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## **PHILOSOPHY, ATTITUDE TO THE WORLD AND LITERARY PROCESS**

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The meaningfulness of the literary process is always determined by the author's attitude to the surrounding world. This phenomenon becomes the basic principle. In this regard, the attitude exhibits traits of the concept, or a mental shape, which reflects the essence of the phenomenon under consideration.

When considering the content of the literary process we always match up forms and methods of the dominant attitude to the world in a certain historic period described in the literary work with the attitude of the author. This correlation helps to reveal the real basis for the author's attitude, which is reflected in the features of his literary work. Attitude as the major principle of understanding the literary work in certain cases can act as a model, which contain the most essential features of its meaning.

Among models operating in the literature process, we can mention the following models:

- Description,
- Immersion,
- Confrontation,
- Rejection
- Criticism
- Syncretic or ideological replication of reality,
- Reflexion,

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<sup>1</sup> The author (Doctor of Philosophy, Professor, Chair of the Eastern Division of Kazakhstan society of philosophers "Kazakhstan Philosophy Congress") presented a speech on this topic at the International symposium «Russian literature in the global context» dedicated to the 200th anniversary of Gogol (Kazakhstan, Ust-Kamenogorsk).

- Sensuous reflection,
- etc.

Each of these models is characteristic of a certain attitude of the author of a literary work to the reality and the position he takes in relation to his work, his story and the characters. Thus, *description* as a model assumes detachment of the author of a literary work, his staying outside the reality of the literary work. In case this model is used in a literary work there are no questions about how it was created. Instead, the leading issue to be discussed is the issue of the specificity of reality, which happened to be in the field of view of the author and was described by him. Descriptive model reduces the role of the author to that of the registrar of the reality that refuses to directly express their attitude to what is happening and described in a literary work.

The *immersion* model assumes a situation in which the author acts a direct participant of the events that compose the content of the literary work. This model, considered in its "pure" form, deprives authors of the literary work of the possibility to assess the events since all possible evaluation criteria for are dissolved in the flow of the events. The existential contents then becomes predominant. The readers in this case are most perceptible to the described things and events that are consonant with their condition at the time of reading a literary work, and if the "flow" of their life events is similar to what is described in a literary work. Otherwise, the readers will be unable to perceive the literary work as it was intended by the author.

The *confrontation* model programs the need to introduce into the literary work

some kind of plot alternative or the alternative of another type. The author in this case does not necessarily reveals his preference for any of the alternatives. On the contrary, the author deliberately confronts these alternatives, bringing them to the maximum inconsistency and contradiction. Then, according to this model, there should be some kind of a plot "explosion" or (again, as an alternative, or surprise) the alternatives that make up the core of the plot of the literary work suddenly disappear.

The *rejection* model provides for the unacceptable plot or semantic structures in a literary work. The author expresses his attitude towards them and treats the reader as his confessor, sharing with the reader his own state of rejection of things he writes about.

In this case, there are at least two different possible versions of the ending of a literary work. Firstly, the author removes with the help of the plot or otherwise everything that causes rejection. Another option is the absorption of the author's attitude with the negativity of the plot. The reader in these two cases sees the pessimistic and the optimistic scenarios, both of which have something that may not be acceptable as a matter of principle. It is assumed that there should be a victory of good over evil, or vice versa. Impersonation of good or evil in a literary work can be highly variable. However, the model will remain in effect.

*Criticism* model can be realized not only in journalism or in critical literature. It is quite universal. In the artistic work of literature, it is always present so far and to the extent to which the author shows his attitude to what is happening to his characters, to the plot of his story, etc. In such case, his critical attitude can manifest itself not in an open and all-out criticism of what is happening in the literary work, but through the behavior of his characters, their side remarks and so on, which in the

end nevertheless create an atmosphere that expresses a critical position of the author.

Criticism model has a significant educational potential, as it gradually creates a semantic field in which the acceptable is manifested in a positive way and the unacceptable is manifested as an area of negativity. The readers, who find themselves in this semantic field, follow the author's position. The strength of this model is in gradual development of this semantic field. It does not cause in the reader a critical attitude towards the author's position. That is why - we emphasize – the education potential of the criticism model is essential.

*Syncretic and ideological replication* of reality serving as a structural principle of a literary work is close to the descriptive model. It differs from description, firstly by using a smaller set of literary devices and secondly, by static reproduction of what is to be described in the literary work. Syncretic replicating assumes reproduction of an idea or a story in a literary work in which the author intentionally or wrongly does not differentiate between the main and secondary. The reader in this case is immersed in the flow of events, which demonstrate no certain sense. This model also assumes the cooperation of the author and the reader in the form of necessary reader's invasion into the literary work. Reader's position may be different, and therefore the literary work, built according to the model of syncretic replication every time will have to satisfy different interests and mindsets. Most often the model of syncretic replication is used in the literary works of an abstract type.

*Ideological* replication model requires structuring a literary work in accordance with definite socially accepted attitude. This attitude determines the development of the storyline, characters' preferences, author's evaluative judgements, etc. Author's bias is readily apparent, and

the reader is able to distance himself from author's position.

Reflective model suggests the inclusion into a literary work of the author's attitude in addition to the main story line. Author's attitude is not necessarily realized through the author's excursus. It can be realized through the characters of the literary work. This model is dialogical in its nature. It allows the author to guide the reader through the maze of his world view, his attitude to the world, giving an impression of presence of an intelligent companion.

*Sensuous reflection* model can reflect the attitude to the world, which is defined as a perception of the world rather than the attitude and is based on a set of emotions given us by the nature. This model allows constructing images of the world, in which civilizational standards are not present. "Natural" perception of the world, holdout of the characters from the options of social self-determination, etc. are the main features of the literary work, created in accordance with this model. This model leads to using forms that are largely free from social meanings and values.

"Depriving of social meaning" as a phenomenon of the literary work becomes recognizable when both the authors and the readers happen to be in a situation of social isolation for whatever reason, when their relationship with the social life becomes a phantom and unpromising. Reference to this model can be seen in Rozanov's position and his individual, independent attitude to the world based on which he made a statement "private life is above anything else" (People of moonlight). In its pure form, the model, if implemented, could become the basis of the product completely asocial or, by contrast, extremely social.

A brief reference to various models of attitudes to the world, which may be present in a literary work shows that each

of them has a certain activity basis. This is easily determined by the "verb" status of each of these models of attitude. For example, if we ask a question "what should we do?" the answer to the question is a "verb" form that characterizes the essence of a particular model of attitude to the world. For example, to describe, to criticize, to reject, to immerse, etc. In this respect, it is noteworthy that all world languages are built on the verb forms as their basis.

It is an evidence of the fact that the real life of people, reflected in the language, cannot but be an activity in which people communicate with the nature and with other people. A particular type of human attitudes toward the world is developed based on what people do, which determines the main patterns of how people perceive the world and how they present themselves to the world. Understanding that what people do is the basis of a certain type of attitude requires taking into account differences between different types of activity and between how these activities are perceived.

The most important thing in treating people's activities as the basis of their attitude to the world is the inadmissibility of its identification with a system of situational and end actions. Causes of inadmissibility are as follows. First, the purpose of the activity, understood as a system of actions, every time will be presented in the form of a separate "sub-targets", corresponding to each of the structural and functional elements. This means that in relation to the same case, there is no possibility to set the goal and chose the tools to realize this goal that would bring people together and accumulate their creative energy. Second, understanding the work as a system of action makes it a phenomenon consisting of independent elements of "here and now" nature. Prospective creative purposes of cultural and historical character do not "fit" in



the situation "here and now". In work, "systems of actions are not independent. They are subordinated to the objectives, structure and social value of activities carried out.

If the systems of actions substitute work becoming an autonomous basis that forms a man's relation to the world, then this attitude to the world also becomes situational and final" [1]. Situational, the final attitude to the world is characterized by superficiality and sporadicity. It does not include responsibility for what is happening beyond the "here and now". In this sense, it does not coincide with the sphere of morality and reason. It, expresses personal interests of man "here and now" in a rational and limited manner. It is the basis of snobbery, narcissism, etc.

To identify the specifics of attitude to the world it is essential to distinguish between the activities of a holistic and partitioned nature, between creative and manipulative activity, between creative and conformist activity. The difference between them is reduced to one substantial alternative - the alternative of holistic and partitioned activity. It determines the difference between creative and manipulative activity, between creative and conformist activity. Holistic activity unlike partitioned activity is carried out in accordance with the model, in which each element includes a functional "component": goal - choice of means - performance - results. All these structural and functional elements in the context of holistic activity are carried out by the same doer (doers, collectively). In partitioned activity, each of these structural and functional elements is carried out by a different doer (doers). As a result, partitioned work really leads to a separation of individuals and groups of people in accordance with the partial, private interests, characteristic of the parts of the partitioned activity they were responsible for.

The fact that the doers perform tasks

of the same directedness doesn't change the situation. Separation of work leads to the fact that some people find themselves in the group of those who set goals for these activities, and others - in the group of performers. There are also groups of an intermediate position. We believe they can be attributed to structural and functional element of the ongoing work, which provides for "the choice of means".

Inability of a person to be involved in holistic activity for a certain reason make this person prone to social influence. His potential of a subject, a doer, a creator is not realized. If the main thing that forms a person's attitude to the world is the activity presented in the form of systems, sets of actions, then the person (people) develops is a "mechanistic" manipulative, conformist attitude to the world.

Writers and readers mission in this case, is adjusted depending on the prevailing type of activity and the attitudes to the world formed in accordance with this activity. Writers express it through their preference in genres, plots, literary devices. Readers' preferences can serve as material for the reconsideration and defining the main characteristics of his life and, thus, his potential and prospects.

In the modern literary process understanding the problems of the writer's self-determination of the it is always relevant since this problem is a reflection of an existing projection of social consciousness of the era into the individual life of both the writer and the reader who consumes this literary "product".

Reader's interest in the literary work in itself testifies to the reader's need to get a sense of life that exists outside of his own being. The desire to expand one's own sense of life space, the space of self-determination through the literary work is always focused on the specific needs, which depend on the prevailing forms of person's attitudes to the world formed in the previous periods of his life. The desire

to read literary works that express, let's say, manipulative attitude to reality attests to the poorly formed personal sphere or the desire to degrade oneself to the level of a biorobot absorbing repetitive plots and circumstances, take oneself out of the active immersion into reality, get away from this reality and resign the responsibility for what is happening.

Another option why the reader is interested in the literary work the reader is associated with the opposite attitudes toward the world the dominating feature of which is the acute involvement into what is happening in the society, the desire to change the existing state for the better, responsible attitude to life, etc. Such attitude is characteristic of a man who has completely formed position of a subject (doer). This attitude expresses his position.

Subject position of a person differs substantially manifestations of his subjectivity, which has an attributive character. Interest in the literary work of man, having a subjective attitude to the world, who is not dissolved in his subjectivity and is not subordinate to it, attests to his search for such an expansion of the space of his life in which the content is not in any way reduced essentially to the situation of "here and now". The search for extension of life space through the literary work for such reader is focused on immersion into the historically changing times, "living" through deep underlying processes that are essential for the present and future generations. If, in response to this need, the reader finds the "mosaic" of the storylines, each of which is something finite, situational unrelated to non-individual attitude to the world, then this literary "product" is a piece of the "noise" literature, reading which is a waste of time. For this kind of products includes the phenomenon of popular culture as a whole, literature being its part. Aldous Huxley in his work "Art and banality" rightly pointed this out, saying that the popular culture for the masses

is a tragedy. The tragedy is that the popular culture, including popular literature does not help, and even interferes with overcoming the dead-end attitude to the world and sense of life and reality caused by it. It preserves and, increases the manipulative person's status of a person in the modern social world as its object rather than its subject of his own, does not create the possibility of understanding how to resolve the deadlock.

Other types of literature initially focuses on the motivation of the spiritual "I" have to self-determination in the world on the basis of subjectivity. This can be easily seen in the position of certain authors. Thus, Thomas Mann in his "The Artist and Society" says that literature supports the spirit, gives form to the life. Following Thomas Mann, we can say that the "projection" of the form of life in the literary work depends on its author's attitude to the world. This projection, then, in a sense guides the life of the reader. The strength of the impact on the reader depends on many parameters.

The most important among them is the degree to which attitude to the world of the author keep tune with that of the reader. Consonance or dissonance are the opposite forms of this accord. These concepts are borrowed from the musical literature. However, they quite adequately define the situation in this context. Here, consonance can symbolize a situation when positions of the author and the reader coincide. Dissonance, on the contrary, characterizes differences, opposition, alternative positions of the author and the reader. At the same time, in either case, "the shaping of life" will take place, albeit with varying specificity.

Real attitude to the world becoming a model, which is then transferred into the sphere of emotional and meaningful reflection of reality, becomes at the same time a constructive beginning of a literary work. Attitude to the world as the original

principle is a key to understanding reality as an explanatory image or a model.

Structuring the procedure of working with any object always assumes staged element-by-element reproduction, which is characterized not as a process, but as a series of discrete combinations. This means that the model of attitude to the world is always different from attitudes to the world as a process. It is important to keep in mind while analyzing a literary work in order to distinguish the true art of the writer or poet from the "made" by the model or in accordance with a certain order.

Detection of attitudinal models present in the literary work allows, as we noted above, reconstructing the author's reality and designing the reader's reality. In this regard, identification of attitudinal models is a basis of determining the status of the author - text - reader relationship. Considering the nature of the activity attitude of a man to the world, it should be noted that author-text-reader relation is of an abstract nature. The hermeneutic approach based on direct work with the text, does not take into consideration consequences of the fact that the text is taken as a given. The status of the text as a given means that in the relation "author-text-reader" attitudinal aspect is not considered as fundamental. Understanding the meaning of the text doesn't happen through perceiving the text as a set of characters, which contain the meaning of the text. The text as a system of symbols is not the same linguistic reality. Linguistic reality reproduces a particular attitude to the world and at the same time cannot be reduced to their carriers – systems of symbols. Hermeneutic work with the texts has a positive meaning - identifying and clarifying the relationship of systems of symbols as a means of objectification of meanings and values.

However, the position of the text as a means to expresses a particular meaning

of what is happening or not happening, does not provide for a possibility to understand what is "hidden in the text as its meaning. Understanding the meaning of the text thus requires reproduction of the attitude of its author and its reader.

The literary work as a result of the literary process in its essence and content is not the result of working with symbols and texts of its author. The literary work is always "an entrance into a different reality" in a different spatial and temporal being generated by and the resulting from the author's attitude to the world. Non-identity of the literary work to the text indicates that it belongs the sphere of spiritual reproduction and creation of a new reality as a project for the future existence or as a model requiring revision, improvement, destruction.

Speaking about a literary work as a project, which may have no practical results Arthur Lundquist noted that literary programs are often fruitless. The fruitfulness of the literary programs or projects may be agreed only in case if such programs or projects are based on the basic principles of human attitudes toward the world. Here, again, we are talking about the reality of the existing forms and ways of life of people who are responsible for deployment of a specific type of social relations and relations within which certain literary programs may be viable.

Literary process not only reproduces, but also captures the meaning of transformation of social relations. At that, reproduction and recording of attitudinal meanings of human existence in the literary process and literary work are always variable. The range of variation is very broad. It can affect all possible interests of people and all of their possible attitudes to themselves, to others, to the world. That is why the refinement of the basic variants of attitudinal models is a way to study the literary process and literary works, allowing better understanding of meanings and

values not only of the literary process and the product, but also of the reality, that shapes certain attitudes to the world in different historic times.

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#### **TRUTHS AND ILLUSIONS OF MATHEMATICAL THINKING**

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Mathematical science not only causes fearful interest with a wide loop of mystic "intuitions" among the average people, it has been differently interpreted over the development of history. Its special status presumably associated with its subject field is discussed not only by the scientists but also science managers in different classifications: it does not fall into the category of natural or social sciences. It was perceived as the incarnate mind, designed by this mind on the basis of some ontological assumptions or based on a priori structures of the mind itself. That is why there is no definite answer to the question "what does mathematics study". There is something similar to the convention of chess, which also deals with the secrets of mental activity. But if the conventional rules of chess is an obvious thing, the mathematics in its self-reflection (in the philosophy of mathematics) for ages has been trying to find a bases of its own actions. Mathematics sees conditionality of seemingly conventional forms of

its work and looks for a solution of this problem in some "ontological" intuitions and in constructivist abilities of the human mind. In its rules, the game of chess game is closed and easy to master. Its simple logic and certainty of the ultimate goal determine its goals, which are achieved on the chessboard under changing circumstances. In mathematics like on the board, there is also a certain goal, which appears in the process of moving towards the ultimate goal. But the ultimate goal causes some confusion. Because there is no clarity: if it is a science, not a game, what kind of truth does it look for? What does it study?

Or, maybe, as some believe, it only creates the rules by which all other sciences recreate space and time of objective phenomena of their subject field in order to determine quality characteristics of objects under study using quantity characteristics? Or, does it simply develop a universal language of science? Treated like this it is perceived as a logic of a "special type, thus revealing its fullness with the mind.

On the other hand, the emergence and development of logic as the science of thought, performing a methodological role in cognition, naturally relates it to mathematics. We cannot say that the algebra of logic is identical with the logic of algebra,

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but the objective correlation of mathematics and mathematical logic does not just clear up, it becomes philosophical and methodological problem. The problem of the relationship of mathematics to the concepts of objective reality is clearly a philosophical problem, and it remains permanently relevant as long as mathematical thinking retains its thinking character. Therefore, this problem arises not just from a philosophical curiosity, but as a problem of practical importance, since mathematics, in fact, reveals itself as a special theoretical tool in all kinds of not only scientific but also practical activities. This, of course, once again points to the universality of its "logic", its "language". Kant clearly showed that in the formal forms of "school of logic" (the logic that today turned into mathematical logic) there are forms characterized by universality and necessity, providing a real connection of thinking (logical) definitions and the categories. In other words, the actual thinking, while comprehending the subject, is realized in an entirely different way than it is thought from the point of view of traditional formal logic. Mathematics in its actual work is consciously oriented on this external form of thinking (formal logic) and uses it more clearly than any other science. That is why earlier than other sciences it realizes the need for reflection of ways of its own development. This reflection constitutes the basis for work of mathematical mind related to the various philosophical concepts. This forms different "methodology" position, explaining and at the same time guiding the mathematical thinking (intuitionism, logicism, formalism). But this, of course, is a question of philosophy. However, philosophy itself finds its grounds different. And, of course, among philosophical principles, mathematicians prefer those, that are closest to them - by schematic nature of professional thinking and by common sense of everyday life. After all, by and large,

the traditional formal logic has grown and mastered this everyday experience. In this regard, formal logic is a purely empirical science: formal forms of thought are abstracted from the everyday content of sensible things. This fact can be explained, and formally - logical science does this - however, beyond the content of its theory.

Similarly, mathematics seeks to explain its reasons and its certainty with facts when it is not mathematics per se, but philosophy of mathematics, its methodology. Explaining its own grounds is not what mathematics deals with; it starts doing so when it has certain problems in its direct field of study. However, we should say that these philosophical problems arise in any science, as any science is only a special way of understanding the specific objective reality.

This, of course, is a banal but curious fact: no science explains its driving forces, it only explores its subject.

In both of these fields, there is no distinct clarity, and when there is clarity, the questions disappear. Then, the science degenerates from research into technological process - from an anonymous author and without thinking about the subject. In the context of the division of labor (in this case, of scientific labor) - it is very much a natural process, social in its nature and with a wide range of negative consequences. Technologically wasted forms within science are embodied into outward-subject, social and pedagogical technologies - and this (under certain social conditions) is seen as the essence see the meaning and purpose of science. Truths, revealed by science and deprived of their personal character by this science, come to life. This is the sign of its practical efficiency, and philosophy of science deduces from it external causes of science development.

Worked out in science "technological forms" as the embodiment of the truth become stable forms of development of

knowledge, operations and actions with a hidden meaning and of hidden origin. Today, they are associated with go to the computer technologies, with a special objectified world, and, within the human subjectivity in personality psychology into prejudicial forms. Human psyche is full of these forms, which generates a range of secondary prejudices and pseudo problems both within the science and in everyday consciousness. It is not surprising therefore, that inside the science of mathematics, schematisms, fused with the methodology of formal logic and common sense of ordinary consciousness, raise so many philosophical problems, often leading it into mysticism. From the Pythagorean times one of the actively discussed issues is the problem of a number - one of the fundamental concepts of mathematics. It is naturally, that these "technological forms" of science also become the main concepts of the educational process. And, unfortunately, not only the content but also the form of the pedagogical activity. And nonsense spreads. "The school system - says the famous physicist - forces the teacher, who has a good idea about how to teach children to read, to do it in a different way, and even confuses the teacher head so that the poor thing starts believing to feel that her method is not good at all. A mother who ones punished her hooligan boys in some way, then throughout her life feels guilty because "the experts" convinced her that she acted "incorrectly" (Richard Feynman. Surely you are joking, Mr. Feynman. M., "Kolibri", 2008, 468p.). No wonder, therefore, that such formal logic cannot explain creative development of mathematics. That is why people start searching for its deep hidden grounds, which cannot be further explained: intuition (subjective-psychological basis), construction (creative ability of the subject), an empirically formal rigor of rational thought. And again - it is not just a problem of mathematics but science in general,

in mathematics it is just seen more clearly, rather than, say, in biology or chemistry, where the objects can be put into actual experimental conditions. In mathematics, as well as in philosophy, the subject content is not so explicit. And it is not easy to understand a banal truth that this content is generated a transforming activity of a man. Like the subject of biology and chemistry. Like any objectness. However, not any objectness is as obvious as the actual existence of everyday life. But escape beyond the limits of ordinary life involves entering the inner, the hidden and not obvious, the content of this very ordinary life, unfolding its content and turning it into the semantic field of consciousness, which historically differentiates itself as a subject and thereby constitutes different sciences.

Each of these sciences develops its own methods, its "operational technologies" and checks them for the truth. Mathematics seems to do it more carefully, as if making it the subject of its own - and therefore creates the illusion of logic "research." The accuracy of this science is the subject of envy by many and taking its accuracy as a norm, people start to classify sciences on this basis. If we proceed from the assumption that consciousness reflects, reproduces the being, then we have to admit the existence of specific objective content in both mathematics and philosophy. In mathematics, however, there is an understanding that mathematical form of thinking is generated by mathematics itself and there is nothing outside it that could act as its basis or its object.

The position of science is to understand this through its nature and unfold this nature through the development of shaping's of this nature. This is the theoretical knowledge of the thing, i.e. the reflection of the thing in its development, in its natural dimension, or - in the forms of the universal and the necessary. That is what should be called scientific knowl-

edge. It is clear that this knowledge is the true knowledge i.e. corresponding to the general nature of the things, and a method of generating every special things inside this general nature. Only then the thing is understood, and only then a man can take the position of this thing, and coordinate their actions in accordance with its logic. It is because the thing becomes "transparent" for the thinking of a man and can be practically used. Philosophy is interested in the nature of the concept, the form of subjective activity, the objective law of its development. All this is one and the same. And there is basically no difference what kind of material is used to explore these things. The adequate to itself form of philosophy is its work with the general definitions isolates from the structure of objective cultural and historical existence. The same happens in mathematics: its adequate form of movement is realized only in pure abstractions, generated historically, in the study of pure quantitative, spatial and temporal relations with no load of sensuality. This circumstance creates the illusion in mathematicians, for sensuality, subject-objective content in it is not explicit. The theoretical form of science is inaccessible for the ordinary consciousness, it requires sensuous visualization and visual authenticity, thus, clarity and sensual visual authenticity - thus it only guesses its essence, but doesn't understand it. But behind every thing there is essence, given by the thing, but also hidden by this thing. It generates this thing and manages it. Anticipation of this situation is given to each consciousness. Clarifying this situation is the task of philosophy. But what about mathematics, which has lost its direct connection with reality?! Mathematics deals with identifying pure spatial and quantitative forms of existence, independent of any circumstances. Images and schemes of spatial activity created by it in their quantitative expression immerse into the cultural aspect of history – and at the same

rime into the culture of mathematics itself.

And that is why mathematics as any other theoretical science exists as an above-individual form, which contrary to the views existing within mathematical culture doesn't depend in its universally required definitions on a man or his consciousness. The human consciousness can either adequately express them or distort. And, most interestingly, in both cases it is not always capable to realize whether it is in the position of the truth or the error. Therefore it is not surprising that it often cannot answer the question what determines mathematical forms, what is their nature, and whether they are created by consciousness or weather consciousness just reflects some objective content, given in spatial quantitative forms.

And today, when mathematics loses spatial representations and the concept of quantity is transformed in such a way that it almost disappears along with concept of number, loss of an objective foundation of mathematics is becoming a fact of its own identity. The opposite of this presentation, growing in consciousness, lies in the fact that the mathematical relations reflect the deepest universal ties, lying even outside of this world, but defining it. This representation is not only logically possible but - as any logical possibility - lives quietly in the mind, since a mathematical form is a form, which from the very beginning is cleared from any empirical content, abstract, abstracted from it, and therefore seemingly not related to it. This representation dates back to the Pythagoreans, who believed the number was in the foundation of the world based on the fact that the empirical world obeys mathematical numeric relations. And if it was not so, then why would we need math? The world is “inferior to” science, because the world is expressed in science. The world is subordinate to the insane action of humanity - because the world allows this action. And not just because the world forms can be



broken by the insane interference with their existence, but because the world is full of variety, order and chaos are just moments of the existence, pure and mixed forms are just an accidental discovery of one's own essential moments. With the immersion of science in the structure of the matter we discover new properties, which, with its of its paradox nature, actualizes the problem of space and time. And, thus, setting new challenges for mathematics. Microphysics, for example, now allows the presence of such unusual properties of the material world as a multi-dimensional space and time reversibility. In the interpretation of the phenomena of the microworld, however, there is another extreme - rejection of the concepts of space and time in general. Such views, of course, are related to the mathematical moves of science. The problem of relationships of mathematical "spaces" to the real space arises in connection with emergence of the so-called non-Euclidean geometries. How are these various geometric images of related to the space of the objective external world? Poincare, for example, believed that all mathematical (geometric) spaces are equal, none of them has any advantage over the other. All of them are abstract models that exist only in the mind. And he didn't even set the question of their relation of the objective world, but considered that in the description of physical phenomena mathematical spaces are more convenient than others. Therefore, there is no sense asking which geometry is characteristic of the real space - Euclidean and non-Euclidean.

If these geometries are consistent, then, from the point of view of mathematics, they are acceptable. Such representation does not derive directly from the mathematical concepts they are clearly of philosophical and methodological nature. Therefore, we cannot conclude that behind any mathematical concept or phenomena there is a certain physical reality. This

suggests that the interpretation of the mathematical provisions - is not an easy matter, it involves the transformation of all ideas related to the sphere of phenomena, and, most importantly, with the experimental verification.

One of the proofs of God's existence contains a conclusion from the presence of the concept of God to his existence. The lack of a developed ability of logical self-reflection, even in science can easily lead to all sorts of "ontological" findings (the truth of which is not justified). Kant's analysis of the categories of pure reason showed that the concepts of space and time cannot be derived from experience, and therefore we cannot conclude that they belong to the reality itself. But they exist within the structure of human subjectivity as pre-experiment forms of sensuous contemplation. In other words, space and time belong only to the subject of cognition as its own forms, which it organizes into various material, which we feel with different senses. Indeed, which kind of the experience do the concepts of mathematics derived from? The science that studies space, its structure, is geometry. Modern physics readily admits that in the microcosm the space is characterized by a specific metrics and topology (i.e. by a special dimensions and special quality characteristics). Metric relations here may have a qualitatively different character than in our ordinary space and time. In mathematics there are "mathematical spaces" in which there is no concept of distance. Such spaces are called "non-metrizable topological spaces." "If the space of a microcosm is really non-metrizable, then it will be characterized by only topological relations, and any metric relations will be missing. These facts cannot but change and the structure of the mathematical thought. Rational understanding of metric relations is possible only if certain standards of length and time are present. In other words, if they are not measurable,



they are not a part of rational thinking; Physics, for example, rejects the absolute space of Newton on the grounds that it is of no use, it is not measurable: the rational sense of space appears only in relation to extended bodies. In a microcosm, lattices and atomic vibrations serve as such standards. But on a very small scale or under certain physical conditions (e.g., at ultra-high density or infinite speed), these standards cannot exist.

And if a measure is lost, then length and time lose their meaning. At infinite speeds zero speed and infinite speed coincide, there are no numbers; there is no scale for determining distances. Both of these are possible to express only through a relationship to the values of energy, and space, its topology and metric only is interpreted only through these values. The space of the thing is determined by the nature of the thing itself. And if the thing exists in the space of the other things, it means that its own spatiality is compatible with and aligned to the space the other thing. Hence, there is an illusion that the space is just an empty receptacle.

And what is the determinacy of the thing with its nature? This is the determinacy of the relation of this thing with other things (its coordination with other things). But pure space, studied by geometry (mathematics) has no other definition other than the geometric ones, i.e. arising out of its universal nature. Mathematics, preserving the universality of the definitions of pure forms of space and time (quantity), seeks and finds ways to specify peculiarities of space-time dimensions of any reality. No thing is conceivable outside its relations with other things, and space is the form of this relationship (Aristotle, Leibniz). Time is an appreciative attitude of a thing to itself, to its own discriminated forms and simultaneously the detection of its self-identity, the moment of inalterability i.e. timelessness. In other words, quietude of the thing, its self-

identity is found only under the condition of its own change, therefore, only in relation to itself. That is why quietude is the removal of the time, the absolute identity of the thing to itself; super temporal existence of the thing appears only as its spatial difference, as its spatial existence. At the time of its spatial and temporal integrity and self-identity, space and time disappear. And appear again in its own motion. In all this, however, there is a problem, of the universal character. Correlating geometric sphere with a spherical body, I easily seen, express contradiction. This is a contradiction between the shape formed by the science, and the shape of a real thing. The subject here is opposed to the object. Because the sphere, no matter how it is conceived in geometry, is a shape of a subject. But the mind requires to relating a thing, as we have seen, to its own universal form. The question arises: is a universal shape introduced by the science related to the universal form of the thing itself. This question is further divided into two other questions: how does math gets "its" universal form, for example, the sphere? And is there in the objective reality a universal shape – the shape that claims to be common for all sphere-like objects? And the science of logic, if it cannot resolve these contradictions, and has no right to claim for universality. Because it is not enough to say that "a stone is sphere-like", we need to demonstrate a relation between them, and this relation exists in reality, not just in our imagination.

Philosophy proved long ago that no provision of a theoretical science reflects the reality directly, that there is no exact coincidence. For any pure form, for example, a mathematical sphere must be aligned by the human ability with the actual empirical form, with the empirical content of reality, must allow seeing in this empirical reality things, that cannot be grasped by sensory perception. Knowing this form, we recognize it in things, and in

these things we see what cannot be aligned with them, what is opposed to them. Here I align a sphere with a stone ball, a mathematical formula with a specific problem of my case. Here school mathematics, which taught me to express sensuous correlations of a real situation through the formulas of mathematical theory, at least indicates the direction of my efforts, and I know that I should express the reality of being abstract logical and mathematical ratios. The sphere itself is necessary to me only as the ideal condition of my practical activity, among and by means of objective and geometric shapes, subjective and objective. However, can't this shape that emerged as a necessary condition of cognition belong to the essence of the thing, to be its own internal definition? Do you remember a famous statement that any content has a form? So what is the form of a stone? After all, in order to judge about a thing I need to express something, which appears to be this thing through its own form. Relate the thing with itself and not with what I have in my head. Then the judgment about the thing will express its nature. But where does this form come from? It seems clear that it is impossible to abstract it as a feature common for a group of things. There is no sphere in the real life, as well as there is no right line in the real life. Besides, we look for the "examples in nature" for kids in school and for ourselves, smart people of science. A geometric sphere and sphere-like spatial existence of a stone - what is the connection between them? These are quite different things! A geometric sphere is from the abstract science, geometry, which I can be good at or can ignore, while a stone is real and can be used in many functions. But do I need the sphere itself?

Do you remember how long they "constructed", having found no examples in nature, the Lobachevsky space? A school teacher demonstrates a sphere-

shaped stone and a ball as a model of a geometric sphere. But the geometric sphere is modeled only by thinking, through the form of the concept, through the synthesis of diverse abstract definitions in their logical sequence that define the formation of this geometric sphere. For without any science (i.e., before school) I carry this image in my heart and can make use of it. That is why I compare the sun with the sphere, and not the sphere with the sun. I carry all measures available in my existence and use this ideal forms to measure the world. That is why a man is "the measure of all things" (Protagoras).

But a man has to create any measure as well as his own ability through his own transformational objective activity revealing is the dimensions of the thing itself. That's math geometry appear. And having created this miracle of science, a man starts bothering his head with what it is and why does he need it. After all, the measures do not seem to be difficult, they are used to measure external things. But what measures do we use to measure me a human soul? Some people to use math even here. The desire to present an object outside of consciousness, science is almost natural. Such representation occurs within the everyday experience, which opposes consciousness to being. Mathematics, which doesn't deal with the objective reality tries, falling to philosophy, to link its mathematical representations with reality - either deriving the reality from its concepts, or trying to find the ontological prerequisites for it actions. But in both cases it seeks for their authentication. Space is a form of correlation of things, the original form and condition of their particular connection in the mind. Absolute space is a pure form of identity. Here things are registered by consciousness as not related to each other. At the same time this is the form of authentication of things. Consciousness is a differentiation between the particular and the common. It's a contra-

diction. Consciousness fixes the difference of things unrelated to each other, preserving the form of identity, i.e., size, space.

To be more exact, it doesn't fix the mind, because in order to fix it, the mind should be present and it is possible only through form of and contradictions. Therefore, a contradiction should reveal itself before consciousness. It is found with the real movement of the subject in the forms of its activity. The identification of the various in the process of human activities leads to the category of number, i.e. to recording simultaneous existence of the various, and in this variety, the existence of identical things - outside their qualitative determination.

But if differentiated moments represent an activity, then the activity itself and the process of differentiation contain the form of their correlation, unity and equivalence. The simplest, qualitative, mathematical, yet pre-conscious equivalence, but existing in external sensuous activity. Consciousness itself grows out of this activity contradiction. The form of thinking lies in the forms of activity and with the help of activity is turned into consciousness, which can turn itself into a subject. And it is easy to understand that the forms of these activities represent the form of spatiality, all necessary coexistence and all its necessary elements. Therefore, space and quantity are expressed as identical forms. "Space - says Hegel - is a pure quantity. It is a pure quantity not only as a logical definition, but also as a direct heart of the matter" (Hegel. Encyclopedia of Philosophy. V. 2. Philosophy of Nature. M., Mysl, 1975p. 45). Advancement of activity into qualitative certainty of things reveals new forms of identity "series", a new quantitative certainty and a new measure (and hence a new form of a number). The form of identity is quietude, the form of the undifferentiated. It is, therefore, not characteristic of the consciousness and the subject.

The point, we should note, is the absolute self-identity of the existence, beyond any differences, therefore, outside of any dimension, it is, therefore, outside qualitative and quantitative determination. That is why it is because non-spatial (let us remind you that quantity and space are identical). And that is why it allows mathematics to enter microcosm where dimensions cannot be found. This purely logical fact allows thinking of any thing as of a point. Here things are abstracted from quantity and quality. This looks like a purely subjective process.

However, here we deal with inexorable objective logic of the active existence, which presents its definition as a definition of external reality, or vice versa - external determination as its own. This happens because the actual process of activities is carried out as the unity and the identity of the subjective and the objective, detailed distinction between which are realized through the development of consciousness and knowledge. Including, of course, and the mathematical consciousness. Separation of a point - is being in two different points simultaneously. Simultaneous fixation of two points in space gives an image of the spatial differences, the distance, moreover, that of the line, the first measurement of space. For the second dimension to emerge on objective change of motion is necessary and fixing this fact, i.e. three points, as a unity - a plane.

Third dimension emerges in a similar way. The change in direction happens in reality not in accordance with the form assumingly inherent to consciousness, hiding in the depths of mathematical thinking, but in accordance with the objective forms of the external objective circumstances. This is explained by the rigidity of the nature of things involved in the activity. A house mouse in a psychological experiment, entering the room starts to move in accordance with the objectively important

characteristics of the space, it doesn't care about, first "measuring" the skirting, and when it reaches the corner it feels the necessity to change direction and starts moving along the hypotenuse to the point of the entry into the room. Satisfying the need for food is postponed until the muse creates a "subjective" condition for its secure objective activity as if overcoming the Kantian a priori spatial form. This is the emergence of a psychological image of space, revealing the form of the location, objective conditions of real life. Geometry does the same thing, in an abstract, pure form, in a distraction from the real substantive work, revealing a purely spatial, indifferent to the things conditions - dependence of the elements of the pure space on each other, their relationship and interconnections. Thus, geometry provides a practically acting man with the means of active transformation of real the space, i.e., conversion of real spatial relations. Creating space by separation of the point gives the image of a space as a set of points, as a set of coordinated with activity (Leibniz) points (things), indifferent to each other.

Point as a form of self-identity of the thing, which this definition makes insignificant for the existence of other things (points), makes the discreteness of space and time infinite. Everything that can be defined as a self-identical certainty, mathematics and turns into a point, a numerical form. But things in the form of their self-identity, i.e., quietude and indifference, are different from each other in terms of space (quantity), which makes them essential for the activity. The space is meaningless, there is just a condition of representation (think ability) of an object (material or ideal). In geometry (mathematics) the motion of a point, forming a line t coincides with the activities of an ego, geometrician, but a space there is presented as an objective and logical condition of activity, and is not generated by

activity of ego, its active movement.

The subject, a man, identifies himself in space, finds himself acting and feeling. Reflection of things existing in one location as subject of circumstances of real sensuous activity of the subject separates abstracts, this location as space - as a kind of indifferent relationship of things, changed by an indifferent interest of an acting subject. Here is the foundation of mathematics, with its complicated categories of the finite and infinite, the discrete and continuous, measure and number, axioms and methods of work with definitions of value and quantity and the amount (space and time). The space in this way acts as an indifferent necessary condition of the activity of the subject. Its flexibility is not absolute, but its relativity and resistibility has a particular content, which may be seen as a special form of quantitative ordering of objects as a special space. This leads to the development of concepts of mathematics in all its representations.

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## **THE CONCEPT OF CULTURE: BETWEEN MONISM AND DUALISM (ON ORIGINS OF THE PROBLEM)**

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If we read in a book on physics, that there are 500 definitions of this science, it would hardly inspire confidence in readers. It is not the same with Cultural Studies. One serious book tells us: “By now, there are over five hundred definitions of culture. There is also an opinion that the definition of culture is the weakest point of Cultural Studies” [1]. When we start arguing about definitions, we open the way for scholasticism. Medieval scholasticism was, in fact, engaged in this process. So, how do we approach this problem of «five hundred definitions?»

It is obvious that all the definitions - even if they are not five hundred but one thousand - can be grouped around three major statements: 1) culture was created by God, 2) culture is a continuation of nature, 3) the culture is created from nature by the man himself. There are no other statements because God, nature and man cover the notion of the universe. *Quartumnon datur*. Even if we admit that people with their culture were created by aliens, still the problem will be simply postponed till the infinity. With regard to each of the next «creators» there will arise a question, where exactly it came from, because only God, the creator of the world

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is omni temporal.

It must be said that these three statements have already been discussed in the history of philosophy. The origin of the culture from God is a Christian theological version which prevailed in medieval Europe. In Modern times, especially in the French Enlightenment, culture was interpreted primarily as a product of nature. But in classical German philosophy and in Marx’s works and culture, if referred to as nature, is treated as the «second nature», transformed by human activity or labour.

It is believed that Cultural Studies is a young science. But it is young, when it comes to the positivist version of this science. Most often here we refer to an American Leslie A. White, who was the first to use the word «cultural studies», and thus he is the founder of the science. Legendary Pythagoras is believed to be the first to use the word «philosophy». On this ground, we can certainly consider him the founder of philosophy. But prior to Pythagoras there were the Ionians, Thales, Anaximenes, Anaximander, who were referred to as «physiologists» because they spoke about grounds of nature. But since they didn’t know the word «philosophy,» they cannot be called philosophers. Thus, Heraclitus is not just «physiologist» because he speaks about Logos, which operates not only the nature, but also about thinking. And philosophy, whatever may be said about it starts when there arises a question of the objectivity and unity of the foundations of the world and unity of our thinking.

The same happens to cultural studies. And the question here is not who was the first to say “uh” - Bobchinsky or Dob-



chinsky. The question who was the first to speak about culture as a special reality might be interesting but it is not the main question. We should mention that culturologists do not overlook the contribution of Cicero, who defined culture as «the cultivation of the soul», by analogy with the cultivation of the land. “Like a fertile field gives no crop without cultivation so does the soul. The cultivation of the soul - this is the philosophy; it weeds vice in the heart, prepares the soul for seeds and sows, only those seeds that bring bountiful harvest” [2].

In the time of Cicero, there were no «professional» philosophers and culturologists, but there was a definition of culture. Here, it is essential to understand what does in the first run: cultivates a field or cultivates a soul. This is important in light of the fact that today many people cultivate the soul, never in their life working on the land, and producing no goods. This is not only a logical, but also a historical origin of culture, the basis on which it makes sense to build all the history and theory of culture.

The world of culture begun when where our distant ancestor made the first stone ax, which Derrida in another context called «Thales stone ax.» These tools belong to the so-called cultural layer, which is distinguished from nature. Here is a fundamental difference between the subject of geology and archeology. If we refuse talking about the first tools, then we will constantly confuse stone tools with the stone itself. But archeology neither confuses them, nor identifies, because otherwise this science wouldn't be possible itself. Neither would be all other cultural sciences.

Cicero not only gave a definition of culture, but also introduced the concept of culture. As you know, he was an active supporter of Greek culture, tried to introduce it to the Romans, first of all keeping in mind Greek philosophy. Thanks to

Cicero, we learned a lot about Greek philosophy, which was a self-reflection of the Greek culture. Socrates, whom Karl Marx called «the embodiment of philosophy», unequivocally stated that he was not interested in nature - stars, planets, moon, sun. What was he interested in? He was interested in «conscience», «justice», «good», «truth», «beauty», «courage» and other similar things. Socrates' follower, Plato identified the Skies as the homeland of these virtues to sanctify their reflection on the sinful Earth with the divine name and the perfect light. After all, their holiness in this world is not obvious. Thus, a Greek “culturologist” Socrates was interested in a question about the origin of culture how it is related to virtue, what is virtue and how to cultivate it in people's souls.

We need to mention here that culture of the Greeks was more democratic than culture of the Romans. All free citizens of the Greek polis were involved into the world of culture and its development. The Greeks were the first to oppose themselves as a cultural nation to barbarians. Since that time barbarism has since become synonymous to the lack of culture. In the Roman Empire this split between civilization and barbarism, culture and lack of culture, happened within the Roman society. Even within their own society Cicero and his contemporaries saw the ground for opposition of “*cultus*” and “*vulgus*”. The former, according to Cicero, was represented by his aristocratic environment who continually improved their mind and soul, sometimes deliberately demonstrating extraordinary spiritual complexity and sophistication. The former was represented by the mob with its primitive mores - passion for the circus performances and gladiator fights.

This division of society into cultural upper strata and uncultured lower strata is still ongoing. Under such circumstances, the culture of the upper culture inevitably acquires a perverse character. Late Ro-

mans already knew all kinds of perversions, including sex, which is so spread in modern Western «culture». Early Christianity has been a reaction to this perversion and an attempt to idealize the commoner. Thus, distortion of culture does not lead to denial, but to idealization of nature. Think of Tertullian, who believed that the soul of the barbarian is open to faith and the Kingdom of God more than the soul of an educated Roman.

But no matter how heavily Christianity might castigate «the whore of Babylon», as Christians called Rome, it did not defeat the perversion and corruption of culture, but only made worse the contradiction, which in the late nineteenth -early twentieth century, took the form of a contradiction between «culture» and «civilization», which found its clearest expression in the «Decline of the West» by Oswald Spengler. Although the most insightful philosophers like Jean Jacques Rousseau noticed it already in the eighteenth century. And it happened in France not by chance, since France was a center of culture and acted as a culture model for other countries including Russia, where French was a compulsory language for aristocratic elite, and Russian was the language of the mob.

Among L. White’s predecessors in terms of formation of cultural studies it is worthwhile mentioning a German educator I. Herder. He took priority over L. White and E. Tylor in their evolutionary naturalistic understanding of culture, when it gradually comes from nature and preserves it without any significant changes. But Herder was a contemporary of Kant. Kant outlived Herder for just one year, but was 20 years older than him. That is why, perhaps, he believed that with the help of culture one can conquer the nature. Kant as the founder of the German classics represents quite a different tradition in the science of culture.

It is known that Kant made a rather

serious book criticism of Herder’s «Ideas about the philosophy of humanity history», in which cultural studies as mixed with anthropology. Herder does not separate the natural, physical development from the social and historical development, and human history, according to him, begins with the formation of the solar system and the planet Earth. (If he were alive today, it would start with the «Big Bang»). Criticizing Herder, Kant sees clear advantages in the philosophy of history of Rousseau, who opposes culture to nature. “Rousseau - Kant writes - is not so wrong, preferring the state of the barbarians, as soon as we overlook the last stage of development, which we are yet to achieve. Due to the arts and science, we have reached a high level of culture. We are too civilized in terms of politeness and courtesy in dealing with each other. But we still lack a lot to consider ourselves morally perfect. Indeed, the idea of morality relates to culture; however, the application of this idea, which is limited to image of morality in love honor and external decency, is just the feature of civilization» [3].

As we see, Kant separates «culture» and «civilization», thereby indicating another aspect of the problem. Civilization - is a kind of courtesy that Schopenhauer later calls “formal politeness”, since it does not express a true relationship of a man to another man and, in fact, is hypocrisy. Culture, in the Kantian understanding, is the “moral” and “moral perfection”. Thus, Kant transfers culture into the internal sphere, contrasting it with the external decency. Something similar is now called the “spirituality”, but the latter is often identified with religiosity, that Kant didn’t have in mind when he spoke of “morality.” In his understanding of morality there is not a grain of mysticism, as, indeed, what is called the highest spiritual senses.

Kant saw all the evils of «civilization». But he did not bring to the severity

the contradiction between “culture” and “civilization”, but on the contrary, he tended to smooth out this contradiction. As a result, he connected the resolution of this contradiction with the ideal of «the-of-law state». But the moral law in his philosophy has a purely formal character.

It is well known that no law can keep people from crime, if he has no conscience. A moral sense, that is, conscience is not the same thing as a categorical imperative. On the contrary, Kant didn't believe an act to be moral, if it was performed due to some sensual inclinations. Those who read Kant carefully, might note that in his moral system, there is little space for such a spiritual sense as “love”. But there is a lot of space for the description of sexual desire. “The strongest natural impulses - Kant writes - that sometimes substitute the higher mind, which invisibly leads the human race to the physical well-being (the ruler of the world) are the love of life and sexual love” [4].

Inside a man, according to Kant, there are, on the one hand, moral requirements, and, on the other hand, animal desires, and in this situation the man finds himself in a delicate situation. “So much effort since time immemorial - Kant writes - was made to throw a thin veil on what although giving pleasure, is an evidence of the close relationship of a man to animals, what causes shame and is not allowed to talk of openly in good society; however, broad hints, that cause a smile, are not forbidden. - Imagination can here can wander at its leisure in the dark, and it requires much skill to avoid the danger ridiculous purism, without going into cynicism” [5].

Cynicism and purism in this issue are the two extremes. A cynic is led by instinct, a purist denies indiscriminately everything natural in a man. But they both agree on the fact that there is no love. For them, there is Romeo and Juliet, whom we admire, simply don't exist, because they loved each not like animals, but like peo-

ple.

If we believe Kant, then the great works of love are only the “thin veil” that hides the animal within us. That's why Kant's definition of marriage is so cynical. “Sexual intercourse by law - he writes - is marriage (matrimonium), i.e. a union of two persons of different sex for the sake of possessing sexual characteristics of each other for a life time” [6].

And nature in Kant's works exists side by side and are opposed to each other, but culture cannot be “sublated” by nature, as Kant didn't know the idea of dialectical sublation, when a man gets freedom not by ignoring and, but by subjugating nature, cultural meaning and direction in his life activities.

Thus, Kantian dualism turns our freedom in a situation of choice between promiscuity and repression. The radical renunciation of sensual, according to Kant, suddenly gives way to perfection, although he understands the “magic” of such a transition. “Renunciation - he writes is that magic tool, that transformed the purely sensual attraction into the ideal animal need - love, a taste for beauty first in the first person, and then in nature. Modesty, that is, a disposition to inspire respect to oneself through good behavior (concealing everything that could cause contempt) as a necessary foundation of communication is the first condition in developing man as a moral being” [7].

But the thing is that repression continually creates hypocrisy. That is why the humility that Kant has to pass off as morality is closer to what he calls «civilization», not «culture». After all, culture is a sublation of nature, which is its idealization. Because love, in contrast to sexual desire is a highest sense of a spiritual and perfect man. And only love can justify him.

As a result, the methodological dualism of Kant pushes the artificial and the formal into the soul of a man. These con-



traditions in Kant's philosophy is a reflection of a real contradiction, in which a «civil society» still exists. The contradictory notions of culture and nature, culture and civilization from antiquity to the present day have been reflecting the fact that the progress of culture is extremely controversial, and is similar to Molech, who, according to Marx, wanted to drink the nectar of no other way but of the skulls of the slain. Kantian imperative, that «the man is always the goal and never the means» is the core of culture, but on this way there are as much losses as there are

gains.

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### PRACTICAL HUMANISM OF MARX AS A LANDMARK ON A WAY TOWARDS A CREATIVE SOCIETY

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#### Introduction

Over the last 25 years, Russia has seen a rapid change in «priorities»: «socialism with a human face», «democratization, «transparency», «privatization», «sovereign democracy», «knowledge economy», «smart economy», «innovative society», «modernization», etc. Such haste is somewhat senseless because the new guidelines do not respond to most the most important question - what for are they offered. Only knowing «why», one can solve the problems of «how» we should do «what» (Y.M. Borodai).

The update of the spheres of society is carried out in order to update human life style and involves the answer to the important question - «what is human nature» (Marx).

The economy, politics, culture and much more are the elements of objectifica-

tion of a man. Consequently, it is advisable to coordinate farming, management, education, etc. with creative anthropology, with *sustainable invariant of human being* with the universal nature of a man, which was formed in the course of *history*. Because no matter what sense of grandeur about themselves people might have, the only absolute truth for people is people themselves, taken in their relationships. «Philosophical anthropology - is always the essence of the philosophical system, its semantic core» [5, p. 3]. But philosophy of the Soviet period ignored anthropology and treated it as a cunning attempt of bourgeois philosophy to camouflage a class approach. In that, they referred to Marx. But Karl Marx sneered at J. Bentham, saying “if we want to know what is good for the dog, we must first examine the nature of the dog; If we want to apply the principle of utility to a man, if we want to this principle to evaluate human actions, relationships, etc., «then we need to know what human nature is in general, and how it is modified in each historical epoch” [7,

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p. 623]. Therefore, Marx first found out for himself «what is human nature in general» in his «Economic and Philosophical Manuscripts of 1844», before he began offering his concepts in economics and politics. While Feuerbach rejected Hegel's dialectics, in the Soviet period philosophers, with some exceptions, rejected anthropological principle in philosophy.

Marx called his new view of the world «practical humanism»; He proceeded from *the universal nature* of a social man, *his free initiative*: the essence of a man is a free self-realization of man's creative forces in acts of initiative, whereby a person experiences joy and pleasure of creative self-realization and recognition of his social significance. Marx reveals how a universal human nature *is distorted* for the sake of income generation and develops a model of society transformation, adequate universal essence of a man.

His anthropology transforms into *social philosophy* and philosophy of *history*, remaining *a meaning-making* criterion. Marx thoroughly studied the history of art, economics, politics, etc. not for their own sake, but to clarify the prospects of development of *productive and creative powers of a man*. In his famous assumption «let us suppose that we had carried out production as human beings», he describes relations, suitable for individual manifestation [8, p. 35 - 36]. According to this assumption, the production does not appear as the production of goods, but as the *creative anthropogenic* process of the production of life and *renewal* of subjects. The quality of *relations* between them is changed: the relations get cleared of alienated forms and appear in transparent as *direct social relations* within which individuals complement, enrich and update their subjectivity through communication; each of them needs not only the material properties of the product, but also (and especially!) distinctive personal talents of

other individuals. Abilities of the others become additional organs of each individual to assimilate life. This is how *a natural human community* is crated; the community rooted not in some external supporting elements (division of labor, citizenship, social status, etc.), but in *the creative nature of everyone as a social being*. The limit for the capital is the narrowness of its economic form, which reduces values to a single parameter – the cost. This reduction contradicts social and cultural dimension of a man, developed by the capital itself.

Let us quote one of the strongest statements of Marx's anthropology: «In fact, when the limited bourgeois form is stripped away, what is wealth other than the... full development of human mastery over the forces of nature, those of so-called nature as well as of humanity's own nature? <...> The absolute working-out of his creative potentialities, with no presupposition other than the previous historic development, which makes this totality of development, i.e. the development of all human powers as such the end in itself, not as measured on a *predetermined yardstick*? Where he ... [s]trives not to remain something he has become, but is in the absolute movement of becoming? [11, p. 476].

In the bourgeois economy writes Marx on the same page - «this complete identification of the internal nature of a man acts as the most complete devastation, as a total alienation», as «offering end in itself as a sacrifice to a completely external goal». The point is that, appropriating the surplus product, the capitalist appropriates the working time of an individual. «But *time* - emphasizes Marx - in fact, is an active being of a man. It is not only a measure of his life, it is - the space for his development. Thus, with invasion of time by the capital surplus labor time is an appropriation of spiritual and physical life of the worker» [13, p. 517]. Therefore, Marx says, working time is a «crucial issue»! As

we see, Marx consistently reveals the anthropological aspect of production and exchange. In his economic views in the same time is a determining factor, same as in Kant's «Critique of Pure Reason». Marx's principle of economy of working time to increase the amount of free time is not only an economic factor, but also creative and anthropological.

The production formula M-G-M' describes reproduction of productive and creative forces of a man: «*productive and creative forces - their implementation - growth and renewal of these forces*». The former setting of the life process (M - G - M') is to be replaced by a new target, which is not accumulation of capital, but culture, *productive and creative power of man*. Considering the position of a man in history, Marx identifies three «forms of society», or «stages»: «relations of personal dependence» (pre-bourgeois forms of society), «personal independence, based on the proprietary dependency» (bourgeois societies), which develops a «universal system of exchange, of universal relations, comprehensive and universal needs and potentialities»; «free individuality, based on the universal development of individuals and transformation of their collective production into a public domain». «The second stage creates the conditions for a third one» [11, p. 100 - 101]. It is public relations which form- a *concrete base*, which allows to identifying ideals, values, aspirations, goals and motives of people.

### **1. Fundamentals of the universality of a man**

*The universality of a man derives from his real possibilities.*

1. Besides having a biological body, a man also has an *inorganic* body in the form of artificial organs of purposeful will (machinery and social institutions), which he converts into natural, social and spiritual reality. This technological power of a man is indinite under the rule of moral im-

peratives.

2. *Social heredity* unlike the biological heredity is not encrypted in the human body, but in *culture*, in symbolic sign systems. Culture is created by all previous generations, for each person it contains infinitely diverse options for self-development.

3. *Absence of congenital programs* of *social* behavior was provides a man with an ability to acquire *any programs* and become a self-programming subject of his own self-development.

4. Human psyche broke through the reflexion pattern, and a man acquired a *freedom of will, initiative, creativity*. Between cause and effect in the actions of a person there is thinking, freedom of choice based on *the values of the ideal*. Freedom is the *self-causality through random, intentional actions* and is given to each of us as self-determination, as the range of options. Unlike animals a man doesn't joint with his life activity, and with its products, but keeps away from them, making them the subject of his reflection and will, changes them. Updating modes of action, a man thereby updates his skills. For *the capacity is none other than the learned ways of acting*. Activities aimed at changing the subject develop into *the initiative*, i.e. into a *free self-directed* activity that is aimed at transforming the schemes of work. The center of gravity is shifted from changing the subject to «self-transformation» of the doer. Therefore, «a man is a *self-directing* (selbstisch) being» [14, p. 160]. Self-determination allows each essential power - imagination and aesthetic contemplation, thought and will, faith and love - not to lose themselves in the subject but update its content in its infinite *emotional and semantic variety*. A pattern of «freedom - initiative - creativity» allows a person, instead of being a frozen crystal created by nature once and for all, to become a subject of self - determination, self-renewal, self - fulfillment;

i.e. *be unfinished.*

5. *The social nature of man*, disclosed in communication, public relations, which leads the psyche to generalization, to *general*, socially important meanings. Public relations, considerably enhance consciousness, and a man, belonging to a certain class (thinking of himself as an heir of culture of the human race), becomes aware of the things and their essence, not just casual external features, given through the living perception. During communication there happens an exchange of the content of the live human subjectivity, there is a mutual *complement and update* of the subjects of communication, *awareness of the generic nature* of a man, deployed *in an infinite variety of variability*; understanding that no one can *exhaust the fullness* of human subjectivity. This understanding is focused on the experience of the other person as an opportunity to see the world from a different perspective, in a new dimension. “Human beings, Marx says - <...> develop *social organs in the form of a society*”. Marx explains: «For example, any activity in direct contact with others has become an organ of manifestation of my life and one of the ways of mastering human life» [14, p. 12]. Abilities and experience of other people are transformed into additional organs of a person.

6. *Reasonable essence of a man* is a *summand of his universality*. A body, that does not think, acts according to its material properties. A thinking body acts in accordance with the *laws and forms of external bodies*. [6. from. 38 - 40]. Due to thinking a man acts not as a particular force of nature, but as a subject capable of managing all of the elemental forces. Intellect is a universal power of not just planetary, but cosmic nature. A Man converts mechanical, physical, chemical, biological, social forces and processes in the organs of his rational will, infinitely increasing his power.

7. The seventh important thing is the existence in a man of a new kind of feelings, which arise not from external physical impact, but from the experience of values. These are “feelings-theorists” (Marx); such as joy, respect, contempt, and so on. The focus of such feelings (emotions) is the heart, which is understood not as a certain part of the body but as a spiritual organ, making, in contrast to the mind, the synthesis of not logical, but of emotive character. Since mind can be interpreted in an infinite number of ways, the number of emotions is also infinite; these emotions encourage imagination and thinking to go beyond established values and reflect the reality from a different perspective.

## **2. Creative cultural anthropology as a prerequisite of goal setting in designing a strategy of society development**

Philosophical accompaniment for the upcoming historical stage of a society is the *creative cultural anthropology*. This anthropology is based on the *universal possibilities* of a human race, resulting from the *moral foundations* of living together, from *productive and creative forces* of holistic subjectivity of a man and from *technological power*, which combines reasonable goals, artificial organs of social practice and creative forces of the nature itself, its *self-moving structures*. Fusion of intelligent technology with the creative power of natural forces, updates the majestic feeling of cosmism.

The emphasis on *anthropology* implies the conformity of technological and social structures with *physical, mental and spiritual* dimensions of human existence, through which each individual perceives reality, with which he lives and consumes richness of his own subjectivity. The emphasis on *cultural anthropology* implies filling of the subjectiveness of a man with images and standards of culture.

*Creative cultural anthropology* emphasizes, on the one hand, forms of com-

munication and public relations, which are spacious for the initiative and for the fullness of manifestation of vitality of individuals and, on the other hand, the aesthetic aspect of life activity that reveals the creative potential of human sensuality, imagination, social emotions.

The task of philosophy and pedagogy is not to trail after economy, which teaches to serve Mammon, but to develop samples of a man, his subjectivity for the adjustment of economy and politics. Creative cultural anthropology focuses on the transition of society from technogenic and bourgeois level to the anthropogenic creative level, in which the extent and limits of production development are determined by «the attitude to the integral development of individuals» [15, p. 123], *to social needs, to the real possibilities of science to discover underlying patterns of the «star of the world»*. Then social wealth will cast off its cost value form and gain a foothold in its absolute form as a productive and creative potential of an individual, and education and culture will become an anthropogenic basis of the society. Everything else (innovations, modernization, etc.) will follow.

The subject-natural component of wealth will appear in its human content and culture content, forcing everyone to assimilate his cultural and human content, and to communicate with the purpose of exchange and mutual enrichment.

The true wealth (*productive and creative powers of a man*) is not separable from a man; in all times it has been and will be the source of natural and cost types of wealth; consumption of this wealth does not destroy it, but multiplies in the social scale; it is as infinite, unfinished as a cost form of wealth, but the motive for its acquirement is creative and anthropological; it is universal, and can become a property of anyone who wants it. The primacy of social and cultural production of people will confirm in their minds a different un-

derstanding of its own creative nature, the parameters of social prestige will change, and so will motives for communication and activity.

### **3. Creative nature of the universal labor in Marx's works**

Labor is characterized by *different degree of intellectual complexity*. *Labor of a low level of complexity* is inherent to the worker with the empirical training, who changes the outer parameters of the object, not its natural connections. The most important in this kind of labor is empirical skills and knowledge related to bodily-mental peculiarities of the of the employee.

The average level of complexity is characteristic of a labor, which requires a combination of scientific thinking and skillful hands. This work transforms the subject through the use of objective laws, and the subject of labor has a theoretical (scientific) training (doctors, pilots, etc.).

The highest level of complexity is inherent to the spiritual, highly specialized work that Marx qualified as *universal labor*.

The concept of **universal labor** introduced by Marx. There are different interpretations of the concept. Some authors speak about universal labor as general public work opposed to private and abstract work of (V.M. Mezhuyev), others attribute it to initiative work (E.Y. Shenkman), to dialogic nature (V.S. Bibler), with the production capacity (E.Y. Rezhabek), with mediated cooperation (N.N. Semenov) or indirect labor (A. Hagg) [see: 20, p. 119 - 145]. All these features are characteristic of the universal labor, but they are not its peculiar **generic** characteristic. It is necessary to reveal the *original foundation* from which these features derive and due to which Marx called work labor *universal*, not amateur, not public, mediated, etc. Following Marx, the authors oppose universal labor to coopera-

tive labor, which allows spatial cooperation.

The labor is called cooperative because the worker *directly* changes the subject and thus becomes a *technological* agent of production. Such labor permits *spatial* cooperation and division of activities into separate operations. Its key characteristic is changing of an object, not the «self-transformation» of the subject, work in accordance with the predetermined scale, not the initiative.

Marx called a certain kind of labor universal labor because of its universal content, both in relation to the object, and in relation to the subject. This work deprives *universal natural connections* within an object of their subjective characteristics and attributes objective characteristics to «the universal powers of a human mind» of the subject [12, p. 110], which are objectified in science and philosophy, art and education of new generations. The products of this labor are of *universal* significance - they develop universal powers of a human mind (theoretical thinking, productive imagination, aesthetic contemplation, and others.) and have an inclusive effect, a qualitative shift in the culture. *The universal content and significance of this work is the foundation for other aspects of universal labor*, to which the authors rightly point.

Universal labor changes the type of the subject, its eidós. Thus, the invention of the internal combustion engine is a universal labor. Production of this engine is a cooperative labor. In the first case, there is a universal idea of a thing, in the second case - a specific thing («this thing»). In the first case, unlike the second one the dominating aspect is productive, not reproductive; initiative and creativity of the subject, not the activities of the predetermined pattern; dialog with predecessors, mediated cooperation over time, not space cooperation of labor efforts.

We must distinguish, Marx says –

“universal labor from cooperative labor. Both of them play their own roles in the production process, but they differ from each other. Universal labor is any scientific work, every discovery, every invention. It is explained partly by cooperation of contemporaries, and partly by the work of predecessors. Cooperative labor involves direct cooperation of individuals” [9, p. 116].

In the production of things, any *scientific* work, which creates models of the future things and technologies to be produced, can be considered universal labor. In cultural production the universal labor is scientific, philosophical, artistic, educational and activity, generating not private and individual utilitarian application schemes and rules, but universal schemes of work of *theoretical thinking, productive imagination, aesthetic contemplation, spiritual faith, moral will*. Universal work renews *the living substance of culture - productive and creative forces of a man* and creates *a universal spiritual content*, which determines man's attitude to himself and to others, to the nature and to the transcendent beginning. In this kind of work, the reality is presented in terms of its universal laws, and the subject is a representative of *the spiritual abilities of the human race, an heir and successor of culture*. Universal labor Marx elaborates, is “a strain of a person not as a trained in a certain way force of the nature, but as a subject, which acts in the production process <...> and manages all the forces of nature” [12, p. 110].

Universal labor *doesn't allow* dividing activities in the partial functions. Production of a car can be divided into separate operations, which can be assigned to different employees. This fragmentation is possible because the *whole* (the ideal model of the car) already exists. But this fragmentation is not possible in relation to the process of generation of *scientific ideas, poetry or music*. Here, the whole



itself is created. Further differences of universal labor from direct labor can be summarized in the following points.

1. Products of universal labor exist as such only in the realm of thought, imagination, spiritual senses. Consumption of these products does not eliminate them, but *reproduces them again* in the minds of the new generations, they pass through the millennia, like the ideas of Plato or Aristotle's logic, the works of Shakespeare or music by Rakhmaninov.

2. Universal labor creates the *ideal* product, but not material, universal, but not unique.

3. Universal labor is an activity aimed at changing not the external characteristics of an object, but the *schemes* of activity itself. It is a reflective, self-directed activity, *an initiative*. Initiative refers to the external activity as productive imagination - the external perception. Universal labor creates new schemes, ways of working. These ways are assimilated, fixed at the neurophysiological level and converted into *abilities*. Producing abilities, universal labor is *creative and anthropological*. It creates social wealth in its subjective universal form, i.e. it is presented as «the development of all human powers, regardless of any pre-determined scale» [11, p. 476].

4. Universal labor is *culture - producing* as it develops the «general powers of the human mind» (Marx), which are objectified in science and philosophy (theoretical thinking), in art (productive imagination and aesthetic contemplation), in morality, law and politics (will).

5. The subject of universal labor cannot create its own specific spiritual product, not having learned the *heritage* of predecessors. It *cooperates with them over time*. In this kind of labor, past cultures are constantly updated and is woven into the context of contemporary culture. It preserves the *continuity and dialogue* of cultures.

6. Subjects of universal labor cooperate with each other with the purpose of *mutual exchange, mutual complement and mutual enrichment with abilities*. Such relationships have *human creative content*. The within cooperative labor are usually motivated by *external* factors – usefulness, earnings.

7. Finally, universal labor becomes the property of a growing range of subjects under certain social and technological terms:

- when labor in the production process, Marx noted, loses its bonded, «antagonistic character» (slavery, serfdom, wage-labor) as something repulsive, performed with some «external compulsion», this «non-work is treated by workers as “freedom and happiness”;

- when there are, Marx continues, “the subjective and objective conditions required to make labor attractive enough to become self-realization of the individual”; such «human» nature of work does not mean its conversion into «entertainment», «fun»; really free labor, Marx notes, for example, the work of the composer, «is a damn serious business, of high intensity»;

- when labor became a social labor motivated not by profit, but by the attitude to the social needs and cultural development of the individuals themselves; i.e. to its positive effect in the “man-man” system.

As for the production of means of life, Marx continues, “labor in the material production can acquire such character only 1) when it is of public nature and 2) when this work is of a scientific character and at the same time of universal character, when it is a strain of a man not as a trained force, but as an activity managing all forces of nature” [12, p. 109 - 110].

In itself, the socialization of labor does not give it a status of universal labor; if hoes and shovels become common, *handwork of low complexity* cannot be

turned into a universal work. For such a transformation it is necessary to change the *content* of the work in relation to the *object* and the *subject* of labor. Marx referred to science of “the product of universal historical development, abstractly expressing its essence” [10, p. 110]. To identify universal labor to social labor on the basis of common ownership, is to substitute the *philosophical, creative, anthropological aspect* with the *economic aspect*. Such a substitution is explainable by the fact that Marx is perceived only as an economist. Marx was, of course, an economist. But he was engaged in economic research, not only for the “liberation of labor from capital” but primarily because he followed the classics of philosophy and like nobody else understood the *creative universal nature* of a man, which is objectified in the history of a very *ugly way*.

Against the background of universal labor, we can clearly see the consequences of a large proportion of *simple labor* of workers in the structure of a collective worker of Russia. These consequences are similar to *heavy weights on the legs of a runner*. Establishment of the empirical level of training for workers and limiting their qualification with «initial vocational training» means a *sharp increase in the proportion of simple labor*. This results in *strengthening the intellectual heterogeneity in the structure of collaborative labor and functional mismatch between simple and higher levels of work, blocking the implementation of innovative technologies in production and management, strengthening of the social and class differences to the extent of hostile confrontation, sharp weakening of the competitiveness of Russia*. Moreover, workers produce not only a material product, but also *social relationships*. Workers with basic vocational education can produce social wealth and social connections only “basic” level”.

#### **4. K. Marx about the perspectives of development of cooperative labor**

Marx’s forecast about the perspectives of labor are confirmed by the modern reality. Marx foresaw the following tendencies in labor development.

1. Science, being a specialized theoretical thinking, will turn into a direct productive force of social labor, and labor will become an *applied science*. Sciences possess the *same degree of complexity*. Work, being an applied science, will turn into work *of a homogeneous degree of complexity*. The same *complexity of labor means the economic assessment*. Thus, differences in specialties will not entail differences in the privileges and social differences in the «*stomach*». This means *social homogeneity and socially equal starting opportunities* for the development of people.

2. The efficiency of labor will depend not on the magnitude of the muscular effort of workers, and on the strength of the artificial organs of social practice (technology), which are created with the help of science. Thus, the direct working time is no longer a measure of wealth and production based on exchange value comes to an end [12, p. 214] [12, c. 214]. Karl Marx explains this technological aspect in the following way: “Now the worker doesn’t place a modified subject of the nature between himself and the object; Now as an intermediary element between himself and inorganic nature, which a worker masters, he places a natural process, converting it into an industrial process. Instead of being a chief agent of the production process, a worker stands next to it”. “The main «bases of production and wealth now is not in the immediate work performed by a man, and not the time during which the work is done, but appropriation of his own general productive force, his understanding of the nature and domination over it as a result of his existence as a social organism . <...> There happens a



free development of individuals, and therefore there is a <...> reduction of the necessary labor of society to a minimum, which under these conditions corresponds to the artistic, scientific, etc. development of individuals due to the time, freed up for this and means created for this” [12, p. 213-214].

Such an outcome of a capitalist production is possible due to *technical and technological factors* (automation, information production) and two other powerful factors: the *social character* of labor in the form of *co-operation* and *economic factor* - the socialization of private capital of shareholders and investors in national corporations and national banks. Bank capital is the socialization of capital in the capitalist form. It is destructive that financial capital now subdued productive economy and became essentially parasitic. The time will come when there will be an urgent public need to take control of the state itself and direct its activities into implementing the programs of nationwide justice. Not profit, but the degree of public usefulness and *attitude towards holistic development of individuals*, will become a determining motive for reproduction by people of his own life.

3. Automation will take the workers from the production sphere as its *immediate process agents*. The worker will rise over the process as “its supervisor and regulator” (Marx). The function of production of social wealth will be given to *mechanisms* and new technologies. The workers will retain this function in a reduced form.

4. The efficiency of social labor, due to its scientific character, will reduce working hours and increase leisure time. Leisure time will become a “space” for the integral development of people - their productive and creative forces in the areas of science, art, education, communication and others. “For socialism, - according to V. Mezhyuev, - free time is the only real-

ity in which justifies it” [16, p. 145].

People will move from the previous forms of production development to *self-development of their productive and creative forces*. Technical civilization, which has been developing in antagonistic class forms, will be replaced by a new historical stage – a culture following the scheme “*savagery - barbarism - civilization – culture*”. It will be the beginning of the people’s own history. Technogenic society will be replaced by an *anthropogenic*, in which a man is no longer reproduces himself in only one aspect, but produces himself “in his entirety, he does not want any longer to be something definitively established, but is constantly developing” [11, p. 476]. Such development is carried out as an continuous stepping beyond the time limits of his own development, which are understood as the boundaries to be overcome, rather than as an absolute limit.

5. The function of production of social wealth at the stage of its material registration will not be assigned to a *particular social class*. Consequently, the function of managing people will lose its political character and will become a “technical” function of the (Engels). The monopoly of managing people will disappear along with all other types of monopolies (of education, spiritual development, etc.).

In the Soviet Marx studies, no attention was paid to *creative cultural anthropology* of Karl Marx, which he believed to be fundamental not only in economics, politics, philosophy, but also in a dialogue with workers.

### **5. Contemporary trends supporting Marx’s forecast**

Marx’s foresight outlined above is gradually implemented in various forms under modern conditions, in particular in the form of the *creative economy*.

According to R. Florida, the term “creative economy” first appeared in “Business Week” in 2000. Over time, the

term has been filled with a certain meaning [see .: 22; 23], which can be represented as follows. Defined briefly, creative economy has a *knowledge-based* economy, the ability to «make money from ideas» (John. Hawkins) based on the *creativity* of professionals and *high technologies*. The key resource now is not extensive muscular work, not a great amount of money invested, but *thinking* (J. Newbigin). We can add on our behalf: creative thinking, capable of going beyond the limits of already existing and habitual, is developed in the scientific and artistic *education* system. Therefore, at the forefront of the creative economy we will have not the banks money, but databases in the field of science and art, that is, universities, libraries, museums, exhibitions, synthesizing science, art and technology.

According to Newbigin, we should not *train* workers for the creative industries, we need to *develop* young people, for them to become the driving force and, at the same time, the consumers for the product of the creative industry. In modern industry, a worker is replaced by a robot. This entails a new economic model – instead of a worker working at the machine, there is a *small group of people working together on a project*. *Human capital and software products* are the most important measures of a dynamic economy. In the old model capital investments in plants were the biggest lever for economic development. Today in the developed economies of the world, investments are intangible. In the past, the determining factor of success was physical infrastructure. In the new model, *social* infrastructure is an important. Putting it all together, we get a new paradigm of society economy.

In broader terms, the creative economy involves the relationship between *education* policy, *social* policy and *art* policy. The interaction of culture, art, economy and innovative technologies for

creation of intellectual property is a promising source of income and jobs, which also promotes social interaction, intercultural dialogue, professional and personal development of people, which contributes to the dynamic development of society (Newbigin)

We can add that the most important in creative economy is the processes of *renewal* of intellectually intensive products, which leads to a renewal of feelings and thinking of people and makes creative economy publicly *attractive*.

Between 2000 and 2005, annual revenue in creative economy reached, on average, 8.7% of the total government revenue in the UK. The share of the creative economy sector is increasing in the UK, the US, Japan and other countries.

The subject of the creative economy is a «creative class», a concept of which was developed by R. Florida. The distinctive feature of this class is the fact that this class earns money by designing and creating something new, and does it with a greater degree of autonomy and flexibility than the other two classes: workers and maintenance staff are paid for their work, executed according to the plan. According to R. Florida, the creative class of the United States increased in number from million people at the beginning of the XX century to 38.3 million, which is approximately 30 percent of the entire US workforce.

The core of this class are people engaged in scientific and technical sphere, architecture, design, education, art, music and entertainment, whose economic function is in creating new ideas, new technology and new creative content. In addition to the core the creative class includes a large group of professionals working in business and finance, law, public health and related areas. These people solve complex problems, which requires considerable independence of thought and a high level of education and human capital. Fur-

ther, all members of the creative class – whether they are artists or engineers, musicians or computer scientists, writers or entrepreneurs - share a common creative ethos that stresses creativity, individual features and personal services. Newbigin describes almost the same types of labor in the sector of creative economy: these are 13 different industries with the potential of producing intellectual content: advertising, architecture, art and antique business, design, fashion, cinema, sport, music, performing arts, publishing, radio and television. These sectors of the creative economy are related, as a rule, not with the *production* sphere, but, mainly, with the sphere of leisure time, which is characterized by a rapid turnover of capital and a quick profit.

Creative industry in domestic publications is called «knowledge economy», «innovation economy», etc. Its main characteristic is an anthropological, scientific and technological content. *If we consider it closely, creative economy in certain moments reflexes the future state of society, which Marx brilliantly foresaw, revealing the prospects of technology, science and labor.*

It is appropriate to discuss ideas of Doctor of Economic Sciences, Professor of Moscow State University A. Buzgalin about the importance of education and motivation at work. In the Middle Ages, as well as in Russia a hundred years ago, more than 80 percent of the population was employed in agriculture. They lived from hand to mouth and wore poor clothes. Today in Western Europe 2 - 3 per cent of people are employed in the agricultural sector and produce products that are enough for the rest of Europe and exports. *“In order to ensure the production of a large number of high-quality utilitarian goods (food, clothing, cars, housing, household appliances, etc.), as well as equipment, it is necessary <...> to drastically reduce the number of people em-*

*ployed in the sphere of material production”* at the same time increasing the number and capacity of those who will be engaged in “producing the main “resource” - the new technological and cultural knowledge, and most importantly, human creativity” [1]. “The key sector of the economy of the near future will be the spheres of innovation” and industries involved in development of creative potential - training, education, art, sports, etc. The formula of manufacturing in the future is simple: 20% of those employed in material production produce more than 80, if the economy is postindustrial. In order for this 20% of the population to provide a new society with quality material goods and equipment, each of these employees should have at least 15 - 20 years of education and go through retraining every five years, be a cultured healthy person, and live 80 years or even 100 years *on average*. <...> And for this kind of education and health care to become a reality, we need a huge number of highly skilled, creative kindergarten and school teachers; we need more than half of them to have graduate degrees; we need millions of people engaged in recreation of society and nature. And there something to do for everyone. For the society and even economists will quickly realize that the social impact, and even commercial benefits of the economy of the future, received from a good nanny in a manger, is no less than that from a financial speculator, dealing with billions”[1]. In small Finland, Buzgalin says, the share of expenditures on education is four times higher than in Russia, all schools are public, the majority of higher education institutions are also public, training for the temporarily unemployed is free. “And this country ranks first in the world in innovation development”. A. Buzgalin concludes: «The vector of the XXI century, the main economic resource of a social progress is escalating the creative potential of everyone. <...> A

creative potential of Russia is still one of the greatest in the world” [1]. Financial speculations, socially irresponsible businesses and greed of employers, replicating mass culture, curtailment of public education and medicine prevent from realizing this potential. “Reforms in education” conducted in Russia are mostly perceived as counter-reforms. Deputy Chairman of the Duma Committee on Education and Science O. Smolin says: in Russia now less than 40% of all student study at the expense of the state budget, in Germany - more than 90%, in France - 80% [18]. How does the Russian leadership intend to implement a directive on increasing productivity fourfold in 2020? By reducing the reducing the number of universities granting undergraduate education (bachelor) degrees?

The opinion of the Ministry of Education and Science that there are too many students in Russia and that there is an overproduction of people with higher education is *an alarming symptom for the future of Russia*. “There cannot be too much of knowledge. There cannot be too much of education in any democratic developed country there cannot be an overabundance of students and professionals” [5, p. 48]. Regarding the oversupply of personnel with higher education, it is appropriate to consider some figures. “It is generally accepted that in order to ensure sustainable economic growth and social stability in the society, 40 - 50% of the population employed in economy should have higher education. In Russia, 25% of the population employed in industry have higher education, in the Sverdlovsk region in 2008 - 21.3%, lagging behind the European level (50%) is more than 2 times” [4, p. 70 - 71].

Marx’s foresight about the growing importance of science, and therefore education, the crucial role of high-tech automated production is entirely confirmed in the advanced countries, which focus on

the transition to universal higher education (USA, Japan). In his book, academician of the Russian Academy of Education G.M. Romantsev provides a realistic justification for higher education [19]. This monograph is a kind of conceptual and practical *breakthrough* aimed at the *long-term strategy of the phased transfer of vocational training of employees involved in production of material goods to the level corresponding to the «knowledge economy»*.

Academician Y.V. Tkachenko also spoke about feasibility of an applied bachelor degree [17, p. 379]. Having analyzed the results of large-scale sociological studies, he said, “a new employer in 75% of cases already in 2003-2004 offers jobs to college and vocational schools graduates” [17, p. 372]. Tkachenko quotes the general director of «Sibneft Noyabrsk» M.Y. Stavski, who said at a conference on social partnership in March 2004 in Noyabrsk: “We should learn to train workers meticulously, with the assistance of psychologists and sociologists. We should learn how to give our workers higher education, so that they did not quit work in search of it” [17, p. 379]. Socio-economic and political rationale for a phased transition to universal higher education was provided in one of our previous publications [3].

With the development of knowledge-based technology and automation of production the number of workers in a particular country inexorably shrinks. In the UK, “the share of workers in total employment from 1911 to 1981 decreased from 75% to 49%” [24, p. 242], Today this indicator is just 18%, and it continues to decline [3, p. 263]. The working class in contemporary Russia is “a third of all employment in the economy” [24, p. 237]. In depressed industrial regions of Russia “the work force en masse has one-sided qualifications and professional skills adapted to the mass industrial production of techno-

logically simple operations” [3, p. 75], i.e. to a “screwdriver production”.

Attempts of some authors to justify the *broad* interpretation of the working class in order to increase the number of workers can be explained by political considerations: the working class is a social support of the communist movement. But if the number of people belonging to this class decreases what the communists should rely on? Authors of expanded interpretations did not notice *crankiness* of their allegations. After all, the theory of Marx contains a true guideline for the *classless society*, not a society with perpetuate classes. This guideline requires the development of *the high-tech* industry, certain *social* relations and certain level of *science education* of new generations, which together generate inevitable withering away of *class contradictions*, and, later, class differences. Isn't this guideline a “practical humanism”?; Won't all workers engaged in creative labor support this guideline? Isn't this guideline a salvation in the social policy under conditions of increasing *anger* against social injustice of bourgeois society, the upper class of which is infected with selfishness and moral decay? Isn't this guideline objectively true in terms of science, morality, aesthetics and cultural relations? Isn't there a more noble and therefore more acceptable guideline in social policy under modern conditions? There are no answers to these questions from the opponents. Supporters of vulgar market fundamentalism (everything is a subject of purchase and sale), according to A. Buzgalin, behave like “the nobility of industrial revolution epoch, who sought to preserve their class privileges and serfdom at all costs» [1].

#### **6. Anthropological principle as a guideline on the way towards human-creative society**

For the development of the produc-

tive and creative powers of a man to achieve social and spiritual levels of freedom the adequate means are culture, anthropogenic, not technogenic living conditions (civilization), subjective rather than objective lifestyle. *Anthropological* principle is also reasonable in goal-setting and management. Economy, state, science and technology are like hands, with which, according to Ilyin, a man takes world. Culture does not interfere with these hands; it directs them. It is an “internal”, “organic” phenomenon and it touches the depths of the human soul. (I.A. Ilyin). Methodology of culture does not deny cultural achievements of civilization, whether it is optimality in designing technology or rationalization of the outer life. The troubles of technical civilization are not due to machinery, money, law or science, but due to wrong subordination of values.

In culture, the internal, spiritual guides the external, material; the spiritual meaning guides the technique of life, while the morale directs law; the viability of the state is based on legal awareness, voluntary loyalty of citizens; economic issues are resolved by training people “for brotherhood and justice”; the quality of the external transformations is determined by the internal, spiritual transformation of people; compliance in souls results in compliance in external affairs; social institutions are not self-sufficing institutions, but the bodies of common will for development of the initiative of citizens, while industrial and social technologies are only the means of solving national objectives, and their success depends not on the form of ownership (fetishism of property), but on *management objectives* that derive from the spirit and culture of people, their traditions and shrines; the main social wealth is not the world of things, but talents and abilities of people, the integral man, possessing the potencies of culture, a personality as the subject of self-determination and creativity; that is why



the efficiency of production is determined not by material indicators, but by human performance (health, education, free time, etc.); cultural reproduction of people determines a level of the external arrangement of life - how to organize a household, what technologies are preferable and which claims of the state are reasonable; the basic thing is cultural reproduction of people (including education and cultural activities), which directly determines the spirit and culture, intellectual and professional potential of people, and, thus, the production of the means of life, the rank in international relations; the goal in and of itself is the spiritual elevation of the people, full development of their creative powers. As the Earth rotates around the Sun, so a man rotates around its own universal nature, which emerged in the course of history. Integrity of a man should be implemented not only in theory, but also in the major types of human activity. Only through this practical humanism Russia can get a second wind, its historic identity and attractiveness.

### **Conclusions**

Statements concerning man's self-integrity were transformed by Feuerbach into an anthropological principle of philosophy. Marx did not reject the anthropological principle and developed it from the standpoints of particular *historicism* into the theory of *practical humanism* and presented it as a practical move towards post-bourgeois society - communism. Under modern conditions, this direction of motion can be represented as a landmark on the way to human creative society. This landmark will be supported by “Russian grassroots” (Rasputin), the workers of Russia.

In the same way as the transfer of functions of motion and management to the machine revolutionized the technological basis, economic basis and the entire superstructure, so does the transfer of

intellectual functions to the machine require further qualitative changes in economy, politics, education, freeing the staff of the functions of a direct process agent. Cultural reproduction of generations (social production) will become of major significance.

Raising the intellectual level of *collaborative labor to a moderate complexity qualitatively enhances its effectiveness*. Workers with professional theoretical training are the social basis of the state policy of the nationwide program of justice and a state support. The increase in share of these professionals is the strengthening of social uniformity and a professional basis for a dynamic development, and cultural renewal in all spheres of society. *Cultural reproduction of new generations in the system of education becomes an anthropogenic basis of society*. Cultural reproduction of people is primary, and the production of things (means of life) is secondary.

The cost-related form of the product will be preserved the foreseeable future, but as a tool of rational distribution of working time. The conversion of the cost into the *end in itself* of the production, reduction of the fullness of life and labor to the cost indicator is the Achilles' heel of the capital through which capital will be eroded, rejected. Generation of profits as a goal, a measure of social in terms of money is a social reduction, hostile to culture, and historically transient form of management, a sort of confusion in the public mind. Public wealth exists in natural, *cost-related and personal - subjective* forms of as productive and creative powers of a man. Labor that creates real wealth (consumer goods and productive and creative powers of a man) has become a *means* of creating *wealth in general*, into creation of a “crazy” (Marx) form of wealth - financial capital, which has subdued productive economy and leads humanity into the dead end. The real wealth, evaluated in

terms of working time, is assessed in terms of quantity and cost. Cost-related form of wealth has established as an end in itself! Only concrete labor can establish itself as *an end in itself due to its creativity in relation to a man*. The extent and limits of production development are determined by the “attitude towards the integral development of individuals”. With such criteria the economy appears to be *applied practical anthropology*. This fact is essential in overcoming thingism and social fetishism.

Philosophy of the Soviet period paid attention to the external reality of things because the society was trying to solve a problem of qualitative transformation of technological and social ways of life and anthropological aspect of this transformation remained in the shadows. Today, it is considered appropriate to develop practical implementation of trends leading to such forms of communication and public relations, which are suitable for the implementation of the universal nature of a man, his subjectivity in work, communication and thinking, for spiritual growth in the field of culture, especially in the framework of the entire education system, for the implementation of productive and creative forces of a man, his initiative and capabilities of deep communion.

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## **THE LOGICS OF THE SUBJECTIVENESS’ CONSTITUTIVENESS**

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It is not evident for the naturalistic view that a human being is not present in this world from the beginning and his development is happening in contempt of the natural order. According to positivistic sociology, a man acquires his essence in the process of socialization while he is getting used to his social roles. An individual becomes a part of society, obtains his essence by replacing his true life with

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playing social roles. The alienation of a man from his essence is regarded here as obtaining essence while the *sine qua non* of the human subjectiveness is the active principle. The paradox is that human is free as a social being. But this is rather an interaction with others than just obtaining “socially necessary qualities”. The existence of an Other is a background and condition of development of a human being: the Other is not a confronting object, but the possibility of me myself. That is why a man cannot possess his subjective-



ness as if it was granted. The differentiation of subjective and subjectiveness helps to prove this thesis.

Key words: subjective, subjectness, socialization, human essence, the Other.

The current situation is characterized by a naturalistic conception of a man. The perception of human existence as something natural dominates in the social sciences and mass consciousness. His being seems almost automatic and guaranteed. Such an outlook doesn't get it obvious that a man is not originally present in this world, that man's development is not so much due to a certain nature, but in spite of it.

Religion opposes to this worldview the belief that the soul is given to a man in advance. Positive science searches for a human basis inside the genetic structures, considering it not god given, but created in a natural way. It looks like a man is determined to be a man.

A religious version seems to be more realistic than that of the positive science. Mainly because religious understanding compared to the positive science of man doesn't exclude his problematic nature. As S. Khoruzhyi said, “fundamental adversity is inherent to a man” [11, p. 58] and his task is salvation as a correction of his ontological situation. The science in this respect evaluates a man more “positively”, especially in its philistine refraction in the mass consciousness. Here a man is conceived as absolutely unproblematicized and, as a consequence, rigidly determined from outside. It makes no difference whether he is defined by genes, unconscious or socio-cultural structures. What makes a man a man confronts him, is opposed to him, it presses, affects, and eventually suppresses him, thus urging him to be or at least appear to be a human being. A man needs to be compliant like a clay: burst, bend, and take a desired shape under environment's severe pressure. It is clear that in this context everything that

differs from me, and everybody else also confront me. The human *I* is pushed into a salvatory shell of individualism.

The history of philosophy clearly draws the idea that the more trouble-free and defined from the outside the human life is, the less freedom it needs and is allowed to obtain. This is true both for interpersonal relationships, such as the relations of a parent and a child, and for the future of entire nations. Where there is no freedom, tyranny begins to prevail. Therefore, philosophers' thinking about freedom has an immediate practical value. If it is “scientifically proven” and the mass consciousness legitimizes the perception of man being determined by “nature”, nothing else will remain, but to let the “scientifically proven” despotism dominate.

There are widely known words of J.P. Sartre, that a man is a project [8, p. 323] and human existence precedes his essence. Usually this statement is not objectionable, because commonly it is understood from the sociological perspective. In the era of “economic imperialism” the existential thesis is dissolved in an older claim to be a «self-made man». Making yourself, not being obliged to anyone, arbitrarily asserting oneself as the center of the world – that's what makes an individualistic project of a man. Today, cleansed of impurities of existentialism, the words of J.P. Sartre found realization in the “management of one's own life” by P. Drucker [4].

However, resisting everything that is not *I*, confronting the others, a man actually cannot the *Other*, and hence himself. Another “*You*” is hidden from a man as well as his own “*I*”. Of course, F.T. Mikhailov is right considering “that externalization of one's own intimate subjectivity in the appeals *urbietorbi* creates a permanent attitude to oneself, as to *I-other* (or to the *Other* inside of me)” [6, p. 7-8]. *Another* inside and outside of me is a condition for the appearance of my *I*. An indi-

vidual therefore can take on a variety of -  
*selves* that can separate from *oneself*, to  
make *oneself* the object of his attention,  
and thus meet *oneself* as the *others*, and  
*others* like *oneself*.

The opposition itself is possible only  
due to a man, such a being that, according  
to K. Marx, is capable of treating the  
world, the others and himself [5, p. 116-  
119]. Transforming the world into the ob-  
ject by opposition, a man invisibly for  
himself obeys to the logic of the existence  
and becomes not the other, but as all the  
others one more "thing" among things.  
Firmly rejecting the environment, a man  
"plays" by its rules. An individual lives his  
project as the socialization according to  
the pre-prescribed regimens: "Socializa-  
tion is the process and the result of a dia-  
lectical interaction between the individual  
and society, the occurrence of 'implemen-  
tation' of the individual in the social struc-  
ture by means of socially desirable quali-  
ties" [7, p. 1]. Under modern conditions a  
willful opposition to the society has be-  
come a part of the socialization process  
and does not take the individual beyond  
the empirical logic of existence, i.e. it has  
become a "socially necessary characteris-  
tic."

Within the framework of the positiv-  
ist sociology, a man finds his essence in  
the process of socialization. Socializing,  
he realizes himself, and self-realization is  
understood as the acquisition of a (pref-  
erably high) social status. Merging with  
his social role, replacing the hopeless life  
of fulfillment of social norms and rules,  
the individual becomes a full member of  
society, finds his "essence". In the sphere  
of morality, according to V.S. Bibler, this  
substitution is expressed by desiccation of  
living moral sense down to the morality  
schematics [3, p. 245]. The process of  
complete alienation of a man from his es-  
sence considered here as the acquisition of  
the essence.

The process of socialization, which

is understood as the acquisition of essence,  
focuses on external forms of human exist-  
ence, that is why the individual is not  
critical to what already exists. The essence  
of a man is conceived in the framework of  
socialization as being an achieved result.  
Having found the "place in the sun", the  
individual owns his essence as a given. Of  
course, the social pyramid can offer him  
the few next steps to climb, but he can stay  
on the step he has already reached. Clim-  
bing the social hierarchy is a training to fit  
predetermined by the empirical reality  
necessary social qualities. Self-realization  
in this case is not a resolution of conflicts  
of personal destiny, but an impersonal ad-  
aptation, indifferent to individual charac-  
teristics, to the contradictive personality.  
In fact, here we have the substitution of  
essence with partial existence. Sociology  
for the most part uncritically describes the  
transformation of the forms of existence,  
depriving existence of its dimensions.

Socialization refers to the abstract  
and general as "socially necessary quali-  
ties." However, in this position there is a  
claim that a process of "rooting" into exist-  
ing social niches an individual develops as  
a person. It remains unclear how he had  
this ability to "root"? It is known that a  
child has no intention to "root" anywhere,  
he doesn't want to do it and parents have a  
big task to develop this need, to make it  
truly generic, not just the biological be-  
ginning. If this "rooting" does not become  
a way of solving the internal contradic-  
tions of the individual, then, in spite of the  
strong pressure of educational society, the  
development is limited by meeting the  
needs of empirical existence. The process  
of socialization can take place when *homo  
sapiens* is present, this is a prerequisite for  
socialization, not the epiphenomenon. The  
animal's socialization process has narrow  
limits despite the fact that the formation of  
the "socially desirable qualities" is possi-  
ble. They are outlined by its natural desti-  
nation, the animal is not able to get out of

it. It cannot remake itself, make itself the subject of its own volitional attitude. The animal is a finite being, whose existence precedes essence, and its measure and definitions are initially given to it. A man has them just defined. An animal cannot go beyond its limits, because it cannot be in relation to itself, and therefore is tied to its original specificity. We can talk of a man only when he is able to go beyond his extremity, able to relate to himself and the world. It is impossible to explain the human capacity for transcendence without freedom and creativity.

A prerequisite of the human subjectness is the availability of the active principle. A "social human" as a product of socialization theory is conceived as a passive creature. The source of the movement here is the society, not the individual. The latter has to adapt to the existing inheritance rules and behaviors. That is why it is hard to talk about human subjectivity, and more so to mention the individual. A man as a passive principle is the object, not the subject, which is influenced by society, or any external force.

The project conceived as the establishment is a way of being a personality. Creative self-transformation of oneself as any essence is not something secondary, derivative with respect to human subjectivity. It lies at the base of the formation of a man as a rational being, as an active, transforming principle, as a subject. Creative self-transformation is the beginning of the human and its result. But the words of Jean-Paul Sartre, in this case, should not be interpreted as an instruction to achieve something that can be learned and then placed among other things in the existent being. This project is the fate that a man is doomed to bring continuously into action. The essence of man is development, so creativity and freedom are inherent to it.

The society initially isn't opposed to and cannot resist the individual. Just getting into the thick of social relations, the

individual becomes a man. Finding the cultural dimension of existence, a man finds freedom. A man is free as a social being. But it is not only and not so much the acquisition of "socially necessary qualities", but the interaction with other people. Therefore, an *Other* is the base and the condition of human evolution. The presence of an *Other*, the need for assistance and sympathy of an *Other* engenders universal and general forms of human activity. Later, a person can refuse to deprive his own base, but initially when just entering into relations with others he finds his essence, becomes the subject.

According to F.T. Mikhailov, thought, *I* occurs simultaneously with the formation of *You*. Due to this, the individual is forced to co-create and through the re-creation perceive a universal semantic space of the human community. Becoming a subject of his own will, a man finds himself and the other. *I* comes before oneself in the course of self-understanding in general, general-for-oneself and general-for-all forms. Only in this way, transforming its personal desires, emotions and needs in the general form, the baby may apply to the *Others* who is the compensation of child's physiological inferiority, and without which it simply could not survive.

If you use the terminology of Martin Buber, the I-YOU relation is constitutive for the individual, and only on the basis of it the I-It relation becomes possible [2, p. 16, 28]. Within the framework of the positivist-minded sociological theories second attitude, by contrast, is understood as the original.

*Other*, understood as a ban, as a norm, poses on the individual as the "Father", and is dominating in the philosophy of postmodernism. This understanding of the *Other* as a source of the ban, and disciplinary power is based on the fact that the culture, the spirit is conceived as a repressive, totalitarian principle. In this case, the relationship with them is understood as

a confrontation between the individual and the universal, and the formation of a man as the subordination of the instinctive-affective sphere to oppressive cultural norms. The individual is, then, forced to adapt to the existent regulations of behavior. Hence appears the assertion of the end of a man as a modern European construct. After M. Foucault concludes consciousness is rigidly determined by discursive practice [8, p. 364-368], the person ceases to be an active principle. Now he is a product, not the creator. And if so, then it is logical to assume "the death of the subject." The apotheosis of modern European subjectivity ends with the death of the subject.

An existent, transformed form of social relations is perceived as fundamental in the philosophy of postmodernism. "I-It" relationship is considered the least negative but still single opportunity. This view becomes admissible as a result of ignoring the logic of formation of *I*, when it is taken as a given.

A man initially does not coincide with oneself, and that this contradiction is a way of a man's existence. Integrity is not achieved due to jumping into one of the extremes, but by solving contradictions. An *Other* is not alien to human subjectivity. The position of the confrontation of an individual to the rest of the world shows that an individual is strange to the world, as well as the world to him. However, the self-revelation of the person is not cut off from other people, but through them, in handling to them. Subjectness does not exist, if it is proposed that its formation is a result of reproductive recreation of what exists. It is the introduction to the world of what is not in the range of empirical existence, and at the same time, the introduction of the world that is his truth. Just drawing and creating universal and general ground of being, man can become a special person of impersonal representative of the kind. But the question is, can a

man own his subjectivity as a given? The answer is negative. A man finds the essence in reference to himself and to others. The word and the deed are not separable here. An *Other* is necessary to me primarily as a compensation of my physiological inferiority. But he will not be contributing, compassionate to me without my reference to him. To address this a man must join the universal dimension of being, which are the universal forces of the subject. In the process of sympathy and assistance, the subject is constituted. According to F.T. Mikhailov, the essence of a man is intersubjective, it "is situated" among the subjects, it is intrasubjective, in my address to myself: "... without sincere, deeply personal, intimate orientation to other people, to their good (or evil) response to your word or song, your gestures, smile, grimace, etc. - everything what you are free to (often cannot but) throw to the world, your conscious and unconscious experience of being you, your intuitive assessment and insight, your abilities and needs - without this always focused on people's attitudes moral motive, that activates all your vital force - there can be no intelligence you have, nor the higher emotions, neither the will, nor imagination. Neither can you have the opportunity or the need to appeal to people and expect them to be good or evil "[5, p. 64].

Creation of oneself is the creation of culture, in other words, filling oneself with the culture as a universal semantic content of human collaboration and communication. Culture appears here as a universal spirit, the degree of initiation to which is the measure of humanity of a man. The cultural sphere is the sphere of the universal, common-for-all sense space. To act in accordance with culture is to act keeping the relationship with the whole.

It should be noted, however, that creativity and freedom can serve as affirmation of the human self. After all, a self-

made man implements his project, and therefore appears as a subject. He briskly and carefully sculpts himself on the basis of his needs and the measures of self-will. And this measure is a limit for him and his immersion into the universal forms of interaction. Since the primordial force of human freedom is the condition of its formation, the subject can stand apart from freedom itself. He is free to refuse his freedom. But as a result of this, a self-willed person loses the connection with the whole, and as a result, dramatically narrows the horizon of its ability to adequately move according to the logic of the objective world. Imposing the world the measure of his own needs, a man makes it satisfy his desires, and the world gives revenge to him. It turns out that the seemingly rational actions lead to irrational consequences. Therefore, it is necessary to reveal the bases on which the human subject is asserting itself.

On the basis of the ability to act in the context of the universal it is logical to distinguish subjectness and subjective. G. Batishchev defines them as the following. «Subjective must always the inner opposition to objective in all dimensions and spheres of culture: in cognition and in practice, in morality, in artistry, in the culture of communication. Subjective is constantly directed toward the objective, it absorbs it into itself, because it draws its content, it reproduces within itself or reflects, imitates it, is concerned of it, he is fighting for the possession of it... But it always imposes on it its own limitations, simplifies and isolates, refracts through its finite, more or less self-measured forms, infests it, obscures and even substitutes, in a word, it inevitably corrupts it» [1, p. 57]. Subjectivity puts in the first place its private interests and motives, using the objective as a tool to achieve its goals, perceiving the world through the prism of utilitarian relations. Its relationship with the world flows through the logic of the "I-

It" relationship. In a similar way there develop the subjectivity' relationships with society and other people. The society is given here in a negative way, as a faceless collection of abstract general rules and regulations. But, first of all, the objective should reveal itself as the universal, filled with universal meaning foundation of a man's being, as the center of reason. Only then, it can be waived, appearing unable to keep oneself in the tension of semantic field of culture. But not only the world and society are opposed to subjectivity. There is also an *Other*, given to it in an objective way, as something opposing. Everything that surrounds subjectivity turns into an object that can be manipulated to suit one's needs. The sad outcome of this objectification is that subjectivity reduces itself to an object, to a function, to a thing among other things. This happens in the process of inscribing subjectivity into relation of total corruption and the activities of external expediency. It is noteworthy that in the philosophy of postmodernism an *Other* appears as the objectified individual. As a consequence, the individual does not recognize himself, feels the plaything of impersonal social and natural forces.

Subjectness differs from the subjective. «Subjectness itself is wholly owned by the objective itself. It is one's own inner step on the multidimensional stairway of increasingly sophisticated, developed and advanced forms of life. Therefore, opposed to the Subjectness, the more a man is subjective the higher he is promoted on this stairway, on this way of becoming infinite. Completeness of the subjectness is acquired only as overcoming the subjectivity» [1, p. 57]. An *Other* is not an object, opposed to me, but the possibility of me myself. Then an *Other* appears on the "I-YOU" relations, where the "I" does not seek to impose willfully one's own measure on "You", and, thus, extend oneself in the *Others*, trying to see oneself in them. A Human being interacts with the *Other*,

as well as with the world, in general forms, if not, then neither the *Other*, nor the world is revealed to him in reasonable and intellectual way. The General here becomes the base, and an individual becomes special absorbing it. It is clear that this feature is not obtained by subjectivity, but by subjectness, that is not to orientation to self-will, but to the objective, universal base.

The world as "*It*" is a dead object, as opposed to the subject. Such a world is a dehumanized, inhuman world. But the world was first revealed to a man as a humanized world, that is why mythological consciousness perceives the world as something anthropomorphic. Only the human world can be given to a man and a human eye is able to see the humanized world. Another person, if it acts as an object only, apparently promotes the exaltation of the subject. In fact, the subject which, according to Heidegger, is a narrowing of the concept of substance to a human [10, p. 299], losing the connection with the whole of the culture, loses oneself. Human subjectivity, as we have seen, grows in a space saturated with human attitude towards oneself and the *Others*. Here the relationships to oneself and to the *Other* are identical, they merge into a single "*You*". The *Other* is not only outside, he's inside of me. And until I shall find the ability to see the "*You*" in myself, there is no "*I*". Or, you could say it in a different way - as long as I shall find no *Other*, there is no "*I*". "*I*" is not primary in relation to "*You*", but "*You*" can, and apparently, should act primary in relation to "*I*".

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**THE ANALYSIS OF TOLERANCE ATTITUDES AMONG YOUTH  
(BASED ON STUDIES OF ATTITUDES OF YOUTH IN EAST  
KAZAKHSTAN)**

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In today's world, Kazakhstan is viewed as a successful state with a stable political system, characterized by social stability and well-balanced relation among people of different ethnicity and religious affiliation. President Nazarbayev in his address to the people of Kazakhstan "Kazakhstan Strategy 2050" said: "Civil peace and interethnic harmony is our main value. Peace and harmony, dialogue of cultures and religions in our multinational country is rightly recognized as the global benchmark. One of the main achievements of the national policy of the Republic of Kazakhstan since independence is the creation of the Kazakhstan model of interethnic unity and consent, which is essential for the implementation of social, economic and political reforms in the country".

Despite the fact that there are no serious conflicts in Kazakhstan, which is home for more than 140 ethnic groups and 40 religious denominations, it is especially important to focus on the harmonization of cross-cultural relationships of people with different social, intellectual and religious culture. Retaining national cultural identity of the various nations and ethnic groups is a key factor in the implementation of the idea of a holistic cultural space in Kazakhstan and a part of the national policy of the country.

Ethnic, demographic and religious composition of the population of Kazakhstan confers a special significance to the development of culture of tolerance among young people. One of the main risks identified in the State Concept of Youth Policy of the Republic of Kazakh-

stan adopted on 27 February 2013 is the ability to "fall under the influence of internal and external destructive forces, recruiting young people to realize their political goals. Penetration of the extremists' ideas into youth environment may provoke illegal actions and disrupt interethnic, intercultural and interfaith harmony in society. under these circumstances, the process of socialization of young people, their involvement into social and political life must be based on the values of patriotism, unity of the nation, tolerance, etc. "Young people of the country, which is a platform for the dialogue between cultures, religions and civilizations, a bridge between East and West should be more than anybody else interested in spreading the culture of peace and harmony".

That is why the task of building a culture of tolerant attitudes in the process of interpersonal interaction among young people of the Republic of Kazakhstan is an essential part of the social, political and pedagogical work with young people.

In April - October 2015 a group of researchers working on the project "Development of culture of tolerant attitudes in the process of interpersonal communication among young people of the Republic of Kazakhstan" made a survey measuring attitudes of different categories of Kazakh youth to the issues of tolerant relations at various levels. For this reason, we also included this question into our surveys and interviews with focus groups as a quantitative research tool to measure attention to the issue of inter-ethnic relations on the part of young people of the East Kazakhstan region. Figure 1 shows fluc-

tuations in the attention paid to the issues of interethnic relations by the young people of the East Kazakhstan region.

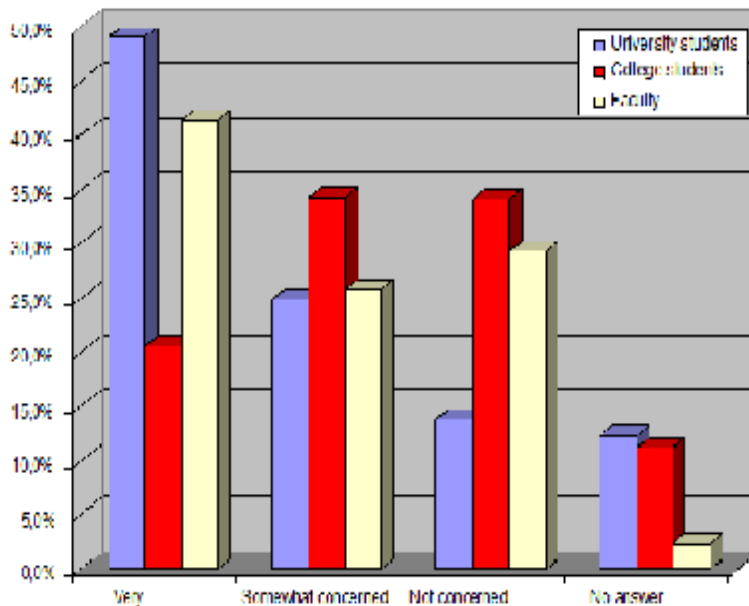


Figure 1. Are you concerned about the problem of tolerance in the East Kazakhstan region at the social, personal and ethnic levels?

Analysis of the data indicates the existence of some groups of young people concerned about the issues of tolerant attitudes at the social, personal and ethnic levels. Data of Figure 3 shows the growing interest of young people to the issue of inter-ethnic relations, which proves underscoring the relevance of the project.

The research also included a survey, which studied the peculiarities of tolerant attitudes and the culture of tolerance. As the basis for this study we used express questionnaire “Index of Tolerance” by G.U. Soldatov, O.A. Kravtsov, O.E. Khukhlayev, L.A. Shaigerova.

This method provides for the calculation of the overall result with no division into subscales.

Each response to a direct statement is scored from 1 to 6 ("strongly disagree" scoring 1 point, "totally agree" scoring 6 points). Responses to indirect statements are scored in a reverse manner ("strongly disagree" - 6 points, "totally agree" - 1 point). Then, the resulting scores are

added together.

Individual or group assessment of the identified level of tolerance is carried out according to the following criteria:

22-60 - a low level of tolerance. These results indicate a high level of personal intolerance and existence of strong intolerant attitudes towards the world and people.

61-99 – an average level. This level is characteristic of the respondents, who have a combination of both tolerant and intolerant traits. In certain social situations, they behave tolerantly, other situations they may exhibit intolerance.

100-132 - a high level of tolerance. Representatives of this group have strong traits of a tolerant person. At the same time it should be understood that the results close to the upper boundary (over 115 points) can testify to the erosion of a person's "limits of tolerance", associated, for example, with psychological infantilism, the tendency to connivance, condescension or indifference. It is also impor-



tant to note that the respondents, showing these results may demonstrate a high degree of social desirability (especially if they are aware of the research purpose and understand the convictions of the researchers).

For the qualitative analysis of the aspects of tolerance separate subscales can be analyzed:

1. Ethnic tolerance: 2, 4, 7, 11, 14, 18, 21.

2. Social tolerance: 1, 6, 8, 10, 12, 15, 16, 20.

3. Tolerance as a personality trait: 3, 5, 9, 13, 17, 19, 22.

“Ethnic tolerance” subscale reveals person’s relation to other ethnic groups and principles of intercultural interaction. “Social tolerance” subscale allows investigating manifestations of tolerance and intolerance towards various social groups

(minorities, criminals, mentally challenged people), as well as to studying individual attitudes towards certain social processes. Subscale "tolerance as a personality trait" includes items that help to assess personality traits, attitudes and beliefs, which to a great extent determine the attitude of an individual to the world.

The study revealed that the overall index of tolerance of different groups of young people is 68 points, which corresponds to the average tolerance level (61-99). These results are characteristic of respondents, who possess a combination of both tolerant and intolerant traits. In certain social situations of interpersonal interaction they behave tolerantly, while in other situations they may exhibit intolerance. The study also revealed that students have the highest level of tolerance (84.3).

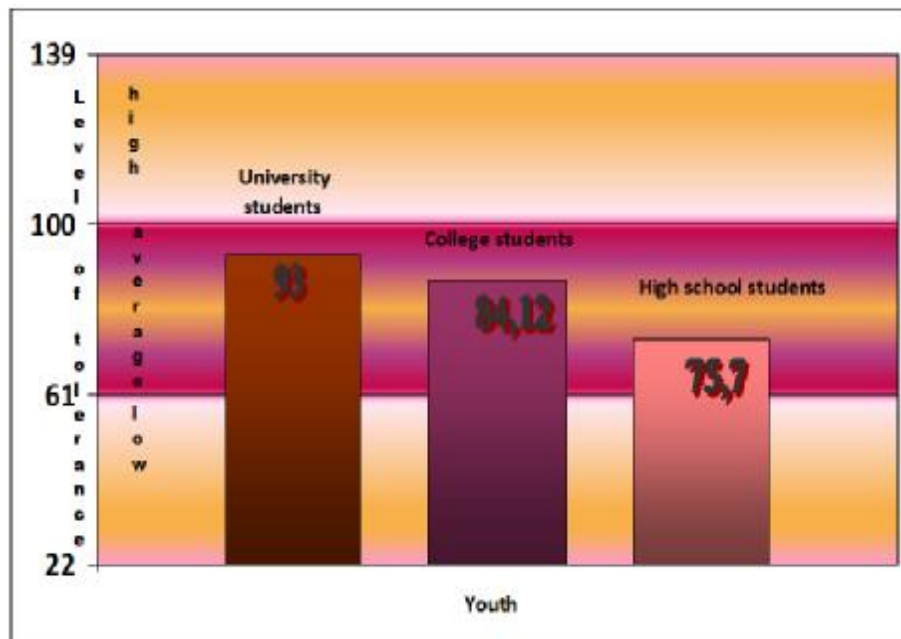


Figure 2. The index of tolerance of students and youth

Analysis of the distribution of respondents by category of young people within the boundaries of the average value of the tolerance index revealed that university students tend to be more intolerant, while students of secondary professional

colleges, on the contrary, exhibit a high index of tolerance.

Working youth demonstrated an average level of tolerance (68.8), while young faculty demonstrated the highest level of tolerance (96.4).

According to the methodology used in this study differentiates between ethnic, social and personal tolerance. Distribution of the index values is shown in Fig. 3.

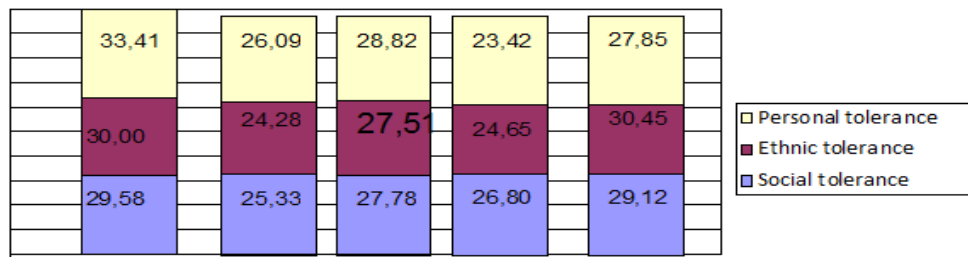


Fig. 3. The ratio of social, ethnic and personal tolerance

The study revealed that to date, the index of tolerance of different categories of youth is average, but there is a predisposition to intolerance among university students, particularly among students of law-related majors. Thus, it is necessary to develop a set of measures aimed at promoting tolerance, and developing a culture of tolerance among students and also test different models of organizing the process of cultivating the culture of tolerant attitudes.

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**THE ROLE OF THE ADULT EDUCATOR IN SHAPING ADULT GROWTH AND DEVELOPMENT: A DALOZ’S PERSPECTIVE**

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**Introduction**

The purpose of the article is to summarize and analyze two contrary positions presented by L. A. Daloz in regards to the role of the adult educator in promoting adult growth and development. In both articles called *The Story of Gladys Who Refused to Grow: A Morality Tale for Mentors* (Daloz, 1988a) and *Beyond Tribalism: Renaming the Good, the True, and the Beautiful* (Daloz, 1988b), the author brought enough arguments to convince the

supporters of each position. However, consulting additional resources related to ethics of adult education in terms of mentoring adults in their learning, there is more evidence in supporting the idea that the adult educator plays a key role in shaping the development of adult learners. At the same time, the reviewed literature not only supported the author's arguments but also presented additional factors that stress the significance of the adult educator in successful promotion of adult develop-

ment and growth in the learning process.

In the first article *The Story of Gladys Who Refused to Grow: A Morality Tale for Mentors* (Daloz, 1988a), Daloz described his mentoring experience with an old woman who decided to pursue her college degree. In this article, Daloz (1988a) described Gladys as not ready to transform as a learner. To support this point, the author brought Gladys's words: "The Lord gives us our lives, and it is not ours to decide a thing like that!" (Daloz, 1988a, p. 4). Moreover, Gladys did not have an impetus for self-directed learning which can be demonstrated by the fact that she had no idea of what she wanted. However, once the author realized that she was interested in writing stories, he suggested her some directions that would be beneficial for her college degree. Nevertheless, in spite of Daloz's advice, Gladys was struggling with the writing course as she could not "[separate] form from content" in her writing style (Daloz, 1988a, p. 5). Gladys's reaction to the critique was negative because she thought her personality was criticized, not her ideas and writing style. Also, Gladys's unwillingness to transform and develop was backed up by her family. The author brought the evidence that neither her son nor her husband supported her learning: "She can't benefit from a college degree", or "I don't see what the hell she wants this damn degree for" (Daloz, 1988a, pp. 5 – 6). Thus, her refusal to grow and develop was consolidated by her family which in a way can be characterized as causing the tribalism effect (Daloz, 1988b). Based on this example provided by Daloz (1988a), it can be inferred that not all adult learners can develop and benefit from their education. As for the role of the educator in this case, I can refer to the question posed by Rossiter (1999) who proposed to differentiate between challenging and helping learners achieve their learning outcomes. In my opinion, Daloz in this case did not chal-

lenge Gladys's mindset. He just facilitated her writing course which resulted in no transformation of her feelings about learning.

In the second article *Beyond Tribalism: Renaming the Good, the True, and the Beautiful* (Daloz, 1988b), Daloz presented the standpoint contrary to the previous one. Based on the life stories of two women living in completely different societies, he brought up the issue of tribalism, its effects on adult development, and the ways to be used in order to overcome obstacles and bridge the gap between old-fashioned traditions and new life expectations. Daloz (1988b) demonstrated how tribalism can perpetuate those deep-rooted traditions and beliefs and thus narrow a human's worldview. "Tribal thinking assumes its own morality to be right and other codes to be less right, if not plain wrong" (Daloz, 1988b, p. 239). Thus, according to Daloz (1988b), the role of the educator is to challenge the adult learner so that he / she can realize that the truth is not something that is given (and the two cases clearly demonstrated that), but the truth is something that is constructed and questioned. Following this idea, I support this point of view on the role of the educator in promoting adult growth and development.

### **The Role of the Adult Educator in Adult Development Transformational Theory and Adult Development**

From the literature review, it becomes evident that transformational learning and adult development are closely connected concepts (Merriam & Brockett, 2007). If considered from the perspective of transformational theory, adult learning is about adult development. As stated by Merriam, Caffarella, and Baumgartner (2007), transformational learning is comprised of "The mental construction of experience, inner meaning, and reflection"

(p. 130). Having accumulated much life experience, adults are able to apply their experience to solve various problems, and this process usually results in change and development. The only thing that is needed for transformational learning to start is a meaningful event in an adult's life. This event can be a powerful impetus to motivate an adult to engage in transformative learning. In this case, if a person is able to critically think about and analyze the factors which caused a particular event, he / she will construct new meanings of the world and their environment (Cranton, 2002).

To illustrate this idea, I would like to refer to the second article presented by Daloz (1988b). In both cases, Lale and Susan regarded themselves as normal people and did not feel any inclination to question their present worldview and hence change their attitudes towards other cultures. Their narrow "tribal" life was unchallenged until they faced a dilemma which created favorable conditions for transformational learning. One day, Lale met women from other tribes who also had their own "truth", as well as Susan realized that her college teacher and classmates did not share her views on the American culture (Daloz, 1988b). Thus, those events would provoke a fundamental change in the way they saw themselves and the environment in which they lived (Merriam, Caffarella, & Baumgartner, 2007).

Consequently, the role of adult education in general and the adult educator in particular is to provide learners with opportunities to step aside from their family upbringing and consider a particular issue from a different perspective. This idea is also reflected in the works of other educators. For example, Gould (as cited in Tennant, 1991) "conceives of personal growth in terms of the inner freedom gained through stripping oneself of the false assumptions acquired during childhood" (p. 195). Thus, challenging adults' previ-

ous assumptions about various aspects of their lives ignites the change in their attitudes towards those assumptions and leads to transformation. Actually, this is the main difference of transformative learning from informational learning, which simply implies extending already existing cognitive abilities (Kegan, as cited in Merriam, Caffarella, & Baumgartner, 2007). In this respect, knowledge becomes static if no transformation takes place, hence no development. Thus, it is obvious that the adult educator should take an active position in fostering adult transformation and development.

### **The Adult Educator as a Challenger**

Given the purpose of transformational learning in adult education, I believe it is ethical and necessary to teach learners how to transform their worldview in terms of reconsidering their attitudes, values, and beliefs concerning their adaptation to contemporary society, which is diverse, multicultural, and pluralistic. In this case, the role of the adult educator is to have adults realize that knowledge is socially constructed and it is a dynamic process. Nowadays, many techniques are known to facilitate the process of transformational learning. Among them, some of the most popular are those techniques which enhance critical thinking abilities (Brookfield, as cited in Merriam, Caffarella, & Baumgartner, 2007) as well as role plays and simulation activities in which learners are immersed in a concrete problematic and challenging situation that encourages their reflective capacities (Cranton, 2002).

Based on the cases provided by Daloz (1988b) in the second article, the most appropriate teaching technique would be that proposed by Lamb (as cited in Merriam, Caffarella, & Baumgartner, 2007), which includes "putting participants in unfamiliar and new situations, ... maximizing the diversity mix of participants, ... and repeated team opportunities

balancing action and reflection" (p. 155). In this regard, adults are exposed to a diverse and multidimensional learning environment that can challenge their set of attitudes and beliefs and therefore trigger transformation towards a more pluralistic worldview. The result of this transformation is that an adult undergoes the process of reconsidering his / her paradigms of given traditions contradicting other "truths". Thus, the adult learner proceeds from a self-centered perspective towards a pluralistic vision of different people and cultures (Daloz, 1988b).

As is seen from the earlier discussion, the adult educator plays a significant role in supporting adult development through facilitating which should definitely lead to challenging an adult's previous assumptions about his / her tribal culture. By facilitation, the adult educator can foster the learner's reflection and considering alternative points of view (Cohen, 1995). To make this facilitation more effective, the adult educator should guide the learner through the process of substantially reviewing their current set of views on their upbringing, social environment, culture, and education. Following this, Cohen (1995) proposed several approaches that maximize the effectiveness of the facilitation process which in turn challenges the adult learner's worldview. Some of the most important strategies are summarized below.

Thus, the adult educator should put hypothetical questions in order to broaden the learner's views. In this case, the educator applies the so called "what if" approach that provides the adult learner with a variety of different perspectives on the same values and beliefs. The result of this is encouraging the adult to explore important topics from different perspectives (Cohen, 1995). Also, to enhance the learner's critical reflection, the adult educator can create a simulated reality through role playing and providing controversial questions.

This will cause the learner's self - examination enhanced by "feelings of fear, anger, guilt or shame" (Mezirow, as cited in Merriam, Caffarella, & Baumgartner, 2007, p. 136) for being biased in regard to other cultures and "truths".

Along with posing hypothetical and controversial questions, the adult educator should provide multiple points of view to stimulate a more profound analysis of decisions made by the learner (Cohen, 1995). This enables the learner to broaden his / her worldview beyond the existing paradigms. In turn, new perspectives can enrich the learner's experience and thus lead to further inner development. Moreover, this approach is very valuable when the learner due to the barriers placed by limited experience and "tribal" environment is not able to analyze as well as make analogies with and differences between his / her own culture and others. Again, this particular case can be applied to the situation experienced by Susan from Daloz's (1988b) second article. For example, when faced by the dilemma that her viewpoints are not shared by her teacher and classmates, Susan could have conducted a personal study collecting different points of view on the American culture and lifestyle. After that, Susan would have considered this issue from a number of different perspectives and then with the help of her college instructor and classmates she would have been involved in a mutual analysis of all the options and alternatives presented by each individual. Finally, based on that analysis, Susan could have constructed her new knowledge that would represent the issue of the American culture and lifestyle from the diverse and pluralistic perspective.

As was already mentioned above, supporting adult growth and development is not only based on facilitation provided by the adult educator but also on challenging the learner's mindset boundaries. To provide such a challenge, the adult educa-

tor "may assign mysterious tasks, introduce contradictory ideas, question tacit assumptions, or even risk damage to the relationship by refusing to answer questions" (Daloz, 1999, p. 206). Thus, the purpose of challenge is to reveal the gap between the learner and his / her present environment, create a discrepancy or even conflict in the learner's worldview, and then call for closing this gap. In a broader context, challenge should be always accompanied and followed by the learner's self-reflection (Daloz, 1999). If the learner is challenged but not provided with an opportunity to reflect on that challenge, he / she may not be able to productively adapt to and interact with the outside world different from the context of the classroom. In this case, self-reflection allows for building the concept of contextualism in the learner. As stated by Mezirow (as cited in Merriam, 2004), "Individuals at the final stage of reflective judgment can offer a perspective about their own perspective, an essential condition for transformative learning" (p. 63). Thus, combined with self-reflection, challenge will lead to the development of the adult learner's personality.

However, from the ethical perspective, it should be noticed that pushing adult learners to higher stages of development is a risky affair. As adult educators, we should keep in mind that pushing our students to develop is like indoctrinating them or imposing the educator's opinion. This kind of action must be definitely avoided in transformational learning. "People develop best under their own power" (Daloz, 1999, p. 182), so the adult educator should only create favorable conditions for transformative learning to take place. Also, too much challenge without appropriate support can have a negative impact on the learner. This may result in the learner's retreat and hostility to learning and development. Thus, it is necessary for adult educators to take into

account these factors in order to avoid adverse effects that hinder transformational learning and inhibit adult learners from sustainable development.

### Summary

The adult educator plays an indispensable role in sustaining adult growth and development. Functioning as a facilitator and challenger, the adult educator creates favorable conditions in which adults engage in transformational learning. The educator provides learners with problem-solving and critical-thinking situations in which they learn to challenge their assumptions about their old meanings of the world surrounding them. Through this process, adults are becoming more aware of the differences and diversity of their environment. As a result, adults who were nurtured by their parochial tribal cultures transform their views on different cultures. Adult development takes place and in the process of transformational learning adults begin to realize that the entire world is comprised of multiple "truths" and that each of them has the right to exist. Thus, adults construct their knowledge, they do not take it for granted and this enables them to reflect on their self and the world around them. In this learning process, the adult educator not only enhances the effectiveness of transformational learning but also accelerates it being a mentor for the adult learner and guiding them through all the problems they encounter in the process of their development.

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### SITUATIONAL APPROACH IN TEACHING SPEAKING

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According to the current requirements of learning a foreign language in high school should be communicatively-directed speech in all kinds of activities special attention should be given to speaking, and absolutely all the tasks in the classroom should have a communicative orientation. The teacher of a foreign language has a responsible task - to teach students practical use of a foreign language as an important means of communication, which along with native language, must help them to become fully developed and trained in society. Education involves the development of speaking skills and students' dialogic and monologic speech. According to the educational standards of high school students should be able to conduct interviews, discussions, interviews, using standard phrases and clichés. Monologue speech involves not only a paraphrase of the text read, but also free expression of opinion on the problematic

situations in the thematic content in accordance with program requirements.

For conversational speech (dialogue) is characterized by a replica exchanged speaking, repeating phrases and single words of the interlocutor, questions, additions, clarifications, use hints, understandable only to the speakers, a variety of auxiliary words and interjections.

Monologue speech has greater compositional complexity, requires completion of thought, a strict adherence to the rules of grammar, strict logic and consistency in describing what to say pronouncing monologue.

There are effective methods of teaching speaking. They are based on categories such oral-language communication as a situation, the role, the position, the community, the type and scope of communications that are considered in modern science, as a model of speech communication. The most important of

these is the communicative teaching methods (speech) situation. According to study of Passow E. I. «Based on communicative methods», (1989) he argues that communicative situation, as a method of teaching speaking, consists of four factors:

- 1) actually circumstances (environment), in which are the communication;
- 2) relations between the communicants (subjective - the identity of the interlocutor);
- 3) speech motives;
- 4) implementation of the act of communication, creating a new position, the incentives for speech.

Each of these factors has on speech interlocutors a certain influence such as choice of theme and direction of its development, the selection of linguistic resources, emotional coloring of speech, expand it, and so on. (Passow E.I. «Based on communicative methods», 1989).

Methods for teaching foreign languages are important not only communicative situations but also repetitive, the most typical or standard situations. Rogov G.V., 1991 claimed that: «typical communicative situation is an imaginary construction of a model or real contact, which implements the verbal behavior of the interlocutors in their typical social and communicative roles», (p. 121). Examples of typical communicative situation are: a conversation between the buyer and the seller, the viewer with the cashier of the theater, the conversation between mother and son about his school, a teacher with a student, former classmates talk, talk collectors, meeting loved ones, etc.

Modern foreign language teaching methodology is also based on the following principles of learning spoken language (Bim I.L. «Foreign language teaching methodology», (1977):

- The principle of communicative orientation;
- The principle of modeling a typical communicative situation;

- The principle of communicative activity;

- The principle of intensive practice;
- The principle of gradualism speech skills;

- The principle of adequacy.

The above principles are methodical interpretation of the provisions of didactics, linguistics, psychology and communication. In other words, they are the essence of functional-communicative approach.

The modern concept of foreign language teaching is a humanistic orientation that reflects an individual approach to the student, independent work in the learning process, the maximum realization of creative ideas teacher. Actually, nowadays methodical standard is communicatively-directed method of teaching foreign languages that is why situational is one of the most important principles of communicative-based learning foreign languages. Consequently the learning process should be a situational basis to enhance motivation to speak, read, listen and write in a foreign language. Situational as a principle means that all training takes place on the basis of speaking and using situations. Speaking is expressing their thoughts in order to meet the challenges of communication. N.A. Zimniya argues that the purpose of training should not be considered a language and speech as "a method of forming and formulating thoughts", but types of speech activity as a means of communication. In other words, speaking together with paralinguistics (facial expressions, gestures) and praksemiks (movement, posture) that serves as a means of carrying out oral forms of communication. All above determines the essential: it is impossible to teach only speaking, not by teaching communication and not creating in the classroom speech situations.

The definition of "situation" in the communicative method differs signifi-



cantly from the known definitions. Any teacher knows the facts when he got the job: "You are in the bank. Start a conversation with an employee of the bank," the student is silent, although it is well known that the situation has a stimulating force.

If this situation does not cause the statements, it will be not a situation because when people are speaking at the bank, different situations may arise. It means that situation arises only when there is a relationship between communicating and it depends on it, but not from the place where it occurs. When person is speaking, he attributes his words to objects of reality, although he does not rely on it, but on the mental imagery. Thus, it is important to pay attention on attachment speech units to cash the circumstances at the moment of speech. For instance: if a person condemns someone else act, and the other justifies this act, it is the situation. This framework, on which accumulates external circumstances. Only the existence of such framework creates the true situation, which will serve as the basis for teaching speaking. As a result, situation is dynamic and it changes with the speech acts. Nauhenko I.V. (2008) came to the conclusion that «the situation is such a dynamic system of relationships of communicators, which is due to its reflection in the mind generates personal need for purposeful activity» (p. 1). Thus, it is necessary to speak not about theme of situation but its meaningfulness. Subjects of discussion are usually associated with certain relations. When a certain event takes place, it relates to human activities and introduced a contradiction in the relationship between man and the environment. In consequence of which there is a problem. Situation as a problem causes the speech act. Thereupon attitude to the problem is his speech function. Similarly the situation is that posed a challenge for the student at the moment and the theme is the stock of social experience that is something that exists in reality

and in the mind, but at the moment the student does not apply.

Situation is often used as a way of presenting the material. With regard to psychologists, they attach great importance to the first meeting with any phenomenon as it creates the foundation of perception that is why presentation is extremely important in teaching speaking.

The creation of natural communication situation in teaching oral speech speaking another language is not easy. Situations that arise in oral communication learning environment have its difficulties. The first, they have narrow meaningful tasks. It is connected with the need to enter into a situation content that goes beyond the educational process. The second, they are very likely implemented in their native language. This problem arises because students tend to view foreign language as an object of study, rather than as a means of communication. The language is associated with the educational process. However, this is contrary to the natural communication (Jinkin N.I., 1990).

Students perceive their teacher as a person who puts in front of them learning objectives and monitors their implementation. The teacher must be able to transform from person who teach to person learning chatting. It is important to correct students' mistakes tactfully, consulting or asking question once more. One of the common teacher's mistakes is scathing remarks while answering student. For example: «Where is an article?», «The tense is not correct». Communication process should start from the first minute lesson. However, many teachers begin a lesson with organizational issues, which often becomes an obstacle in establishing contact. Repeated phrases such as: «Who is absent today?» or «What was your homework?» every day interfere establish voice contact. It is helpful to ask questions, questions concerning recent events or problems, the opinion of the teacher on

any topical issue will not leave students boring. It helps to reestablish contact in communication.

The way to create situations using verbal material is based on the selection of texts, admitting the possibility of active relationship to the estimated present the facts, phenomena, events. Communication occurs when teachers manage to relying on the contents of bring a different attitude toward the same things. This technique can be used not only on the basis of specially selected educational texts, but also in the discussion of any topic that is relevant at the moment. The role of the teacher is to propose to discuss an event that students are interested. Thus, the teacher has to base on the range of interests of the students. As opposed to estimates is a crucial factor in the development of the discussion, the teacher should provoke it when the trainees have found unanimous. This is easily achieved if the take the opposite position. Pictures can be used to create communication situations. This may be a caricature - a schematic representation of objects or phenomena. There are minimal graphical tools in caricature that help convey the contents, having a deeper meaning. Words can also serve as support for the deployment of thought. Idioms, figurative expressions, proverbs and sayings are most suitable.

K.S. Stanislavskii wrote: «then the bigger the artist, he is interested in the technique of their skills the more» (Naumenko I.V. «Situational as one of the main principles of teaching speaking», 2008). The teacher must also possess the technique of verbal and non-verbal communication with the trainees, to be a partner for them. This is one of the central problems of the communicative method. Being a partner means being able to communicate so you need:

- be natural, sincere;
- be expressive intonation, gestures and facial expressions;

- be able to move during conversation;
- be able to listen;
- be able to keep an eye on multiple objects;
- be considerate and friendly.

It means that situational principle requires the ability to communicate the teacher. Creating an atmosphere of communication in the classroom depends on the organization interlocutors. In other words, the shape of the organization of training activities: individual, pair, group, collective or choir. Any form of work can help to support communication in the classroom.

In methodological literature role-playing game is defined as a spontaneous behavior of students, their reaction to the behavior of other people involved in a hypothetical situation. Role-playing game - a kind of training technique in which a student must be fluent in the framework of the given circumstances, serving as one of participants in foreign language communication. An obligatory element of the games is to solve a problem situation. Role-playing game based on the solution of a problem, for maximum activation of communicative activity of learners. Finding the solution of the problem determines the naturalness of communication. Formulation of the problem and the need to address it are also the development of critical thinking among students. And, finally, the need for careful thinking through a situation of finding the right solutions develops logical thinking, the ability to find reason and convince interlocutor. Actions teachers and students suspended four stages:

1) Familiarization with the situation: The teacher sets the scenery or image that is then always associate children with a particular subject. The teacher invites the students to prepare a statement and then the teacher introduces the necessary vocabulary.

2) Setting targets. The teacher ex-

plains that before a role to play, each student must find out all about the given subject using the linguistic resources available to him, trying to use the dialogue as many familiar words and structures.

3) Dramatization.

4) Conclusions. In conclusion, the teacher thanked the actors, asking the jury to name the best student and, if necessary, examines the mistakes of actors in terms of grammar and vocabulary in the form of recommendations to the next performances. (Kalimulina O.V. «Role playing in learning dialogic speech», 2003).

The use of theater in the classroom shows the high efficiency of this method, especially for the development of skills and abilities of unprepared speech based on the motivation of speech acts. Thus, situational principle is the base of teaching

speaking to motivate students to communicate with each other and not be afraid of their mistakes. Role play is integral part of situational principle of teaching speaking.

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### TRILINGUALISM IN KAZAKHSTANI HIGHER EDUCATION: PROSPECTS AND CHALLENGES

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At present, the approach to the Kazakhstani higher education is drastically changing. It is due to many reasons, the basic one being the 2030 Kazakhstan development program [1]. In his 1998 Presidential Address, President Nursultan Nazarbaev stated the accomplishments and problems of the country and announced the priorities of the country's development for the period up to 2030. He expressed his belief that each citizen of Kazakhstan "has ripened a profound awareness of the fact that one can no longer live for the day only, merely in an incessant turmoil of settling present day tasks" and they had to well remember that "apart from the goals set for the period of today, our generation bears tremendous responsibility to future generations, which is, in fact, responsibility of parents and grandparents to their

children and grandchildren." Speaking about building a new state, a new market economy and a new democracy, the necessity to honestly analyze both external and internal factors of the country's development and to identify priorities and elaborate the relevant strategy on the basis of the people's general consolidation, on the basis of Kazakhstani history and unique circumstances was mentioned. The long-term priorities of the country, mentioned in the Program, were national security, country's political stability and consolidation of the society economic growth based on an open market economy with high level of foreign investments and internal savings to gain realistic, stable and steadily growing rates of economic growth, power resources, health, education and well-being of Kazakhstani citizens [1].

To accomplish the above-mentioned goals exploiting only the country's richest natural resources - vast land areas, arable lands and natural resources of enormous wealth - is not enough as it cannot promote development of the country's economy without good human resources. The President remarked that "we may be proud of a highly educated population with a pretty high standard of scientific and creative potential. This indeed is a tremendous achievement of our people... and of the former system for that matter. We must do our utmost to further develop this invaluable asset of ours and grant it ever new, ever civilized opportunities of development" [1]. But to do it, it is necessary to transform mass consciousness. Given this, support should be sought in the younger generation, which is more flexible in adapting to the new system of values and has a fresh vision of the future.

The ideas were further developed in other programs and addresses. In the 2007 Presidential Address New Kazakhstan in the New World [2], President of the Republic of Kazakhstan Nursultan Nazarbayev stated it that to ensure the competitiveness of the country and its people, the gradual implementation of the cultural program should be realized. This objective should be approached with the development of Kazakh as the official language, Russian as the language of communication, and English as a means of successful integration into the global economy.

Since then trilingualism as the main country's cultural program has been implemented. We should note, however, that the concept of multilingualism was not new for the country then. Kazakhstan has long prioritized learning languages of different peoples of the country. In schools, vocational schools and universities education is provided in both Kazakh and Russian. Moreover, foreign languages were taught in all educational institutions. It speaks to the effect, that in Kazakhstan

bilingual education was established and trilingual education as a trend was appearing. However, for many reasons Kazakhstani educational institutions did not ensure good language proficiency in the languages taught, so a new approach to language teaching and learning had to be introduced. The current program states it that the Kazakhstani education should become high quality to enable Kazakhstani people to become competitive at the global labor market, to give them an opportunity to enter best world universities, to be mobile and able to learn all life. Doing that, one should not forget about the importance of developing a harmonious person with high moral values and national identity, a person who is world-minded, but never forgets his "roots" [3].

The program is very ambitious and many efforts have been made to achieve its goal, therefore, we consider it relevant to briefly review its main achievements and challenges. The article briefly summarizes the main steps taken and focuses on introduction of trilingualism in Kazakhstani higher education institutions.

In 2012, the Ministry of Education and Science of the Republic of Kazakhstan and some universities that had made experiments in introduction of polylingual education developed the Concept of Polylingual Education Development [4] in which the current state of the Kazakhstani educational system and the possibility of introducing trilingual education were analyzed and priorities in trilingual education development were stated. The concept required a review of the language education content, developing a new strategy in teaching languages in Kazakhstani education institutions, as well as the language content, which should be scientific based, and correspond to the overall trilingual education program.

Among the main objectives of the program are training university lecturers able to give courses in trilingual education

programs; enhancing prestige of using the Kazakh language; maintaining the system of language diversity in Kazakhstan; ensuring functioning of the Russian language in the communicative sphere; provision of systematic scientific and methodological support to teaching English and other foreign languages; development of polylingual education infrastructure; development of intercultural component of language education; and ensuring the intellectual growth in Kazakhstan by acquainting its people with cultural values.

The education principles in the Kazakhstani trilingual system are as follows:

- Kazakh– Russian –English;
- Language sare learn separately;
- Learning of the languages is based on the native language;
- Teaching a foreign language is teaching how to express thoughts in a foreign language, teaching its culture;
- Development of trilingual personality;
- Speech development algorithm: sub vocalization – oral speech - written speech;
- Communicative ability [5].

Thus, currently a most important objective of an education institution is teaching students global cultural values enabling them to successfully communicate and interact with people of other cultures on the global level. When studying foreign culture, history, geography, literature, arts and science students will get better understanding of their own culture and language. Research and practice of interconnected teaching native and foreign languages prove its impact on the harmonious development of personality [6].

The tactics of implementing trilingual education in Kazakhstani higher education institutions include:

- development of regulations on implementation of trilingual education programs;
- training teachers for trilingual edu-

cation programs;

- utilization of world experience, which can be adapted to trilingual education;

- review of level model of foreign language teaching and learning in order to develop similar models of teaching and learning the Russian and Kazakh languages, which will develop standards in teaching the languages;

- establishment of the national coordination center of trilingual education [5].

We can already state some visible results of the program. The Ministry of Education and Science has promoted publishing trilingual dictionaries of terms (English – Kazakh - Russian), textbooks, workbooks; it monitors the implementation of the national budget program of professional training and retraining of teachers in public education institutions. The Daryn National center holds seminars and workshops, national English Olympiads, participates in developing English courses for schools with intensive English learning. Realization of Bologna Process principles in the Kazakhstani higher education is monitored which enables one to state the main achievements and gaps and develop a strategy for improvements. Regional programs of developing trilingualism have been designed. Links of universities with Kazakhstani and foreign organizations, enterprises and educational institutions have been reinforced. The number of English-speaking guest lecturers and professors who work in higher education institutions is rapidly increasing. More students participate in academic mobility and work programs abroad. In universities trilingual education centers which coordinate university policy in trilingual education and provide for the training and professional development of trilingual specialists, have been established. Several schools and universities of Kazakhstan have developed trilingual education programs and a number of integrated courses

taught in English. New school textbooks are published in six languages: Kazakh, Russian, Yigur, Uzbek, Turkish, and German.

The implementation of trilingualism in Kazakhstani higher education institutions has been further enhanced by the A Hundred Steps to Realize Five Institution Reforms Plan of the Nation (20.05.2015) [7] and the Plan of Enhancement of Trilingual Education for 2015-2016, as of October 30, 2015 [8].

In Part III of the A Hundred Steps to Realize Five Institution Reforms Plan of the Nation a gradual transition to English language education in high school and higher education institution education (Article 79) was stated, in Part IV Identity and Unity – development and implementation of the “Nurly Bolashak” National Program and development of the mangilik el values in the school education programs were mentioned (Article 89) [7]. The Plan of Enhancement of Trilingual Education for 2015-2016, approved by the State Secretary of the Republic of Kazakhstan G. Abdylkalikova [8] is a set of organizational and informative measures taken in order to motivate Kazakhstani people of all age to learn Kazakh, Russian and English languages.

It is of great significance that the concepts of the Trilingual education are being realized on the regional level. Thus, in August 2015, in East Kazakhstan, the program of trilingualism development in East Kazakhstan region for 2015-2018 was adopted [9]. The goal of the program is to establish the necessary organizational, methodological, pedagogical, and financial support to enhance development of language competences in Kazakh, English, and Russian. The Program has three stages. During the first stage (2015-2016 academic year) the number of English lessons is to be increased and academic groups of 10-12 students are to be formed. All secondary schools of the region are to

start using the same English and Kazakh textbooks and teaching materials. The second stage (2016-2017 academic year) integrated English, Kazakh (for secondary schools with instruction in Russian) and Russian (for secondary schools with instruction in Kazakh) courses in Geography, Biology, Physics, Mathematics, etc. are to be developed. The system of bonuses for the teachers of English, Kazakh (for Russian-speaking students) and Russian (for Kazakh-speaking students) who will provide for high final grades of their students will be introduced. The final stage, 2017-2018 academic year, presupposes introduction of assessing communicative competence of students in four language skills in English, Kazakh, and Russian in accordance with the European standards A1, A2, B1 [9]. The Program stipulates assistance of the British Council and Nazarbayev University and the establishment of three training centers for English teachers where 79 English native speakers will work. Though the program concerns secondary education, as a result we will get entrant students with better language proficiency, who will be ready to take trilingual education programs.

Achievements in implementation of trilingual education cannot be underestimated, however, there are some things that can hamper the accomplishment of the goals, one of them being modification of higher education in accordance with Bologna principles. The SWOT-analysis made by the Center of the Bologna Process and Academic mobility [10] states it that the state provides support for all Bologna political and educational aims, the content of graduate and post-graduate programs is changed in accordance with the Bologna Process in the majority of Kazakhstani universities, education programs are modified in accordance with the labor market and needs of the society, development of international links and partnership with foreign higher education institutions is

possible, as well as greater access to European education and research facilities. The Bologna Process enhances innovations in the Kazakhstan higher education system, however, the process is hampered by insufficient methodological and organizational support and law regulations on implementation of Bologna principles and parameters in Kazakhstani universities, low interaction of the universities and the society, difference between Kazakhstani and European educational systems, lack of regulations in free academic mobility of students, and few highly-qualified specialists, who could provide for effective cooperation with foreign education institutions. Besides, Kazakhstani academic community is not well informed of changes in higher education system in accordance with the Bologna Process, as well as of its concept. The situation is worsened by lack of institutions, which would do regular monitoring of implementation of Bologna principles in foreign higher education institutions. Therefore, to improve the situation with academic mobility of Kazakhstani students, which, in general, can enhance development of trilingual education in the country, implementation of the Bologna Principles should be accelerated and made systematic not only on the level of the Ministry of Education and Science of the Republic of Kazakhstan, but on the university level. We do think it will only be realized if universities are given more autonomy which is already provided for in the *A Hundred Steps to Realize Five Institution Reforms Plan of the Nation* [7].

A real problem in designing and developing courses for trilingual education programs is in lack of precise requirements as to the skills and competencies a trilingual specialist should have on the completion of the education program. Without filling this gap it is impossible to properly design any course of the program. Of even greater concern is the focus of those who are in charge for the realiza-

tion of the Program on its social and organizational aspects. We cannot deny the importance of motivating people to learn languages, the necessity to form closer links with the world leading universities or provide professional development programs for teachers of English, however, many efforts may be in vain, if the methodology is not proper. Here there are still many problems to solve, one of which appears to be with the development of lingual personality. It is well-known that many problems with acquisition of a foreign language are connected with insufficient development of language skills in the native tongue. At the initial stage of language acquisition it is vital to properly develop phonetic skills, that is, phonemic hearing as well as connected with it word analysis and synthesis. Otherwise, it will result in numerous spelling mistakes, more difficulties in learning how to read and write not only in one's native, but also in a foreign language the person may study. Similarly, poor vocabulary, lack of knowledge in combinatory potential, stylistic stratification of words, and word-building limit the person's ability to speak and write properly in any language he/she may use. Poor knowledge of one's native language structure not only results in gross mistakes in the person's mother tongue, but can make the learning grammar of a foreign language and, consequently, development of speaking and writing in a foreign language quite difficult. At times, it is practically impossible, as lack of knowledge of the native tongue's structure will lead to language interference which cannot be compensated. Over twenty years of teaching experience in higher education institutions have shown significant decrease in first-year students' language proficiency in both their native and English languages which may be connected with the changed school program. In our opinion, successful realization of the Trilingual Program in Kazakhstan is only possible if



thorough learning of a native tongue is provided at school. Another issue, which requires consideration, is design and development teaching materials for Kazakh, Russian and English courses. At present, in an attempt to develop new language textbooks, educators tend to copy the structure and the content of some best-selling course books without taking into consideration the fact that the majority of them are not designed with consideration of the native tongue of the learners, which can make the process of grammar acquisition more difficult. Practice shows it that university students who are learning English with high quality Longman, Oxford University Press and McMillan textbooks (A1, A2, B1, B2 levels) get good everyday vocabulary and enough listening practice, however, their grammar skills are not properly formed. Thus, learning foreign language teaching and learning from the world experience is necessary, but only on condition that we remember the goals of language learning in our country, the specifics of the native, Kazakh/Russian, languages of the learners, and are ready not just to use the already existing world experience but improve it in accordance with our ambitious aims.

Another challenge is design and development of integrated courses as for that not only good language proficiency, but teaching techniques used in the formation of language skills are required. Therefore, school and university teachers who are to give integrated courses should be trained both in the language and in methods of teaching a foreign language as it is the only way to make a language integrated course effective. These are only some of

many challenges Kazakhstani educators face, yet there is hope that support of the state, greater autonomy of the universities and competence of educators will help realization of trilingual higher education in the Republic of Kazakhstan.

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## SYNERGETIC APPROACH TO THE STUDY OF INTERNET-COMMUNICATION

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Rapid and dynamic increase in interest in interdisciplinary direction called “synergetics” has been observed recently. Time of integration, system synthesis, perception of the world as structural integrity and evolving system has come. Many publications that enable to provide new research results in synergistic processes in systems with multiple elements have been released. Researchers have showed that the old theories aren't perfect but new approaches promise to lead to a stable improvement of the research results. These works deserve peculiar attention since qualitatively new results have appeared on the boundary of science. In many cases these results are different from the results obtained by traditional methods.

In this context synergy acts as a link between humanities and natural sciences and translates “from a dialect of specific science into high Latin of interdisciplinary communication”.

This is transition to the communicative paradigm. One expression of this paradigm is the synergetics. Generally speaking, it is not paradigm changing in question. But it is important that a change of cognitive perspectives is perceived not in the context of opposition to the existing paradigms, not as some kind of an alternative option but as a tendency to a third way. Guidelines in the search of this way are clearly deliberate (rather continually conscious).

The origin of the philosophical concept “synergy” is the oriental cultural-historical and philosophical traditions, especially of India and China. Later on the synergy began to penetrate into occidental culture context and philosophical traditions, to acquire philosophical and cultural visions, effects and connotations. Modern

synergy synthesized some elements of oriental and occidental ways of thinking and outlook. From East it adopted and further developed the idea of integrity, cycling and general laws of the world. From West it inherited positive aspects of traditional analysis based on experiment, general validity of scientific results, special mathematical apparatus and so on.

The term “synergetics” was proposed by the German physicist Hermann Haken and means the coordinated interaction of parts in the formation of the structure as a whole. According to definition proposed by H. Haken “synergetics deals with the study of systems that consist of many sub-systems of the different nature such as electrons, atoms, molecules, cells, neurons, mechanical elements, photons, organs, animals and even people” [1, p. 16].

As postnonclassical paradigm of scientific knowledge synergetics emphasizes the instability, volatility, fortuity, chaos and self-organizing of complex systems as opposed to the traditional (classical) approach that recognizes the principle of linearity and determinism. The common mathematical description of self-organization of the different systems facilitates to bridge between natural and humanitarian knowledge and brings in them the ideas of synergetics. Scientific A. Knyazeva notes: “before the emergence of synergetics main task of science was to develop a system of evidence in a scientific discipline. Synergetics has another way. It is to find another solution, to detect the interaction of science at them borders. She makes the next step, i. e. it comes up to the mutual enrichment of different sciences” [2, p. 13].

Linguistics is always in search of

new approaches to the study of the object. It aspires to improve research methods and techniques of organization and functioning of the language system. Therefore at present interdisciplinary of synergetics and above all, the profit from research methods of language as super sophisticated, relatively stable, self-organizing nonlinear dynamical systems has found its development in linguistics.

According to the Russian scholar P. Opolev there are at least two intersection synergetics and linguistics. Firstly, language can be considered as a prototype, the paradigm of an open, non-linear, hierarchically organized, evolving system. According to hierarchical (Haken) formulation synergetics deals with just such systems. At the same time language can be examined at the level of syntax and semantics, text, suggestions of words and, it weights most, at the level of hypertext as nonlinear organized text.

The second intersection region is a region of dialogically interpreted synergetic methodology. In this area synergetic approach to the language means that it becomes a process, nonlinear text providing an opportunity to move in different directions, pass to other dimensions. Hypertext is a new form of written communication. And there is every reason to admit that both intersection of synergy and linguistics are within synergetic meta-context relative to a cyclic supplement between themselves [3, p. 17-18].

Synergetic approach to the study of changes in the language at different levels of its organization allows to appreciate a true value of some fundamental concepts that have become traditional, to incorporate new meanings to the concept "system language". Definition of the system has not been already conceived as a fixed and a separated one but it should reflect the instability, openness, nonlinearity, cooperation and co-evolution of its components.

Thus synergetic linguistics emerged as an interdisciplinary school in language study using categorical apparatus and methods of synergy is a methodological approach to research in the dynamic space of language which is a succession of states of volatile mega-system of language changing in time.

According to the basic tenets of synergetic linguistics language space may be defined as "an open, dynamic, non-linear, non-equilibrium mega-system consisting of many hard-organized systems and subsystems that co-evolve. They are ruled by the certain parameters of order to maintain stability and functionality of the system [4].

The emergence of the Internet made feasible the possibility to display real language situation, the publication of a living language without literary and editorial corrections, spontaneous formation of language style that is based on the wide use possibilities of language system. These facts are the cause of actuality of application synergistic ideas for the study of underlying objective laws of development and operation of online communication language.

In this context the Russian scientist A. Nazaruk in his scientific study "Network society and its philosophical understanding" notes: "Claiming to be universal approach that is able to cover both physical and social phenomena synergetics investigates the processes of self-organize of systems and formation of procedure structures. It is obvious that study the origin and evolution of the Web, its characteristics as a specific and extremely viable system organization should cause interest. Synergetics brings in the concept of complexity. It is impossible to formulate others basic concepts of the modern theory of networks" [5].

V. Arshinov also highlights appropriateness of the using methodological framework of synergetics for the study of

Internet communication language: “New synergetic paradigm is fundamentally pluralistic, connotative, aiming at network-thinking INTERNET”, “One definition of Internet Web ... may be given through the formulation of a global computer Network as synergetic connection of communication combined with processes of cognition and creating of mechanisms of coherence of the individual systems that produce content” [6].

It should be noted that the interdisciplinary of synergetics is not reduced to abstract methodological requirements. It takes into account consideration of objective knowledge and therefore the development of designing technology of “specific logic of specific subject”. With reference to this it should be noted a number of features and properties of online communication that distinguish it from other types of communication.

Thus, according to L. Kompantseva the most special features of Internet communications include:

- Internet communication occurs in the new information environment featuring variety of participant of communication, different genres, styles, types and kinds of language;

- pragmatic organization of Internet communication uses hypercategories (hypertext, virtual discourse, genre format);

- participants of Internet communication simultaneously execute many functions and find themselves in a variety of realities. Communication acquires traits of transformative, cross-cultural nature;

- Internet communication is based on the principles of relevance, openness, interactivity, autonomy, intertextuality;

- Internet communication affects different types discourses and communicative practices that are not consisted in it;

- communication on the Internet is polynomial and receives two models of implementation: asynchronous and synchronous;

- Internet communication uses a new form of language combine verbal with writing types [7, p. 13-14].

As an example of the description of possible alternative means of language evolution in online communication in terms of synergy which we consider the emergence of so-called “padonkoff language”. The gist of “Padonkoff language” is to make such errors that uneducated man can’t make. Undoubtedly, at first it is intellectual game which is very close to the linguistic game. The Russian linguist M. Kronhauz notes: “We are dealing with a rather anti-literacy than the non-literacy” [8].

In this case lexical and phraseological language composition of Internet communication may be conceived as a kind of open steady system. The system functioning in this state has structural properties due to attractors. Within open and highly nonequilibrium system attractors are separate areas of system’s structural order. They define the evolution of the system and subordinate its development to their tendency (current model of words formation, some methods of their inclusion in the text, the elements of meaning in which there are a high need for Internet communication).

On the basis of these definitions we can conclude that regardless of whether the attractors are mobile their condition (movement) is stable and more orderly than their environment. In the scope of their stability they attract the disordered unit with chaotic behavior and hierarchically organize them. We name this fact as structuring function attractors.

Attracting surrounding elements attractors determine the evolution of the system, subordinate its development to their nature. Evolutionary function of language centers reflects in this fact. This attractors’ function is highlighted by N. Alefirenko: “The discrete attractors’ nature hidden in the nonlinear medium manifested as the

purpose of idiomatic renewal and evolution. Thus, the present phraseological subsystems of a language actually emerge from the future.

However, the future is only partly predetermined as possible attractors existing in the very nature of the phraseology system" [9]. That is, due to its stability the attractor sets the direction of the development of language or its subsystems (but does not determine, since, firstly, the dissipative mode of structure is able to neutralize the effect of any attractor by force of dissipating its impact. Secondly, at the same time it can influence several attractors, and attraction to any of them is determined largely by chance). We name this fact as the evolutionary function of attractors.

Owning property of openness the system constantly experience fluctuations, i. e. partial external influences. In this case fluctuations are phenomena whose essence is a precedent of violation of spelling and a set of linguistic clichés. The source of fluctuations is a kind of "fatigue from strict rules of Russian orthography" and the language game.

The catalyst of linguistic experiment is the technological revolution, namely, the emergence of the Internet. Excessive accumulation of fluctuations in the system leads to its disequilibrium. That is a transitional, interim state in which the system experiences highest possible volatility and instability.

In its development the system comes to a critical state called the bifurcation point. At this point the way evolution of the system is undefined. Viewing available fluctuations the system makes a decisive choice in favor of one of them. In the considered case disturbances (word formation, contraction, accent imitation etc.) suddenly are picked up, replicates and includes in the canon. M. Kronhauz concludes that "Precedent and cliché increasingly win orthographic pedantry" [8].

Taking into account that "padonkoff language" linguistic experiment is more than a violation of the language rules and in order to confirm the feasibility and fertility of synergetic approach to the study of Internet communication we can cite V. Arshinov's remarks: "Just that very case we have an example of the unity of principles of activity and communication. It is thoroughly revealed by synergetic approach. At the same time the synergistic approach focuses on communicative unity of experiment, on comprehension of it within the networking, interdisciplinary, "transgressive" cognitive model in which knowledge, tools and instruments are treated as operational intermediaries and by means of which new meanings are generated and meet category of practice.

In this case "meeting" means not only meeting with the philosophy of dialectical materialism but also with the Hegelian philosophy that creates the reality of spirit. During the rediscovery of communication synergistic nature of the experiment this meeting also extends the horizon and the general understanding of science as a phenomenon of civilization, socio-cultural evolutionary process" [6].

**Conclusions.** Thus, synergistic approach to philosophical comprehension of language in general and of Internet communications particularly, is feasible and fruitful.

Appeal to the synergistics can be motivated by the following factors. Firstly, synergistics has a unique scientific means to study abnormal, non-classical situations featuring ambiguity, non-linearity, the transition to a fractional dimension, permanent observer and so on. Similar situations can be observed in the language.

Secondly, the synergistics predominantly is viewed as "international" language, capable of interdisciplinary coverage.

Synergetic approach allows using for the language area groundwork of

unlike branches of science. However, interdisciplinary of synergistics is not limited to abstract methodological requirements and involves consideration of objective knowledge. The flexibility of this approach is of great importance. It provides an opportunity to focus on such moments of functional phenomenon that is studied, which are essential for its self-disclosure and self-development.

Solely basing on the classic linguistic research it is impossible to scientifically explain language phenomenon of Internet communications. Only synergistic approach can be effective and provides results which are fundamentally different from those obtained by classical means.

We consider that prospects for further research is to use a synergistic approach for the study of semantics, syntax, methods of formation of new lexical and idiomatic elements of Internet language as a reflection of language self-organization in the Internet environment.

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### THE DISCOURSE OF TOLERANCE / INTOLERANCE: LINGUOPRAGMATIC APPROACH

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The problems of defining global discursive values are becoming more important for modern linguistics. Their studies seek to find answers to the following questions: What is a value? For whom is this value? Is there a canon of universal values? Is there a canon of important and vital values for global culture (*freedom, equality, dignity, human rights*)? How do these values correlate with national values, such as *homeland, patriotism, sovereignty,*

*democracy and tolerance?*

A number of linguistic studies have been devoted to the investigation of the indicated problems during the latest decade, in particular: ethno-cultural manifestation of tolerance (V. Bakalchuk, O. Bilyk, M. Kozlovets, V. Krysachenko); the phenomenon of political tolerance (M. Hordienko, A. Karas, O. Rudakevych); cross-cultural communication (Y. Vereshchagin, V. Kostomarov, S. Ter-Minasova,

J. Sternin, N. Formanovskaya, D. Gudkov and others).

**Tolerance VS Intolerance: Correlation of Concepts**

The pragmatic approach to the study of the manipulative positive strategy is the principal one among problems of modern communicative linguistics. It is natural that a person seeks to model positive in everyday communication. The principles of communication as cooperation were proposed by H. Grice and the politeness principle (Tact maxim) was proposed by G. Leech design and secure the effectiveness of conflict-free interaction, regulate communications behavior of the two parties in the process of communication, and provide for realization of communicative goals and intentions of communication parties. On the level of cross-cultural communication, positive pragmatics should be based on the principles of tolerance. This means that illocutionary background assumption of all the parties (a person, a society, a nation) of any communication process are based on understanding of linguo-cultural singularity, which provides the global peace, democracy and development.

Realization of the crisis of tolerance is the result of idealization and hyperbolization of tolerance as a mechanism for settling interethnic contradictions and reconciliation. Some researchers (namely, V. Lohvynchuk, I. Kahanets, M. Kukartseva and others) took notice of a conundrum: high rate of tolerance towards racial, ethnical and cultural “strangers” inevitably results in an outbreak of xenophobia, i. e. in negative, improper manifestations of intolerance.

M. Kukartseva identifies this phenomenon as a manifestation of paradox of intolerance boundaries. Unrestricted intolerance may lead to total disappearance of tolerance. The boundary of tolerance is defined as the threshold behind which tol-

erance towards everything “strange” (culture, language, ethnicity, conduct of life) prevents from preserving own culture, language, ethnicity and conduct of life [5].

Absolute tolerance leads to passiveness, apathy, indifference, degradation. As a result of absolute tolerance without restrictions and boundaries interference of everything “strange” and disappearance of “not strange” (“own”) is perceived as a normal tolerant ethno-cultural environment. Under conditions of the absolute tolerance discourse the majority of population of a country or region is geared up tolerantly or indifferently towards the penetration of the strange language, culture, religion. This is always accompanied by dissolution of national identity.

At the same time a small part of population becomes radicalized in response to these processes because they oppose such penetration. This part of population will seek support of their radical, xenophobic disposition from corresponding political trends which are guided by ideologies of exclusion and discrimination based on ethnical or other characteristics.

This process may be characterized as a discursive fight of such concepts as *tolerance* and *intolerance*, *openness* and *closeness*, *democracy* and *autocracy*.

**The Discourse-Forming Potential of the Concept of Tolerance**

Discourse is understood as the process and the result of speech seen as the totality of its cognitive, communicative, lingual and non-lingual aspects (V. Karasik). The definition of discourse as “not just a duel, a fight of two minds, but a duel between two personalities where one communicant’s *I* is trying to win a victory over the other communicant’s *I*” is currently important for understanding the conceptual opposition of *tolerance* vs *intolerance* [2]. This explains why the cognitive-pragmatic arrangement of discourse pro-



vides for propensity towards conflict, which is “not only the contradictions that exist in different forms but also the ways to solve these contradictions”.

Successful tolerant argumentation makes solution of a conflict possible because “the paradox of argumentation lies in coexistence of discordance and accordance within it” [1, p. 63].

The study of the discourse of tolerance/intolerance is based on the following approaches:

1) *The sociolinguistic approach*. The discourse of tolerance is one of the main components of social environment as a whole because basic principles of coexistence and development of harmonious relations among different groups of a society form the basis for the discourse.

The principles mentioned above are: the culture of polemics, the culture of dialogue, respect of the original point of view, freedom from aggression and hostility. The discourse of tolerance provides for consideration of addressee- addresser characteristics (sex, age, status etc.) and establishes equal right communication where viewpoints of all the parties are respected.

2) *The psycholinguistic approach* studies the process of formation of the discourse of tolerance/intolerance, its creation and perception by communicants. The peculiar aspect of study of the discourse of tolerance/intolerance is the investigation of its persuasive force.

The following problems need to be solved: how reasoning influences the process of making decisions by the addressee; if the communicants’ conceptual framework of the world changes under the impact of psycholinguistic factors, and how it changes; what intensions of communicants influence the formation of the discourse of tolerance etc.

The choice of logical (induction, deduction, analogy) and psychological (exaggeration, provocation, surprise, humor)

strategies and tactics is stipulated by psycholinguistic characteristics of communicants: if logical tactics are principally ruled by the ability of the audience to make logical conclusions, the psychological tactics interact with subconscious parts of human psychology which are chiefly grounded on the basic instincts of the person (self-preservation, extension of the family line etc.)

3) *The lingual-cognitive approach*. As the discursive continuum unfolds, different concepts, the ranking of which is stipulated in each phase of speech by the specific goals of communication, gradually overlap and create a specific conceptual domain. Basic concepts of the discourse are defined by the general background knowledge of communicants; they are the points of conflict of addressee’s and addressor’s worldviews; they are also the basis of communicants’ mutual influence.

4) *The lingual-pragmatic approach*. J. Mey regards lingual-pragmatics in its inextricable connection with the users of the language for them to reach the desired goal. For the first time he determines the mechanisms of talk exchange optimization within the social context, which allows to make the communication as effective as possible [10].

G. Leech introduces the Politeness principle and The Irony Principle with the maxims which, in contrast to the Cooperation principle by H. Grice (formal communication) function in the context of interpersonal communication [6].

H. Grice introduces the term “utterer’s meaning”. He links the category of meaning with the speaker’s intention which consists in being understood by the addressee. Often the intention of the speaker may be unclear, so the addressee has to single out semantics from the implication of the utterance. The addressee deduces it from the background of the intercourse due to being aware of communica-

tion principles, maxims, postulates and conventions which were called “pragmatic implicatures” by the author [4, p. 217 – 237].

Manifestations of tolerance in speech cannot be absolutely neutral; they must bear the traces of evaluation. According to E. Volf, evaluation is the modal frame which includes a number of compulsory elements: the subject and the object of evaluation, the axiological predicate, the aspect of evaluation, the evaluation element, the evaluation stereotype, and the evaluation scale [11, p. 203]. The author states that the emotional response to the object is expressed by exclamations, emotive words, and figurative words. Practical evaluation provides for the evaluative judgement, expressiveness is extrinsic there [11: p. 40]. In other words, expressiveness, affectivity, intensification are the constituent parts of the emotional evaluation.

#### **Speech Aggression vs Speech Tolerance as the Markers of Modern Discourses**

The discourse of tolerance is based upon the emotional aspect of the communicative person; the discourse of intolerance contains verbal stuffing of negative emotions which are not restrained by anyone or anything. Expressiveness, affectivity, and intensification are typical to the discourse of intolerance.

The manifestations of verbal explicit tolerance are inextricably connected with implicit aggression, negative evaluation, inner rejection, insufficient understanding of the addressee. There is no tolerance “in the pure state”. Hence, there are no “pure” ways to express tolerance, all the ways are ambivalent i.e. they combine explicit manifestations of tolerance at the surface level and implicit aggression at the underlying level. Hereby, explicit tolerance and implicit aggression (or just negative evaluation) are a coherent whole, “two sides of the same coin” in one utterance.

Democratization processes widely contributed to the regularization of indecent, degraded vocabulary, while language tolerance stipulates the responsibility of the professional communicator for the conformity of his texts to the fundamental rules of the language culture, because within it the phenomenon of speech tolerance is suggested.

Speech tolerance may be regarded as the term which is completely opposite to the other term – speech aggression – the use linguistic means to express enmity or hostility. Besides, it is important to note that speech aggression is manifested not so much in preferential use of the linguistic units associated with rude, abusive, forceful behavior (vulgarisms, colloquialisms, criminal jargon), as in obtrusion of his / her speech (and communicative) behavior on the recipient, in refusal of dialogueness, in inability to “listen” to the interlocutor [9, p. 110–114].

With this background, vulgarisms, jargonisms, language anomalies and mistakes, partly slang, amplitude vocabulary in the form of opposition pairs, as well as typographical errors, inexpert and incorrect interpretation of notions, irrelevant use of words etc. fall within the list of undesirable and often intolerable elements. When present in the discourse, all the listed elements testify disrespect towards the addressee.

Dysphemisms are markers of the discourse of intolerance – they are the markers of negative attitude towards a person at the linguistic level. Deliberately rude, vulgar, stylistically degraded words and phrases appear as dysphemisms. They discredit a person and form the perception of a person as an undesirable one which provokes suspicion, hostility, disgust or hatred.

Dysphemisms emerge during the process of pragmatic processing of information with the aim to attract attention to an undesirable or forbidden concept or

event, make the utterance expressive, ensure the desired pragmatic effect, and in such a manner make a purposeful influence on the interlocutor (reader, listener). For instance, recent sports events were used as the starting point for the fight of the discourses of tolerance and intolerance. Clashes among football fans happened during the football match. Internet users commented on the events in different ways:

«Суркис: **Кучка подонков** может лишить тысячи людей радости посещения матчем. Я не завидую этим **негодьям**. Если мы их **вычислим**, даже не представляю, **что с ними могут сделать наши фаны**» (<http://sport.bigmir.net/football/europeleague/1705347> – Surkis - Kuchka - podonkov - mozhet - lishit - tysjachi - ljudej - radosti – posecshenija - matchej);

“Surkis: A **bunch of scumbags** can deprive thousands of people of the happiness which may be brought by being present at the football match. I don't envy those **scoundrels**. If we **single out** them, I don't even know **what our fans might do with them**”;

«Ребята из среды ультрас мне на электронную почту сбрасывают фотографии: прямо на фанатском секторе 3-4 **негодья** поднимают полотнище с неонацистской символикой, фотографируются с ним. Почему так произошло? Наверное, “**хозяин**” денежку дал за работу, они отчет предоставили. Спрашиваю у фанатов: “**Это же ваш сектор, почему не среагировали?**”. Они отвечают, что если бы мы туда сунулись, возможно, кто-то из нас **получил бы финку в бок**» (<http://sport.bigmir.net/football/championleague/1738564> - Vice - prezident - Dinamo - Fanaty - govorili - chto - mogut - poluchit - finku - v - bok);

“The guys from among ultras send photographs on my e-mail: right at the fan's end of the stadium 3 or 4 **scoundrels**

are raising a towel with neo-Nazi symbols and are having their pictures taken with it. Why has it happened? Probably, the “**master**” had given them the money and they submitted an account. I asked the fans: “It is your end of the stadium, why didn't you react?” And they answered that if they had **nipped into** someone might have been **shived**”.

The featured examples demonstrate the use of dysphemisms both by representatives of the football club and football fans. In addition, it should be noted that swear words (**bunch of scumbags, scoundrels**) and criminal jargons (**single out, might have been shived**) were in the comments of both parties. In such a manner, by adding expressiveness they were trying to attract attention to the event, and to shape the readers' negative attitude to the target of criticism.

From a pragmatic point of view, euphemization is tied with violation of the maxim of manner (when one tries to be clear and orderly in what one says) [3, p. 28 – 32].

Euphemization is a strategy of window dressing and blurring over the undesired information, which makes it possible to make unpleasant facts less obvious. R. Denton and G. Woodward associate political euphemisation with the notion of mystification, which after being re-defined appears as the use of namings that make the ability to understand the essence of events complicated “submerging the description of events in verbal transcendentalism” [7, p. 131–132].

«**Это ужасное событие отражает реалии того, что происходит на трибунах футбольных стадионов в Центральной и Восточной Европе. Мы сдали отчет в УЕФА, который должен вынести наказание, и мы будем лоббировать применения как можно более жестких санкций**”, - заявил исполнительный директор FARE Пиара Поуар» (<http://sport.bigmir.net/football>

/ championleague/ 1736370 - Rasizm - v - Kieve - UEFA - mozhet -nakazat – Dinamo - za - draku - na - NSK - Olimpijskij);

*“This awful incident reflects the actual state of what is happening on stands of football stadiums in Central and Eastern Europe. We rendered a report to UEFA, and it must adjudge a punishment, and we will lobby for application of tougher sanctions”, said Piara Powar, FARE's executive director”;*

*«Мы призываем избегать спекуляций на урожайной ниве ксенофобии и не превращать бытовые конфликты между алкогольно-опьяненными болельщиками в расовую вражду. И еще раз констатируем, что только адекватное поведение на секторах стадиона является нашей надлежащей моделью поведения»* ([http:// sport. bigmir. net/ football/ championleague/ 1736581 - Fanaty-Dinamo - V - sosednih - i - na - nashem-sektore – proizoshlo – srazu – neskol - ko-drak](http://sport.bigmir.net/football/championleague/1736581-Fanaty-Dinamo-V-sosednih-i-na-nashem-sektore-proizoshlo-srazu-neskol-ko-drak));

*“We call to avoid speculation in the fertile field of xenophobia and not to turn domestic conflicts between drunken fans into race hatred. We state once again that only appropriate behavior on stadium stands is our correct behaviour pattern”* ([http:// sport. bigmir. net/ football/ championleague/ 1736581-Fanaty - Dinamo –V – sosednih – i – na – nashem - sektore – proizoshlo – srazu – neskol – ko - drak](http://sport.bigmir.net/football/championleague/1736581-Fanaty-Dinamo-V-sosednih-i-na-nashem-sektore-proizoshlo-srazu-neskol-ko-drak)).

The aforementioned lexemes give ground to speak about certain intolerant intension of the discourse in which they function. “... there are the simple truths which we consider tolerant by definition. They are consecrated by ideas of humanism, friendliness, compassion, empathy, mercy, mutual assistance. There are utterances with mixed content: on the one hand, they seem to unite and organize representatives of the same ethnic group, let's say – US, assist in forming OUR civil and ethnical identity, hence, they are quite tolerant as regards US. However, on the

other hand, the same utterances may separate the group of US from the other, contradistinguish US and THEM (ethnically different), and even work up against each other, underlining our mutual irreconcilability and hostility towards each other. Thus, the same information functions as intolerant, too” [8, p. 105].

### Conclusions

To sum it up, the discourse of tolerance is the ability to express even intolerant position tolerantly: to use the language of arguments and well-balanced impartiality instead of language of emotions. By adhering to language tolerance, one should refuse from what contravenes the social norm: to exclude the elements fostering disintegration of society from the texts at the level of self-control, to use the ways of communication humanization. Language tolerance binds to communicate within the norms of the standard language, which means freedom from vulgarisms, jargonisms, language deviation and mistakes, amplitude vocabulary, incompetent interpretation of concepts, inappropriate use of words etc.

Speech tolerance appears to be an important component of the culture of a society on the whole, as at the heart of it there are basic democratic principles of harmonious development and mutual respect without which it is impossible to imagine the advancement of global information environment.

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## DIALOGIC SKILLS DEVELOPMENT AS ONE OF THE PRIORITIES IN TEACHING FOREIGN LANGUAGES

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The process of globalization occurring in the world, dynamically developing modern society, extending international contacts and cooperation has led to the expansion and strengthening of the role of English as the leading language of modern civilization. Nowadays, English is a means of social, economic, educational and cultural development of the society. In this regard, the global economy and culture are interconnected and interdependent in the political, social and technological aspects.

Global development trends are clearly reflected in Kazakhstani realities. The Republic of Kazakhstan entry into the world community, as well as the impact of the political, economic, social and cultural aspects of globalization on communication, requires determining the role and place of English in social and communicative life of the country and solving the complicated problem of its functioning in different areas.

In the Strategy of the Development of Kazakhstan-2050, N.A. Nazarbayev

states that the English language is necessary to represent the country on the world stage. "Out of 10 million books, which are published in the world, 85% are in English. The latest data in science and information technology is published in English. Today 3,500 foreign companies operate in Kazakhstan. And we need a language to communicate and cooperate with them,"-emphasizes the President. In addition, the President noted the need for a qualitative "breakthrough" in the English language studying. He claimed that it will provide every Kazakhstani citizen with new boundless opportunities in life [1].

At present, the task of improving the efficiency of foreign language teaching in high school is becoming increasingly important. In this regard, teaching methods are constantly improving, and also the students' interest to the subject increases. The intensification of these aspects ultimately leads to taking into account key directions in planning the academic work form and content, such as epistemological aware-

ness (informing students on the country study issues and grammatical structure of the English language), axiological principles (developing students' values and motives) and pragmatic aspects (forming students' communicative skills). These directions in determining the educational activities are aimed at enhancing the educational process, which can be fulfilled through the students' involvement into cognitive, practical, social and political activities, thereby providing the principle of connection with real life [2, p. 12]. These include festivals, conferences, theme parties, dramatizations, and the organization of role-play that simulate the actual process of communication; giving out leaflets, watching and filming videos, meeting foreigners, etc. The main thing is to create a learning atmosphere in which students are required to creatively solve educational problems that would develop their ability to independently assess the situations.

The specifics of the Foreign Language subject, in contrast to other subjects, is that the content of education is not only studying the language system, such as pronunciation, vocabulary and grammar, but mainly the mastery of speech activity in a foreign language as a means of intercultural communication, resulting in the formation of multilingual and multicultural identity.

The Foreign Language subject sets the objective to form multilingual personality, through introducing students into the values of world culture, improving the knowledge of their own native culture through the dialogue of cultures and educating humanistic outlook. Meeting the needs of the society, in foreign language teaching at schools greater importance belongs to communicative orientation, or, in other words, communicative competence. This is due to the fact that the speech activity occupies a large part of our lives. If a person cannot speak in a language, receive information and respond to the inter-

locutor, we cannot say this person knows the language. The main purpose of any language is to provide communication and allow people to exchange information and thoughts. That is why, formation of intercultural communicative competence, and its component subcompetences is another objective of the Foreign Language subject.

In its turn, intercultural communicative competence includes the following types of subcompetences. First, linguistic competence, that is mastering the new language means in accordance with the themes and areas of communication, including those selected for the particular profile, the skills of managing these means in communicative purposes; systematization of linguistic knowledge, as well as increasing the volume of knowledge through profile-oriented information (in particular terminology). Second, speech competence provides functional use of the English language as a means of communication and cognitive activity based on the four language skills: listening, reading, speaking and writing. Another one is socio-cultural competence, which undertakes enhancing the knowledge of the socio-cultural specificity of the English speaking countries, improving the ability to build one's verbal and nonverbal behavior adequately taking into account the specifics of profile-oriented communication situations. Next, linguistic cultural competence means improving the skills to understand and interpret linguistic and cultural facts adequately. The last, compensatory competence includes improving the ability to deal with the situation of the shortage of linguistic resource in the process of foreign language communication, including profile-oriented situations of communication (gestures, facial expressions, body language). Here we can see that students of the English language subject should be competent and able to communicate in close to life situations. They should also realize their own culture and understand

and respect other people and their lifestyles [2, p. 3].

Therefore, one of the main objectives of foreign language teaching is developing communicative competence, which, in fact, should determine the entire educational process. It is a form of verbal communication, one of which, in particular, is dialogic speech.

It should be noted that the development of dialogical speech in the target foreign language has always been one of the most acute problems of language teaching. This issue was studied in the works of S.V. Perkas, V.L. Skalkin and other methodologists. So, the dialogic speech teaching technique has recently emerged as an independent aspect of speech teaching, where there are still many issues that require theoretical and experimental research. For example, the important aspects are such as: the connection of dialogic and monologic speech; principles and techniques for creating a communicative situation in class; the peculiarities of speech perception in a dialogue; selection of situations that base dialogue teaching at different stages; the possibility of using information and communication technologies for teaching dialogue, etc. [3, p. 1].

Learning a language is a social experience, so it is important to approach the teaching of a language as a social learning experience and take the students inside of the culture of the studied language. Moreover, language is a means of communication, which is the most important part of modern insistently developing world, so it is really relevant to teach students how to communicate in a proper way. Without the ability to select information, express thoughts, react in any life situation, the knowledge of a language cannot be full and complete.

The teachers' responsibility is to train students to feel free in their communication abilities and providing communications. At the lesson there should be cre-

ated such conditions, close to daily life, where students will be able to have verisimilar conversations, related to the situations they can have in everyday activities. Acting out such scenes will motivate the students' learning interest, because these sketches are part of their familiar environment. Students will be able not only to learn educational material, but also they will know how to use it in real life. However, the majority of students have difficulty with making up impromptu dialogues, with listening and responding to the partner, with adapting to a new situation and holding up the conversation.

Dialogue, in its widest sense, is the recorded conversation of two or more persons, especially as an element of drama or fiction. As a literary form, it is a carefully organized exposition, by means of invented conversation, of contrasting philosophical or intellectual attitudes [4, p. 13]. The dialogue is a form of social and verbal interaction; involving two sides (a speaker and a listener), who can switch their roles (a listener can act as a speaker and vice versa). The dialogue consists of the exchange of interlocutors' remarks. In its course the participants constantly switch from listening to speaking, that is, one interlocutor perceives the speech of another party, understands and analyzes it, then plans and produces his \ her own speech.

This two-side communication process occurs in a specific situation in which each of the participants alternately performs the role of a speaker or a listener. The result of receiving the information and its transmission is the combination of cues that are combined depending on the communicative goals of each participant and make particular statements (questionnaire, interview) and answers (narration, report), which can also become a complete utterance [5, p. 44].

The first cue (initiative), which begins any dialogue, will be the theme indi-



cator and will act as the basic speech stimulus. Despite the fact that the interlocutor's responding cue is difficult to predict, it still must be thematically consistent.

According to the communicative point of view the first cues can be reduced to the following types of statements:

- formulas of social communication, such as greetings, expressions of gratitude, apologies and others;
- request for information, for example, a question;
- expression of emotions;
- providing information;
- an order-request;
- commenting (stating) the circumstances in which the communicators are;
- statements that do not carry any sensitive information (they are exchanged to maintain a conversation, for example, when you need to fill the silence in awkward silence) [6, p. 10].

A wide range of issues may be the subject of dialogue speech. The factors forming the subject of a dialogue can help to identify the relationships between the interlocutors, their level of communicative community and a variety of external events.

Dialogic speech requires high automatization and availability of the language material, as during the dialogue, the exchange of remarks is fast enough that indicates it is unprepared and spontaneous. Dialogue has its specific features that facilitate its perception and production. In particular, a speaker and a listener usually share a common situation; frequently a communication takes place between people who perform certain social and communicative roles (e.g., a doctor and a patient, a driver and a passenger). Also, stereotypes and conversational clichés are used more widely in a dialogue. The interlocutors can rely on non-verbal signs of each other, such as mimics, gestures and body language. Dialogue is often sponta-

neous, emotional and expressive. It is usually less extended, more informative, pithy and syntactically complex than a monologue [7].

A dialogue has specific communicative features. It depends on a situation and interlocutors and occurs under special circumstances. So, a dialogue takes place in the cases when:

- 1) one of the interlocutors is deficient in the data, and the second one is supposed to be competent in this field and is able to fill the information gap;
- 2) revealing the plot or the theme cannot be realized by one interlocutor because of his\her language or mnemonic failure, lack of information or due to the need to check an expressed utterance on every stage;
- 3) partners feel the need for mutual exchange of ideas, experiences, feelings;
- 4) there is a need to agree various approaches to solving specific problems, resolve differences, to solve a dispute, and so on [6, p. 6].

Moreover, different types of dialogues are distinguished in TFL. The most typical kind of dialogue in natural communication, and particularly, in the educational process is a dialogue that realizes informative function of communication. By classifying informative dialogues with regard to the initiative of the interlocutors and their influence on the course of the dialogue, linguists single out 3 types of dialogue: actual dialogue, efferent dialogue and afferent dialogue.

The first type of dialogue, actual dialogue, implies equality of the interlocutors and equal share of initiative of each of them. This dialogue has oppositely-directed character. The two other types are characterized by the leading role of one of the parties of the communication. The actual dialogue is characterized by the fact that every interlocutor has relevant and interesting information, as it happens in a case of two friends meeting after some

break: after weekends, holidays, or after participating in various sport or entertaining activities; after reading various books, watching movies, etc. [8, p. 112].

Afferent dialogue is designed to generate initiative speech, aimed at obtaining information. Such speech requires the ability to ask questions, to understand the speech of the interlocutor, give cues controlling speech acts of the partner, forcing him\her to make his\her message more understandable for the listener, close to the subject, corresponding to reality. Afferent dialogue presupposes that one of the partners disposes the information that the other one does not have. And this second partner has a right or an obligation to get acquainted with this information. Accordingly, modeling of situations, aimed at producing afferent dialogue, involves the use of roles of parents, journalists, teachers, etc. within a lesson.

Efferent dialogue is seen from the perspective of an interviewee, a responding person, or a partner being asked while communication. This person is the main carrier of the information, but it is another partner who regulates the content of the dialogue, acting as a person interested in receiving information and asking proper questions. Efferent dialogue is aimed at forming the skills to respond to the incentive cue as fully and extended as possible. This kind of dialogue prepares to further monologue.

From S. Perkas's point of view, educational dialogues can be divided into two main groups:

- "equal" dialogues (dialogues performing exchange of information);
- "role" dialogues (dialogues performing various roles, e.g., "a buyer and a seller", "a doctor and a patient") [9, p. 48].

To facilitate the task, "equal" dialogue is built according to the plan proposed by the teacher or developed jointly with all the students of the class. This dialogue has some advantages. For example:

- it is aimed at the personal experience of the students;
- the content of the dialogue is easy to plan;

- the dialogue provides an optimal combination of structural repeatability of the cues with their intonation and lexical variability, providing strength and consciousness of assimilation.

Also, there are several types of dialogues according to the aim of the conversation and message transmitting. They are as follows:

- notification message;
- question message;
- motivation message;
- agreement message;
- question and answer to the question;
- question and counter-question;
- greeting – greeting;
- goodbye message;
- thanking message – respond message [7].

Moreover, a dialogue as a chatting genre can be divided into three types:

- 1) dialogue-conversation: interlocutors have equal participation in the dialogue and exchanged views;
- 2) dialogue-questioning: one side is actively interested in the responds of the second;
- 3) dialogue-discussion: conversation, during which each participant expresses his\her point of view [3, p. 1].

In its turn, dialogic speech also has its own characteristics. They occur in terms of selection, design and use of functional orientation of linguistic material. So, it is characterized by the use of introductory words, interjections, stamps, evaluative expressions, reflecting the speaker's response to the received information, denying or confirming the idea, expressing doubts, surprise, desire, and so on [10, p. 89].

Dialogic speech is characterized not only by linguistic features but also psycho-

logical peculiarities. Linguistic features include: ellipticity of speech, the use of simplified syntax, the presence of a cliché, speech standards, the presence of modal words, interjections and other means of expression, the addressness of speech.

On the psychological level, dialogic speech has peculiar features. First, it is always motivated. This means that we always speak for some reason, with a purpose, which is determined by either external or internal stimuli. Second, the speech is always directed to the listener, addressed to the audience. This means that we always talk with someone and for someone to express our opinions, share ideas, make an agreement, prove something, ask for something, and so on. In other words, the speech should be of inverted character. Third, the speech is always emotionally charged, as the speaker expresses his\her thoughts, feelings and attitudes towards what he\she says. Any person is encouraged to speak about those things he \ she has interest in and opinion of. The last feature is that the speech is always situational due to the fact it occurs in a certain situation. The speech demands at least two interlocutors connected by one topic, issue and circumstances [11, p. 138].

Thus, dialogic speech has communicative, psychological and linguistic features, namely: it consists of stimulating and reacting replicas; it is characterized by the addressness, spontaneity, emotionality and expressiveness; dialogic speech typically has elliptical utterances that are often fixed in communicative practice and used in the form of clichés.

When teaching students dialogic speech, a teacher should solve the following main objectives. First, he\she should show the concept of a dialogue in all its diversity, in its natural form, so that convince the students that the question-and-answer form is not the only, but one of the individual, although the most common,

case of a dialogic communication. Various examples should show the students that speech is vivid, natural and truly dialogic only if the content of a cue includes greetings, messages, invitations, expressions of various kinds of feelings (surprise, gratitude, confidence, doubt), the assessment of the facts, etc.

The second is to teach students the necessary cues and train them to the level of automaticity in the use of appropriate cues in a particular situation.

The third objective is to teach students to share these cues and remarks in appropriate situations, that is to teach them to conduct their own dialogue. In addition to purely instructional techniques, the language textbook material with a system of lexical collections, special exercises and texts help to implement these objectives [12, p. 148].

The main purpose of teaching dialogic speech is to develop the students' ability to perform oral verbal communication in different social situations. So, mastering dialogic speech provides the development of skills to ask questions and answer them. Thus, students must learn to answer questions of various kinds (with a question word and without it); to respond to the remark, expressing surprise, consent, joy, doubt or refuting what was heard; ask questions initiatively and independently; make up a dialogue based on a dialogue sample.

To develop dialogic skills exercises that focus on the mastery of a sample dialogue can be used. For example, reading the dialogue with the replacement of the cues, reproducing the dialogue, its staging, which allows for acquainting the students with different types of dialogues that take place in different settings.

In conclusion, we note that the process of teaching dialogic speech should always create a strong motivation to learn the language. It should enable the students to activate the lexical and grammatical

material, master speech constructions and (under certain situations) speech formulas, use spontaneously language sample clichés when performing communicative situations, acquire a sense of a language, develop listening skills, get acquainted with the literature and culture of the target language, and contribute to successful communication in different social situations.

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## USE OF COMPUTER-BASED TECHNOLOGIES IN TEACHING ENGLISH PRONUNCIATION AND INTONATION

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The development of modern world requires fast development of new technologies. A great number of different modern appliances have already been invented and are constantly used by humans. Every day there appear quite a good number of computer-based programs, telephone-based programs which can easily be used by everyone at any place and any

time they want. This modern tendency has a great impact on all spheres of life including education.

Nowadays teaching cannot be imagined without modern technologies. Students are given lectures and shown slides at the same time, they watch videos about the topics they study, prepare presentations as a part of their homework. Those

students whose major is “Translation studies” use different computer-based programs to improve their translation, to do it in a shorter period of time, to make it easier.

Speaking about teaching foreign languages we must emphasize that no teacher or professor can do it today without modern technologies. They facilitate the process of teaching. There are various approaches to teaching languages, but none of them can be imagined without computer-based technologies nowadays.

Learners read books via computer-programs, type their compositions and essays (almost no one writes them today), learn new words with the help of programs or sites, watch videos or films to improve their language skills, etc.

Summing up all the written above, we can say that computers have changed teaching and learning process almost 100%. The advantages of using computer-based technologies in the classroom or at home when learning or teaching a foreign language are numerous.

First of all, we must mention its convenience. There is no need to buy any books; there can be found everything on the Internet. When writing an essay there is no need to rewrite it several times when a mistake is found, or learners have come up with more ideas about a paragraph. Learners can change the sentences as many times as they need and want. If students need some information to use or to cite it can be easily found within some minutes or even seconds. They do not have to go to the library, take a lot of books, read them, etc. If there is access to the Internet, it can be done much faster. So, a computer is a time-saving device.

Secondly, there are much more opportunities for language learners now. They can learn a language not only using text-books, but also through communicating with native and non-native speakers of that language thereby improving their pro-

nunciation and speaking skills. Such technologies as cassette-recorders, video-recorders are out of date today, learners use computer-based programs and different websites that can offer such an opportunity. Computer technology is used nowadays to encourage communication and provide more opportunities for speaking for learners to improve their language skills [1].

Moreover, computers make finding and translating new words and phrases easier and faster. There exist many different programs which can be used when translating words, phrases or even sentences and texts. Different dictionaries can supply a learner with transcription or even pronunciation of a word. To press a special button is enough to hear and learn the pronunciation of a word. This can help the learner to hear and to practice saying the words in the target language.

Speaking about the most important reason why to use computers in the classroom we must say that today any person (a learner, a teacher, a professor, etc.) is quite interested in working with modern gadgets that without any doubt influences our work, studies and life itself. That is why it of utmost importance to use computer-based programs and the Internet when teaching a foreign language.

As practice shows students of any university prefer using online dictionary to the paper dictionary. 97% of them consider it more comfortable and faster. Moreover, almost 50% point out the opportunity to hear the pronunciation of any word they are looking for in the dictionary rather than trying to read it with the help of the transcription suggested by a paper dictionary. A great number of modern students believe that online dictionaries provide us with up-to-date vocabulary, as it is updated regularly, whereas a paper dictionary is published every some years and sometimes the words are not as up-to-date as they wish.

When teaching a foreign language it is necessary to pay a great attention to phonetics and intonation. As recent research shows, pronunciation is the basics of any language. Learners of a foreign language can understand the speech only in case they have acquired the pronunciation skills of that target language. If they have not improved their pronunciation it is quite difficult to understand the speech flow in the language which is completely different from their mother tongue. When listening to a foreign speech every learner compares it with the knowledge they have already got. That is why we must train and improve pronunciation and intonation. It is becoming more and more important to follow modern technologies, therefore researchers recommend using computer-assisted language learning applications.

Computer Assisted Language Learning (CALL) applications are a useful tools for both language teachers and learners. CALL applications offer individualized environments where learners learn at their own pace making independent decisions on the order of study topics, lesson reviews, lesson repeats, etc. In fact, CALL applications both promote language learning objectives and overcome traditional language classroom constraints. Some of these applications are for the enhancement and practice of oral skills such as pronunciation teaching.

Computer Assisted Pronunciation Training (CAPT) systems, as an example, are designed to provide learners with private, stress-free practice with individualized and instantaneous feedback on pronunciation. The introduction of CAPT applications has initiated a debate on the relationship between pedagogy and technology, and the role of the language teacher in the classroom [2].

The components of any pronunciation training course should cover several important elements: intonation, stress (word stress and sentence stress), rhythm,

consonants, and vowels. Most of the advanced pronunciation training aids, which are computer-based audiovisual language systems, deal with these elements. Among these systems are "Pronunciation Power", "American Sounds", "Phonics Tutor", and "Eye speak" that include the following components [3]:

- Speech analyzing windows or frames,
- Internet-based features like email answering, online help and chat sessions with human tutors,
- Animated views of the articulator mechanics, video clips showing jaw, lip and tongue movement and waveform patterns of sound samples.

Users are able to record sound files and to acoustically compare a graphical representation of their sound utterances with the instructor's one. A few systems, such as Fonix, iSpeak and Pro-Nunciation, include synthesized speech or other solutions. During the last decade, speech recognition technology was implemented into innovative interactive systems like ISTRA and PRONTO [4].

The benefits of CALL are much agreed upon in terms of its potential to strengthen learning motivation [5] and provide immediate feedback that encourages subsequent learning [6]. It is therefore claimed that CALL is able to renovate traditional language classroom practice and provide more efficient instruction in pronunciation training [7]. An extensive review of the literature, however, reveals that only a limited amount of research investigates the effect of perceptual training for English vowels via computer-based instruction [8, 9]. Research where acoustic data were used to provide visual aid for Japanese learners in order to improve their perception and production of English consonants was proved to be effective [8]. Similarly, when audio vs. audiovisual media were employed for perceptual training of English consonants, it was found that

the audiovisual presentation was superior, and additionally the improvement of pronunciation corresponded to perceptual enhancement [9]. More research relevant to the present study was conducted by Wang and Munro (2004). By drawing language learners' attention to vowel quality, rather than to vowel length, they selected three sets of vowel contrast for perceptual training. Synthetic word pairs were generated as experimental stimuli and learners of Mandarin and Cantonese speakers chosen as participants. The results of identification test showed that significant difference was obtained between pre- and post-testing for the experimental group, but not for the control group, and that a retention test three months later also presented a similar difference between the pre-test and retention test for the same group [10].

The main aim of teaching pronunciation and intonation is to form learners' skills in pronouncing foreign words and sentences. In this case it is really useful to use the Internet and computer-based programs. There are different sites that can provide a learner with exercises aimed at training pronunciation and intonation. The exercises train pronunciation skills via repeating sounds, words, sentences after the speaker; in this case a microphone is necessary. When doing such exercises the learner's pronunciation and intonation is compared with the speaker's intonation and pronunciation. If you need higher motivation you may assess the learners' work.

There exist many different kinds of exercises which train learners' ability to hear sounds:

- Listen to a number of sounds / words and press the button when you hear an exact sound;
- Listen to a number of sentences and press the button when you hear an interrogative sentence;
- Repeat the words after the speaker and compare your pronunciation with the

original;

- Choose one correct answer (e.g. which of the words given below has the stress on the first syllable? Which word sounds different? Which word doesn't rhyme with the others?);
- Listen and repeat the words and answer some questions about the pronunciation of these words;
- Listen and make a note of the words you hear. Then listen and repeat;
- Listen to the words and write down the odd one, etc.

Computer-based pronunciation training has emerged thanks to developments in automatic speech recognition (ASR) technology [11].

ASR is a cutting edge technology that allows a computer or any other gadget to identify words that are pronounced by the learners aloud or spoken into any sound-recording device. The main purpose of ASR technology is to allow exact accuracy with all words and phrases that are spoken by any learner regardless of vocabulary size, background noise, or speaker variables [11]. However, most ASR engineers admit that the current accuracy level for a large vocabulary unit of speech (e.g., the sentence) remains less than 90%. Dragon's *Naturally Speaking* or IBM's *Via Voice*, for example, show a baseline recognition accuracy of only 60% to 80%, depending upon accent, background noise, type of utterance, etc. [11]. More expensive systems that are reported to outperform these two are *Subarashii*, *Edu Speak*, *Phonepass*, *ISLE Project* and *RAD* [11]. ASR accuracy is expected to improve.

Among several types of speech recognizers used in ASR products, both implemented and proposed, the Hidden Markov Model (HMM) is one of the most dominant algorithms and has proven to be an effective method of dealing with large units of speech. Detailed descriptions of how the HMM model works go beyond the



scope of this article and can be found in any text concerned with language processing; among the best are Jurafsky & Martin (2000) and Hosom, Cole, and Fany (2003). Put simply, HMM computes the probable match between the input it receives and phonemes contained in a database of hundreds of native speaker recordings. That is, a speech recognizer based on HMM computes how close the phonemes of a spoken input are to a corresponding model, based on probability theory. High likelihood represents good pronunciation; low likelihood represents poor pronunciation. While ASR has been commonly used for such purposes as business dictation and special needs accessibility, its market presence for language learning has increased dramatically in recent years [11].

More recent ASR programs that have adopted HMM include *Subarashii* (Entropic HTK recognizer used), *VILTS* (SRI recognizer), *FLUENCY* (Carnegie Mellon University SPHINX recognizer), *Naturally Speaking* (Dragon Systems), and *Flu Speak* (IBM Via Voice recognizer). Those interested in more detailed technological descriptions of each ASR program may refer to Holland (1999) and other articles in the *Calico Journal*, Special Issue, Vol. 16 (1999). *Flu Speak* (MT Comm, 2002a), which was used in this study, will be described in more detail in an attempt to show how HMM based programs are built and how they score learners' pronunciation. *Flu Speak* is divided into four types of practice: English Pronunciation Practice with consonants, consonant clusters, vowels, and diphthongs; Intonation Practice; Dialogue Expressions Practice; and a Pronunciation Test that covers the Pronunciation and Dialogue activities [11].

The goal of Computer Assisted Pronunciation Training (CAPT) systems is to provide learners with private, stress-free

practice with individualized and instantaneous feedback of information'. And one of the greatest advantages of the application of CALL is that it offers a private environment for working on pronunciation without fear of the number of repetitions needed for full comprehension or accuracy of production. This way of practice enables students to get rid of their fear which is often present. The most interesting thing is that there are many electronic tools for speech analysis. Students can record their voices. Then, they can listen to it and if it is necessary to make some corrections they can do it by recording their pronunciation again [12].

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### INDIRECT AND DIRECT USE OF CORPORA

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The use of corpora in language teaching and learning has been more indirect than direct. This is perhaps because the direct use of corpora in language pedagogy is restricted by a number of factors including, for example, the level and experience of learners, time constraints, curricular requirements, knowledge and skills required of teachers for corpus analysis and pedagogical mediation, and the access to resources such as computers, and appropriate software tools and corpora, or a combination of these.

#### *1. Reference publishing*

Corpora can be said to have revolutionized reference publishing (at least for English), be it a dictionary or a reference grammar, in such a way that dictionaries published since the 1990s are typically have used corpus data in one way or another so that ‘even people who have never heard of a corpus are using the product of corpus-based investigation’ (Hunston 2002: 96) [6].

Corpora are useful in several ways for lexicographers. The greatest advantage of using corpora in lexicography lies in

their *machine-readable nature*, which allows dictionary makers to extract all authentic, typical examples of the usage of a lexical item from a large body of text in a few seconds. The second advantage of the corpus-based approach, which is not readily available when using citation slips, is the *frequency information and quantification of collocation* which a corpus can readily provide. Some dictionaries, e.g. COBUILD 1995 and Longman 1995, include such frequency information. Frequency data plays an even more important role in the so-called frequency dictionaries, which define core vocabulary to help learners of different modern languages, e.g. Davies (2005) for Spanish, Jones and Tschirner (2005) for German, Davies and de Oliveira Preto-Bay (2007) for Portuguese, Lonsdale and Bras (2009) for French, and Xiao, Rayson and McEnery (2009) for Chinese. Information of this sort is particularly useful for materials writers and language learners alike [12].

A further benefit of using corpora is related to corpus *mark-up and annotation*. Many available corpora (e.g. the British National Corpus, BNC) are encoded with

textual (e.g. register, genre and domain) and sociolinguistic (e.g. user gender and age) metadata which allows lexicographers to give a more accurate description of the usage of a lexical item. Corpus annotations such as part-of-speech tagging and word sense disambiguation also enable a more sensible grouping of words which are polysemous and homographs. Furthermore, a monitor corpus, which is constantly updated, allows lexicographers to track subtle change in the meaning and usage of a lexical item so as to keep their dictionaries up-to-date.

Last but not least, corpus evidence can *complement or refute the intuitions of individual lexicographers*, which are not always reliable (Sinclair 1991: 112; Atkins and Levin 1995; Murison-Bowie 1996: 184) so that dictionary entries are more accurate. Hunston (2002: 96) [6] summarizes the changes brought about by corpora to dictionaries and other reference books in terms of five ‘emphases’: an emphasis on frequency, an emphasis on collocation and phraseology, an emphasis on variation, an emphasis on lexis in grammar, and an emphasis on authenticity [12].

It has been noted that non-corpus-based grammars can contain biases while corpora can help to improve grammatical descriptions (McEnery and Xiao 2005) [10]. The *Longman Grammar of Spoken and Written English* (Biber et al 1999) can be considered as a new milestone in reference publishing following Quirk et al’s (1985) *Comprehensive Grammar of the English Language*. Based entirely on the 40-million-word Longman Spoken and Written English Corpus, the book gives ‘a thorough description of English grammar, which is illustrated throughout with real corpus examples, and which gives equal attention to the ways speakers and writers actually use these linguistic resources’ (Biber et al 1999: 45) [2]. The new corpus-based grammar is unique in many different ways, for example, by taking ac-

count of register variations and exploring the differences between written and spoken grammars.

While lexical information forms, to some extent, an integral part of the grammatical description in Biber et al (1999), it is the Collins COBUILD series (Sinclair 1990, 1992; Francis et al 1997; 1998), that focus on lexis in grammatical descriptions (the so-called ‘pattern grammar’, Hunston and Francis 2000). In fact, Sinclair et al (1990) flatly reject the distinction between lexis and grammar. While pattern grammars focusing on the connection between pattern and meaning challenge the traditional distinction between lexis and grammar, they are undoubtedly useful in language learning as they provide ‘a resource for vocabulary building in which the word is treated as part of a phrase rather than in isolation’ (Hunston 2002: 106) [6].

For language pedagogy the most important developments in lexicography relate to the learner dictionary. Yet corpus-based learner dictionaries have a quite short history. It was only in 1987 that the *Collins CO BUILD English Language Dictionary* (Sinclair 1987) [14] was published as the first ‘fully corpus-based’ dictionary. Yet the impact of this corpus-based dictionary was such that most other publishers in the ELT market followed Collins’ lead. By 1995, the new editions of major learner dictionaries such as the *Longman Dictionary of Contemporary English* (3rd edition), the *Oxford Advanced Learner’s Dictionary* (5th edition, Hornby and Crowther 1999), and a newcomer, the *Cambridge International Dictionary of English* (Procter 1999) all claimed to be based on corpus evidence in one way or another.

#### *Syllabus design and materials development*

While corpora have been used extensively to provide more accurate de-

scriptions of language use, a number of scholars have also used corpus data directly to look critically at existing TEFL (Teaching English as a Foreign Language) syllabuses and teaching materials. Mindt (1996), for example, finds that the use of grammatical structures in textbooks for teaching English differs considerably from the use of these structures in L1 English. He observes that one common failure of English textbooks is that they teach 'a kind of school English which does not seem to exist outside the foreign language classroom' (Mindt 1996: 232) [13]. As such, learners often find it difficult to communicate successfully with native speakers. A simple yet important role of corpora in language education is to provide more realistic examples of language usage that reflect the complexities and nuances of natural language.

A focus of the lexical approach to language pedagogy is teaching collocations (i.e. habitual co-occurrences of lexical items) and the related concept of pre-fabricated units. There is a consensus that collocational knowledge is important for developing L1/L2 language skills. Collocational knowledge indicates which lexical items co-occur frequently with others and how they combine within a sentence. Such knowledge is evidently more important than individual words themselves (Kita and Ogata 1997: 230) and is needed for effective sentence generation (Smadja and Mc Keown 1990) [12].

Corpora are useful in this respect, not only because collocations can only reliably be measured quantitatively, but also because the KWIC (key word in context) view of corpus data exposes learners to a great deal of authentic data in a structured way. Kennedy (2003) [8] discusses the relationship between corpus data and the nature of language learning, focusing on the teaching of collocations. The author argues that second or foreign language learning is a process of learning 'explicit

knowledge' with awareness, which requires a great deal of exposure to language data.

In addition to the lexical focus, corpus-based teaching materials try to demonstrate how the target language is actually used in different contexts, as exemplified in Biber et al's (2002) [3] *Longman Student Grammar of Spoken and Written English*, which pays special attention to how English is used differently in various spoken and written registers.

## 2. Language testing

Another emerging area of language pedagogy which has started to use the corpus-based approach is language testing. Alderson (1996) envisaged the following possible uses of corpora in this area: test construction, compilation and selection, test presentation, response capture, test scoring, and calculation and delivery of results. He concludes that 'the potential advantages of basing our tests on real language data, of making data-based judgments about candidates' abilities, knowledge and performance are clear enough. A crucial question is whether the possible advantages are born out in practice' (Alderson 1996: 258-259) [1]. The concern raised in Alderson's conclusion appears to have been addressed satisfactorily now so that nowadays computer-based tests are recognized as being comparable to paper-based tests (e.g. computer-based versus paper-based TOEFL tests).

A number of corpus-based studies of language testing have been reported. For example, Coniam (1997) demonstrated how to use word frequency data extracted from corpora to generate cloze tests automatically. Kaszubski and Wojnowska (2003) presented a corpus-driven computer program, Test Builder, for building sentence-based ELT exercises. The program can process raw corpora of plain texts or corpora annotated with part-of-speech information, using another linked

computer program that assigns the part-of-speech category to each word in the corpus automatically in real time. The annotated data is used in turn as input for test material selection. Indeed, corpora have recently been used by major providers of test services for a number of purposes [12]:

- as an archive of examination scripts;
- to develop test materials;
- to optimize test procedures;
- to improve the quality of test marking;
- to validate tests; and
- to standardize tests.

### 3. Teacher development

For learners to benefit from the use of corpora, language teachers must first of all be equipped with a sound knowledge of the corpus-based approach. It is unsurprising then to discover that corpora have been used in training language teachers (Allan 1999, 2002; Conrad 1999; Seidlhofer 2000, 2002; O’Keeffe and Farr 2003). Allan (1999), for example, demonstrates how to use corpus data to raise the language awareness of English teachers in Hong Kong secondary schools. Conrad (1999) presents a corpus-based study of linking adverbials (e.g. *therefore* and *in other words*), on the basis of which she suggests that it is important for a language teacher to do more than using classroom concordancing and lexical or lexicogrammatical analyses if language teaching is to take full advantage of the corpus-based approach. Conrad’s concern with teacher education is echoed by O’Keeffe and Farr (2003), who argue that corpus linguistics should be included in initial language teacher education so as to enhance teachers’ research skills and language awareness [12].

While indirect uses such as syllabus design and materials development are closely associated with what to teach, cor-

pora have also provided valuable insights into how to teach. Of Leech’s (1997) [9] three focuses, direct uses of corpora include ‘teaching about’, ‘teaching to exploit’, and ‘exploiting to teach’, with the latter two relating to how to use. Though with a number of restricting factors, direct uses have so far been confined largely to learning at more advanced levels, for example, in tertiary education, whereas in general English language teaching, especially in secondary education (Braun 2007) [4], the direct use of corpora is ‘still conspicuously absent’ (Kaltenböck and Mehlmauer-Larcher 2005) [7].

‘Teaching about’ means teaching corpus linguistics as an academic subject like other sub-disciplines of linguistics such as syntax and pragmatics. Corpus linguistics has now found its way into the curricula for linguistics and language related degree programmes at both post-graduate and undergraduate levels in many universities around the world. ‘Teaching to exploit’ means providing students with ‘hands-on’ know-how, as emphasized in McEnery, Xiao and Tono (2006) [11], so that they can exploit corpora for their own purposes. Once the student has acquired the necessary knowledge and techniques of corpus-based language study, the learning activity may become student centre. ‘Exploiting to teach’ means using a corpus-based approach to teaching language and linguistics courses (e.g. sociolinguistics and discourse analysis), which would otherwise be taught using non-corpus-based methods.

If the focuses of ‘teaching about’ and ‘exploiting to teach’ are viewed as being associated typically with students of linguistics and language programmes, ‘teaching to exploit’ relates to students of all subjects which involve language study and learning, who are expected to benefit from the so-called data-driven learning (DDL) or ‘discovery learning’.

The issue of how to use corpora in

the language classroom has been discussed extensively in the literature. With the corpus-based approach to language pedagogy, the traditional ‘three P’s’ (Presentation – Practice – Production) approach to teaching may not be entirely suitable. Instead, the more exploratory approach of ‘three I’s’ (Illustration – Interaction – Induction) may be more appropriate, where ‘illustration’ means looking at real data, ‘interaction’ means discussing and sharing opinions and observations, and ‘induction’ means making one’s own rule for a particular feature, which ‘will be refined and honed as more and more data is encountered’ (Carter and McCarthy 1995: 155) [5]. This progressive induction approach is what Murison-Bowie (1996: 191) would call the interlanguage approach: namely, partial and incomplete generalizations are drawn from limited data as a stage on the way towards a fully satisfactory rule. While the ‘three I’s’ approach was originally proposed by Carter and McCarthy (1995) to teach spoken grammar, it may also apply to language education as a whole [12].

It is clear that the exploratory teaching approach focusing on ‘three I’s’ is in line with Johns’ (1991) concept of ‘data-driven learning (DDL)’. Johns was perhaps among the first to realize the potential of corpora for language learners (Higgins and Johns 1984). In his opinion, ‘research is too serious to be left to the researchers’ (Johns 1991: 2). As such, he argues that the language learner should be encouraged to become ‘a research worker whose learning needs to be driven by access to linguistic data’ (*ibid*) [12].

Data-driven learning can be either teacher-directed or learner-led (i.e. discovery learning) to suit the needs of learners at different levels, but it is basically learner-centred. This autonomous learning process ‘gives the student the realistic expectation of breaking new ground as a “researcher”, doing something which is a

unique and individual contribution’ (Leech 1997: 10) [9]. It is important to note, however, that the key to successful data-driven learning, even if it is student-centred, is the appropriate level of teacher guidance or pedagogical mediation depending on the learners’ age, experience, and proficiency level, because ‘a corpus is not a simple object, and it is just as easy to derive nonsensical conclusions from the evidence as insightful ones’ (Sinclair 2004: 2). In this sense, it is even more important for language teachers to be equipped with the necessary training in corpus analysis [12].

Johns (1991) identifies three stages of inductive reasoning with corpora in the DDL approach: observation (of concordance evidence), classification (of salient features) and generalization (of rules). The three stages roughly correspond to Carter and McCarthy’s (1995) ‘three I’s’. The DDL approach is fundamentally different from the ‘three P’s’ approach in that the former involves bottom-up induction whereas the latter involves top-down deduction. The direct use of corpora and concordance in the language classroom has been discussed extensively in the literature, covering a wide range of issues including, for example, underlying theories, methods and techniques, and problems and solutions [12].

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### TRILINGUAL POLICY THROUGH THE LENSES OF BLOOM'S REVISED TAXONOMY

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The strategy of Kazakhstan in the context of State Development Program, its modernization implies realization of the following principles, one of which is to recognize the crucial significance of society education. The government and the people are responsible for the qualitative and quantitative results of the very mission.

The more appropriate and modern the conditions to get proper education are, the more successful and developed the country would become on a global scale.

The president of the country, Nursultan Nazarbayev, reviewed the requirements for current elementary, secondary and higher education. The main requirements must be competitive and high-

qualitative. The graduates of Kazakhstani schools must be able to continue their education in foreign universities [1].

To follow one of the various educational strategies we should keep the best educational traditions in the country and equip our graduates with globally-accepted qualifications and developed linguistic behavior that consists of acquisition of a state, native and foreign language. In this context our understanding of the influence of languages in a modern world causes great debates among teachers and professors talking about the results of language teaching and improvement of students' language proficiency.

Polylingualism is the basics of polylingual students' model formation.

The goals of polycultural and polylingual education are:

- polycultural education, formation of competitive students, who are ready for sociocultural interaction while speaking a state and other languages;
- development of a person who holds an active life in multinational and polycultural environment, a person who is tolerant and respectful to representatives of different cultures, who can live in the peace and friendship with people of different nationalities, races and beliefs [2].

The tasks are to create the conditions for school students to speak the Kazakh language as a state one, the Russian language as a cross-cultural language and the English language as a foreign one; to teach school students various ways of verbal communication and develop the skills of sociocultural interaction.

We should also take into account the aspects of developing a polycultural personality. While learning a foreign language, a student learns a foreign culture so that the person develops, improves and increases his / her outlook. We teach and learn foreign languages to use them in everyday life.

The main reasons for success in educating a polycultural and trilingual personality are the following:

- complete development of students' individuality; consideration of their feelings, emotions and affections, stimulation of their verbal, cognitive and creative abilities;
- creation of the environment where a child feels comfortable and free, development of their desire to apply their polycultural features;
- designing a student-centered context where he /she can actively interact with other participants of educational process;
- creation of situations where a teacher serves as a supervisor and facilitator.

All these things cause good conditions for efficient organization of students' activity in terms of innovative development [3].

Polylingual teaching of foreign languages on the elementary level leads to a qualitative learning of different languages in the future that helps to continue the education in foreign countries and make a choice in a global educational context.

According to the educational standards of Kazakhstan, the elementary level is the most favorable opportunity to form and develop students' communicative and learning needs. Teaching languages at this level improves students' sense of belonging to global culture and sense of self-realization.

They say that the more languages you learn, the more mentalities you may represent. The more languages a student learns the more complicated their thinking process becomes. A good teacher should always remember about the main stages of cognition. Bloom's Revised Taxonomy can be of great help here. One of the most important dilemmas or choices for me was a career choice. So now we can describe the general aspects of our students' thinking process by means of Bloom's Revised Taxonomy.

1. Remember (aka Knowledge): A language is learned only when a learner is spoken to. The learner acquires thousands of facts, news, materials, information every day and every minute. The volume of learned words, grammar and syntax depends on his /her attention, memory and cognition peculiarities. The teacher also plays a main role in the process of presentation, revision and assessment of students' language knowledge.

2. Understand (aka Comprehension): We start from the easiest topics to the most difficult ones in order to build a solid system of knowledge. Besides the linguistic aspect of information we also include the cultural aspect. We prepare both future



leaders and future teachers of a new generation. We also can present the material starting from the rules and then doing the tasks, or we can start from the examples and then formulating the rule that can be later compared with an original one. Peer teaching is also supposed to be successful in explaining and understanding the information by students.

3. Apply: The greatest praise for a teacher is to see their students successfully practice the knowledge outside the school. When the real life practice is concerned, it can turn out that students can perfectly work with people, negotiate with them and learn something new from them.

4. Analyze: While learning three languages students compare them and figure out their differences and similarities. Teachers give explanations paying attention to language differences and emphasizing the similarities to ease the whole language teaching and learning processes.

5. Evaluate (aka Synthesis): Language proficiency framework helps both students and teachers to assess and improve the existing level of language command. Especially in translation or interpretation made by students in or outside the classroom make them aware of all possible gaps in language knowledge. The gaps can be filled in the future.

6. Create: In schools students practice different projects, reports, creative essays composed in three languages. Teachers motivate their students to participate in different international culture and language exchange programs, workshops, seminars and other sessions [4].

One of the main things is to set proper relationships between teachers and students and relationships among students. Today we use a new term of pedagogical technologies. "Technology is a compilation of approaches applied in some business, craft..." Pedagogical technology is a systematic method of creation, application and definition of the whole process of

teaching and getting knowledge.

So, one of the main technologies is a person-oriented technology, which puts a learner's personality in the center of the whole education system as well as comfortable, conflict-free and safe conditions of his / her development, realization of his natural potential.

Technology of partnership or cooperation is also referred to student-centered technologies. We mean the relationships between teachers and students. While working together, they work out the common goals, plan the work and assess the results.

Problem and search technology implies the creation, under teacher's supervision, of problem situations and students' active work over their settling. As a result, we get creative knowledge, skills, abilities and development of cognition [5].

Equal roles of teachers and students provide a practical acquisition of polycultural language activity, even under limited conditions. The application of any technology starts with motivation or phase of challenge. We gain an opportunity to make the students interested. The situations make a student play a role. Here we mean another method of game technology (i.e. simulations of real life communication).

The main goal of this technology use is:

- didactic - increase of outlook, formation of knowledge, abilities and skills in practice;
- educational - education of independence, partnership, collectivism and communication skills;
- developing - development of attention, memory, speech, thinking, abilities to compare and match;
- socializing - adaptation to environmental conditions, communication training.

By means of computer technologies we present scanned images, video films,

PowerPoint presentations and musical demo to elementary students.

According to the new State Standard, the main mission of elementary education is to reveal the personality of student and completion of education. Students are too sensitive to an educational process, their mental work is likely to intake and output the learned actions and statements. Meanwhile, the juniors have abstract thinking and they need visuals. Computer in this case serves as a tool that can reproduce any necessary visual materials to overcome the obstacles. When the junior students see picturesque images, schemes, animated characters, they perceive and remember difficult information better.

The use of information - communicative technologies let a teacher broaden the limits of the classroom, create an atmosphere of foreign linguaculture and absorb the values of other cultures. The efficiency has already been proved in practice. Multimedia resources are much more applicable than we think. In most cases information technologies are used as an illustrative or visual method of teaching different disciplines. The unique opportunities of the Internet are out of question. The task for schools is to teach students how to use World Wide Web resources.

Multimedia means are an interactive way of audio-visual information presentation by means of modern technical tools which can help to combine a text, sound, photo and video in one digital format. All this creates the conditions to increase the efficiency of education, present a qualitative imitation of reality and linguistic context, and improve the perception of authentic language information by provoking students' emotions and feelings and being able to apply them on any level of teaching.

For instance, educational websites are really useful in language teaching and learning. They contain authentic audio ma-

terials, starting from tongue-twisters, poems and songs for elementary school and finishing with video clips, news reports, and podcasts dedicated to current events and burning issues, electronic editions of books and journals in which senior students are interested. The very resources are effective in the formation of students' universal academic activities, their development of listening, speaking, reading and writing skills. Audio and video materials can be used on both stages of material presentation, practice and production.

A computer gives a teacher new opportunities to enjoy the process of cognition. The new technologies help to perceive a colorful world of "live" communication.

The mission of any teacher is to modernize an educational process by means of up-to-date information technologies. It is necessary to find out effective ways of multimedia technology integration in educational process.

The computerization of educational process implies an interesting new approach to teaching that is entertaining for children and time-saving for teachers [5].

Understanding the role of languages in a modern world leads to a question of the expected results of language teaching and improvement of students' language proficiency. The concept of education development in the Republic of Kazakhstan is designed for effective renovation of forms and methods of teacher's training that face the global requirements.

The main focus is on polylingual education that is viewed as an active way of preparing a young generation for the future of collaboration, network and mutual influence.

Our schools should create the environment for appropriate learning of universal, global values, students' development of skills to communicate and interact with representatives of neighboring cultures in the world context.

A new polycultural personality will be able to self-realize in social and professional spheres, know the history of native land and people, command a few languages, deal with people by speaking three languages in different life situations and strive for self-actualization and self-improvement.

To realize these goals we carry out elementary teaching and learning of the English language and its intensive practice on senior levels. We work with reference books and textbooks of the new generation.

The new system of 12 years of school preparation will provide much deeper and much more intensive teaching and learning of three languages and proper professional training. We should not miss out the importance of vocational and elective courses in seniors grades. The courses can meet the needs of senior schools students. School teachers are willing to design extra language clubs for students. The clubs will be able to let the students practice the language in various settings. Teachers are also qualified to design multilevel test assignments and activities for all graders by taking into account their mental abilities, psychological and physiological features.

Students' intensive learning of three languages will help them to be more successful and competitive in local, regional and state language contests. Every school is responsible for keeping language sessions, workshops, quizzes, educational games and other events.

The command of Kazakh, Russian and English has become an integral part of personal and professional life. In this case the sphere of work demands the employees who are proficient in a number of languages and who can gain a more prestigious status both in society and at work. We must be sure that a rational, appropriate and correct introduction of trilingual policy in our schools will make our graduates

mobile and flexible in any world settings [6].

While thinking over the prospects, advantages and disadvantages of trilingual education we can figure out 8 common problems and challenges that we, both teachers and students, may face. They are:

1. Honor System (e.g. dealing with sources. First of all, it concerns students' sincere attitude towards reading the given references at home and being ready to reflect on them. Students may lie and swear that they have read them all (but actually, they haven't) and then just summarize the main idea without deep thinking over the concepts in the text). Honesty is one of intellectual virtues. If students do not value it in their private and academic lives, so they will not be courageous enough to admit this fault.

2. Plagiarism (For example, when students are given a written assignment, they can copy another author's work and put their name at the bottom of the page. As an excuse they might say - "I completely agree with an author, so why should I change anything in the text?"). Plagiarized thought won't help students in decision-making and reporting issues. How can they improve their work if the work is not theirs?

3. Cheating leaders (one for all and all for one) - one person can let others do the work and then present the result as his/her only original idea. Another case can be when a group has got one lazy member who just does not care and, in the end, they reveal the truth or "give" him / her some menial task / work. When we have a group and one presenter, it can become difficult to check everyone's contribution to the assignment.

4. Learning for the test results. There are students who do not focus on learning, but on the result of the tests, quizzes, other tasks, both formative and summative. Such students become a real challenge for a teacher. Their academic eagerness can be

reasoned by external driving forces (parents' wish or threat, material value, etc.). "Good grades must result in good learning";

5. Poor pre-school preparation/mental disorder: upbringing in the family, relationships with relatives and friends, physical and mental diseases are of great significance and value for teachers and students. For example, high school students can be unprepared for thesis writing on lectures (they do it like writing a dictation) or mental disorders can be revealed only on senior courses;

6. Teacher's traditional assessment criteria: it concerns conservative teachers who feel comfortable to use the same work sheets and tasks to assess her/his students. They can work with new text books but the tests they give to their students can be designed in the first year of their teaching career;

7. No second chance for failures: such a statement is supported by those who do not want to diminish their egocentricity or sociocentricity. They are not walking in the shoes of their "not so brainy or quick-minded" peers; they cannot stand their slowness and trying hard. Those who excel they may "rebel" out loud;

8. Looking for a mentor/coach. This final point is more challenging than prob-

lematic. After having held a successful affective and cognitive assessment for a number of years, teachers can work with their students as mentors or coaches during their academic life and even after graduation [7].

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### DEVELOPMENT OF MULTILINGUAL COMPETENCE THROUGH CULTURAL IMMERSION IN THE LANGUAGE CLASSROOM

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Every time we enter a classroom in Kazakhstan we hear students speaking at least two languages: Russian and Kazakh. What is interesting is that they speak both languages at once. Some Kazakh words are used as substitutes for some Russian words and vice versa. This comes naturally with being raised in bilingual back-

ground as, going back to Soviet times, Kazakh families used both the Kazakh and Russian languages to communicate outside and inside a family circle, at work and community relatively.

The number of Kazakh schools was poor during the Soviet period and only after the Soviet Union collapsed in 1991 the

Ministry of Education and Science of the Republic of Kazakhstan decided to restore the Kazakh culture and re-establish schools with the Uzbek, Uighur, Tajik, and, of course, Kazakh languages. The government still opens new Kazakh schools. Thus, current situation is as follows. A year ago secondary schools had classes taught in six different languages: Kazakh, Russian, Uzbek, Uighur, Tajik and the English language. There are almost eight thousand comprehensive secondary schools nowadays, among them 3817 are Kazakh schools, 1400 are Russian schools, 60 are Uzbek, 13 are Uighur, 3 are Tajik, and 8 are English schools. Moreover, there are 2193 schools with two or more languages [1].

The choice of languages at schools is not random. People of different nationalities live here as a big family; they get familiar with the languages of other nationalities, they even learn those languages. Absattarov and Sadykov (1999) in their research showed that each respondent had claimed to have neighbours with no less than five different nationalities. 81,3 % had friends of other nationalities and more than 50% had relatives of other nationalities (the amount of respondents is 1392 from Kazakhstan) [2]. Therefore, each region needed to have diverse schools so that everyone could have had an equal opportunity to study.

The main strategy of educational policies in Kazakhstan is to create generations who can speak 3 languages: Kazakh, Russian and English. Kazakh and Russian families tend to get their children to Kazakh schools so that they would repeat the same situation with Kazakh families back to the Soviet period: Russian at home, Kazakh at school.

It is not only logical but has scientific ground in it. Language is a mirror of the culture. Thus, cultural immersion in the classroom should increase cultural awareness among students with different

nationalities as well as language acquisition in the language classroom.

The process of multilingual education started in 2004. The idea was given by Nursultan Nazarbaev, the President of Kazakhstan. Later it was developed and finally approved in 2007 as a special cultural project, Trinity of Languages. The project was proposed in the Address of President of the Republic of Kazakhstan N. Nazarbayev to the people of Kazakhstan, "New Kazakhstan in the new world", and entailed the acquisition of the Kazakh language as the state language, Russian as the language of interethnic communication, and English as the language for successful integration to global economy [3]. The creation of equal conditions for acquisition of the above-mentioned languages does not mean equal sphere of their usage and status. The emphasis is on teaching component of the cultural project, on multilingual education. The education is based on two essential constituents: establishment of multilingual secondary schools and training for personnel to teach in these schools.

Innovations have already started with Nazarbayev Intellectual Schools. The plan is to have 20 of those around Kazakhstan and 700 of state comprehensive schools in regions [4].

In 2012 universities launched multilingual programs of education to train qualified teachers able to teach in three languages [5]. This new approach to education requires new methods of teaching along with teaching materials and organization of the learning process.

Multilinguism has several definitions: it is the usage of several languages within the community (first of all, country); it is the usage of several languages according to the specific communicative situation. One way or another, it is the basis for multicultural personality. Multilingual person is a person who is able to use different languages depending on the

situation. However, learning foreign languages does not mean being multilingual. Multilingual education only takes place when other subjects are taught in foreign languages, for example, History in English [6].

The concept of multilingual education is to result in training a multilingual personality, thus, includes the content and principles of education, new techniques using multilingual phrasebooks, dictionaries and course books with similarities and differences of the native and target languages [7].

New methods of education should provide equality of the content to teach both target languages, starting from universal language phenomena to the specific ones.

The main purpose of foreign language teaching is to train multicultural and multilanguage personality with information, communicative and intellectual needs, abilities and competencies, which allow a person to successfully function under the conditions of international communication within professional sphere as the object of foreign cognition, communication and art. Thus, being multilingual and multicultural means not only to be able to communicate using different languages within different cultures but also represent your own culture and language.

Multilanguage personality is an active speaker of several languages, who also presents:

- speech personality, which is a complex of psychophysiological qualities allowing individuals to speak several languages at once;
- communicative personality, which is a set of abilities to behave verbally and use several languages and means of communication with different people;
- vocabulary personality, a set of worldview directions and experiences, reflected in lexical systems of several lan-

guages [8].

The aim of multicultural and multilanguage education is to build a personality which has an ability to function actively in multinational and multicultural environment, developed sense of understanding and respect towards other cultures, to live in peace with other nationalities and be tolerant to different races and religions. Therefore, it is our responsibility to develop those qualities in a student.

In the middle of multicultural communication there is a person with multilingual competence, based on the native and target (non-native) languages and cultures.

Multicultural personality, according to N. Nazarbayev (1996), from ethnocultural point of view, is an individual oriented to other cultures through his or her own [9]. He also mentions the qualities for multicultural personality to possess:

- developed linguistic consciousness (knowledge of the native, state and foreign languages, which develops worldview and basis for further professional development);
- coherent worldview (developed coherent map of interactions between such terms as world, culture and socium);
- developed historical consciousness (knowledge of myths, symbols, images which influence multicultural personality as well);
- developed geographical consciousness (developing multicultural personality through country-specific studies and ethnographic aspects);
- developed artistic consciousness (introduction into cultural diversity of the whole world through pieces of art in different spheres).

However, this definition is not complete. According to the works of A. Jurinsky, multilingual personality entails the acceptance of the uniqueness of other culture by the former, the personality is ready for tolerant cross-cultural dialogue.

It is generally accepted that there are

three levels of multilingual personality: high, medium and low. The high level is characterized by the high level of empathy and tolerance, ability to resolve conflicts. The medium level implies partial development of the above-mentioned characteristics; the personality tends to display proneness to conflict in some cross-cultural situations. The low level of multilingual personality entails poorly developed empathy and tolerance, selfishness and proneness to conflicts.

As one can see the essential criteria for multilingual personality are such characteristics as empathy and tolerance, thus, he or she has a potential to have cross-cultural dialogue. Knowledge of the languages by individuals is required for cross-cultural communication. Moreover, those characteristics mentioned appear only if the interlocutors have fully developed worldview with all its components (world, society, culture, history, geography) associated with the relative notions acquired while learning languages. In other words, it is not only the transferring of the linguistic knowledge but acquisition of language conception of the world.

Thereby, in teaching foreign languages it is of primary importance to develop lingvocultural competence that is recognition of the language as depository of the culture, the interconnection between the language and the history of the people, acquisition of speech etiquette and cross-cultural communication.

Learning new languages starts in the language classroom. As it has been already mentioned new education programs require new methods and new organization. Language classrooms are a great place to develop those qualities needed for successful results of multilingual education. The most essential part here is developing a multilingual competence. The term entails a system of linguistic knowledge, ability to detect differences and similarities between different languages,

understanding the functions of the language, developed cognitive interest.

Multilingual competence improves understanding the methods and the process of language acquisition and develops the ability to communicate and act in unfamiliar situations.

In order to design a concrete action plan for developing the above-mentioned competence in EFL classroom it is of interest to study current situation at universities.

The research conducted by the author of the article showed that more than 75% (76.6%, 260 students total) of the respondents use at least three languages in their everyday communication, among them 51% are Kazakh, the rest are Russian and other nationalities. 87% agreed that it is necessary to speak several languages and will need them in future. What is important is that 70% of them want to learn languages at university.

As recommendations for teaching foreign languages students mentioned more practice with native speakers and cultural studies as there is a lot of specific vocabulary coming from a foreign culture. 61% of the respondents admitted to be familiar with the term "multilanguage education" and found it useful and desirable.

That brings one to the conclusion that the survey reveals the challenge of bringing cultural immersion to the language classroom in order to provide proper language acquisition as well as develop multilingual competence.

So, there are at least two constituents one can apply within multilanguage education for the purpose of developing multilingual competence of the multilingual personality of all levels. One the one hand, there is new organization of the learning process in EFL classroom, and teaching techniques, on the other hand. Current education system implies two branches according to the teaching language: Russian and Kazakh. The English language,

correspondingly, is taught in separate groups, Russian and Kazakh. Mixed groups of students from Russian and Kazakh branches will provide acquaintance with a different culture through learning one target language. As a multilingual personality has three levels, language proficiency has three levels as well. According to the Common European Framework of Reference for languages, first levels of language proficiency (A1, A2) entail the ability to communicate on everyday topics (family, work, hobby, etc.). Therefore, in EFL classroom students will share personal as well as cultural information in mixed groups providing cultural immersion. Studying a new culture (English) together, Kazakh and Russian students will find themselves closer so students have the responsibility to be a representative of their cultures in class.

The teacher is responsible for organizing effective exercises to provide an incentive so that the interest to share cultural knowledge emerges. Starting from the very first classes the teacher should conduct team building activities, with the following group work of all kind.

Modern teaching methods and resources allow educators to adjust current education processes to add the activities required to build multilingual competence to regular ones in the course books. Group work, projects, role play, critical thinking, conflict resolution, all these activities tend to have a positive effect on developing qualities and abilities necessary to become a multilingual personality.

It goes without saying, as it has been mentioned before, courses with mixed groups of students must be developed from the general to specific, from the similar to different, from the simplest to difficult. It is the most essential part at the beginning of the course A1 to show students what they have in common in their cultures with the help of team building. The specific schedules must be developed to

provide group work for the most of activities in the course; the teacher must not forget to mix students for every new group work. Further, according to the level of proficiency and academic year, the course includes projects as extracurricular activity, and so on and so forth.

As a high level of multilingual personality implies the high level of empathy and tolerance, ability to resolve conflicts, the teacher in the language classroom develops activities directed to critical thinking and conflict resolution. The present-day situation in the world gives no choice but to learn how to be tolerant and not to get into a conflict. Students with a high level of proficiency are suggested to study news and read newspapers, in projects, suggest the ways out.

Therefore, considering the results of the author's survey and suggested changes, one can make a conclusion that the development of multilingual competence may be achieved with the help of educators as well as students. The survey showed that three fourth of the respondents of both nationalities use the three languages outside of classroom. It means that with mixed groups and team building activities students tend to communicate with each other during breaks, so there is a possibility of stimulus to study other languages except English outside of the class (Russian and Kazakh).

All the suggested measures require further experimental research; however, it is obvious that such a brand new approach to education is likely to develop a high sense of tolerance and empathy, ability to stay out of conflicts along with academic skills required for multiple language acquisition.

The result of the proposed changes in EFL teaching is to design multilingual competence as an ability to learn a foreign language independently meaning feeling for language and desire to acquire foreign languages with the cultures they represent.



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### TRINITY OF LANGUAGES AS THE CORE COMPONENT OF INDEPENDENCE IN KAZAKHSTAN

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In recent years inter-ethnic cooperation in Kazakhstan has undergone some changes. Our management policy is aimed at strengthening the equality of the different nationalities of the country, no matter which ethnic group they belong to. The principles of state language policy are defined in the Constitution of the Republic of Kazakhstan, in the laws of the Republic of Kazakhstan "On Education" and "On languages in the Republic of Kazakhstan" and in the "State program of functioning and development of languages for 2011-2020." In accordance with the state program of functioning and development of languages, language development strategy has three main objectives:

1) expansion and strengthening of social and communicative functions of the state language;

2) preservation of common cultural features of the Russian language;

3) development of languages of ethnic groups[1].

In today's world in the era of globalization the question of language and its meaning in society was one of the important state tasks in connection with the processes of self-determination. The main problems of language are: the use of language in formal and informal communication, language teaching in secondary and higher educational institutions. At the current stage, the purpose of education is not only knowledge, but also the formation of key competencies, which are aimed at preparing students for future life. They must be prepared to communicate both orally and in writing. This process should involve knowledge of several languages.

Kazakhstan is a multinational state with already established and continuously developing multi-ethnic mentality. Rich experience of peaceful coexistence of different peoples, cultures and religions has accumulated on the Kazakh land. This heritage defines the essence of our unity and provides friendly inter-ethnic relations at the present stage. Political processes, occurring in Kazakhstan, its dynamic economic development and its desire to enter the educational world space require maximum openness to different points of view, the ability to rethink and evaluate the contribution of different cultural historical paradigm in the educational process. In order to enter a single global educational environment and ensure social mobility of Kazakh people, it is necessary to develop a dialogue of cultures and traditions, customs, religions and educational systems.

Since ancient times, the value of polylinguism was one of the important directions. Nowadays it is impossible to imagine that there are countries where people speak only one language. In reality, there is no state, where only one nation lives. Bilingualism and multilinguism are integral to the normal functioning of any multinational state. Today the Kazakhstani educational system provides a study of Kazakh as the state language, Russian as the language of interethnic communication.

Trinity of languages in the Republic of Kazakhstan is a concept aimed at further strengthening of our country. A polylingual person will always be in demand in any society. This indicates its competitiveness in today's society.

Currently, much attention is paid to the study of languages of the people living in Kazakhstan. The state language is Kazakh; the Russian language is the language of interethnic communication. New textbooks are published in six languages. They are Kazakh, Russian, Uighur, Ger-

man, Turkish and Uzbek. Foreign languages are taught in all educational institutions. Kazakh and Russian are the main languages in all educational institutions. The curriculum includes not only Russian, but also at least one other foreign language. This situation suggests that bilingualism has formed in Kazakhstan, and there is a trend towards multilingual education.

President Nazarbayev said that "...Kazakhstan is unique, and multinationality is its strong point. A unique multicultural space is formed on its ground. Multiculturalism in Kazakhstan is a progressive factor in the development of our society. Eurasian roots of the peoples of Kazakhstan allow for connecting the Eastern, Asian, Western, European flows and creating a unique version of the Kazakh multiculturalism" [2].

"Now bilingualism is the most important form of cultural interethnic communication in Kazakhstan. The person, who knows several languages, is able to communicate with more people, to take up the material and spiritual wealth of other native speakers. He can get acquainted with their history and culture" [3].

The growing awareness of the world community of the contradiction between increased levels of multi-ethnicity of the social environment in which people live and work, has led to the fact that a multicultural and multilingual education is increasingly becoming an integral characteristic of modern trends of social and political development in the world. This problem is inherent in the educational practices of different states. It shows its significance and urgency.

The ongoing development of multilingual education is encouraged by the deepening of international cooperation and collaboration, the growth of professional and academic exchanges. Multilingual education in Kazakhstan is a concept aimed at further strengthening of the coun-

try and its potential. Fluency in three or more languages is a part of the national ideology, aimed at establishment and development of competitive Kazakhstan.

Formation of a polylingual person is one of the priorities aimed at internal policy of our multinational state. In order to ensure the competitiveness of the country and its citizens, the President of the Republic of Kazakhstan Nursultan Nazarbayev in his Address "New Kazakhstan in the new world" proposed phased implementation of the cultural project "Trinity of languages": "It is necessary to develop three languages: Kazakh as the state language, Russian as the language of inter-ethnic communication and English as the language of successful integration into the global economy "[3]. According to Nursultan Nazarbayev's strategy, national education should become competitive and high-quality, so that graduates of Kazakh schools could easily continue their studies in foreign universities.

One of the main strategic objectives is to preserve the best traditions of Kazakh education and give school leavers international qualifications, develop their linguistic consciousness based on knowing of state, native and foreign languages.

One of the objectives of education is familiarizing a younger generation with world-wide, global values, the formation of adolescents' ability to communicate and interact with other cultures in the world. Due to the important role of language in the modern world, the question of language teaching takes the leading role in our society. Teachers also need to know their own language and the language of international communication - English. The main aim of school teachers is raising a multicultural personality knowing the customs and traditions of its people, multilingual, able to carry out communicative - activity-related operations in the three languages in all situations, striving for self-development and self-improvement [4].

Policy in the sphere of language is one of the most important aspects of the ongoing social and economic modernization in our society. President Nazarbayev pays much attention to this component. Trinity of languages is a unique project, initiated by the head of state. In today's multicultural world there is an urgent problem of contingency of languages remains, as well as the search for effective and sustainable programs in the field of languages.

In the 1990s, new concepts of education were developed, including the concept of ethno-cultural education, which provides a detailed definition of "multicultural identity". According to this concept, "a multicultural personality is the individual with a strong linguistic awareness. Knowledge of native and state languages, learning a foreign language broadens the mind of the individual, contributes to their multi-faceted development and to the formation of tolerance and vision of the world." This definition gives us an idea of the next generation.

According E.M. Zhutova, "Kazakhstan, remaining a multi-ethnic and multi-confessional state, goes through a complex and controversial period of their cultural and language development. We can observe it in the linguistic situation in the country, according to the Concept of the language policy of the Republic of Kazakhstan. The core idea is to master several languages" [5].

The entry of Kazakhstan into the global community aims at creating a multicultural identity. K.H. Zhadanova argues that "Multilingualism can be regarded as an effective tool for the preparation of the young generation in an interconnected and interdependent world. Graduates of schools and universities should have a multilingual communicative function, such standards have a lingua-cultural level, which would allow them to realize themselves professionally on a global level"[6].

Social need for specialists with Kazakh, Russian and foreign languages improves the role of multilingual education.

Multilingual education is a process of multilingual personality format on through the mastery of three or more languages.

The development of human multi-language consciousness goes through speech development by means of mental, verbal and written communication. The development of speech is the development of thinking. The act of speaking is impossible without thinking and advancing the internal process.

According to G.V. Palatkina, "the basic elements of the contents of multicultural education are:

- 1) culture of international relations;
- 2) structural components of cultures of ethnic groups;
- 3) structural components of ethno pedagogical area" [7].

One of the main goals of multicultural education should be the formation of a person capable of leading an active life in a multicultural environment. It should develop a sense of understanding and respect for other cultures, able to live in peace and harmony with people of different nationalities, races, religions. The study of different cultures in the complex will contribute to the cultural identity of the individual, its formation of tolerant attitude to the representatives of different cultures, which is the purpose of multicultural education.

Multilinguism is "the use of several languages within a given social community (especially the state); individual (group of people) knows and uses multiple languages which is selected in accordance with the specific situation of communication "[8].

Multilinguism is the basis of formation of a multicultural identity. A person can be called polylingual if he / she speaks, understands and knows how to

communicate in different situations using foreign languages. Knowing a foreign language is not just learning a foreign language. Multilingual education is the process when different academic disciplines, such as literature, geography, biology are taught in a foreign language.

We have formulated the concept of multilingual education to achieve an international standard level of knowledge of several foreign languages. It involves the development of a multilingual person with a certain selection of the content, principles of teaching, developing a special process using multi-lingual phrase books, dictionaries and educational materials, which would indicate similarities and differences between the basic and new language. There should be the identity of the content of teaching the second and third languages, starting with universal linguistic phenomena that can move to more specific in studying a new language. Polylingual personality is a model of "a person considered in terms of their readiness to make the speech acts, to discover and work" in three or more languages [6].

Multicultural education in the Republic of Kazakhstan is one of the main areas of education. That education is an important stage in the process of formation and development of a multicultural identity. It is the stage when the core values and principles of life are formed on a conscious level. Multilinguism is able to provide the student with an enabling environment that gives a harmonious blend of universal humanist qualities of the person with the ability to complete the implementation of its national, cultural and ethnic needs. It should be noted that in the present conditions lifestyle is unified in a certain way, many national differences are erased, the person loses the connection with his / her roots, devalued the moral experience of previous generations. Therefore, a teacher has the most important task that is to use all its unique experience and

knowledge of the cultural traditions of peoples and ethnic groups, human values and world culture in the creation of favorable educational environment for the formation of a socially active person [9].

To solve this problem we must:

1. Promote the formation of civil values of the individual, active citizenship, revival and preservation of spiritual and moral traditions.

2. Foster a sense of respect, patriotism and pride for their country.

3. Foster a sense of tolerance and positive attitudes of the individual.

4. Develop a positive attitude towards cultural values of Kazakhstan society based on the study of the world literature.

5. To form an idea of a healthy lifestyle, to involve in the cultural and sporting events.

In Kazakhstan, multicultural education and multilingual identity are both in schools and in the family, and through the media. It has a kind of continuing education. At present, the development of multicultural and multilingual education in Kazakhstan is a priority. The development of the Kazakh – Russian - English concept is an experiment in schools and universities. Schools began implementing teaching in three languages -Russian, Kazakh and English. During this experiment, there are conditions for the formation and development of a multicultural identity that holds three languages. Students not only learn to speak different languages, but they are acquainted with the cultural heritage of the peoples of the studied languages, rethinking their own personality, based on human values.

Undoubtedly, the basis for the formation of a multicultural personality is multilingualism. Multilingualism is regarded as an effective tool for the preparation of the young generation in an interconnected and interdependent world. In this context, understanding the role of languages in the

world today confronts us with the issue of training and improving languages.

The relevance of multicultural and polylingual education determined a general global trend towards integration in economic, cultural and political spheres. Polylingual education is a purposeful process of introduction to the world culture by means of several languages, when languages act as a way of understanding different cultural, historical and social experiences of various countries.

It is known that the state can successfully develop and blend well in a number of leading countries of the world that is able to create for its citizens decent working conditions for the acquisition of high-quality and modern education in their own country and abroad.

In this regard, we observe the problem of language education- difficulties in learning English. Moreover, this process should be synchronized, not separate. It would be correct to speak about polylingual cultural education, which should result in multilingualism of citizens and society. Parts of multilingualism should be the mother tongue, which fixes the awareness of belonging to their ethnic group, the Kazakh language (as a state)knowledge of which contributes to the successful civil integration and the Russian language as a source of scientific and technical information, foreign and other non-native language, to develop the human capacity for self-identity in the world community. Therefore, learning a foreign language as one of the main indicators of human adaptation to the new socio-political and socio-cultural realities is now an actual scientific-theoretical, scientific and practical task [10].

Learning a foreign language forms communicative abilities that are necessary for the person as a member of our society, a member of the team or a family member. It requires the ability to listen to the interlocutor and to engage in dialogue.

English as a means of international communication occupies a leading position in the world. This is primarily due to the rapid development of high technology (space, information laser technology, bio- and nanotechnology) and economy. Competence in foreign languages is important for the economy and for the development of the regions, and, of course, for the citizens themselves. Anyone who wants to get a better chance of successful employment and career should have an adequate knowledge of at least one foreign language.

The application of new methods and technologies of teaching foreign languages will contribute to the development of personal qualities that are demanded by modern multicultural and multilingual society. Therefore, the problem of using effective methods of teaching English is very important.

Currently, some of the principles have already been formed in the system of polylingual education:

- Kazakh - Russian - English;
- learning languages should go hand in hand; the mother tongue must be the basis;
- learning a foreign language should be based on the training of verbal thinking, mastery of new means of expression of the target language.

There are significant changes in the requirements for the results of the training and education of the modern younger generation, the urgent need to form a willingness and ability to live in an open society where there is coexistence of various nationalities and ethnic groups, and therefore, representatives of different languages and cultural traditions. At this stage of development of society the issue of multiculturalism and multilingual educational environment of educational institutions is of great importance, where the process of identity formation occurs not only by raising the level of national identity, but also

on the ability and desire to carry the knowledge of their own country, to comprehend the characteristics of languages and cultures of other countries [11]. Multicultural and multilingual education models can serve as an effective force of dialogic interaction of different nationalities, in spite of their different cultural preferences.

In summary, it should be noted that the formation of a multilingual personality is one of the most urgent problems of modern education system of Kazakhstan.

Knowledge of languages is useful not only for individuals but also for society. The realities of our time convince us of the necessity of mastering Kazakh, Russian and one foreign language.

In this era of globalization, when the separate existence of different nations and cultures becomes impossible when there is a rethinking of the goals and objectives of education, and we understand that the current content of education does not meet adequately the needs of society, there are widely discussed new concepts and paradigms such as multicultural education, training of multilingual, cultural approach, socio-cultural competence, and others.

There is no doubt that the integration of Kazakhstan into the world community, building an open democratic society, the internationalization of all spheres of life contribute to the fact that multilingualism becomes one of the most urgent problems of modern Kazakh education in the formation of personality, having global thinking. In this context, the problem of multicultural education is becoming even more relevant in Kazakhstan today.

This position of the Republic of Kazakhstan finds its direct reflection in the basic documents for the modernization of education. And it helps to get direct access to the new models and mechanisms for managing educational systems and institutions. The policy of Kazakhstan in the sphere of languages allows for setting and

solving the real problems of modernization of education, education of the younger generation in patriotism, tolerance and readiness for intercultural interaction in difficult social processes.

Thus, the conditions in Kazakhstan are ideal for the development of multicultural and multilingual education, and developing a multilingual multicultural personality, whose purpose is to increase the level of its own culture in general: the culture of communication, culture of speech and culture of mentality. Multicultural aspect of modern civilization can be a powerful humanistic concept of an intercultural dialogue. Tolerance is one of the main components in a multipolar civilization, and a good example of cultural and educational space of Kazakhstan can be extremely important for the whole world. In terms of industrial-innovative development of the country there is an urgent need for the development and implementation of multilingual culture and multilingual education in the sphere of education.

The concept of the language policy of the Republic of Kazakhstan defines Russian as the main source of information in different areas of science and technology as a means of communication inside and outside the country. The implementation of a multilingual education policy is a very important and difficult problem. It is possible to solve this problem but only together with the participation of all members of our society.

Knowing Kazakh, Russian and foreign languages is becoming an integral component of personal and professional activities of mankind. It leads to a need for a large number of practically and professionally multi-lingual people, who can take a more prestigious, both socially and professionally, position in society.

Years of development of independent Kazakhstan show that bilingualism and multilingualism in society create all the necessary conditions for its development and

progress. But it depends on a well thought-out language policy of President Nazarbayev and the government. The national intelligence should be able to maintain and develop the culture, history and language of the Kazakh people.

One of the objectives of familiarizing the younger generation to the universal, global values is the formation of abilities to communicate and interact with the neighboring cultures in the world space. Thus, in order to prepare professionals to meet these requirements, great attention is paid to multilingual education, which is regarded as an effective tool for the preparation of the young generation in an interconnected and interdependent world.

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### INCREASING READING RATE

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It would be unwise to make strong claims about the role of extensive reading in second language acquisition. If learners need to be exposed to large amounts of comprehensible input which is meaningful, relevant, and interesting, in a stress-free environment, then clearly individual extensive reading outside class time has value. It can be seen as input-enabling activity. Whether extensive reading facilitates intake is another matter. It is difficult to know exactly how any learner will actually use the input available. Some students respond emotionally to words and provide themselves with opportunities for depth of processing which might result in intake of new words. Other students, who try to read quickly and do not go back to check words, will not have this opportunity, but they may be working in a way which will increase their reading speed.

Extensive reading certainly has the benefit of greatly increasing a student's exposure to English and can be particularly important where class contact time is limited. This particular rationale can be appreciated immediately in relation to vocabulary learning. Wilkins (1972) makes the point that learners can effectively come to understand, through reading, which words are appropriate in which contexts: "through reading, the learner is exposed to the lexical items embedded in natural linguistic contexts, and as a result they begin slowly to have the same meaningfulness that they have for the native

speaker" (Wilkins 1972:132) [1].

The opportunities that extensive reading affords learners of all ages and levels of language proficiency makes it a useful resource. Learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning. With young learners there is a further value. Introducing children to books, whether in their first or second language, contributes to the curriculum objective of encouraging critical thinking and positive attitudes towards imaginative experience.

Researches make difference between "extensive" and "intensive" reading. Many academicians suggest "extensive" reading as reading at length, often for pleasure and in a leisurely way, while "intensive" reading tends to be more concentrated, less relaxed, and often dedicated not so much to pleasure as to the achievement of a study goal [2; p. 199].

Extensive reading frequently takes place when students are on their own, whereas intensive reading is often done with the help and / or intervention of the teacher.

Extensive reading – especially where students are reading material written specially at their level – has a number of benefits for the development of a student's language. This kind of reading makes students more positive, improves



their overall comprehension skills, gives them a wider passive and active vocabulary, enables students to read without constantly stopping and provides an increased word recognition. It is the best possible way for them to develop automaticity. But it is not enough to tell students "to read a lot"; we need to offer them a program which includes appropriate materials, guidance, tasks, and facilities such as libraries of books [3; p. 204].

Extensive reading, apart from its impact on language and reading ability, can be a key to unlocking the all-important taste for foreign language reading among students. After all, teaching reading to students without such a taste is, as Eskey (1995), nicely phrased it, like teaching swimming strokes to people who hate the water [4].

Richard Day, Julian Bam for doffer their own top ten principles for teaching extensive reading as a tool for professional development. These they believe are the basic ingredients of extensive reading. They encourage teachers to use them as a way to examine their beliefs about reading in general and extensive reading in particular, and the ways they teach foreign language reading.

1. The reading material is easy.

This clearly separates extensive reading from other approaches to teaching foreign language reading. For extensive reading to be possible and for it to have the desired results, texts must be well within the learners' reading competence in the foreign language. In helping beginning readers select texts that are well within their reading comfort zone, more than one or two unknown words per page might make the text too difficult for overall understanding. Intermediate learners might use the rule of hand - no more than five difficult words per page. Hu and Nation (2000) suggest that learners must know at least 98% of the words in a fiction text for unassisted understanding [5].

It follows that, for extensive reading, all but advanced learners probably require texts written or adapted with the linguistic and knowledge constraints of language learners in mind. In discussing first language reading development, Fry observes that "Beginning readers do better with easier materials" (1991: 8) [6].

This is all the more true with extensive reading because learners read independently, without the help of a teacher. Those teaching English are fortunate that the art of writing in English for language learners is well-developed: a great variety of high-quality language learner literature is published for learners of all ability levels (Hill's best picks, 1998, and survey review, 2001) [7].

The use of easy material is controversial. There is still a pervasive view that, to accustom students to real-world reading, real-world texts should be used for extensive reading. This is to confuse the means with the end, and paradoxically to rob students of exactly the material they need to progress to the goal of reading real-world texts. For students to be motivated to read more and study more, and to be able to ladder up as their foreign language and reading skills improve, they must be reading texts that reflect their language ability - texts they find easy and enjoyable at every step of the way.

2. A variety of reading material on a wide range of topics must be available.

The success of extensive reading depends largely on enticing students to read. To awaken or encourage a desire to read, the texts made available should ideally be as varied as the learners who read them and the purposes for which they want to read. Books, magazines, newspapers, fiction, non-fiction, texts that inform, texts that entertain, general, specialized, light, serious. For an inside track on finding what the students are interested in reading, it is good to follow Williams' advice: "Ask them what they like reading in their own

language, peer over their shoulders in the library, ask the school librarian..." (1986: 42) [8].

Varied reading material not only encourages reading, it also encourages a flexible approach to reading. Learners are led to read for different reasons (e.g., entertainment; information; passing the time) and, consequently, in different ways (e.g., skimming; scanning; more careful reading).

3. Learners choose what they want to read.

The principle of freedom of choice means that learners can select texts as they do in their own language, that is, they can choose texts they expect to understand, to enjoy or to learn from. Correlative to this principle, learners are also free, indeed encouraged, to stop reading anything they find to be too difficult, or that turns out not to be of interest.

What Henry noticed about her L1 non-reading undergraduates is no less true in foreign language reading: "my students needed to read for themselves, not for me" (1995: 6) [9]. For students used to working with textbooks and teacher-selected texts, the freedom to choose reading material (and freedom to stop reading) may be a crucial step in experiencing foreign language reading as something personal.

Further, although there may be a class or homework assignment, extensive reading puts the student in charge in other important ways. As Henry observes, "compliance means reading books, but other than that, the purposes and pleasures to which students put their reading are entirely their own" (p. 69) [9]. This encourages students to become responsible for their own learning. Samuels, in discussing first language reading, claims that "unless we phase out the teacher and phase in the learner, many of our students will fail to become independent because throughout their education they were always placed in a dependent role - dependent on the

teacher" (1991: 17) [10].

4. Learners read as much as possible.

This is the "extensive" of extensive reading, made possible by the previous principles. The most critical element in learning to read is the amount of time spent actually reading. While most reading teachers agree with this, it may be the case that their students are not being given the opportunity or incentive to read, read, and read some more.

There is no upper limit to the amount of reading that can be done, but a book a week is probably the minimum amount of reading necessary to achieve the benefits of extensive reading and to establish a reading habit. This is a realistic target for learners of all proficiency levels, as books written for beginners and low-intermediate learners are very short.

5. The purpose of reading is usually related to pleasure, information and general understanding.

In an extensive reading approach, learners are encouraged to read for the same kinds of reasons and in the same ways as the general population of first-language readers. This sets extensive reading apart from usual classroom practice on the one hand, and reading for academic purposes on the other. One hundred percent comprehension, indeed, any particular objective level of comprehension, is not a goal. In terms of reading outcomes, the focus shifts away from comprehension achieved or knowledge gained and towards the reader's personal experience.

A reader's interaction with a text derives from the purpose for reading. In extensive reading, the learner's goal is sufficient understanding to fulfill a particular reading purpose, for example, the obtaining of information, the enjoyment of a story, or the passing of time.

6. Reading is its own reward.

The learners' experience of reading the text is at the center of the extensive

reading experience, just as it is in reading in everyday life. For this reason, extensive reading is not usually followed by comprehension questions. It is an experience complete in itself.

At the same time, teachers may ask students to complete follow-up activities based on their reading (see Bamford and Day (in press) for a wide variety of extensive reading activities for teaching foreign language). The reasons for this are various: to find out what the student understood and experienced from the reading; to monitor students' attitudes toward reading; to keep track of what and how much students read; to make reading a shared experience; to link reading to other aspects of the curriculum. For such reasons, students may be asked to do such things as write about their favorite characters, write about the best or worst book they have read, or do a dramatic reading of an exciting part of a novel. Such activities, while respecting the integrity of students' reading experiences, extend them in interesting and useful ways.

7. Reading speed is usually faster rather than slower.

When learners are reading material that is well within their linguistic ability, for personal interest, and for general rather than academic purposes, it is an incentive to reading fluency. Nuttall notes that "speed, enjoyment and comprehension are closely linked with one another" (1996: 128). [33] She describes "The vicious circle of the weak reader: Reads slowly; Doesn't enjoy reading; Doesn't read much; Doesn't understand; Reads slowly..." (p. 127) and so on. [11] Extensive reading can help readers "enter instead the cycle of growth... The virtuous circle of the good reader: Reads faster; Reads more; Understands better; Enjoys reading; Reads faster..." (p. 127) [11].

In the service of promoting reading fluency, it is as well to discourage students from using dictionaries when they come

across words they don't understand. Extensive reading is a chance to keep reading, and thus to practice such strategies as guessing at or ignoring unknown words or passages, going for the general meaning, and being comfortable with a certain level of ambiguity.

8. Reading is individual and silent.

Silent, individual extensive reading contrasts with the way classroom texts are used as vehicles for teaching language or reading strategies or (in traditional approaches) translated or read aloud. It allows students to discover that reading is a personal interaction with the text, and an experience that they have responsibility for. Thus, together with freedom to choose reading material, individual silent reading can be instrumental in students discovering how foreign language reading fits into their lives.

Extensive reading means learners reading at their own pace. It can be done both in the students' own time when and where the student chooses, or inside the classroom when part or all of a classroom period is set aside for silent, self-selected reading. In the latter case, teachers may witness, as Henry describes it, "the most beautiful silence on earth, that of students engrossed in their reading" (1995: xv) [9].

9. Teachers orient and guide their students.

As an approach to teaching reading, extensive reading is very different from usual classroom practice. Students accustomed to wading through difficult foreign language texts might drown when suddenly plunged into a sea of simple and stimulating material. Serious-minded students, for example, in thrall of the macho maxim of foreign language reading instruction, No reading pain, no reading gain, might not understand how reading easy and interesting material can help them become better readers.

Students thus need careful introduction to extensive reading. Teachers can

explain that reading extensively leads not only to gains in reading proficiency but also to overall gains in language learning. The methodology of extensive reading can be introduced, beginning with choice: students choosing what to read is an essential part of the approach. Teachers can reassure students that a general, less than 100%, understanding of what they read is appropriate for most reading purposes. It can be emphasized that there will be no test after reading. Instead, teachers are interested in the student's own personal experience of what was read - for example, was it enjoyable or interesting, and why?

The final component of orientation is practical. Students are introduced to the library of reading materials and how it is divided into difficulty levels. It should be remembered that students unaccustomed to browsing foreign language reading material may need assistance in selecting appropriate texts of interest to them.

Orientation is the first step. Guidance throughout the extensive reading experience is also needed, in light of the independence and choice extensive reading allows learners. Teachers can keep track of what and how much each student reads, and their students' reactions to what was read. Based on this information, teachers can encourage students to read as widely as possible and, as their language ability, reading ability and confidence increase, to read at progressively higher levels of difficulty. Guidance implies a sharing of the reading experience, which leads us to the final principle of extensive reading.

10. The teacher is a role model of a reader.

Nuttall famously said, "reading is caught, not taught" (1996: 229) [5] Maley explains the implications of this for teachers when he says, "We need to realize how much influence we have on our students. Students do not just (or even) learn the subject matter we teach them; they learn their teachers. Teacher attitude, more than

technical expertise, is what they will recall when they leave us" (1999:7). [30] In short, effective extensive reading teachers are themselves readers, teaching by example the attitudes and behaviors of a reader. In Henry's words, teachers are "selling reading" (1995: 52), and the primary way to do that is to be a reader [9].

Further, in Henry's opinion, teachers of extensive reading "have to commit to reading what their students do" (1995: 52). [9] She explains, "By reading what my students read, I become a part of the community that forms within the class" (p. 53). [9] When students and teachers share reading, the foreign language reading classroom can be a place where teachers discuss books with students, answer their questions and make tailor-made recommendations to individual students. It can be a place where students and teachers experience together the value and pleasure to be found in the written word [12].

These top ten principles for teaching extensive reading complement the ten principles for teaching foreign language reading offered by Williams. They can give teachers food for thought and reflection as they consider their beliefs about how best to help their students become proficient foreign-language readers.

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## ENVIRONMENTAL PAYMENTS REGULATIONS IN THE SYSTEM OF LAW

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The problem of environmental payments regulation in the system of law deserves close attention as a result of its complex legal nature and its scientific and practical value caused by relations concerning charging for environmental emissions and natural resources use. Complex character of the legal nature of environmental payments as an ecological and legal category is defined by interrelation of the stated relations with the tax, budgetary, and civil ones that indicates the need of accurate and detailed consideration of the role and place of environmental payments regulations in the system of law.

The consideration of the aforesaid task is necessary to begin with the analysis of the concept “the system of law”. Philosophical and legal literature interprets the system of law as a complex of structurally ordered interconnected elements forming a unity whereas the structure is a special way of internal interrelation of elements in the system [1, p. 274]. From the point of view of Kazakhstani law scholars A. Yerenov, N. Mukhitdinov, and L. Ilyashenko the distinctive features of the system are as following:

- 1) it consists of a few or lots of elements;
- 2) the elements are united in the system according to their substantial features;
- 3) the elements of the system are definitely interacting components;
- 4) when interacting with the environment the system always acts as something unified and qualitatively definite;
- 5) the system components are relatively independent [2, p. 71-72].

For the first time the system of law was discussed at the first meeting of law scholars in 1938. It was recognized that the subject of legal regulation, i.e. the pub-

lic relations regulated by the law, is of crucial importance among the objective criteria defining the structure of the Soviet law and its subdivision into separate branches [3, p. 5].

In the discussion of 1956-1958 the subject was recognized as the main criterion for differentiating regulations on branches, as the leading foundation of the system of law. However, even then one of the criteria of the system was considered the method of legal regulation, along with its subject [4, p. 68].

Nowadays the “criteria for modern legal science subdivision into branches are the subject and the method of legal regulation. In fact, it is just the subject of legal regulation as no branch of legal science has its special method. At such criterion the legal branches can be subdivided indefinitely. The similar situation is observed at the lower levels of the hierarchy – law institutes and regulations” [5, p. 13].

The institute is usually defined as a set of interconnected law rules objectively stood apart in one or several legal branches and regulating unified group of public relations [6]. Such relations are components of the subject of legal regulation [7, p. 402]. The main point of legal institute can be correctly defined only if to consider it as a set of law rules which, in its turn, is a structural element of the following main subdivision – a law branch. The legal institute, as well as a rule of law, has a number of its distinctive features. Firstly, each legal institute provides independent regulatory impact on a certain aspect of relations. Secondly, regulating a certain aspect of public relations, the legal institute possesses the actual and legal uniformity. Thirdly, according to A. Ibrayeva and N. Ibrayev the legal criterion for unit-

ing certain sets into a concrete legal institute is “a provision of regulations forming a legal institute in chapters, sections, parts, and other structural units of laws and other legal acts” [8, p. 83].

Legal institutes are independent structural subdivisions of both the system of law and all its relevant branches, thus strengthening the integrity of the system of law.

Therefore, the traditional structure of the system of law is a hierarchy with the following levels (top-down): the system in general, its branches, institutes, and rules of law. More detailed legal research differentiates also sub-branches and sub-institutes.

The rule of law is a primary element of all the system of law and an example of people’s behavior and activity. G. Sapargaliyev, a contemporary theorist of constitutional law, is correct to consider the rule of law as a section of a legal matter [9, p. 17]. “Besides, any state-organized society can’t do without legal rules. It is a single phenomenon of law and therefore its complete scientific definition assumes clarification of its inherent specific features (properties) [10, p. 257]. The need for consideration of legal rules features is also explained by a variety of social regulations such as moral norms or rules of some separate (non-state) social communities.

D. Bulgakova mentions the following main features of legal rules:

1. Obligation: it represents the imperious instruction of the state concerning people’s possible and due behavior;
2. Formal definiteness: it is expressed in official documents in writing;
3. Relation to the state: it is established by government bodies and provided by measures of state influence;
4. Granting-binding character: it not only grants but also assigns legal subjects duties as the law is impossible to exercise without a duty and the duty without a law [11, p. 51].

Professor S. Alekseyev specifies that “legal rules being variants of social norms are characterized by features common to all social norms: they are rules of people’s conduct in society; they are rules of conduct of general character; they are result of conscious and strong-willed activity; and are caused by a social and economic system...” [7, p. 334].

Present system of legal rules regulates relations concerning payments for environmental emissions and use of some types of natural resources.

When speaking about the structure of legal rules, it is necessary to emphasize the disposition regulating the order of payments for environmental emissions and use of natural resources, including stipulation of environmental payments in law and definition of taxation object, payment rates, calculation and payment procedures, tax period, and tax returns.

The hypothesis as a component of a legal rule is expressed in determining the payment payers – individual and legal entities responsible for environmental emissions or using of some types of natural resources on the basis of special allowing documents.

The sanction as the third structural part of rule of law plays an important role in the implementation of its guarding function. The sanction determines possibility of its compulsory implementation and legal consequences of violations of legal requirements. Sanctions are directed to those who do not obey law requirements. They perform a preventive function, thus to some extent constraining law violations. In relation to the discussed structure of environmental payments rules the sanctions are mentioned in the following acts of public law – the Code of Administrative Offences and the Criminal Code.

Thus, having considered the structure of environmental payments rules, it is necessary to emphasize that not exact interpretation of a hypothesis involves a de-

fective legal design of the rule not provided with due conceptual base. It also should be mentioned that qualitative characteristics of legal rules and their relevant application in many respects depend on a detailed and complete determination of their structural components.

The problem of correlation of law branch and legislation branch is very often considered in legal literature. When considering the concept and structure of the system of law it is important to consider the structure of legislation branch also. The system of legislation can be considered in two aspects presented in its vertical and horizontal structures. According to M. Baitin and D. Petrov the structure of legislation is “an arrangement and correlation of its elements including acts and regulations, i.e. forms (legal sources) of law. If the vertical structure of the legislation reflects the hierarchy of regulations depending on their validity, the horizontal one reflects a certain arrangement (grouping) of these legal sources depending on spheres of public relations, i.e. legislation branches” [12].

Speaking about legislation concerning the rules in question it is necessary to mention the Environmental Code of the Republic of Kazakhstan (Article 101. Payment for environmental emissions; Article 102. Obligatory payments to the budget for the use of some types of natural resources), the Water Code of the Republic of Kazakhstan (Article 133. Payment for the use of water resources), and the Forestry Code of the Republic of Kazakhstan (Article 105. Payment for the use of the state forest fund), etc. The rates, calculation and payment procedures are determined according to the Tax Law of the Republic of Kazakhstan.

It allows to draw a conclusion that a set of unified environmental regulations (i.e. payments for environmental emissions and environmental use) covering such branches as Environmental Law,

Natural Resources Law, Tax Law, Budgetary Law, etc. forms a legal institute of inter-branch complex character. Its complexity is also of a secondary, derivative nature since environmental payments, in their turn, are a variant of payments as a legal institute of Tax Law. The given institute is authoritative and expresses public interests of the state. In this case when establishing payments collection procedures the state acts as the holder of sovereignty. The rights and duties of environmental payments subjects are usually regulated by imperative rules.

When subsurface use agreements, providing environmental payments are signed, the relations are regulated according to private law. But in contractual relations between subsoil users and the state the public law still prevails over the private law. Moreover, theorists of environmental law emphasize the advantages of such agreements and call them public-legal: ... “Firstly, they are organizational, i.e. possess the huge regulatory ability stimulating economic activity in the branch in general. Secondly, through public agreements the state realizes its regulatory power and opportunities which are not the subject of civil agreements (change of a public order in taxation, licensing, tariffs, quotas, etc. ... assignment of natural resources of exclusively state ownership for use)” [13, p. 44].

But, it is undoubted that in the course of further development and improvement of a contractual form of relationship, the private-law principles will prevail, thus proving the civil-legal not administrative-legal character of the agreements (contracts) in the sphere of subsurface use” [4, p. 162]. It is reflected in the qualitative characteristic of the institute of environmental payments which is being dynamic by its legal nature comprises both the principles of public and private laws.

Speaking about distinctive features



of legal payments as institutional legal norms, it is necessary to emphasize that “each legal institute has its own characteristic features determined by the peculiarity of public relations regulated by it and unites all legal rules relating to these relations” [4, p. 75-76]. The institute of environmental payments is closely interconnected with other institutes of environmental law, e.g. the institute of environmental emissions payment is directly interconnected with the institutes of rate-setting and licensing as according to Clause 2 Article 27 of the Environmental Code of the Republic of Kazakhstan the standards of maximum permissible emissions and dumping of polluting substances are used as guidelines for granting environmental emissions permission.

Another example of interrelation of institutes of environmental emissions payment, environmental and (or) people’s health indemnification, environmental insurance. The latter institute is regulated by the Law of the Republic of Kazakhstan as of December 13, 2005 “About obligatory environmental insurance”. It defines the obligatory environmental insurance as a complex of relations providing property protection of legitimate interests of natural and (or) legal entities (the insured) at occurrence of civil responsibility according to obligations arising owing to infliction of harm to life, health, property of the third parties and (or) the environment as a result of its emergency pollution. In this context the point of view of the Kazakhstani researcher G. Tlebayeva sounds pertinent. She says, “the main task of environmental insurance is accumulation and allocation of funds for nature protection through special foundations or indemnification for environmental or population’s health damage as a result of environmental deterioration or quality change. In Kazakhstan the realization of environmental insurance is a necessary mechanism due to high extent of emergency pollution of the environ-

ment, low capital investments to nature protection sphere and costs of the prevention and elimination of emergency situations consequences” [14, p. 19].

Thus, separate provisions of the Environmental Code of the Republic of Kazakhstan indicate that the systematized character of this statutory act coordinates environmental payments to other legal institutes which in total make mechanisms of economic regulation of environmental protection and management.

It also should be noticed that some institutes are characterized by the subdivision into counterparts called “sub-institutes”. Sub-institutes are organic formations of rather independent character formed within the institutes, thus, indicating the “complication” of the structure of the institute and relative isolation within its certain complex of rules. Such formations within the institutes often represent the expanded associations of instructions. The Kazakhstani scientist N. Baimbetov singles out the sub-institute within the institute of “state mechanism for environmental management” - the independent institute of “environmental assessment” [15, p. 53]. Such legal institutes consisting of sub-institutes can be called complex. This quality is characteristic for the institute of public administration which “focuses in itself a set of rather independent groups of legal rules – concerning environmental insurance, auditing, and standardizing the quality of environment, environmental assessment, and the state control in the sphere of environmental protection” [16, p. 105]. The complex nature of institute is also determined by the objective of the system of public administration. D. Baydeldinov is right to consider “public administration as an executive and administrative activity of government bodies aimed at providing an order in interaction of the society with the environment and realization of environmental duties of the state subjects” [17, p. 10].

In relation to the examined group of legal institutes it is possible to apply theoretical grounds subdividing the institute of environmental payments into “general institutes and sub-institutes sometimes called complex and simple, respectively. The general legal institute represents a set of sub-institutes ... The sub-institute (the simple institute) is an institute which is a part of a larger institute. Unlike the general (complex) institute it does not include any groups of regulations isolated from the given institute or having an independent value. The sub-institute consists of rules regulating a uniform, rather small in structure, group of public relations...” [4, p. 76]. In our case, general institutes will act as a payment for environmental emissions and the use of some types of natural resources. In its turn, the general institute of environmental emissions payment will comprise the sub-institutes of the payment for environmental emissions, dumping of polluting substances, the payment for wastes disposal and consumption in the environment, and the payment for harmful physical impacts. The sub-institutes of payments for the use of soil, subsoil, plants and animals, etc. form a complex institute of payments for the use of natural resources.

When determining the role of the environmental payments institute in the system of law, it is necessary to proceed from the purpose of these payments. In our opinion, these payments have to stimulate decrease in negative impact on the environment to the standard level which would guarantee a favorable environment for people’s life and health. Besides, environmental payments are one of the regulators of economic activity.

Modern situation seems a serious deformation of a normal market mechanism when through nature protection activity there is a decrease in profit of enterprises. Besides, it promotes import of ecologically “dirty” technologies and productions

as the payment for environmental pollution in our country is much lower than abroad. To stimulate nature protection under normal market relations the size of payments (taxes) for environmental pollution, wastes disposal and recycling at least has to reflect socially necessary costs of these actions taking into account the standard profit. This will create favorable conditions for extensive development of environmental business and stimulation of the nature protection tasks solution. Besides, today it is impossible to increase tax burden of the enterprises as it is high enough. In this regard the increase in the size of environmental payments (taxes) at the same time has to be followed by adequate decrease in other taxes which is to be reflected in the Tax Law of the Republic of Kazakhstan.

Professor M. Vassilyeva suggests to stimulate nature protection “by providing in the tax and budgetary laws the possibilities for temporary tax privileges (in specific cases of economic activity, e.g. at construction of treatment facilities for housing-and-municipal sector, dumps processing, recycling of some types of waste, re-cultivation of territories, etc.), mortgage cost on some types of consumption waste (packing, car tires, accumulators, etc.), environmental deposits (to guarantee financing of waste disposal grounds re-cultivation), and creation of environmental foundations (to eliminate the saved-up environmental damage of past years, to grant credits, and allocate the state orders for environmental protection works” [18, p. 14-15].

Now it is possible to make a summary concerning the place of environmental payments regulations in the system of law. The use of a systematic and structural approach indicates that environmental payments regulations form a general inter-branch, complex, and derivative institute consisting of sub-institutes of payments for environmental emissions,

polluting substances dumping, production wastes disposal and consumption in the environment, and harmful physical impacts.

Forming their own niche in the systems of legislation branch and law, the rules of complex institute of environmental payments are closely interconnected with the institutes of economic incentives for environmental protection, environmental insurance, economic assessment of environmental damage, etc. All these institutional formations are a direct consequence of transformations in natural resources relations under the carried-out market reform. Thus, the correct application of environmental payments regulations is possible only through the interrelation with the legal standards in environmental insurance, environmental protection and environmental management licensing, and economic assessment of the environmental damage.

Under the transition of the Republic of Kazakhstan to market economy the role of economic regulation in rational use and protection of natural resources gains priority development which is to find its reflection at the legislative level. Unfortunately, the legal institute of environmental payments is not fixed in the legislation to the right degree. Today there is a need of adoption of a separate act which would regulate questions of payments for negative environmental impact in further detail. The environment in our country will depend on further stipulation of the institute of environmental payments in the separate act and its relevant provision.

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## INVESTMENT DISPUTES

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Investment dispute considered in the context of legislation of a certain country (internal investment dispute) is a variety of civil law disputes. Analysis of Kazakhstan legislation shows that investment activity in Kazakhstan is a component and integral part of civil legal relationships, within the frame of which dispute settlements connected with investment activity are performed as civil proceedings. It would be fair to mention that “the array of legal directions, which constitute foreign investment legislation, is heterogeneous and includes norms of civil, administrative, financial, currency, customs and other laws”.

Nevertheless, specific character of investment disputes brings up the idea of a necessity to delimitate investment and civil law disputes, at least for the research purposes. The criterion of delimitation of investment disputes from civil law disputes is the fact that investment disputes arise only in the process of investment activity. Investment disputes differ from civil law disputes in the fact that such disputes can be both national and international.

It is a trustworthy fact that one of the current directions of the state policy in economic development of the country is attracting national and international investment. It's an overall observation that the Republic of Kazakhstan has created and is consolidating a complex of economic, legal and organizational measures for protection of national and foreign investments, which is formalized as a set of rules and norms and is declaring a favorable regimen for mutual investments.

Under national investment dispute we understand the situation when there is a conflict between a domestic investor and its country in a certain investment activity

issue, which is settled in accordance with the law chosen by the parties.

International investment dispute differs from national investment dispute in the structure of its subjects, since one of the parties of the dispute is a foreign one (foreign investor). Peculiarities of relationship between foreign investor, recipient of foreign investments, the country – recipient of foreign investment and the country of investor often lead to a complicated legal regulation of both the relations between the subjects mentioned and approaches to dispute settlement [1, c.9]. The problem of choosing the law, applicable to material and procedural aspects of investment relationships with foreign interest indicates the autonomy of the parties in selection of applicable material and dispute settlement law. Foreign investor interest in the investment process influences the peculiarities of disputes settlement.

Evidently the meaning of the international legal investment regime is in determining an acceptable combination of laws and duties for both investors and governments.

The notion of public policy started to form as early as the Middle Ages in the works of Roman Law researchers – glossators. Public order clause is contained in different forms in the legislation of almost all countries that have international private law codifications. It was also a part of Civil Legislation of the USSR and its republics, which was active in Kazakhstan prior to adoption of the Civil Code of the Republic of Kazakhstan.

First of all we need to clarify that we speak about public order clause or «ordre public», which is vested in Article 1090 of the Civil Code of the Republic of Kazakhstan [2] (hereinafter referred to as CC RK) in connection with foreign law norms ap-

plication. Thus, foreign law is not applicable in cases when its application contradicts the law and order of the republic of Kazakhstan (public policy of the Republic of Kazakhstan). In such cases the Law of the republic of Kazakhstan is applied. But Clause 2 Article 1090 of CC RK specifies that rejection to use foreign law cannot be used based only on difference of political and economic systems. At the same time legal literature indicates that non-usage of foreign law based on public policy violation is possible only in “exceptional cases”. Each of such cases should have a solid basis and cannot just come to formal violation of national law norms.

On the whole the notion of public order (*ordre public*) has not yet been defined, which causes certain difficulties with its application.

In some countries it has not been decided yet which law should be applied in case foreign law is excluded due to public order motives. Hungarian legislation stipulates applying the law of the country where the trial takes place, Austrian legislation stipulates applying Austrian law.

Additionally, we should consider the issue of public order clause in a civil proceeding, in connection with the Laws of Kazakhstan adopted on December 28, 2004: “On arbitration tribunals”, “On international commercial arbitration”, and “On making amendments to certain legislative acts of the Republic of Kazakhstan in arbitration tribunals and arbitration activity issues”.

Thus, state authoritative court can overturn the decision (or reject arbitration decision execution), if the court ascertains that arbitration decision or its acknowledgement and execution contradict public policy of the Republic of Kazakhstan (subclause 2) Article 425-3 of Civil Procedure Code of the republic of Kazakhstan (hereinafter referred to as CPC RK); subclause 5 clause 2 article 44, subclause 2 clause 2 article 31, subclause 2 clause 1

article 33 of the International Commercial Arbitration Law.

The notion of public policy is fixed in subclause 10 clause 2 of the International Commercial Arbitration Law, in accordance to which under public policy of the republic of Kazakhstan we understand the fundamentals of state and public system ascertained by the legislation of the Republic of Kazakhstan [3].

It can be noticed that the definition is different from one given in article 1090 of CC RK – fundamentals of law and order [2]. This notion is wider than fundamentals of state and social structure, and in case of disagreement CC RK norms will be applied. But, in principle, these two notions do not contradict each other: in any case – fundamentals (of law and order or system) and it does not automatically follows that a usual controversy to imperative legislation norms of the Republic of Kazakhstan can be admitted as contradicting the public law.

On December 23, 2005 the Supreme Court of the Republic of Kazakhstan adopted normative resolution #10 “On court application of legislation norms concerning arbitration tribunals decision enforcement”, in which it emphasized the importance of public order clause and the necessity to limit this clause application. In accordance with clause 10 of the normative resolution, in particular, it is understood that application of the institution of public order is possible in exclusive cases when the enforcement of arbitration tribunal decision infringes the basics of law and order of the Republic of Kazakhstan.

Thus, public order (*ordre public* in French) can be determined as fundamental and social community integrity productive rules, requirements, norms, characterized by presence of moral and ethical platform and considered as a criterion of balance between private and public interests of social community actors. At the present moment we can witness the establishment

of international public order (real international public), which concentrates common for the states standards of public-private relations on the one hand and certain state public order establishment of the other. This is the reason why using public order clause it is necessary to be guided by international public order.

Applying public order clause in court practice it is possible to proceed from the following principles:

- that of partial deviation of foreign law and order and application of the law of the country of the court, content of which is the most similar to that of the rejected;
- that of decision divisibility, which presupposes partial rejection to enforce foreign decision, or recognition but rejection to enforce.

This public order clause is applied to prevent the following: violation of international public order, application of foreign law of criminal character, attribution of responsibility on an innocent person, violation of weak party rights, violation of fair and commensurate reimbursement principles (both upwards and downwards), immoral deals execution, corruption, bribery.

Recovery against debtor's property is executed in accordance with the legislation of the country of debtor location by the claimant request to the competent court of Contracting party, which the claimant must provide with: a properly certified copy of competent court decision with a confirmation of its entry into force, or solicitation of its enforcement; a competent court document certifying debtor's participation in a court trial, and in case of absence from court – a document certifying the debtor was properly notified of the court trial; a court order. In accordance with clause 3 article 59 of the Convention on legal assistance and legal relations on civil, family and criminal matters (hereinafter referred to as Convention) as of October 7, 2002 foreign court decision ac-

knowledge and execution can be rejected in case acknowledgement and execution contradict public order of the inquired Contracting party. Clause 3 article 57 of the Convention states that decision acknowledgement and execution order is defined in accordance with the legislation of the Contracting Party, on whose territory the execution must take place [4].

In accordance with clause 9 part 3 article 77 of the Constitution of the republic of Kazakhstan while applying the law the judge should be guided by the jurisdiction principle according to which evidence received illegally is of no legal effect [5].

In accordance with the norms of article 8 of CC RK citizens and legal entities must act honestly, reasonable and fairly while exercising their rights [6]. This obligation cannot be excluded or limited by a contract. Actions of citizens and legal entities aimed at doing harm to another person, abuse of rights in any other form, and at exercising of right at variance with its purpose are inadmissible. In case of failure to follow specified requirements the court has the right to reject a person in applicable law protection.

Solving an issue of public order clause application the court inevitably faces the problem of balancing two interests. Thus, on the one hand, state court should not execute arbitration decision, acknowledgement and execution of which contradict principles that form public order of the country of decision execution. On the other hand, state court should not tolerate such standard of public order application which would violate the principle of conclusiveness of foreign arbitration decision. Considering the possibility of broad interpretation of this judicial review, one of the conditions of legal distinctness achievement in law enforcement practice is the awareness of both public order clause notion and content and appropriateness of its use by national courts.

We should note that in both Kazakh-

stan and foreign science public order clause is a universally recognized principle of international private law. Besides, not a single country, where application of public order clause is stipulated by the legislation, gives a detailed description of public order. Thus, they either use the term “public order” providing no explanation or use some general guidelines referring to basic law principles, basics of law and order (references to certain national laws). All mentioned above leads us to a conclusion that public order clause meaning has not yet been clearly defined. In connection with that the basic elements of public order are described in literature with consideration to national court practice.

Examining the issue of features and application of applicable imperative norms to foreign elements in court practice, it is necessary to mention that Constitution norms, its corresponding laws, other legal acts, international contractual and other obligations of the Republic, and legal resolutions of Constitutional Court and Supreme Courts of the Republic of Kazakhstan are the active laws of the Republic of Kazakhstan.

Constitution has the highest legal effect and direct impact on the entire territory of the republic. International agreements ratified by the Republic have a priority over its laws and are applied directly, except for the cases when an international agreement specifies that its application requires adoption of a law.

Article 1091 of CC states that rules of section 7 of CC “International private law” does not involve imperative norms of the legislation of the Republic of Kazakhstan, which due to reference to them in the law or due to their great importance for ensuring rights and protected by the law interests of the subjects of civil circulation, regulate certain relationships regardless of applicable law.

This means that even if conflict of

CC laws requires foreign law application, but this law contradicts imperative norms of CC, foreign law will not be applied. Priority of imperative norms over foreign law norms, which are to be applied by the virtue of conflict of laws, is vested in the legislation of a number of European countries (art. 7 of Rome Convention on the law applicable to contractual obligations of 1980, art. 18 of the Private International Law of Switzerland, art. 34 of the Private International Law of FRG of 1986). Such imperative norms include, in particular, consumer protection norms, currency law rules, see carrier responsibility limits norms, antitrust law norms, export and import restrictions, norms, limiting freedom of contracts for the behalf of its weaker party protection, some equity rules, norms, ensuring implementation of the state policy in the sphere of insurance and banking activity.

In accordance with clause 1 article 1091 of CC and due to its special relevance for the interests of citizens and legal entities of the Republic of Kazakhstan or due to a reference made by the court, such imperative norms as basics of civil law (art. 2 of CC), exercise of civil rights (art. 8 of CC), invalidity of a bargain which is deliberately offensive to basics of norms and rules or moral (cl. 1 art. 158 of CC), freedom of contracts (art. 380 of CC) can be applied.

Thus, such imperative norms are applied in special exclusive cases, which can take place during a certain court trial. This is a kind of a safety valve, which is activated when application of some foreign norms application would affect the basics of the legislation of the Republic of Kazakhstan. Conduct of cases with foreign interest is regulated by section 5 chapter 45 articles 413-426 of CPC RK.

The problem of defining the notion of “imperative norms characteristics” is studied in the theory of civil law and procedure, the notion of “imperativeness” im-

plies exact determination of rights and obligations of the subjects of law, i.e. imperativeness, in the first place, depends on the subject of disputable legal relationships, which means one of the parties should be a foreigner, if we speak about citizens, or a foreign enterprise, in we speak about legal entities.

Constitutional Council of the Republic of Kazakhstan explained that foreign citizens also cannot exercise other rights and freedoms, which they cannot use in accordance with the requirements of the Constitution, laws and other normative and regulatory acts, and also in cases, stipulated by international agreements of the Republic of Kazakhstan.

In accordance with art. 3 of the Law “On legal position of foreign citizens in the Republic of Kazakhstan” foreign citizens have all the rights and freedoms, and perform the duties, fixed in the Constitution, Law, and international agreements of the Republic of Kazakhstan, except for the cases stipulated by laws and international agreements of the Republic of Kazakhstan. In accordance with art. 6 of the Law, foreign citizens can be involved in labor activity in the Republic of Kazakhstan on the basis and in order stated in the legislation and international agreements of the Republic of Kazakhstan.

Foreign citizens cannot be appointed at certain positions and be involved in certain labor activities if in accordance with the legislation of the Republic of Kazakhstan appointment at these positions and involvement in such activity are connected with citizenship of the Republic of Kazakhstan.

In accordance with the reciprocity principle the state applies foreign right or determines the amount of rights of foreign subjects depending on whether the other country has established the same principle. This point of view, called public, gives a general description of a notion of reciprocity, but concerning arbitration decisions

recognition it requires certain concretization.

In Kazakhstan, reciprocity means that arbitration decision, taken by a certain country, will be recognized and executed only in case if arbitration decision, which is taken in Kazakhstan and is considered as Kazakhstani, will be recognized and executed in this certain country. In other words, execution of Kazakhstan arbitration decisions in other countries is a necessary condition and basis for execution of decisions of this certain country in Kazakhstan.

We can say that reciprocity is a certain type of “consent” of the executing country for recognition and execution. Such consent can be realized through three channels: bilateral international agreement; multilateral international agreement; on the basis of national legislation.

Article 425 of CPC RK and part 2 clause 1 article 32 of the Law of the Republic of Kazakhstan “On international commercial arbitration” as of December 28, 2004 presupposes that “arbitration decision taken by a foreign country is recognize by a competent court and is executed by execution agencies on a reciprocity basis”. The list of motives for rejection to recognize and execute arbitration decision, stipulated for by the Law of the Republic of Kazakhstan, coincides with the list accepted by New York Convention.

Thus, Kazakhstan recognizes the arbitration decisions taken by the countries – members of the Convention. However, execution of these decisions causes certain problems. International agreements ratified by the Republic of Kazakhstan, have a priority over Criminal Procedure Code of the Republic of Kazakhstan and are applied directly. (cl. 3 art. 3 of CPC RK). Having joined international conventions and agreements, having signed bilateral intergovernmental agreements, our state got obliged to recognize the effect of arbitration agreements and clauses in dispute



settlement order contracts, and also recognize and execute decisions of foreign, international and national arbitration tribunals.

Enforcement of the arbitration decisions requires appropriate instruction of a competent body of the country, where execution is solicited, that is the instruction of the court.

In Kazakhstan as the variety of arbitration decision execution there exist exequatur – appealing to court with a request of recognition and execution of the decision. Herein after consideration of arbitration decision regularity (absence of rejection motives) the court issues a court order – an execution order by the request of the interested party.

Moreover, in accordance with the regulation of article III of New York Convention exequatur is realized in accordance with the procedural norms of the territory, where recognition and execution of these decisions are requested. Herein, the regulation of article 425-1 of CPC RK states that the claimant has a right to appeal to the court with the request of local action concerning arbitration decision enforcement [7].

That means in case of enforcement of the decision taken, say, in the USA as respects to the Kazakhstan resident respondent, in accordance with article 425-1 of CPC RK, it is necessary to go to the court located in the USA.

However, in accordance with article I of New York Convention this decision will be considered by the USA courts as local, not foreign. Besides, the USA court can reject the enforcement of such decision since it should be executed on the territory of the Republic of Kazakhstan. In accordance with this rule, stipulated for by article 425-1 of CPC RK, we can conclude that it occurs only as respects to arbitrations located on the territory of the Republic of Kazakhstan.

Thus, we believe that the regulation

of article 425-1 of CPC RK amounts to nothing the declared principle of recognition and execution of foreign arbitration decisions in the Republic of Kazakhstan.

Kazakhstan recognizes arbitration decisions, taken by the other Convention member state. Consequently in accordance with the Law on Arbitration Tribunals only procedural violations and contradiction to the public order can become motives for rejection of enforcement.

Regulations of article 32 of the Law of the Republic of Kazakhstan “On international commercial arbitration” states that arbitration decision is acknowledged obligatory when a written request is sent to the competent court in accordance with Civil Procedural legislation of the Republic of Kazakhstan [3].

All this arise certain difficulties in determining the competent court which should be addressed to have the local arbitration decision executed. In connection with this we can ask a question: which court can be considered competent when there are several state courts on the territory of a dispute consideration?

These issues have not been yet solved completely by Kazakhstan legislation. We believe that the issues are of considerable importance for the claimant and should be solved by the arbitration that has taken a decision, and not by the local action court, since, if not, the arbitration decision will be changes, which is inadmissible. These and other issues should be solved by making amendments and additions to the legislation, which would regulate the processes of arbitration decisions recognition and execution.

Such decisions execution is regulated not only by the national legislation norms, but also by regulations of international agreements signed by Kazakhstan. Appropriate and exact execution involves considering requirements of not only norms of our legislation, but also norms of international agreements – both multilat-

eral (conventions in the first place) and bilateral, stipulating reciprocal civil, family and criminal assistance by member countries.

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## ARRANGEMENT OF CONTAINER TRANSPORT BY RAILWAY

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Transport development in accordance with the international standards and the advanced technologies enhanced interest of experts in the field of development of transport supply of the materials. Currently, intensification of competition resulted in more careful attention to the level of the service provided. This is growing to be crucial since companies have to satisfy the customers' needs and provide services of a higher quality level to keep existing customers and bring in the new ones under the complex conditions of the today's market.

Logistics approach to railway transport arrangement provides for a new methodology residing in fact that designing an optimum (rational) transportation process must become the basic component of transport. This implies search for the best administrative and technically feasible solutions providing for maximum efficiency of cargo transport from the source of production to the destination point. It bears mentioning that the term "designing", that literally means selection of an intended outline, appears to be rightfully used in the process of inventing not only technical means but transport products as well [1, p. 26].

There is a direct correlation between the railway transportation and production spheres that is determined by effectiveness of speedy cargo delivery at long distances that, in turn, influences labor efficiency, profit margin, and level of work profitability. Concepts of transportation process effectiveness and rolling stock use effectiveness are equated.

The above mentioned gives rise to necessary analysis of the existing methods and technologies of transport network arrangement as well as search for corresponding optimum solutions and devel-

opment of the technologies applicable to the domestic enterprises with due consideration of context of Kazakhstan, their development level and limited resources..

Designing definite routes with cars correspondingly loaded with electro insulating materials to decrease the time needed for delivery to the destination may become one of the most feasible ways of arranging the unified distribution network of two companies. A factor preventing from accelerated development of this area in Kazakhstan is insufficient development of research and methodological procedures in this field.

One of the prerequisites for selecting this topic for research was need for searching for the most efficient ways of arranging the unified distribution network for the companies involved in production and sale of electro insulating materials to delivery goods to the end user within the shortest time possible as well as need for development of methodological procedures of establishing and managing this structure.

Arrangement of logistics and sales stirs immense practical interest. As any other area of expertise and any other technical process, it has a procedure of step-by-step implementation of the process [2, p. 208].

Procedure of any cargo transportation process has three characteristics: breakdown of transport process, coordination and staging, unambiguity of actions. The reason for breakdown of transport process into stages is to define the limits of immanent requirements to staff to follow such procedure in their work. Any operation should ensure approach of a control object to the set goal and ensure transition from one operation to another. The final operation of a stage should serve as a kind of introduction to the first operation

of the next stage. The more precisely cargo transport process description complies with its subjective logics; the higher is the possibility of obtaining the top efficiency in work of staff involved. The procedures to be developed should incorporate requirements of the basic economic laws and, first of all, the law of increase in public labor performance.

Coordination and staging of actions, aimed at reach of a definite set goal, should be based on internal logics of functioning and development of a definite transport process. Procedures are not developed “from scratch”, they are linked with past and future procedures. The procedures in effect today must be grounded on principles allowing its transfer into procedures of future [3, p. 497].

It is noted that a significant number of logistics operations en route of material flow from the original raw material source to the final consumption point involves use of different transportation means. The expenses for these operations comprise up to 50% of total logistics expenses.

Based on their designation, there are two transport groups as follows:

- public transport is a national economy area satisfying needs of all national economy areas and population for cargo and passenger transport. Public transport serves distribution area and population. It is often referred to as arterial (main) system, i.e. principal, basic line in a system, here – in communication lines. Concept of public transport covers railway transport, water transport (both sea and river ones), automobile, air and pipeline transport;

- specialized transport is intra-industrial transport as well as transportation means of all kinds owned by non-transport organizations [4, p. 208].

Let us review railway type of transport more thoroughly. Transportation plays an important role in public production system. Transportation system is a complex aggregate of different, branched

communication lines conditionally subdivided into two types: arterial and intra-industrial. It stands to reason that railway transportation is the leading element of transportation system and takes the top position among other types of freight / passenger transportations.

Railway is the main business component of industrial structure of railway transportation. Its functions include development of target indicators for transport activities as well as financing and development of material and technical base for industrial production unions to ensure proper satisfaction of needs for freight and passenger transportations, increase transportation efficiency due to technical renovation and decrease of material, labor and financial resources.

In transport sphere, the most important factors are observation of railway timetable and schedule and implementation of freight transport plans. Train schedule is a basis in train traffic arrangement; it consolidates activities of all subdivisions and expresses plan of railway operations. The train schedule is a fundamental law for the railway transport workers, and its fulfillment is one of the crucial parameters of the railway operation. The train schedule should ensure satisfaction of needs for freight and passenger transportations, safe train traffic, the most efficient use of traffic and carrying capacity of areas and estimated capacity of railway stations, and rational use of the rolling stock.

Quantity and quality parameters of railway operations are important for understanding of their role and preparation of an optimal development strategy. Besides, they are important for gaining a correct, unbiased understanding of the railway transport position in the general transport system, and, in particular, interrelation of railway and automobile transport.

The following quantity and quality parameters are also taken into considera-

tion in development of transport plans:

- loaded car miles;
- empty car miles (empty car miles

depend on distribution of production capacities over the country; in particular, loading and unloading areas, unequal traffic distribution in different directions, cargo type and profile of a car fleet). Decrease of empty run percentage results in reduction of mileage and work in gross ton-kilometer per transport unit. Therefore, we reach economy in locomotive crew allowances, fuel, electric power supply, maintenance and repair of railway cars and locomotives; we decrease capital expenses needed for the rolling stock and railway network development [5, p. 6].

The quality characteristics are as follows:

- empty run ratio (to reduce empty run ratio, it is necessary to load empty cars following the same direction to the possible maximum);

- empty-loaded run ratio;
- dynamic load of loaded or empty car (dynamic load depends on cargo mix

structure, car fleet as well as millage with small and high loading). Decrease of average dynamic load negatively affects the railway operations; this leads to greater involvement of cars from the operational fleet, and, therefore, greater expenses for their repair and maintenance. To increase average dynamic load and, consequently, decrease the expenses, cars of maximum allowable loading capacity should be used, which would allow to perform transport with minimum operational car fleet;

- average daily car mileage, average daily car performance (decrease of daily performance of operating freight car negatively affects railway operations. To improve car performance, it is necessary to decrease waits and increase car speed, on the one hand, and improve use of their loading capacities, on the other hand; at this, car performance improvement measures should be in compliance with eco-

nomical efficiency of transport staff work);

- interrelation of supplementary run to head run and linear run of a locomotive; average train weight – both gross and net; average daily locomotive mileage; and locomotive performance.

Quality parameters characterize efficiency of the rolling stock based on its loading and working capacities, time and volume of performed work per time unit.

Values of quality parameters depend on technical status of the railways and their companies, use of up-to-day technologies, organization level of traffic, shunting and handling operations, and other factors [6, p. 208].

The peculiar features of such freight and cargo delivery method as container transport include item loading into standard containers to be transported by automobile, railway and water transport.

Containers are metal cases of definite dimensions used to package cargo. They are furnished with all necessary fixtures and accessories for cargo reloading into different transportation means.

Container transport as a shipping method is quite convenient for conveyance and renders it possible for companies to ship different cargoes as small lots of 1.5–30 tons and area of 5–40 square meters.

The advantages of such shipping method as container transport include as follows:

- simplified cargo transfer approval by railway station management, that results in faster shipment of cargoes (the goods might be shipped out the same day when the request is submitted);

- minimum number of cargo handling operations in change of transportation modes. Even when a container is reloaded, the goods are in the closed-type metal shipping package, i.e. the container itself. This results in goods safety in freight operations and makes it difficult for the ill-minded-persons to tamper the container and steal the cargo;

- observation of policy of economy in use of container transport as a shipping method, which remains the most economic freight transportation mode;

- area of coverage of the shipping method (the whole country is covered with road and railway networks which may be used to deliver container cargoes;

- container transport under unified shipping documents but with different transportation modes to deliver the needed goods to the destination (combined cargo transport); and

- global standardization of dimensions and linear sizes of a definite cargo type.

The disadvantages of container transport as a shipping method should be added with some longer terms of cargo loading and shipping. This depends on particular characteristics of gathering and placing the containers in special cars – container cars. There is a special layout of containers arrangement in the car to have center of gravity in about mid-length. Such cargoes are also transported by special trucks – container trucks.

Let us review another type of transport allowable in high loading capacity of the materials to be transported; it is post baggage transport, i.e. railway cargo transport: a post baggage company delivers small and middle lots of cargoes sent with passenger and post baggage trains in accordance with a definite railway timetable with stops at railway stations [7, p. 25].

Post office car is a special railway car designated for transport and processing of postal items. Post office car is usually a part of passenger trains and can go both at a regular speed, with stops at all railway stations en route, and at an accelerated speed (high-speed trains).

Industrial enterprises not only manufacture products of the needed volumes, range and quality in compliance with the customers' requests but also provide for

commercial activity in sale of the finished products; and the role of the latter is being increased, the whole process is growing to become more complex.

Sales activities of an industrial enterprise imply process of market promotion of the finished products and arrangement of commodity exchange aimed at profit taking. Profit resulting from sales is business profit itself. It can be improved provided that the following tasks are completed:

- 1) production capacities are used optimally due to the customers' orders;

- 2) products promotion channels are selected rationally;

- 3) total expenses in products economic cycle are brought to minimum.

The task of selecting distribution channels is the main in development of sales policy and has an increased importance since correctly selected channel helps to eliminate time of the finished products delivery to the customer thus satisfying its needs.

Mostly, production and consumption correlate neither in time nor in space. Thus, no matter how diverse the products qualities are, an industrial enterprise can reckon on a real commercial success only when sales of its finished products are rationally arranged.

Sales activity receives practical approval in the course of time. Eventually, the process is clamped up at effective sales arrangement. Market research involves analysis of several components.

When marketing policy is implemented, and the estimated result is achieved, the company reached its aim and, therefore, it is considered to be effective. When the aims are not reached, the marketing policy needs to be either revised or improved, or refused. Besides, it is important to understand that one of the key factors in sales arrangement and research is planning and forecasting market trends. Arrangement of sales activities involves a

continuous consumer analysis, search for the new customers and satisfaction of their demands, market selection, and increase of sales profitability [7, p. 33].

For a company to gain maximum potential, its managers should act together to thoroughly develop marketing strategy and successfully implement the process in real life conditions with numerous internal and external difficulties. The more sophisticated the strategy is and the more aptly it is arranged, the more chances the company has for gaining a strong market position. Auspicious arrangement of the strategy implementation is not only a passport to business success but also the best examination for the company. It is an ideal that is worth striving for.

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#### FINANCIAL RISKS OF «GREEN ECONOMY»

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Discussions of the concept of «Green Economy» (or «Green Growth») have recently taken an important place in economic literature. This problem has been much discussed in lots of big international forums. However, the issue on per-

spectives, profits and risks of «Green Economy» has raised much to debates.

A great interest to the concept of «Green Economy» is mainly caused by numerous crises that the world has been facing the last few years. They are climatic, ecological, food, financial and economic crises. This has predetermined the necessity of searching for alternative ways of the development. The concept of «Green Economy» is being considered due to a longer-time and wider concept of sustainable development including economic, social and ecological aspects.

This concept generally comprises those sectors of business which production basis is renewable types of natural capital as well as management areas which produce goods (products and services) for ecological purpose. They provide the reducing of eco destructive influence of a human's life-sustaining activities.

It includes:

- scientific products (know-how, data bases, plant varieties, animal breeds, construction and technology documentation, etc.);
- industrial products (cleaning equipment, monitoring systems, waste utilization equipment, effectiveness improving technologies, resource saving, etc.);
- information services (ecological consulting, data collection services, eco auditing, etc.); etc.

There have appeared a number of risks which reduce implementation rates of the «Green Economy» concept. The first risk refers to the fact that it can be applied as a purely ecological concept. The second risk is that similar approaches will be applied to different countries without regard to their specific characteristics. There are also a number of risks regarding a trading regime.

To transit towards the «Green Economy» it is necessary to make drastic technological changes. At the same time, an

overwhelming majority of technological products are produced in developed countries, whereas other countries are in bad need of technologies for solving economic, ecological and social problems. The acquisition of these technologies is concerned with financial risks.

In our country, is being carried out a lot of searching for some new approaches to attract new direct foreign investments. First, it will be necessary to attract advanced technologies and getting the world's experience in innovation development. It is ultimately important for diversification of production and diminishing resource dependence of the country. However, it might increase financial risks.

Transition towards the «Green Economy» will probably cause some changes in the trade structure, which can bring potential economic profits for developing market economies to open new possibilities for exporting. However, it might require production modernization, which bears, in its turn, financial risks including investment and commercial risks in regard to money purchasing power.

A great number of free trade agreements lead to additional financial risks. First, these agreements do not help business much to differentiate between «desirable» and «undesirable» forms of investments in terms of transiting towards the «Green Economy». In this regard, in an investment area there should be such international agreements that would determine investment regulation rules in terms of «Green Economy».

The main topic of the scientific researches in the «Green Economy» area in the country as well as on a regional level includes material recycling technologies, new construction materials and technologies in construction, food production, energy saving, advanced methods in public health service and “green” nanotechnologies.

Let us indicate some basic premises



to the country's transition towards sustainable development and formation of the «Green Economy». The crucial ways of this formation are stimulated by specific development of three key factor groups: human, technological and natural.

Highly-qualified personnel are one of the decisive factors of solving the problem of «dematerialization» of production cycles and product consumption, i.e. diminishing their resource intensity, which makes it less possible to effectively transit toward sustainable development.

Scientific, construction and technological potential can be converted to successful solving of the problem of sustainable development and particularly for ecologization of economy, increasing production effectiveness and reducing resource intensity of life-sustaining systems.

There could be one of the factors in forming premises to the country's transition toward sustainable development. It could occur when in perspective the basis of its natural and resource potential contains renewable resource varieties with active usage of ecological and social functions along with natural resources. The leading sectors of that are organic farming, forest management, recreational complex, tourist sector, and creative economy, i.e. everything that forms the basis of «Green Economy».

There appears a multidirectional tendency of changing social and economic premises for building up the «Green Economy». Amongst the main changes of the kind one can single out the following:

- an increase of the role of people's social needs, which provides a demand for relevant groups of goods (education, science, recreation, sports, art, tourism, creative economy, etc.) and the necessity to expand the production of social and ecological ecosystem services;

- an increase of food shortages (and consequently a price increase of agricultural products) in the world markets,

which stimulates the rise of profitability in domestic agriculture production and the necessity of its transforming into the regime of sustainable farm usage on the grounds of the «soft» use of natural resources based on the processes of self-reproduction ecosystems;

- an increase of demand for ecologically clean food products and for products with ecological purpose, which considerably enhance economic stipulation of organic farming and «Green Economy»;

- a price increase of traditional energy sources, which adds to the potential of profitability in alternative energetics (in production of biogas, biodiesel engine, coalmine methane, wind and solar energetics).

Insurance business based on proper accounting and processing of the information coming from the segments of «Green Economy» market enables to a certain extent to decrease the level of influence of a financial component of all the listed risks.

Let us consider financial risks and the possibility of managing them due to a dynamic econometric model taken as a risk-management component in terms of insurance business in the segment of «Green Economy».

There are five forces managing business competition that can be singled out in insurance business. A variety of interactions of competitive forces on different levels of economy enables to apply a stochastic approach in calculations. Compression of various initial data more fully considers details of risk types of insurance as well as likelihood of insurance cases, which is above all necessary for a successful competition, e.g. price competition [1, 2, 3].

In a general case, the calculation of insurance rates is related to the activity sphere of actuary mathematicians that are specialists in the area of insurance and financial mathematics and is also considered an independent scientific trend.

For mass risk types of insurance, average estimates give good results. Unprofitableness of the insurance sum is often applied as a sufficient value in calculating tariff net-stakes. In practice, when calculating insurance rates it is also possible to apply complex mathematical models in terms of distribution laws in describing characteristics of stochastic variables. Thus, amounts of insurance payment of certain risks and portfolio on the whole, their occurrence frequency and others can be the values. For instance, to characterize distribution of the number of portfolio payments binominal distribution and the Poisson distribution are frequently applied. When estimating the amount of insurance payment such varieties of distribution as exponential, G-distribution and Pareto distribution are applied [4].

The analysis of practical techniques and theoretical investigations of the issues on optimal business planning of insurance companies operating in the «Green Economy» segment has shown that it is possible to single out three the most important interrelated problems requiring simultaneous solutions. Firstly, it is imbalance in the level of planning and estimation values of insurance companies' activities. Secondly, it is imbalance in the level of calculated rates of insurance statistics on which basis planning and estimation indicators are formed. Thirdly, it is a non-optimal value of investment and innovation activities performed in insurance companies in terms of «Green Economy» providing for the levels of calculated, planning and estimation rates.

In accordance with the determined problem, which solution substantially lessens a negative influence of the listed moments, it is suggested to make business planning in the following way. In insurance companies having a significant segment of «Green Economy» in their portfolios it is necessary, on the basis of really identified reserves, to provide measures of

planning and estimation rates in terms of optimal calculated rates of insurance statistics at the necessary costing minimum to implement investment and innovation activities of «Green Economy».

For the determined goal to achieve, a positive result can be gained in terms of the real data processing in insurance companies due to the method of series connection of principal components, component regression, linear component programming and optimization models of investment costs on the initial factors-arguments of insurance statistics.

In order to solve the problem of cost minimization of investment and innovation activities it is necessary to know how primary calculated rates of insurance statistics influence final planning and estimation rates applied for characterizing the value of an insurance company. In the mentioned case we suggest applying a method of principal components which along with all listed methods enables to considerably increase the reliability of estimates as it has a number of advantages [5, 6].

The feasibility and expediency of using the suggested calculation apparatus are due to the characteristics of the principal components. These include absence of correlated connection among them; compactness of the information given; correctness and relative simplicity of economic interpretation of principal components; their subordination to the law of normal distribution. These properties enable to apply an apparatus of regression modeling. The application purpose of the given apparatus is gaining analytical dependencies of the insurance rate system forming gross premium not from initial factors-arguments but from the gained principal components, which provides the following advantages of principal component regression:

- an orthogonality component enables to gain independent regression coef-

ficients with “correct” marks;  
 – compact information submission in principal components enables to considerably reduce the number of regression coefficients in contrast to the regression on initial factors-arguments of insurance sta-

tistics and to provide more in formative-ness of the regression coefficients.

In a general case, for i-index forming gross premium along with the others, a regression component equation takes the following standard form:

$$A_i = b_{oi} + \sum b_{ij} \times Z_j \quad (1)$$

where  $A_i$  – an insurance statistics rate forming gross premium along with the others;  
 $b_{oi}$  – an absolute term of a regression equation of i-insurance statistics rate;  
 $b_{ij}$  – a regression coefficient at j-principal

component;  
 $Z_j$  – j-principal component characterizing a conceptual whole of insurance statistics.  
 A component structure can be given in the following way:

$$Z_{jk} = \frac{1}{\sqrt{\lambda_j}} \cdot \sum \left[ (x_{ek} - \bar{x}_e) \cdot \frac{1}{\delta_e} \right] \cdot \tau_{ej} \quad (2)$$

where  $Z_{jk}$  – an index of j-component in k-observation point;  
 $\lambda_j$  – an eigen-value of j-component;  
 $X_{ek}$  – a value of e-factor-argument in k-observation point;  
 $\bar{x}_e$  – a mean value of e-factor-argument;  
 $\delta_e$  – mean-square deviation of e-factor-argument;  
 $\tau_{ej}$  – intensity used by the factor-argument to enter j-component.

acts as an objective function of the optimization problem. In this respect, the levels of insurance statistics calculated rates obtained from the equations of principal components being parts of a criterion component equation become quantitative characteristics of the main investment areas in an insurance company and determine their priority.

Such approach to forming investment and innovation activities provides for achieving the given values of specific insurance statistics rates but not their increase in general.

Further, a criterion index optimization problem is solved. Level correlation and balance of other insurance statistics rates are provided by including them as constraints into the model of this problem having the following form:

Methods of expert analysis are applied to determine the structure of the indices. To determine indices which do not belong to one of the alternatives an apparatus of variance analysis is applied.

Upon processing initial information it is possible to obtain regression equation systems for indices forming gross premium. In this case, a gross premium calculation model chosen as a criterion index

$$\begin{aligned}
 &\text{to maximize } \Delta A^0 = \sum_{j=1}^n b_j^0 \cdot Z_j & (3) \\
 &\text{under constraints } \sum_{j=1}^n b_{ij} \cdot Z_j \geq d_i \\
 &|Z_j| \leq \mu_j \cdot \sigma_j \\
 &0 \leq \mu_j \leq M \\
 &|Z_j| \geq 0
 \end{aligned}$$

where  $\Delta A_0$  – increment of an optimal criterion index;  
 $b_j$  – a regression coefficient of j-principal component in the model of a criterion index;  
 $d_i$  – a level of i-insurance statistics index;  
 $\mu_j$  – a variation coefficient of j-principal component;  
 $\sigma_j$  – a mean-square deviation of j-principal component.

relation of insurance statistics calculated rates is made. The task lies in a joint solution of principal component linear connection equation systems and insurance statistics calculated rates. As an objective function in an optimization problem of calculated rate levels there perform additional investments which are necessary for increasing competitiveness of an insurance company operating in the «Green Economy» segment.

Due to the developed competitive environment for an insurance company operating in the «Green Economy» segment a criterion index choice can vary.

Such approach provides an insurance company's orientation, in other equal terms, to implement investment and innovation activities performed in a resource-saving regime. A risk-manager of an insurance company assumes a key role to make management decisions based on the obtained marginal values.

A joint resolution of the given optimization problem enables to obtain optimal, in terms of the given constraints, values of principal components  $|Z_j|$ . It makes it possible to move to the next step of the calculation procedure. On this stage, cor-

A mathematical setting of such problem is formulated in the following way.

$$\begin{aligned}
 &\text{to minimize } D = \sum_{l=1}^m c_l \cdot \Delta X_l & (4) \\
 &\text{under constraints } \sum_{l=1}^m q_{jl} \cdot \Delta X_l = Z_j^* \\
 &|\Delta X_l| \leq \mu_l \cdot \sigma_l \\
 &\Delta X_l \geq 0 \\
 &q_{jl} = \frac{v_{jl}}{\sigma_l \sqrt{\lambda_j}}
 \end{aligned}$$

- where  $\mu_e$  – a variation coefficient of e-factor-argument;
- D – a value of additional investments for investment and innovation activity implementation in an insurance company operating in the «Green Economy» segment;
- $q_{je}$  – an input coefficient of e-factor-argument into j-principal component;
- $\Delta X_e$  – increment of e-factor-argument value;
- Ce – cost coefficients per a unit of a corresponding factor-argument.

If  $\Delta X_e$  equals to zero, insurance business in the segment of «Green Economy» is set up on the initially achieved level and is not expanded. However, a set of investment and innovation activities must be directed for providing expanded reproduction in terms of competition, i.e. for supporting the growth of all insurance statistics rates by means of using a certain amount of financial, material, labor, informational and intellectual resources. In terms of the price-based competition it is necessary to make such amount of means providing, however, the rate of growth given in an insurance company's business plan as little as possible.

On the final stage of the procedure of developing an insurance company's innovation politics in the segment of «Green Economy» a purposeful selection of activities for reaching the calculated levels of insurance statistics rates is made. Though, it should be noted that an activity selection area tapers as far as considered stages are implemented. Thus, on the first stage an activity selection area was confined by the information which was in the criterion index equation forming gross premium with due regard for a possibility to implement innovation politics in the segment of «Green Economy». Insurance statistics calculated rates being components of a criterion index equation perform an activity selection function on this stage.

On the second stage more tapering in the selection area of investment and innovation activities of the «Green Economy» segment is achieved, however, not mainly in terms of detailing their qualitative content but by way of determining the possibility to develop a real volume of investments for an insurance company in order to provide reaching the levels of insurance statistics rates according to the model.

The given information is necessary for a final formation of the implement content and amount of each of the investment and innovation activities.

The main stages of the procedure of planning investment and innovation implement in insurance business of the «Green Economy» segment.

A suggested procedure is carried out in accordance with the scheme of transition from the correlated and balanced levels of insurance statistics planning, estimating and calculated rates to the purposeful development of investment and innovation activities. The procedure includes the following stages of its implementation:

- a choice and grounds of priority directions in a competition strategy of an insurance company in the «Green Economy» segment;
- correlation of a company's insurance statistics planning, estimation and calculated rates in terms of constraints of financial, material, labor, informational and intellectual sources;

To develop the first stage of the procedure in regard to the determination of priority directions of innovation and investment activity implementation in an insurance company operating in the segment of «Green Economy» it is necessary to solve the following interrelated problems:

- to determine the content of planning and estimation rates of an insurance company;
- to justify the content of insurance

statistics calculated rates determining the level of planning and estimation rates and putting them into sense-groups;

– to determine a criterion planning and estimation rate based on the analysis of an insurance company's competitive state;

– to determine priority directions in a competition strategy of an insurance company operating in the segment of «Green Economy».

Methods of an expert analysis including direct estimation of values according to the two-step measurement scale are applied to solve problems of the first stage. To determine a group of rates which do not belong to any of the alternatives an analysis of variety is applied. As a result, a group of planning and estimation rates characterizing principal activities of an insurance company operating in the «Green Economy» segment is determined. The total number of insurance statistics calculated rates makes a great deal more. They are divided into sense-groups according to the features of economic community, exogenous and endogenous regarding specific terms of an insurance company's activity and further characterize principal components.

A choice as one of the criterion of planning and estimation rates is made on the basis of an economic analysis of an insurance company's activity taking into account compulsory satisfying of the terms of its consistency with the system of other planning and estimation rates, which is fulfilled in the process of the further solution of the optimization problem. The solution of the last problem of the first stage being considered is made due to the apparatus of a component analysis and a correlation-regression analysis of principal components.

On the second stage of fulfilling a planning procedure in insurance business serving the segment of «Green Economy», the problem of one of the planning and

estimation rates (criterion) is solved. Correlation and balance of the levels of other planning and estimation rates are achieved by means of including them as constraints of the model.

The solution results of this problem enable to obtain required and optimal, in terms of the given constraints, rates of the principal components  $|Z_j|$  which makes it possible to turn to the next step of the second stage of the procedure – to the agreement of the calculated rates of insurance economy.

The problem is in a joint solution of linear connection equation systems of principal components and calculated rates of insurance statistics. Additional investments perform an objective function of optimization of the levels of calculated rates.

The problem of the third stage lies in a purposeful selection of investment and innovation activities for an insurance company operating in the segment of «Green Economy» in order to reach calculated levels of its activity rates.

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## **THE STRATEGY OF BANK AS A CONCEPTUAL COMPONENT OF ITS ACTIVITIES**

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Currently, banks are the center of finance capital in the market. The nature of the banks, as a special financial institution, is defined as at least three groups of traditional banking operations, which only they can perform for their clients in the aggregate. They are opening and maintaining bank accounts; attraction of money in deposits (acceptance of deposits); placement of attracted and own funds on their behalf and at their own risk under the terms of repayment, urgency (granting loans) [1].

More detailed approach to this concept is needed in modern conditions of economic development and consideration of the object of bank management should be considered on all sides.

Every single bank is a system of interconnected elements, such as organizational structure, functions and activities, information technology and personnel, work processes taking place in the bank. The management system is the organizational interconnect structure. However, the ideal picture is not presented, this system does not always work in some Kazakh banks, therefore, the question is about the effectiveness of the bank.

In our opinion, the above approaches to the definition of the bank as a control object are not entirely clear. It is important to include not only the operations performed by the bank into this concept but the mechanism of the organization of bank management, bank employees, organiza-

tional structure, strategy and tactics of the bank, which will be reflected in its work as part of economic modernization of economy of Kazakhstan.

In this article, we will address the issue of strategy of the bank, as a conceptual component of all its activities.

Goals and objectives of the bank, ways of achieving the intended direction and development of the existing to the selected target state are defined in the strategy. The chosen strategy should be focused on new market future products, potential new risks that arise at all levels of the bank, a new organizational structure in a modernized economy. That is the strategy will provide the foundation for all of the bank's management, as detailed and comprehensive and integrated plan that provides the mission and goals of the bank.

The strategy is most often developed and approved by senior management of the bank, however, it is not the right approach. Implementation of the strategy involves the participation all levels of the bank in this process, respectively, its foundations should be formed and be specified at all levels of management. In addition, the strategic guidelines should be confirmed and substantiated by analytical data, especially this thesis acquires relevance in a systematic modernization of the economy, where it is important to know not only their competitors, but also its al-

lies in achieving state goals [2].

The Strategic Plan provides a long-term program of development, so it should be holistic and at the same time be flexible enough because conditions of the bank and its orientation in the market may change in the conditions of the modernized economy. The choice of strategy also defines the policy of hiring and managing staff. Bank, following the chosen strategy, begins to attract a certain type of workers, to manage own and borrowed financial resources and in the chosen direction. In the

context of the modernization of the economy, it is important to determine the bank's development strategy as focused on the goal of modernization, financing high-tech and innovative projects, giving preference to lending not only small and medium, but also big business, to encourage young scientists and the sphere of material production.

The structure of strategic management is characterized by the following elements, presented in Figure 1.

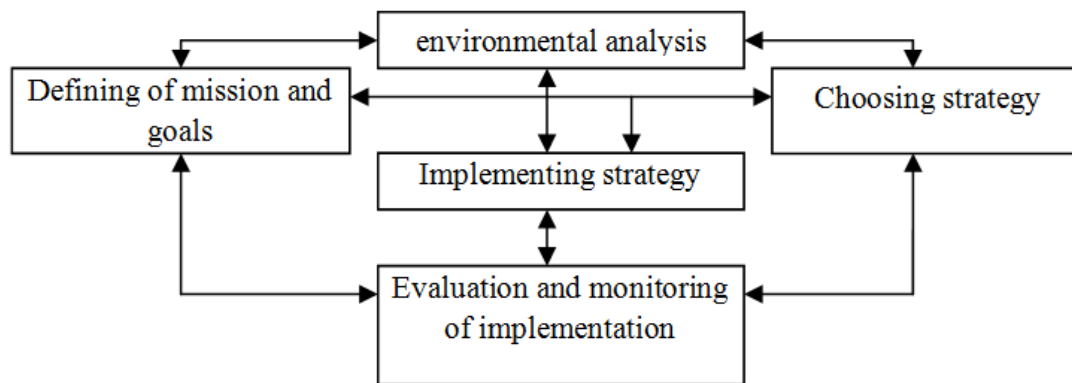


Figure 1 - Structure of Strategic Management by data [2]

It is also possible to define some of the basic provisions of the strategy of the bank (Figure 2).

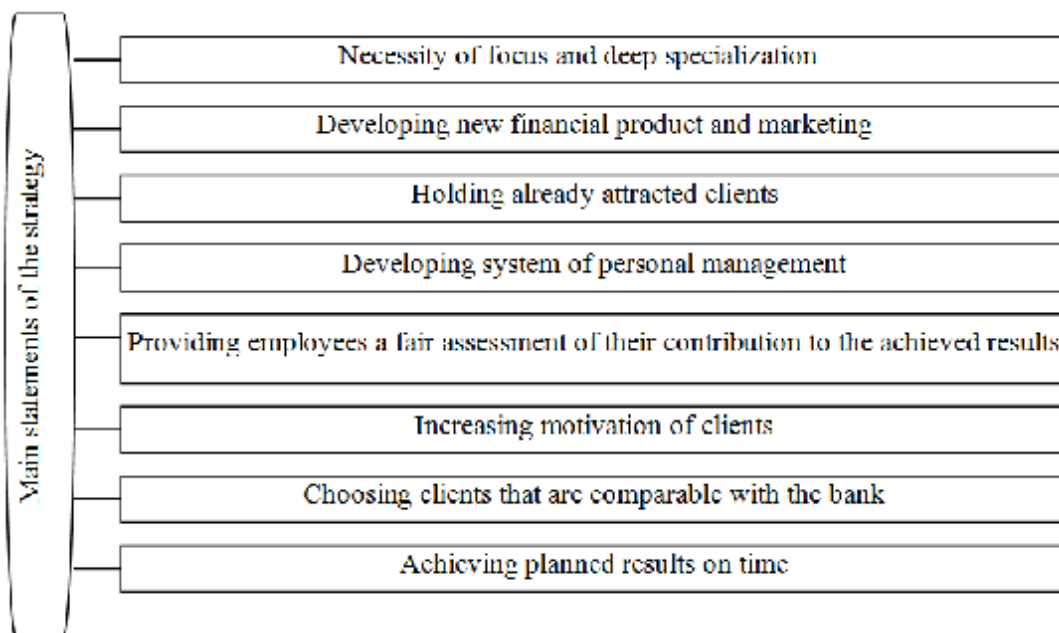


Figure 2 - Summary of strategy [compiled by the author according to the source 2]



The need to focus and deep specialization can be represented as follows: it is important to raise the level of interaction with customers. In the context of the modernization, large industrial, processing and construction companies that require funding for their projects become customers of the bank. In these circumstances, it is important for bank to rely on large-scale financing projects, to prepare specialists, analysts, who could undertake a risk assessment of each investment, and for this they must be sufficiently competent not only in the field of financial relations, but also in the production plan.

Under this principle, it is possible to focus efforts of the bank on specific customer channels. This is groups of customers with similar demands or sectors of activity.

Most often, banks work on a system of traditional marketing with a focus on the sale of specific financial services. However, there is such a thing as a marketing channel, which involves the study of the information environment of the selected preferred client channels. It implies the supply of potential customers information about the bank, its strategy and readiness to finance planned projects, regardless of project size. This creates an aura of large-scale bank and financial strength.

The other side of this issue is focused on the realization of awareness of the needs of a large client. Here it is not so much about the orientation to the needs of the finance function, but rather on production and material divisions - sales department, procurement, and logistics. This approach is dictated by the fact that it is necessary to control not only financial risks but also pay attention to the specific problems of production and construction. That is, the bank will build a pricing strategy, focusing not only on the general market situation in the banking market and the competition in one form or another of lending, but take into account the real

needs of customers, taking into account the price of loans of only those banks that matches the client channel selection [3]. Returning to the question of modernization, it can be assumed that not only the individual firm and the company will face a number of new problems and needs, but also government agencies may have finance help from banks.

This implies the second element of the strategy of the bank. It is development of new financial products and marketing activities to promote them.

As already mentioned, it is important to remember about your competitors, so you need to "know in person" banks that operate with the same client channels. Large-scale projects dictate financial institutions to reflect the introduction of new products. It can be contract with a major leasing company or development in this market niche by itself or the introduction of financial advisory companies help in choosing the loan program and assist the company in the event of difficulties with payment of the loan.

In the modernized economy, banks must have a sufficiently large amount of money to fully fund this or that project. To do this, it is important not to lose customers, investors, attracting them favorable interest rates, with all sorts of discounts, sweepstakes gifts, benefits and discounts, etc. There is often a situation where banks lose relationships with customers, which trust bank to manage its financial activities. It happens because there is a lack of centralized accounting system of relationships with customers in the bank. That is, the bank is not able to organize their clients, encourage them, etc.

Third principle strategy follows from these provisions. It is directing the work of the bank on hold regular customers of the bank by providing them with all sorts of privileges and prediction of their future needs.

Modern banks base their organiza-

tional structure along functional lines, that is, each unit implements entrusted part of work. In this case, each unit works with individual client to the extent of his needs and the amount of needed services. For example, a client may be a major contributor, and deposit department refers to him as a vip-client, while another division of the same bank considers the same as an ordinary customer. In such situation, the overall quality of customer service decreases and the customer can leave the bank. There is another side of client relationships that should be regulated. The client may be uncomfortable or inconvenient contact with different managers of the bank on various issues. It is more convenient for particular company or individual client to communicate with one representative of the bank, which will be able to give the necessary advice on the different areas of customer service. As already mentioned above, custom channels for banks will be formed in the modernization and one manager will be able monitor and adjust the work of the bank on each group of similar customers or with each company and do work only with it. That is necessary to create a sort of institute of personal or corporate managers.

This implies the following strategy of bank - system of personal or corporate management for the industry as a whole, the client audience that are arranged on a specific feature or for individual clients.

Indeed, it is important to remember that production staff and information is the main factor of the sphere of immaterial. Truism of HR states that employees, regardless of their location in the bank should be interested in how to effectively carry out their work for the benefit of the bank as a whole. In addition, the bank should be interested to retain valuable employees, as some customers may leave bank with the departure of the employees of bank. It takes significant portion of time and money for searching for a new em-

ployee.

The fifth component in the formation of the bank's strategy is guarantee employee a fair evaluation of its contribution to the bank's results, therefore, material rewards and career growth.

In the context of the modernization of the economy, when more and more attention is paid to the concept of investment, it is important to position the bank as an investment institution, focusing the state and leading enterprises on the capability to finance the planned events. If the bank considers to finance the modernization processes in the economy, then eventually it will establish a clearly developed technology of project financing, whereby the costs will be reduced and the possibility of establishing for major clients competitive rates will rise.

Reasonable rates for both parties are good incentive for companies to establish long-term relationship with the client. If the bank is committed to funding innovative projects, then the product specialization can be supplemented with favorable conditions for specific individual enterprise, as well as for the entire customer lines operating in this area. Consequently, the contribution of the bank in the development of one of the priority sectors of the economy increases significantly.

The next requirement of the bank's strategy states that it is necessary to increase the motivation of customers by providing a selected bank services at competitive conditions. It should be noted that communication between the bank and the customer must be affiliated in the modernization of the economy. That is, the relationship should be based not "top to bottom" but on an equal footing. In this case, the bank should not take precedence over the client and dictate its terms. Relationships are becoming partnership, which leads to their longevity, which is important for the bank. As lack of customers is a direct threat to business and development of

not only the bank, but also the goals of modernization.

It is important to select customers based on the possibility to match the scale of clients' business with the bank itself in order to implement this principle. That is, if the client is a fairly large and his project requires a large initial investment, the bank must not yield to the scale of such customer. Only then the relationship will be based on partnership.

Any bank plans to successfully develop and establishes the scope of its activities at the beginning of his work. Emphasis should be placed on the major banks, such as "BTA", "Kazkombank", "Bank Center Credit" within the modernized economy. The scale of the bank is important for both staff and clients of the bank, as it plays motivating role for staff and it is an indicator of the reliability of the bank and another criterion for establishing partnerships.

Hence the eighth positions of strategy formed - setting the scale of business to increase the rating of reliability and stability, improve the bank's reputation.

The bank, which will be able to develop an appropriate strategy and develop primarily those areas that will be relevant in the circumstances, will have competitive advantage in terms of modernization. It is important to remember that the environmental conditions could be changed. Also do not forget about the foreign competitors. Therefore, a large role will be assigned to the bank's ability to change the strategy in response to the changes and update the structure.

It is important to note that any employee of the bank should be familiar not only with the strategy, but also he should refer to it in carrying out a work. Each employee of the bank should be guided by the strategy in decision making, in the performance of duties, in the event of disputes. The strategy should be clear to all employees without exception, to answer

the question how it relates to the activities of all divisions of the bank.

When the task is strengthening the bank's position in the market, strategy should serve as a tool of corporate governance in the context of modernization of the economy. If the bank has built its strategy in such way that it is clear for the owners, board members and customers, while strictly adheres to it, then there is no doubt that this fact will be fundamental in choosing financing business partner.

Let us consider the system of strategic management.

Banking strategy can be defined as a set of actions aimed at achieving a sustainable competitive advantage of the bank.

Set of actions includes the following decisions:

- selecting a strategic position;
- identifying one or more sources of competitive advantage;
- development of the business concept;
- creating systems of interaction with the consumer [5].

Strategic planning should include the development of a strategic vision and development strategy. The last one includes:

- 1) development of strategic planning elements (goals, indicators, projects, budgets, etc.);
  - 2) development of strategic plans and objectives;
  - 3) the development of a balanced scorecard (BSC);
- distribution of indicators on business processes;
  - business planning and strategic budgeting [6].

When the bank starts the implementation of the strategic plan, management should take into account the motivation of staff to implement the strategic objectives, correctness of project management and business processes in the implementation

of strategic goals, completeness and correctness of the necessary resources, control over management decisions and operational implementation of the tasks at all levels of management. It is important not to lose control and regulatory measures aimed at changing the parameters of action under varying conditions.

The following structural units of the organizational structure are engaged in the implementation of all the above activities:

- The Board and the owners of the bank.
- Division of Strategic Planning.
- Economic planning unit.
- Organizational unit of Corporate Development.
- Project Office.
- Strategic Committee.

The strategy was taken into accounts at first in the concept of strategic management, developed several decades ago on the basis of postulates that reflect patterns of the period of "sustainable growth". Also it was considered as a plan, a detailed program of action, based on the choice of one of their well-known "standard" strategies.

However, this approach requires a vast array of information processing within the global crisis - moreover no guarantee of success. Nowadays set of strategic planning procedures, that was made several decades ago, does not bring the expected results. Therefore, there is no consensus on the methodology of strategic planning in modern economic science.

Give several authoritative statements of the western authors in support of this statement:

- "there is dissatisfaction with the static equilibrium and analytical scheme proposed by the economic theory of industrial organization, which dominated much of the work on the business strategies" (Grant 1991) [7];
- "the experience of recent decades has shown that up to three quarters of the

effort invested in strategic planning, were completely unsuccessful, ... over the past twenty years, the most successful companies in the USA did not have any of the "typical" competitive advantage" (Cameron, Quinn 1991) [cited by 8];

- "strategic planning loses its meaning in a dynamic environment, where key conditions for survival are flexibility and ability to quickly respond to instantly appear and disappear opportunities" (Mintzberg, Quinn 1998) [9];

- many different approaches to understanding the strategy was proposed, there was even developed their typology. Mintzberg has devoted her entire book review, highlighting ten different "schools of strategies" [10].

- but in the end "all this has led to displacement strategy of the companies" (Porter 2004) [11].

The last M. Porter definition strategy is:

"The strategy is search and development of the individual, unique way of competition; develop special kind of value (goods), rather than an attempt to produce the same kind of value (goods) just better; endless process" [11].

Thus, the choice of strategy is the choice of the direction of the myriad of options ("strategic alternatives"). This choice must be done necessarily. Of course, the selection a list / classification of possible "coping strategies" can be created in order to facilitate the choice. But it is not necessary to adhere once someone compiled list.

Because the strategy is, first of all, unique mode of action, a set of rules for decision-making (and subsequent programming), which the organization is guided in its activities. The main value of the strategy is its uniqueness, that no one had gone that way. Its developing is implementing "here and now". "Yesterday" and "tomorrow" for optimal organization have been and will probably be completely

different strategy; and it must begin with an understanding of their own, individual and unique list of alternatives of choice.

The information base for strategic management of the global crisis becomes:

- no analysis of the development of the market in the past (trends and tendencies of previous years can change its direction at any time);

- but analysis of future: risk assessment in the creation and promotion of various variants of the new product, based on an analysis of its specific properties.

In modern conditions, the development of strategy of the organization should be understood not as the development of "a clear program of action" (use of information technology and special software enables to automate this process), but as inventing a new set of rules for decision-making, a set of alternatives to select unique mode of action. For example:

- new product, as an individual, unique way of competition;

- new organizational system (corporate culture, the internal environment of the organization), which would provide timely, dynamic and painless change of these new products, strategies which are based on risk monitoring (Project Risk Management).

The information base of strategic management in the modernization of the economy should not be an analysis of past experience, because the market trends and the situation can change (as well as modernization - the way toward the new economy), but the forecast of the future: risk assessment in the creation and promotion of various new options products based on an analysis of its specific properties.

In terms of modernization, selection of the bank's strategy should be based on the development of a unique product or a new approach to the management of the system of bank management.

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**GLOBAL INTEGRATION AS A BASIS FOR EFFECTIVE TEACHING  
TIME MANAGEMENT OF MODERN SPECIALISTS**

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The task of management in the XXI century - learn how to manage the effectiveness of management and creative work.

Peter Drucker

Choose the right time - it means to own life. Untimeliness is disastrous.

Francis Bacon

How to do everything? How to prioritize own activities? How to find the time to perform the tasks of management and other force majeure? What tasks can be delegated? Modern specialist frequently faces with these and many other questions.

All have the same opportunities. All have given exactly 24 hours a day. But why does employee "X" manage much more work than staff «Y» and «Z» together?

It is important to learn to effectively manage own time resources at the initial stage of work.

There is a problem of lack of resources in any developing system (from the body to the organization). Exactly time has always been such a scarce resource. Modern management becomes a kind of peculiar and fine art to outpace the time, wherein in any form: from anticipating events and the ability to predict the situation, to construction and planning of complex systems of the time management.

The skills to effectively organize time at all levels (individual, team and corporate) are critically important in a constantly changing market conditions (both international and local), and constantly growing competition.

The relevance of the topic is determined due to an obvious need for effective time management in a dynamic modern international economy. Time management

(or self-organization), on the one hand, is an effective technology of organization of personal work; and on the other hand, it is the vital concept of a man that believes that he must not waste non-renewable resources of his time, and ultimately his life.

If we talk about the idea of time management, it can be assumed that it exists only as long as humanity exists.

The modern discipline of "time management" has grown into an independent branch of the organization management by the end of the 60s of the twentieth century. Time Management is a set of technology of work planning that a person independently applies to improve the utilization of his working time and to improve the monitoring of the increasing number of all kinds tasks.

At a present, a large number of commercial organizations have the important task of introducing of time management technology. The following factors are the reason for this:

1. The trend of changes in the social and economic environment of the market dictate the managers of commercial companies the necessity to review upward the role of self-control (and independence) in decision making, placement of clear priorities in the organization and planning staff, as well as their own.

2. There is an acute problem of increasing the efficiency of the staff in the

organizational system of modern commercial enterprise. The role of intangible assets such as intellectual capital, employee loyalty to the organization or employer, the possibility of creativity and self-expression in the labor force is increased. In this aspect of review, the independence of the employee in the organization of his work becomes more urgent.

3. At the moment, the system of relations "employer - employee " goes to a conceptually new stage of development. Role of the individual employee increases in organizational system. Introduction of time management technology helps to create a pleasant psychological climate and comfort, gives him a "moral" freedom; at the same time for the benefit of the employer - a significant increase in efficiency, speed and performance of staff at all levels of the organizational structure.

Quality practical skills to effectively organize own time (both working hours and private), the ability to skillfully coordinate actions with actions of others for the performance of work tasks is one of the fundamental competencies of the modern professional, specialist, managers, head of department, and leader.

Unfortunately, the modern model of education in Kazakhstan does not imply practical training time management of any

school or university. People have to learn one of the most important social and professional skills either "instinctively", adapting their life and social experience to the problems of the business environment, or simply work without knowing the basic tools of self-organization.

The market situation has changed for the better in recent years, primarily due to the wide dissemination of and demand for seminars and workshops on time management in a corporate environment. National time management school was formed at the turn of 20-21 century, which absorbed the best classical Western approaches and propose a number of authentic foreign developments, adapted to modern realities of our lives.

It would be a mistake to think that the nature of the lack of time the employee is organizational. Lack of time is more psychological problem. The individual has no clear understanding about his purpose, the person is not enough self-assured, he will not be able to prioritize, so he has a lack of time.

Thus, you can save time by setting priorities. Eisenhower Matrix or Eisenhower Principle is a method of prioritizing the use of which allows you to emphasize important and essential things and decide what to do with the rest.

	Urgent issue	Non-urgent issue
	1	2
Important	Crisis solving Urgent tasks Deadline-driven projects	Planning for new projects Evaluation of the results Preventive measures Fence-mending Defining new perspectives, alternative projects
	3	4
Unimportant	Interruption, breaks Some calls Some mail Meeting Urgent materials Outdoor activities	Routine work/Trivia Some letters Some calls "Time wasters" Entertainment

Figure 1. Eisenhower Matrix (examples)

It is believed that the 34th US President Dwight Eisenhower proposed it and did the standard of his work. Eisenhower had identified the following four categories of cases according to the criteria - the importance and urgency:

1) Important and urgent.

The things should be done immediately.

2) Important, but non-urgent.

The most "offended", the most infringes cases related to own development, training of employees, and so on. Often the case of type A is due to neglect the affairs of type B.

3) Unimportant, but urgent.

These cases are very fond of masquerade case A. The person can confuse the urgency and importance: any urgent is automatically considered as important. The case "C" basically creates an atmosphere of continuous crisis management, rush, and bustle.

4) Unimportant and non-urgent.

These cases need to be "financed" as a residual. But they are often enjoyable and interesting, so they begin the working day, killing the best working hours.

So what is the main feature of learning practical skills of time management? Paramount, this feature is that the art is to have time to pay attention the most slowly learned skills that require painstaking daily system work. In real time, directly on the lectures, seminars and workshops, it is very difficult, almost impossible to achieve development of skills as opposed to training on «presentation skills» (ability to speak in public), «negotiations skills» and even «selling skills "(salesmanship), where it is partially possible.

Another feature is that the majority of adults, with established certain life and professional experience and education, has some illusion that they have already known a lot about time management. In addition, further complicating situation, they have already used all they need in

their practice.

The illusion is a perfectly natural, because most corporate employees are well known truths that:

- plan a day,
- conduct daily,
- structure different information (moreover, they have already used these or other methods of self-organization).

Only professional look of professional time management can see that methods, techniques, time management tools are often used haphazardly. Their combination may be unworkable or simply not optimal. Declaration of the participants about using of certain time-management technology and reality do not always coincide.

It is possible to identify six principles of the system of time management by using the methodology of S. Covey:

1) coherence is the interconnectedness, the unity of all elements of an individual TM system (by Covey: unity between the vision and mission, roles and objectives, priorities and plans, desires and discipline);

2) balance - a "balance" in this case refers to a harmonious distribution of time so that it is sufficient to achieve important goals in various spheres of life (family, work, health, etc.);

3) focus - it is necessary to keep in mind the crucial importance of types of activity of "second square" for life and focus primarily on such matters. To do this, Covey suggests focusing not on daily planning but weekly. Weekly planning allows to reserve large enough periods of time (half - day) for important, but not urgent matters;

4) humanity - time management is focused on the "accuracy" in the schedule and subordination in relations with other people.

If communication with the person is out of the scope of the set schedule, but it helps to create deep and full relations,



people should not feel guilty;

5) flexibility - our plans are our servants, not masters! Plans should be comfortable for us, matching our own habits, work style, life priorities, etc. If necessary, you can change scheduled without much work;

6) compact - tools for planning and control of time (e.g., organizer) should be compact and easy to work in any "field" conditions. Such portability will help us to keep all important ideas, timely fixing it.

The Covey time management system consists of two sections: a strategic long-term planning and weekly short-term planning. Long-term planning takes place in the following sequence: individual "mission" of personality - the role - the goal. Short-term planning is presented as follows: current role - tasks - weekly plan - the daily execution of the plan and delegation.

Currently, the main limitations of the most widely used system of self-management, generalized named "classic time management", include: rigidity of planning, inadequate dynamically changing business environment with a high degree of uncertainty. The existing system of technology implementation and application of methods of self-management in the corporate context, needs to be improved and developed in order to achieve the goals of turning techniques of time management into the part of the management of the organization, its development and increasing efficiency.

In conclusion of all the above mentioned, we can conclude that employees and employers of truly modern Kazakh enterprises (including educational institutions) have a task of correcting mentality adaptation (especially psychological) to the temporal reality, which is established in their organizations, on the characteristic of their organization market, the country's economy in the world economy as a whole.

Systematic, regular, deliberate work for establishing and improving time-management skills leads to the creation of a very special climate efficiency in the company. People feel more comfortable, pressure press of hard deadlines reduce, the whole activity of the staff becomes more conscious and predictable, motivation of staff noticeably grows, the interaction of people within the team and between the different units is greatly improved.

We cannot chase time. Time is a kind of constant, which we cannot yet influence. It is necessary to improve own personal effectiveness, that is, not to manage time, but govern oneself. Thus, we can increase the amount of beneficial actions per unit of time.

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## **EURASIAN ECONOMIC UNION AS A FACTOR OF ECONOMIC GROWTH**

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Eurasian Economic Union (EAEU) is an international integration economic union established by a treaty which was signed on May 29, 2014 in Astana and came into force on January 1, 2015. The union includes Russia, Kazakhstan and Belarus. Also, another country that signed the treaty to join the union in October 2014 was Armenia; and on January 2, 2015 the treaty came into force. In addition, the Republic of Kyrgyzstan, which signed a corresponding agreement at the end of December 2014, is likely to join EAEU in 2015 (<http://www.kursiv.kz>).

EAEC is based on the Customs Union of the Eurasian Economic Community (EurAsEC) to strengthen the economies of the member countries and contribute to "rapprochement to each other", modernize and improve the competitiveness of the member countries in the world market. EAEC member states plan to continue economic integration in the coming years. Signing this treaty is a milestone event, which offers broad prospects for economic development and improvement of the population welfare.

Work on the document lasted for almost 3 years. The document describes the procedure of elimination of customs and immigration barriers between the member countries. Now, the citizens of Russia, Belarus and Kazakhstan will be

able to move freely across the territory of the union. This means they can decide for themselves where to live, work and study. Entrepreneurs are now able to import goods and conduct business in any of the member countries.

The states will have a coherent policy in the key sectors of the economy: energy generation, manufacture, transportation and agriculture. It is expected that all this will increase the incomes by at least 15%.

The countries of the union plan to unify investment procedures. Investors will have the right to get reimbursement for the damage to their investments from the public funds. The nationalization of private assets, on the one hand, is prohibited; on the other hand, the appendix to the treaty describes a compensation mechanism: it should be market-oriented, quickly redeemed and delay in recovery of damage should result in interest accrual (<http://bnews.kz>).

Russia, Belarus and Kazakhstan will agree to pursue a common macroeconomic, anti-monopoly, monetary and financial policy. The document says nothing about an adoption of a common currency. The states may introduce exchange restrictions for the period of up to one year "in exceptional cases".

Eurasian Economic Union (EAEU)

is an integration association, which does not address issues of independence of member states.

The integration is based, primarily, on the economic pragmatism. The fundamental principle of the future Eurasian Economic Union is a Common Economic Space, which is a significant resource for the joint development of the CIS countries.

Also, integration is a voluntary initiative. Each state and society should come to the understanding of its necessity independently (<http://ria.ru>).

As a union of states, EAEU is based on the principles of equality, non-interference in internal affairs of each other, and respect for sovereignty and inviolability of state borders.

As a whole, EAEU gives an opportunity for Kazakhstan and its partners to come out as an integrated economic bloc in issues of international relations, which contributes to the strengthening of national economies.

What are the advantages that the union offers the citizens of the Republic of Kazakhstan? The advantages are quite numerous.

First of all, it is the development of competitiveness of the Russian-Kazakh-Belarusian market as a whole. Considering open trade borders, all goods produced by EAEU countries will compete with each other in terms of price and quality. Kazakhstan offers Russia and Belarus its goods produced by metallurgy, machine building, processing industry and agriculture. This expanding market for us, Kazakhstan citizens, provide both favorable and negative outcomes. For example, due to a sharp currency depreciation in Russia, Kazakhs literally devastated automobile showrooms in all border regions of Russia. Of course, buying a car 30-40% cheaper than its cost in Kazakhstan is an incredible stroke of luck. But if you look at the situation in terms of outcomes for of our coun-

try, you'll see that significant amounts of money are "funneling" from the country and Kazakhstan automotive industry is losing its customer. This, in its turn, affects the state tax revenues and the salary of people who work at Kazakhstan plants. Fortunately, this kind of craze is a short-term situation during the crisis. Of course, very soon the acute phase of the crises will pass over, and the price range for products in Russia will stabilize [4].

As you can see, the consumers in Kazakhstan get a wide choice of goods and services, which results in tough competition leading to market regulation of price for imported and local products. Increased imports also entail the arrival of new equipment and technology. But what consumers benefit the most is the high quality of products that meets the world standards. There are also new jobs created as a result of opening joint ventures and expansion of the existing manufacturers that are focused on the markets of the partner countries. It leads to the reduction of unemployment and increase in the welfare of the people.

Secondly, easy migration of the human capital allows people to significantly reduce time and simplify procedures of employment or training in the EAEU member countries. For example, now a citizen of Kazakhstan has the right to stay in Russia for 30 days without a previously mandatory registration. All citizens of the EAEU member countries have the same employment rights and responsibilities in Kazakhstan, Belarus and Russia, with some exceptions (<http://www.ereport.ru>).

Also, at the moment, EAEU member countries develop a list of higher education institutions whose diplomas will be acknowledged in all three countries. For example, a graduate of Nazarbayev University has the full right to work in Russia and Belarus, as well as a graduate of Lomonossov Moscow State University.

Signing this treaty eliminated the procedure of getting work permits that the countries previously established in order to protect the domestic labor market. The worker, who arrived from a EAEU member state, enjoys the same professional and social preferences (the right to work, to placement of children in school and preschool institutions, possibility to use the services of medical institutions, obligation to pay taxes), as the workers of the host country. The only exceptions are civil and military service.

The current difficulties in this matter are related to the 30% income tax for migrant workers from Kazakhstan in Russia, while the Russians, working in Kazakhstan, pay only 10%. Kazakhstan insisted on the reduction and adjustment of the income tax in our countries, and got an agreement of the Russian party. Since January 1, 2015 the income tax rate in Russia for Kazakhstani migrant workers will constitute 10%.

Also, if a Kazakhstan citizen decides to move, for example, to Belarus their work experience in Kazakhstan will be taken into account while calculating their pension payment. Securing this rule (work experience off-set) is currently under development.

Third, the advent of the Eurasian economic space should give a new impetus to development of joint ventures. Even in the early years of EAEU existence we can expect the successful impact of this association on the following plants: Kazakhstan-Russia - "Asia Auto" JSC, "Kazrospromarmatura" LLP, Kazakh-Belarusian "SemAz" Ltd and others. There is another important point. Opening the borders is expected to increase the inflow of investments from Russia and Belarus. Kazakhstan creates favorable conditions for foreign investors. Therefore, doing business in Kazakhstan is becoming profitable ([http:// www. ereport. ru](http://www.ereport.ru)).

Creation of extensional consumer

market is definitely an attractive investment. Kazakhstan, as a participant and one of the founders of this market, gets more powerful negotiating position and competitive advantages in economic relations with the third countries. An example of this is the negotiation of a number of major world economies concerning free trade areas and preferential trade with Kazakhstan.

Creation of EAEU allowed a significant increase in the capacity of the domestic market. The common member states market size is 2 trillion US dollars, its human resources is estimated at about 170 million people, its area is 20 million sq. m., and its total productive capacity is 600 billion dollars.

In addition to the substantial expansion of the boundaries of the market for the businessmen of Kazakhstan, creation of EAEU has provided additional opportunities for domestic businesses in terms of reducing transaction and time costs at the border and releasing significant working assets, which can now be spent for business development [5].

All this should become a powerful incentive for the development of new industries in the union territory, the cooperation of complementary companies and the creation of vertically integrated corporations. Ultimately, in the long term it will allow EAEU countries compete in the world market with their products.

Creation of the Customs Union will increase the marketing outlet for Kazakhstan producers tenfold, which, in its turn, will allow them to significantly increase production.

Another important factor is the fact that the larger domestic market becomes more attractive for foreign investors.

Kazakhstan is a country distant from major markets and having almost no access to sea ports. In this regard, particular attention is paid to providing Kazakh exporters with a better access to the Russian

transportation infrastructure which will reduce transport costs and, thus, increase the competitiveness of Kazakhstan products in the markets of the third countries. Absence of internal customs borders now allows reducing transport costs and travel time for Kazakhstan exporters of grain and flour and other finished and raw goods to European markets.

Joining EAEU results in the following advantages for Kazakhstan:

- growth of GDP by 25% by 2030;
- decrease in prices due to increasing competition;
- creation of new jobs in modern companies and enterprises;
- significant development of non-resource sector of the economy;
- improvement of investment climate;
- new level of human resource market development;
- development of new capital- and knowledge-intensive industries;
- improvement of product quality due to higher requirements;
- foreign trade growth;
- upgrade in production and technology, and build-up of industrial power;
- creation of single market for 170 million people without tariff and non-tariff barriers;
- increased resilience to the global crisis.

A clear understanding of the EAEU goals and objectives can be explained in the following way: any joint efforts, resources, opportunities always increase chances for further successful development of the country. This is the objective of a common Eurasian space – to compensate for the shortcomings due to interaction within EAEU.

But now that there is a severe crisis in Russia, what are the chances that the neighbor will not pull us back? The difficult economic situation in Russia gives additional opportunities for Kazakhstan.

We become a more valuable and attractive partner when Russia's ties with other countries are weakened. This increases our value and makes our partners consider our interests. Therefore, from a strategic point of view, we can't step aside now. Stepping aside may result in rather adverse effects (2014).

EAEU also has its doubts and weaknesses. Experts point to the specific and real problems of EAEU functioning. These problems are the following:

- guaranteed dominance of Russia in the EAEU bodies eliminates the possibility of equitable coordination of economic interests of the union member states;
- in the monetary system, each state retains its significant national characteristics, which objectively impede integration in this area. The flip side of this model, which has ensured high rates of economic growth, is the underdeveloped financial markets and, to a certain extent, a close nature of the financial system;
- There still remain competition in the fiscal sphere of national jurisdictions; consequently, the unification of monetary systems as the final phase of integration is also under development;
- European experience suggests that if EAEU members want to have a common currency, we need to set limits on the emission of debt securities so that public debt were financed by a single paper, issued on the basis of the overall balance and common borders. Thus far these states are not ready for this (Stolyarova, 2015).

Western political elites perceive EAEU as a hostile project, capable of creating serious competition to the dominant influence of the West not only in the post-Soviet market, but also in the global market. Everyone saw how much had been done in order to prevent the entry of Ukraine into the Eurasian project. But in spite of the situation in Ukraine, establishment of EAEU and strengthening of cooperation of Russia and Kazakhstan

with China hit the West hard. Therefore, in the near future we can expect attempts to destabilize the situation, especially in the Central Asian region. As to the Western businesses, they have long been looking narrowly the Eurasian project and are looking for new forms of collaboration and business communications with Eurasian partners.

If we view EAEU with the eyes of Kazakhstan citizen, we can say the following: less than 20% of Kazakhstani people are informed about the Eurasian Union, but nearly half of them see it as "a powerful impetus to the development."

Thus, 50.5% of respondents admitted that they have a very superficial understanding of the project, they "heard or read something, but they don't know the details." 29.6% had heard about the Eurasian Union. And only 19.9% said that they are aware at what is happening and "are closely watching the events related to the establishment of the Union."

Among the positive aspects of active integration with Russia and Belarus, Kazakhstan citizens name the development prospects. In particular, 47.5% of respondents believe that "it will give a powerful impetus to the development." 12.7% hope that "EAEU will be one of the major economic and geopolitical centers of influence".

9.9% rely on political support of Russia, and 9.2% believe that the Eurasian Union will serve as an effective "bridge" between Europe and Asia, and, first of all, between Europe and China. "Removing trade barriers" is an advantage for only 2% of respondents, border security around the EAC perimeter - for only 1.2%, and the prospect of using a single currency – for just 0.9%.

In assessing possible negative effects of the creation of the Eurasian Union, 32% of respondents said that they see no disadvantages in this project. However, 20.5% of respondents expressed apprehen-

sion that "it is unknown how reliable are the Russian Federation and Belarus as partners."

Another 12.6% of Kazakhstanis negatively assessed the likelihood that "the countries will have to sacrifice a part of their independence to create the Union." 3.2% see EAEU as a threat to sovereignty in general. "The increase in prices, reduction in product choice" is a negative factor for only 8.4% of respondents. And only 4.7% believe that "Kazakhstani producers won't be able to compete with Russian and Belarusian goods".

On the whole, the survey demonstrated a very low awareness of Kazakhstani people about the Eurasian Union and other integration initiatives, which the population considers either in the context of the experience of the Soviet Union, or as yet very uncertain future.

Experts believe that the Eurasian Union provides a real chance for the member states and prospective members to improve their competitiveness in the global markets, as well as modernize the economy with their joint efforts.

Thus, the Eurasian Economic Community is an international economic organization created to effectively promote by its stakeholders of formation of the Customs Union and the Common Economic Space, and also to implement other goals and objectives associated with deep integration in economic and humanitarian spheres. The main objectives of the Eurasian Economic Community are: formation of a common financial market, establishing common rules for trade in commodities and services and their access to domestic markets, creation of a common unified system of customs regulation, creation of equal conditions for production and business activities, development of a common market of transport services, creation of a common energy space, creation of a collective security system, ensuring free movement of citizens of the

EurAsEC states within the Community and others.

Energy potential of the Eurasian Economic Community is unique both in terms of availability of energy resources and transit opportunities and exports of these resources within and outside the Community. The territory of EurAsEC allows organizing export of resources in all promising directions: west, east and south-east. Today, Kazakhstan, Russia and Tajikistan have fuel, energy and hydro resources of global significance and are very attractive for investors. All EurAsEC states are connected with regional pipelines into a single system that allows transport resources within the Community. At the same time, there is a number of states, including Kazakhstan, Russia and Belarus, that are connected with a system of export pipelines, allowing to export natural gas extracted by the Community countries.

The priority is given to the formation and development of agreed principles of customs, tax and tariff policy of the EurAsEC countries, deepening cooperation of electric power systems of the Community members, effective use of transit potential, joint construction of power facilities, development of favorable conditions for active attraction of investments from both EurAsEC and foreign partners.

Currently, Eurasian Economic Community is a developing economic system with a huge economic potential, a large sphere of geopolitical influence and real prospects for development, important for each member of the Community. However, development of the Eurasian Economic Community is a fairly complex and lengthy process. For the efficient operation of any economic integration organization it must be integrated into the global economic system, which is not possible, above all, without its functioning within WTO. This will take time, but will

provide an opportunity for each country to realize its potential and become equitable members of the regional and global economic cooperation.

According to the President of the Republic of Kazakhstan N. Nazarbayev in the long run one of the strategic goals of the Eurasian Economic Community is its evolutionary transition to a more advanced structure - the Eurasian Economic Union of Russia, Belarus and Kazakhstan, which is planned to be created by 2015. In addition the President of Kazakhstan considers it necessary to gradually expand the Customs Union, which at the moment consists of three members. He said Turkey and Syria expressed their interest in joining the Customs Union. N. Nazarbayev said that it is possible to invite Kyrgyzstan and Tajikistan into the Customs Union as observers. The future will show if these goals are justified. At the present stage, it is important to consider that most of the economic plans of EurAsEC will depend not only on the degree of interest of these states in collaboration, but also on the real possibilities of economic integration. Significant differences in the levels of socio-economic development, economic structure, territorial remoteness of the states of the Community from each other and high transport rates, a complex socio-political situation in some member countries require careful consideration of the implementation prospects of objectives related to their close economic cooperation within EurAsEC.

Indicators and criteria of EAEU success is not an increase in economic indicators, but development of the most important social institutions. Because this is the ultimate goal; economics is only a tool to achieve it. People do not live for the purpose of making money. We live to create a family, raise children, to realize our personal potential. The economy is to create the conditions for this. We often confuse GDP indices and quality of life of every individual, substituting one concept with

the others, forfeiting the difference between ends and means. When in a year, two or three years we will start drawing first conclusions, we can't focus on economic performance only. We need to assess how they are transformed into a more accessible healthcare system, better education, etc. The main question to be asked is whether people began to live better? Time will prove if it is so.

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### **TOURISM INNOVATIONS**

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The most important feature of the present stage of economic development is increase of the role of innovation as the basis of the economic growth, as well as the desire of developed countries to compete due to high-tech and nonstandard intangible assets.

Widespread introduction of innovative products and technologies into economic circulation has become a key factor of economic development and improvement of the quality of life.

Innovation is understood as "the end result of innovation activity that gets implemented in the form of a new or improved product sold on the market of a new or improved technological process applied in practice" [1].

Tourism innovations have a particularly important role. The world practice shows that on profitability and developmental dynamics the tourism industry is inferior only to extraction and processing of oil and gas.

According to the World Tourism Organization tourism business provides 10% of a production and service market

turnover, accounting for 7% of total world investments and 5% of all tax revenues [6].

For this reason it is necessary to pay more attention to the tourism industry, to promote the improvement of innovation processes in the field of tourism, to promote the creation of new products, services and new management technologies in the tourism business. Moreover, innovation development should be carried out both at the state level and at the level of tourism organizations themselves. It is innovative growth which leads to the creation and implementation of competitive products and services, improves the economic condition of not only a company but also of the entire tourism drift.

Under market economy conditions tourism organizations are increasingly aware of the need to develop new products and services and of related economic benefits. Kazakhstan has every reason for the innovative development of the tourism industry with its unique natural and cultural potential, as well as the huge interest of tourists from near and far abroad as to a



new unreached direction.

The levers of the state influence on innovative activity of tourism organizations are: tax benefits of innovative active organizations, the implementation of special scientific, technical, tax and fiscal policies, the creation of favorable conditions for attracting domestic and foreign investments to the tourism industry, improvement of the amortization policy and setting priorities of the science development.

Innovation in the tourism industry is mainly aimed at creating a new tourism product, new approaches to marketing activities, as well as at the application of new management methods using IT technologies. Introduction of innovations will enhance the competitiveness of tourism enterprises. Creation of new promising types of tourism development increases growth of consumer demand in the market of tourism services.

It is necessary to highlight the following factors that determine the degree of innovation development of tourism:

- market conjuncture of the market and competition (both in the domestic and foreign markets);
- external environment (the level of development of science and technology, improvement of the legislative and legal framework, political and economic stability);
- staff (scientists, experts, entrepreneurs, managers, politicians, civil servants);
- resources (natural, industrial, financial, scientific, technical, technological, infrastructure) [2].

Engineering, technological, economical, management and social innovations are interrelated in tourism and in order to introduce an innovation it is necessary to make amendments in other areas. For example, in order to abandon old habits to confirm your reservation by fax and to switch to the “on-line booking” system

which allows receiving instant confirmation of the tour, the company must train employees to install computers with appropriate software, to amend the terms of the contract between the operator and the customer, etc. In this case, the tour operator saves time for processing applications, accelerates the clearance of the tour, and its operational efficiency attracts new customers.

There is need of a system of innovation management meeting the requirements of the industry and the market to create an innovation strategy of tourism industry enterprises and to further implement innovative ideas in the sphere of tourism (automation, software development, development of new types of tourism and new tourist routes, the novelty of the hospitality services, etc.). The effectiveness of a new tourism product, the pace of development of innovative activity are defined in the manufacture of a new product which whether satisfies any completely new needs or allows you to expand the market for consumers. Innovative activity is manifested through the process of innovation and it is essential for economic growth and improvement of the quality of life.

Innovative development of the tourism industry is the development and creating of new tourist routes, products, services, etc. involving science, technology, IT technology and advanced experience in management and marketing, its implementation will increase employment, ensure the growth of the population income, improve social and economic development and tourist attraction of the country and regions.

Requirements of developmental dynamics of the tourism market determine both continuous improvement of legislation in the field of state support of tourism and intersectorial legislation affecting the state of the tourism industry.

In general, tourism has all the neces-

sary conditions for innovative development of the tourism industry. Tourism is one of the leading and most dynamic sectors of the economy and thanks to a rapid pace of its development it is recognized as an economic phenomenon of the century. For 38% of countries the tourism is the main source of income and for 83% of countries it is one of five main sources of income.

As the current global social and economic phenomenon tourism sometimes operates under very tough competition conditions and it is characterized by a high degree of exposure to the innovation process and the observance of which is often the main feature determining competitiveness factor of tourism organizations.

The state should focus its efforts and available free resources on the development perspective for the entire national economy of knowledge intensive industries, i.e. such industries which actively influence and contribute to the development of other sectors of the economy. And this industry is tourism [4].

The main functions of the innovation:

- Involvement of new productive forces into the production, increase of productivity and efficiency, reduction of various kinds of costs;

- Increase of the standard of living of every person and of the society as a whole due to the diversity and quality of products and services fulfilling the needs of the population;

- Help to align the structure of production to the structure of the changed needs, help to maintain a balance between supply and demand, between production and consumption;

- The application of creative ability and knowledge of a particular person, human intelligence which in its turn stimulates further growth of creative activity [2].

Study of trends and patterns of inte-

grated development of innovations, planning positive results and management is a complex methodological problem in the tourism sector, primarily due to the classification of innovations. The classification criteria necessary to define the essence of innovations in tourism:

- Source of ideas (the needs of tourists, discoveries, inventions);

- Type of innovation (attractors, tourism infrastructure, tourism product, ways and means of distribution of tourism products/services, management, factors of production);

- The degree of novelty (improving, breakthrough);

- The breadth of impact, scale, connectivity (local, global, system);

- Investment content (not capital-intensive, low capital-intensive, capital-intensive) [3].

Innovations in tourism should be regarded as system events with high quality novelty and leading to positive changes, ensuring stable operation and development of the industry in the region. So, the idea of creating and implementation of tourism projects which are not even profitable from the beginning can give impetus to the development of tourism and thus actively contribute to the creating of additional jobs and income growth.

The innovation process in tourism is quite specific. As a rule, it receives its recognition on the one hand, through the tourist market and customer satisfaction, and on the other hand, mainly due to the adoption of joint decisions taken by tourist organizations, regulatory bodies, local authorities and public organizations whose activities are aligned with tourism, as well as due to assessing the industry by the local population. Only such an interaction of all elements (subjects and objects) of the innovation process can lead to significant synergies, expressed as a growth (development) of the tourism industry. Complexity and transformability of innovations

when the implementation of something new in one area gives the effect (and probably a stronger one) to another area, constituting their essence in the industry, for that reason innovations need science-based organization and management [3].

The basic principles of innovations in tourism include:

1. The principle of science, consisting of the use of scientific knowledge and methods for the implementation of innovations that fulfill the needs of tourists.

2. The principle of systems. Elaboration of a strategy of innovative development of tourism in the region have to take into account the factors and conditions necessary to fulfill the needs of people in the town; resource potential of the region (economic, financial, human and other potentials); social impact on society; environmental factors.

3. The principle of fulfillment the needs of tourists. Suggestion of only those innovations that do really fulfill the needs of a client, and not those which can be produced and implemented by a tourist organization.

4. The principle of a positive result which consists of preventing unreasonable, not deliberate creating and innovations, that can be dangerous for the tourist first; secondly, for a particular company; Thirdly for the biosphere and the society as a whole.

5. The principle of the immanence of the investment process. In order to conduct the necessary research, develop and materialize innovations it is necessary to use materialized investment resources, which effectiveness is determined by the degree of importance and scale of an innovation.

6. Compliance of innovations and their results with the level of the society development.

7. The principle of connectivity. The innovation process ends up with the product yield on the market, which at some

stage of its life cycle have to cause a need (to stimulate the idea) to create the next innovation and provide this process with financial support.

8. The principle of security. Any innovation should guarantee no harm to humans and the environment [3].

Innovation activity is a complex of scientific, technological, organizational, financial, commercial events that lead to innovation. Activity is innovative if it brings new knowledge, technologies, techniques and approaches to obtain a result that is in a high demand in the community. Enterprise innovation can be defined as the joint work of all employees, aimed at creating and implementing innovations. Innovative activity is systemic, a system is formed by a society and actors of the innovation.

The main directions of innovation activity in the sphere of tourism and hospitality:

- The production of new kinds of tourism products, products of the restaurant sector and hotel services, etc.;

- The use new techniques and technologies in the manufacture of traditional products;

- The use of absolutely new tourist resources that were not previously used. Unique example - traveling on spaceships;

- Changes in the production organization and consumption of traditional tourism, catering products, hotel services, etc.; new marketing, new management;

- The identification and use of new markets (hotel and restaurant chains).

The basis of the innovation activity in all sectors of the economy is the implementation of scientific and technological progress. The abovementioned fully applies to the field of social and cultural service and tourism [5].

The technological revolution has not only become the material basis for the formation of mass tourism, it has made a huge impact on innovation in social and

cultural service and tourism through high technologies, which include new materials, microprocessor technology, media and biotechnology.

The occurrence of polymer, composite and other new materials has led to the emergence of new types of clothing and footwear, sport and other kinds of equipment, new tare and packaging, etc. New materials have become the material basis of extreme tourism and contributed to the development of aqueous tourism, hiking and a number of other types of tourism.

The appearance of modern communication medium has made a profound impact on the social production and on household. Modern tourist activities and work of tourist agencies can not be imagined without the Internet. Modern audio and visual equipment has significantly changed the management technology. Management is getting to a real-time basis, etc.

Thereby, innovation activity in the tourism sector aims at creating a new product or modifying the existing one, at improvement of transport, accommodation and other services and development of new markets and introduction of advanced information and communication technologies, modern forms of organization and management.

Tourism sphere today is one of the most promising and lucrative economical spheres. About 10% of the world gross income fall to its share including 8% of the total world export and 30-35% of the world services trade.

Tourism is constantly evolving despite various obstacles of political, economic and social issues. Tourist business in many cases is the initiator and the experimenter in the development and implementation of advanced technologies, continually changing forms and methods of supply and provision of services, opening and developing new opportunities.

Work force of the tourism industry

deals with a variety of forms and methods of leisure arrangement, travel and cultural activities. Tourism development is only possible through the introduction of new ideas, improvement of goods and services production and expanding the production range.

Tourism daily implements all sorts of innovations under the influence of both scientific and technological progress and intellectual development of mankind.

Sometimes innovations in tourism arise unexpectedly and unpredictably even under the influence of events in the community. That's why the study of innovation processes and the causes of innovations and development of methods for their implementation is of a great scientific and practical interest [7].

We should also mention how important is the role of the state in the development of innovations in the tourism sphere. And we should highlight the relevancy of development and implementation of the state support mechanisms.

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## THE ROLE OF FINANCIAL MANAGEMENT IN ENHANCING THE COMPETITIVENESS OF THE COMPANY

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In a market economy the financial flows are the main object of management in any enterprise, as each economic decisions directly or indirectly related to the movement of funds. Therefore, the majority of managers have to somehow interact with financial services in the process of implementation of their functional tasks. In this context, knowledge of the basics of financial management is necessary for every middle and senior management for a deeper and more comprehensive understanding of the challenges facing the company, and effectively perform their functions. Currently, financial management is one of the most dynamic processes aimed at solving a variety of problems arising in the course of business management.

Financial management in the management of financial flows includes the development and selection of criteria for sound management decisions, as well as the practical application of these criteria taking into account the specific conditions of the enterprise. Therefore, the role of financial management in enhancing the competitiveness of enterprises began to increase in recent years [1, p. 56].

In the current environment of instability of the Kazakhstan economy it is extremely important to find approaches and priorities in the management of financial organizations and enterprises, adequate environmental conditions and related opportunities and challenges. Mastering the skills of financial management by finan-

cial managers provides features such enterprise.

Financial management is a science and an art. On the one hand, it is a science as well as the adoption of any financial solutions requires not only the conceptual foundations of the financial management of the company, scientific methods of their implementation, and the general laws of development of market economy. On the other hand, it is an art, as well as the most financial solutions focused on future competitive success of the enterprise, which involves a combination of methods of financial management, based on a high level of professionalism and knowledge of the intricacies of the market economy.

The relevance contained in the research topics is that via theoretical and practical skills of financial management in the running company competitiveness determined by the need to create a unified system of financial impact on the balanced movement of capital resources within business structures, the use of market legislation to control money in circulation and the formation of target sources funding to stimulate business activity, political growth, capital accumulation and efficient reproduction processes, i.e. financial management will not only normalize and restore the cash flow, but also implement the principles of self-sufficiency and self-financing under market conditions as a consequence of increasing the competitiveness of enterprises.

In a market economy, the competitiveness is an important factor in ensuring economic stability and, in some cases, survival of the company, which is important both in the impact of adverse external factors (global financial crisis), and in the right conditions to ensure its sustainable development.

Only effective traffic management of its financial resources (capital) can provide competitiveness to any economic entity, using the methodology, methods, and techniques of financial management, which is achieved through a system of financial management of the enterprise.

Financial management allows to manage the cash flow of the enterprise, attracting the most rational sources of financial resources and use them most effectively to achieve the strategic and tactical objectives of the enterprise [2, p. 98].

The cash flows are the subject of financial management which reflect the movement of capital.

The strategic goal of financial management is to maximize the welfare of the owners of the company, which is expressed in the maximization of the market value of the company (for shareholders - to maximize market share price), profit maximization. This approach is based on the following basic idea of the development of society - the achievement of social and economic prosperity of society through private property.

Other fundamental goals of financial management are:

- 1) the survival of the enterprise in the competitive environment;
- 2) avoiding bankruptcy and major financial setbacks;
- 3) leadership in the fight against competitors;
- 4) the steady growth of the economic potential of the enterprise;
- 5) the increase in the volume of production and sales;
- 6) minimization of costs;

7) ensure cost-effective operations, and so on.

The priority of a particular purpose can be differently explained by existing theories of business organization. The activities of the financial manager can be grouped in the following areas:

1) the overall analysis and planning of the property and financial situation of the company;

2) provision of financial resources of the enterprise (management of sources of funds);

3) allocation of financial resources (investment policy and asset management).

Dedicated activities define the main objectives. The overall assessment is carried out within the first direction:

- assets of enterprise and sources of their financing;

- the quantity and composition of the resources needed to sustain economic potential of the company and expand its activities;

- sources of additional funding;

- control over the condition and effective use of financial resources [3, p. 45].

The second area involves a detailed assessment:

- the volume of the required financial resources;

- forms of supply;

- methods of mobilization of financial resources;

- level of availability and time of provision;

- costs associated with the involvement of the types of resources;

- risks associated with the specific source of funds.

The third area involves:

- analysis and evaluation of the long-term and short-term nature of the investment decisions;

- optimal transformation of financial resources into other kinds of resources;

- appropriateness and effectiveness of investments in fixed assets, their composition and structure;

- optimal working capital as a whole and by type;

- efficiency of investments.

As a practical field of activity, financial management has several major areas:

- general financial analysis and planning, in which the formulation of the overall financial strategy are implemented;

- management of investment activity, understood in a broad sense as an investment in the so-called real assets and investments in financial area;

- management of sources of financial resources as the area of activity of the administrative apparatus, which has the purpose of ensuring financial stability;

- financial management, which provides cost-efficient work;

- current cash management, in which financing current operations and creating cash flow are implementing. All of this have a goal to ensure the solvency of rhythm city and current payments.

In whatever field of activity of the enterprise management solution is accepted, it directly or indirectly affects the formation of cash flows and financial performance. Financial management is directly related to production management, innovation management, personnel management and some other types of functional management.

Therefore, financial management must be characterized by a high dynamism, taking into account changes in environmental factors, resource potential, forms of organization of production and operations, financial condition and other parameters of operation of the business.

No matter how effective different projects of managerial decisions in the field of financial activity may be seen in the current period, they should be rejected if they conflict with the mission of (the

main purpose of the activity) company and the strategic directions of its development.

Effective financial management allows to provide steady growth of equity, significantly improve its competitive position in the commodity and financial markets, to ensure stable economic development in the long term [5, p. 89].

The development of market relations led to increasing role of company finance. Condition of financial resources of the enterprise becomes a factor, which determines financial performance and as a consequence the maintenance of its competitiveness.

The opportunities in online fundraising and the attractiveness of the company to outside investors should be recognized as the main undeniable competitive advantage in the financial sector. The concept of "quality of financial management" has a great importance. This is primarily a strategic competitive advantage in the capital market. They can be estimated by availability of capital, the mutual attraction of the securities, and the desire for financial cooperation.

At the same time, the quality of financial management largely determines the overall quality of management within the enterprise. Rightly Yu Geronimus said, pointing out that "the quality of management is characterized by how quickly the desired state of the control object comes and how stable it is held in this state. Management may be bad both because of the fact that the control signals are incorrect (impel the object to move in an undesirable state) or delayed, and because of the immunity of the control object to the control signals". Financial management is based on the concept of ensuring profitability.

Therefore, the financial management of the enterprise gains paramount importance in the present conditions, because the companies with an effective system of financial management will be able to

maximize their market efforts and offer its services to the market and get for their implementation the highest possible price, which allows fully recoup all costs, and significantly improve the efficiency of internal and external position of competitiveness [4, p. 52].

Creation of an effective financial management is the primary task of the company's management, as the profitability and competitiveness of business depend on its successful solution.

Thus, the requirements of modern market relations stimulate the activity of the company, aimed at preserving financial stability, increasing market value, to create the conditions of competitiveness, encourage them to operate with a view to the global market, thanks to an integrated approach to the study of theoretical and methodological aspects of financial management and the need to and the feasibility of its use as a comprehensive, efficient financial management system independent economic units confirmed many years of experience of enterprises of different countries.

Only effective traffic management of its financial resources (capital) can provide competitiveness to any economic entity, using the methodology, methods, techniques of financial management, which is achieved through a system of financial management of the enterprise.

The strategic goal of financial management is to maximize the welfare of the owners of the company, which is expressed in the maximization of the market value of the company (for shareholders -

to maximize market share price), profit maximization. This approach is based on the following basic idea of the development of society - the achievement of social and economic prosperity of society through private property.

A detailed examination of these questions leads to the conclusion that the financial instruments of increasing the competitiveness of enterprises play a major role in the field of competitiveness. Positive results in improving the company's competitiveness cannot be achieved without a clearly articulated strategy of financial management, developed financial policies, the use of effective financial planning, efficient management of financial resources, taking into account risk, detailed analysis and monitoring of the Company's financial results.

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## **ORGANIZATIONAL CHANGE AND FIRM GROWTH**

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In the modern literature on change management, there are different ap-

proaches to the definition of "organizational change". Some authors have focused



on the process component of organizational change (Barnett, Carroll, 1995), others - focus on the content component (Van de Ven, Poole, 1995; 2005). The terms "organizational change", "change" and "transformation of the company" refers to those institutional reforms, during which achieved a change in values, aspirations and behavior while changing processes, methods, strategies and systems. Organizational change accompanies the learning process, because modern organizations is both extremely important processes of change and learning. Change strategies, structures and systems is not enough if they are not accompanied by a change in the thinking of generating these strategies, structures and systems. According to some authors, organizational change can not be separated from the organization's strategy, and vice versa (Burnes, 2004; Rieley and Clarkson, 2001; Todnem, 2005).

In this study, under the "organizational change" means any "development of new ideas or the introduction of new patterns of behavior in the company» (Daft, 2001). In our view, this definition described as Process and substantive aspects of the process of organizational change and covers almost all types of changes that can occur in an organization.

Analysis of studies on change management, shows that scientists have for quite a long period of time studying the typology of organizational changes and characteristics that underlie the differences in types of changes. Most of them, anyway, based on the distinction between incremental and radical (evolutionary and revolutionary, cumulative and discrete) changes. For the first time such a division was made in the early 1970's. When Vattslavik, Uikland and Firsh (Watzlawick, Weakland, Firsh, 1974) introduced the concept of change of the first and second order. Under the change of the first order were understood Changes- "variation

around the main theme", and under the second-order change - crucial breakthrough that has no connection with the past. In our view, this classification is fairly general, allowing to interpret it as the content and the process of change, and both characteristics together. On the one hand, this is its advantage (high degree of generalization), and on the other, has brought some confusion in the work on changes since in each case, you need to understand what the author has in mind, using this classification.

Currently, most of the research literature on change management is a critique of the proposed approaches to the classification of organizational change and attempts to highlight an original approach to the classification of types of changes. As a rule, the proposed approaches are diametrically opposed continuum of types of changes, which are based on certain classification features, such as the duration of the changes, the rate of change, a strategic approach to change, and others. For example, the incremental (incremental) changes contrasted transformational (transformative) changes (Dunphy, Stace, 1993), episodic (episodic) changes - permanent (continuous) change (Huy, 2001), scheduled (planned) changes - sudden (Bamford, Forrester, 2003), evolution (evolutionary) change - revolutionary (revolutionary) (Pettigrew, 1985), changes the first order (first order change) - change of the second order (second order change) (Bartunek, Moch, 1987); Convergence (convergent) change - radical (radical) (Greenwood, Hinings, 1988, 1996; Miller, Friesen, 1982), etc.

The above described approach to the dichotomy of distinguishing different types of organizational changes, of course, has a certain research purposes, but at the same time does not provide a general understanding of this complex phenomenon. Moreover, the traditional use of the term "change", as a rule, is ambiguous and im-

precise (Marshak, 2002). Overall, this is due to the fact that the basis for the classification of types of change is only one classification feature. For example, the main characteristic of the planned changes is the degree to which the change is subject to control by the management. However, another equally important characteristic of the planned changes may be planning style changes - a directive or participative (Maes, 2008). Some authors have attempted to overcome the limitations of using only one feature to highlight

changes typologies. They use two or more classification feature, creating a matrix by which to distinguish between different types of change.

One of the most successful attempts to summarize the various typologies of organizational change is the work (Maes, 2008), which presents a systematic approach to organizational change, which is based on the seven attributes of the system. Generally, the attributes of the system are presented in Table 1.

Table 1. Types of organizational change

№	Attributes changes	Continuum of changes
1	Scale	From adaptation / transformation to improve / upgrade
2	Control	From planned to sudden changes
3	Frequency	On the state of inertia to episodic change and then to constant changes
4	Pace / Speed	By gradual changes to fast
5	Time	From short-term to long-term changes
6	Aim	Changes from hard to open
7	Style	Of participatory involvement in changes to the compulsory

Source: (Maes, 2008, p. 36).

It should be noted that in addition to the above classifications, organizational change, another, no less popular, is the classification of types of strategic organizational changes proposed R. Daftom: changes in the products and services, changes in strategy and structure, cultural change and changes in technology (Daft , 2001). Furthermore, according to RM Kanter, changes in the Company may occur at different levels and have different effects on the results of its operations. According to R.M. Kanter, change management takes place on three levels: the draft changes, program changes and changes in the organization-conductors (Kanter, 1999, p.20). It should be noted that in a recent study (Self et al., 2007) proposed a classification of organizational change, depending on the impact of these changes - whether they lead to the dismissal of the

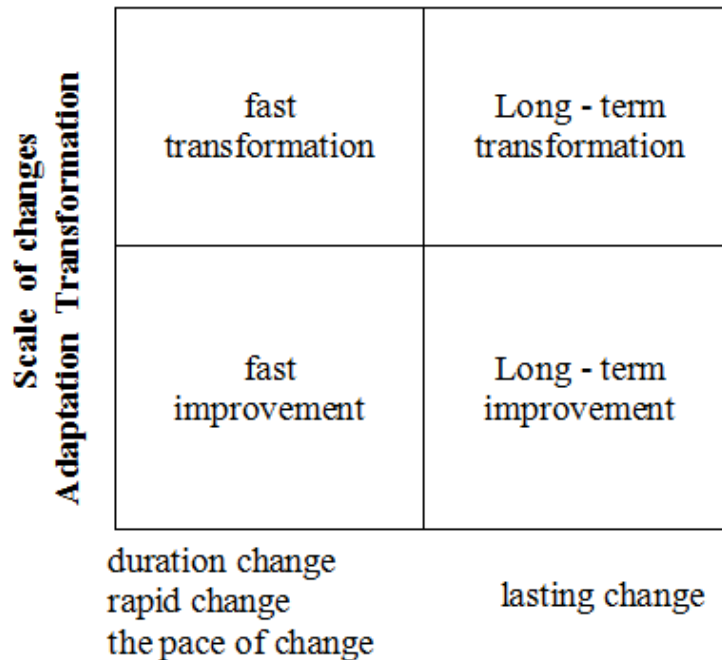
employee or not. The authors believe that such a classification allows to predict the reaction of the staff for the upcoming changes and, consequently, to develop a program to overcome resistance to change.

Thus, the organization can be implemented different types of organizational changes at different organizational levels. It appears that the different types will have different impacts on the operations of the company, in particular the growth of the firm. At the same time, such an effect may be either short-term or long-term exposure. We propose to consider the types of organizational change in terms of their impact on the performance of the company in the short-medium and long term. To do this we will use a two-dimensional matrix (see pic. 1).

It seems that all types of organizational change can be divided into two dif-

ferent approaches to change: adaptation / improvement and transformation. At the same time, the proposed approach can have different length (duration) of the

time. Thus, we get four different cluster of organizational change depending on the scale and duration of these changes. Consider in more detail the clusters.



Pic. 1. Clusters of organizational change

**Adaptation / improvement.** This approach to change focused on the individual components of the organization in order to adapt or improve to better match the other components of the organization. Adaptation / improvement occurs within the existing organizational strategy and structure (Nadler, Tushman, 1989). This approach to change is the so-called incremental or minor changes, and is aimed at small improvements without radical changes in the organizational structure and hierarchical culture (Hope Hailey, Balogun, 2002). Unlike most types of organizational changes that are considered to be the responsibility of top management, adaptation / improvement is often associated with a key role performers (Choi, 1995). Depending on the duration of this change, we will allocate two clusters changes: rapid improvement and long-term improvement.

*Rapid improvement* occurs in a short

time and usually has a local character, as executed in the form of draft amendments. According to R.M. Kanter, these actions can be successful in the short term, especially if they are focused, results-oriented and do not violate the traditions of the company.

*Long-term improvements* are known in the theory and practice of business a long time, and the cluster changes can be attributed to the third level of organizational change on the classification of R.M. Kanter - organization of change. This is the name of the company who are able continuously to innovate, improve and do it before it will require external circumstances. This organization, mobilizing many people to carry out the changes. Success depends on whether there are conditions necessary for the transformation of the organization capable of such changes that occur continuously and are perceived as natural.

**Transformation / update.** The term "transformation" is often used in the literature on change management interchangeably with the term "reorganization", "transformation", "update", "radical changes" and others. The total in these terms is that they are all aimed at changing the organization as a whole, rather than its individual parts. In this paper, this word refers to a radical organizational changes, i.e. changes that are relevant to the strategy and structure of the organization, i.e. changes "second order» (Bartunek, Moch, 1987). Transformation / update affects not only the changes in strategy and structure, but also a change in organizational culture (Hope Hailey, Balogun, 2002). According to some authors during the transformation / update requires a paradigm shift of thinking, mental models and organizational values.

*Rapid transformation* refers to the second level of organizational change - "change programs" classification R.M. Kanter. As a rule, - related projects designed to provide a set of organizational impact. Rapid transformation means that changes occur in a short time, and focused on changes in key elements of the organization. Examples of rapid transformation may be some changes in the program, as the development of outsourcing operations or launching of a series of operations that were previously outsourced, the company itself, the introduction / removal of the product line, etc.

*Long-term transformation*, as well as rapid transformation is a program of organizational change. However, in this case we are dealing with the duration of the program, which can be done within a few months, or even years, depending on the size of the company. Examples of long-term transformation of these programs are large-scale organizational changes, mergers and acquisitions, joint ventures, changes in strategy and structure of the company and others. All of these pro-

grams require not only a significant financial investment for their implementation, but also quite a serious investment of time. According to (Hannan, Freeman, 1984), large-scale changes reduce the reliability of results, due to the fact that fluctuations in the quality and timeliness of collective action are reduced in a period of fundamental change. Strategic changes rarely occur in a short time. Most often company spends some time for such changes in the program, and for a certain period of time burst existing communication with the external environment and to establish new, leading to slower growth firms.

When implementing change programs success often depends not so much on the quality of the program or the methods of its implementation, but on how each element of the program is linked with other activities of the company. According to R.M. Kanter, program changes often fail because they are isolated from continuing operations, contain too many states, cannot be combined with one another, or run an elite group that expects that everyone should drop everything and join the cult preached it.

The practice of the majority of large-scale transformations shows that such changes being made by top management in the first place in order to achieve an immediate effect that usually happens. If we consider the long-term impact on the growth of the transformation of the company, then, in our opinion, this effect will depend on the type of organizational transformation. We can assume that over time the impact of rapid transformation will decrease until it disappears completely as a result of organizational inertia. At the same time, in the case of long-term transformation, long-term impact on the operations of the company can be very significant, because the top management of the company will pay special attention to these programs for a long period of time.

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