be introduced for other types of waste.

In addition, the waste has certain stages of the life cycle of waste (generation, collection, storage, transportation, etc.), which should have different regulations; it is not possible to register in the Environmental Code of the Republic of Kazakhstan. Technical regulations on waste management can be developed within the framework of the Customs Union and approved by the supranational body of the Customs Union. This creates difficulties in making the relevant standards.

However, there is a need to regulate the following:

1. There is a need to enter the terms and regulations for the "extended producer responsibility", which refers to the responsibility of the manufacturer of products at all stages of the life cycle of the product up to the disposal of products. It is also

necessary to regulate consumer waste: electronic waste, energy saving lamps, packaging, etc.;

2. To provide financial responsibility of importers and manufacturers of packaging products in the processing and recycling. For this to provide contributions to the specially created special funds percent unit cost of manufactured goods and the packaging or the same percentage of the customs value of unit price and package units. In this case, the price of packaging suitable for re-use, in addition to the collateral value of it lies. Determine the list of goods of the value of which will be calculated payment. Provide in the cost of production cost of its disposal.

3. To introduce regulation on transfer of waste into secondary raw materials. Should be given criteria, such as availability of raw materials in the recycling and processing, the demand for these raw materials, and availability of capacity utilization;

3. To establish requirements for the packaging of goods, as well as the responsibility of producers and industrial consumers of packaging collection and recycling of their packaging after use, or delegated responsibility of the specialized organizations;

4. Business Promotion to the disposal and processing of raw materials by reducing the tax payments, non-tax payments (tariffs for electricity, water, etc.), grants from the budget, with changes to the Tax Code of the Republic of Kazakhstan;

5. Designing products with minimum waste after the use;

6. Inclusion in legislation targets of environmental quality, including the ratios of recovery and recycling of waste, the introduction of minimum targets for the recycling industry;

7. To set the recurrence of waste management: prevention (waste), sorting "at the source", and preparation for re-use, recycling, recovery and disposal;

8. To establish requirements for the phased introduction of separate collection, recovery and recycling of waste consumption (including their separation into components, food waste, ferrous and non-ferrous metals, textiles, paper and other waste);

9. To set incremental requirements for the management of specific household waste (packaging, paints and varnishes, household chemicals, batteries, electronics, etc.), similar to the existing EU directives.

Based on the foregoing, the specific issues of waste management are proposed to settle under a separate law "On the control of waste production and consumption."

The bill will address issues of waste production and consumption, as well as bringing the legislation of the Republic of Kazakhstan in accordance with the international standards of the European Union [6].

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LANGUAGE PHENOMENON AND KNOWLEDGE MANAGEMENT AS A PROBLEM

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Interrelation between the language phenomenon and the process of knowledge management is if not obvious, then rather sensible. Language phenomena presence can be detected in both the process of management itself and in what should convey the subject matter and meaning of management. Presence of language phenomena can vary from the formal presence where the language assumes the shape of the medium, to the substantive presence, where due to the language it becomes possible to disclose the logics of the knowledge formation process. Within this interval, both the language and management of this or that process (including knowledge management process) are interrelated. This interrelation is also substantiated by the fact that alteration of the knowledge form (for example, from processual to static, from implicit to explicit) results in corresponding alteration of language forms participating in knowledge objectivation. The converse is also true. Alteration of language forms while working with knowledge material and processes leads to alteration of possibilities and forms of work with knowledge. In this case, the basic interval of alteration will proceed from knowledge management as objective forms to initiating new knowledge formation by the language.

Appealing to examination of language phenomena is timely, since it is the language that acts, on the one hand, as "live materialization" of the spirit and soul of culture, and, on the other hand, actively "deadens" it. The latter is expressed in continuous expanding of the language functioning as a medium for "ready" knowledge or information transfer. The status of a "medium" stands for such a language transformation which reduces its functions to information medium, neutral as to the sense contained. Dominance of this language status in real activities of daily living speaks for lifestyles and social organization of private and public life alternative to culture.

Manifestation of the language as a medium evidences of the splitting of the culture "content area" where its form and content attain some kind of independence from one another. Evaluation of the current processes' content is given ignoring the specifics of their form, that is, content area comes to exist outside the current form. On the contrary, the formal aspect develops ability to function according to its own mode, irrespective of the ongoing processes' content. Information flows can vary in their specific features irrelevant to their content. In everyday life it happens when an information specialist is interested not in the content of the information flow he is working with, but in the specifics of the flow itself, its form (in a broad sense) and detailing parameters.

At the same time, real creative activity which is expressive of the current status of culture cannot exist in the situation of the split contents of the related processes and their forms. Such a splitting of the sense of the unity of culture and its form implies absence of culture in this case; and it seems to be replaced by some number of static components referring either to contents or to the form, which components were described. Each of these components has its own language form. In its internal organization, it corresponds to the statics of the signified phenomena. The static character is expressed by the language forms typically denoting completed

actions or a succession of completed actions. Focusing on the static character of the action should be emphasized, since the language structure expressed through statics, "constructs" the semantic statics of the human space as well. In its turn, semantic statics stipulates closing of the reproduced content of the human livelihood at final definitions, not promoting reproducing the developmental logics and real development processes' logics. In this case, a language fails to reveal its substantial creative characteristics. It is implied that a language taken as means of reproducing certain content, initially does not participate in shaping the contents meanings. On the contrary, language in the status of a cultural phenomenon is in itself the means, content and form of meanings development in the sphere of activity reflected. Development and maturing of activities' senses within the language, provides, in particular, meaningful and productive intellectual process. A person's creative thinking coincides with its objectivation in the language as a cultural phenomenon. In this case, the language actively demonstrates its creative thinking potential and thinking reveals the language creative potential. This very process gives birth to generating real context of new meanings, characterizing emergence of new discoveries in the thinking process and emerging new language phenomena. With that, new language units appear, as if all by themselves, to denote these altered meanings. Such a phenomenon becomes recognizable when a person recognizes the language insufficiency for expressing a certain idea. Herewith, new language variants appear to denote these modified meanings, as if on their own accord. On the other hand, such a phenomenon comes to be evident when a person realizes that a certain language phenomenon guides his thought in a definite direction. One of such variants is represented by nomenclature of different sciences. Each of the concrete science terms embraces a certain array of modification of information and its content referring to its research field. Alteration of conceptual constructs of a science has a strong impact on its status and prospects for further development.

Identification of the language phenomena status is relevant in cases of creation and implementation of prominent socially significant programs.

The sphere of education is one of such programs. "Technicalization" of the educational process considerably changes not only the language role, but also the language itself. Programs for introduction of new technologies into the educational process foresee a service role of language as a medium, carrier of semantics and meanings, functioning while the process of these technologies implementation. This role of the language does not imply realization of the language's own potential. On the contrary, realization of the language as a medium actually requires neglecting this potential absolutely, since it can distort the current system of ready knowledge functioning, reveal its limited character, and in many cases, inaccuracy and artificiality. The sphere of ready knowledge functioning fails to reproduce specific features of the cognitive process in a relevant way. It means that education realized according to the model of ready knowledge application inherits its peculiar features: limitations, unreliability and artificiality. Language as a medium, vehicle of meanings of ready knowledge, being only a medium, cannot alter the character of education. Here, the language turns only an auxiliary instrumental phenomenon.

At the same time, the language reproducing and preserving values of cultural and historic processes, is capable of changing educational process from within. It may happen, because cultural and historical values have other logics of construction and unfolding from the very start, if compared with the structure and

functioning of the ready knowledge. Presence of cultural and historic values in the educational process induces its internal restructuring characteristic of an actual thinking process. It matches with available language phenomena differing essentially from those providing ready knowledge functioning. As an example, we can examine the difference between the languages of a senior manager and a researcher, or a poet. Managerial language is characterized, mostly, by impersonal language phenomena or constructions. Scientific or poetic languages imply at least personal position of authors in terms of the subject matter. A distinctive feature of the managerial language is the "inventory" logics, that is, the logics of the process description, and absence of the "business/subject matter" logics. Noting absence of the "subject matter" logics, we want to highlight that any functional process is nothing more than an appearance, easier display of the "business/subject matter" logics which is modelled by them at the attributive level.   We can illustrate the above mentioned and examine the description of the process of some content's functioning. Let it be education. In this description, we shall find enumeration of a huge amount of actions performed by the learner, the teacher, the school principal, etc. Each enumerated element will have its grammar form, that is, will express some performed action. All of these elements together and each of them apart will not uncover the subject-matter of an educational process, its historic and cultural idea important for the present-day and further generations. Language phenomena reflecting successive or other actions performed by the educational process's agents, will not reflect in themselves neither the significance of the actions expressed in the verb forms for culture development, nor the meaning of education as a culture phenomenon. Verbal forms used for expressing successive or other

kind of actions performed by the agents of the educational process, will denote only some functional moments in the current educational process. Variety of language phenomena participating in this functioning will not be great. It will be limited by the number of instructive words necessary for manipulations with the given content and variants of these very manipulations. Manipulations with the given content are possible only in case the content itself does not participate in these manipulations. That was the first point. The second point is as follows: in order to exclude the contents from participation in manipulations, and to prevent its significant impact, it should be neutralized. It means that the content should be modified so that to actualize the parameter characterizing the attained convenience in manipulating for the manipulators. All these successive operations have a direct bearing on the above-mentioned deviation from the subject-matter. Thus, the essence of the matter is present in the language phenomena only when they express some cultural and historic values of the performed actions, and not attributive and functional ones. If language phenomena express functional-attributive senses in themselves, it means that they leave the limits of contents and become formal denotations of the current manipulations with conditions and elements, convenient for acquisition and transfer of ready knowledge.

The concept of knowledge management as it is presented in the actual studies on the problem under consideration is being totally relegated to the information space organization. Specifically, the organizational aspect predominates. It is equipped with technical means and implementation principles. The purport of knowledge narrowed down to information is lost. Further on, purely informational work, work with ready knowledge follows. Employing this strategy, you cannot generate true innovation as some kind of

breakthrough into whole new knowledge. Following this way, you can only get new patchwork configuration of the acquired or present information. Compilation, manipulation in the field of ready knowledge application cannot be defined as brand new knowledge.

A social character of knowledge and its source are not taken into consideration, as well as its development. The social character of knowledge is present in the meanings comprised in knowledge, in the manner of people social interaction, in their work methods, conveyed in knowledge, etc.

It is important to distinguish between information and knowledge. But when it comes to the problem of knowledge management, the main idea of this distinction vanishes, and schemes of information packages or data-banks manipulations stay. Such a substitution defames the very idea of the sensible, conscientious approach to aiming the cognition process at reaching new horizons and making discoveries.

Substitution of knowledge study by information is also revealed in understanding of the meaning and character of innovations. The current discrepancy in the treatment of innovations mostly refers to the authors' choice as the basis for understanding knowledge as information. Discrepancies in treatment of innovations mostly refer to consideration of knowledge as information. "Technicalization" of the knowledge management problem within an organization, neutralizes the significance of considering the social aspect of knowledge "life". With that, knowledge management within an organization turns to be only the form of informative contact between the staff. Huge quality knowledge potential is wasted. This potential is evident and can be realized in the form of human social activity, where people actively reveal their talents and creativity, etc.

The problem of motivation in terms of the staff readiness to share knowledge within this or that organization is solved without any special pressure in case of the social, conceptual, not manipulative character of activity itself. In case of the social activity (in practice, and without consideration of the number of the persons participating in the manipulation processes), the content of motivation is not separated from the content of activity itself; it does not exist separately, and thus, does not require any special organization as an outward condition. Work at knowledge itself as a socio-cultural phenomenon creates inner motivation, and consequently, the problems of knowledge management can rather be referred to as problems of "self-administration"[1]. Within the vast field of implementation, the notion of management always implies external impact on some managed process. The external character of the management towards the process to be managed drastically complicates and distorts its matter. Putting aside this circumstance testifies to inability or disinterest of persons or official bodies in acquiring adequate meaningful result, or insufficient elaboration of the knowledge forming investigation field.

Currently, both variants are detected in available array of information devoted to knowledge management problem. From our point of view, organizational aspect of knowledge management problem should not substitute examination of the matter and content of knowledge formation proc-

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[1] Нонака Икуджиро, Такеучи Хиротака. Компания – создатель знания. Зарождение и развитие инновации в японских фирмах / Пер. с англ. – М.: ЗАО «Олимп – Бизнес», 2003. – 384 с.; Управление знаниями: Пер. с англ. / М.К. Румизен. – М.: ООО «Издательство АСТ», 2004. – XVIII, 318 с.: ил. – (The complete idiot's guide); Экономика знаний / В.В. Глухов, С.Б. Коробко, Т.В. Маринина. – СПб.: Питер, 2003. – 258 с.

ess that obtains an organizational form of existence, and relevant to this form language status. On the contrary, an organization form as the form of knowledge management should have an inferior position towards the process of knowledge formation, in terms of structure and functions. Otherwise, both matter and content of knowledge are inevitably distorted and the role of language is reduced to the role of an external medium. With that, knowledge is reduced to information-expositive constructions devoid of any possible interest on the part of the persons who have to work with them. In its turn, the situation gives rise to the problem of external motivation source. Inner motivation which is much more powerful than external one, can be illustrated by the example of research teams and individual researchers whose creative potential result in outstanding discoveries and findings; they have been creating true knowledge without any external sources of motivation. And the other way round, in case of applying any external motivation vehicle, research teams failed to produce any high-profile result.

Commitment to innovation and modernization should not lead to neglecting such a powerful driver as knowledge development formation principles. It means that the authors, who have been engaged in elaborating recommendations in the field of knowledge management, should seriously revise their train of thought direction. We mean available developments in the area of methodological foundations of knowledge formation[2].

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[2] Ильенков Э.В. Диалектика абстрактного и конкретного в научно-теоретическом мышлении. – М.: РОССПЭН, 1997. – 462 с.; Гусева Н.В. Культура. Цивилизация. Образование. Социально-философский анализ оснований развития человека в контексте цивилизации и культуры. – М.: Экспертинформ, 1992.- 283 с.; Давыдов В.В. Виды обобщений в обучении (Логи-

This is the sphere of activity, where we see principles of thinking elaborated by humanity within thousands of years of human thought development and presented by dialectical philosophical tradition. Awareness and understanding of the current state and prospects of changes and development is an essential condition for proper perception of the world, both for an individual and for a society. Historically, dialectics has developed as a thinking tradition promoting most relevant world outlook based on thorough analysis of the ties observed in the world around; these ties being intrinsical, objective, repetitive and necessary. Dialectics conveys the historical principles of thinking, including thinking paradigm in various epochs, and these principles of thinking keep developing. Practical and intellectual experience of generations before us is reflected in dialectics, which represents the best way of advancement towards the gist of the current world events rather than the storage, the array of mental patterns. It means that dialectics cannot be relevantly expressed in any conceptual layout. But it can be virtually present in the dialectical way of thinking. Following dialectical thinking mode, to comprehend situation does not mean to narrow it down to the current moment, neglecting its origin and actual context, its ongoing transformations and transition into other states. Dialectical thinking is oriented at understanding of necessary correctives leading outside the limits of contextual, final, verbal stereotypes functioning in the community. Thinking process focused on limited by some situation understanding, on finite being, is traditionally called discursive thinking level. In

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ко-психологические проблемы построения учебных предметов).- М.: Педагогика, 1972.- 422 с.; Лобастов Г.В. Философско-педагогические этюды. – М.: Российская Академия образования, 2003. – 327 с.; и др.

business, such limitations will inevitably manifest themselves in a narrow (and, correspondingly, wrong) understanding of strategy, including knowledge management strategy. In education, such limitation will manifest itself in a narrow-minded idea of the education goal as of attaining knowledge as substantial forms, loading memory and restricting the ability to think, understand and take appropriate decisions. The rational level which actually characterizes dialectical thinking is necessitated by processual, cultural and historical consideration of any issue. This level implies cognition and understanding of the set tasks at the rational level, without substituting it by derivatives like the "products of mind" or sensibility. The last-mentioned being taken as a mode of understanding and translation of some subject-matter into the sphere of sociality, distort the nature of the processes undergoing there. In a volatile environment, the problem manifests itself in a most evident way, since the circumstances demand adequate analysis of the current situation and realistic prospects. Detection of the process' logics differs essentially from formation of its arbitrary representation.

Substitution of the process's logic by creation of its representation, or by a description supplied with characteristics file, provides no possibility of any adequate understanding of its matter. It means inevitable loss of direction and, in fact, spiraling into chaos.

Nowadays, lack of balance in the social relations becomes the matrix of understanding. In this context, a relatively new trend can be detected in postmodernity, with its lack of a system as a "matrix", and the idea of "haosmos" as the guiding principle of world perception, which can be defined by modes of disorder[3] traced by

postmodernists in real life itself. Order is characterized as the result of human activity, personal concepts, and common sense. It is assumed that the impact of consciousness has to be eliminated, so that to arrive to authentic reality. When you get rid of mental stereotypes, the massif of irregular being immediately manifests itself. Eclecticism is the corresponding to this "discovery" method of fixation.

Underestimation of the methodological potential of dialectical type of thinking misrepresents and distorts con-

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1997, С 446-449; Lyotard J. Condition postmoderne. P. 1979; Гусева Н.В. Диалектика и постмодернистские редукции // Ильенковские Чтения. - 2011. – Астана, 2011, с. 135-137; Гусева Н.В. Диалектическое мышление и редукционизм // Актуальные проблемы развития мировой философии. - Астана, 2008, с. 164-167; Гусева Н.В. Феномен редукционизма в философском сознании // XXП Всемирный философский конгресс. Доклады казахстанской делегации. Алматы, 2008, с. 21-31; Редукционизм и развитие современной философии как проблема // Философия в современном мире: стратегии развития. Материалы 1 Казахстанского философского конгресса. – Алматы, 2013, 56-64; Лиотар Ж.Ф. Состояние Постмодерна. Перевод с французского Н. А. Шматко "Институт экспериментальной социологии", Москва Издательство "АЛЕТЕЙЯ", Санкт-Петербург 1998; а также см.: 'Феноменология' (1954), 'Отклонение исходя из Маркса и Фрейда' (1968), 'Либидинальная экономия' (1974), 'Состояние постмодерна' (1979), 'Спор' (1983), 'Склеп интеллигенции' (1984); Ольшанский Д. А. Протез языка у Жака Деррида // «Критическая масса». — 2005. - № 3-4. - С. 60-64; Деррида, Ж. Письмо и различие. Пер. с фр. Д. Кралечкина. - М.: Академический проект, 2007. - 495 с.; Мазин В. «О грамматологии» и «Письмо и различие» Жака Деррида // Новая русская книга. — 2001. - № 6 (7). - С. 30-32.

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³ См.: Реале Дж., Антисери Д. Западная философия от истоков до наших дней. Книга 4. – СПб: ТОО ТК «Петрополис»,

sideration of the knowledge management problem, from the formulation of the problem to drawing conclusions and recommendations. Superficial schemes of the contextual character are being taken instead of methodological basis, and these schemes are applied to analyzing the work of the staff and individuals. With that, the implied schematic character of interpersonal relations mitigates inner resources of interpersonal relations, as well as the meaning of "knowledge" used to manage them according to such schemes. Current social processes need further stabilization of substantive grounds not only for global survival, but for recovery of development potential. Against this background, recognition of significance of human interrelations via language and knowledge is essential. In this context, it is important to choose those variants of the language and knowledge, as well as the processes they provide for, which do not belong to destructive ones and promote surmounting deconstructive modes of thinking and living.

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REVIEW OF CURRENT SITUATION IN TEACHING INTERPRETATION COURSE IN THE REPUBLIC OF KAZAKHSTAN

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> To study and when the time has come apply everything you learned in practice – isn't it great!
>
> Confucius

Foreign languages play an extremely important role in our society due to widespread globalization and growing relationships between different countries in fields of trade, politics, cultural exchange, tourism, and others. In order to run successful business and communicate with people from different countries for other reasons, a person is required to speak foreign languages. However, not everyone today has enough knowledge to communicate with people of interest, moreover achieve the goal of such communication.

In this regard, a demand for professional and experienced interpreters had shown itself in a number of societies around the world in the past several decades. We now have a need for people trained to help us communicate with our partners, friends, colleagues who speak different language rather than we do. The key attribute to such people is professional. Quite frequently the way interaction between people of different languages go depends on the way the interpreters do their job. Having poor knowledge of professional terms for the specific field of business may cause misunderstanding, mutual limitations, and even termination of cooperation. Without any exaggeration, if one does not pay attention to the way the interpreter is working and where the conversation is going, there can be unfavorable consequences.

The good news is that it is our job to train great interpreters who can perform well in front of the audience, in small meetings, and in one-to-one conversations.

Technologies are constantly developing and today we have a lot of opportunities for professional growth: Web information resources, tools for long-distance communication, media, computers, and others. There is great potential in this world's achievements we must apply to educate students and help them become successful in their occupation.

Higher education is the first step one needs to go through to become a professional, right before constant practice and experience. It is the highest level of the system of education and includes systematical knowledge and skills that allow solving theoretical and practical tasks within the specific field of study [1]. As a system, education is based on certain principles, rules, and standards; these components are the foundation of it.

Education in the Republic of Kazakhstan is regulated by the Government regardless of the form of educational institution, age of students, and field of study. Main principles and most important aspects of education are covered in the Law of Education of the Republic of Kazakhstan, adopted in 1999 and amended in 2007. Changes to the Law provided basis for toughening rules and requirements in higher education and postgraduate studies. It largely concerned faculty members who are allowed to teach in higher education institution [2].

In March, 2010, Kazakhstan officially joined Bologna Process and became a full member of European higher education zone. Thus, the country transferred to

three-level model of professional training: Bachelor – Masters – Doctor Ph.D. Signing "Magna Charta Universitatum", or Bologna Declaration, which was previously signed by more than 650 countries around the world, will help to come closer to European standards in education or fully adopt them in the future. The transfer resulted in implementation of modern technologies and systems in education: 135 higher education institutions are now using credit system, 38 apply two-diploma system, and 42 provide distance learning [1]. All that naturally helped our professional training system grow stronger, which means out graduates have a great opportunity today to become more competitive in the market.

To estimate the level of professional training that is available to our students majoring in Interpretation Science, we reviewed curricula and description of the course provided by several major universities in the Republic of Kazakhstan on the Internet. One of them was based on National Educational Standard (ГОСО РК 3.08.277-2006) and general educational program of 2007 [3]. All universities have to develop their curricula based on those documents, as well as taking into consideration overall policy of the Republic in terms of education. Our job here was not to estimate the quality of suggested curricula, but to analyze and distinguish positive and negative aspects of education process as it is.

If we speak about advantages of the curricula, one of them is accuracy and detailed representation: It contains description of the subject, which helps students understand what they are about to study; main definitions used throughout the course. It also enumerates the subjects students have to finish before taking Interpretation class, which helps identify whether the student is ready to take the course or not. However, this very aspect is driving us to one of fundamental disadvantages of our educational system, which ultimately affects results of studying specific subjects: Even though students know what classes they have to take before diving into Interpretation course, they do not have a freedom of choosing the subjects as they study in a university. The Ministry of Education and Faculty still make the decision for students by creating a plan for each year, which is not subject to changes. The problem is that there are real people working with such plans, who may be overloaded with work or overwhelmed by other factors. This results in switching the subjects sometimes. Therefore, students may end up studying quite important subject after the one that should have come later. For example, if prerequisites for Interpretation course are Artistic Translation, Theoretical Basis of Translation, and others, but students for some reason were switched to study Artistic Translation next semester, they will not be able to employ important aspects of artistic translation in their practicing [3]. We consider this a crucial weak point, because certain skills and knowledge should be acquired before taking the Interpretation course.

According to evaluated curricula, students are expected to have a number of skills and knowledge after completing the Interpretation course, such as be aware of qualities and professional level, which is required to be manifested by professional interpreter, understand communication psychology, know theoretical material of native and foreign languages, apply methods and features of interpretation process (various methods used to interpret well, ways to interpret terms, and others), overcome psychological and emotional stress when working with the audience, and many others [3]. All that demonstrate how important and well-thought the course is. However, all the targets concern professional qualities and performance of interpreters, while neglecting another important aspect of interpretation process: Pub-

lic speaking. Interpreters always work with the audience, be it a one-to-one meeting or a speech given at a conference. In revised curricula this aspect was only touched briefly, while the ability to work in front of the audience determines how well the interpreter does the job, and how well the message is perceived by the audience. If more attention was given to training students to overcome stage freight, to speak confidently, provide such delivery that draws attention of the listener to the message and helps pursue people, than our graduates would be more competitive in the market and easily adapted to their professional environment.

The list of topics that are covered during the course is multifarious and includes all important aspects that a graduate needs to be aware of to perform the task of interpreting well. For instance, Consecutive and Simultaneous translation, International relations, Two-way translation, Summary translation, International organization, and others [3]. These topics provide wide knowledge on a variety of topics, which are all extremely useful to someone who wants to be adept in his or her field. Nevertheless, the theme of struggle in front of the audience is again omitted. Basic rules for overcoming psychological stress are provided, but this is not enough taking into account how important and challenging the process of public speaking is. When a graduate, or even more experienced interpreters, has to perform in front of a big audience, and he or she did not receive enough knowledge or proper training on Public Speaking, everything that has been taught during the Interpretation course fades away the instant the interpreter is in front of people.

The list of suggested reading is determined by each university, but several fundamental works have been used for many years now. Each teacher should choose the best set of resources for students, keeping in mind great works by old-school professors, such as Komissarov, Retsker, Minyar-Beloruchev, and others, but also giving enough attention to modern works, because they represent current events, phenomena, trends, and people, which are highly important to interpreters. Apart from suggested reading, the list of materials that will be used during the course has to be chosen carefully. It is difficult to statistically track what type of materials and what topics are used in classrooms, because every teacher makes the choice based on students' needs and skills, as well as peculiarities of the specific location. We can only hope that teachers apply different types of techniques, while helping students practice interpretation; use various kinds of materials (written texts, dialogues, role-plays, video recordings of speeches, etc.); and tries to diversify classroom activities as much as possible to keep students engaged, motivated, and hard-working.

We believe that having a variety of resources to work with helps students develop many-sided personality with large knowledge of different fields. According to Komissarov (2002), translation competency formation allows all-round development of interpreter's personality: It builds in sense of responsibility and attentions; teaches them to use reference documents and additional information resources; shows how to make correct decisions, identify and match numerous extralinguistic data [4].

Among explicit and well developed curriculum, one of the largest universities of the Republic of Kazakhstan also offers faculty members a chance to grow professionally. They can attend a number of workshops aimed at optimizing process of teaching students: "Cognitive - communicative approach to teaching English", "Innovative methods in ELT", "CNN, Caspionet: Translation and level of ease of the translator in relation to the original source", and others [5]. This factor also

plays an important role, because, after all, professional qualities of a teacher is one of the factors that determines success of educational process, along with student's motivation and adequate resources. There are many other opportunities that are presented to faculty members, such as international educational programs and internships. Unfortunately, not every higher education institution practices this. Some of them lack funding, others do not understand the importance of constant professional development of faculty members, or teachers themselves are not motivated enough to spend their valuable time on studying instead of teaching.

On the other hand, if a teacher was well trained and had a lot of experience with speaking a foreign language and interpret different kinds of speeches, the process of training professional interpreters would be easier and much more reliable. That leads us to one more disadvantage of current educational program for Interpretation course – lack of practice. Everyone who has ever dealt with foreign languages knows that practice is the most important in languages. The same is valid for interpretation. If a person is merely studying theoretical foundations of translation and interpretation without enough opportunities to practice the skills, the course can be considered useless in terms of future application. Unfortunately, our reality proves that students have very few opportunities to speak a foreign language and interpret. Luckily, due to globalization and many international exchange programs, students today can practice their language skills more often. Even so, providing even more occasions for students has to be a priority for a higher education institution that is aimed at sending professional workers into the market.

Taking into consideration everything mentioned above, based on evaluation of educational process and curricula developed for Interpretation class, we suggest the following:

- Control distribution of courses throughout the entire educational period and make sure that they come in order, without some of them happening later than they are supposed to;

- Pay more attention to public speaking aspects in interpretation. It is useful to keep that in mind at the point of designing curriculum, when it is decided what topics to cover, what resources to use, and what the course targets are;

- Try to diversify activities students are involved into in a classroom and when doing their home tasks, i.e. suggest different exercises that engage everyone, use modern technologies that are very interesting to many students today, and think about other ways to keep students involved in the topic;

- Use up-to-date materials to practice translation on: Current news, texts about recent events, short videos about famous people that could be interesting to the class, and others;

- Encourage faculty members to grow professionally, and most importantly provide opportunities for them through international education and internship programs, as well as various workshops and conferences that may be helpful in a classroom;

- Seek for more opportunities for students to practice their language skills with native speakers: Involve them in different programs, facilitate foreigners coming to the university and talk to students, and others.

To sum up, the situation with teaching future interpreters is not as bad as it may seem. The fact that Kazakhstan is actively moving towards European standards of education proves that we are on our way to a greater form of enlightenment. Students majoring in Interpretation science get to work with great professors today, both local and from different countries; they have access to modern technologies,

that allow them to talk to people thousands of kilometers away; abundant information is available on any given topic; and employment in this field is prospering, because more and more people have this need of talking to foreigners emerged. It is now up to several changes and improvement in the system of education, and naturally, in students' motivation to become professionals.

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HISTORICAL ASPECT OF UKRAINIAN DIASPORA IN THE USA LITERARY LIFE IN (1917-1920)

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The concept of "diaspora", which has already entered Ukrainian social thinking, now is being completed with new meanings and aiding the process of accepting Ukrainians living abroad as an inseparable part of a holistic national cultural system. Ukrainian diaspora discovery became an important step to its own unity for Ukrainian culture.

Cultural lives of both Ukraine and Ukrainian diaspora have always been very closely connected, but the latter has also taken in the mentality and cultural identity of the host countries. Not only has diaspora enriched the mainland culture, extended its volume, but proved the unity and integrity of Ukrainian national culture as a result of a long-term struggle of the country for political independence.

Having proved its capability of efficient coexistence with European and even World cultures Ukrainian diaspora also prepared Ukrainian mainland culture to such coexistence.

From the very beginning of its development Ukrainian diaspora was focused on best world cultural levels and standards. This is also true concerning literary work of Ukrainian diaspora representatives during of the stormiest period of Ukrainian history – period of revolution in 1917-20.

The revolutionary events of 1917-1920 in Ukraine found an echo in every place Ukrainian people lived in, particularly in the USA where many thousands of our compatriots lived. To protect their national, professional interests and to help each other they were united in the Ukrainian National Association (Ukrayinsky narodny soyuz) (hereinafter – UNA), called as Rusky narodny soyuz to 1914, which was the oldest, largest and most influential public assistance organization extending its activity on Canada (1). The UNA history is traced in fundamental publications of Myshuga L. (2), Kuropas M. B. (3), articles of Trygub P., Murphy N.

(4) etc.

The UNA activity in 1917-1920 is one of the most interesting and underexplored pages of its past, when the diaspora supported actively the struggle of Ukrainian people in the mainland homeland for creation of an independent state. Kyrchiv K. (5) was the head of the UNA Executive Committee in 1917-1920. The newspaper "Svoboda" had been the main press organ of UNA since 1893. "In the history of Ukrainian journalism the newspaper "Svoboda" is a unique phenomenon and it takes one of the leading places.

Except "Svoboda", neither of our newspapers in Ukraine or in the diaspora appeared among more disadvantaged circumstances, neither had more difficult task to be an incentive, enlightener and real guide of its readers, neither involved by a number and variety of its employees and its themes literally every corner of the earth Ukrainians lived in, and finally, neither stayed alive for hundred years", – Dr. Kravchenyuk O. (6) wrote in one of the articles about "Svoboda". In 1917-1920 Stetkevych O. and Lototsky V. (7) took the lead in the editorial staffs. The newspaper became the main information organ of the course and developments of the revolution in Ukraine.

Together with a political chronicle the materials of different genres, including poetical and prose works of both well-known authors and beginners were published here. American Ukrainians supported actively the idea of Ukrainian sovereignty, promoted comprehensively the strengthening of the nationhood. Together with the "Svoboda" team they made significant intellectual and financial efforts to make the newspaper informative and interesting one for its readers and subscribers.

Despite the popularization of the research of culture processes of Ukrainian emigration in the Revolutionary USA, there no generalizing results of writings of the American Ukrainians in the historiography and source studies of 1917-1920. It was also a failure to reveal the information about a systematization of literary works being published in "Svoboda" during the said chronological period. It is possible to restore the overall picture of cultural and literary life in 1917-1920 only recalling comprehensively the overall content of the literary process in Ukraine and abroad (including in the USA).

The analysis of the content of more than 600 revealed issues of "Svoboda" for 1917 - 1920 testifies about the important educational function of the newspaper, describes literary tastes of readers, reveals themes of writings, their genres, an activity of contributors, a public reaction to important events, moods, and, importantly, a contingent of authors, contributors from both Ukraine and USA.

Arguably, the aspiration of our emigrants for independence had been present in content of the newspaper long before March 15, 1917, when the USA was received the official information about the revolutionary events in Russia. The characteristics of the newspaper content for the period from January 1917 till December 1920 exposes fully the statist position of the editorial board, the support of development of national and cultural processes in Ukraine.

"The appeal to the Ukrainian community in America" with information about creation of the Ukrainian Council in the USA (early in 1917) as well as "The New Year's call of "Educational Commission of the Ukrainian National Association" signed early in 1917 by Stolitkevych B., the head of the latter, contributed to an activation of the literary life (8-9). However, even more significant thing became the resolution of the Congress of the United States of February 22, on adoption of the resolution on determination of "Ukrainian day" in the country on April 21, 1917. The relevant resolution of W.

Wilson, the U.S. President issued on March 16, 1917 indicating that "... the United States population may make such sacrifices which it deems to be appropriate ones to aid punished Ruthenians (Ukrainians. – Y.T.) in the warring states" (11).

For the sake of objectivity, it is necessary to point out the existence of serious problems in the environment of Ukrainian emigration itself. They are related to socio-political, socio-economic, cultural and educational factors. Blashchuk A. wrote in his article "About needs of Ukrainian immigration": "It is likely to say that the fate of Ukrainian immigration to America is not worth the trouble to envy. Just think, over half a million Ukrainian immigrants hardly represented themselves as intellectuals and were not respected properly on the part of other, more educated nations here ... [How] American could be considered as an equal to our immigrant when he/the latter couldn't even sign and explain who he was?" (12). To raise a national consciousness of the compatriots the newspaper printed materials about the significance of Ukrainian culture in European dimension, pointing to its significant achievements in art, literature, music (13).

Assessing the first year of the revolution, Nichka I. noted that "the year 1917 in the history of Ukrainian nation renewal has to take, and probably will do take the most important place... A revolutionary wave, embracing broad masses is caused to deepen a national consciousness..., and consciousness, in turn, creates a cultural movement that will eventually form a solid foundation for independent life of our people" (14). However, the revolutionary euphoria changed quickly with the problems putting at risk the very existence of the independent state.

Particularly critical situation became in 1920. On January 1, 1920 Andriyivsky V. from Kamyanets-Podilskycity said in the article "The Great Ruin (the letter from Ukraine)": "Neither who lives only in Europe... neither who is stirred in that mess here – can't imagine the whole picture of the cultural and economic decline of Ukraine after the war and the revolution... the intelligence isn't being produced any more. Who wants to study when intelligent workers are sentenced to starvation ...A hungry Moscow or Jewish city and village are fighting now… Literature got lost without a trace disregarding already the translation of Marseillaise made by Vorony into Ukrainian for which the Bolsheviks had paid him 15,000 rubles, as well as the translation of many pornographic verses of "Mycarety" poets made by Semenko and K^0. Bookstores are destroyed. Libraries are looted. Journalism came to nothing... Architecture? Painting? Architects earn living by destructing wooden houses for fuel. It is far more profitable to sell at once such a house for demolition than to continue its maintaining. Artists paint fence posters... for the Bolsheviks. There is no paint on signs!" (15).

In one of May issues of 1920 "Svoboda" published two poems of Babiy B. "Call to the people" and "Let's fight, my fellows!" The author – the student from Buchach city– sent to his father Babiy M., who worked at New York, these texts with the letter in which the young poet wrote: "At various times such sorrow and grief whelm my soul, that I'm nigh out of my wits. Where is our truth? Where are our people? Where are devoted sons of Ukraine? The truth got lost, people are asleep, and devoted sons of Ukraine are killed and lying in the field with bloody swords in their hardened hands. At such moments I take a pen and write what my soul dictates me" (16).

A Ukrainian village remained a mainstay of the national idea, a talisman of the culture. One Polish officer stated in the pages of Warsaw press (1920): "And I would like so that the consciousness and

culture of Polish peasant ... were as high as those of many Ukrainian ones ... Who still says today that Ukraine doesn't exist, he deludes himself and handles a figment. Ukraine woke up in bloody battles of the great war and now it exists" (17).

Much attention in the newspaper was paid to the popularization of writings of T. Shevchenko, I. Franko (18-19). (Demydchuk S. defended the copyrights of the latter's family during the edition of his works, as it is neglected by publishers both in Ukraine and abroad (20). Editors and contributors responded to significant events in the literary life of Ukraine, issuing various articles, for example, about the arrest of journalist Stepanivsky V., the content and comment of S. Yefremov's letter to Kotsyubynsky Y., the congratulatory address to the anniversary of Lepky B., about the return of poetess Malytska K. to Lvivcity, the tribute to the memory of Shashkevych M., obituaries of poets Kovaliv S., AlchevskaH., the familiarization with writings of famous European, world writers (eg A. Chekhov) (21-28). (The above mentioned themes of the materials are selective).

It was about characteristics of the state of Ukrainian press both in Ukraine and the United States in the newspaper strips. "Svoboda" published the quite informative essay of V. Doroshenko, which was delivered at the convention of Ukrainian journalists in the summer of 1917 in Philadelphia (29). February 15, 1920 the newspaper «Times» (New York) filed the information about the state of "alien" press in the U.S. (including Ukrainian one).

Thus, according to American correspondents for half a million Ukrainians, living in industrial regions, 19 newspapers were published in the native language (particularly, 6 – religious, 2 – humorous, 5 –of socialist orientation, 6 – extremely radical) (30). Every year the newspaper acquainted its readers with contents of the UNA almanac for the following calendar year (31).

Readers could also learn about the Ukrainian literary life in European countries. For example, it was discussed in one of the materials the meeting of the Union of Ukrainian Writers and Journalists "about presentations and literary evenings" held in October 7, 1920 in Vienna. It was attended by committee chairmen: of academic presentations – prof. Kolessa O., popular presentations – Trylyovsky K., literary evenings – Starosolsky V. and others, who informed about the invitation to the reading ofCherkasenko S. and prof. Hannytsky I. lectures, the carrying of weekly literary evenings, the tribute to the memory of L. Ukrayinka, M. Drahomanov (32). Readers could learn about the publishing of the poem "Ukraine" by young Danish poet Håkon Krogh in one of the most prestigious Danish newspapers (33).

Native scientists begun to publish actively in foreign languages the articles of Ukrainian studies theme in European newspapers and magazines (34). A newspaper in one of its issues republished from Canadian weekly "Ukrainian Voice" the "14 principles for Ukrainian civil activist and every Ukrainian", - a kind of the patriotic honor code of Ukrainians (35). A particular attention should be paid to the content of the note "Literary works of American Ukrainians" which was coordinated by prof. S. Smal-Stotsky for the period from August till September of 1919 (36-45).

The said gives reasons to speak about an important educational function of the newspaper "Svoboda" in the USA during the years of Ukrainian statehood (1917-1920). Analysis of the newspaper content states that "Svoboda" is the essential source for the study of activity of intellectualism literature, a component of the national and cultural renewal of the Ukrainian people.

However, in this context, it is necessary to have more precise characteristics

of poetry and prose according to their authorship, themes, number of regional representation and others.

During 1917 important events in the World, European, Ukrainian history took place and the key one was Russian revolution, Central Council and Ukrainian People's Republic formation and functioning which became the focus for many poets and writers.

All "Svoboda" issues (1917) content analysis revealed that 137 poems by 64 authors were published within that period. Among them there are 50 Ukrainian authors and 122 poems in Ukrainian, 1 author and 1 poem in English, 8 unknown authors and 8 poems etc. Apart from poems the editorial stuff published 22 prose works by 13 authors – altogether 159 literary works by 77 authors.

It has also been found that in the next 1918 year the newspaper published 192 poems by 112 authors: 158 poems in the Ukrainian language by 84 poets, 2 works in English by 2 authors, 14 poems by 10 unknown writers etc. Apart from poems the editorial stuff published 5 prose works by 5 different authors – altogether 179 literary works by 117 authors. The topicality of the published works represented contemporary socio-political realities: the first wave of Ukraine's occupation by Bolsheviks, Ukrainian People's Republic defeat, Ukrainian State of Skropadsky, the end of World War I.

All "Svoboda" issues (1919) content analysis revealed that 163 poems by 95 authors were published within that period. Among them there are 70 Ukrainian authors of 126 poems in Ukrainian, 12 authors and 12 poems in English, 3 unknown authors and 3 poems etc. Apart from poems the editorial stuff published 14 prose works by 14 authors – altogether 177 literary works by 119 authors.

The literary works dealt with difficult events of political and military conflicts: bolsheviks', Poland's and denikins' aggressions, West-Ukrainian People's Republic problems, hardships of Ukrainian rural population, problems of Ukrainian immigrants, Ukrainian Sich Riflemen war life etc.

It has also been found that in the next 1920 year the newspaper published 193 poems by 89 authors: 162 poems in the Ukrainian language by 67 poets, 2 works in English by 2 authors, 4 poems by 4 unknown writers etc. Apart from poems the editorial stuff published 8 prose works by 8 different authors – altogether 179 literary works by 117 authors.

The topicality of contemporary works included the most important socio-political events of 1920: war struggle of Galicia Army, bolsheviks' and Poland's aggressions.

Overall within 1917 - 1920 734 literary works (poems, short stories, fables and essays) had been published in Ukrainian and other languages by nearly 400 authors in "Svoboda". Alchevska Kh., Vikonsky M., Vilshenko Y., Ivakh O., Voloshka L., Kabarivska S., Kavatsiv P., Karmansky P., Kruhovy H., Lepky B., Neprytsky-Hranovsky O., Novosad Y., Pidhirianka M., Syrotenko V., Skryty M., Storoshenko O., Chernetsky S., Yakymchyk T. and other diaspora representatives were active authors of the period under the study.

Thus "Svoboda", on whose pages the essential right of mainland Ukraine for independence was actively discussed, was the leading chronicle of the Ukrainian immigration community in the USA and partly in Canada. The editorial staff of the newspaper made it to be the most influential source of reliable information on the process of Ukrainian Revolution in 1917-20.

Along with social, political and economic news the readers of the newspaper were provided with the best literary works of verse and prose written both by Ukrainian diaspora and mainland and foreign au-

thors.

Ukrainian People's Union annual calendar-almanac also served as an active means of national Ukrainian history and culture promotion. The historical, cultural and literary content of the latter remains a valuable subject for multi-aspect scientific analysis and investigation.

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THE BLENDED LEARNING POTENTIAL IN FUTURE DIPLOMATS' FOREIGN LANGUAGES PROFESSIONAL COMPETENCE ACQUISITION

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The scope of diplomacy has expanded from traditional interstate relations to international contacts that include non-governmental actors. Therefore, the acquisition of new knowledge and competences has become an absolute necessity for today's experts in international relations.

The profession of a diplomat has a universal character. It stipulates the competence in international law and international affairs, diplomatic negotiations and crisis management, strategic thinking and network building. Consequently, foreign language communicative competence has become of great importance for future and acting diplomats.

English is one of the most frequently used international languages for occupational purposes. Embassies, consulates and ministries of foreign affairs in particular pay great attention to their officials' English skills as these institutions conduct

multilateral international relations. Diplomacy is one of those professions in which English is used in conducting international relations, in performing relevant office work and in negotiating.

According to the United Kingdom Foreign Affairs Committee, linguistic abilities should be given more weight in promotion criteria, including to top jobs, as this would "command respect" abroad. [1] This opinion coincides with Ukrainian view on the required competences of diplomats.

However, there is a stereotype of the diplomat as a professional sitting with other diplomats in formal meeting rooms, negotiating peace, threatening war, or hammering out the terms of a treaty; this is just a part of what experts in international relations do. The great majority of diplomatic activity involves personal contacts with officials and citizens of a host country, getting to know them and their perspectives [2]. Accordingly, for some posts, a lack of fluency in the local language will limit the credibility of the post holder" [1].

At the same time, in the domain of a foreign language for specific purposes learning, there still exist some problems connected with the acquiring of less commonly taught languages. Here, it is worth mentioning that the term "less commonly taught" applies only to the educational picture of Ukraine. Other frequently used names for this group of languages, which share some characteristics across specific languages but are quite distinct in other areas, are critical languages, uncommon languages, less commonly spoken languages, exotic languages, exceptional languages. Some scientists (Richard Brecht and A. Ronald Walton, 1994) believe that these languages, which are crucial for international affairs, are generally available at universities, but their difficulty makes it virtually impossible for students to reach a functional ability solely on the basis of in-country academic programs [3]. Students

and teachers frequently speculate as to which foreign language is the most difficult for Ukrainian-speaking students to learn and what makes some languages harder to learn then the others. The opinion of the Head of Diplomatic Academy of the Ministry of Foreign Affairs of Ukraine about less commonly taught languages is "… we even do not have the task to train an individual in oriental languages during a short period of time. The World practice says that it is needed up to five years of face-to-face language learning plus practicing abroad to get a high level specialist" [4]. So, we can assume that a foreign language training of future diplomats in Ukraine is conducted in the conditions of time pressure, partly isolated from the occupational needs of the trainees.

In modern pedagogical and methodological literature the problem of foreign languages professional competence formation was researched by I. Alekseeva, O. Voevoda, V. Komisarov, I. Haleeva, A. Shchukin, I. Zotkina etc. Theoretical basis for the organization of occupational education at the present stage is reflected in studies of A. Asmolov, V. Blinov and others. The problems of training experts in international relations to overcome the barriers to intercultural communication in the era of globalization are presented in the researches of S. Ter-Minasova, L. Venedina, E. Hall.

Notwithstanding a great number of scientific researches in the field of diplomats' foreign language training, intercultural communication and professional communication, still there is a gap between the growing requirements to foreign languages professional competence of experts in international relations and the training they get. This unsolved pedagogical problem requires from educators to search for new approaches in foreign languages for specific (occupational) purposes training. Thus, the specific strategic objectives of diplomats' foreign language

training are to be set up to improve quality of teaching and learning through implementation of student-centred, competency-based and differentiated learning.

The purpose of the article is to define the potential of the blended learning approach in future diplomats' foreign languages professional competence formation.

Learning a foreign language presents different challenges for different people in different contexts. The ways different individuals approach the task of learning new vocabulary, figuring out new grammar rules, listening, reading, and speaking in a language other than their native language, are diverse. A range of methods and approaches are used to introduce new language, and a variety of classroom management techniques are employed to maximize practice opportunities. In the other words, the educator should create the optimal conditions for students for effective language learning. Such conditions have been identified and characterized in a number of studies, but the most general (Egbert & Hanson-Smith, 1999) include the following:

1. Learners interact in the target language with an authentic audience.

2. Learners are involved in authentic tasks.

3. Learners can interact socially and negotiate meaning.

4. Learners have enough time and feedback.

5. Learners are guided to attend mindfully to the learning process.

6. Learners work in an atmosphere with an ideal stress/anxiety level.

7. Learner autonomy is supported [5].

The majority of future diplomats' foreign languages training still takes place in the classroom, and language teachers know from experience that achieving the presented conditions poses a significant challenge in most foreign language teaching situations where students have limited opportunities to actively engage in using the target language. Language teachers understand that to serve the needs of the students, they need to create an environment that most closely resembles actual use of the target language. In attempting to achieve the "optimal" learning environment, they have a number of resources and tools available. Recording devices, video players, newspapers, and language laboratories all provide different and varied access to content. They can employ a variety of activity types with group work and pair work, collaborative learning and independent learning to engage our learners in communicative language practice. They all try to address the need for personalized learning through the introduction of self-study resources designed for independent study. Thus, online learning environment can provide new approaches to foreign languages learning, supplement and compliment traditional face-to-face language instruction.

Discussion of blended learning (BL) appears with increased frequency in both the academic literature and the mass media. As education is becoming a universal service delivered anywhere and anytime over the global network, the higher education institutions try to implement elements of e-learning in traditional course delivery, in order to prepare their students, as well as the institution, for the future participation in education [6].

There are many definitions of blended learning, but the most common is that which recognises some combination of virtual and real-life environments for example, Graham (2006), who describes the combination of face-to-face settings, which are characterised by synchronous interaction, and information and communication technology based settings, which are asynchronous, and text-based and where trainees operate independently [7]. Garrison & Vaughan (2008) define

blended learning as "the thoughtful fusion of face-to-face and online learning experiences" [8, p. 5] emphasising the need for reflection on traditional approaches and for redesigning learning and teaching in this new terrain.

As Garrison and Kanuka (2004) commented, this combination of classroom and online settings has simplicity, but there is also complexity to the concept which is evident in the wide variety of settings, diversity of the student population and consequent learning designs [9].

The appearance of new learning technologies, for example, podcasting, internet based audio and video communication, e-portfolios and social networking tools including blogs and wikis create new potentials for future experts in international affairs. Students acquire a foreign language when they have opportunities to use the language in live communication with the other speakers. Sometimes, it happens that the teacher is the only target language speaking person available to students, and although the course time is limited, the task is to develop effective communicative skills in the field of students' future profession. In this case, the language acquisition supported by digital or net-based flexible solutions in the organization of learning is the only way to enhance the learners' communicative competence, especially in their occupational sphere.

Some time ago any kind of distance learning was thought to be inappropriate for a language instruction due to communicative nature of the language acquiring. Nowadays, with the use of technology, teachers may create virtual language environment (students can communicate with a teacher, with each other and with native speakers online with the use of social networks, Skype, etc.) The word processing software, for example, can be used to experiment with collaborative writing, self-assessment, and peer assessment – a function that can also be taken outside the classroom by using wikis. Students may be encouraged to use instant messaging to practice conversation skills and forums for discussion on topics of the professional interest. The Internet can be used for research on class projects. Some students can have their own blogs to practice writing and engage with an audience and help develop skills and strategies that are vital to successful independent learners. Group blogs are used to summarize the day's learning for absentees and provide writing practice. Through the use of these tools, teachers and learners are already engaging in the blended learning experience, perhaps without even realizing it.

The cultural diversity of the student population and the technology rich experiences of today's students raise further issues for BL design. Some scientists (for example, Vaughan, 2007) argue that mere supplementation of a face-to-face course with online learning is not blended learning [10] whereas others (Littlejohn and Pegler, 2006) prefer to talk about 'strong' and 'weak' [11, p. 29] blends.

In our opinion, high-quality blended learning is a student-centered, competency-based logically ordered combination of face-to-face and online acquisition of knowledge or skills, which allows to study on everyone's own pace and path, free of time pressure. We also would like to mention that online learning phase of BL cannot be disconnected from a face-to-face phase.

Blended learning has many of the advantages of fully online learning including personalization, flexible pacing, and mastery-based progress with clearly defined relentless standards that prepare students for their career. Additionally, blended learning offers the following:

Differentiated Learning: by applying online learning, blended programs can diagnose a student's learning level, style, etc. and differentiate instruction. Students

work at a personalized level and pace, instead of moving through the course regardless of their comprehension of a material, communicative readiness and foreign language competence.

Multiple Learning Modalities: with blended learning, students can participate in multiple learning modalities in addition to online learning. These might include group projects, small or large group instruction, one-on-one tutoring, and more.

Student Ownership: like fully online learning, blended learning gives students ownership and control of their education. Under the supervision of their teacher, they have far more control over the time, place, path, and pace of their learning than traditional school students. This ownership helps students take pride in their work while developing important self-management skills.

Physical Location: BL provides the benefits of online learning within an educational facility or even a working place.

Data-Driven Teacher Attention: as with fully online learning, BL is data-driven, as teachers receiving regular updates on student progress. This empowers teachers by equipping them with the information to immediately intervene when students need or adjust instruction based on student learning.

21st Century Preparation: our 21st century marketplace is technology-driven. Blended learning prepares students for that marketplace by helping them become proficient, responsible, digital citizens.

Potential Cost-Savings: while starting a blended program can involve upfront costs, BL courses and institutions have the potential for significant cost-savings. This comes from reduced facilities and staffing costs.

As far as future diplomats' foreign languages competences development is concerned, BL can foster students' preparation and readiness for real-life native speaker interaction. Because, the more exposure students have to different contexts, voices, and accents, the more confident they will feel in the real world use of language. Students can be prepared online to actively participate in personalized pair- and group-work activities in class. Thus, student-to-student interaction can be maximized in the classroom. This builds future experts' in international affairs confidence in their ability to communicate in the real world and increase students' motivation to learn.

Having analyzed the learning environment of the diplomat's foreign language training, we can summarize that their foreign language for specific purposes program should be built on an assessment of purposes and needs and the functions for which a foreign language is required. The foreign language for diplomats has to be concentrated more on language in context than on teaching grammar and language structures. It should cover subjects varying from international law or negotiations to critical thinking and crisis management.

We assume that the foreign languages professional competence of acting and future diplomats can be optimized by:

- defining essential characteristics of the diplomats' professional communication, where foreign language training will be an instrument of solving professional tasks;

- changing content-related and processual characteristics of the diplomats foreign languages training by applying BL approach;

- changing the role of a teacher from the instructor to facilitator, whose main task is to get future diplomats to assume responsibility for their foreign language training and take the lead in their communicative competence for occupational purposes.

The further researches in this domain can be connected with the development of experimental model of future dip-

lomats' foreign languages training and setting the criteria for foreign languages for specific (occupational) purposes training of future experts in international affairs.

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THE USE OF TECHNOLOGIES IN LANGUAGE TEACHING AND LEARNING

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Technologies are becoming increasingly important in both our personal and professional lives, and our learners are using technology more and more. Soon technologies will become a normal part of EFL teaching and learning in the coming years. There are many reasons for this:

- Internet access, either in private homes, or in Internet cafes, is becoming increasingly available to learners.

- Younger learners are growing up with technology, and it is natural and integrated part of their lives. For these learners the use of technology is a way to bring the outside world into the classroom. And some of these younger learners will in turn become teachers themselves.

- English, as an international language, is being used in technologically mediated contexts.

- Technology, especially the Internet, presents us with new opportunities for authentic tasks and materials, as well as access to a wealth of ready-made EFL materials;

- The Internet offers excellent opportunities for collaboration and communication between learners who are geographically dispersed;

- Technology is offered with published materials such as course books and resource books for teachers;

- Learners increasingly expect language schools to integrate technology into teaching;

- Technology offers new ways for practicing language and assessing performance;

- Technology is becoming increasingly mobile. It can be used not only in the classroom, lecture hall, computer room or self-access center; it can also be used at home, on the way to University and in Internet cafes;

- Using a range of IT tools can give learners exposure to and practice in all of the four main skills – speaking, listening, writing and reading (Dudeney, G. & Hockly, N., 2007).

The benefits of using technologies in classes support most of the aspects of language development that teachers have to address, including work on the skills areas, vocabulary development and cultural awareness. The use of technologies is not tied to any single language teaching approach and can therefore be exploited to support any aspect of the curriculum. These benefits are (Dudeney, G. &Hockly, N., 2007):

1) Motivation. Access to multimedia increases learners' motivation. Although the initial appeal of technologies is almost certainly due to its novelty, teachers and learners soon discover other aspects which are more educationally significant. A rich media environment allows contextualization of the target language in simulations which learners recognize as having practical real-life applications. The variety of activities, coupled with the rapid feedback that multimedia provides, also help maintain learner interest and attention.

2) A multisensory learning environment. The range of media available with multimedia enables teachers to choose the most suitable medium for the specific language elements; work on listening skills can be done by playing recordings on the computer; if reading work is needed, then texts can be presented on screen. A learner facing a new word can see its spelling, hear its pronunciation and see supporting visuals which clarify its meaning. In this way, the use of one medium reinforces what the pupil began learning through another. At its best, interactive multimedia has the potential to create a multisensory learning environment which supports specific learning styles and can be tailored to match individual learners' needs.

3) Controllability and flexibility. Technologies not only offer teachers and their learners access to a variety of media, but provides a range and level of control over learning materials not previously available. Computer technology gives teachers a highly efficient way of managing and presenting the different materials which they use in their teaching. This controllability and flexibility means materials can be tailored to the learning needs of particular classes or groups within classes. It also allows teachers to allocate work to students and monitor their performance while work is being done or after it has been completed.

4) Interactivity. For learners using technologies, it is the interactive element that brings them control over the learning environment. Following teacher guidance, interactivity allows the learners to select the materials they need to work with, the order in which they want to work through those materials, and the pace they want to work at. Interactivity also provides the

learner with the help, guidance and feedback needed for a successful learning experience. Some learning packages are also designed so that learners must successfully complete activities in order to progress. This encourages active engagement with the materials.

5) A safe environment. Working with technologies offers a private and forgiving environment which helps to reduce the anxiety that many EFL learners experience. This facilitates the type of autonomous language learning which has been promoted in recent years.

6) Supporting the individual learner. If teachers can get all or even some of their class using multimedia, this will allow them to give more individualized attention where needed while knowing that other learners have tasks to be getting on with. Learners who have been absent can use multimedia to catch up on missed classes if computers are available for individual study in a library or self-access center.

Irrespective of the language skill or communicative competence being developed, the language learning process can be divided into four essential stages (Bitter, G., Legacy, J., 2008). These are:

- presentation of the new material or language element to be learnt;
- work familiarizing the student with this material to support understanding and memorization;
- a communicative exchange in which the new language is used productively;
- a reflective period in which work on the new language element is consolidated by applying the language in different contexts such as a writing exercise.

This final stage is likely to involve attention to form and accuracy involving some type of questioning and written practice.

Given the normal lesson length, working through all four stages in a class period is impractical. The stages can be spread across lesson periods and involve homework. Multimedia can support all these stages and provide work in and out of class. However, the degree to which it can be exploited will depend on the available resources.

At the stage of presentation experienced teachers accumulate routines and materials (such as pictures, audio clips) to help contextualize the presentation of new language. Gathering and storing resources is time and space consuming. A lot of these resources can be turned into digital versions (digitized)to be stored more efficiently on a computer. Using digitized teaching content materials simplifies the storage, organization, transportation, distribution and presentation of these materials (Goodwin, A., 2004). How these materials are used with the class will depend on equipment available.

A good computer-based presentation can be highly effective as teachers are able to arrange the sequencing of the presentation, and to build in color, sound and images (Townsend, K., 1998). Access to a computer, video projector and whiteboard enables a presentation to be viewed by the whole class. The powerful visual nature of a presentation will hold the learners' attention and allow teachers to focus concentration on the language items being covered. Time need not be wasted cleaning boards and writing up the information the learners need. Teachers are also able to monitor the learners' reactions to and understanding of new input by putting questions to the class.

The stage of familiarization is the "practice" stage of the language learning process. Learners need to work on understanding and memorizing the new language elements so that they can integrate them with what they already know. Familiarization can be achieved through an assortment of tasks which emphasize the meaning of the new language.

Some computer-based language learning materials have been criticized for being remorselessly drill like. However, repetitive activities do help learning in the familiarization stage provided they do not bore learners. With multimedia the learner's interest is held for a number of reasons (Sharma, P., Barret, B., 2007):

- the majority of activities take place in a stimulating and vivid environment over which the learner has control;

- the same language elements can be recycled through a gamut of different computer-based exercises;

- learners can access a range of instant help facilities to assist them to complete tasks;

- good multimedia provides appropriate feedback which is designed to extend learner's knowledge when they are correct and to assist them when wrong.

At the important stage of communication teachers face the challenge of creating an appropriate communicative context in which learners can use the newly learned language in a genuinely communicative exchange. Multimedia language learning offers interesting and intriguing simulations, generally making the learner a participant in a story or adventure played out on the screen. As the simulation progresses learners experience a range of situations resulting from choices they have made. They may for example find themselves in a railway station, hotel lobby, restaurant or police station where they communicate with on-screen characters. However, this communication is limited to choosing from a selection of prepared responses. Although some simulations vividly contextualize language and give useful listening and reading practice, they cannot simulate the diversity of real communication.

The stage of consolidation involves activities which encourage learners to reflect on what they have studied and apply it in new contexts. This consolidation has generally been achieved through written activities with greater attention being given to form and accuracy than at the communicative stage. Any standard computer applications can be used to support reflection.

As it has already been mentioned earlier using a range of IT tools can give learners exposure to and practice in all of the four main skills – speaking, listening, writing and reading. Communicative language instruction using multimedia, for example, has encouraged a functional approach to language learning which develops learners' competencies in the areas of listening, speaking, reading and writing (Hill, B., 1999).

Listening. Multimedia can support the presentation, familiarization and consolidation stages of listening work on a chosen language element. Learners are able to choose whether to listen to materials with or without transcripts, and to access videos with or without sound. They can control the selection of activities and work through these at their own pace, repeating them if they find it beneficial. It is this tight integration of activities and resources, plus the control and interactivity, which makes multimedia so effective.

At each stage of the listening activity, including post-listening, a wide variety of tasks can be provided. These can include gap competition, word or sentence reordering, text and picture matching, and true/false and multiple choice questions. These are all familiar task types, but the multimedia format is used to present them in inventive and interactive formats which help to maintain the learner's interest, recycle language and reinforce learning (Hewer, S., 1997).

Speaking. Technologies provide support for work on speaking skills. The approaches used are similar to those found in language laboratories. At lower levels this involves dialogue builds in which the program acts as the learner's partner in an

exchange. In most cases the computer does not provide feedback on performance. Instead, learners can compare their recordings with a pre-recorded model. With suitable multimedia facilities learners can work on low level speaking activities in greater privacy than is possible in class. This helps them develop the ability to monitor their own language production. Teachers can also use the recordings to assess the learners' performances and then give targeted, individualized feedback. By providing learners with appropriate monitoring strategies, they will be better able to evaluate and improve their own performance (Hewer, S., 1997).

Reading. When using some multimedia materials, the learner will have to read material in the target language simply to work through the activities. On-line support is constantly available to provide help with vocabulary, grammar, pronunciation or cultural issues as and when the reader runs into difficulties. Multimedia can also use a range of resources, such as background noises, photos, video clips, etc., to contextualize the situation that the text relates to(Hewer, S., 1997).

Writing. Multimedia has a lot to offer the learner working on writing. At lower levels language consolidation through written work usually involves sentence completion activities, filling in gaps or tables, answering questions, making lists, word order or spelling tests, etc. Whilst learners are not required to compose complete sentences in these activities, they are required to work in the target language set, and to develop awareness of syntax and the spelling rules of the language(Hewer, S., 1997).

Grammar. Many multimedia language learning materials build in coverage of the target language grammar. The presentation of new grammar elements can be carefully structured and staged using suitable chunks of language presented sequentially. The presentation can avoid clutter

by revealing and hiding language or information on screen as necessary. Learners can stop the presentation, go back and repeat stages as necessary. Following the presentation a range of activities can be used to familiarize the learner with the new language. Rapid feedback means that even repetitive activities can be motivating in an interactive environment (Hewer, S., 1997).

Vocabulary. Using pictures to present and practice items of vocabulary is not new to teachers, but the speed and efficiency of memorizing new items are incredible. For example, with the help of multimedia it possible to present new vocabulary with a supporting image for clarification, while showing how the word is spelt, and how it is pronounced both in isolation and in a phrase. Familiarization work can be given with picture and word matching, gapfills for spelling, etc. the speed and ease of access to interactive dictionaries and glossaries, using links and cross-referencing, encourages even the less inspired learner to look up unknown words(Hewer, S., 1997).

The contexts in which teachers are working with technology can vary widely, and the access that teachers have to computers will affect what we can do with our classes in terms of implementing technology. A general lack of IT training for teachers also means that we still have some way to go until the normalization of technology in language teaching, where the use of technology in teaching becomes as natural as the use of books or pens and paper.

Many people are afraid of new technology, and with the increasing presence of the Internet and computers, the term 'technophobe' has appeared to refer to those of us who might be wary of these new developments. More recently, the term digital native has been coined to refer to someone who grows up using technology, and who thus feels comfortable and

confident with it – typically today's children.

A large part of the negative attitudes teachers have towards technology is usually the result of a lack of confidence, a lack of facilities or a lack of training, resulting in an inability to see the benefit of using technologies in the classroom. It is often the case that teachers may not be fully in control of their work situations. A teacher may want to use more technology in their teaching, but the university may not have the facilities, or, on the other hand, a teacher may be instructed to start using technology for which they feel unprepared or unstrained (Hockly, N., Dudeney, G., 2008).

The Internet can be used at the lessons mainly as a resource with the students to download and print out materials to use offline with classes. Technology based activities teachers can do by printing off materials:

- Using websites;
- Internet-based project work;
- A class blog with learners preparing their contributions on paper and the teacher typing them into the computer;
- Using online reference tools as concordances on paper;
- Electronically produced materials printed out for learners (Hockly, N., Dudeney, G., 2008).

Blogs, wikis and podcasts are all examples of social software, computer tools which allow people to connect, to communicate and to collaborate on-line. A blog is essentially a web page with regular diary or journal entries. The term is short for web log. A wiki is a collaborative web space, consisting of a number of pages that can be edited by any user. The term comes from the Hawaiian word for "quick". A podcast is an audio and/or video file that is "broadcast" via the Internet and can be downloaded to a computer or mobile device such as an MP3 player for listening/viewing. The word podcast comes from combining iPod and broadcast, iPod being the brand name for the Apple portable MP3 player (Thompson, J., Parsons, J., 1995). Although these three tools are different, they can be grouped together as they have certain features in common when applied to the classroom:

- They can be set up and used by teachers and/or learners.
- They can be used to connect learners to other communities of learners, for example to a class in another country.
- The ideas and content can be generated and created by learners, either individually or collaboratively (Thompson, J., Parsons, J., 1995).

Although the use of IT tools such as blogs, wikis and podcasts can be very motivating for learners, teachers are themselves sometimes fearful of the technology, or feel that they are not technically competent enough to use these tools. However, all of these tools are easy to set up and use, with no specialist technical knowledge required. Another common misgiving is one related to content, and the lack of control that a teacher may feel about allowing learners to generate and create their own content. Teachers may find themselves thinking: "Will the content be appropriate? Will the language used by my learners be good enough?" In fact, these tools engender a sense of social responsibility with learners working collaboratively on content. Also, the public nature of the content created using these Internet tools ensures that accuracy and suitability become more important to learners (Thompson, J., Parsons, J., 1995).

Thus, the teacher must be reliable, and use different traditional and contemporary teaching activities that support students' learning. Language is a reflection of our life. And in the era of high technologies teaching and learning languages must be up-to-date too. This can be a motivating force for our students. The successful introduction of IT technologies

into the curriculum depends more on teacher, than any other factor. The future for multimedia in the educational field is increasingly bright. Where and when people can access multimedia is also changing as the boundaries between different technologies begin to disappear. Some users are now picking up their e-mails on the mobile phones while others surf the Web using their televisions. This process of convergence will give technologies growing importance in all areas of education.

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LINGUISTIC AND GENDER FEATURES OF ONLINE COMMUNICATIONS

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Computerization is an important factor of the development of modern society. It impacts on communication of different levels that "caused the development of the info sphere; the main goal of which is to make the information available to various categories of users in any place and time convenient to them. Therefore, the dominant purposes and values of contemporary society meet the need for information [1]. However, performing a number of functions of the mass media and mass communication, the Internet is not a means of mass communication and mass media. It is a space where the mass media and communication function.

First and foremost, it should be noted that the term "virtual reality" means a world created by computer facilities; it does not exist in reality, but the computer can influence on visual, auditory and other senses of a person causing illusion of immersion in this world" [3, p. 16].

The linguistics of Internet's object of research is the electronic communication which is defined as the communicative impact in the global computer network and the subject of study is relevant linguistic features of electronic communication at different linguistic levels: morphological, lexical, syntactic, textual (on text or the set of texts level), communicative (on the level of the communication strategy) etc [6].

In the context of article it is necessary to define the term "communication" appeared in the scientific literature at the beginning of the twentieth century and

rather quickly together with the general scientific meaning as a means of communication between any objects, it acquired a social and cultural meaning related to the peculiarities of informational exchange in society.

The process of cultural development of society has been changing with the emergence of new forms of communication. Up-to-date information technologies, which allow storage and fast transmission of data arrays, usage of audio and video channels of communication, interaction with a large number of participants from around the world, became a reality. And at the same time, the virtual sphere of communication became real. "The informational society, which is under formation now, is distinguished not only and not so much with broadened possibilities of storage and processing of information as with new forms of communication and their passing through the particular social space" [6, p. 14].

The vast majority of researchers of cyberspace emphasizes the creation, existence and continuous improvement of Internet language as the unique, modern phenomenon, which has lacked for a clear definition and belonging yet, but proved its right for existence within virtual reality and sometimes beyond it.

Since "stimulating visual contacts, language resources on the Internet are getting special significance" [1, p. 4], and the Internet is creating a special communicative environment: the location of language use, which didn't have not analogues in the past [6, p. 5].

The gender aspects of the Internet users' activity are the matter of great interest. The impact of "gender component" online is implemented in two directions: "on the one hand, the gender influences social processes realized in the network by changing their character, on the other hand, the strengthening of internationalization and informatization of society in-

fluence gender as a social construct changing somehow the structure of gender relations at first in the Internet and then in a daily life" [6, p. 13].

As it is known, the Internet audience is very broad, as far as age, race, educational and any other characteristics are concerned. Just in this environment any accentuation and dynamics of gender parameters and gender stereotypes associated with them is the most obvious. Also, the relationship between gender features and other social and psycho physiological components of individual Internet users can be fully explored.

Initially, the Internet was the sphere of communication for men; women were rare guests in the virtual space. But in K. Borgmann's opinion Cyberspace began gradually turn into Wyberspace [5]. There is reason to consider that the Internet favors increase of diversity of gender practices and strategies of demeanor, and that gender relations in the Internet communications can develop in four directions:

- Patriarchal direction that means intensive implanting of traditional convictions and values;
- Biarchal direction that means balance of male and female natures in the Internet, partnerships and collaboration between genders;
- Unisexual direction that means inseparability of masculine and feminine natures or their merging causing a vanish of gender differences at all;
- Multiple directions that means instantaneous change of gender and existence of both genders simultaneously.

Being consequence of the technological possibilities of the Internet, the emergence of these new gender practices leads to the revolutionary revision of the whole working model of gender relations in society.

It should be noted that L. Kompantseva distinguishes works about gender and online communication by directions. She

mentions that scientists explore gender features of the Internet communication from different disciplinary positions and theoretical paradigms, and in particular, they study:

- Gender Internet resources;
- Virtual character types and stereotypes;
- Peculiarities in choosing and searching the information on the Internet;
- Linguistic manner of construction and transformation of virtual identity [10, p. 170-171].

The researches of online communication that were conducted recently enable to consider the linguistics of the Internet as a new area of modern linguistics. Having analyzed a number of works on this subject, we came to the conclusion that at present linguistic and gender features of online communications have the following features:

1. Communication in the Internet mainly occurs indirectly without visual contact. The lack of clear gender positions often causes the communication miss or failure because of existence of certain rules of communication between men and women. "Things, which are permissible to the interlocutor of the same sex, can become unacceptable to person of the opposite sex, and vice versa" [8, p. 305].

2. In Russia and some developing countries deepening gender inequalities in the social space of the Internet are observed as well as there are significant differences among the strata of the population concerning access to information resources and technologies. In Western social science this phenomenon received a special term *Gender Digital Gap*. It appears as significant predominance of men in discussion groups formed during a computer connection, their assertive communicative style, focus of software on male pattern etc. [6, p. 191].

3. Relations between the intensity of gender differences and the language itself

("the degree of anthropocentrism" according to the quotation of A. Kirilina). Different languages have different degree of anthropocentrism, which depends on a set of common and adopted in a particular culture language means. There are languages, where the organizational differences in the use of language have a traditional nature.

4. Influence of gender stereotypes associated with personal and social norms and expressing gender inequality of men and women.

5. Deliberate "sex change" in computer communication (e.g. chat rooms) known as "gender switching" / "gender swapping" / "cross-dressing", and in post-Soviet countries as "games with identity", "carnivalization". M. Beißwenger writes that the specific attractiveness of network consists exactly in possibility of experiment with their own identity [4, s. 19]. V. Nesterov completely agrees on this: "Owing to anonymity and invisibility as a consequence of lack of visual imaginary in online communications, person usually creates a virtual image according to his/her desires and capabilities" [14].The presence of games with identity in the Internet communication also is noted by A. Mytin and A. Voykutynsky. They emphasize that this phenomenon can be "induced by showing either negative identity or role-playing experiments with the departure of the real "I" to a more dynamic and ideal. According to them, "in the online space there is the constant playing of those social roles, which for some reason do not get the desired development in real life" [12, p. 212].

6. Especially in the Internet, some gender particularities of communication can appear differently or vanquish. Also, new forms, which have not been recorded in common conversation, can arise. However, "all of these features have rather probable character than inventory one. Under certain conditions, they can completely vanish or mutate. This permits us

to consider gender an unstable parameter" [9, p. 367].

Gender becomes forged and counterfeit rather than constructible one and this very fact contributes to the spread of the phenomenon of multi gender position, when a person can pose themselves in online communication alternately as a representative of any type of gender (masculine, feminine or androgenic). Sh. Turkle describes the virtual space as "Identity workshop". This definition provides new interpretation of traditional identity [13].

7. Psychological research conducted by Arestova A. and A. Voykutynsky [2] gives reason to assert that the motivation of using the Internet by women have strong communicative component of compensation. Women are more likely than men to note motive of intellectual and creative self-realization, motive of overcoming communication shortage. The Internet attracted women with improvisation and playing, acquiring new knowledge and personal growth. The opportunities of achievement this aim is provided by the Internet.

8. Online women and men polish up examples of behaviors, which are unusual for them, but would be desirable in real life. L. Kompantseva notes that the origin for creating new online-image and online-behavior is lack of self-confidence and self-satisfaction, negative self-feeling, desire to escape from the existential and social vacuum [10; 11].

9. K. Borgmann points out following peculiarities of linguistic behavior of women: they shape their thoughts carefully using indirect suggestion rather than concrete facts and arguments, ask many questions including specializing and rhetorical ones; feminine style of speaking differ in correctness, passivity, verbal amiability and lack of sense of humor. [5].

In this context, H. Goroshko notes that in online communication women adhere to a subordinate and compromising position. On the contrary, men dominate in this communication and more often initiate new discussion topics. Women's linguistic behavior is more emotional both in common and online communication. For the purpose of expressing emotions they use other language means: acronyms, playing with images, size and number of letters and punctuation marks [6].

10. As opposed to the impact of usual environment on the exhibition of gender parameter in electronic communication the format (genre) of communication (email, chat, conference etc.), off-line or online mode, focus and other factors have dramatic effect. This feature is noted by both home (H. Goroshko) and foreign scientists (T. Zazie). T. Zazie points out that exhibition of gender peculiarities are associated not only with the sender of message but also with its recipient. The gender differences especially manifest themselves in case of opposite gender of sender and recipient [15].

Having reviewed linguistic and gender features of online communications we cannot help agreeing with the Ukrainian scientist L. Kompantseva stating that "scientists are exploring gender features of online communication from different disciplinary positions and theoretical paradigms: gender Internet resources, a virtual character types and stereotypes, specificity of choosing and searching information in the Internet, linguistic ways of creating and transformation of virtual identity" [10, p. 170 -171].

Thus, the analysis of linguistic and gender features of online communications evidences that gender is undoubtedly an important category during the virtual communication, but the communication behavior in Internet is not so much different from common reality. A lot of peculiarities of male and female verbal behavior had their evidences in electronic communication.

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CREATING ASSIGNMENTS FOR DEVELOPING STUDENTS' MEMORY IN WRITTEN TRANSLATION

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Within the development of human history the process of interpreting has spread all over the world. The variety of national languages caused the need for in-

terpreters who provided communication of native and non-native speakers of the target language. There is a tendency not to differentiate interpreters and translators, but, originally, interpretation is done verbally (e.g. conference interpreters for the UN) and translation is a written process (e.g. company translators or book editors).

Interpretation is classified into simultaneous (the most complicated kind which requires a lot of mental and physical strength) and consecutive interpretation (when there are fragments to interpret and enough time to do it). The quality of interpretation depends on the range of factors: interpreter's professional and personal competence, his/her listening skills (or listening comprehension), memory, an ability to speak in public (eloquence) and effective work of interpreter and his/her client (employer). All these qualities or factors are blended (inborn and required) and they can be improved. Language practice and proficiency rely on person's memory, long-term and short-term memory.

"Healthy body-healthy mind", such words of wisdom reason the need for memory (mind) training together with the care of your body (as even simple physical exercises supply the brain with oxygen which makes our memory work better). Person's short term memory gives little time to take the advantage over the process of interpreting. The first pieces of information are kept for half a minute. Regular drilling, repetition and revision send the informative messages into the long-term memory (but we should not confuse it with permanent memory). Our brain can be compared with a huge processor which can remember impressive/exciting information and forget/erase the negative one.

Daniel Gile offers the very effort model for consecutive and simultaneous interpreters. This model shows interpreter's capacity to receive process and produce the information required. It consists of listening and analysis, memory, production and coordination. Listening implies hearing the speech sounds, utterance and analyzing the meaning. Memory serves as an information store for its future use. Production refers to interpreter's performance and feedback, his/her output. The knowledge of the language and interpretation proficiency is not complete without interpreter's ability to manage and adapt to the communicative situation. Together with the knowledge of the speech an interpreter must know the whole agenda of the conference. Big things start small. Every detail is important. Interpreter's illiteracy and misunderstanding of the situation can spoil the effect.

Both consecutive and simultaneous interpretations contain all the above mentioned elements of the effort model (listening, analysis, memory, production and coordination). Long consecutive interpretation (with note-taking) also requires reconstruction of the speech made by interpreter's encoded writing and reading of the notes before their production.

Acoustic, visual and semantic perception of the speech checks an interpreter's aptitude. Visual aids help to hear triads or pairs of words and fit them in the context. In fact, the words with similar sound (e.g. cap-cat) unlike the words with similar meaning (e.g. large-big) can be confused.

We can suggest 6 types of exercises that can help the beginning interpreters improve their memory. These are mnemonics, the link method, note-taking, imagination-association-location, telling a story and general physical exercises. Mnemonics can be described as an individual helping tool for memorizing the audio text in order to reproduce it in the written form. There is no universal way/type of mnemonics. A student can create algorithms, tables, poems or combined words which come from the first

letters of the words/terms to remember. The most important thing here is to create a colorful picture in your mind. The brighter the simpler the better.

The link method increases the pace of the task. It is more difficult to remember separate words in the list, so it will be much easier to connect them and put them in one context. Even if the picture becomes non-sense, abstract images are good for visual learners.

Another practical advice is taking notes. There is a separate discipline for future interpreters how to take notes while listening to the original text. Before becoming a conference member an interpreter can practice note-taking with simple texts, poems, fairy-tales, starting with easy texts and ending up with texts of policy and economics.

The forth method (i.e. imagination-association-location) can be compared with a wish map. First of all, you imagine a picture, then connect it with your previous experience combining appropriate feelings, smells and sounds; then we add relevant background – locate it in the context. Such techniques help to remember the information to render and revise the topical vocabulary later.

The fifth way is to tell a story without putting anything down. Learners should reproduce the words, terms and formulas in the target language. Telling a story also develops your listening skills and public speaking mastery.

Finally, the last but not the least is a general physical exercise together with healthy food. Being absorbed with work of interpreting we may easily forget about nourishing food, regular exercise and proper sleep. Good health is a fine contribution to efficient and satisfactory work of an interpreter.

Assessment is a necessary part of the teaching and learning process, helping us measure whether our students have really learned what we want them to learn. While exams and quizzes are certainly favorite and useful methods of assessment, out of class assignments (written or otherwise) can offer similar insights into our students' learning. And just as creating a reliable test takes thoughtfulness and skill, so does creating meaningful and effective assignments. Undoubtedly, many instructors have been on the receiving end of disappointing student work, left wondering what went wrong… and often, those problems can be remedied in the future by some simple fine-tuning of the original assignment. This paper will take a look at some important elements to consider when developing assignments, and offer some easy approaches to creating a valuable assessment experience for all involved.

Before assigning any major tasks to students, it is imperative that you first define a few things for yourself as the instructor: Your goals for the assignment. Why are you assigning this project, and what do you hope your students will gain from completing it? What knowledge, skills, and abilities do you aim to measure with this assignment? Creating assignments is a major part of overall course design, and every project you assign should clearly align with your goals for the course in general.

The levels of your students. What do your students already know, and what can they do when they enter your class? Knowing what your students are (or are NOT) bringing to the table can help you tailor the assignment appropriately for their skill levels, for an assignment that is too challenging can frustrate students or cause them to shut down, while an assignment that is not challenging enough can lead to a lack of motivation. Knowing your students' levels will help you determine how much direction to provide for them as well.

Once you have determined your own goals for the assignment and the levels of your students, you can begin creating your

assignment. However, when introducing your assignment to your students, there are several things you will need to clearly outline for them in order to ensure the most successful assignments possible.

First, you will need to articulate the purpose of the assignment. Even though you know why the assignment is important and what it is meant to accomplish, you cannot assume that your students will intuit that purpose. Your students will appreciate an understanding of how the assignment fits into the larger goals of the course and what they will learn from the process (Hass & Osborn, 2007). Being transparent with your students and explaining why you are asking them to complete a given assignment can ultimately help motivate them to complete the assignment more thoughtfully.

It is also a good idea to define the audience you want your students to address with their assignment, if possible – especially with writing assignments. Otherwise, students will address only the instructor, often assuming little requires explanation or development (Hedengren, 2004; MIT, 1999). Further, asking students to address the instructor, who typically knows more about the topic than the student, places the student in an unnatural rhetorical position. Instead, you might consider asking your students to prepare their assignments for alternative audiences such as other students who missed last week's classes, a group that opposes their position, or people reading a popular magazine or newspaper. In fact, a study by Bean (1996) indicated the students often appreciate and enjoy assignments that vary elements such as audience or rhetorical context, so don't be afraid to get creative.

Finally, you should clarify your evaluation criteria for the assignment. What elements of content are most important? Will you grade holistically or weight features separately? How much weight will be given to individual elements, etc? Another precaution to take when defining requirements for your students is to take care that your instructions and rubric also do not overshadow the content; prescribing too rigidly each element of an assignment can limit students' freedom to explore and discover. According to Beth Finch Hedengren, "A good assignment provides the purpose and guidelines… without dictating exactly what to say" (2004, p. 27). If you decide to utilize a grading rubric, be sure to provide that to the students along with the assignment description, prior to their completion of the assignment.

Determining your goals for the assignment and its essential logistics is a good start to creating an effective assignment. However, there are a few more simple factors to consider in your final design.

Research has shown that students frequently prefer some guiding constraints when completing assignments (Bean, 1996), and that more detail (within reason) can lead to more successful student responses. One idea is to provide students with physical assignment handouts, in addition to or instead of a simple description in a syllabus. This can meet the needs of concrete learners and give them something tangible to refer to. Likewise, it is often beneficial to make explicit for students the process or steps necessary to complete an assignment, given that students – especially younger ones – might need guidance in planning and time management (MIT, 1999).

The most effective and challenging assignments focus on questions that lead students to thinking and explaining, rather than simple yes or no answers, whether explicitly part of the assignment description or in the brainstorming heuristics (Gardner, 2005).

Giving students pointers about other venues for assistance can help them get started on the right track independently.

These kinds of suggestions might include information about campus resources such as the University Writing Center or discipline-specific librarians, suggesting specific journals or books, or even sections of their textbook, or providing them with lists of research ideas or links to acceptable websites.

In their study, Hass and Osborn (2007) confirmed the importance of personal engagement for students when completing an assignment. Indeed, students will be more engaged in an assignment if it is personally meaningful, practical, or purposeful beyond the classroom. You might think of ways to encourage students to tap into their own experiences or curiosities, to solve or explore a real problem, or connect to the larger community. Offering variety in assignment selection can also help students feel more individualized, creative, and in control.

Ultimately, the success of student responses to an assignment often rests on the instructor's deliberate design of the assignment. By being purposeful and thoughtful from the beginning, you can ensure that your assignments will not only serve as effective assessment methods, but also engage and delight your students. If you would like further help in constructing or revising an assignment, the Teaching, Learning, and Professional Development Center is glad to offer individual consultations. In addition, look into some of the resources provided below.

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THE ROLE OF POETRY OF NOGAILINSKY PERIOD IN CULTURAL AND LINGUISTICS CONNECTION BETWEEN THE KAZAKH, KARAKALPAK AND NOGAI PEOPLE

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Over the last years, the issues of international contacts and intercultural communications have become very popular.

Intercultural communication is a "process of direct cultural interaction, and the whole process of such interaction is performed under incongruous (partially, substantially and sometimes entirely incongruous) national stereotypes of mind

and behavior, and this has a big influence on mutual understanding of the parts during communication process [1, p. 97].

The first who conceived the changed world situation were linguists, for whom inseparable connection always was evident and doubtless. On the one hand, language is a system which allows collecting, keeping and sharing information gathered by collective consciousness during the decades. But on the other hand, the similar function of keeping and sharing collective knowledge is performed by culture that according to Y.M. Lotman is defined as a complex of non-heritably received information, and methods of organizing and keeping it. Therefore language and culture interact constantly: "Culture and language coexist in a dialogue with each other" [2].

In modern times due to intercultural communications intensification, one of the main cultural problems is the problem of possible lose of national originality of people in the future. The first and the best guarantee of preventing this problem is the perception of national languages self-worth as reflection of inimitable habit of thought.

The XáV-XVá centuries' the Kazakh, Nogai and Karakalpak poetries were established in the Nogai Orda and in subsequent periods they strictly kept the main national traditions of those times.

Research of onomastic names occurred in Nogaily-Kipchak songs, investigation and development of semantics of non-etymologized words makes an opportunity to illuminate lexis of the given languages.

The Nogai Orda separated from the Golden Orda in the end of XáV century. Many of its tribes moved from the river Ural to the Dnepr, and the Nizhnee Povolzhie, Northern Caucasus and Krym as well. In the XVI century it was divided on the Big and Small Ordas, which were desintegrated further afterwards. The Big Nogai Orda migrated to the Nizhnee Povolzhie, the Small Orda – to the Kuban's right coast, the Azov coast and the south of Ukraine, between the Dnepr and the Don rivers. The Nogai people heroically protected their motherland from foreign enemies, fighting during centuries. However, domestic disagreements and civil did not give them the opportunity to unite.

In the XVI century after the Kazan, Astrahan and Front Caucasus khanates had joined Russia there was a problem about the Nogai Orda's future. Weaken by feuds and fight for the power, it had to join Russia, and part of them joined the Kazakhs.

In the beginning of the XVII century the Nogai people separated into three groups: two of them lived in the Kuban and the Priazovie, Tereke and Volga coast. The third part settled in the east of Ural and lost their identity after joining Kazakh, Tatar and Bashkir nations.

The Nogai people have their unique and original culture. But the constant untoward political situation and life conditions in the past interfered into the whole development of the culture. The Nogais have very rich eposes, which are not investigated completely nowadays [3, 365].

Numerous legends, fairy-tales, poems, eposes, traditions and customs of Kazakhs and Nogais are similar. Saved as heritage ancient tribes' legends and fairy are very valuable for both nations. They are such fairy-tales and legends as "Ertostik", "Zhirenshe Sheshen", "Aldar Kose", and there are such epic poems as "Alpamys", "Koblandy", "Kambar", "Er Targyn", "Er Kosai", "Er Syin", "Edige", "Er Zhabai", "Er Shora", "Orak Mamai", "Krym's 40 Batyrs" and others. Epos is the most significant creation of the Nogais' intellectual culture. It re-

flects the historical way of people, their spirit and wisdom.

The first samples of that era's national folklore taken from the Astrakhan Nogais were written by the Nogai poet Ali-bek Sharapov in 1890. A.I.-M. Sinkaliev (Sheihaliev), "The Nogai Heroic Epos" book's author, writes that the heroic epos "Edige" was translated to Persian by A.Sharapov and A.Hodzko, and then it was published in English in London in 1942. This epos attracted attention of pre-revolutionary explorers. Another variant of this epos was recorded from the Nogais by Ch. Valihanov, Kazakh enlightener, in the 50s of the XIX century. In 1883 Magomed Osmanov, the Kumyk poet, recorded the Nogai akyns poems that are dear for Kazakh people as well: "Asankaigy", Syrym, Shalgiz, Dospambet, Zhiembet, Kaztugan songs, etc.

The Nogai language was formed in the area of Kipchak tribes who were the part of the Kipchaks-Polovec tribes units living in the Golden Orda and later, in the Big Nogai Orda. The modern Nogai language belongs to the Kipchak group of Turkic languages, forming the Kipchak-Nogai subgroup. According to its vocabulary, phonetics and grammar the Nogai language is the closest language to Kazakh and Karakalpak. These three languages are characterized by their importance on all stages of language structure. Before separating the Nogai, Kazakh and Karakalpak languages, people – native speakers – belonged to one community – the Nogai Orda. These three languages are characterized by the conformity of the sounds *ch-sh, sh-s, y-zh*. For example, *shyk* (go out), *tas* (stone), *zhok* (no), instead of *chyk, tash* and *yok* in other Turkic languages.

The languages of the Kipchak-Nogai branch were the latest formed from the Kipchak group of languages. The period of appearance, distribution and formation corresponds to the Golden Orda era. To this branch that was formed in the XIV-XVI centuries refer the Kazakh, Nogai, Karakalpak languages and Uzbek language's Kipchak dialect. The named languages have the following peculiarities:

- sound *ch* is absent, instead of it sound *sh* is used;
- sound *sh* is changed to *s* sound*;*
- sounds *n / d / t* interchange.

Thus, according to A.N. Baskakov classification, languages of zhyrs (poems) and eposes which were written during the Nogaily period belong to the Nogai-Kipchak branch of the West-Hun branch of the Turkic languages.

The Nogaily era's language is considered to be the origin of modern Kazakh, Tatar, Karakalpak, Kumyk, Bashkurt, Kyrgyz languages. And it is a continuation of the Old Turkic and Middle Turkic languages. Nowadays number of speakers of this language is about 54 thousand people [4, 335].

Those times zhyrs' languages that are discussed in the given topic are rich with ancient lexical phrases and phraseological units. There are found similarities between zhyrs and sagas of the poets of the XIV-XVI centuries. Therefore we can make a conclusion that languages of zhyrs and sagas correspond to the requirements of folk literature language of that time.

Similarities of two brotherly ethnos like Nogais and Kazakhs can be found not only in their way of life, housekeeping, traditions and customs, culture, but in languages as well.

In Professor N.H Suyunova's opinion, Old Turkic literature's translation on modern Turkic languages would enrich spiritual culture of Turkic people, positively and directly influencing literature processes. But today we research not direct but historical-genetic influence through continuous oral tradition of historical and linguistic memory of Turkic nations. Thereby, for instance, the Old

Turkic literature's images and grounds were saved in the XX century's Nogai literature works.

Every nation is experiencing social, public and cultural changes. Such historical changes leave an imprint on these nations' languages. The Nogaily period language is a model of oral literature language and cultural linguistic connection between the Kazakh, Nogai, Karakalpak and other Turkic languages as well.

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THE EDUCATIONAL VALUE OF DIALOGIC TALK IN THE CLASSROOM

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We live in a rapidly changing world adapting up-to date socio-economic structures, establishing new priorities and developing a successful business with good reputation. Our society creates a demand for qualified, pragmatic, and sociable people who are able to get and impart information, effectively express their opinions, come up with constructive ideas and find solutions to different problems. A great emphasis in different spheres of life is placed on the importance of communication. Therefore, contemporary education should meet the societal requirements and aim at raising a well-rounded, communicative generation.

According to the Ministry of Education of Kazakhstan, the main goal of teaching a foreign language nowadays is to develop students' communicative competence, that is, the ability to express thoughts and reasonably prove their opinions in a variety of everyday situations. Communicative approach in teaching can be realized through 'Dialogic teaching' which is under consideration by a great number of educators and methodologists nowadays.

Research evidence suggests that dialogue occupies a crucial position in the classroom in relation to students and learning. Mercer and Littleton have shown that classroom dialogue can contribute to learners' intellectual development and their educational attainment. Research suggests that both interaction with peers or adults can provide opportunities for students' learning and for their cognitive development (6).

Vygotsky describes a student as an apprentice for whom cognitive development occurs within social interactions, in which he/she is guided into increasingly mature ways of thinking by communicating with more capable people and through interactions with the surrounding culture and environment. Vygotsky also asserts that cognitive development is enhanced

when a student works in the Zone of Proximal Development (ZPD). The ZPD defines student's abilities and skills that are in the process of development, as well as those tasks that the student can not accomplish independently.(7) To perform such tasks and learn new things, students need the help of more competent people, for example, their peers, teachers or guests. Such activity involves communication process in which language is considered to be the main vehicle for learning.

Speaking activities have some characteristic features:

- speaking is always motivated. People speak because they have some inner cause, or a motive;

- speaking is always purposeful as any statement with intended purpose;

- speaking is always an active process; it shows the speaker's attitude to reality. That activity provides a proactive verbal behavior of the interlocutor, which is so important to achieve the goal of communication;

- speaking "serves" all other human activities. The process of speaking is closely linked to the activity of thinking. Speech activity is often called the thought process. The expression of a thought verbally is a cognitive task;

- speaking is always characterized by a certain rate, which should be acceptable in communication standards. However, in speaking process the main role is played not by its absolute rate, but also by the number of syllables (or words), spoken at a time, and syntagmatizm, that is syntagms dividing statements. Required rate remains largely within a syntagm.

All of the above features contribute to the achievement of functional literacy proficiency in communication process.

Vygotsky's model of learning suggests that knowledge is constructed as a result of a student's participation in the conversation and his/her engagement in dialogue with others. Therefore, the teacher's role in providing and facilitating social engagement in communication process is determinant for developing effective learning.

The Vygotskian view of the centrality of language in learning has been supported by empirism. Empirical researcher Barnes established that the way in which language is used in the classrooms has a great influence on students' learning. Barnes proved that students have the potential to learn not only by listening passively to the teacher, but by verbalizing, talking, discussing and arguing, and thus developing their dialogic speech (2).

Dialogic speech is a form of speech, in which there is a direct exchange of statements between two or more people. The conditions in which dialogic speech takes place include a number of features: shortness of speech, widespread use of non-verbal means of communication (body language, gestures), the use of intonation patterns, a variety of special sentences, free from the strict book rules and language syntax statements, and the prevalence of simple sentences. The unit of learning dialogue speech is dialogic unity, realized through the use of microdialogues, which include several replicas relating to the content and form. Dialogue speech is characterized by the use of replicas, repeating phrases and words, questions, additions, clarifications, hints, understandable only to the speakers, a variety of auxiliary words and interjections. E.N. Solovova distinguishes the major characteristics of the dialogue. They are reactivity, and situationism.

Reactivity is the feature of the dialogue speech that causes real difficulties of mastering this form of communication in a foreign language for students. At the heart of these challenges are the following reasons:

- the reaction of the communication partner may be quite unpredictable, for example, he can suddenly turn the conver-

sation in another direction. It is very difficult to cope with the situation in which there is no response at all;

- the lack of students' necessary social skills which they need in dialogic communication not only in foreign, but also in their own language;

- in the dialogue we always depend on a partner. In addition, dialogue requires the ability to listen. In this case a new group of objective difficulties come into force due to the individual characteristics of the speaker's speech.

Situationism as one of the characteristics of dialogue assumes that the success of dialogic communication in the classroom depends on the given situation and understanding of the problems that the students face in the process of verbal communication. Otherwise, no supports will help to successfully perform the task. Situationism is the essence which determines the logic of communication. It is one of the main features of dialogue speech. At the moment, there has been an increased interest in the issues relating to the development of unprepared speaking in teaching a foreign language. (9, p.121)

Moreover, according to E.I. Passov, for the development of students' verbal skills and enhancing the use of the dialogic talk in the classroom, it is necessary to meet the following conditions:

- the presence of speech;
- the presence of a natural motivation;
- the presence of a natural situation as an incentive;
- personal individualization;
- a free variation, the novelty of the situation;
- independence of a speaker (8, p. 173).

More recent research by Mercer and Hodgkinson, carried out for establishing the centrality of dialogue in the learning process, showed considerable evidence that getting students to talk together in class has a number of benefits because it:

- allows students interpret ideas and articulate their understanding of the topic;
- helps them to understand that other people may have different ideas and points of view;
- enables students to reason through their ideas;
- helps the teacher to understand 'where the students are' in their learning (5).

Nevertheless, a characteristic of classroom talk is the extent of the teacher's conversational control over the topic, the relevance and correctness of what the students say and how much they may speak.

Research suggests that the common pattern of the classroom talk, where the teacher controls the discourse, asks important questions, repeats students' answers and offers praise, does not seem likely to improve students' thinking or develop their talking skills.

Moreover, most of the questions will form the first part of an exchange between a teacher and pupil known as an initiation-response-feedback (IRF) exchange. 1 These IRF exchanges give classroom talk its distinctive and familiar form.

Alexander says that "talk in learning is not a one-way linear communication but a reciprocal process in which ideas are bounced back and forth and on that basis take the learning forward" (1).

Research in many countries has shown that in whole-class sessions teachers tend to talk much more than their pupils. Students in many classrooms have few conversational rights. However, the balance and nature of students' and teacher's contributions to the conversation vary considerably, both between countries and between classrooms. One of the reasons for this variation is that in some classrooms a teacher's questions (or other prompts) elicit only brief responses from pupils, while in others they often generate

much more extended and reflective talk.

The concept of 'dialogic talk' emerged from these observations as a way of describing a particularly effective type of classroom interaction. 'Dialogic talk' is that in which both teachers and students make substantial and significant contributions and through which students' thinking on a given idea or theme is helped to move forward. It may be used when teachers are interacting with groups or with whole classes.

Dialogic talk requires:

- interactions which encourage students to think in different ways;
- questions which require much more than simple recall;
- answers which are justified, followed up and built upon rather than merely received;
- feedback which informs and leads thinking forward as well as encourages;
- contributions which are extended rather than fragmented;
- exchanges which chain together into coherent and deepening lines of enquiry;
- discussion and argumentation which challenge rather than unquestioningly accept;
- professional engagement with subject matter which liberates classroom discourse from the safe and conventional;
- classroom organization, climate and relationships which make all this possible.

In dialogue, participants (students and their teachers) are equal partners striving to reach an agreed outcome and trying out and developing what Mercer has described as the joint enquiry and construction of knowledge or becoming involved in a process of 'underthinking'.

According to him, there are three main types of dialogic talk:

1) Disputional talk, in which:

- there is a lot of disagreement and everyone makes their own decisions;

- there are few attempts to pool resources;
- there are often a lot of interactions of the 'Yes it is!'-'No it isn't!' type;
- the atmosphere is competitive rather than cooperative.

2) Cumulative talk, in which:

- everyone simply accepts and agrees with what other people say;
- talk is used to share knowledge, but the participants in the discussion are uncritical of the contributions of others;
- ideas are repeated and elaborated but are not necessarily carefully evaluated.

3) Exploratory talk, in which:

- everyone offers relevant information;
- everyone's ideas are treated as worthwhile, but they are critically evaluated;
- people ask each other questions;
- people ask for, and give, a reason for what is said – so, reasoning is 'visible' in the talk;
- members of the group try to reach agreement (though of course they may not – it's trying to find agreement that's important) (4).

Most discussions are usually a mixture of these types of talk. Mercer and Barnes assert that the most productive discussions, in terms of building a collective understanding and learning, tend to be those where there are high levels of exploratory talk. Therefore, it is the type of the talk that teachers should aim to develop. When learners engage in exploratory talk, wherein they will be sharing a problem and constructing meaning together; exchanging ideas and opinions, considering and evaluating each other's ideas, building up shared knowledge and understanding. In such communication students are thinking together, and trying to support each other with the aim of accomplishing their mutual goal. They are listening to each other and considering their response. When learners work col-

laboratively their reasoning becomes apparent through their talk. However, this talk does not come naturally to them; they need to be guided by their teachers to understand the value of cooperative work.

The problem is that the students didn't get used to expressing ideas openly. They unwillingly speak out, and in most cases they just agree with the teacher's statement without giving any comments.

A frequent pattern of questioning observed within the classrooms has been found to take the form of Initiation-Response-Follow-up (IRF), in which the teacher asks a question, a student gives a short answer, the teacher commends the student. This model is typical of many classrooms where it is the teacher who is the initiator and who controls the talk. (3) Such classrooms do not offer opportunities for the type of dialogic talk which promotes learning.

Questioning is a critical skill in the sense that, done successfully, it becomes a powerful tool for teaching by supporting, enhancing, and extending students' learning. It is considered that there are two main types of questions that teachers can use to elicit students' understanding: lower-order and higher-order questions. The first group of questions is also called 'closed' or 'literal' questions. They do not go beyond simple recall and answers are either 'right' or 'wrong'. Higher-order questions require students to apply, reorganize, extend, evaluate and analyze information. Both types of questions are valued and have their place in an effective pedagogy. It goes without saying questions need to be formulated to match children's learning needs.

In the classroom, teachers' questions can have a range of different communicative functions. For example, they can be used to test pupils' factual knowledge or understanding ('Can anyone tell me the capital city of Argentina?'), to manage classroom activity ('Are you all ready now to put your pencils down and listen?') and to find out more about what pupils are doing ('Why did you decide to have just three characters in your play?').

Different questioning techniques can be used in order to support learning more thoroughly, such as prompting, probing and redirecting. Prompting questions may be necessary to elicit an initial answer to support a student in correcting his or her response, for example simplifying the framing of the question, taking them back to known material, giving hints or a clue, accepting what is right and prompting for a more complete answer.

Probing questions are designed to help students give fuller answers, to clarify their thinking, to direct problem-solving activities, for instance, "Could you give us an example?"

Redirecting questions to other students, for example, "Can anyone else help?" are also effective in sparking off the students' desire to speak out.

Asking questions to encourage students to talk constructively and on task, the teacher may also find advantages. He/she can:

- Signalize a genuine interest in the ideas and feelings of children;
- Develop curiosity and encourage research;
- Help students to externalize and verbalize knowledge;
- Develop students' creative thinking;
- Stimulate students to think critically;
- Allow students teach each other and learn from each other
- Teach them to respect and evaluate each other's contributions.
- Diagnose specific difficulties and misunderstanding that could hinder learning.

We may resume further what dialogic talk offers, from an educational point of view. One of the prime goals of educa-

tion is to enable students to become more adept at using language, to express their thoughts and to engage with others in joint intellectual activity (their communication skills). A second important goal is to advance student's individual capacity for productive, rational and reflective thinking (their thinking skills). Dialogic talk can help achieve both these goals.

For learners to become more able in using language as a tool for both personal and collective thinking, they need involvement in thoughtful and reasoned dialogue, in which conversational partners 'model' useful language strategies and in which they can practise using language to reason, reflect, enquire and explain their thinking to others. By using questions to draw out students' reasons for their views or actions, teachers can help them not only to reflect on their reasoning but also to see how and why to seek reasons from others. By comparing different points of view, a teacher can help those views to be shared and help students see how to use language to compare, debate and perhaps reconcile different perspectives. Providing only brief factual answers to IRF exchanges will not give students suitable opportunities for practice, whereas being drawn into more extended explanations and discussions of problems or topics will. This is the valuable kind of educational experience that dialogic talk can offer.

So, dialogic talk stimulates and extends students' thinking and advances their learning and understanding. It helps the teacher more precisely to diagnose students' needs, frame their learning tasks and assess their progress. It empowers the student for lifelong learning and active citizenship. Due to the development of dialogic talk in the classroom the students are found to possess strong, capacious, and argumentative mind which is highly appreciated in our life.

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MICRO-TEACHING IN ENGLISH EDUCATION

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The art of teaching does not merely involve a simple transfer of knowledge from one to other. It is a long process that manages and has an impact on the learning process. How much students understand and know from the teacher shows the quality of the teacher.

The aim of this article is to highlight the need for using micro-teaching more frequently and more effectively. A literature search of articles and books on micro-teaching was undertaken from different databases.

'The experience of observing can be as useful as the experience of being observed, i.e. professional development for the two individuals involved' [1].

Micro-teaching is a teacher training technique first developed by Dwight W. Allen and his colleagues at Stanford University [1]. In micro-teaching, attention is focused on specific teaching skills, which are practiced for short periods with a small group of students. The number of students is usually from four to seven, and the period of time for the activity is no more than twenty minutes, it may take five at least. Immediate feedback on the micro-lesson is initially provided by means of videotape recordings, but audiotapes, supervisors' comments, pupils' criticisms or some combinations of these have also been used. On the basis of the feedback provided, the teacher analyzes and restructures the lesson in order to teach it to a second group of pupils. Again this is followed by feedback which is analyzed and evaluated for improvement. By employing this 'teach-reteach' cycle, it is possible to give the student teacher the opportunity to put into practice at once what he has learned from the feedback on the first attempt.

Micro-teaching is a good way to learn strength and weaknesses in teaching. Both the observer and observe can benefit from this kind of experience. Generally, the main focus is not on the students and their work, but on the student teacher who conducts the learning process.

The rationale for this approach to teacher training is that teaching is a complex and demanding activity, involving techniques of organization, control, and command of teaching skills well beyond the intending teacher at the beginning of his course. Microteaching attempts to reduce the situation to manageable proportions. The use of a videotape recorder allows both a visual and sound recording of the teaching sessions, thus, providing an objective reference for subsequent supervisory conferences and the use of evaluation instruments designed to assist in the analysis of the teaching behavior recorded [2].

One of the major recent developments in micro-teaching is the concept of technical skills of teaching. Technical skills are behaviors of teachers which when utilized appropriately would lead to the accomplishment of what are called "performance criteria."[3] For example, in English a major performance criterion might be that the student teacher can lead a discussion of a poem in a way that actively involves his students. To accomplish that performance criterion, the teacher would have to be able to question skillfully. One aspect of questioning is the technical skill called "probing", which can be described as the type of questioning procedures a teacher would use to draw his students beyond their original answers to his question. For example, a student teacher can learn to ask his students 'Why?" "Can you give an example?" "Can you define that?" in such a way, that he

draws students beyond their first responses to a question. Other technical skills involved in leading an engaging discussion might be "reinforcement," the ability to reward students in such a way that they are encouraged to contribute more to a discussion. Something that has been given the awful label of "varying the stimulus" is a technical skill which means simply that the student teacher learns not to stand in one place, speak in the same monotone, and use the same gestures over and over again. The technical skill of "using examples" is thought to be particularly important for an English teacher, who is often involved in discussing abstract concepts which must be brought down to a concrete level if the students are to become intelligently involved in the discussion.

Operational definitions of specific teaching skills are essential to microteaching. These teaching skills are derived from an analysis of the teaching process into specific techniques. The technical-skills approach was initially developed at Stanford [2]. These technical skills (e.g. 'using higher-order questions') are not linked with specific subject matter. As McDonald puts it, "Each skill has an observable and easily countable teacher response linked (with some exceptions) to a specified and also easily countable student behavior. These response pairs are thus defined functionally and independently of the substantive character of verbal utterances on the topic of inter-change between student and teacher".

One of the major problems of teacher training is to provide the trainee with useful feedback on the adequacy of his teaching performance. Micro-teaching is the method for a supervisor, a teacher, an observer to attend a classroom lesson given by a student teacher, and subsequently to discuss it with the student teacher. Inevitably the discussion takes place after the lesson is over and the student may find it difficult to see in the su-

pervisor's remarks an accurate picture of how he has behaved.[1] While he is teaching, the trainee is usually so involved that it is difficult for him to stand back and consider his teaching behavior objectively.

Analyzing teaching into specific skills reduces the complexities of teaching and gives direct practical guidance to the teacher about his/her behavior desired. It also provides reliable criteria by which mastery of the skills can be assessed, and makes possible research which investigates the relationships between teaching skills and students' behavior, as shown by Perrott in their study of teachers' higher order questions and pupils' higher-order responses.

The main focus of microteaching sessions is on approaches to teaching, not the content. Each 15-minutes lesson has a different thematic focus to give a teacher opportunity to practice various teaching methods.

Microteaching is about more than content delivery. The goal is to teach audience members about the topic and encourage their participation so to be able to see what they have learned. When preparing a lesson, it is important to consider ways to engage the audience in the lesson and select teaching methods appropriate for the topic and audience [4]. It is possible to start the lesson by asking questions to find out what the audience already knows about the topic (this is known as prior learning assessment). To make the lesson interactive, it is considerable to use demos, questions, quizzes, games, videos, think-pair-share, brainstorming and other techniques to help the audience engage with the material and practice new knowledge.

One research suggests guidelines for presenters

1. The presenter must be prepared to teach for five to ten minutes; requiring short presentations allows better evaluation of teacher's techniques used when teaching.

2. The student teacher must be mentally ready to teach on the certain day. It is necessary to agree upon this question beforehand when it is decided to check and evaluate the teacher's skills. The teacher trainer gives the student teacher advance warning that they will teach in front of the group of people, not necessarily be students. This is fair and necessary, as it reduces the amount of stress and prepares teachers mentally for observation.

3. The presenter must use English to teach. The purpose of using only English is to improve the presenter's English proficiency and teacher talk, which is the ability to give clear and correct instructions and explanations in the classroom.

If seeing micro-teaching from the teacher observer's side there should be made some recommendations for them as well:

1. The teacher trainer may give thematic suggestions for the lesson. Some sample themes include: types of classroom interactions, cooperative learning, productive questioning strategies, appropriate listening tasks, successful reading strategies, the use of writing prompts, techniques to teach vocabulary.

2. The teacher trainer also gives students an evaluation checklist for each class. The evaluation checklist should reflect the theme of the course. For example, if the theme is "types of classroom interactions," the evaluation check-list might include the following items:

How many different students were called upon?

Was the lesson appropriate for the tar-get student profile?

Did every student speak in complete sentences? Why or why not?

How many times did students speak with each other?

How many times did students ask the teacher a question?

Before the student teacher starts microteaching, the teacher trainer reviews the evaluation check list to make sure each item is understood.

3. After a student teacher has presented a microteaching lesson, the teacher trainer gives as many students as possible a chance to provide feedback. After they have given feedback, the teacher trainer supplies additional feedback that the students may have missed.

4. The teacher trainer corrects any teacher talk errors. Many believe that this feedback is more important than feedback on errors of technique or approach. Since some may make a lot more errors than others, the teacher trainer must use time wisely by selecting the errors students may not know how to correct [5].

Lesson planning: having clear cut objectives, and an appropriate planned sequence.

Set induction: the process of gaining pupil attention at the beginning of the class.

Presentation: explaining, narrating, giving appropriate illustrations and examples, planned repetition where necessary.

Stimulus variation: avoidance of boredom amongst students by gestures, movements, focusing, silence, changing sensory channels etc.

Proper use of audio: visual aids.

Reinforcement: recognizing pupil difficulties, listening, encouraging pupil participation and response.

Questioning: fluency in asking questions, passing questions and adapting questions.

Silence and nonverbal cues (body language).

Closure: method of concluding a teaching session so as to bring out the relevance of what has been learnt, its connection with past learning and its application to future learning.

Microteaching is an important education component that gives chances of teaching practice to pre-service teachers [1]. Therefore, microteaching presents ad-

vantages like self-confidence, seeing and fulfilling the shortcomings, learning different methods and techniques [6]. So, the place of microteaching in education is important. This is a result indicated by different researches [2].

According to the results of the survey micro-teaching has proved to be an efficient and effective technique in teacher training programmes.

The teacher trainee is made aware of the various skills of which teaching is composed. Selected skills are chosen and discussed in a briefing session. Micro-teaching simulates the classroom scene and gives the teacher trainee an experience of real teaching. Feedback enables the teacher trainee to consciously eradicate or give up irritating habits and mannerisms. The teacher trainee can focus his/her attention on clearly defined aspects of his/her behavior. Patterns of classroom interaction and communication between the teacher and the students san be objectively and easily studied. Microteaching focuses attention on the modification of teacher behavior and improvement of interaction process involved in the teaching learning process.

The major premise underlying the concept of micro-teaching is that the complex teaching act can be split into component skills – each simple, well-defined and limited. These skills can be identified, practiced, evaluated, controlled and acquired through training.

A large number of skills have been identified. The first effort made by Allen and Ryan resulted in identifying fourteen skills. These skills have been chosen as they foster teacher-pupil interaction, particularly as they belong to the four areas of motivation, presentation, recapitulation and questioning. These are the skills of:

- Set introduction;
- Explaining;
- Stimulus variation;
- Reinforcement;
- Questioning;
- Blackboard writing;
- Demonstration;
- Closure.

It is of utmost importance in micro-teaching to give feedback. Feedback ensures that we move forward efficiently and enhance our knowledge, skills, abilities and relationship with others. The best feedback is always specific, detailed, timely, and respectful.

It is required to give and receive feedback that will provide tools for improvement rather than providing general comments. It should be noted that there must be focus on a few specific items.

It is common to start with a positive comment. Pointing out strengths is an admirable skill that is very important to building each other's confidence.

The comment made should be positive and non-judgmental. It is required to replace YOU with I, and focus on the design and delivery of the lesson rather than on the personal attributes of the presenter.

Effective feedback is immediate and frequent. It is specifically tied to the event being evaluated and given often.

Listening closely to the feedback given to you during the session is really important. It is often easy to be consumed by suggestions for improvement (constructive criticism). It is just as important to focus on strengths as it is to enhance your areas for improvement.

The very strengths of micro-teaching which I have discussed lead me to question whether micro-teaching as I have described it is appropriate for a program of English education. Micro-teaching is an outgrowth of behaviorist psychology. It reflects a behaviorist view of the world. Micro-teaching trains' teachers to perform in ways those who are running the program think are good. Like a programed teaching machine, the goals of micro-teaching have been set by those who administer the program; the goals are then

analyzed in terms of their component parts, and a pattern is devised that will lead the teacher trainee to perform in the desired way, or at least at some minimal criteria level. The main technique of supervision in the micro-teaching process is to selectively reward or reinforce behaviors which approximate the skills we are trying to teach and to criticize those behaviors which do not lead the trainee to behave in the way we think he should.

In educating teachers of English there could not be a presumption to come up with a list of skills which it would be necessary for all of our prospective teachers to perform. Even if we thought we knew of some skills that might be useful, we would object to training our students to perform them; instead, we would present them for their critical examination and let them decide whether they are appropriate for the kinds of teachers that they want to be. Education as opposed to training presumes an interest in presenting and sharing with students experiences which will lead to self-insight and insight into the relationship between the type of human beings they are and the type of teachers they will be. In a process of education we would be interested in presenting them with experiences which encourage them to develop confidence in what they are and what they want to be, not in experiences in which the focus is on being trained to be what others want them to be. Basic to education is a faith in the nature of our interns because we assume that they want to be the best they can be. Training, on the other hand, seems to me to say, We will shape you to be what we want you to be; we don't have much confidence in you. Training looks to standardization rather than diversity, constraints and requirements rather than options and freedom. The main concern I hope my questions have raised is whether we are using and will use micro-teaching to mould and shape our future teachers or whether we can devise ways of using it

which would be more consistent with the aims of an educational experience.

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PECULIARITIES OF TECHNICAL TRANSLATION

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Technical texts translation is one of the most popular services in the translation sphere. Technical texts represent a type of functional texts which deals with various technical processes and production and is expressed in various forms of written texts with the main purpose to provide objective representation of information [10]. Throughout the last century the quantity of technical text translation has tremendously increased as a result of industrialization and fast developing international business and collaboration. Nowadays, translation of technical texts represents vast majority of the professional translator's workload. Translation of technical texts is directly related to modern technical and productive development and the necessity to ensure its continuing based on available professional knowledge. In each language functional style one can distinguish certain linguistic features which can have direct impact on the process and the result of translation and such impact is rather significant. Similarly, translation of technical texts is characterized by a number of peculiarities that determine the specificity of translator's activity when handling texts of the technical style.

The main purpose of technical texts is to communicate factual information, notions and conclusions. One of the features of thinking in technical sphere is its informative and logical character. This determines such general peculiarities of technical texts as intentional consistency of exposition, meaning accuracy (instead of ambiguity), information depth, objectiveness and absence of imagery and emotions in the text [6, 64]. The logical character of technical texts is expressed, among other things, by the text structure where certain linguistic means are used to build cohesiveness of the text. According to K. Baakes technical texts can be characterized by "objectivity, precision, lack of expressiveness and emotions, economy, and formality" [2, 33]. Furthermore, these general features of technical texts are considered to influence the translation activity. As mentioned by S. Gauch and R. Futrelle, these features are "logicality, substantiveness (clear connection between the main idea and supportive details, strict consistency), objectivity, accuracy and subsequent clarity and lucidity" [5, 126]. In this connection, technical texts are opposed to literary texts which are characterized by the abundance of literary means intended for creating expressive perception of the text. In addition, the generally agreed feature of technical texts which also distinguishes technical texts from literary ones is objective nature of technical narration, since the main purpose of a technical text is to convey objective information on a technical subject without mentioning the author's subjective evaluation of the facts and processes.

As it was inferred above, technical texts are generally intended for specialists in a given field. Therefore, technical texts are written following strict rules, and the author of such text is perceived not as an

individual writer, but as a representative of the given subject specialists who build on what has been achieved by previous research. This is required to allow for objective and clear representation of information for recipients who use it for occupational purposes. Thus, most of technical texts have similar syntactical and morphological structure, set expressions and style.

Many authors concur that the most typical peculiarity of technical texts is terminology. For instance, V. Komissarov writes that the most significant feature of technical translation is lexical and grammatical peculiarities of technical texts, in particular, the leading role is played by terminology and special vocabulary [6, 66]. All technical texts tend to have language means which help satisfy the needs of a certain communication sphere. On the vocabulary level technical texts are characterized by the use of scientific and technical terminology. V. Komissarov noted that the terms in technical texts must provide accurate and clear definition of real objects and phenomena, and, what is the most important, ensure proper comprehension of the conveyed information by specialists. He adds that in translation of technical materials terms must be precise, in particular, "have strictly defined meaning which can be developed through logical thinking and removes the place of the defined concept in the paradigm of a given field of science or technique" [6, 70].

Another typical lexical feature of the technical texts that influence translation process is abbreviations. Technical texts are full of multiple abbreviations and acronyms. Many abbreviations have generally approved translations which are recorded in special dictionaries. However, a great number of abbreviation and acronyms have several meaning. Therefore, translator's responsibility is to select proper meaning out of the variety of the meanings given in dictionaries subject to the thematic component of the text and interpret unknown and new abbreviations through logical conclusions or direct consultation with the author of the text.

Knowledge of technical vocabulary is part of subject knowledge. Thus, it can be defined by means of contacting the specialists who have good knowledge of a given subject area. Professional translators do it in the following two ways: by using a technical dictionary composed by subject specialists; and by clarifying the meaning with relevant specialists or, when possible, the actual author of the text in person [3, 148]. In these cases, translators should pay special attention to the words considered to be the most important for the message of the text.

In general, there is broad agreement that technical vocabulary needs further investigation, because the currently available knowledge is quite limited to handling technical vocabulary in certain areas separately, without studying it in integration with general vocabulary. As T. Chung mentioned upon studying the works of Sutarsyah, Chung, Chung and Nation, and etc, "research on technical vocabulary shows a considerable underestimation of the role played by technical vocabulary in special texts and the lack of information about the way how technical vocabulary is connected to other types of vocabulary" [3, 155].

Further study of technical texts leads us to the necessity of reviewing the types of technical texts. There exists a great many of technical text types. The following types are suggested by K. Zethsen as the most often cited technical texts:
- scientific articles;
- specifications;
- text books;
- encyclopedias;
- manuals;
- patent applications [8, 72].

A more specific classification of the types of technical texts is given by A. Dillon and C. McKnight:

- potent documentation;
- project documentation;
- catalogues of equipment and materials;
- technical descriptions and product specifications;
- product technical documentation;
- manuals, equipment installation, or repair instructions [4, 96].

Subject to the type of technical text specified above, apart from common lexical features technical texts can have differences in style and syntactical structure. For instance, product guidelines and project documentation for a product from the same industry will considerably differ in structure. While the project documentation is very likely to have long and complex sentences, the manual guideline will probably have more simple sentences and be abundant with sentences in imperative mood. Similarly, the stylistic feature of these types of technical texts will probably be different, too. Hence, professional translators should select translation strategies subject to complete analysis of a text to be translated. As noted by K. Zethsen, "no particular translation strategy is required as long as the translator gets familiar with relevant vocabulary and terminology along with the typical syntactical structure of the technical text" [8, 79]. Thus, applying text analysis basics in technical text translation is a very important step in the production of precise and accurate translation.

According to I. Alekseeva, technical texts are used to convey cognitive information; to allow for objective presentation of knowledge the following linguistic means need to be equivalently rendered in the translation:

- subject semasiology;
- passive form
- praesens generellis;
- complex words;
- nominative nature of the text [1, 64].

Following the author, subject semasiology means the use of a subject from a given field of knowledge or its substitutes such as personal pronouns, demonstrative pronoun or adverb which point out the noun. At the same time, it is very rare when subject is expressed by personal pronouns in singular form, the plural form is more appropriate, but used a little more frequently than the singular [1, 64]. Another type of linguistic means, the passive form, is a very common feature for technical texts. It is expressed by passive voices of verbs, various passive constructions and impersonal sentences. Further, praenens generellis, i.e. the use of present simple tense to mark events which take place regardless time is also frequently used in technical texts. This allows for objective representation of information regardless the time paradigm. Similarly, a large amount of complex and compound words built following the word-building patterns with abstract meaning reflects generalization of information and as a result its objectiveness. Finally, nominative nature of texts means prevalence of nouns where the action is expressed not through verbs but verbal nouns and verbs that lost their meaning, this can also increase the objectiveness of narration [1, 66]. Thus, the above mentioned language features constitute the peculiarities of technical texts following the scholar I. Alekseeva's opinion.

Consistency of presentation in technical texts is ensured by a high level of complexity and a great variety of syntactic structures if compared with other types of written texts. According to I. Alekseeva, when translating a technical text that has a complex syntactical structure, the latter is generally considered to be an important feature that should be rendered in translation in full amount [1, 67]. At the same time, translators should be aware of the fundamental principle of scientific and technical style which is its functionality. E. Mastná calls it pragmatic aspect. The

author also mentioned that, the structures of technical texts may be characterized mainly by the abundance of terms, special vocabulary and compound syntax; however, it does not necessarily mean that a translator is expected to translate them word by word. What is required is comprehensible and precise transfer of the relevant meaning of the original text [7, 34]. Therefore, if the syntactic structure of a sentence to be translated is too compound and cumbersome to clearly render the authentic meaning in the target language, translators should break the sentence into units or rebuild it, if it is required to ensure clarity. E. Mastná emphasized that when handling technical or scientific texts, their form is considered to be secondary if it is impossible to render the meaning without modification of the form [7, 34]. The primary point is the content, which very often happens to be quite complex. Nevertheless, the translator should not strictly follow a tricky structure of sentences which can make the understanding of the meaning much more difficult for the reader.

Moreover, as it was noted by I. Alekseeva, sometimes due to linguistic features of the target language, the complex structure of a text is converted in such a way that the distance between syntactically interrelated components of the sentence can prevent the recipient from following the author's thought clearly. In such a case, a translator has to transform the syntactic structure (i.e. make a syntactic transformation): to simplify it or split the complex sentence into two simple sentences to provide for proper and unhampered understanding of the content [1, 64]. Overall, in many cases, a translator needs to select an alternative method of transferring the content when a standard method of translation is not feasible.

In terms of the language structure, it is a well-known fact that the English language is considered to be brief and compact. Thus, another characteristic feature of English technical style is condensation of structure [7, 37]. When translating texts where condensation has been applied, it is necessary to enlarge and specify some condensed structures by adding more lexical means or introducing clauses with finite verb forms. This is required to provide clarity of the meaning and avoid ambiguity in the target language. In terms of content, a translator always needs to bear in mind that in the cases when description and enlargement is more explicit than mere translating which does not ensure complete comprehension, the former should be selected as the primary translation strategy.

Another important aspect of the syntactic structure of any text in general and technical text in particular is actual division of sentences. When translating technical texts, it is essential to find the rheme of the original text and to place it to a proper position in the target language. The rhematic position in English is determined by its fixed word order within a sentence, and to mark the place of the rheme, certain lexical, syntactic or morphological means are used [7, 37]. In addition to the fact that the rheme of the English sentence generally occurs at the beginning of a sentence, it can also be found by the indefinite article, words only, merely, just, constructions it was… who, and etc. Similarly, the words as, though, since indicate the theme of the English sentence [9, 23]. Thus, it is important to analyze the text content in terms of the actual division of sentences and search for an equivalent syntactic structure that conforms to the standards of the target language.

The peculiarities of the technical texts studied above constitute certain inferences for translator's activity. Primarily, the language means that allow for text objectiveness, logics and compactness of narration shall be the prevailing features of technical translation [1, 67]. Another in-

herent feature of technical texts is its special vocabulary and terms. The latter traditionally have the equivalent translation listed in special dictionaries. As a result a single word is considered to be the main unit in technical translation. Consequently, the more common type of translation equivalent is single meaning equivalent; the second popular equivalent is variant equivalent [1, 67]. As we discussed previously in the article, the main task of a translator is precise transfer of the author thought. Easy comprehension of the meaning of technical texts is facilitated immensely if a translator is familiar with the subject of the text and associated terminology. In addition, knowledge of the target language terminology and technical texts style is an important condition to produce a qualitative translation.

Demand in professional technical translators has grown immensely for the last century as a result of expanding globalization in technical science and production among other spheres of economy. At present time, translation of technical texts constitutes the largest part of translators' workload all over the world. Consequently, translation of technical texts has become a relevant topic for research. In this article we summarized the information on the peculiarities of technical texts and associated inferences for translators. These peculiarities are, primarily, objective, logic and consistent presentation of information indicated by certain linguistic features. The most obvious feature is special terminology for the main purpose of technical texts is to communicate special information for occupational purposes. Various special vocabulary and terms, as well as abbreviations and acronyms represent considerable difficulty for translation and need careful examination. Our next step in studying technical text translation was to outline the main types of technical texts. The analysis of two different classifications led us to the conclusion that different types of technical texts have different linguistic peculiarities which again influence translation process. The syntactic structure of technical texts is another important feature that determines the specificity of translation. The main syntactic features of technical texts are prevalence of passive voice, praesens generellis, compound sentences, condensation of language structures, actual divisions of sentences and a high level of sentence syntactic complexity in general. Having analyzed the influence these peculiarities have on translation activity, we have come to the following basic conclusions: more common unit of translation in technical translation is a word unit, and the type of translation equivalent is single meaning equivalent; complex nature of technical text syntactic structure determines the need to transform it if required to ensure clear transfer of the meaning in the translation; and knowledge of special vocabulary and terms as well as being familiar with the subject of translation is a very important condition for making equivalent translation of technical texts.

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